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НАВЧАННЯ КРЕАТИВНОГО ЧИТАННЯ ТА ПИСЬМА

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CONTENTS

Вступление	4
Навчання креативного читання	
The Wind and The Rain (after S. H. Burton)	6
My Uncle Oscar (after G. P. McCallum)	13
Professor Gilpin's Book (S. H. Burton)	18
Diamond Cotton (G.P. McCallum)	25
A Cup of Tea (after Katherine Mansfield)	32
The Dinner Party (after Nicolas Monsarrat)	39
Spot (after J. London (I–IV parts))	43
Spot (after J. London (V–VII parts))	47
The Adventure of My Aunt (after W. Irving)	51
The Luncheon (after W. S. Maugham)	56
The Open Window (after H. H. Munro)	60
The Fish and the Ring (An English folktale)	65
The Gift of the Magi (after O'Henry)	69
The End of the Story (after Jack London)	73
The End of the Story (after Jack London)	77
The End of the Story (after Jack London)	80
Навчання креативного письма	
Writing as a Skill	85
Difficulties Awaiting Pupils in Learning How to Write	86
How to Teach Calligraphy to Junior Pupils	88
How to Teach Spelling	89
Examples of Spelling Tests	90
Dictation	94
How to Teach Creative Writing	98
Four Square Writing Method	108
Other Forms of Creative Writing Activities	112
Multimedia in Teaching Writing	126
Teach Writing at your Classes!	127

ВСТУПЛЕНИЕ

Согласно современным методическим принципам, основной акцент в преподавании иностранных языков должен быть сделан на лично-ориентированном и коммуникативном подходах.

Продекларированные в решении Коллегии Министерства образования и науки Украины от 17 августа 2000 г. и в Концепции развития общего среднего образования изменения требуют понимания и организации процесса учебы как процесса сотрудничества.

«Единственно правильным и производительным подходом к перестройке системы образования Украины в современных условиях может быть лишь лично-ориентированная педагогика».

Важную роль в обучении иностранным языкам играют процессы восприятия. Индивидуальные особенности восприятия проявляются в его полноте, точности, скорости. Они могут характеризоваться целостностью, эмоциональностью, если внимание ученика привлекают только факты (синтетический тип) или логикой, когда внимание направляется на значение и объяснение фактов (аналитический тип), иногда наблюдение и описание фактов совмещаются с их объяснением (аналитико-синтетический тип). Это свидетельствует о необходимости индивидуализации средств и форм обучения лично-ориентированного подхода. Качество овладения учеником иноязычной деятельностью в значительной мере предопределено и мотивацией, которая вызывает целеустремленную активность, стимулирует выбор средств и приемов для достижения цели. Психологи называют мотивацию «пусковым механизмом» деятельности, в том числе и речевой. Почти все ученики желают овладеть иностранным языком, но, столкнувшись с разнообразными трудностями на пути к достижению цели, их мотивация может снижаться, исчезает активность, ослабляется воля, ухудшается успеваемость. Следует помнить, что мотивация относится к субъективным качествам ученика и она определяется его личными побуждениями, страстями и потребностями. Поэтому учитель может повлиять на нее, лишь создавая условия, на основе которых возникает личная заинтересованность в работе.

Одной из трудностей, с которой сталкиваются ученики, являются уроки чтения. Не секрет, что при наличии таких источников информации, как телевидение, компьютер, Интернет, большин-

ство учащихся не ощущают потребности в чтении рекомендованной литературы. Это связано не только с недостаточно успешным подбором материалов для чтения, отсутствием у учащихся интереса к нему, но и с теми трудностями, которые происходят во время самостоятельного чтения. Частое столкновение с ними превращается в тяжелый, принудительный труд. Поэтому задание учителя — тщательно подбирать необходимую литературу, учитывая уровень подготовки учащихся, предоставлять учащимся необходимую помощь. Чтение должно вызывать у учащихся чувство удовлетворения от встречи с интересным содержанием книги, от осознания повышения уровня своей иноязычной подготовки.

Важно глубоко продумать стимулы для побуждения учеников к активным речевым действиям в связи с определенной ситуацией. Таким образом, будет реализовано взаимодействие и сотрудничество учителя с учеником, а также развитие интереса ученика к изучению языка. При наличии у учеников интереса изученный язык не забывается, даже если знание этого языка не будет использоваться в течение длительного времени.

Каждый из включенных в сборник рассказов сопровождается небольшой разработкой — вопросами к тексту и упражнениями для лучшего усвоения и закрепления слов и выражений, встречающихся в тексте. Такая разработка облегчит учителю контроль, а также поможет учащимся лучше усвоить материал.

НАВЧАННЯ КРЕАТИВНОГО ЧИТАННЯ

The Wind and The Rain

(after S. H. Burton)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

It is winter in Stratford-on-Avon. The visitors have gone away and the town is quiet. It is a dark night in February. The wind blows through the empty streets. It blows rain against doors and windows. The boats dance up and down on the River Avon.

The big river is full and strong. It moves quickly under Clopton Bridge. Near the Royal Shakespeare Theatre the water is deep and brown.

The front of the theatre is dark. At the back some lights are shining. The actors are working. They are rehearsing plays for the spring and summer. The theatre will open again in March and the crowds will return to Stratford.

Tonight the actors are rehearsing King Lear, and Julie has an important part in the play. She is Cordelia. They gave her that part because she was a good Ophelia in Hamlet.

So Julie is rehearsing at the theatre and I am sitting in my study. I am reading, but I often look at the clock. I expect she'll come in to have a drink and a talk. An actor's work is very hard, and I expect she's tired. I know she's good at her job, but she's rehearsing all the time.

I look at the clock again. "She'll be here soon", I think. "I hope she's all right. I know she'll be tired". Then I think "You're being stupid. Of course she'll be all right. Read your book". But I listen to the wind and the rain and I think about Julie.

There was a knock at the door and I ran to open it. It was Julie. Her face and hair were wet, and the rain ran down her coat.

You're cold, I said. "Come into the study. It's warm there. We'll have a drink, and then I'll drive you home. "She took off her wet coat and sat in a chair near the fire.

"You're tired, Julie. What's wrong?"

"I'm afraid, John".

"Afraid? What are you afraid of?"

"A man followed me tonight. It's happened before — always at night — when I leave the theatre late. He waits for me and he follows me. I saw him tonight. He was in the street under a tree near the theatre gardens. He followed me here. Then you opened the door and he went".

"Went? I don't understand. Where did he go?"

"I don't know. Suddenly, he wasn't there. He just went. The street was empty again".

"Did you see his face?"

"Oh, no! He never shows his face. He wears a big hat. He pulls it down, so it hides his face. He's tall. I can't tell you much about him".

"How often has this happened?"

"Three-four times, I think".

"When did it start?"

"A month ago, in January. They gave me Cordelia's part then, and the letters began to arrive too".

"Letters?"

She opened her handbag and she gave me a letter. "This one came this morning".

I read the letter: "Cordelia dies in the play. Remember? Now you are Cordelia, so you must die soon".

"Nasty!" I said. "Very nasty! And the other letters?"

"I've had four, but I haven't got them now. I tried to forget them. All the letters said I'm going to die soon".

I gave Julie another drink and I went to get my coat. "Come on!" I said.

“I’ll drive you home now. We’ll talk about this tomorrow. Meet me in the Grey Goose at lunchtime”.

I opened the front door. Julie gave a little cry. “John, he’s there!” She pointed down the street. “There near the lamp, that one near the church!”

I looked at the street lamp but the wind drove the rain into my eyes. I couldn’t see him.

“That’s not a man, Julie. It’s a shadow. The street is full of shadows”.

“John, he is there. He’s moving. Now! That’s not a shadow. Oh, John, please believe me!”

“Get back into the house, Julie. Sit in the study and wait for me. I’ll be quick”.

I ran down the street. A shadow moved near the church lamp — out into the street. But it wasn’t a shadow! It was a man, a tall man.

“Stop! Who are you? I want to talk to you”. I ran down the street and the man ran away from me.

It wasn’t easy to see through the rain. He ran down the street into Old Town. Then he jumped over the low wall into the theatre gardens.

I lost him in the trees. I saw him again near the theatre. I lost him again in the rain. I stopped and I looked round. I could hear the river on my right. I couldn’t see. The rain was in my eyes.

There, behind me! No — another shadow! Near me — in those bushes near the river? I moved slowly, quietly. Then I jumped. But the bushes were empty. I didn’t move. I listened. What was that sound? A cry? No! Only the wind and the rain and the noise of the angry river. I looked down at the deep brown water. I was wet and cold and tired. The man had gone. I went home.

Next morning, I arrived at the Grey Goose early and I sat down at a table in the corner.

“Julie will be here soon”, I thought. “She’ll leave the theatre at one o’clock. The Grey Goose is only two minutes’ walk from the theatre”.

I got a drink and I looked round. The Grey Goose is a nice pub — a happy place. The actors often have a drink there.

They know they’ll meet their friends in the pub. Lots of actors give the pub their photograph and they write a nice message on it. They like to say ‘thank you’ to the pub. A lot of actors’ photographs are on the walls of the Grey Goose — photographs of old actors and photographs of young actors — actors of today and actors of yesterday. Julie’s photograph was there and her message was on it: “Yours sincerely — Julie Forsbrook”.

There were a lot of people in the pub that day. They laughed and talked and called to their friends. I knew a lot of them, but I didn't want to talk. I wanted to think.

"Who was that man last night? I believe he's dangerous. I think he's sending those letters to Julie. They're dangerous too. She's afraid. She's afraid of him and she's afraid of those letters. "Cordelia dies. In Shakespeare's play Cordelia dies". She is young and beautiful and good — but she dies. "Now you are Cordelia, so you must die". That man wants to hurt Julie. Why? Because she's Cordelia? That's stupid! But he's dangerous. I've got to stop him. But how? Who is he? I don't know and Julie doesn't know, so what can I do? Maybe he's in here now — in the Grey Goose. Perhaps he's watching me. Perhaps he's waiting for Julie".

I looked at the people in the pub. "No! I couldn't believe it! Did any man here hate Julie? Did any man here want to hurt her because she was Cordelia? Did any man here send her those letters and follow her at night? No. It wasn't possible".

Then Julie came in. She walked across the room and sat down. Her face was white. She wasn't very well, I could see that. But she was brave and she smiled at me.

"What am I going to do, John? He's trying to hurt me because I've got Cordelia's part in the play. Why? Who is he?"

"I don't know, Julie, but I believe he's dangerous. Have you got that letter?"

"Yes. It's here — in my handbag". "I think you must take it to Tom Smith and you must tell him all about it. He'll help you. He's a good friend and he's a clever policeman. He'll find this man".

"Must I? Oh, yes, I suppose I must tell Tom about it. But I don't want to. Tom won't find him quickly. How can he?"

"There'll be a lot of questions. There won't be time for my work. I know I'll work badly. I'm rehearsing badly now. I suppose I really want to forget it. Let's suppose it hasn't happened. Let's forget it. Maybe it won't happen again".

"Perhaps you do want to forget it, Julie. But you can't, can you? It has happened. Why? I don't know. But this man's dangerous and you're afraid of him. You know you are. I understand. I'm afraid of him too. I'm afraid he'll hurt you. Suppose you don't tell Tom about it? What happens? I'll tell you — more letters — more shadows in the night. He won't stop. He hates you because you're Cordelia. We must find him".

Julie was quiet. I think she agreed with me. Tom Smith was our only hope.

“Today?” I asked. “You’ll see Tom today? I’ll go with you”.

I believe she agreed, but she didn’t speak. She didn’t answer me because Henry Makepeace came to our table.

“Hello, Julie”, he said. “Hello, John”. He sat down and I went to buy him a drink.

Henry is an old friend. We often see him in the Grey Goose. He’s an old man and he’s known the theatre and the actors for a long time. He often talks about them and we like to listen to his stories.

I went back to our table and I put his glass in front of him. “What’s wrong, Henry?” I asked. “Aren’t you well?”

“Henry’s just heard some bad news”, Julie said. “He started to tell me about it”.

“Yes”, Henry said. “It is bad news. I’m very sad about it. An old friend of mine — Fitzroy Blount — I’ve heard bad news about him. He was an actor here, in Stratford, years ago. You never saw him in the theatre. Perhaps you’ve never seen him in the town. He lives in a quiet little house in Scholar’s Lane and he doesn’t often go out. I think I’m his only friend, but he had a lot of friends once. He was a good actor — a very good actor and then...”

We waited, but Henry was quiet.

“Do you really want to tell us?” Julie asked. “Don’t talk about it, Henry. You’re very sad.”

“I’ll be all right. I want to tell you. Years ago, he had a terrible crash in his car. The crash hurt his head terribly and he very nearly died. The doctors worked hard, but he was ill for weeks. After the crash, he was never really well again. He had to leave the theatre”.

“What a sad story!” Julie put her hand on Henry’s arm. “I’m very sorry”.

“Yes”, he said slowly, “it’s a terrible story. He loved a beautiful young actress — Helen Page — and she loved him. Helen really did love him. But she had to leave him because she was afraid of him. After the crash, his head often hurt him terribly. At those times, he was always angry and dangerous. He shouted at Helen and he often hit her. Helen tried to talk to him, but he didn’t listen. She wanted to help him, but in the end she had to leave him. I understood — but of course he didn’t”.

Henry stood up and he took a photograph off the wall. “This is his photograph”, he said. “He was a young man then and he was happy. He was Edmund in King Lear. Helen was Cordelia”.

I looked at Julie, but her eyes were on Henry. He held the photograph in front of him, and I couldn’t see the face. “Show it to me”,

I said. "I want to see him". He put it in my hands. It was the photograph of a happy young actor. And there was a message at the bottom of the photograph: "To all my friends at the Grey Goose — Fitzroy Blount".

I gave the photograph to Julie. "Look at the messages", I said. "Then look at the letter in your handbag. Fitzroy Blount wrote the message on the photograph and he wrote that letter to you. We've found our man".

Henry Makepeace didn't hear. He stood quietly near Julie's chair and his eyes were wet.

"My unhappy old friend!" he said. "I'll never forget him. The police telephoned me an hour ago. They found his body in the river early this morning. They think he fell in last night. It was a dark night, full of wind and rain. You remember last night?"

"Yes", I said. "I remember".

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions:

Течет быстро; передняя часть театра; репетирует в театре; раздался стук; преследовал; носит большую шляпу; три-четыре раза; ужасно; Джулия вскрикнула; лицо было бледное; услышал плохие новости; она вынуждена была оставить его; этот человек опасен.

2. Find the sentences and phrases which inform of:

- a) weather
- b) river
- c) the Grey Goose

and read them: (работа в группах)

3. Correct the sentences which do not correspond to the text:

- The back of the theatre is light
 - Her face and hair were dry
 - She opened her handbag and gave me a postcard
 - We often see him in the cinema
 - The Grey Goose is a canteen — a happy place
 - Henry stood up and he took a picture off the wall
- ##### 4. Make the right order of the sentences in accordance with the plot of the text:

- 1) Tom Smith was our own hope.
- 2) Tonight the actors are rehearsing King Lear.
- 3) He held the photograph in front of him.

- 4) There were a lot of people in the pub that day.
 - 5) I ran down the street. A shadow moved near the church.
 5. Answer the questions:
 - 1) What kind of night was it?
 - 2) What were the actors doing that night?
 - 3) Why was John worried about Julia?
 - 4) What did Julia receive?
 - 5) What were the letters about? Find one of the letters and read it.
 - 6) What part was Julia given?
 - 7) Who followed her? Why?
 - 8) Who was Fitzroy Blount? Find and read his description.
 - 9) What is the Grey Goose? Who visited it? Why?
 - 10) What can you tell us about the photograph from the wall?
 - 11) How did John find the man who followed Julia?
 - 12) In what way did Fitzroy Blount die?
 6. Retell the story / Act the dialogues in pairs (by heart).
- II. The tasks for the development of pupil's creative abilities:
1. Choose one character from the story and write a character sketch (эскиз, набросок).
 2. Choose the character whom you would like to have a friend of yours and explain why.
 3. Pretend that you are Julia / Fitzroy Blount. How would you behave yourself if you were in her / his shoes.
 4. Find the right title which might express the main idea of the text.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why").

- 1) Why is today's lesson interesting?
- 2) Why...?
- 3) Why...?

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Using the dictionary prove that the word "a part" has a lot of meanings. Make up sentences of your own showing the difference in meanings of this word
2. Write down a story using the words from the text of home-reading (10 sentences)

3. Propose your variant of the further development of the events on the basis of the text you have read

Ways to praise a child:

- “Excellent”
- “Well done”
- “I’m proud of you”
- “Nice work”
- “Now you are flying”
- “Great discovery”

My Uncle Oscar

(after G. P. McCallum)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

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So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it? Why?

Nobody knows what happened to Uncle Oscar. He just went off to work one morning and was never seen again. My cousin Elizabeth is sure her father was in the bus that crashed in North Avenue; everyone in it was burned to ashes. It was the bus Uncle Oscar took to work every morning, although he usually took the seven forty-five, and this was the seven fifty-five.

Her brother Julian, however, doesn’t agree. Uncle Oscar had been quite ill that winter and even the following spring once fell down in a faint, when he became conscious again he didn’t know who or where he was. Julian is sure that his father had one of these attacks of amnesia

and never came out of it, and that he is still somewhere, not knowing who he really is.

Of course I've got an idea, too, and I'm sure I'm right. But first let me describe Uncle Oscar. The day he disappeared he was forty-seven years old. An accountant in a bank and a very good one. Uncle Oscar was one of those quiet little men who stay unnoticed. I think it was mainly because of Aunt Agatha that he seldom had much to say; my aunt always talked much. Their two children, Elizabeth and Julian, were more like their mother. Both of them were large and unpleasant people like her and their behaviour was like Aunt Agatha's, too — selfish and greedy. But as far as I know Uncle Oscar never complained about his dull life. He went to the bank every morning, worked hard all day, and returned home each night. Sometimes he was a little late, however he was told about it in such words “You're twenty minutes late, Oscar Leighton! Where have you been?”

“Today was Bill Parker's birthday and several of us from the bank stopped at the Crown for a drink with him”.

“You know what I think about drinking. And what's that on your collar? Lipstick?”

“I don't know, Agatha, but I do think it's not lipstick”. “Hmm... I could easily find out”.

“Yes, dear”.

A lifetime — Oscar Leighton's — was spent this way. If he minded he never showed it.

The only times I saw my uncle show real interest in anything was when he was working on his stamp collection. He was so glad to find a new stamp or a rare old one. Elizabeth and Julian were not interested in their father's hobby, or probably in their father himself.

When some time later it seemed certain that Uncle Oscar was never coming back, I was given his stamp collection. If his children didn't share his interest I, his nephew, did, and I often went to the Leightons' to talk about stamps with Uncle Oscar and look through his very fine collection. I remember how he took me into his study one day and showed unusual new stamps. “Very soon”, he said, “they will be extremely valuable”.

The morning of October 11th, 1951, was like any other. Uncle Oscar got up as usual at six forty-five, made his own breakfast (Aunt Agatha, Elizabeth and Julian were still in bed; they never got up before 8 o'clock), left the house, and went in the direction of the bus stop. But later, when people were asked they couldn't remember that they had seen him that morning. Some were sure he had been there; others weren't so sure. But other people seldom noticed him.

One thing was certain: he never reached the bank that morning.

At about ten-thirty Aunt Agatha received a telephone call from Mr. Wilton at the bank. "Where is your husband, Mrs. Leighton? Is he ill again?"

"Isn't he there? I thought he left on the seven forty-five bus as usual".

"Aren't you sure?"

"I do know that he was gone when I got up at eight. I found his dirty breakfast dishes where they had been left on the table, unwashed. I couldn't understand it. He always washes up before he leaves".

"Well, as yet he hasn't been seen by anyone here at the bank and we've got a meeting in just fifteen minutes. He should be here; his presence at this meeting is very important. He's got all the figures that are going to be discussed".

"I don't know what to say, Mr. Wilton".

"Do you think he's had another of those fainting attacks he had last winter? Perhaps the hospitals should be telephoned".

Oscar Leighton wasn't found in any of the hospitals. In the afternoon the police had been called in. But all was in vain.

Oscar Leighton simply disappeared. That he had missed the seven forty-five bus and taken the seven fifty-five seemed very possible, but even that was doubtful. If he had been suffering from amnesia, surely he would have been found by the police but he never was.

Uncle Oscar had left enough money in his account at the bank for Aunt Agatha. Elizabeth soon married and Julian finished university and got quite a good job as an engineer.

A year passed. Aunt Agatha understood that her husband would never be found and she took a job in an office (she had been an office manager when Uncle Oscar met her). She liked this return to a life where she could once more run the lives of many peoples' instead of only one family. She saw her children at week-ends, which was enough for all three of them. Uncle Oscar's name was seldom mentioned, but that was nothing unusual.

I think Uncle Oscar was missed by only one person — me. Our love of stamp collecting united us. We had both enjoyed the hours together looking at and talking about stamps.

A second year passed. About the middle of the third year after that October day in 1951 a letter, if it could be called a letter, arrived for me from Brazil. The name and address were typewritten. I looked carefully before opening it but yes, no question about it, it was for me. How strange! I knew no one in Brazil.

Inside the envelope were about fifty stamps, all Brazilian, nothing more. I turned the envelope over but there was no return address on it. That evening I took from the shelf one of the albums of stamps given to me by Aunt Agatha, and prepared to put the stamp from Brazil there.

Looking through the album I saw the last ones Uncle Oscar had put in, and I felt sad for a moment. Then I saw several empty spaces in the book. His most valuable stamps were missing! Suddenly I understood everything. I smiled. I knew now where Uncle Oscar was and how he got there, that quiet little man unnoticed by everyone.

Of course! It had all been planned for a long, long time. He wanted me to know and he found a way to tell me, a way that could be understood by no one else. Of course I'll never tell anyone. Let them believe that poor Oscar Leighton was burned to death in a bus, accident on October 11th, 1951.

Exercises

- I. Tasks for checking up the contents of the text:
1. Find in the text English equivalents for the following words and expressions:
Никто не знает; больше никогда не видели; не соглашается; случился один из приступов амнезии; счет в банке; позвольте мне описать; оставался незаметным; проявлял настоящий интерес; мне отдали его коллекцию марок; просто исчез; прошел год; соскучился по дядюшке Оскару; в конверте; не было обратного адреса; его самые ценные марки; спокойный человек; он хотел, чтобы я знал; нашел способ.
2. Find the sentences and phrases which inform of:
 - a) Uncle Oscar;
 - b) Aunt Agatha and her children;
 - c) the author.
3. Correct the sentences which do not correspond to the text:
Everybody knows what happened to uncle Oscar.
The day he disappeared he was fifty-seven years old.
My uncle always talked much.
I was given his photos.
One thing was certain: he reached the bank that morning
4. Make the right order of the sentences in accordance with the plot of the text:
 - 1) Aunt Agatha understood that her husband would never be found.
 - 2) Let them believe that poor Oscar was burned to death in a bus accident.
 - 3) Uncle Oscar had been quite ill that winter.
 - 4) Inside the envelope were fifty stamps.
 - 5) Uncle Oscar got up as usual at six forty-five, made his own breakfast.

- 6) He was so glad to find a new stamp or a rare old one.
 - 7) Oscar simply disappeared.
5. Answer the questions:
- 1) Where did uncle Oscar go one morning?
 - 2) What can you tell me about uncle Oscar's health? Find the quotations in the text proving this fact.
 - 3) Do you think aunt Agatha was a good wife? Prove it.
 - 4) Can you describe Agatha's and Oscar's relations?
 - 5) Can we say that uncle Oscar was under Agatha's thumb (to be under one's thumb — быть под каблуком)? Prove it.
 - 6) What was uncle Oscar really interested in? Why?
 - 7) Who was the dearest person for uncle Oscar?
 - 8) Why did Oscar leave his dirty breakfast dishes on the table?
 - 9) What can you tell me about the October day in 1951?
 - 10) What did the author understand after he had got a letter?
 - 11) Is it true that Oscar was burnt to death in a bus accident?
- II. The tasks for the development of pupil's creative abilities:
1. Why do you think the author begins the story with some ideas of Oscar's disappearance?
 2. Can you divide the characters into positive and negative? Why? Is there any character who arouses your sympathy? (Пробуждать сочувствие)
 3. Give character sketches of aunt Agatha and uncle Oscar.
 4. Choose one character from the story and write a character sketch. (Эскиз, набросок)
 5. Pretend that you are aunt Agatha / uncle Oscar. How would you behave yourself if you were in her / his shoes?
System of images is one of the most important features of a literary work. Images or characters may be described by the author directly or indirectly.
 6. Look through the following ways of characterization and discuss which of them are in the text:
Presentation through action; speech characteristics; psychological portrayal; analysis of motive; description of appearance.
As you already know, one of the ways to describe a character is to make the psychological portrayal or analyse the feelings. This may be done through an interesting effect created by the difference between what the characters say and what they feel.
 7. Let's do some "reading between the lines" (work in groups)

What they are saying	What they are probably feeling
Oscar	
Agatha	

Aunt Agatha. You are twenty minutes late, Oscar. Where have you been?

Uncle Oscar. Today was Bill Parker's birthday and we stopped at the Crown for a drink with him.

Aunt. You know what I think about drinking. And what's on your collar? Lipstick?

Uncle. I don't know, Agatha, but I do think it's not lipstick.

8. Find the right title which might express the main idea of the text.

Home Task

1. Using the dictionary prove that the word "to stay" has a lot of meanings. Make up sentences of your own showing the difference in meanings of this word.
2. Pretend you are journalists who are going to write an article about this story. Use information you have got on the lesson and your imagination. Share opinions.
3. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.
4. Retell the text.

Professor Gilpin's Book

(S. H. Burton)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it? Why?

I sat at my desk and looked through my study window. It was a summer afternoon. The sun shone on my front garden. It shone on the people in the narrow street and on the crowds near the Royal Shakespeare Theatre. It shone on the River Avon and on the boats on the river. I sat there and I looked at the people and the theatre and the river. Then I looked at my watch half past two.

“I mustn’t go out”, I thought. “Amos Brown will soon be here”. I didn’t know Amos Brown. He telephoned me that morning, at breakfast time. It was a stranger’s voice, but strangers often telephone me. They don’t know me, but they know about my work, my books about Shakespeare.

In summer, Stratford-on-Avon is full of visitors and a lot of those visitors are university teachers and students. They see Shakespeare’s plays at the theatre and they read books in the Shakespeare Library. They visit Stratford’s old houses and churches. A lot of these teachers and students come to see me. They ask me questions and they talk to me about my books. Hundreds of people read my books, so I expect to hear strangers’ voices on the telephone. “You don’t know me, Mr Bernard”, the voice said. “But Professor Gilpin told you about me in his letter. My name is Amos Brown. I am Professor Gilpin’s assistant. I help him with his work at South Zone University”.

“That’s right”, I answered. “Professor Gilpin wrote a lot about you in his letter”.

“I want to visit you, Mr Bernard. I’m staying at The Greenhill Arms, so I can walk to Bernard’s Croft in five minutes. I’ll come now”.

“I’m sorry, Mr Brown. I can’t see you this morning. I’m busy. Come tomorrow at”.

“I can’t. I’m sorry. I have to leave Stratford tomorrow. I have to go back to London and then I’m flying back to New York on Thursday”.

“All right”, I said. “I’ll see you this afternoon — at quarter to three”.

“Good! Thank you. I want to see your house. I’ve read a lot about it. And you can give me Professor Gilpin’s book. I’ll take it back to him”.

I put the telephone down. I was angry. I didn’t like the arrangement. Amos Brown was in a hurry, but I was busy too.

“He didn’t have to hurry me”, I thought. “Why didn’t he telephone me yesterday? I don’t know Amos Brown, but I don’t like him!”

And the book — I thought about that too. It was a very old book. Professor Gilpin sent it to me. He asked me to examine it carefully. He wanted a report on it. “I bought it in London”, he wrote. “I bought it at a book market and I didn’t give a lot of money for it. Please examine it and give me a report. Is it a fake or is it valuable?”

I examined it carefully. It wasn't a fake. It was valuable — very valuable. I sent Professor Gilpin my report. It pleased him and he wrote me a letter about it.

I read the professor's letter again. Amos Brown was right. The professor wrote, "Please give my book to my assistant, Amos Brown. He'll bring it back to New York for me".

But I wasn't happy. At half past two that afternoon I sat at my desk and I thought about the book. "What's wrong?" I thought. "Why don't I want to give Professor Gilpin's book to Amos Brown? Am I angry because he's hurrying me? Because I don't like this arrangement? But I must give him the book. Professor Gilpin asked me to give it to him".

The door bell rang. Professor Gilpin's book was on my desk. I put it under another book. Then I put some papers over it. "You can't see it now", I thought. The bell rang again and I went to the door.

Amos Brown was a big man — tall — my size, and my age too. He smiled at me.

"Good afternoon, Mr. Bernard. I hope you aren't angry with me. I know you're a busy man and I've hurried you. I'm sorry. But I don't have much time. I've got to return to London tomorrow and I'm flying back to New York on Thursday".

"I know", I said. "You told me that on the telephone".

He sat down in my study and he looked round the room.

"You're a happy man, Mr. Bernard", he said. "You have a big study, hundreds of books and a wonderful old house".

"You didn't come here to talk about me", I answered. "How can I help you, Mr. Brown?"

He smiled. "Tell me about this wonderful old house. Why is its name Bernard's Croft?"

I didn't answer. He didn't speak. He sat and waited.

"What a strange question!" I thought. "Why did he ask me that? He's Professor Gilpin's assistant, so he's a Shakespeare student. All Shakespeare students know the story of this house. Why did he ask that question about its name? Doesn't he know the answer?"

He moved his chair nearer to my desk. I didn't speak. He looked at the papers and the books on my desk. Then he said, "This house is very old, isn't it?"

"Oh yes! Bernard's Croft is very old. But you know its story, don't you?"

"Yes, of course. But I'd like to hear the story again — from you".

"All right", I answered slowly. "I'll tell you. Shakespeare owned this house. He owned other houses in Stratford as well. He didn't live

in this one. He lived in his big house — New Place. You can see the garden of New Place between Chapel Street and Chapel Lane, but the house has gone”.

“Yes, I know. I’ve seen the garden”.

“Shakespeare left his Stratford houses to his daughter Susanna, in his will. Then she left them to her daughter Elizabeth. Elizabeth was Shakespeare’s granddaughter, of course”.

“So Shakespeare’s granddaughter owned this house? Wonderful! But why is its name Bernard’s Croft? Why isn’t it Shakespeare’s Croft or Elizabeth’s Croft?”

“Because the Bernards have lived in this house for a very long time — since 1674”.

“Wonderful!” Amos Brown said again. “Wonderful! But I don’t understand. Shakespeare’s granddaughter owned this house. How did the Bernards get it?”

“Elizabeth’s husband’s name was Bernard — Sir John Bernard. She left this house to him in her will. Then he left it to one of his sons. That son’s name was John Bernard — not Sir John — and he came to live here in 1674”.

“So Elizabeth’s name was Bernard?”

“Yes. She was Lady Bernard”.

“So you — John Bernard — you are —”

“What am I, Mr. Brown?”

“You are — Shakespeare’s granddaughter was — she was your ancestor, wasn’t she? Shakespeare was your ancestor!”

I didn’t answer his question. “You’re in a hurry, Mr. Brown”, I said. “And I’m in a hurry too. We’ll talk about ancestors another time”.

“Yes. You’re right. Thank you. I must go. The book, please. Professor Gilpin’s book. I’ll take it now”.

“Ah yes! — the book. It isn’t here”.

“Not here? But he sent it to you. And I have to take it back to him”.

“Yes. But it’s very valuable, so I took it to my bank. I’ll get it from the bank tomorrow”.

“But I have to go to London tomorrow”.

I stood up. “I know”, I said. “There’s a good train to London at twelve o’clock. Come here at eleven. The book will be here for you then. Good afternoon, Mr. Brown”.

I shut the front door behind him and I returned to my study. I had to think.

Who was Amos Brown? He wasn’t Professor Gilpin’s assistant. He wasn’t really a Shakespeare student. How did I know that? Because he

didn't know the facts about Shakespeare's granddaughter. All Shakespeare students know these facts.

Elizabeth had two husbands, but she didn't have any children. Her first husband's name was Thomas Nash. He died. Her second husband was Sir John Bernard, and she was his second wife. He and Elizabeth didn't have any children, but Sir John Bernard and his first wife had children. One of Sir John Bernard's sons came to live in Bernard's Croft in 1674, but he wasn't Elizabeth's son. He was the son of Sir John's first wife. Shakespeare wasn't his ancestor. Elizabeth died in 1670 and that was the end of Shakespeare's family.

No — Amos Brown didn't know the facts, so he was not Professor Gilpin's assistant.

The telephone was on my desk. "Hello!" I said. "Stratford police station? My name is John Bernard. I want to speak to Detective-Sergeant Tom Smith, please. Yes — John Bernard — that's right".

We talked quickly. Then "Good!" I said. "Thank you, Tom. At quarter to eleven tomorrow — here — at Bernard's Croft — I'll see you then. Good-bye".

Tom sat down in the dining room. "I'll wait here", he said. "He won't see me. Then I'll come into your study".

At eleven o'clock, Amos Brown rang the bell. I opened the door.

"Good morning, Mr. Brown. Come into the study, please. I'm not in a hurry today. I'll tell you about Shakespeare's family now. Sit down".

He walked into the study, but he didn't sit down. He stood near my desk. "I won't sit down, thank you. I haven't time to talk. My train leaves at twelve o'clock. The book, please — Professor Gilpin's book".

The study door opened. Tom came into the room and he put his hand on Amos Brown's arm.

"Who's this?" Brown asked. He moved to the door. "I'm going", he said.

"You aren't", said Tom. "Sit down. "This is Detective-Sergeant Smith of the Stratford police", I said. "Who are you? You aren't Amos Brown".

He sat down. Then he said slowly "No, I'm not Amos Brown. I'm Frederick Brown. Amos is my brother. He's in London. He's ill — in bed — in my house".

"Go on", said Tom. "Tell us your story".

"Amos flew over from New York and he came to see me in London. He was ill. I helped him into bed. I saw some letters in his case. I took them out and read them. There were copies of Gilpin's letters to you, John Bernard, and copies of your letters to him. So I knew about the professor's valuable book and I knew your name and address. I put the

letters back in Amos's case. Then I got a doctor for him and I came to Stratford — for the book”.

“All right, Frederick Brown”, said Tom. “We're going to the police station now”.

Brown stood up. “Amos doesn't know about this”, he said. “I didn't tell him about it”.

At the study door, he stopped. He looked at me. “The book was here yesterday, wasn't it? Why didn't you give it to me?”

“Because I knew you weren't Professor Gilpin's assistant”, I answered. “You didn't know the facts about Shakespeare's granddaughter Elizabeth. All Shakespeare students know those facts. Your brother Amos knows them. Elizabeth didn't have any children, so she wasn't my ancestor”.

I showed him the book on my desk. “This book isn't a fake, Frederick Brown, but you are. Next time, you must learn the facts”.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Летний полдень; толпы; половина третьего; голос незнакомца; полон посетителей; в библиотеке Шекспира; ассистент; осмотреть ее внимательно; он торопит меня; улетаю в четверг; мой кабинет; подвинул стул; владел домом; в своем завещании; предок; вызвал доктора для него; поехал за книжкой; внучка.

2. Find the sentences and phrases which inform of

- a) a summer afternoon
- b) Stratford-on-Avon

3. Correct the sentences which do not correspond to the text:

- 1) The sun shone on the river Thames.
- 2) They visit Stratford's old monuments.
- 3) Professor White sent the book to me.
- 4) Shakespeare left his houses to his son.
- 5) Elizabeth had one husband and two children.

4. Make the right order of the sentences in accordance with the plot of the text:

- 1) John Bernard (the author) read Professor's letter again.
- 2) John Bernard made a telephone call to the police.
- 3) A fake Amos Brown was arrested.
- 4) Amos Brown came to see John Bernard.
- 5) Frederic Brown told his story.
- 6) John Bernard told Amos Brown the story of his house.

5. Answer the questions:

- 1) What do the visitors usually do in summer in Stratford-on-Avon?
- 2) Why do the teachers and students come to see John Bernard (the author)?
- 3) Who telephoned John Bernard?
- 4) Who was Amos Brown?
- 5) What did he want to take back to Professor Gilpin?
- 6) What kind of book was it?
- 7) Why was John Bernard angry?
- 8) Was a book a fake?
- 9) Why didn't the author want to give Professor's book?
- 10) What facts of Shakespeare's life have you found out?
- 11) How could John Bernard realize that the young man wasn't Amos Brown?
- 12) Where did John Bernard telephone and why?
- 13) Why did Frederic Brown come to John Bernard?
- 14) How did he know about a valuable book?

II. The tasks for the development of pupil's creative abilities

1. Why do you think the story begins with the author's thoughts about the stranger's call?
2. What is the role of facts from Shakespeare's life in this story?
3. Can you divide the characters into positive and negative? Why? Is there any character who arouses your sympathy? Why? (Пробуждать сочувствие)
4. Give character sketches of John Bernard / Amos Brown
5. Choose the character whom you would like to have a friend of yours and explain why.
6. Pretend that you are Amos Brown / John Bernard. How would you behave yourself if you were in his shoes.
7. Find the right title which might express the main idea of the text.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why")

- 1) Why is today's lesson interesting?
- 2) Why...?
- 3) Why...?

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

- a) Using the dictionary prove that the word “to go” has a lot of meanings. Make up sentences of your own showing the difference in meanings of this word.
 - b) Pretend you are journalists who are going to write an article about this story. Use information you have got on the lesson and your imagination. Share opinions.
 - c) What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.
2. Retell the text.

Diamond Cotton

(G.P. McCallum)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

Of course he never admitted such a thing to anybody but Jerry Candela's secret wish was to be a spy in one of those places where the games were played to change the life of nations. Instead he worked as a clerk in the Globe Shipping Company in Liverpool. Globe took care of imports and exports in nearly every country in the world. This very unpleasant afternoon in March, with the rain falling and the wind blowing. Jerry's boss, Mr. Carruthers had told the young man to go down to the Globe warehouse on the docks and make sure that all the bales of cotton which arrived from

Africa were there. Something was not quite right about the shipping documents, and, as the cotton was to be sent on to Manchester the following day, Mr. Carruthers said it must be checked immediately. There were to be one hundred bales on the ship, but, as the men who unloaded the ship said, there were one hundred and two. Jerry was putting on his coat and preparing to go down to the cold, damp warehouse when Ken Hunter, another clerk, appeared. "Going already, Jerry?" he asked. "Of course, on such a nice day you want to get out into the sunshine as soon as possible!" Jerry, with a few unpleasant remarks about Mr. Carruthers, told Ken where he was going and why.

"I'll catch such a cold, I know".

Ken laughed. "Wait, I'm coming with you. Together we'll finish the job in a few minutes. I don't know why Carruthers is sending you. It's my job. No one told me the cotton had arrived".

"Thanks, Ken", Jerry said, rather surprised. It wasn't in Ken's habit to help other people unless he had to.

The two young men hurried through the wind and rain to the big warehouse on the docks. It was a lonely place and inside it was so cold that the only difference between the warehouse and the street was that the warehouse was dry.

"That looks like the cotton over there", Jerry said, and they went to a corner where there were a lot of big bags. "Look at that!" Jerry said angrily. "They've just thrown the bales down anyhow, we'll have to take them down one by one so that they can be counted".

"Well, anyway they don't weigh much", Ken said. "Come on, let's get started. It isn't going to be such a difficult job, Jerry. I'll get up on top and throw the bales down to you".

Once they started the work went quickly. In fact, it went so fast that within twenty minutes they had done half the bales. Ken threw them down to Jerry who caught them and put them in the corner, counting them as he did so.

"One good thing", laughed Ken, "at least we keep warm this way".

"I'd want old Carruthers do this, though", Jerry said, still angry with the boss. "That man never does any work himself: he just orders other people around. How do you suppose he got such a good job?"

"Didn't you know? He married the daughter of one of the directors of the company. He's not such a fool as he appears; that's how you get ahead in this world, Jerry".

"What do you mean?"

"You look after yourself, that's how". Ken picked up another bale and threw it. "Here comes another one".

But Jerry wasn't quite ready to catch the bale and it fell at his

feet. “What was that?” he asked.

“What was what?”

“That noise. Just a minute”. He picked up the bale and opened it. “What are you doing, Jerry?”

“There was such a strange noise just now when this bale hit the floor that I want to see what’s inside. It didn’t sound like cotton — more like stones, something hard”.

“This bale seems a little heavier than the rests too”. He shook the cotton out onto the floor.

“Nothing but cotton”, Ken said. “Come on, Jerry. Put it back in the bale and let’s finish with this. It’s getting late. You just imagined you heard something”.

“No, I didn’t”. Jerry picked up a small white bag. “Look!” he said, opening it. Inside were diamonds! He’d never seen anything so bright and shining!

“Wow!” Ken’s eyes almost fell out of his head. “Do you think they’re real?”

“Of course they’re real — so real that someone wanted to smuggle them into England in this bale of cotton”. Jerry had read all those detective stories and seen all James Bond films. “They must be worth a fortune!”

“What are we going to do?” Ken asked.

“Put them back”. Jerry tied the little white bag up and put it back in the bale.

“Put them back? Are you mad?”

“Look, Ken. This is the work of smugglers and very likely there’s a reward for catching them. We might as well have it. You just said that we have to look after ourselves, didn’t you? Look!”

“What?”

“This bale of cotton is tied with blue string; the others are all tied with black. No, wait. Here’s another tied with blue string”. He quickly opened it. Inside was another small bag of diamonds. There were only two bales with blue string, which were not included in the shipping list. It’s so simple that a child could understand it. Someone in Africa, probably in the place where the cotton was loaded onto the ship, put these two extra bales with the others thinking that they would be taken off here in Liverpool before the cotton went to Manchester. They didn’t think that the bales would be counted until they reached the factory. But they were counted and there were two extra. Well, well. Someone’s got a nice little smuggling business here. I wonder how long it’s been going on?”

“I still don’t understand what you’re going to do, Jerry”.

“It’s simple: I’ll wait here and catch the person or people who’ll be coming sometime before morning to get the diamonds”.

“You’re going to wait here all alone?”

“Well, no; both of us together”.

“Not me! I’m not risking my neck like that. And don’t you, either, Jerry? You could be killed so easily that...”

“And I may get a nice big reward, too. Don’t worry. I’ll be so careful that the only thing that can hit me will be the shock of receiving the reward!”

“I wonder who it could be?”

“Very possibly someone in the company. It would almost have to be, wouldn’t it?” Jerry smiled. “Perhaps it’s Mr. Carruthers! It will be such a joker”.

Ken looked at his watch, then climbed down from the bales. “It’s almost time to go home. Sorry, Jerry, but I think you have to go, too”.

“There are so few bales left that I can finish in a few minutes; then I’ll just sit and wait”.

“It’s going to be awfully cold to sit here, Jerry; so cold that you may catch a cold”.

“I think I can stand it for a little while”.

Ken finally left.

Jerry finished counting the bales. As the men on the ship had said, there were two extra — the two with the blue string. Then he sat down on one of the bales to think about what he should do. Of course the right thing would be to go directly to the police. Perhaps he would have, too, if he had been a different type of person, but deep inside he was Jerry Randall, secret agent; he couldn’t miss this opportunity to make a dream come true. He had to stay. He got up and looked round for something to cover himself with, but all he could find was the leg of a broken chair.

Outside the warehouse darkness was quickly falling. He sat down among the bales of cotton and tried to keep warm.

The hours passed. It was night now and so quiet and lonely that Jerry began to feel he was the only person left in the world. Once in a while a car drove by outside to remind him that he was not but that was all. Jerry began to think that he had made a mistake. Perhaps the diamonds were meant to go on to Manchester and someone there in the factory would take those two extra bales. Perhaps I’ve read too many detective stories, he told to himself.

It was a few minutes after nine that the door opened and with electric torch in and someone entered. “This is it!” Jerry told himself, picking up the chair leg.

But it was only Ken. "I got worried about you being here all alone, Jerry", he said. "Here's something to eat. You must be terribly hungry".

"Thanks. I'm so hungry I could eat one of these bales of cotton", Jerry replied, taking a sandwich and biting it.

"Anything happen yet?" Ken asked.

"No, not yet. I think you were right, Ken. It wasn't a good idea to wait. I should have listened to you. I've really decided that diamonds had to be sent to Manchester, not here".

"I tried to tell you that".

"Here. Hold your torch so that I can see".

"What are you doing?"

Jerry started to open one of the bales tied with blue string.

"It's time to stop playing games. I'm going to take the diamonds to the police".

"You mean you plan to carry those diamonds through this section of Liverpool at night? Don't do it, Jerry! Why should you risk your life for a few diamonds?"

Jerry looked at the other young man for a long moment. In the light of the torch it seemed that he had a worried expression on his face. "You're right, Ken", he said. "I know. You wait here and I'll go and phone the police. There's a telephone box at the corner".

"Good idea. But hurry back. I don't like the idea of being alone in this dark old warehouse, especially if the smugglers decide to come now".

"I'll be as quick as I can".

Jerry went out of the door but he didn't go to the telephone box. He ran round the corner to look for a policeman. Within seconds he found one walking slowly along the empty street. Jerry spoke to the policeman, who hurried back to the warehouse with him. They did not go inside, however, but stood in the shadows near the door.

Almost immediately the door opened and Ken, looking carefully about him, stepped out.

"Good evening, sir", the policeman said, coming forward. "May I ask what you are doing here at such an hour?"

Ken was very calm. "Why, I work for the Globe Shipping Company. This is their warehouse. I was sent down here to..."

At this point Jerry stepped out of the shadows.

"Oh, Jerry? There you are! I was beginning to worry about you".

"Were you?" Jerry tried to sound as cool as all the secret agents. "Well, I stopped worrying about you ever since you came back with something for me to eat".

"What d'you mean?"

Jerry turned to the policeman. "I think if you look in this man's pockets you'll find something so interesting that you'll want to have a nice long talk with him". Ken suddenly began to run but he didn't get further than a few yards before the policeman caught him. Jerry was right: in Ken's pockets were the two small white bags containing the diamonds. "You knew all the time, didn't you?" Ken said.

The other boy shook his head. "No, Ken. I really suspected nothing until you brought me the sandwiches a few minutes ago. I must say I thought it was rather strange when you offered to come down here and help me count the bales of cotton. I've known you for three years and you never did anything for anybody that you didn't have to do. I found it difficult to believe that you were helping me out of the goodness of your heart. I'm sorry to say I was right".

Exercises

1. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Тайное желание; вместо; склад; мешки с хлопком; люди, которые разгружали; другой служащий; как можно быстрее; трудная работа; упал к его ногам; женился на дочери; странный шум; заниматься контрабандой; награда за; завязан синей веревкой; мешочек с бриллиантами; два лишних мешка; кто-то вошел; найти полицейского; мешочки, содержащие бриллианты; ничего не подозревал.

2. Correct the sentences which do not correspond to the text:

- 1) Jerry Randall's secret wish was to become a businessman.
- 2) Jerry worked at school.
- 3) They found three extra bales of cotton.
- 4) Jerry was so hungry he could eat one of the bales of cotton.
- 5) Jerry found the stones in the cotton.

3. Make the right order of the sentences in accordance with the plot of the text:

- 1) This bale of cotton is tied with blue string.
- 2) Jerry was putting on his coat and preparing to go down to the cold, damp warehouse.
- 3) Jerry went out of the door but he didn't go to the telephone box.
- 4) He sat down among the bales of cotton and tried to keep warm.
- 5) Jerry Randall's secret wish was to be a spy.
- 6) I'm sorry to say I was right.
- 7) Once they started the work went quickly.

Answers: 5,2,7,1,4,3,6

4. Answer the questions:

- 1) What was Jerry Randall's secret wish?
- 2) Where did he work?
- 3) What was not quite right about the shipping documents?
- 4) Where did Jerry go? Why?
- 5) What did Jerry and Ken do there?
- 6) Why did Jerry want to see inside the bale?
- 7) Why did Jerry put the diamonds back in the bale?
- 8) How many bales with blue string did Jerry find?
- 9) Did Jerry go to the police?
- 10) Why did Jerry stay at the warehouse?
- 11) Why did Ken come to visit Jerry at night?
- 12) Why did Jerry run round the corner to look for a policeman but not for the telephone box?
- 13) Did Jerry find out the smuggler? How?

II. The tasks for the development of pupil's creative abilities:

1. Why do you think the story begins with the words "Jerry Randall's secret wish was to be a spy"?
2. What was the role of the detective stories and films in Jerry's life?
3. Can you divide the characters into positive and negative? Why? Is there any character who arouses your sympathy? Why? (Пробуждать сочувствие)
4. Give character sketches of Jerry Randall / Ken Hunter
5. Choose the character whom you would like to have a friend of yours and explain why.
6. Pretend that you are Jerry Randall / Ken Hunter. How would you behave yourself if you were in his shoes.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Дальше использовать a technique which is called "Why")

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Using the dictionary prove that the word "to put" has a lot of meanings. Make up sentences of your own showing the difference in meanings of this word.

2. Write down a story using the words from the text of home-reading (10 sentences)
3. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.
4. Retell the story as if you were:
 - a) Jerry Randall;
 - b) a policemen.

A Cup of Tea

(after Katherine Mansfield)

Цели: дати учасникам можливість висказати свої власні думки, почуття; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. What is the plot of the text?
4. Did you like the text? Why?
5. Was it interesting for you to read it?

Rosemary Fell was not beautiful. Pretty? Well, if you took her to pieces... She was young, brilliant, modern, very well dressed and well read in the newest or the new books.

Rosemary had been married two years. She had a wonderful son. And her husband loved her very much. They were rich, really rich. If Rosemary wanted to shop, she went to Paris. If she wanted to buy flowers, her car stopped at the perfect shop in Regent Street, and in the shop Rosemary looked at different flower's and said, "I want those and those and those. Give me that basket of roses. Yes, I'll have all the roses in the basket. No, no lilac. I don't like lilac". The shopman bowed

and put the lilac away. "Give me those little tulips. Those red and white ones". A thin shop-girl took the flowers and brought them to the car.

One winter afternoon she was buying something in a little shop in Cursor Street. It was a shop she liked. The man who kept it liked to serve her. He smiled when she came in, he was so glad to see her that he could hardly speak. He flattered her, of course. All the same, she liked it.

"You see, madam", he used to say in his low tones, "I love my things. I don't want to sell them to somebody who does not appreciate them".

Today it was a little box. He had kept it for her. He had shown it to nobody yet. It was a beautiful thing. Rosemary took her hands out of her long gloves. She always took off her gloves to examine such things. Yes, she liked the box very much. She loved it; it was a wonderful thing. She must have it. She turned the box, opened it and closed it again.

But what was the price? There was a pause, then the shopman's voice reached her. "Twenty-eight guineas, madam".

"Twenty-eight guineas". Rosemary gave no sign. She put the little box down. Then she put on her gloves again. Twenty-eight guineas. Even if you are rich...She didn't know what to do. Her voice was dreamy as she answered:

"Well, keep it for me, please. I'll..."

But the shopman had already bowed. He was ready to keep it for her. The door closed. She was outside. Rain was falling, and with the rain the dark came too.

The air was cold, and the lamps in the street looked sad. The lights in the houses opposite were sad too. And people passed by with umbrellas in their hands.

Rosemary felt a sharp, sudden feeling. She wished she had the little box. Of course the car was there.

She had only to cross the pavement. But still she waited. It was better to go home and have a cup of tea. But at that moment a young girl, thin, dark — where had she come from? — was standing near Rosemary and a voice like a sigh, almost like a sob said: "Madam, may I speak to you a moment?"

"Speak to me?" Rosemary turned. She saw a little thin figure with very large eyes; the girl was quite young, no older than Rosemary. The girl was cold and held her coat-collar-with her hands.

"Madam", said the voice, "will you give me the price of a cup of tea?"

"A cup of tea?" There was something in the girl's voice that touched Rosemary. "Then have you no money at all?" asked Rosemary.

"No, madam", came the answer.

“How strange!” Rosemary looked at the girl and the girl looked back at her. How more than strange! And suddenly it seemed to Rosemary such an adventure. This meeting in the dark was like something out of a novel of Dostoevsky. “What will happen if I take the girl home?” she thought. She had often read about such things. She knew she would surprise her friends when she said: “I simply took her home with me”. Rosemary said to the girl beside her: “Come home to tea with me”.

The girl drew back, she was much surprised. Rosemary touched her hand. “I ask you”, she said, and smiled. And she felt how simple and kind her smile was. “Why don’t you want to go? Come home with me now in my car and have tea”.

“You — you are not serious, madam”, said the girl, and there was pain in her voice.

“But I am”, cried Rosemary. “Let’s go”.

The girl looked at Rosemary with open eyes. “You are — you are not taking me to the police station?” she asked. “The police station!” Rosemary laughed. “Why? I am not so cruel! No, I only want to make you warm and to hear — anything you like to tell me”.

The driver opened the door of the car, and a moment later they were driving through the dark.

“Well!” said Rosemary. She was going to prove to this girl that wonderful things really happened in life, that rich people were really kind, and that women were sisters.

She turned to the girl and said: “Don’t be afraid. We are both women. If I am happier, you can think...” She did not know how to finish the sentence.

At that moment the car stopped. Rosemary rang the bell, the door opened and Rosemary drew the girl into the hall. She watched how the girl took warmth, light, all those beautiful things which were so familiar to Rosemary that she never even thought about them.

“Come, come upstairs”, said Rosemary. “Come up to the room”.

“Well!” cried she again, as they reached her beautiful big bedroom. The girl stood in the doorway, she was surprised. But Rosemary did not pay attention to that.

She moved the chair to the fire and cried: “Come and sit down in this comfortable chair. Come and get warm. You look so cold”.

“I can’t, madam”, said the girl and stepped back.

“Oh, please”, Rosemary ran up to her, “you mustn’t be afraid, you mustn’t, really. Sit down; when I’ve taken off my coat and hat we shall go into the next room and have tea. Why are you afraid?” And she drew the chair nearer the thin figure. The girl took her seat.

But there was no answer. The girl sat still, her hands were by her sides and her mouth was slightly open. Rosemary said: "Will you take off your hat? Your pretty hair is all wet. And you will be much more comfortable without a hat".

"Very good, madam", said the girl.

"And take off your coat, too", said Rosemary.

The girl stood up. Rosemary helped her to take off the coat. She did not know what to do with the coat, so she left it on the floor, and the hat too. Rosemary was going to take a cigarette when the girl said quickly: "I'm very sorry, madam. I shall faint, madam, if I don't have something. "Oh, how silly I am!" Rosemary rang the bell. "Tea! Tea at once! And some wine too!"

The maid went away, but the girl almost cried: "No, I don't want wine. I never drink wine. I want only a cup of tea, madam". And she burst into tears. It was a terrible moment. Rosemary stepped to her chair.

"Don't cry, poor little thing", she said. "Don't cry". And she gave the girl her handkerchief. The girl's tears really touched her.

Now at last the girl was not afraid. She forgot everything except that they were both women and said "I can't live like this any longer. I can't bear it. I can't bear it. I shall kill myself. I can't bear it any more".

"You shall not do it. I'll look after you. Don't cry any more. Don't you see what a good thing it was that you met me? We'll have tea and you'll tell me everything. And I shall arrange something, I promise. Don't cry. Please!"

At that moment the tea came. Rosemary told the maid to place the table between them. She offered the poor girl everything, all the sandwiches, all the bread and butter, and every time her cup was empty she filled it with tea and sugar. As for herself she did not eat, she only smoked.

And really the effect of that tea was wonderful. Quite a new girl sat in the big chair. She was looking at the fire. Rosemary lit a cigarette; it was time to begin.

"And when did you eat last?" she asked softly. But at that moment the door opened.

"Rosemary, may I come in?" It was Philip. "Of course".

He came in. "Oh, I'm so sorry", he said and stopped and looked at them.

"It's quite all right", said Rosemary, she smiled. "This is my friend, Miss..."

"Smith, madam", said the thin figure who was not afraid now.

"Smith", said Rosemary. "We are going to have a little talk".

“Oh, yes”, said Philip and he saw the coat and the hat on the floor. He came over to the fire and turned his back to it. “It’s bad weather”, he said. He was still looking at the girl, at her hands and at her shoes and then at Rosemary again.

“Yes”, said Rosemary. “Very bad”.

Philip smiled. “I want you for a moment. Come into the library, please. Will Miss Smith excuse us?” The girl looked at him with her big eyes, but Rosemary answered for her, “Of course she will”. And they went out of the room.

“I say”, said Philip, when they were alone. “Tell me who she is. What does it all mean?” Rosemary laughed and said: “I found her in Curzon Street. Really. She asked me for the price of a cup of tea, and I brought her home with me. “But what are you going to do with her?” cried Philip.

“Be nice to her”, said Rosemary quickly. “Be very nice to her. Look after her. I don’t know how. We haven’t talked yet. But show her — make her feel”.

“My dear girl”, said Philip, “you are quite mad, you know. It’s impossible to do that”.

“I knew you would say that”, answered Rosemary. “Why not? I want to do that. Isn’t that a reason? We are always reading about these things. I decided...”

“But”, said Philip slowly, and he cut the end of a cigar, “she is so pretty”.

“Pretty?” Rosemary was much surprised. “Do you think so? I — I hadn’t thought about it”.

“Good Lord!” Philip lit the cigar. “She is beautiful. Look again, child. I was much surprised when I came into your room just now. I think you are making a serious mistake. I’m sorry if I’m rude and all that. But let me know if Miss Smith is going to have dinner with us. I need some time to learn her position in society”.

“You silly boy!” said Rosemary, and she went out of the library.

But she did not go back to her bedroom; she went to her writing-room and sat down at her desk. Pretty! Beautiful! Her heart beat like a heavy bell. Pretty! Beautiful! She took five pound notes from the desk, looked at them, put two notes back, and with the three in her hand she went back to her bedroom.

An hour later Philip was still in the library, when Rosemary came in.

“I only wanted to tell you”, said she, and she stopped at the door and looked at him with her beautiful eyes, “Miss Smith will not have dinner with us tonight”.

Philip put down the magazine. "Oh, what has happened? Is she busy tonight?"

Rosemary came over and sat down beside him. "She wanted to go", said she, "so I gave the poor little thing some money. I couldn't keep her against her will", she said softly.

Rosemary had just done her hair and put on her jewels. She touched Philip's face with her hands.

"Do you like me?" said she, and her tone troubled him.

"I like you very much", he said. "Kiss me". There was a pause.

Then Rosemary said dreamily: "I saw a wonderful little box today. It cost twenty-eight guineas. May I have it?"

"You may, my dear", said he.

But that was not really what Rosemary wanted to say.

"Philip", she said in a low voice, "am I pretty?"

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Была замужем; самый лучший магазин; я покупаю все цветы в корзинке; несла к машине; испытала острое внезапное ощущение (felt a sharp, sudden feeling); я просто взяла ее с собой домой; девушка села; я упаду в обморок; как хорошо, что ты встретила меня.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

To burst into tears; poor little thing; tear's really touched her; to place the table; the effect of the tea; an hour later; to keep smb. against one's will; May I have it?

3. Answer the questions:

1) What did Rosemary like to do?

2) What shop did Rosemary like?

3) What did Rosemary want to buy in the little shop in Curson Street?

4) Whom did Rosemary meet in the street?

5) What did the poor girl ask for?

6) Where did Rosemary invite the girl?

7) What did Rosemary promise to the girl?

8) Was the girl beautiful?

9) How did Philip behave when he saw Miss Smith?

10) Did Rosemary keep her promise to look after the girl?

II. The tasks for the development of pupil's creative abilities:

1. Say why:
 - 1) Rosemary didn't buy a little box?
 - 2) Rosemary didn't want the girl to stay for dinner?
2. Prove that:
 - 1) Rosemary Fell wasn't a pretty woman;
 - 2) A poor girl was beautiful;
 - 3) Rosemary was cruel and selfish.
3. Discuss the following:
 - 1) What do you think made a poor girl come to the unknown woman and ask her for the price of a cup of tea?
 - 2) Is it easier for a person to tell the story of his life to a stranger? Why?
 - 3) Characterize Rosemary through her looks, clothes, manners and speech. Compare her portrait at the beginning and at the end of the story.
 - 4) What do you think would have been better for the future story: if Rosemary had stayed the girl for dinner or not? Give your own explanations.
 - 5) Find in the text how Rosemary's attitude to a poor girl was changing.
 - 6) What is the role of the word combination "Rosemary Fell"? What do you think?
4. (Relaxation) Develop your speaking and writing skills:
How well do you know yourself? Answer the questions.
 - a) What is the richest thing you'd like to own?
 - b) What is the cruelest thing you have ever done?
 - c) What is the silliest thing you have ever done?
 - d) What is the best thing that ever happened to you?
5. Tell the story as...
 - 1) Rosemary;
 - 2) Rosemary's husband;
 - 3) A poor girl.
6. Imagine how the young girl lived after "the tea party". Had that meeting really been so important for her?

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why")

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Write down a story using the words from the text of home-reading (10 sentences)
2. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.

The Dinner Party

(after Nicolas Monsarrat)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. What is the plot of the text?
4. Did you like the text? Why?
5. Was it interesting for you to read it?

Let me tell you about a problem, which put my uncle Octavian in a difficult position thirty years ago.

Thirty years ago I myself was fifteen. That is not really important though it was important to me at that time. More important to this story is that my uncle Octavian was then (in 1925) a rich man in the best part of his life and his villa at the sea was a meeting place of rich people. He was a hospitable and most pleasant man until January 3, 1925.

There was nothing special about that day, in the life of my uncle Octavian, except that it was his fifty fifth birthday. As usual on such a day, he was giving a dinner party, a party for twelve people. All of them were old friends. I was staying with my uncle at his beautiful villa near the sea and on that happy day my uncle invited me to dinner. I was glad to be in such a company. The company included two rich ladies and their husbands, a newspaper proprietor and his beautiful American wife, a recent primeminister of France, a well known statesman of postwar Germany, a Habsburg prince and princess.

At that age, on holiday from school, you will understand that I was excited. The company was remarkable! But I should also stress that they were all old and close friends of my uncle Octavian.

Towards the end of that wonderful dinner when the servants had left, my uncle turned to the princess to see a wonderful diamond ring on her hand. I remember that the diamond in her ring shone in the light as she turned her hand towards my uncle.

Across the table, the newspaper proprietor said: "May I also have a look, Therese!" She smiled and nodded. Then she took off the ring and gave it to him. "It was my grandmother's ring", she said. "I have not worn it for many years. It is said to have once belonged to Genghis Khan".

There were exclamations of surprise. Everybody in the room wanted to see the ring. The ring was passed from hand to hand. For a moment it stayed in my own hand. Then I passed it on to my neighbour. I remember that she passed it on. At least I was almost sure of that.

Twenty minutes later the princess stood up; it was the signal for the ladies to leave the room. She looked round us with a pleasant smile. Then she said: "Before we leave you, may I have my ring back?"

I remember that my uncle Octavian said: "Oh, yes — that wonderful ring!" I remember that the newspaper proprietor said:

"Oh, you must not forget that!" And one of the women laughed.

Then there was a pause, while each of us looked expectantly at his neighbour. Then there was silence. The princess was still smiling, though less easily. She did not like to ask for things twice.

"If you please", she said proudly. "Then we can leave the gentlemen to their wine".

When nobody answered her, and the silence continued, I still thought that it could only be a joke and that one of us — probably the prince himself — would show the ring. But when nothing happened at all, I knew that the rest of the night would be terrible. Nobody knew what to do or say. Then all the guests examined the whole room, but they did not find the princess's ring. It has vanished — a diamond ring worth possibly two hundred thousand pounds — in a roomful of twelve people, all old friends.

No servants had entered the room. No one had left it for a moment. The thief was one of us, one of uncle Octavian's dear old friends.

I remember it was the French cabinet minister who wanted to be searched, indeed, he had already started turning out his pockets, before my uncle held up his hand and stopped him.

Uncle Octavian's face was pale when he said: "There will be no searching. Not in my house. You are all my friends. The ring can only be lost. If it is not found", he bowed towards the princess, "I will make amends myself".

The fruitless search began again. But there was no ring anywhere, though the guests stayed nearly till morning — nobody wanted to be the first to leave.

My uncle Octavian remained true to his words that no one was to be searched.

I myself went back to England, and school, a few days later. I was very glad to leave the place. I couldn't beat the sight of my uncle's face and the knowledge of his overturned world. All that he was left with, among the ruins of his way of life, was a question mark: which of his friends was the thief?

I don't know how much my uncle Octavian paid for the ring. I know that he never came back to his house near the sea, and that he lived alone for the rest of his days.

I know that, to our family's surprise, he was almost a poor man when he died. He died, in fact, a few weeks ago, and that is why I feel I can tell the story.

It would be wrong to say that he died a broken man, but he died a sad man with the special sadness of a hospitable man who never gave a single lunch or a dinner party for the last thirty years of his life.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Поставила моего дядю в трудное положение; место встречи; как обычно в такой день; я был рад оставаться в такой компании; мне следует подчеркнуть; к концу обеда; могу я взглянуть; я передал; могу я получить свое кольцо обратно; последовала пауза; это могла быть только шутка; вовсе ничего не произошло.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

In the best part of one's life; the company included; from hand to hand; less easily; the rest of the night; dear old friends; to make amends to smb. for smth; the fruitless search; to pay for; a broken man.

II. The tasks for the development of pupil's creative abilities:

1. Say why:

- 1) the princess's ring disappeared?
- 2) uncle Octavian didn't want to have a search in his house?

2. Prove that:

- 1) uncle Octavian was a noble man;
- 2) his guests were not his friends at all.

3. Discuss the following:

- 1) Do you consider Octavian's plan of amends wise? Wasn't it cruel towards himself?
- 2) Imagine what would have happened if uncle Octavian hadn't kept his promise. Tell us.
- 3) How do you think the princess's ring could disappear?
- 4) Why do you think the author describes Octavian's guests in so many a detail?
- 5) Prove by the text that money wasn't the main thing for uncle Octavian.
- 6) Is there any character who arouses your sympathy? Why? (пробуждать сочувствие)
- 7) Choose the character whom you would like to have a friend of yours and explain why.
- 8) Pretend that you are uncle Octavian / one of Octavian's guests. How would you behave yourself if you were in his shoes.
- 9) Do you agree with the saying that people know "little enough of themselves and nothing of others"? Why?
- 10) Find the right title which might express the main idea of the text.

4. Practice the following:

(Read and translate the sentence from the text)

"But I should also stress that they were all old and close friends of my uncle"

Should + infinitive without to

is used to express advice

e. g. You should read more books if you want to improve your English.

5. Give advice to people in the following situations:

- a) I've become overweight.
- b) In the evenings she suffers from terrible headaches.
- c) Helen sleeps badly at night.
- d) Nick drives very fast.
- e) Nina is going to spend her holiday abroad.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why")

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Make up a story using the word-combinations of T. I. 2 (about 10 sentences)
2. Propose your variant of the further development of the events on the basis of the text you have read

Spot

(after J. London (I–IV parts))

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. What is the plot of the text?
4. Did you like the text? Why?
5. Was it interesting for you to read it?

I

I hate Stephen Mackay now. If I see him again, I may kill him. And to think that he was my best friend only a few years ago!

But let me tell my story to you from the beginning. That autumn we started very late for the Klondike. We had little time and it was difficult to buy dogs. We paid about one hundred dollars for each dog. And among these dogs we got Spot. We paid even more for him than for the other dogs. We paid one hundred and ten dollars for him.

He looked a very good dog. I say “looked” because we soon saw he was not really a good dog. He only looked good. He was big and he had a beautiful white and brown skin. And on this skin there was a big black spot. This is why we called him Spot. He was strong! And you could see in his eyes he was clever! I think he was perhaps the strongest and cleverest dog in all Alaska.

But he did not use his strength. It is true he used his intelligence. But he did not use it in the right way. You will see a little later how he used it.

II

The principal thing about Spot was this: he didn't work! We saw that the first time we put him into harness. It was like this. It was time to start. Steve gave the signal. All the dogs began to pull. Only Spot stood still. Steve touched him with his whip. Spot did not move. Steve touched him with the whip again, this time a little stronger. This had no effect! Spot stood where he was. Now Steve got very angry and gave it to him well. But still Spot stood quite still. In a moment I came up to Steve.

“Why are you beating the dog?” I asked him.

Steve said nothing. He only gave me the whip and walked away. Now I took the whip. I began beating the dog. I beat him so, I thought he could not live another day. But it had no effect! I started the other dogs. Still he did not move. He rolled over and over in the snow on his back but did not move on.

No, we could not get any work out of that dog!

And how much he ate! And how clever he was when he wanted to get some food!

We often had no dinner. Why? — you may ask. Spot had it instead of us.

III

But he did not take food only from us. He took food in all the places where he could get it. I cannot tell you how much we paid for meat, bacon and other good things that winter. And do you think we ate them? No, Spot ate them. The people very often saw him and came to get their money from us.

Why did we not kill him? — you may ask. Well, I can tell you that I tried to kill him. One day Steve came to me and said:

“It is enough. We must kill him”.

I answered, “Yes, it is enough. We must finish with him”.

So I took him into the forest, some distance from the other dogs. Here I stopped. I took my revolver. But then I looked into his eyes. And I tell you, I felt I could not kill him. When I looked into those clever eyes I saw it was like killing a man. He also looked into my eyes. I thought these eyes spoke to me. They said: “You hate me, but you cannot kill me”. Do you know what I did? I went back to Steve and told him, “I cannot kill that dog”. Steve laughed and said, “I think I can do it”. In two or three days he took Spot into the forest. But he came back telling me he could not kill the dog. “He has such clever eyes”, said Steve.

IV

As we could not kill him, we tried to sell him. He looked a good dog, so people were glad to buy him. Very soon we sold him to the police, for seventy-five dollars. We went to the North and the policemen went to the South — so we thought — good-bye, old Spot! I can tell you we were glad! Six days passed. But in the morning of the seventh day he was with us again. He came and started a terrible fight with the other dogs. In two days we sold him to an official courier. This time he came back in three days.

We were in Alaska the whole winter. We got some money for our work and we got some money for Spot. We sold him ten, twenty, thirty times. He always came back and nobody asked for the money. It was not difficult to sell him. He looked such a good dog. We sold him for as high as one hundred and fifty dollars, and we sold him for as low as twenty-five dollars. We sold him to hunters, we sold him to policemen, we sold him to doctors, we sold him to couriers; but he always came back. And at last a time came when everybody knew about Spot and nobody wanted to buy him.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Подумать только; было трудно; заплатили за каждую собаку; использовать свою силу и понятливость; использовал не по назначению; запрягли его; ткнул его кнутом; главное свойство; перекачывался в снегу; вместо нас; получал еду; покончить с ним; эти глаза разговаривали со мной; повел Меченого в лес; попытались продать; прощай, старина Меченый!

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

I hate him; a few years ago; from the beginning; this is why; you'll see a little later; time to start; to take food in all the places; to come to get one's money from smb.; some distance from; a time came; to start a fight with smb.

3. Answer the questions:

- 1) What place did the story happen?
- 2) Why the dog's name was Spot? Find his description in the text and read it.
- 3) Why was Spot so expensive?
- 4) What was Spot's behaviour after putting him into harness?
- 5) How did Spot get his food?
- 6) Why did Steve and the author want to kill Spot? Did they do it or not? Why?
- 7) What did they decide to do then? Why?
- 8) Was their business successful?
- 9) Who are your sympathies with? Why? (Кому сочувствуете?)

II. The tasks for the development of pupil's creative abilities:

1. Prove that:

- a) Spot was clever;
- b) Spot was lazy;
- c) the men were angry with Spot.

2. Discuss the following:

- 1) Why do you think the author begins the story in such a way?
- 2) Why do you think the author describes the dog in so many a detail? In what way does he compare Spot and the other dogs? What is the role of his eyes?
- 3) Do you consider the men's plan of killing Spot wise? Wasn't it cruel towards the dog?
- 4) Imagine what would have happened if Steve had done his plan. Tell us.
- 5) Pretend that you are Spot / one of the men. How would you behave yourself if you were in his shoes?
- 6) How do you think "Spot's disappearing" could make their life easier? Why?

3. Practice the following:

"He looked a very good dog"

"But then I looked into his eyes"

- a) How would you translate the verb "look" in the sentences above?

- b) Taking the adverbs or prepositions the phrase verb “look” can change its meanings.
- down out after
 - at Look for
 - forward to alike over through
- c) Translate the sentences and define the meaning of “look”. Then add the Russian translation to the diagram. Use the words in the box.

смотреть вниз, ожидать с нетерпением, выглядывать, искать, смотреть вверх, быть похожим, смотреть на, изучить, заботиться

- 1) When I looked out it was raining.
- 2) I'll look your plan through before passing it to the committee.
- 3) All the houses in the new districts look alike, it's very dull.
- 4) She looked at him in great surprise.
- 5) She looked down to hide her shyness.
- 6) I'm looking for a suitable accommodation in this area.
- 7) Every year the children look forward to the holidays.
- 8) Who will look after the flowers while you are away?
- 9) She has a habit of looking over her glasses.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called “Why”.)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Read and translate “Spot” (parts V–VII)
2. Make up the story using the phrase verb “look” in as many meanings as possible. Write it.

Spot

(after J. London (V–VII parts))

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's continue to work with the text in details.

So, tell me:

- Did you like the ending of the text? Why?

V

But we could not have this dog with us. He ate our food, he did not work, he demoralized the other dogs.

It was necessary to do something. One day we were travelling in a boat down the Yukon. All our dogs were with us. I saw an island in front.

“Let us leave him on this island”, I said to Steve.

“What a good idea!” answered Steve. “Yes, let us leave him on the island”.

We began working energetically with our oars. Soon we came quite near the island. Spot was in the front part of the boat. Steve pushed him and in less than a second he was in the water. In another second he was on the island and two seconds after that we were already far from him in the middle of the river. The current was very strong at this place. Spot was standing on the island looking at us. He did not swim after us that time but he probably swam over to the bank later, because — when we came to Dawson — he was sitting near the river and waiting for us.

More than ten times we put him on steamers going down the Yukon. But always he got off them and came back to us in a day or two.

VI

One day Spot took a big piece of meat from Major Dinwiddie's house in Dawson City. But Major Dinwiddie saw him. Immediately he took his rifle and fired at Spot.

Do you think he killed him? Nothing of the kind! A policeman came and said to Major Dinwiddie, “You must pay five dollars for using fire-arms in the city”. Major Dinwiddie paid five dollars for using fire-arms in the city and Steve and I paid fifty dollars for the meat. Meat stood high at Dawson that year.

One day we were on the Yukon in the month of January. This was near Dawson City. The ice was three feet thick but there were some water holes in it. Well, and Spot fell through a water hole. The current carried him down. "This is the end of Spot", I said to myself. But three hundred feet below was another big water hole. And what do you think Spot did? He got out there, shook himself and immediately started a fight with a big Newfoundland dog which was standing on the bank.

But one day Spot went away from us. And he did not come back for two months. This is how it was. We were in a far-off place in Alaska and we had no more food. Spring was near and we were waiting for the river to open. We were terribly hungry and we decided to eat our dogs. And then Spot ran away. Day after day we sat up waiting for him. But he did not come back and we ate all the other dogs. And now let me tell you how he came back. You know what it is when a big river opens in spring. Millions of tons of ice go up and down in the water. And in the middle of the river we suddenly saw Spot! We thought it was clear he could not come to us. He did not have a chance in a million. But in a moment we saw him jumping over the ice towards us. More than twenty times he fell into the water and more than twenty times he got out again. And at last he was on the bank beside us.

VII

In a day or two the river was quite free from ice. We put our boat into the water and started for Dawson City. Of course we did not take Spot. We left him on the bank. But what do you think was the first thing we saw in Dawson? It was Spot — sitting on the bank and waiting for us.

At last I thought it was enough. I said nothing to Steve. I just wrote him a note saying good-bye. Then I took my things and went away. I tell you that Spot was on my nerves.

I brought some money home and for a time lived happily. Steve wrote me a letter. It was not a friendly letter: he said he was very angry with me. He said he was angry because of Spot.

A year passed. And then one fine morning I came out into the garden and what do you think I saw? Spot tied to a tree and looking at me with his clever eyes.

"How did he come here?" I asked myself. I looked to the right and I looked to the left. And then I saw Steve — my old friend Steve, running away from me. I did not stop him.

My wife is a very kind woman. She gave Spot some food. He thanked her immediately by killing her cat. Three days ago Spot got into Mr. Harvey's hen-house (Mr. Harvey is our great friend) and killed twenty hens. Now I must pay for them. Yesterday, because of Spot, I quarrelled with my wife.

I never thought Stephen Mercy could do such a thing. But now I see what he can do. No, I cannot even hear his name! I may kill him if I see him again!

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Собаки были с нами; впереди; давайте оставим его на острове; работать веслами; течение было сильное; не плыл за нами; сажали его на пароходы; через день или два; выстрелил в Меченого; за применение огнестрельного оружия; в отдаленном месте; миллионы тонн льда; к нам; действовал на нервы.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

Nothing of the kind; meat stood high; water holes; three hundred feet below; to go away from smb.; terribly hungry; day after day; more than twenty times; to wait for smb.; to be angry with smb.; because of; to quarrel with smb.

3. Answer the questions:

- 1) Why was Spot left on the island?
- 2) Why did Major Dinwiddie fire at Spot?
- 3) How could Spot get out of a water hole?
- 4) Why did Spot go away from them?
- 5) How did the author get away? Why?
- 6) What place was Spot at the end of the story?

II. The tasks for the development of pupil's creative abilities:

1. Prove that:

- a) they couldn't have Spot;
- b) Spot was clever;
- c) Spot loved his life;
- d) Spot liked good food.

2. Discuss the following:

- 1) Why do you think the author begins the story in such a way?
- 2) What is the idea of this story?
- 3) Do you believe in this story? Do you think these men could really do nothing with the dog?
- 4) Do you consider the story funny / sad? Why?
- 5) Do you agree with the end of the story? Why?

3. Practice the following:

Translate the sentences. Guess the meaning of the word "nerve" in them. Look at the other expressions containing the word "nerve".

- 1) "I tell that Spot was on my nerves".
"He didn't have the nerve for that either".
- 2) Find the corresponding Russian translation.

1. Iron nerves	a) Комок нервов
2. Strain every nerve	b) Действовать на нервы
3. Get on one's nerves	c) Железные нервы
4. Steady one's nerves	d) Напрягать все силы
5. A bundle of nerves	e) Успокоить нервы

- 3) Translate the sentences using the expressions above.
 - a) Эта музыка действует мне на нервы.
 - b) Перед выступлением ей пришлось принять лекарство, чтобы успокоить нервы.
 - c) Я сегодня просто комок нервов.
 - d) Надо иметь железные нервы, чтобы выдержать твое поведение.
 - e) Мы делали все возможное, чтобы помочь ей.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Think of your own story or a situation in which you can use as many expressions with the word nerve as you can.
2. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.

The Adventure of My Aunt

(after W. Irving)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

My aunt was a big woman, very tall, with a strong mind and will. She was what you may call a very manly woman. My uncle was a thin, small man, very weak, with no will at all. He was no match for my aunt. From the day of their marriage he began to grow smaller and weaker. His wife's powerful mind was too much for him; it weakened his health. My aunt took all possible care of him; half the doctors in town visited him and prescribed medicine for him enough to cure a whole hospital. She made him take all the medicines prescribed by the doctors, but it didn't help him. My uncle grew worse and worse, and one day she found him dead.

My aunt was very sorry by the death of her poor dear husband. Now she was sorry that she had made him take so much medicine and felt, that he was the victim' of her kindness. Anyhow, she did all that a widow could do to honour his memory.

She spent very much money on her mourning dress, she wore a miniature of him about her neck as large as a small clock; and she had a full-length portrait of him always hanging in her bedroom. All the world praised her conduct. "A woman who did so much to honour the memory of one husband, deserves soon to get another", said my aunt's friends.

Some time passed, and my aunt decided to move to Derbyshire where she had a big country-house. The house stood in a lonely, wild part of the country among the grey Derbyshire hills.

The servants, most of whom came with my aunt from town, did not like the sad-looking old place. They were afraid to walk alone about its black-looking rooms. My aunt herself seemed to be struck with the lonely appearance of her house. Before she went to bid, therefore, she herself examined the doors and windows and locked them with her own

hands. Then she carried the keys from the house together with a little box of money and jewels to her own room. She always saw to all things herself.

One evening, after she had sent away her girl-servant she sat by her toilet-table, arranging her hair. For, in spite of her sorrow for my uncle, she still cared very much about her appearance. She sat for some time looking at her face in the glass first on one side, then on the other. As she looked, she thought of her old friend, a rich gentleman of the neighbourhood, who had visited her that day and whom she had known since her girlhood.

Suddenly she thought she heard something move behind her. She looked round quickly, but there was nothing to be seen. Nothing but the painted portrait of her poor dear husband on the wall behind her. She gave a heavy sigh to his memory as she always did whenever she spoke of him in company, and went on arranging her hair. Her sigh was re-echoed. She looked round again, but no one was to be seen.

“Oh, it is only the wind”, she thought and went on putting her hair in papers, but her eyes were still fixed on her own reflection and the reflection of her husband’s portrait in the looking-glass. Suddenly it seemed to her that in the glass she saw one of the eyes of the portrait move. It gave her a shock

“I must make sure”, she thought and moved the candle so that the light fell on the eye in the glass. Now she was sure that it moved. But not only that, it seemed to give her a wink exactly as her husband used to do when he was living. Now my aunt got really frightened. Her heart began to beat fast. She suddenly remembered all the frightful stories about ghosts and criminals that she had heard.

But her fear soon was over. Next moment, my aunt who, as I have said, had a remarkably strong will, became calm. She went on arranging her hair. She even sang her favourite song in a low voice and did not make a single false note. She again moved the candle and while moving it she overturned her work-box. Then she took the candle and began without any hurry to pick up the articles one by one from the floor.

She picked up something near the door, then opened the door, looked for a moment into the corridor as if in doubt whether to go and then walked quietly out.

She hurried down the stairs and ordered the servants to arm themselves with anything they could find. She herself caught a red-hot poker and, followed by her frightened servants, returned almost at once. They entered the room. All was quiet and exactly in the same order as when she had left it. They came up to the portrait of my uncle.

“Pull down that picture”, ordered my aunt.

A heavy sigh was heard from the portrait. The servants stepped back in fear.

“Pull it down at once”, cried my aunt.

The picture was pulled down, and from behind it, they pulled out a big, black-bearded fellow with a knife as long as my arm, but trembling with fear from head to foot.

He said that he had stolen into my aunt’s room to get her box of money and jewels, when all the house was asleep. He had once been a servant in the house and before my aunt’s arrival had helped to put the house in order. He had noticed the hiding-place when the portrait had been put up. In order to see what was going on in the room he had made a hole in one of the eyes of the portrait.

My aunt did not send for the police. She could do very well without them: she liked to take the law into her own hands. She had her own ideas of cleanliness also. She ordered the servants to pull the man through the horse-pond in order to wash away his crimes, and then to dry him well with a wooden “towel”.

But though my aunt was a very brave woman, this adventure was too much even for her. She often used to say, “It is most unpleasant for a woman to live alone in the country”. Soon after she gave her hand to the rich gentleman of the neighbourhood.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Сильный ум и воля; безвольный; становился меньше и слабел; достаточно, чтобы вылечить; становилось хуже и хуже; нашла его мертвым; жертва ее доброты; траурный наряд; портрет во весь рост; заполучить другого; отправить; заботилась о своей внешности; что-то шевельнулось позади; вооружиться; в страхе отступили назад.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

To take all possible care of smb.; made him take so much medicine; to honour one’s memory; as large as; to be struck with smth.; in spite of smth.; to give a sigh; to make sure; to give smb a wink (подмигнуть); as long as; to put smth in order.

3. Answer the questions:

- 1) Why did the aunt’s husband die?
- 2) How did she behave herself after his death?
- 3) Did she spend much money? Why?

- 4) Where did the aunt go after time passed?
- 5) How did she care of her appearance?
- 6) What did it seem to her one evening?
- 7) Why did the aunt order the servants to arm themselves?
- 8) Why did the servants pull the portrait down?
- 9) Who was a big, black-bearded fellow?
- 10) What was the fellow's punishment?

II. The tasks for the development of pupil's creative abilities.

Group work.

1. Prove that:

- the aunt and her husband were different people;
- the aunt was a brave woman;
- the aunt honoured husband's memory.

2. Discuss the following:

- 1) Do you believe in this story? Do you think this woman could really catch the thief ?
- 2) Pretend that you are this aunt. How would you behave yourself if you were in her shoes.
- 3) Do you consider the aunt's plan of the fellow's punishment wise? Wasn't it cruel towards the boy? Maybe it was better to call a policeman.
- 4) Imagine what would have happened if the aunt hadn't found the fellow out. Share your opinions.

3. Practice the following:

- 1) In the story there are a number of comparisons of different types, for example:

“He began to grow weaker and smaller”

“... as large as a small clock”

“My uncle grew worse and worse”

- 2) Read and translate these sentences

- 3) Use the following types of comparisons in the sentences of your own. Write the sentences.

as... as; not so... as; the same as; look, smell, taste + like; less... than; more... than.

- 4) Match column A with column B and explain the meaning of the idioms. Name the corresponding Russian expressions.

A	B	A	B
1. As white as	a) A bee	5. As neat as	e) The hills
2. As old as	b) A snail	6. As busy as	f) Two peas
3. As like as	c) Snow	7. As slow as	g) A bat
4. As blind as	d) A new pin		

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Use the idioms in the sentences of your own.
2. Propose your variant of the further development of the events on the basis of the text you have read.
3. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.
4. Retell the text.

The Luncheon

(after W. S. Maugham)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

I saw her at the play and in answer to her beckoning I went over during the interval and sat down beside her. It was long since I had last seen her. She addressed me brightly:

“Well, it’s many years since we first met. How time does fly! Do you remember the first time I saw you? You asked me to luncheon”. Did I remember?

It was twenty years ago and I was living in Paris. I had a small apartment in the Latin Quarter overlooking a cemetery and I was earning money to keep body and soul together. She had read a book of mine and had written to me about it. I answered thanking her and presently I received from her another letter saying that she was passing through Paris and would like to have a talk with me; but her time was limited and the only free moment she had was on the following Thursday; she was spending the morning at the Luxemburg and would I give her a little luncheon at Foyot’s afterwards? (Foyot’s was a restaurant so far beyond my means that I had never even thought of going there. But I was flattered and I was too young to have learnt to say no to a woman.)

I answered that I would meet my friend — by correspondence at Foyot’s on Thursday at half past twelve. She was not so young as I expected and in appearance imposing rather than attractive. It seemed to me that she wanted to talk about me and I was prepared to be a good listener.

I was startled when the bill of fare was brought, for the cost was much higher than I had thought.

“I never eat anything for luncheon”, she said. “I never eat more than one thing. A little fish perhaps. I wonder if they have any salmon”.

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my friend. The waiter asked her if she would have something while they were cooking it.

“No”, she answered, “I never eat more than one thing. Unless you had a little caviare. I never mind caviare”.

My heart sank a little. I knew I could not order caviare, but I could not very well tell her that. I told the waiter to bring caviare.

For myself I chose the cheapest dish on the menu and that was a mutton chop.

Then came the question of drink.

“I never drink anything for luncheon”, she said. “Neither do I”, I answered quickly.

“Except white wine”, she said as though I had not spoken.

“These French wines are so light. They’re wonderful for digestion. “What would you like?” I asked. She gave me a bright smile.

“My doctor won’t let me drink anything but champagne”. I turned pale. I ordered half a bottle. I said that my doctor had absolutely forbidden me to drink champagne.

“What are you going to drink then?” “Water”.

She ate the caviare and she ate the salmon. She talked of art and literature and music, but I wondered what the bill would come.

“I see that you like to eat a heavy luncheon. I am sure it is a mistake. Why don’t you follow my example and just eat one thing?”

“I am only going to eat one thing”, I said as the waiter came again with the bill of fare.

She waved him aside with an airy gesture.

“No, no, I never eat anything for luncheon. Just a bite. I couldn’t possibly eat anything more — unless they had some of those giant asparagus. I should be sorry to leave Paris without having one of them”.

My heart sank. I had seen them in the shops and I knew that they were terribly expensive.

“Madame wants to know if you have any of those giant asparagus”, I asked the waiter. I tried with all my might to make him say no. A happy smile appeared over his broad face, and he told me that they had some so large, and so splendid. I ordered them.

We waited for the asparagus to be cooked. Panic caught me. It was not a question now how much money I should have for the rest of the month, but whether I had enough to pay the bill.

The asparagus appeared. They were enormous, succulent, appetizing. The smell of the melted butter tickled my nostrils. I watched the abandoned woman thrust them down her throat in large voluptuous mouthfuls. At last she finished.

“Coffee?” I said.

“Yes, just an ice-cream and coffee”, she answered.

I ordered coffee for myself and an ice-cream and coffee for her. Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bringing a large basket full of huge peaches.

“You see”, she said, “you have filled your stomach with a lot of meat and you can’t eat anything more. But I’ve just had a bite and I shall enjoy a peach”.

The bill came and when I paid it I found that I had no money left. When I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example”, she said as we shook hands, “and never eat more than one thing for luncheon”.

“I’ll do better than that”, I answered. “I’ll eat nothing for dinner tonight!”

“Humorist!” she cried, jumping into a cab. “You are quite a humorist!”

But I have had my revenge at last. I do not believe that I am a revengeful man, but when the immortal gods take a hand in the matter it is pardonable to observe the result with self-satisfaction. Today she weighs twenty-one stones (133 kilograms).

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

В ответ на кивок; как летит время; маленькая квартирка; выходящая окнами на; был польщен; меню; немножко икры; у меня замерло сердце; я побледнел; счет; плотный завтрак; меня охватила паника.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

To earn money; pass through; to keep soul and body together; to have a talk with smb.; I wonder; I never mind smth.; to follow smb's example; a bucket full of huge peaches.

3. Answer the questions:

- 1) When did the narrator meet the heroine of the story for the first time?
- 2) Where did he live at that time? What can you say about his well-being? Prove your opinion by the text.
- 3) What made the young man too accept the invitation to the restaurant that was far beyond his means?
- 4) Were the expectations of the young man and the appearance of his guest the same? What was different? Which lines show that the narrator's impression of the woman wasn't very pleasant?
- 5) Why did the young man's heart sink?
- 6) What did the young writer order for himself?
- 7) Why did the woman call the young writer a humorist in the end?
- 8) Did his last remark really contain any humour?

II. The tasks for the development of pupil's creative abilities:

1. Prove that:

- a) the woman had no idea of why the young writer had ordered himself such plain food;
- b) the woman ate too much.

2. Discuss the following:

- 1) How the young man's mood was changing in the course of the meal. Find the necessary sentences.
- 2) Imagine how the young man managed to live through the rest of the month.

3. Practice the following:

- 1) Do you remember the sentence from the story?
At that moment the young man's heart sank.
What does "the young man's heart sank" mean?
- 2) Find the corresponding Russian translation. The word heart is often used in such idiomatic expressions.

1. To lose one's heart to smb.	a) В глубине души
2. To lay to heart	b) Принимать близко к сердцу
3. In one's heart	c) Полюбить кого-то
4. To take to heart	d) Сердце ушло в пятки
5. Heart sinks into your boots	e) Разбить сердце
6. Break smb's heart	f) Серьезно отнестись

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to ...

Home Task

1. Learn the expressions by heart.
2. Think of your own story or a situation in which you can use as many expressions with the word heart as you can.
Do you agree that people eat far too much nowadays?
Write an essay expressing your ideas of healthy eating and your attitude to it.
3. Retell the story as...:
 - a) the woman;
 - b) one of the customers in the restaurant.

The Open Window

(after H. H. Munro)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the story?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

"My aunt will be home soon, Mr. Nuttel", said a very calm young lady of fifteen years of age. "So you must try to bear my company".

Framton Nuttel tried to say something pleasant to a girl, but he did not know what to say. He was in this area to find a cure for his nerves.

"I know how it will be", his sister had said when he was preparing to away into the country, "you will lose yourself down there and not to speak to a living soul, and your nerves will be worse than ever through loneliness I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice".

But Framton did not know if these polite visits to a number of total strangers would help much. He wondered whether Mrs. Sappleton, the lady to whom he was bringing one of the letters of introduction, was one of the "nice" ones.

"Do you know many of the people round here?" asked the niece, when she thought that they sat long enough in silence.

"Hardly one", said Framton. "My sister was staying here, you know, about four years ago, and she gave me letters of introduction to some of the people here. He made the last statement in a sad voice.

"Then you know almost nothing about my aunt?" continued the calm young lady.

"Only her name and address", said Framton. He was wondering whether Mrs. Sappleton was married, perhaps she had been married and her husband was dead. But there was something of a man in a room.

"Oh, that happened three years ago", said the child. "That would be after your sister's time".

"What happened?" asked Framton. He thought that in this restful country place there were no troubles.

“You may wonder why we keep that window wide open on an October afternoon”, said the niece, pointing to a long window that was opened like a door on to the grass outside.

“It is quite warm for the time of the year”, said Framton. “But what is the connection of that window with your aunt’s sorrow?”

“Out through that window, exactly three years ago, her husband and her two younger brothers went off for hunting. They never came back. They were all swallowed in a bog. That terrible summer had been very wet, you know, and there were a lot of dangerous places in the forest”.

Here the child’s voice lost its calm sound and trembled. “Poor aunt thinks that they will come back some day, they and the little brown dog that was lost with them, and walk in at that window as they used to do. That is why the window is kept open every evening till it is quite dark. Poor dear aunt always tells me different stories about them. Especially about Ronny, her youngest brother, who always sang songs, coming back home. Do you know, sometimes on quiet evenings like this, I almost get a strange feeling that they will all walk in through the window”.

She stopped and suddenly her aunt came into the room and apologized for being late.

“I hope Vera has been amusing you?” she said. “She has been very interesting”, said Framton.

“I hope you don’t mind the open window”, said Mrs. Sappleton brightly, “my husband and brothers will be home soon from hunting, and they always come in this way. They went shooting birds near the bog, so they will make my poor carpets dirty. All you men do that sort of thing, don’t you?”

She continued talking about the shooting and the hopes of shooting in the winter.

To Framton it was all quite terrible. He tried to turn the talk on to a more cheerful subject. He saw that the hostess was giving him only a part of her attention and her eyes were often looking past him to the open window and the grass beyond. Framton thought that it would have been better for him not to visit her on this sorrowful day.

“The doctors agree in ordering me complete rest, no excitement and no bodily exercise”, said Framton, who decided to tell the total strangers some details about his visit and about himself. “On the matter of food, they are not so much in agreement”, he continued.

“No?” said Mrs. Sappleton in a tired voice. Then she suddenly brightened into attention but not to what Framton was saying.

“Here they are at last!” she cried. “Just in time for tea”.

Framton trembled and turned towards the niece with a look, which showed sympathetic understanding.

The child was looking out through the open window with fear in her eyes. With a shock Framton turned round in his seat and looked in the same direction.

In the increasing darkness three figures were walking across the grass towards the window. They all carried guns. A tired brown dog followed them. Suddenly, a young voice started to sing in the darkness.

Framton seized his hat and ran out through the front door and through the gate. He nearly ran into a man on a bicycle.

“Here we are, my dear”, said one of the men, coming in through the window. “Who was that who ran out as we came up?”

“A very strange man, Mr. Nuttel”, said Mrs. Sappleton, “he could only talk about his illnesses, and ran off without a word of good-bye when you arrived. One would think he had seen a ghost”.

“I think it was the dog”, said the niece calmly, “he told me he had a terrible fear of dogs. He was once hunted into a graveyard somewhere in India by a lot of wild dogs, and had to spend the night in a newly-dug grave with the wild dogs just above him. Enough to make anyone lose their nerve”.

She was very clever at making up stories quickly.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Спокойная юная леди; попытаться выдержать; найти лечение для нервов; живая душа; из-за одиночества; рекомендательные письма; сидели достаточно долго; едва ли кого-то; утонуть в болоте; пока не стемнеет; надеюсь, вы не возражаете; более веселая тема; убежал не попрощавшись.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

As far as I can remember; to get a strange feeling; to turn the talk on to; in a tired voice; a lot of dangerous places; as they used to do (так, как это бывало и раньше); apologized for being late; to give smb. one's attention.

3. Answer the questions:

1) What was Framton's illness?

2) What did Framton's sister give him before going away into the country?

3) What did Vera tell Framton about her aunt?

- 4) Did Framton believe in Mrs. Sappleton's story?
 - 5) Was it interesting for Mrs. Sappleton to communicate with Framton?
 - 6) Who was Mrs. Sappleton waiting for?
 - 7) What did Framton see in the window?
 - 8) Who were these men?
 - 9) How did Vera explain the escape of the young man?
4. Look at the list of adjectives below. Find the words that can help you to describe Framton Nuttel and Vera.
Depressed boring calm nervous
Clever frightened foolish imaginative
5. Substitute the italicized words with the synonyms from the story:
- 1) "My aunt will be home in a little while".
 - 2) "My husband and my brother will be home soon from hunting near the marsh".
 - 3) "It had been that awful wet summer".
 - 4) "Framton shivered a little and turned towards the niece".
 - 5) "The three figures carried rifles, and one of them started to sing".

II. The tasks for the development of pupil's creative abilities:

1. Prove that:
 - a) Framton was a stranger in that area;
 - b) Framton was a very nervous person;
 - c) Vera liked telling different stories very much;
 - d) Mrs. Sappleton didn't pay much attention to Framton;
 - e) Framton was shocked when he looked out of the window.
2. Discuss the following:
 - 1) Say whom you liked / disliked most in the story. Why do you like / disliked them?
 - 2) Choose the character whom you would like to have a friend of yours and explain why.
 - 3) Pretend that you are Framton / Vera. How would you behave yourself if you were in his / her shoes.
 - 4) Do you believe in ghosts and witches? Why?

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...?
- 3) Why...?

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home task: (for quiz)

1. Vera told Framton imaginary story. Do you think she was right? Explain in 7-9 sentences.
2. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences giving a story a different end.
3. Make up the conversations between:
 - a) the hunters;
 - b) Mrs. Sappleton and Mr. Sappleton.
4. Retell the story.

The Fish and the Ring

(an English folktale)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА**Оргмомент**

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

Once upon a time there was a rich lord in the North of England. He was a great magician and knew everything that was going to happen in the future. So one day, when his little son was four years old, he looked into his magic book to see the future of his son. And he found out that his son would be married to a poor girl who had just been born in the

city of York. The lord knew that the father of the little girl was very, very poor, and he had already five children. So the lord got onto his horse and rode to York. He saw the man as he passed by his house. The poor father was sitting by the door, sad and unhappy. So the lord got down off his horse, went up to the house and said, "What is the matter, my good man?" And the man said, "I have already five children, and now the sixth has just been born. Where can I get the bread to fill all their mouths?"

"If that is your trouble, I can help you", said the lord, "I'll take away the last little baby, and you won't have to think about it".

"Thank you very much, sir", said the man. He went in, brought out a baby girl and gave her to the lord. The lord got onto his horse and rode away with the baby. Then as he rode by the bank of the river, he threw the child into the river and rode off to his castle. But the baby girl did not sink. Her clothes kept her up for a time, and she floated till she was carried to the bank just in front of a fisherman's little house. The fisherman found her, and he felt pity for the child. He took it into his house and gave it to his wife. So the little girl lived with the fisherman and his wife till she was fifteen years old. She was now a beautiful young girl.

One day it happened that the lord and some of his men were hunting along the banks of the river. It was a hot day, and they wanted to drink. So they stopped at the fisherman's house and asked for some water. The girl came out to give them water. They all noticed her beauty, and one of them said to the lord, "You can see the future, lord. Who will she marry? What do you think?"

"Oh, that's easy to guess", said the lord, "some villager. Come here, girl, and tell on what day you were born".

"I don't know, sir. I was picked up just here by the river about fifteen years ago", said the girl.

Then the lord knew who she was, and when they went away he rode back and said to the girl:

"I'll make your fortune, girl. Take this letter to my brother in Scarborough, and he will take care of you for all your life".

The girl took the letter and said, "Thank you very much. I shall go to your brother".

Now this was what he had written in the letter:

Dear brother,

Take this girl and put her to death at once.

Your brother,

Humphrey.

So soon the girl set out for Scarborough. She slept the first night at a little inn, and that very night a band of robbers broke into the inn. They searched the girl, who had no money, but they found the letter. They opened it and read it, and thought it was a shame to kill the poor girl. The leader of the robbers took a pen and paper and wrote this letter:

Dear brother,

Take this girl and marry her to my son at once.

Your brother,

Humphrey.

He gave the letter to the girl and told her to go to Scarborough.

So she went to the lord's brother. His brother was a noble knight, and the lord's son was living in his house at that time. When she gave the letter to the lord's brother, he ordered his servants to prepare everything for the wedding at once, and the two young people got married that very day.

Soon the lord himself came to his brother's castle, and what his surprise was when he saw that his son was married to the poor man's daughter. The lord took the girl out for a walk towards the mountains by the sea. And when they were alone, he took her by the arms, and was going to throw her into the sea. But she begged hard for her life. "I have not done anything", she said, "if you don't kill me, I'll do all you wish. I'll never see your son till you wish it".

Then the lord took off his gold ring and threw it into the sea. "Never let me see your face till you can show me this ring", he said and let her go.

The poor girl walked on and on, till at last she came to a castle. She asked for work there and she was given work in the kitchen.

One day the lord, his son and his brother came to that castle: they were invited to the dinner. The poor girl saw them through the window. She didn't know what to do, but then she thought, "They will not see me here in the kitchen".

So she went back to her work and began to clean a great fish, which she had to cook for the master's dinner. And as she was cleaning it, she saw something inside it that shone like gold. And what do you think she found? The lord's ring, the ring he had thrown into the sea. She was very glad. Then she cooked the fish as nicely as she could, and the servant took it to the hall.

Well, when the fish came on the table, the guests liked it so much that they asked the master of the castle who had cooked it. He said he didn't know, but called to his servants, "Send in the cook who cooked that fine fish".

So they went down to the kitchen and told the girl she was wanted in the hall. She put the lord's gold ring on her thumb and went into the fall. When the guests saw such a young, beautiful cook, they were surprised. Only the lord was very angry and wanted to hit her. But the girl went up to him and showed him her hand with the ring on it. After that she took off the ring and put it down before him on the table.

Then the lord said, "What will be will be", and he told her to sit down and told the people that she was his son's true wife. And he took her and his son to his castle; and they lived as happily as could be ever afterwards.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Однажды; произойдет; проезжал мимо; накормить их всех; выкинул ребенка в речку; подготовиться к свадьбе; попросила за свою жизнь; чистить рыбу; надела кольцо на палец.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

To find out; to be married to smb.; to bring out; for a time; to feel pity for smb.; to hunt; to make one's fortune; at once; it's a shame; what will be will be; to get married.

3. Answer the questions:

- 1) How old was the lord's son when the lord saw in his magic books the future of his son?
- 2) Where did the poor girl live?
- 3) Why did the lord propose the poor father to take the last baby away?
- 4) What did he do with this baby?
- 5) How did the girl and the lord's son get married?
- 6) Why did the lord throw his gold ring into the sea?
- 7) What was the girl doing when she found the ring?

4. Look at the list of adjectives below. Find the words that can help you to describe the lord, the leader of the robbers, the girl and her father.

angry	clever	kind-hearted	mean
adventurous	sad	hardworking	witty
old	poor	unhappy	lucky

5. Find nine sentences with synonyms to the given words in the story and translate them into Russian:

Wealthy, wizard, problem, hotel, immediately, feast, happy, astonishment.

II. The tasks for the development of pupil's creative abilities:**1. Prove that:**

- a) the lord didn't want his son to be married to the poor girl;
- b) the lord was cruel;

2. Discuss the following:

- 1) Do you consider the lord's plan of killing the baby wise? Wasn't it cruel towards the girl?
- 2) What crimes of our modern life can we find in the story?
- 3) The lord was a magician but could he change people's life or the circumstances only? Prove it.
- 4) According to W. Maugham there are two types of people:
 - some of them accept the circumstances which fate has given to them and take the life as it is;
 - the others try to change what they have.
- a) Do you agree with such classification? What type does the lord / the poor girl / belong to? Prove it.
- b) What type of people do you respect more? Give grounds for your opinions.
- 5) Choose the character whom you would like to have a friend of yours and explain why.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Imagine that you can see the future. Describe the future of one of your friends.
Imagine that you are a magician. What things would you do?
Imagine that a magician wants to fulfil three your wishes. What would you ask him?
2. Retell the story.

The Gift of the Magi

(after O'Henry)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

Aim: to form students abilities of using their imagination while working on the topic; to develop free speaking, using personal experience and knowledge exchanging opinions in groups.

ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the text? Why?
4. Was it interesting for you to read it?

Proper Names

- O'Henry — О'Генри
- Della — Делла
- James — Джеймс
- Dillingham — Диллингем
- Sofronie — Софрони

William Sydney Porter, known by his pseudonym O. Henry, was born in North Carolina. He was the son of a doctor. After school he worked as a clerk, then went to Texas where he tried various professions. After that he became a clerk in a small provincial rank.

When a loss of a thousand dollars was discovered, Porter, tough innocent, was imprisoned for three years.

After his release in 1902 he went to New York where he lived and wrote short stories. In his short stories O'Henry described amusing incidents of everyday life in large cities, on the ranches and on the highways of America.

Jim and Della were very poor. They lived in New York in a small room on the top floor of a high building. Jim was twenty-two years old, Della was twenty-one.

Both husband and wife worked very hard, but there never was any money in the house: for all they got went to pay for food. And the rent was \$ 8 a week.

And yet they owned two treasures of which they were very proud. These treasures were Jim's gold watch which he had got from his father, and Della's beautiful golden hair.

It was the eve of New Year's Day. Della wanted to give Jim a present. She counted her money. One dollar and eighty-seven cents. That was all she had. Only \$1. 87 to buy a present for Jim. So she sat down on the sofa and wept. Suddenly she got up and went to the looking-glass. Her eyes shone brilliantly. Quickly she undid her hair. It fell to its full length. It reached below her knees and covered her like a cloak. And then she did it up again quickly and nervously. She put on her old brown jacket and her old brown hat. Then she ran out of the door and down the stairs to the street.

She stopped before a sign and read the words: "M-me Sofronie. Hair goods of all kinds". Then she entered the shop. Madame was sitting at the counter.

"Will you buy my hair?" asked Della.

"Let me see it", said Madame.

Della took off her hat and undid her hair.

"Twenty dollars", said Madame, lifting the mass of Della's golden hair with a practised hand.

"Give me the money", said Della.

The next two hours were like a happy dream. Della was hurrying from shop to shop looking for Jim's present.

She found it at last. It was a watch chain for which she paid \$ 21. And then she hurried home with the chain and the remaining 87 cents.

Jim was not at home. Della got out her curling irons and lighted the gas and went to work; in forty minutes her head was covered with tiny curls. She looked like a schoolboy. She said to herself: "I hope Jim will not kill me. But what could I do? Oh, what could I do with a dollar and 87 cents?"

At 7 o'clock the coffee was ready. Della sat waiting for Jim. She heard his steps on the stairs, and she turned white for just one moment. The door opened and Jim entered the room. He looked thin and very serious, and suddenly Jim stopped. His eyes were fixed upon Della, and there was an expression in them that she could not understand, and it terrified her.

"Jim, darling!" she cried. "Don't look at me like that! I sold my hair because I wanted to give you a present. My hair will grow again. It grows very fast. Say "A Happy New Year", Jim, and let us be happy. You don't know what a beautiful present I have for you".

Jim said nothing. He drew a package from his overcoat pocket and put it on the table.

"If you open that package, you will understand", he said.

Della took off the paper. There lay the beautiful combs that Della had seen in a Broadway shop window. Now they were hers, but her hair

was gone. Suddenly Della jumped and cried: "Oh, Jim, you have not yet seen your present!" She held it out to him.

"Isn't it a beautiful chain? Give me your watch! I want to see how it looks on it".

Jim fell on the sofa and put his hands behind his head and smiled.

"Della", said he, "I sold the watch to get the money to buy your comb. Is the coffee ready?"

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Тяжело работали; уходило на еду; плата; два сокровища; канун Нового года; подарок; распустила волосы; полная длина; достигали ниже колен; взвешивая массу; побледнела; щипцы для завивки; вытащил сверток.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

To get from smb; to count; to shine brilliantly; at the counter; to take off; at last; to hear one's steps; to terrify smb.; to say nothing;

3. Answer the questions:

- 1) Where did the action take place?
- 2) Why was there no money in the house?
- 3) What did the young people own?
- 4) Why did Della sell her hair?
- 5) What did she buy for Jim?
- 6) What was the expression in Jim's eyes that frightened Della?

II. The tasks for the development of pupil's creative abilities:

1. Prove that:

- a) young people loved each other;
- b) money wasn't the main thing for Jim and Della.

2. Discuss thee following:

- 1) What is the author's attitude to his characters?
- 2) Who are your sympathies with? Why?
- 3) Jim and Della worked very hard but they were very poor. What in your opinion was the real reason of their poverty? Was their salary high?
- 4) What in your opinion is a good salary in this / our country? How much would you like to earn?
- 5) a) We have a list of the items. Look through it and choose one item as the main idea of the story

Seven Things a Person Should Do in His / Her Lifetime

- Take risks
 - Get an education.
 - Travel abroad.
 - Get married.
 - Help other people.
 - Learn to love and be loved.
 - Set realistic goals. (Цели)
- b) What to your mind are the main things that people should do in their lifetime.
Look at the list and prioritize the items.
Give arguments supporting the logic of why this or that item should be ranked number one in the list.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Suggest your version of the end of the story.
2. Choose one item and write a short essay using the item as the theme.
3. Retell the story as...
 - a) Jim
 - b) Della

The End of the Story

(after Jack London)

Цели: дать учащимся возможность высказать собственные мысли, чувства; активно содействовать расширению общего мировоззрения учащихся; научить учащихся пользоваться языком в ситуации в реальной жизни.

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ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

1. What is the title of the text?
2. Who is the main character of the text?
3. Did you like the beginning of the text? Why?

Proper Names

- Dawson — Досон
- Grant Lindsay — Грант Линди
- Madge Strang — Медж Стренг
- Rex Strang — Рекс Стренг
- Tom Daw — Том Доу

I

Four men were playing cards at the table made of rough boards. They were sitting in their shirts, their faces were covered with sweat. But their woolen-socked and moccasined feet were frozen. Such was the difference of temperature in the small cabin. The iron stove was red-hot; yet, eight feet away, on the shelf, lay frozen meat and bacon.

The men played whist; the pair that lost would have to dig a finishing holes through the seven feet of ice and snow that covered the Yukon.

"It's cold", said one of the men. "What's the temperature, Doc?"

"About fifty", said Daw. "Maybe forty-nine". The doctor was a slender, darkhaired man, healthy and strong. All his movements were quick. He had black and clever eyes. His hands were fine, slender and nervous, made for delicate work. They gave you the impression of strength.

Suddenly there was a knock at the door.

"What's the matter with you?" The words were addressed to the stranger who entered.

The stranger tried to move his lips and say something. But he could not. It was clear that he had been on trail for long hours and days. The skin on his cheeks was black. From nose to chin was a mass of ice with a hole through which he breathed. He shook his head, smiled with his eyes and came hear the stove.

"Nothing is the matter with me", said at last the stranger, when he could move his lips. "But if you have a doctor here, we need him. There is man up the river who has been clawed by a panther".

“How far from here?” Doctor Linday asked.

“About a hundred miles”.

“When did it happen?”

“Three days ago”.

“Bad?”

“Shoulder dislocated. Right arm broken. Ribs broken. We sewed up two or three bad wounds as well as we could”.

“Where were they?”

“Stomach”.

“He’s as good as dead?”, Linday said angrily.

“No. That man is not going to die. He knows I’ve gone for a doctor and he will live until you get there. He won’t let himself die. I know him”.

“No”, said Doctor Linday. “I am not going to travel a hundred miles at fifty below for a dead man”.

“Yes, you will. And for a man who is far from dead”.

Linday shook his head. “Sorry you had your trip for nothings”.

“We’ll leave in ten minutes”.

“What makes you sure?” Linday asked coldly. And then Tom Daw made the speech of his life.

“Because he is going to live till you get there, even if it takes you a week to make up your mind. Besides his wife is with him and she is helping him to live, till you come. They love each other, and she has got a will like his. I’ll bet he’ll be alive when you come. I have a team of dogs on the river bank and we’ll leave in ten minutes”.

Tom Daw pulled down his ear-flaps and walked out.

“Damn him!” Linday cried angrily, looking at the closed door. After a long and weary journey the two men staggered up to a cabin that stood beside a small river. Linday entered from the bright sunshine into the dark cabin and at first he could not see distinctly the people in the cabin. He only noticed that they were two men and a woman. He was not interested in them. He went straight to the bunk where lay the wounded man. The man was lying on his back, with eyes closed, and Linday noticed his fine eyebrows and curly brown hair. The face was thin and worn, yet the features were handsome.

“What dressings have you used?” Linday asked the woman.

“Corrosive sublimate”, came the answer.

He glanced quickly at the woman, then even quicker at the face of the lying man. The woman was breathing hard, her face became very white. Linday turned to the men.

“You clear out. Clear out at once”.

They did not move.

“This is a serious case”, Linday said. “I want to talk to his wife”.

“I’m his brother”, said one of them.

The woman turned her face to the men in the cabin and said:

“Please, please go”.

“So?” Linday said when the men had left the cabin. “So that’s your Rex Strang?”

She looked at the man on the bunk and then, silently, at Linday. “Why don’t you speak?”

She shrugged her shoulders. “What can I say? You know it is Rex Strang”.

Exercises

I. Tasks for checking up the contents of the text:

- Find in the text English equivalents for the following words and expressions.

Сделанный из грубых досок; разница в температуре; проигравшая пара; копать прорубь; попытался пошевелить губами; не собирается умирать; воля; раненный мужчина; перевязочный материал.

- Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

On trail; at fifty below; to make up one’s mind; to bet; couldn’t see distinctly;

- Answer the questions:

- What game did four men play?
- Why did they play cards?
- What was the temperature in the small cabin?
- Why did a stranger come into the men’s cabin?

II. The tasks for the development of pupil’s creative abilities:

- Find language means (words, sentences) and prove that:

- the place was severe;
- the man was wounded hard;
- Doctor Linday and the wounded man’s wife knew each other well.

- Discuss the following:

- Do you consider the stranger’s plan of travelling a hundred miles at fifty below wise?
- What do you think made the doctor to go to the wounded man?
- Why did the doctor want the woman only to stay in the room? Guess why did the doctor know this woman?

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

Home Task

- Read part II and do the exercises.

The End of the Story

(after Jack London)

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ХОД УРОКА

Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me:

- Was it interesting for you to read it? Why?

II

"Thank you. Though maybe you remember that it is the first time I have seen him. Sit down". He pointed to a stool for her and himself sat down on a bench. "I'm quite worn, you know. There is no road from the Yukon here. I need a rest". He was silent.

"What are you going to do?" she asked after a minute.

"Eat and rest before I start back".

"What are you going to do about...?" she pointed to the unconscious man.

"Nothing".

She went up to the lying man and put her fingers on the curly brown hair.

"You mean you will kill him", she said slowly. "Kill him by doing nothing, for you can save him if you will".

“You may think as you like”. He paused for a moment and then said with a cruel little smile. “From time immemorial in this old world it has been a custom to do away with wife-stealers”.

“You are wrong, Grant”, she answered gently. “You forget that Rex never stole me. I went with him with a song on my lips. I loved him. We went together. You may just as well say that I stole him”.

“I see you are clever as ever, Madge”, Linday said. “A good thinker. It must have bothered him”.

“A good thinker can be a good lover”.

“Well, I give it up. A man can’t talk to a clever woman; he always falls into the trap”.

She said nothing. She only smiled with her eyes.

“No”, said the doctor. “If you had been a fool, you would have won him or; anybody else with your beauty, I know this too well”. “Do you remember Lake Geneva?” she asked. “I do. I was absurdly happy then”.

She nodded and her eyes were bright. “There is such a thing as old sake. Won’t you, Grant, please, just remembers little... oh, so little... of what we were to each other... then?”

“No, thank you. I’m not the kind of person who is ready to help everybody”.

“Yet you made this long and hard journey for an unknown man”, she said.

Now he was angry. “Do you think I would have made a step had I known he was my wife’s lover?”

“But you are here... now. And there he lies. What are you going to do?”

“Nothing. The man has robbed me”.

She wanted to say something, when a knock came on the door. “Get out”, he shouted.

“If you want any assistance...” “Get out! Get a bucket of water!”

“You are going to...?” she began in a trembling voice.

“Wash up”.

“Listen, Grant”, she said coldly. “I shall tell his brother. If you can forget old sake, so can I. If you don’t do something, he’ll kill you. Why, even Tom Daw will, if I ask him”.

“Don’t threaten me”, he said gravely. “You should know me better. Besides”, he added with a bitter laugh, “I don’t see it will help Rex Strang if you kill me”.

“Oh, Grant”, she said, “I don’t want to lose him. I love him, Grant. I love him so much. And I have sat there beside him so many dreadful days. Oh, Grant, please, please help him”.

He did not answer. Then she saw a smile on Linday's lips. It was not a pleasant smile.

"How much do you love him?" he asked. She only looked at him with shining eyes, and he nodded to show he was answered.

"Now listen to me", he said, "listen carefully. Once I read a story. I want to tell you about it. There was a woman, young and beautiful and there was a man. I don't know if he was much like your Rex but I think he was. Well, the man was a painter. He kissed her several times and for several weeks — and rode away. She loved him. In ten years she wept the beauty out of her face. Some women lose their beauty, you know, when sorrow comes.

Now it happened that the man went blind. Ten years afterwards, led as a child by the hand, he came back to her. He could no longer paint. And she was very happy, and glad he could not see her face. Remember, he loved beauty. He didn't know that she had lost her beauty. And he often said he was sorry he could not see her face.

One day he told her of five great pictures he wished to paint. If only his sight could be restored! He would paint them and feel happy. And then, somehow, she got an elixir that could restore his sight.

Now you see her struggle. With sight, he could paint his five pictures, he would be happy. Also, he would leave her. Beauty was his religion. He would not love her ruined face. Five days she struggled. Then she gave him the elixir".

Linday paused. He went on slowly.

"The question is, do you love Rex Strang as much as that?" "And if I do?"

"Do you?"

"Yes".

"You are ready to give him up?"

"Yes", she said in a low voice.

"And you will come with me?"

"Yes", now her voice was a whisper. "When he is well, yes".

"You understand. You will be my wife".

She turned very pale, but she nodded.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Перед тем как я выеду; убьешь его ничего не делая; с горечью в улыбке; если бы только его зрение было восстановлено.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:
As you like; to do away with smb. (расправиться с кем-либо); to fall into a trap; to nod; to give smb. up.
 3. Answer the questions:
 - 1) How did Linday get acquainted with Madge?
 - 2) What was Linday's reason of refusal in helping to Strang?
 - 3) How could the wounded man rob Linday?
 - 4) What agreement was made between Linday and Madge?
- II. The tasks for the development of pupil's creative abilities:
1. Prove that:
 - a) Linday was angry with Madge;
 - b) Madge had a very strong character.
 2. Discuss the following:
 - 1) Why did the author choose Linday as a person who could help Strang?
 - 2) Do you consider Linday's plan of amends (компенсация) wise? Wasn't it cruel towards Madge and Rex Strang?
 - 3) Why was Linday sure that Madge would keep her promise?

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Read part III and do the exercises.
2. Act the dialogue between Linday and Madge.

The End of the Story

(after Jack London)

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Оргмомент

I'm very glad to see you. Today we have our home-reading lesson. I hope you'll be careful and hard-working because the best time for learning is lessons at school. So let's deal with the text in details.

So, tell me

Did you like the text? Why?

III

"Very well". He jumped to his feet. "I shall need help. Call his brother here. Call them all here. Boiling water — I need a lot of it. Daw, make a fire and start boiling all the water you have. Now you", to the other man, "put that table near the window. Clean it, scald it. Clean, man, clean, as you never cleaned a thing before, You, Mrs. Strang, will be my helper. You are his brother, sir. I'll give the anaesthetic, but you must keep it going. Now listen, while I instruct you..."

In the weeks that followed Linday exceeded himself. Never had he such a terrible case. But he had never had a healthier man to look after. Besides, his patient had the vitality of a cat.

There were days of high temperature and delirium. Days when Strang's pulse could be hardly felt. Days when he lay with eyes wide-open, his face white with pain. Linday did not know fatigue. It was not enough for him to make the man live. He wanted to make him healthy and strong again.

"He will be a cripple?" Madge asked.

"No, he won't, he will not just walk. He will run and jump and fight. And he will be as attractive as before. Will you like that? Are you pleased? Remember, you will not be with him".

"Go on, go on", she whispered. "Make him what he was!"

More than once Linday put him under the anaesthetic and did terrible things. He had to cut and sew, and then cut and sew again. The only thing that saved Strang was his vitality and remarkable health.

"You will kill him", his brother said. "Let him be. A cripple is better than a dead man".

Another time, when Strang felt stronger, the brother said: "Doc, you are a wonder. What is your name?" "Don't bother me", answered Linday.

Doctor Linday had to operate on the right arm several times.

One day it burst open again in a frightful wounds

"Get rabbits", Linday shouted to Rex's brother. "Get rabbits — alive — healthy. Quick".

"How many?"

“Forty-four thousand — forty thousand — all you can get. You will help me, Mrs. Strang. I shall have to cut and sew again”. And there was another operation. From the hundreds of rabbits that had been brought he chose a bone for the bone-graft — living bone to living bone — and reconstructed a perfect arm. This went on for weeks. One day he told Madge:

“You will need a divorce before we can marry again. The law is the law. Shall we go to Lake Geneva?”

“As you like”, she said.

Another time he said: “What did you see in him? I can’t understand. I know he had money. But I wasn’t a poor man. My practice... well, I made about forty thousand a year”.

“Perhaps you’ve explained it”, she answered. “Perhaps you were too interested in your practice. Maybe you forgot me”.

Linday sniffed. “And maybe your Rex is too interested in hunting?”

“There is no explanation”, she answered. “No one can explain love. I love him, that is all”.

The day came when Strang’s bed was carried out of the cabin and into the sunshine.

“Let me tell him now”, she said. “No, wait”, he answered.

Later Strang was able to sit, able to make his first steps. “Let me tell him now”, she said. “No, not yet”, was the answer. Summer came and went. At the end of August Strang had completely recovered. He was slender and full of grace; he walked as Linday had seen no man walk. One day Linday ordered Strang to run and tried to follow him, but could not. At the end of ten miles he had to stop. He threw himself on the grass, panting and sweating and cried:

“Enough! I can’t keep up with you”.

Strang sat down on the grass and smiled at the doctor. “Does anything hurt? Any pains anywhere?” Linday asked. Strang shook his curly head.

“You are all right, Strang. For a winter or two you may feel the cold in the old wounds. But that will pass”.

“Doctor”, said Strang, “You have performed miracles with me. I don’t know how to thank you. I don’t even know your name”.

“It doesn’t matter”, said Linday. “I want one final test and then I’ll know I have done my job. Daw told me that you could go down the river to the Big Windy and back again in three days. You will wait here and Daw will bring you all the necessary things. Then you must go there and back in three days, as last year”.

“Now”, Linday said to Madge, “you have an hour in which to pack! I’ll go and get the canoe ready. In a week we shall be in Dawson”.

“I hoped...”

“That I would not make you keep your promise?”

“No, I didn’t. But it is not fair. You have sent him away three days. I shan’t be able to say good-bye to him”.

“Leave a letter”.

“I shall tell him all”.

“You must tell him all”, was the answer.

When he returned from the canoe, her things were packed letter was written.

He carried her things down to the bank and steadied the canoe with one hand. He held out the other to help her to step in. Lindsay watched her carefully, but she was calm and ready to step in. “Wait”, he said. “One moment. You remember the story I told you of the elixir. I did not tell you the end. When the woman gave him the elixir and was going to leave, she accidentally saw in the mirror that her beauty had returned to her. And he opened his eyes and gave a cry of joy at the sight of her beauty and took her in his arms”.

She waited in silence. There was wonder in her face and eyes. “You are very beautiful, Madge”, he paused, then added drily, “Good-bye”.

“Grant...” she said, almost whispered.

He gave a bitter little laugh. “I just wanted to show you I wasn’t such a bad man. Good for evil, you know”.

“Grant...”

He stepped into the canoe and held out a thin nervous hand.

“Good-bye”, he said.

She took his hand.

“Dear”, strong hand, she whispered, and kissed it.

He jerked it away and began to paddle away from the bank.

Exercises

I. Tasks for checking up the contents of the text:

1. Find in the text English equivalents for the following words and expressions.

Поддерживать его; превзошел себя; бред; едва ли прощупывался; калека; вынужден был резать и шить; развод; полностью выздоровел; совершили чудо; последнее испытание; у тебя есть час, чтобы собраться.

2. Give Russian equivalents for the following words and expressions from the text and use them in the sentences of your own:

A terrible case; the vitality of a cat; to operate on the arm several times; tried to follow him; I can’t keep up with you; to make smb keep one’s promise.

3. Answer the questions:

- 1) Why wasn't it enough for Linday to make the man live?
- 2) What was the only thing that saved Strang?
- 3) How did Linday reconstruct Strang's arm?
- 4) How did the doctor test Strang?
- 5) Why didn't Grant take Madge with him? Why did he change his mind?

II. The tasks for the development of pupil's creative abilities:

1. Prove that:

- a) doctor Linday was a real doctor;
- b) Madge loved Strang;
- c) Linday didn't hate his former wife (БЫВШУЮ).

2. Discuss the following:

- 1) What to your mind is the role of Linday's story about the painter?
- 2) It isn't easy for a man to help his former wife who betrayed him long ago. What helped Linday to keep his humanity?

3. Pretend that you are Linday / Madge. How would you behave yourself if you were in his / her shoes.

4. Imagine what would have happened if the doctor couldn't help the wounded man and he would have been a cripple. Share your opinions.

5. Imagine what would have happened if Madge hadn't kept her promise. Tell us.

Conclusions

I think that today's lesson is interesting. Do you agree with me? Why? (Use in the technique which is called "Why".)

- 1) Why is today's lesson interesting
- 2) Why...
- 3) Why...

I'm sure that you have worked hard and done your best, because nothing is impossible to a willing heart. Your home task for the next time is to...

Home Task

1. Suggest your version of the end of the story.
2. What do you think could have happened to the characters of the story if it hadn't been the end? How could the events have developed? Write a few sentences to give a story a different ending:
 - a happy end;
 - a very unexpected ending.

НАВЧАННЯ КРЕАТИВНОГО ПИСЬМА

The more a man writes, the more he can write.

William Hazlitt

Writing as a Skill

Writing plays an important role in the life of every person. It is used in different spheres of people's activity. Thus, it should be taught from early stages of language learning. If speaking is a means of communication with the help of sounds, writing is a means of communication with the help of graphical sounds.

Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading.

The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind.

In modern methodological literature they distinguish between writing and written speech. Some scientists use the term "writing" only, indicating its wide and narrow meaning. This division reflects the mechanism of writing. It consists of two stages: 1) formation of words; 2) formation of written reports. To realize the first stage it is necessary to assimilate calligraphy and spelling. For realization of the second stage speaking skills should be assimilated.

Since writing is a complicated skill it should be developed through the formation of habits such as:

- the habit of writing letters of the English alphabet;
- the habit of converting speech sounds into their symbols — letters and letter combinations;
- the habit of correct spelling of words, phrases, and sentences;
- the habit of writing various exercises which lead pupils to expressing their thoughts in connection with the task set.

In forming writing habits the following factors are of great importance:

- auditory perception of a sound and pronunciation of a sound, a word, a phrase, or a sentence;

- articulation of a sound and pronunciation of a word, a phrase, and a sentence by the pupil who writes;
- visual perception of letters or letter combinations which stand for sounds;
- the movements of the muscles of the hand in writing.

The ear, the eye, the muscles and the nerves of the throat and tongue, the movements of the muscles of the hand participate in writing.

The school syllabus specifies that writing is both an aim and an important means of teaching any foreign language. But in many English classrooms less time is devoted to writing than to reading, listening and speaking.

The linguistic content of teaching writing comprises:

- calligraphy or graphic system;
- spelling;
- written speech.

Difficulties Awaiting Pupils in Learning How to Write

Since pupils should be taught calligraphy, spelling and composition, it is necessary to know the difficulties Ukrainian pupils encounter in learning to write English. The writing of the English letters does not present much trouble because there are a lot of similar letters in both languages. Only a few letters, such as *s, r, h, l, f, b, d, t, j, G, Q, N*, etc., may be strange to Ukrainian pupils. The most difficult thing for Ukrainian pupils in learning to write is English spelling.

The spelling system of a language may be based upon the following principles:

1. **Historical or conservative principle.** That is when spelling reflects the pronunciation of earlier periods in the history of the language e.g. *busy, brought, daughter*. The writing of the given words cannot be explained either morphologically or phonetically. The analysis of the school lexical minimum shows that about 70% of words are written according to this principle.
2. **Morphological principle.** In writing a word the morphemic composition of the word is taken into account e.g. the morpheme *writ* in words *write, rewrite, writer, writing, written* preserves the same graphic image, though its pronunciation may be different. This principle is displayed in the plural forms of nouns, the 3rd person singular of verbs, past forms of regular verbs, comparative and superlative degrees of adjectives.

3. **Phonetic principle.** Spelling reflects pronunciation. You should hear and distinguish sounds and then tie them to corresponding letters e.g. *lip, leg, pot, top*.

In English the historical principle prevails (as far as the first 1,000 words are concerned). The modern English spelling originated as early as the 15th century and has not been changed since then. The pronunciation has changed greatly during that time. Significant difference in pronunciation and spelling is the result. The same letters in different words are read differently. For example, *fat, fate, far, fare*.

Different letters or letter combinations in different words are read in the same way: *I — eye, rode — road, write — right, tale — tail*.

Many letters are pronounced in some words and are mute in other words: *build — suit, laugh — brought, help — hour*.

The discrepancy that exists in the English language between pronunciation and spelling may be explained by the fact that there are more sounds in the language than there are letters to stand for these sounds. Thus, there are 23 vowel sounds in English and 6 letters to convey them.

In teaching English spelling special attention should be given to the words which present much trouble in this respect. The spelling of words, for example, *busy, daughter, language, beautiful, foreign*, and others, must be assimilated through manifold repetition in their writing and spelling.

In conclusion, it should be said that it is impossible to master accurate spelling without understanding some laws governing it.

Pupils should know:

- how to add:
 - s to words ending in -y: *day — days, stay — stays*, but *city — cities, study — studies*;
 - ed to verbs: *play — played, carry — carried*;
 - ing to verbs: *write — writing, play — playing, tie — tying*;
 - er, -est to adjectives in the comparative and superlative degrees: *clean — cleaner — cleanest, large — larger — largest*;
- when the consonant should be doubled:
 - sit — sitting, thin — thinner, swim — swimming*
- the main word building suffixes:
 - ful: *use — useful*; -less: *use — useless*; -ment: *develop — development*; and others.

Teaching writing should be based on such methodological principles as a conscious approach to forming and developing this skill, visualization and activity of pupils. Pupils learn to write letters, words

and sentences in the target language more successfully if they understand what they write, have good patterns to follow, and make several attempts in writing a letter (a word, a sentence) until they are satisfied with their work.

How to Teach Calligraphy to Junior Pupils

While teaching calligraphy a teacher should take the following steps:

1. **Demonstration.** A teacher shows learners a letter (both a capital and a small letter). Special cards may be used for the purpose. On one side of the card the letters are written, and a picture of a word that starts with a letter is drawn. On the other side the word in which this letter is found is written.
2. **How to Write.** A teacher shows his pupils how to write a letter. He can use the blackboard, he gives some explanations as to how the letter is made and then how the word is written, e.g. *V and W are made with one continuous zigzag movement. The first stroke in N is a down stroke.*
3. **Imitation.** Pupils follow movements of a teacher's hand, trying to imitate them. They make similar movements with their pans in the air, looking at the blackboard.
4. **Writing in the exercise-books.** Pupils write first the letter, then the word in their exercise-books. When pupils are writing, the teacher is walking around providing help to the pupils who need it. Since habits are formed and developed through performing actions, pupils are told to practise in writing the letter and the word at home. The teacher's writing and his skill in using the blackboard are of great importance. His handwriting should be easy to imitate. He must also be careful in the arrangement of the material on the blackboard because pupils will copy both what is written and how is written.

Exercises in teaching calligraphy

1. Find pairs of capital and small letters among the given letters. Write them down into your exercise-books.
2. Arrange letters in the alphabetical order and put them down into your exercise-book.
3. Find a given letter in the following words and write out those words.
4. Find a given letter combination and write out those words.
5. Fill in the blanks in words with the appropriate letters.
6. Choose the words from the list that correspond to pictures and write them down under the number of the picture.

7. Join the letters in the alphabetical order, and you'll see your favourite character of the well-known cartoon.
8. Put the letters in the correct order and write down the words.
9. Find the letters in the chain that make up a word.

How to Teach Spelling

Knowledge is the foundation and source of good writing.
Quintus Horatius Flaccus

Spelling is an important part of writing. Knowing how to spell improves pupils' ability to communicate important information and ideas. In teaching spelling a teacher should take into consideration the difficulties of English spelling and instruct pupils how to overcome them. The following exercises may be suggested for the purpose.

1. **Copying.** The aim of this exercise is to allow the pupils to practice what has been taught in listening and speaking. The "look" and the "feel" of the word are used to help the memory (F. French). It is recommended that various associations should be established, such as:
 - associations by similarity in spelling: *room, spoon, moon; thought, bought, brought; right, night, light;*
 - associations by contrast in spelling: *two — too, see — sea, one — won.*
 - In copying the pupils must be given some additional task preventing them from performing the work mechanically. The following tasks may be suggested:
 - underline a given letter or letter combination for a certain sound;
 - underline a certain grammar item;
 - underline certain words depicting, for example, the names of school things.
2. **Copying + transformation.** Such exercises show pupils how to rely on grammar in spelling words. For example, when they have learned the plural of nouns, the following exercise may be given: to copy the words and transform them into plural. Pupils have learned the names of professions, then the following task is offered: copy the words and form the names of professions from them (to bake — baker, to work — worker, to teach — teacher). Or: copy the regular verbs and change them into Past Simple.
3. **Writing sentences on a given pattern.** This kind of writing exercise is more difficult because pupils choose words they are to use themselves. The following exercises may be suggested:
Substitution. A sentence "*Mike has got a puppy*" is given. The pupils should use other words instead of "*puppy*".

Completion. Pupils are asked to complete sentences. “*There is... in the room. There are... in the corner of the room. How many... are there in the room? He came late because... My hobby is...*”

Extension. Extend the sentences using the given words: “*This is a cat. That is a tiger. (big, small, grey, black, strong, pussy) Ann brought some flowers. (The students are expected to use an adjective before “flowers”.*”

4. **Writing out from the text.** The tasks may be the following:
 - Write out unknown words from the text.
 - Write out sentences that describe the main hero of the text.
 - Write out words that denote things a girl (a boy) has.
 - Write out the names of the months from the poem.
 Children like to write out words, phrases or sentences they understand and are familiar with.
5. **Writing answers to given questions.** The question helps the pupil both with the words and with the pattern required for the answer.
6. **Language games**
 - Complete the thematic tables.
 - Find as many words as you can in the chainword and write them.
 - Fill in the crossword.
 - Find ten words on the topic “Christmas” in the given letter-box. Then write these words.
 - Find the rhyming words and write pairs of words.

Examples of Spelling Tests

Test 1. Say each word. Write the words that have the vowel sound you hear in *hot*.

catch	bought	roof
pond	job	doctor
bones	home	popular
pocket	road	soup
what	house	close

Test 2. Say each word. Each one has the consonant sound you hear at the beginning of *fan*. How many ways can the sound be spelled in (1, 2, 3, or 4)? Write the words arranging them into groups.

laugh	officer	epigraph
coffee	fact	roof
herself	elephant	farmer
face	gift	rough
enough	off	telephone

Test 3. The two words that are written after each sentence sound alike, but have different meanings and spellings (they are called homophones). Fill in the blanks with the correct words to complete each sentence.

1. The ___ spent the ___ in the castle.
 - a) knight
 - b) night
2. Be sure to ___ your surname on the ___ line.
 - a) write
 - b) right
3. Have you heard the fairy ___ about the cat with no ___ ?
 - a) tale
 - b) tail
4. Didn't you ___ Ann ask you to put the plate ___ .
 - a) here
 - b) hear
5. The ___ on a ___ is called fur.
 - a) hare
 - b) hair
6. Yesterday the sky was clear ___ and the wind ___ from the north.
 - a) blue
 - b) blew
7. He decided to ___ his new belt, but he doesn't know ___ he put it.
 - a) where
 - b) wear
8. From ___ hundred flowers the prince had to find the fake flower before it was ___ late.
 - a) too
 - b) two
9. It is not ___ if some people do not pay their ___ .
 - a) fair
 - b) fare
10. We brought a ___ of cool water to the ___ traveler.
 - a) pale
 - b) pail

Test 4. There are 23 mistakes (in homophones). Rewrite the letter correcting the spelling mistakes.

Dear Jane,

Hear I am in Siberia. We've been hear for too weaks now, and I can't bare the thought of staying in this country any longer.

What dreadful whether! It's bitterly cold out. When I'm chilled to the bone, I think I'll never warm up.

Wee leave in a wooden house. It is surrounded with a huge would. The hunter, who leaves with us, says that the would is full of beasts. You can walk their and meat a dear or a bare. As for me, once I saw a hair's sine.

Do you think it is fare to leave me hear! I can't even sleep in piece. Can't you come and stay with me? The air fair is really not very expensive. Hope to sea you soon.

Your Jack

Test 5. Sashko wrote about Great Britain but made lots of mistakes. Write a report about Great Britain correcting all his mistakes.

The United Kinhdom of Greet Britain and Southern Ireland is a very big country that consists of three different countries: England, Scotland and Nothern Ireland. The United Kinhdom is situated on the British Islands which lie in the southwest of Europe. The western part of Greet Britain is washed by the Pasifik Oshean and the Irish Sea. The English Cannel washes the east of the British Islands. The surface of England and Ireland is mountainous, and the surface of Scotland and Wales is flat. Greet Britain isn't rich in mineral resources. It has puar industry and agriculture.

Test 6. Which 12 words in the list below have mistakes (including spelling mistakes)? Write them correctly.

boxes	places	horses	dishs
chars	citys	keys	gooses
bots	mouths	classes	lives
armies	shoos	childrens	sheeps
watches	men	womans	mouses
months	toothes	wolfs	wifes

Test 7. Put the correct endings to plural forms.

- The woodcutters used their __ (axe) to chop down the trees.
- They need two more __ (chair) to sit on.
- Why have you bought only two __ (kilo) of __ (potato)?
- In the fall, the __ (leaf) begin to change colour.
- The mayors of all neighbouring __ (city) are coming to greet guests.
- __ (library) are always open on __ (Tuesday).
- We send our best __ (wish) and many __ (kiss) to everybody.

Test 8. The verb + ing. Choose the correct spelling.

- to make
 - making
 - making

2. to play
 - a) playing
 - b) plaing
3. to run
 - a) runing
 - b) running
4. to lie
 - a) lieing
 - b) lying
 - c) liying
5. to visit
 - a) visiting
 - b) visiting
6. to control
 - a) controlling
 - b) controling
7. to begin
 - a) begining
 - b) beginning

Test 9. Double the letter where necessary.

1. Are you going to the Shop_ing Centre?
2. Why are you shout_ing at me?
3. I hate two things: eat_ing ice-cream in cold weather and wait_ing for a bus in the rain.
4. Have you got an invitation for their wed_ing?
5. The heat in unbearable. It must be the hot_est day of the year.
6. Not a leaf stir_ing.
7. Is he well? He looks even thin_er than a month ago.
8. The performance was so bor_ing that I prefer_ed to leave it.
9. Please answer all the questions thruthful_ly.
10. Stop quarrel_ing about nothing.

Test 10. Complete the words by adding the silent letters.

1. An _onest man never lies.
2. _hose spectacles are these?
3. A bom_ exploded just near the bridge.
4. The spirit of a dead person is called a g_ost.
5. Do you hear someone _nocking at the window?
6. His _knowledge of the subject is rather poor.
7. The clock strikes every _our.
8. I am afraid he's caught _neumonia.
9. You'd better _rap her present up.
10. Consult our school _ychologist.

Test 11. Complete the words by spelling the sound [ʒ].

__greem__nt	__fraid	__meric__	Canad__
cent__	mirr__	p__suit	fath__
fig__	hum__n	__bjeet	gov__nm__nt
dat__m	import__nt	nat__n	newspap__
pr__vide	signific__nt	sug__	stat__s
spec__list	upw__d	discuss__n	rafficc__s

Test 12. *C, ck, que, or ch* for [k]? Complete the words by spelling the sound [k].

rafficc__	inspe__tor	pani__	pi__ni__ing
che__	heada__e	basi__	tru__
pani__ing	__ustoms	te__ni__	wal__
__riti__al	rafficc__	lu__	basi__ally
mimi__ing	musi__al	pi__ni__	drin__
rafficc__er	terrifi__	che__	mimi__
mista__e	uni__	__ids	athleti__s

Test 13. Arrange the words into two groups:

- The words that begin with prefix.
- The words that end with suffix.

unknown	sharpen	remove	government
misplace	thoughtful	midnight	slowly
bypass	forehead	porter	duckling
department	unfit	lioness	wildly
support	rename	honourable	nonsense

Test 14. Choose the correct spelling.

1) en__gh	2) b__lding	3) qu__e	4) g__graphy
a) eu	a) eu	a) at	a) eo
b) ou	b) iu	b) it	b) oe
c) ea	c) ui	c) et	c) ie
d) oa	d) ou	d) ot	d) io
5) assist__e	6) vocat__	7) ave__ge	8) fan__ful
a) ens	a) ode	a) re	a) se
b) anc	b) ate	b) ro	b) si
c) ans	c) ion	c) ri	c) co
d) ant	d) ine	d) ra	d) ci

Dictation

Dictation is another exercise to develop pupils' writing skills. Dictation is a valuable exercise because it trains the ear and the hand as

well as the eye; it fixes in the pupil's mind the division of each sentence pattern, because the teacher dictates division by division.

The training techniques on writing dictations may include lots of aspects:

Who dictates? (The teacher, a voice on the tape, two students dictate to each other);

Who chooses the text? (The teacher, the students, the teacher offers several texts and the students choose, one of the students prepares the text);

How long should the text be? (A single word, a sense group, a whole passage);

How should the voice dictating sound? (A whisper, a very loud voice; the voice dictating is speaking, not reading; the voice sings; the voice reads to a background music);

Must the listener write down everything? (Yes, the whole text; yes, the whole text plus the listener's own reaction; no, selected bits of the text; no, only the parts of the text the listener agrees with; no, change the text to what the listener wants it to say);

Who corrects the dictation? (The student corrects himself / herself; the student corrects another listener's script; the teacher corrects; nobody corrects, but all the difficult items are discussed in class).

Advantages of Dictation

- Dictation can help develop all four language skills in an integrative way.
- As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar.
- Dictation helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down.
- Practice in careful listening to dictation will be useful later on in note taking exercises.
- Correcting dictation can lead to oral communication.
- Dictation can serve as an excellent review exercise.
- Dictation is psychologically powerful and challenging.
- Dictation fosters unconscious thinking in the new language.
- If the students do well, dictation is motivating.
- Dictation involves the whole class, no matter how large it is.
- During and after the dictation, all the students are active.
- Correction can be done by the students.
- Dictation can be prepared for mixed ability groups.

- Dictation can be prepared for any level.
- The students, as well as the teacher, can get instant feedback (if the exercise is corrected immediately).
- The dictation passage can (and should) be completely prepared in advance. (It can also be taped.)
- Dictation can be administered quite effectively by an inexperienced teacher.
- While dictating, the teacher can move about, giving individual attention.
- Dictation exercises can pull the class together, for example, during those valuable first minutes.
- Dictation can provide access to interesting texts, by introducing a topic, for example, or summarizing it.
- Research has shown the learning to write down what you hear can encourage the development of literacy.

Types of Dictations

Visual dictation as a type of written work is intermediate between copying and dictation. The teacher writes a word, or a word combination, or a sentence on the blackboard. The pupils are told to read it and memorize its spelling. Then it is rubbed out and the pupils write from memory.

Dictation drill aims at consolidating linguistic material and preparing pupils for spelling tests. The teacher dictates a sentence. A word with a difficult spelling either is written on the blackboard, or is spelt by one of the pupils. Then the pupils are told to write the sentence. The teacher walks about the class and watches them writing. He / She asks one of the pupils who has written correctly to go to the blackboard and write the sentence for the other pupils to correct their mistakes if they have any. The dictation drill may be given for 5–12 minutes depending on the grade and the language material.

Picture dictation. After pupils have learned words a teacher checks their skills in writing of these words. Pupils are shown a picture and asked to write a word.

Dictation-translation. A teacher reads a word, a word combination, or a sentence in Ukrainian and pupils write it in English.

Self-dictation. Pupils are given a text (a rhyme) to learn by heart. After they have learned the text at home the teacher asks them to recite it. Then they are told to write it in their exercise books from memory. So they dictate it to themselves.

Questions to statements. A teacher dictates a question and asks the pupils to change it to statements.

Example Exercise

Teacher reads: Is the Moon the Earth's nearest neighbour?

Students write: The Moon is the Earth's nearest neighbour.

Dictation-completion. A teacher dictates only half a sentence and asks pupils to complete it in their own way. For example: *I like... I hate... I don't like... I am fond of... I love...*

Changing Tenses. A teacher dictates sentences or texts in the present tense, for example, and ask the students to change to the past, making any other necessary changes.

Cloze-dictation. A teacher selects a short text for dictation and deletes every sixth word, or all the prepositions or articles, etc. Then each pupil is given a copy of the prepared passage (with the blanks), or it is written on the board for the pupils to copy. The teacher reads the passage while the pupils fill in the blanks with the missing words.

Single-word dictation. A teacher tells the students that their task will be to listen to the text and pick out all the words they hear connected with cars. They should write them down. Then the teacher asks the students in groups of 2–3 to compare their lists. The teacher gives students copies of the text to see if they have missed any “car” words and if there are any words they don't understand.

The Best Car in the World

Henry Royce did not like his Decauville car, which ran badly and often broke down. So he decided to make a better car himself, and in 1904 he produced his first two-cylinder model. Charles Rolls, a car manufacturer, was very impressed by Royce's car, and soon Rolls and Royce went into business together. One of their first models was the Silver Ghost. In 1907, a Silver Ghost broke the world endurance record by driving 14,371 miles (23120 km) without breaking down once. It's not surprising that the Silver Ghost was called “the best car in the world”. Rolls-Royce cars are famous for running quietly, and an ad for one model said “the loudest noise is the ticking of the clock”. The cars are made very carefully. A lot of work is done by hand, and they take a long time to manufacture; only twelve cars leave the factory every day.

Dictation combined with composition. A teacher chooses a two-paragraph story, duplicates (writes out) one set of Paragraph 1 for half the class, and one set of Paragraph 2 for the other half. He / She asks the students to work in pairs. The teacher gives a copy of Paragraph 1 to pupil 1 in each pair, and a copy of Paragraph 2 to pupil 2 in each pair. Pupil 1 dictates the first paragraph to pupil 2; then pupil 2 dictates the second paragraph to pupil 1. After that pupils check each other's work on the dictation. Then the pairs work together to

compose the third paragraph. Titles and paragraphs may be read aloud and discussed.

Dictation quiz games. A teacher dictates three or four sentences that either tell a story or give information about someone or something. Then he / she reads a series of statements based on the above sentences. The teacher asks the pupils to listen and decide whether each statement is true (T), false (F), or possible (P). Then each pupil writes his/her version of the passage trying to remember all the facts and trying to use appropriate vocabulary and grammar.

Example Exercise

Teacher dictates: (As the teacher dictates, one pupil may write it on the board, or all the pupils may write it down.) “Henry went to bed at 10 o’clock last night. He went to sleep right away, and got up eight hours later. He went to work about eight o’clock the next morning”.

Teacher reads: (As the teacher reads the following statements, the pupils listen and write down T, F, or P for each.)

1. Henry likes his work. (P)
2. He was tired when he went to bed. (T)
3. He slept well. (T)
4. He works in an office. (P)
5. He got up at eight o’clock. (T)
6. He went to bed very late. (F)
7. He had breakfast early. (P)
8. He had another cup of coffee at work. (P)

Then each pupil writes his / her version of the passage.

How to Teach Creative Writing

...look in thy heart and write.

Sir Philip Sydney

Composition (Essay)

The object of every kind of written exercise mentioned above is to develop pupils’ spelling and to fix the linguistic material in their memory and in this way to provide favourable conditions for developing their skills in writing compositions. In Oxford Student’s Dictionary by Hornby composition is defined as “exercise in writing by a person who is learning a language”. By composition we mean pupils’ expression of their own thoughts in a foreign language in connection with a suggested situation or a topic. To write a good composition students need a lot of skills, such as:

- great imagination;
- range of vocabulary;

- correct spelling;
- good grammar;
- planning;
- linking (I think..., I guess..., I hope..., I know something about..., To my mind..., I don't really believe..., Talking of..., To make a long story short..., etc).

There are several types of compositions:

- *narrative* (consists of story-telling);
- *descriptive* — writing or description (gives description of something);
- *discussion* (composition for the purpose of discussing a topic).

In teaching compositions the following exercises may be suggested:

1. A written reproduction of a story either heard or read.
2. A description of a picture, an object or a situation. *For example:* a descriptive paragraph about a text, or a number of texts on a certain subject. Pupils may be certain assignments:
 - describe the place where the action takes place;
 - write what you have learned about...
 - write what new and useful information you have found for yourself in this text (these texts);
 - write what the author says about...

Writing a composition is a very difficult skill, and it is teacher's task to make it more interesting. Writing should be taught from early stages of language learning. Describing is the easiest form of communication, and teaching written speech starts with it. The tasks may be as follows: Describe your pet (your friend's appearance, your room, your working day, your day-off, your after-class activities, etc.)

Samples of Students' Compositions

My Summer Vacations

This summer was special for my friends and for me. We spent five unforgettable weeks in the United States. We had the best vacation in our lives. Our trip to the USA was full of adventures as we missed our plane in London. We spent the night in a beautiful hotel in Heathrow airport. It was something!

We were in Roslyn, Washington. This small town is situated in the mountains. There are a lot of lakes in that area. The biggest lake is called Cle Elum Lake.

My friend Ruslan and I lived in the family of Dennis and Lexi Valone. They are very nice and kind people. They are the owners of an

Italian restaurant. It is called “Mama Vallone’s”. Sometimes we had dinner there. It is a great place. People who love real Italian food come there. People feel there like home. You can call this place a family restaurant. Dennis is the best cook. We even worked in the restaurant three times.

Our group visited many places such as Space Needle in Seattle, Water Park in Moses Lake and we saw the famous Rodeo in Ellensburg, WA.

Ruslan and I learned to drive a car. We drove Ford Mustang, Dodge and Chevrolet. Isn’t it great? Sometimes we went fishing to the lake. Then Dennis smoked the fish for us. It was so delicious.

Shopping in America impressed me so much, it is different than here in Ukraine. Americans do not bring money with them when they go shopping, they use credit cards and checks. When somebody is tired they can use special little trolleys with engines. I saw such in big malls and in the airports as well.

I enjoyed to have meals in McDonald’s. It is not expensive, fast and so funny.

And one more thing I will never forget: Lexi, her daughter Carrie and me surfing the Internet.

The time spent in America was fantastic. I saw and did so many things for the first time in my life. I love my American family and wish to see them again.

Kostia Vasilega, tenth grade
(Now Kostia is a student of Central Washington
University, Ellensburg, WA)

My Favourite Lesson at School

Soon I will graduate from Kaniv orphanage. My favourite lesson at school was English thanks to our teacher. I think she is the best. She is nice and smart. The most wonderful thing is that she loves her job very much. For the years of school life she gave my classmates and me knowledge, attention, love and respect. I have never met a teacher like her. The teacher’s profession is so hard.

Our lessons of English were very interesting and exciting. Our English classroom has good equipment, so we did lots of fun stuff. It’s a pity that we had only two lessons a week, but we loved our classes so much. We learned about English-speaking countries, their history, traditions, life of teenagers, etc. I prepared a report about George Washington, the first President of the USA and got to know lots of interesting facts about life and activity of the first President of the USA. We made a project about Washington state. My friend and I were in Congress of Washington state in Olympia and brought many informative papers.

It was a tradition at our English classes to celebrate American and British holidays. We sang songs, recited poems, did lots of fun activities. We enjoyed speaking only English at our classes.

I am thankful to my teacher for everything she has done for me. I'd like to enter a university in Kyiv and go on learning English. I will miss my teacher and warm atmosphere of our classes.

Masha Lukichova, 11th grade

Essays

An essay is a rather brief, loosely organized prose work, personal and informal in style. Essay admits a wide variety of subject, purpose, tone and style. A fundamental truth about essay writing: there is no one correct style, but a number of styles. There are four main purposes you do writing essays:

- to entertain readers;
- to express your feelings and ideas;
- to explain something to readers;
- to persuade readers to accept your opinion (argument).

The basic structure of the essay is simple. It has three parts:

- an introduction
- a body
- a conclusion

There are things that students need to know that contribute to excellence in writing essays.

How to write an essay? Think of the five paragraph essay as having five separate parts. Learn to master each of the parts one at a time. As you become proficient with one part, work on proficiency in the next. Writing the introduction and the conclusion are strongly linked. Working on them in sequence will make the job easier. Then tackle the body paragraphs, one at a time. With the inclusion of transitions, you will get the feel and flow of the essay. Put them all together, and you will have the first draft of your essay.

What is the prewriting stage? The prewriting stage is when you prepare your ideas for your essay before you begin writing. You will find it easier to write your essay if you build an outline first, especially when you are writing longer assignments.

Six Prewriting Steps:

1. Think carefully about what you are going to write. Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or

- thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?
2. Open your notebook. Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.
 3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question. Time-saving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.
 4. Write down your own ideas. Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?
 5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide, which point is the most important, just choose one point and stick to it throughout your paragraph or essay.
 6. Organize your facts and ideas in a way that develops your main idea. Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your essay. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the essay. Write down your own note set that you can use to guide yourself as you write your essay.

What is the writing stage? The writing stage is when you turn your ideas into sentences.

Five Writing Steps:

1. For the introduction, write the thesis statement and give some background information.
2. Develop each supporting paragraph and make sure to follow the correct paragraph format.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your essay.
5. Use a dictionary to help you find additional words to express your meaning.

Like all kinds of five paragraph essays, there is a specific format to be followed.

What is an introduction paragraph? The introduction paragraph is the first paragraph of your essay.

What does it do? It introduces the main idea of your essay. A good opening paragraph captures the interest of your reader and tells why your topic is important.

How do you write one?

1. Write the thesis statement. The main idea of the essay is stated in a single sentence called the thesis statement. You must limit your entire essay to the topic you have introduced in your thesis statement.
2. Provide some background information about your topic. You can use interesting facts, quotations, or definitions of important terms you will use later in the essay.

Example: Hockey has been a part of life in Canada for over 120 years. It has evolved into an extremely popular sport watched and played by millions of Canadians. The game has gone through several changes since hockey was first played in Canada.

What are supporting paragraphs? Supporting paragraphs make up the main body of your essay.

What do they do? They develop the main idea of your essay.

How do you write them?

1. List the points that develop the main idea of your essay.
2. Place each supporting point in its own paragraph.
3. Develop each supporting point with facts, details, and examples.

To connect your supporting paragraphs, you should use special transition words. Transition words link your paragraphs together and make your essay easier to read. Add connecting words to provide transition between thoughts: to start with, to begin with, first, one reason, for example, second, third, another reason, another example, also, as well as, too, in addition, additionally, last, finally, in conclusion, in summary, in short, so you can see, as one can see, to summarize, hence.

What is a summary paragraph? The summary paragraph comes at the end of your essay after you have finished developing your ideas. The summary paragraph is often called a “conclusion”.

What does it do? It summarizes or restates the main idea of the essay. You want to leave the reader with a sense that your essay is complete.

How do you write one?

1. Restate the strongest points of your essay that support your main idea.

2. Conclude your essay by restating the main idea in different words.
3. Give your personal opinion or suggest a plan for action.

What is the editing stage? The editing stage is when you check your essay for mistakes and correct them.

Editing Steps

Grammar and Spelling:

1. Check your spelling.
2. Check your grammar.
3. Read your essay again.
4. Make sure each sentence has a subject.
4. Make sure your subjects and verbs agree with each other.
6. Check the verb tenses of each sentence.
7. Make sure that each sentence makes sense.

Style and Organization:

1. Make sure your essay has an introduction, supporting paragraphs, and a summary paragraph.
2. Check that you have a thesis statement that identifies the main idea of the essay.
3. Check that all your paragraphs follow the proper paragraph format.
4. See if your essay is interesting.

What is the publishing stage? The publishing stage is when you produce a final copy of your essay to hand in.

Publishing Steps:

1. Make a paper copy of your essay.
2. Show your work to your teacher, tutor, or parents.
3. Ask them for hints on how to improve your writing.

Types of Essay Writing

Expository essays require that the writer give information, explain the topic or define something. To accomplish that, they are best developed by the use of facts and statistical information, cause and effect relationships, or examples. Since they are factual, they are written without emotion and usually written in the third person. That means that the use of the pronoun “I” is not usually found within the essay.

Sample of an Expository Essay

The Prompt: In order to survive people have been known to go to great lengths and to do things they would not ordinarily do. Write an essay that explains the lengths to which people will go in order to sur-

vive. You may use examples from real life, books, movies or television shows to support your essay.

In order to survive in this world, people sometimes go to great lengths. Within them they carry a spirit that inspires the will to go on. A girl's soccer team battles its way to the top; a disaster-movie heroine finds the strength to save herself; a struggling couple discover in their love the spirit to go on. All, no matter what, have an instinct or survival attitude that pushes them to become winners — to overcome odds they confront.

The will to survive affects even ordinary activities such as high school sports competitions. The girls' basketball team, for example, learned a lot about survival last year. All knew they had the talent to win the state basketball championship. The girls showed their determination to do so and earned the title of state champions.

The will to survive can train us to survive under extraordinary circumstances, too. Such life-and-death situations are the subject of some of the most successful movies, including "Titanic", the biggest box-office success of all time. Rose, the movie's glamorous heroine, is in love with Jack, and the two are struggling to stay alive as the ship goes down. In the final scenes of the movie, Jack dies and Rose is faced with the challenge of survival. As she sees the lifeboat go by looking to pick up those alive in the water, she finds a small whistle, uses it and is rescued. Someone else might not have found the strength to go on, weak and exhausted in the freezing water with a true love lost to such enormous disaster. Rose however found the will to survive.

Our lives are plagued by loss, disease and tragedy. Such adversity helps build character, but more important, it shows whether we can step up to the challenges life presents. The will to survive comes from within each one of us. It is the factor that shapes the way we will be remembered.

Sample Expository Essays Topics

— Many people listen to music on as they travel, work and play. Think about the ways music affects you. Now explain how music affects your life.

— Many families move from one place to another. Explain the effects moving from place to place has on teenagers.

— For some people, TV and junk foods seem as addictive as drugs and alcohol for they feel at loss without them. Think about the things you and your friends do almost every day. Describe some of the things teenagers seem to need on a daily basis.

— Every country has heroes and heroines. They may be political, religious or military leaders, but they serve as moral leaders by whose examples we can follow in our quest to live lives of excellence. Think

about someone you know who shows moral leadership. Explain why this person should be regarded a moral leader.

— People communicate with a variety of signals such as facial expressions, voice inflection, body postures in addition to the words. Sometimes the messages being sent seem contradictory. Think about a time when someone seemed to be sending a contradictory message. Now explain how people can send conflicting messages.

— To be successful in reaching goals, it helps to have certain qualities. Some of these might include self-discipline, determination, or a positive attitude. Think about a goal that you would like to achieve. State your goal. Describe at least two qualities you will need to reach your goal, and explain why each quality is important to be successful.

— All of us face challenges in life. One challenge might be making new friends. Another challenge might be learning how to play a sport or a musical instrument. Describe a challenge that you or someone you know has faced. What lesson did you learn? Support your ideas with examples and details.

— The local school committee is seeking ideas to improve your school. These ideas will be discussed during meetings with students, teachers, parents, administrators, and other interested parties. The changes proposed by students will be seriously considered since students are the reason for the schools existence. Choose one change that might improve your school for all students. Write a persuasive essay explaining why your suggested change is an improvement. Give at least three reasons to support your suggestion.

Narrative essays. When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph. (For test taking purposes, it can be wise to put it first so that the person grading does not miss it.

Hooks to be used in narrative writing at the beginning of the story:

- The question (Have you ever been afraid to fly? Well I was...)
- The quotation (“Run and don’t look back!” my brother shouted.)
- Hyperbole (That pumpkin was as big as a school bus.)
- Fragments (Pennies. Pennies everywhere. Far as I could see.)
- Famous name or place (The Statue of Liberty, there she stood.)
- Money (Ten million dollars, and all mine.)

Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story (Who? What? Where? When? Why?). All of the details relate to the main point the writer is attempting to make.

Persuasive essays. Persuasive writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, that is has more than one side. It is important that the author understand other sides of the position so that the strongest information to counter the others can be presented. In the essay, only one side of the issue is presented.

SAMPLE OF A PERSUASIVE ESSAY

Environmental Violence

There are many problems in the world today that can't be helped, but some problems can be solved. Environmental violence is one that can. People dumping waste and killing animals can be stopped, but only with a lot of people's help. I am writing this essay so that I can tell you about some of these issues, like killing animals, or offshore dumping, and how they can be stopped. I think this goes with Martin Luther King's second principle: the beloved community is a world of peace with justice.

People killing endangered animals are doing something that is hurting others. Pretty soon, they might find themselves killing the last of that species. All kinds of animals, even our nation's bird, the bald eagle, are becoming extinct and they must be helped.

Another important environmental violence issue is that some people don't know what to do with toxic waste so they just dump it in the ocean, not thinking about what they have just done. They have just contaminated our ocean and probably killed a lot of animals that live in the water. People also dump garbage in the water that some animals will think is food, and when they eat it they will die because they will choke.

Martin Luther King believed that communities should work together to make peace and people dumping waste and killing animals aren't doing what he is saying. This affects me because the pollution will be there for years to come unless someone stops this. There are not many ways to stop this, but there are a couple of possible solutions. One of them is to write letters to Congress to try to pass a new law to fine anybody who is caught doing any of these bad deeds. Another is to donate some money to a wildlife refuge.

Sample Persuasive Essays Topics

— The local school committee is seeking ideas to improve your school. These ideas will be discussed during meetings with students, teachers, parents, administrators, and other interested parties. The changes proposed by students will be seriously considered since students are the reason for the schools existence. Choose one change that might improve your school for all students. Write a persuasive essay explaining why your suggested change is an improvement. Give at least three reasons to support your suggestion.

— Write a persuasive essay stating whether or not the students at your school should be required to wear uniforms to school. Give at least three reasons to support your position. Remember, you must argue in such a convincing manner that others will agree with you.

— Write a persuasive essay stating whether certain television programs that are considered to be unsuitable should be censored for children under 16 in your community. Give at least three reasons to support your position.

— Some of the parents at your school have started a campaign to limit the homework that teachers can assign to students. Teachers at your school have argued that the homework is necessary. What is your position? Write a letter to the editor of your local newspaper stating your position and supporting it with three convincing arguments.

— Write a persuasive essay stating whether children under the age of 16 should be required to wear helmets while biking, scooting, skateboarding, rollerblading, and skiing. Give at least two reasons to support your position. Remember, you must argue in such a convincing manner that others will agree with you.

Descriptive essays. The writer of description transfers his observations and sense impressions to the reader; he conveys mood, images, sensations — communicating experience rather than providing factual information or conducting an argument or telling a story. Figurative language is a common device of description. Its purpose is to appeal to the imagination of the reader, creating images that are fresh, vivid, and precise. In a description essay, you write about what a person, place, or thing is like. You organize the essay by describing different parts or aspects of the main subject.

Four Square Writing Method

Four Square writing method is a unique approach to teaching basic writing skills. Judith S. and Evan Jay Gould presented it. It can be applied for the narrative, descriptive, expository and persuasive forms

of writing. Pre-writing and organizational skills are taught through the use of a graphic organizer. This visual and kinesthetic aid is employed to focus writing, to provide detail and to enhance word choice. It is an excellent aid in preparing students for the prompt draft writing assessments. Teaching writing through the use of a graphic organizer empowers students to write with confidence. Visual organizers help students to conceptualize, understand, and structure a piece of written discourse successfully. This method helps teach students thought processes and writing.

Pre Four Square Activities: Understanding Relationships

Before students can develop the main idea and supporting detail, they must understand that the subordination of one idea to another is natural.

Directions: Fill in the lined beneath the topic with three items that belong as subtopics.

People	Sports

Four Square Method

Step 1. Brainstorming three supporting ideas and writing a concluding sentence.

Directions: Complete the four square with one item in each box and a wrap-up sentence.

<hr style="width: 80%; margin: 5px auto;"/>	<hr style="width: 80%; margin: 5px auto;"/>
<div style="border: 1px solid black; display: inline-block; padding: 5px 20px;">Healthy Foods</div>	
<hr style="width: 80%; margin: 5px auto;"/>	<p style="text-align: left; padding-left: 20px;">Wrap-up Sentence</p> <hr style="width: 80%; margin: 5px auto;"/> <hr style="width: 80%; margin: 5px auto;"/> <hr style="width: 80%; margin: 5px auto;"/>

Step 2. Write three supporting ideas and a concluding sentence using an expository or persuasive-type prompt. The boxes must contain reasons, examples or explanations.

Directions: Write a reason, example or explanation in each box to support the main idea sentence in the center box and write a wrap-up sentence.

<hr/>	<hr/>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> It is important to have friends </div>	
<hr/>	<p style="text-align: center;">Wrap-up Sentence</p> <hr/> <hr/> <hr/>

ShemaWrap-up Sentence

Step 3. Add supporting details.

Directions: Write a reason, example or explanation in each box to support the main idea sentence in the center box. Then give three details for each and write a wrap-up sentence.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> My school is a great school </div>	
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Step 4. Add connecting words to provide transition between thoughts.

Step 5. Incorporate vivid language into writing.

Writing with vivid language is achieved by careful, specific word choice. Sensory experiences are an excellent means of providing a vivid expression of thought. Vivid language in writing lets us know what the writer sees, hears, feels, smells and tastes. Vivid language is also heavily involved with the emotional state of the writer.

The “Like what?” exercise:

- sight
- smell
- hear
- taste
- emotions

Step 6. Taking the writing off the organizer.

Improving the introduction paragraph

First paragraph:

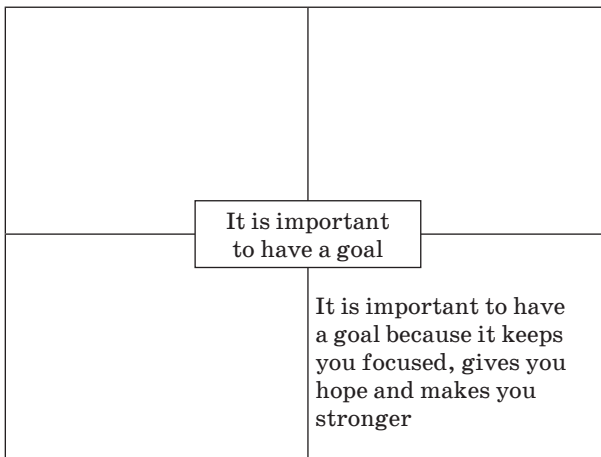
- 1) Topic sentence (center of four square)
- 2) Wrap-up sentence (without connecting word)
- 3) Personal / Reflective sentence

Improving the final paragraph

Final paragraph:

- 1) Wrap-up sentence with connecting word
- 2) Personal / Reflective sentence, question or exclamation.

Directions: Write the final paragraph for each four square. Be sure to include the wrap-up and personal sentence, question or exclamation.



Step 7. Write a composition.

Other Forms of Creative Writing Activities

Opinions on Certain Topics

Essays of the students "Love is..."

Love... What is it? Just a word? Or something more? Only people in love know the answer to this question. And they will never forget this feeling. Love is when you cannot live without your beloved, you see him or her in your dreams, and you are happy when he or she is just near you. People who think that love is sex are not right. Love is a strong and clean feeling.

Oksana Nechiporenko, form 10A

Do you know what love is? No? Then I can share with you my understanding of this feeling. Love is a feeling given as a blessing from Heaven. It gives wings, inspiration, encouragement, and excitement. It is a mysterious feeling. You can't put in a cage; it needs fresh air and freedom. Does love exist? Yes! Sometimes it is accompanied by misunderstanding, suffering, and your heart hurts. Never search for love, it will come to you itself and award you with fantastic emotions. Believe in love. It exists. And it is beautiful.

Shura Ovcharenko, form 10A

Love is a game in which both are the winners. Love is the best feeling in the world. It is when in the morning you cannot eat but think of him, at lunchtime you cannot eat but think of him, in the evening you cannot eat but think of him. At night you cannot sleep because you are hungry. Love is when you feel that your heart is hot and almost boiling. Love is when you are happy. Love is when you live in another world, the world of happiness, health and peace. When you love you can forgive everything. You feel love but you cannot see it. Love heals people without medicine. When you are in love you are kind.

Natasha Sakovska, form 11

Is love a disease? I remember the tales and stories about love with happy end from my childhood. My granny told them to me. The stories where two people in love overcame all hardships on their way, they fought for their love and saved it.

Does love really exist? Maybe love is an illness like flu or cold? British psychologist Frey Tellis considers that love may be the reason of psychological and physical suffering. Love without requital pushes a man out of the state of balance and causes the thought of committing suicide. Few scientific explorations are devoted to love and on the contrary many poems, stories, songs are dedicated to love and affection.

Yulia Chekalina, form 11

What can I say about love? I am sure every person tries to find the answer to this question. And few people are lucky to find it. This feeling is a special one and cannot be compared with any other. This feeling is being born in a tiny heart and forces it to beat frantically. Love makes people happy but sometimes it hurts, gives pain and stings. Love may end tragically like the well-known romance of Romeo and Juliet. They died for their love.

Love can appear and die. This feeling gives power, confidence; it warms people's hearts and souls. For many people love is the source of life. Everybody knows that life without love is impossible. And this is my point of view too. People in whose hearts love lives are ready for self-sacrifice. They are ideal friends.

Sometimes love begins with friendship, sometimes love may be at first sight. Girls dream of love, they are fond of romantic books, love stories, romantic TV programs, romantic music and songs. But in our everyday life not everything is romantic and beautiful. In conclusion, I may add that love adds beauty and color to our everyday routine. Love will live on the Earth till life exists on our planet. Love is a precious gift of God to people.

Yulia Shargorodska, form 11

Letter Writing

Letter writing is a very popular language activity. It is indeed a useful way of getting pupils to write meaningful pieces of writing. Pupils are given a pattern letter in English, which shows the way the English start their letters and end them. Letter exchange with pen pals in Canada and the USA helps students understand writing not as an exercise but as communication.

Dear Jayson,

I am happy to get a letter from you. Let me introduce myself. My name is Vova. I am a boy. I am 12 years old. I am in the sixth grade. My hair is fair and my eyes are green. I have three brothers. Their names are Vasia, Sergiy, Valik. My sister's name is Lena. I don't have mother and father. My birthday is on October 22.

I am fond of sports. I often take part in sports competition. I am a member of the school athletics team. I like to play soccer with my friends.

My favorite season is summer. In summer we go to the rest camp. A family from Italy takes care of me. They often invite me for a visit during my winter and summer vacations. I hope to visit them this summer too. In Italy I like to go to Gardaland (it is like Disneyland). I have a Game Boy. It is in Italy. I enjoy playing computer games.

I study well. My favorite classes are biology, history, English and sports.

Write me back, please.

*Your friend,
Vova Kisilyov*

Hi, Jordan!

How are you? I hope you are doing fine. I was so happy to get a letter from you and a present. Thank you very much. Your drawing is so good.

It's very good that you learn Ukrainian. When you know Ukrainian well I will be able to write you in Ukrainian. I have been learning English for five years but I still don't know it well.

In summer I was in Germany. A Germany family invited me to spend three weeks of my summer vacation with them. I enjoyed my time there so much. Where were you in summer? Tell me, please. I am so happy to exchange letters with you.

Bye for now.

*Your friend,
Oksana Zayats*

Hello, Ian!

Thank you very much for your letter. I always like to hear from you.

I am already 13 years old. My hobby has not changed. I am fond of playing soccer. I like to watch soccer matches on TV. I'll watch UEFA Cup ties. Our Ukrainian teams will also take part in them and one of them will play in the final.

In summer, I'll go to the rest camp with my classmates. This year all children of our school will be in one camp. It's great because I have many friends among boys of other grades. I hope we'll have great time playing soccer and swimming. The camp stands right on the bank of the river.

Tell me about your summer.

Best wishes,

*Your friend
Dima Krizhanivsky*

E-mail

E-mail and other forms of electronic communication have become very important means of communication in our society. Students can send e-mails to their friends, pen pals, relatives, the webmasters of the

websites they visit or their teachers. There are some peculiarities of writing e-mails:

- avoid the formal expressions used in letters; you do not need to begin with a formal greeting. *Dear Mike, Mike*, or even just *Hi* are all acceptable ways of starting an e-mail; end your e-mail with something short like *Best* (short for *Best wishes*), *Regards*, or *Yours* if you are writing to someone you don't know well;
- use abbreviations to save time (*Pls* is short for 'please', *B4* means 'before', and *asap* means 'as soon as possible');
- you may enclose documents or pictures with the e-mail, these are known as attachments.

Everybody at school looked forward for receiving e-mails from Ruslan Batko, our graduate who studied in Christian college in Redding, California and now lives in San Francisco.

Hello from Simpson College!

How are you, guys? Learn English, it's important! I am really excited to be here. I met a lot of new friends and all of them are ready to help me. Feelings like you are from another planet. Students' speech is very fast. Here is my schedule: English, college success, guitar class, Bible, Maths.

Before teaching, we pray. Every student should pray and ask wisdom for this class. Also you should sign down you are not absent, 'cause there are seventy-five students in the class. Classes are very big. There is different equipment, which is very helpful, such as video sets, TV sets, smart boards, computers and other stuff. Professors are very funny. They are trying to teach us and make us laugh at the same time.

You can miss your class three times. If more then your grades are falling down. Actually, you can ignore class if you are really ill — more than three times. But you will be asked to write a paper and tell the reason of your absence. I send my love to the kids and teachers.

Ruslan Batko

Hello, my dear family!

How are you all doing this beautiful day? I hope that everything is Okay and you just doing great and all is on its own place.

Friends! My life in the Simpson College changed pretty much, everything around me is just different. For example: "You are probably having a regular winter with snow and low temperature". It is no wonder. In this side of the earth the weather is really changeable — has a diverse circle. One day you can wear sandals and T-shirts, but during the day it can change for rain and low temperature. Are you guys

interested about this? I think you are not, so I'm going to change the topic. Let's talk about my classes and daily life.

I finished the first semester. Results are pretty much certifiable. I was taking five courses, such as: Math class, English course, College Success Seminar, New Testament and Private guitar class. Some of those classes were really new for me, so I did not so well as I wanted, but everything is Okay and I am doing pretty much better now. Math class was the easiest and I got really good grade on that one. Guitar class was pretty much like the break from hard courses like New Testament and English classes. You probably wonder why English. It is not so easy like it seems- especially in this country. I have to tell you that grammar is one of the hardest in the world. It is true. Another class like College Success Seminar was very helpful. This class is created especially for students who are just got in the college — 'fresh' students, or 'freshmen', so this one was really helpful.

Almost every student here has his own car. Some of them like me ride bikes every day. Sometimes when it's really cold or raining Mike — the guy with whom I am staying gives me a ride. Also I have some friends to ask for, but I think that they are so busy, that I can take their time. One thing guys I've learned here, "If you want something you have to do it yourself, nobody would do it for you".

People here in the United States are really different; they wouldn't do anything for you just for free. I am not saying that they all are the same. So, as I think it is not so easy here even if it's America. As you already know, I live with Mike and Pat. Their home is three miles from college. So as you see I am living out of campus, which makes things more complicated for me. I don't have a real chance to meet new friends. So I fill here kind of lonely.

Now it is the sixth month since I am here. My English is much, much better then it was, I experienced a lot of new things, went to a lot of different places like San Diego, Sacramento where the huge Ukrainian and Russian Diaspora live, I saw Magic Mountain which is the coolest in the US and a lot of other places.

A really cool thing that I discovered here is that I can be a really good tutor of Russian and Ukrainian languages. Now I have a few students who are interested in my help and they pay me money, as I told you guys — nothing for free here. So if any one of you is looking for a well-paid job- you are welcome here.

Can you guys believe — I have my own account in the bank. I am going to finish this letter right now.

I wish you all the best and I'll be there soon,

Your brother Ruslan Batko

Articles to Newspapers

Orphan Rescue Ministry: Masha's story

My name is Masha Lukichova. I am 18 years old, and I was born in Kanev, in the Cherkassy region of Ukraine. When I was three years old, my dad drowned. After his death, my mother began to drink. My brother Vitalik, who is six years older, and I knew that our mother didn't care about us. She was drunk all the time. We didn't have food or other needs. None of my mother's relatives lived in Ukraine, so they couldn't help us, but I have a granny, my dad's mom. She did care about us. I love her very much. She is 65. She lives in Kanev, and I visit her once a month. She took us to her place and then helped us to be in the orphanage there. I am very thankful to her.

I lived in the orphanage for eight years. I've got a lot of good friends there and I miss them so much now. When I am Kanev, I always visit my orphanage school. My best subject was English. I began to study it in the 5th grade. My English teacher is a very good person. She was my favorite. She taught me a lot, and I am very thankful to her for it. Now I can use my English everywhere.

Our orphanage had a camp where we spent every summer. Groups of Americans visited us in the camp every year. In June, people came from California, and in July people from other states, mostly from Washington. They are Christian people and they told us a lot about God. That's how I got to know Him.

The people from California were students of Simpson College. The people from Washington decided to invite a group of children to their homes, to the USA. They invited 24 children, and I was selected by my teacher for good behavior and good knowledge of English. It was a wonderful summer. When I came back to Ukraine, my granny told me that my mom had died, because of alcohol. So when I graduated from the orphanage, I had no parents. A woman from America whom I had met, provided the funds so that I could go to a two-year college, and I studied tourism. I graduated from this college, and entered the Academy of Residential services. Now I study organizational management there. I am a 3rd year student, and my education is still sponsored by Colleen, my American friend. I am very thankful to God for this blessing.

"I can do all things through Christ who strengthens me."

Philippians 4:13

Congratulation Cards

We send congratulations for

- holidays
- birthdays

- family events like marriage, birth or anniversary
- personal achievements such as graduation, awards, winning a sports competition, receiving a prize.

Some rules of writing a congratulation card are the following:

- state the occasion for congratulations in the first sentence or two;
- write conversationally, like you'd talk to the person;
- personal congratulations usually take the form of a handwritten note; if you use a commercial card, be sure you include a handwritten message;
- keep congratulation cards short, simple, sincere and emotional.

Students like to make greeting cards as it is one of the easiest forms of writing activities that involve creative work like drawing, painting, etc. Valentines are among their favourite ones.

Dear Olenka,

I hope that hearts and flowers will be yours on Valentine's Day to light your life with sunshine and bring happiness

*Love,
Stepan*

Quick! Go stick your head out of the window...

I blew you some kisses and they should arrive soon.

Happy Valentine's Day!

Your secret admirer

It's Christmastime — when smiles are brighter, memories seem sweeter, happy feelings grow stronger and thoughts of people like are the warmest thoughts of all! Have a very Merry Christmas and a Happy New Year!

*Lots of love and good wishes,
Nadia*

Dear Olia,

I wish a wonderfully lucky year. Happy birthday!

*Your friend,
Oxana*

Invitations

We use invitations for many get-togethers:

- informal parties
- holiday or commemorative events
- educational programs, such as workshops, seminars, conferences
- business events (trade shows, open houses, exhibitions, etc.)

- celebrations of a family, religious or educational nature (anniversaries, graduations, weddings, showers, etc.)
- cultural events (concerts, Drama Club productions)

Writing an invitation focus on answering the what, when, why, where, who and how much. The best invitations contain complete, concise information. Most important, make sure the invitation is warm in tone and leaves readers with the sense you look forward to having them attend: “We are so looking forward to seeing you”.

Dear Anton,

I'd like to invite you to my birthday party. It will be on the 10th of February at the café “Swallow”. Come at 6 o'clock. Hope you'll take my invitation. All our classmates are invited. We'll have great time.

*Yours,
Andriy*

Thank-You Notes

Send a thank-you for gifts or acts of kindness. These notes should be brief, pleasant, and informal. Thank-you letters are generally no longer than a paragraph or two. Make every word count.

Notes from school “Thank-You Book”:

I am thankful to my school. Without my teachers and all people who brought me up and taught me, my life would have been different.

Sasha Oliynyk, 11th grade

I am thankful to Iryna Illivna, she is such a blessing for our school. I make progress at her classes. I studied in three schools but I haven't met such a teacher before.

Tania Honcharenko, 9th grade

I am thankful to Taisia Semenivna for taking so many efforts to improve children's life, for her kindness and mother's love. She can be compared to a bee, always busy, always taking care of others. There are few such people like she on our planet. She deserves our honour and love.

Vitaly Makarov, 10th grade

Announcements

The written notice must include the date, place, time and the business to be conducted. Remember to cover the *who, where, when, what* and *why*.

For the attention of the members of the English Club

The next meeting of the Club will take place at 3 p.m. On Monday, February 9 in the multimedia classroom. We ask all of you to be present as there are important issues to be discussed.

Reports

Reports are used to inform, analyze, recommend, and persuade. They are usually written in indirect order — presenting information, analyzing it, making conclusions, and making recommendations. Reports should be planned and organized carefully to guide readers through the material. The report form has three main sections: front material, body and back material.

These sections may contain the following:

Front Material:

- title page
- table of contents
- foreword

Body:

- introduction
- text (with headings and subheadings)

Conclusions

- recommendations

Back Material:

- references
- bibliography
- appendices

For example, the students may be asked to make up such reports as:

- Taras Shevchenko's childhood and youth.
- Taras Shevchenko, a proficient Ukrainian painter.
- Taras Shevchenko, a famous Ukrainian bard.
- Famous inventors.
- My favourite painters.
- Ukrainian hetmans.

Surveys and Questionnaires

Sometimes the best way to get information is to ask questions. You will need to establish a survey method and develop a questionnaire, especially if you need information like personal attitudes, opinions, or evaluations.

An example of a questionnaire for the pupils of the fifth form.

"I AM UNIQUE!"

Name and surname _____

Age _____

Birthday _____

Family _____

School _____

Form _____

Favourite subjects _____

Favourite activities in class _____

A person you are _____

Best friend _____

Pen friend _____

Hobby _____

In my free time I like _____

Favourite sports _____

Favourite holiday _____

Favourite drink and food _____

For High School Students:

"I AM UNIQUE!"

Name _____

Surname _____

Age _____

Date of birth _____

Birthday _____

School _____

Where from _____

Nationality _____

Form _____

Family _____

Brothers and sisters _____

Appearance _____

Traits of character _____

Favourite day _____

Favourite season _____

Favourite colour _____

Best friend _____

Favourite subject _____

Hobby _____

Favourite holiday _____

Favourite animal _____

- Favourite sport _____
- Favourite drink _____
- Favourite vegetable _____
- Favourite flower _____
- Favourite bird _____
- Favourite soup _____
- Professions I like _____
- I want to be a _____
- Favourite fruit _____
- Favourite food _____
- In my free time I like _____
- The country I want to visit _____
- The country I want to live _____
- Languages I want to master _____
- Music I like _____
- Favourite group _____
- Favourite singer _____
- Favourite TV programme _____
- Favourite film _____
- Favourite actor / actress _____
- Clothes I like to wear _____
- Traits of character I value in other people _____

Task for the students:

1. Fill in the form.
2. Write about yourself using the questionnaire.

Katya Karahim

Let me introduce myself. I am an eleventh-grader. My name is Katya and my surname is Karahim. I am 17 years old. I have a big family. My family consists of eight persons: my mother, my father, three sisters, two brothers and me. My brothers' names are Sasha and Sergey. My sisters' names are Natasha, Ira and Ania. I love my family very much. As for me I was born on November 1, 1988. I am from the city of Cherkasy. I think I am kind and lively person. My favorite days of the week are Sunday and Saturday. Why? They are days off! My favorite seasons are winter and summer, absolutely opposite, aren't they? My favorite colors are red, blue and black. My favorite vegetables are tomatoes. The flowers I like are roses and chamomiles. My favorite birds are pigeons and swallows and the animals I like are dogs. My favorite holidays are New Year's Day, Christmas and St. Valentine's Day. As for my hobby, I am fond listening to music, singing, dancing, watching TV. My life is not the same every day. Today I like to play basket-

ball but tomorrow I'll hate it and prefer playing volleyball. I think there is enough information for a psychologist to judge what kind of person I am.

What about my favorite subjects? I am good at humanities so my favorite subjects are English and Ukrainian. I like my English classes very much. They were one of the best and the most interesting lessons I attended at school. I could use a computer with lots interesting computer programs, read many wonderful books, listen to exciting stories on CDs and cassettes. We wrote so many tests and compositions. But it was the teacher who made these classes so special. She prepared for us so many handouts with interesting texts and exercises, involved us into various activities and making projects. But sometimes we didn't prepare our homework properly and followed all her instructions. It's a pity we couldn't take everything she could give us at her classes. All our wrongdoings have never changed our relationship: she always smiles to us and stays in good mood. She is a strong and charming woman and a wonderful teacher. And that's why I respect her.

Soon I'll graduate from my school. I want to be a teacher of English in the future. I am fond of communicating with people especially with children. My dream is to bring up and teach children. I realize that it is great responsibility. I have good and excellent marks in all school subjects. So I can try to enter a pedagogical university. I want to master English and German. It is important for me to know these languages well. One of my sisters lives in the USA and the other — in Germany. And I have friends in these countries. I have been to Germany several times and I'd like to visit the United States of America some day.

All my free time I spend with my friends. I am very happy that finally I found my best friend. Her name is Vera. She is a very kind and funny girl. I love her with all my heart. I value kind, friendly, optimistic people.

What else can I write to add to this composition? I think that life is good, life is great, life is so beautiful and I cannot find words to express my feelings. My life is a gift from God. I am thankful to all my friends, teachers, schoolmates and my family for all they did for me. I am happy and I'll try to make people around me happy too.

Yulia Shargorodska

Our teacher of English gave a task to write a composition about our lives and ourselves. I think it is not easy. First of all let me introduce myself. My name is Yulia and my family name is Shargorodska. I was born on July 31, 1989 in a small village of Gerezhnivka, Uman district. I am Ukrainian. I have been studying in Kaniv boarding-school since

1995. I am 16 now. My early childhood was hard and not interesting at all. I had mother, father and a sister. Today I have only mother. Her name is Vera, she is not able to work at the moment. She was not a good mother for me but I love her because she is my mom. My father Alexander died, I don't know when and where. My sister Oxana is dead too.

My life in this school is interesting. I am very happy that I am here. I have no idea what my life could be if not this school and people who work here. I am thankful to teachers and tutors for all their help for us to get as much knowledge as possible. It will be necessary for us in our hard independent life.

My favorite subject at school is English because it is interesting and the teacher is very nice, kind and patient. She does so much to make our lessons more interesting. It's so important in our time to know English well. I am fond of German too. My dream and my target in life is to study in Kyiv National Linguistic University. I'll try to do my best to enter this university.

The country I'd like to visit is Great Britain. We have read so much about its traditions, legends, museums, big cities, nature wonders at our English classes that I wish to go there at least once.

I'll tell very briefly about my likes and dislikes. I like Sunday as a day of rest and a break in the daily routine. I like summer for warm weather, the longest vacation and for my birthday. I love the black color and a rose, the queen of flowers. In my free time I like to listen to music, dance, sing songs and read books. Love stories are my favorite. I'd like to say that friendship means so much for me and I value it highly. I have a true friend at our school. Shura is a very good friend of mine.

Some words about things I don't like. I don't like to go in for sports. I know that it is necessary and important to go in for sports to be healthy and I should take care of my health. But I hate it. Certainly, I do physical exercises, take cool shower and try never overeating. And I don't like rock music.

I must finish my little story about my life. I consider my life interesting and happy. I wish everybody had happy life. I'll always remember my life in my school with my beloved teachers.

Ania Zhuk

The sun shines brightly, I am alive and healthy, and my name is Ania Zhuk. My life is a piece of pie and I try it every day. I have grown in Kaniv boarding-school and my childhood was a very interesting part of my life. I came to Kaniv orphanage in 1997. The best teachers trained me to become a good girl. Now I am in the eleventh grade.

I like to play soccer and volleyball. Physical Training is one of my favorite subjects at school as it gives me energy. In my free time, especially on Sunday (and this day is my favorite), I play with my friends, dance, listen to music, read books. Pop and rap music are my favorite.

I'll write few words about my family. I have a sister and a brother. My sister's name is Ira and my brother's name is Kostya. Both my sister and my brother work. He is 20 and she is 22. Sometimes my brother comes to visit me. I celebrate my favorite holiday — New Year's Day with him.

This year I'm finishing school and it means that I am a big girl and my life is in my hands. I want to be a teacher. Why? I love children very much and this profession is very interesting. Many people say that it is not so. But I have quite another point of view.

I'll have many losses, obstacles and consequences of my wrongdoings in my life. But my motto is: "Life is beautiful and it continues". I hope it will be such from now on.

There were not many details about my life in this story. If you wish to know anything ask me and I'll tell with pleasure.

Natasha Sakovska

My name is Natasha Sakovska. I'd like to give you some information about my life. My age is 17 years old. I was born on February 19, 1989. My foster family in Cherkasy is not small. I have mother, father, sister, brother and grandmother. My father is an inspector, my mother is a doctor, my brother and sister are students. My brother works in his free time. I study in an orphanage but I am proud of it. My family lives in Cherkasy and I study in Kaniv. Kaniv is a little town, the town of Taras Shevchenko. I think he is one of the greatest poets. He is well-known in many countries of the world. I like many of his poems. Taras was buried on Tarasova Hill in Kaniv and many people come to see a posh monument to him.

I think I am a cheerful and happy person. My favorite day is Saturday, the day of fun for me. I like summer as it is the warmest season of the year. All children like summer as it is the season of their longest vacation. My favorite color is white. Holidays, which I like most of all are Christmas, New Year's Day, Halloween. My favorite subject at school is English. The lessons of English were cool. I like cats and dogs. My favorite bird is pheasant because it is so beautiful. I'd like to have a little pheasant pet. My favorite sport is basketball. I am a fan of "Cherkasy Monkeys" basketball team. The country I want to visit is Japan and I wish to have a boyfriend from this country. I love the profession of an actor but I am going to be a hairdresser. I have chosen this trade and I like it. I am satisfied with my life.

Sample of a survey for the fifth graders:

Do a survey and present results to class.

Name	Date of birth	Hobby	Favourite colour	Favourite sport	Family big / small	Favourite flower	Favourite animal	Favourite TV programme	Results

Reading + Writing

- **Summary Writing**

When you summarize, you condense an extended idea into a sentence or more in your own words.

- Writing reviews
- Comments on the articles
- Annotation on the text read

Multimedia in Teaching Writing

Computer Programs

There are many computer programs that make it easy to learn English well. They help you learn everything you need in a fun, friendly way. You will become fluent in English and develop basic to complex skills.

Some of computer programs that can improve writing skills are the following:

- **10,000 Words**

This computer program is a perfect vocabulary trainer and a means of lexical tests on more than 50 themes including writing and creating own vocabularies.

- **Learn to Speak English**

This exciting software product is the complete interactive learning course for non-native English speakers that includes over 100 lessons covering pronunciation, vocabulary, grammar, speaking, listening, reading and writing.

- **Professor Higgins. English without accent**

This course helps master English pronunciation. Tasks proceed in an order of complexity: from sounds and words to phrases, proverbs, tongue twisters, rhymes, poems and dialogues. Dictations of words and phrases as well as written grammar exercises can improve written skills.

- **Bridge to English**

This software product motivates students to enlarge their vocabulary with English idioms and phrasal verbs. Lots of crosswords train spelling skills.

- **Bridge to English II**

This advanced course of English is very effective in training vocabulary, grammar, reading and conversation. Fascinating dynamic exercise “Shooting Gallery” and dictations teach to write words and phrases quickly and without mistakes.

- **Storybook Weaver DELUXE**

It is an excellent computer program for developing creative writing skills. This wonderful software product is packed with thousands of story-starting images to stimulate students’ creativity. Educational benefits of this program:

- students can discover the writing process that suits them best;
- they can illustrate their own stories with 1,600 story images;
- children can trigger their imagination with 20,000 scene, colour, and pattern combinations;
- students are offered great variety of creative possibilities;
- the text-to-speech feature lets students hear their story read aloud;
- they can develop their writing and story-telling skills;
- students can create their own books with pictures, words and sounds.

Multimedia Presentations

PowerPoint is a high-powered software tool used for presenting information in a dynamic slide show format. Text, charts, graphs, sound effects and video are just some of the elements PowerPoint can incorporate into your presentations with ease. PowerPoint shows you how to make a powerful impression on your audience. Creating multimedia presentations students pick up sentences that express the main idea (ideas) in the text, abridge the text writing only topical sentences.

Teach Writing at your Classes!

Focusing on the process of writing and introducing skills such as generating ideas (brainstorming the topic for relevant vocabulary), structuring information, drafting and redrafting, reformulating and reviewing can make writing a communicative activity. Writing is seen

as a valuable way of practicing language, in much the same way that speaking is seen as practice. Writing itself can be seen as having a positive role in the language learning process as a whole.

Educating students about the role and value of writing and pointing out the numerous different purposes that writing can have both in terms of communication and in terms of language practice can help to project a more positive image for writing-based activities in the classroom. In this respect, time spent discussing what people write, how they prepare what they write and how it is corrected, will be time well spent. Trial and error will be an inevitable part of the writing process but in this modern age, where e-mail communication is rapidly becoming the main means of communication, an ability to compose an effective written message is an indispensable skill and writing must be given its rightful place in the process of language teaching as a whole.)