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**ПРАКТИКУМ  
З ДОМАШНЬОГО ЧИТАННЯ  
ЗА РОМАНОМ ЛИМАНА ФРЕНКА БАУМА  
«ЧАРІВНИК КРАЇНИ ОЗ»**

Частина I

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Навчальний посібник знайомить з твором Лимана Френка Баума, відомого американського дитячого письменника, автора серії казок про країну Оз. Роман «Чарівник Країни Оз», сюжет якого відрізняється динамічністю та цікавою інтригою, написано живою розмовною мовою й у свій час два роки поспіль очолював список бестселерів. Різноманітні вправи посібника сприяють покращенню навичок читання та говоріння, а також розширенню активного лексичного запасу здобувачів вищої освіти.

Посібник адресований здобувачам вищої освіти філологічних вузів і факультетів іноземних мов, які навчаються за освітньо-професійними програмами «Середня освіта (українська мова і література). Англійська мова» та «Філологія (германські мови та літератури (переклад включно), перша – англійська, друга – німецька)», учням старших класів спеціалізованих шкіл, ліцеїв і гімназій, а також широкій читацькій аудиторії з рівнем володіння англійською мовою не нижче В1 (згідно з Загальноєвропейськими Рекомендаціями з мовної освіти).

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## Передмова

Сучасна концепція навчання іноземної мови передбачає формування високого рівня комунікативної компетентності здобувачів вищої освіти і є однією з головних складових реформування вищої школи, оскільки сучасний етап розвитку вітчизняної науки вимагає її інтегрування в контекст загальноєвропейських і світових цінностей, а зробити це можна тільки при достатньо високому рівні володіння іноземною мовою. Ця настанова вимагає пошуку та реалізації оптимальних шляхів покращення якості викладання іноземної мови у ВНЗ, оскільки важливою складовою комунікативної компетентності є мовленнєва компетентність, яка передбачає розвиток комунікативних умінь у чотирьох основних видах мовленнєвої діяльності, до складу яких входить читання взагалі та домашнє читання зокрема [4].

Особливе місце в цій системі посідають дисципліни «Англійська мова», «Перша іноземна мова», «Основна іноземна мова», які складаються з цілої низки аспектів спільної практичної іншомовної діяльності викладача та здобувачів вищої освіти, а саме робота з культурно-політичною лексикою, розмовні теми, опанування писемним мовленням і домашнє читання. Аналізуючи кожний із перелічених аспектів, можна відзначити їхню теоретичну та практичну значущість, а також взаємодоповнюваність. При цьому, домашнє читання є інтегруючим компонентом у цьому переліку, який поєднує практично всі філологічні дисципліни, що вивчаються в університеті.

Аналіз художніх, наукових і спеціальних текстів показав, що саме художня література має великий лінгвістичний і методичний потенціал для навчання граматичних явищ, збагачення лексичного запасу, розвитку навичок усного мовлення та формування соціокультурної

компетентності здобувачів вищої освіти. Однак, незважаючи на його велику важливість, домашньому читанню приділяється недостатньо уваги як науковцями-методистами так і викладачами-практиками, а його потенціал використовується неповно [1; 6]. Протягом останніх років проблемі організації та методичного забезпечення домашнього читання практично не приділялося уваги, що призвело до недостатності та безсистемності існуючого методичного супроводу, а також проведення занять із домашнього читання за застарілою формою. Здобувачам вищої освіти, як правило, пропонувалося прочитати певний твір (або його частину), після чого проводилась дискусія або усією групою разом, або (що є, мабуть, ще гіршим) індивідуально переказати зміст кожним здобувачем окремо. Ефективність таких занять навряд чи можна вважати високою [7]. Результатом цього є низька якість роботи викладача під час домашнього читання, що впливає на рівень мовної підготовки здобувачів вищої освіти. Проте останнім часом робляться спроби застосовувати нові підходи до проведення занять такого типу, які б дозволили оптимізувати використання часу та підвищити їхню ефективність [1; 2; 6; 7].

Процес читання є тим специфічним видом діяльності, який синтезує в собі мимовільне засвоєння мовних явищ у процесі опосередкованої комунікації з письменником. До того ж, ви точно будете знати, у якій ситуації їх потрібно вживати, оскільки ви контактуєте з сучасною реальною мовою, а не умовно-навчальною, представленою в підручниках. У цьому плані, набагато краще вивчати мову безпосередньо з автентичних текстів творів, ніж зубрити підручник.

У рамках практичного курсу іноземної мови переважно присутнє «інтенсивне» читання (тобто читання невеликих за обсягом текстів), яке

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за своєю метою підрозділяється на три види: ознайомлювальне, вивчаюче та пошукове. Серед текстів, призначених для такого читання, зустрічаються й уривки з художніх творів, але багато здобувачів вищої освіти за роки навчання не прочитають жодної книги іноземною мовою повністю. Нерідко перспектива залишитися сам на сам із книгою на іноземній мові лякає тих, хто вивчає цю мову – незвично великий об'єм тексту, незнайома лексика та граматичні явища, а також незрозумілі реалії чужої культури можуть стати серйозними перешкодами до самостійного читання.

Викладачам англійської мови чудово відома проблема нестачі навчально-методичних посібників для читання сучасної літератури в оригіналі (особливо неадаптованої). Нечисленні методичні розробки / посібники, які базуються на творах англомовної літератури, навряд чи можна вважати задовільними, оскільки вони обмежуються дуже стислим методичним супроводом тексту, недостатнім для ґрунтовного опрацювання твору.

Відповідно до навчального навантаження спеціальностей 035 Філологія та 014 Середня освіта під час вивчення практичного курсу іноземної мови передбачено виділяти певні години на проведення занять із домашнього читання, яке є невід'ємною складовою якісної підготовки майбутніх фахівців у галузі іноземної мови. Обсяг тексту, що рекомендується для читання, регламентується вимогами робочої програми для певного курсу (у середньому 240 000 знаків на навчальний рік  $\approx$  30 сторінок автентичного тексту на місяць). Відбір літератури для читання здійснюється з урахуванням рівня мовної підготовки здобувачів вищої освіти та їхніх уподобань.

Запропонований практикум з домашнього читання розрахований на здобувачів вищої освіти 1 – 2 курсів факультетів іноземних мов /

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філологічних факультетів, для яких англійська мова є спеціальністю або спеціалізацією, і може використовуватися паралельно з діючими підручниками для аудиторного та самостійного читання. Практикум також може бути цікавим широкій читацькій аудиторії з рівнем володіння англійською мовою не нижче B1 (згідно з Загальноєвропейськими Рекомендаціями з мовної освіти).

Головна мета практикуму – удосконалення навичок читання та говоріння, розширення активного лексичного запасу, а також формування соціокультурної компетентності здобувачів вищої освіти.

Практикум містить систему різноманітних завдань до автентичного тексту роману «Чарівник Країни Оз» Лимана Френка Баума, відомого американського дитячого письменника.

Практикум складається зі вступу та 8 частин (units) по 3 розділи роману в кожній (1 частина дорівнює приблизно 30 000 друкованих знаків).

*Вступ* складається з трьох частин (Pre-reading, While-reading і Post-reading). *Pre-reading* містить питання здобувачам вищої освіти, розбитим на невеликі групи, щодо творчості Л. Ф. Баума, а також пропонує здогадатись (дивлячись на заголовок роману й ілюстрації на обкладинці) про що ця книга, порівняти й обмінятися інформацією з партнером(и) або класом. Підрозділ *While-reading* пропонує здобувачам прочитати (наведену в практикумі) біографію письменника, заповнити таблицю, перевірити свої раніше висловлені ідеї. У підрозділі *Post-reading* пропонується порівняти свої раніше зроблені здогадки з інформацією з біографії, відповівши на питання.

Далі структура викладення матеріалу є ідентичною. Кожна частина має *Pre-reading Section* і *Post-reading Section* із вправами на розуміння суті прочитаного та вправами на розвиток словникового

запасу та соціокультурної компетентності читача.

Серед шістнадцяти доволі об'ємних, різноманітних вправ – завдання закритої та відкритої форми.

*Pre-reading Section* включає таке завдання:

- *practise pronunciation of the following words* (наведено ті слова з транскрипцією, у яких здобувачі вищої освіти, як правило, роблять помилки);
- *pre-reading tasks* включає дискусійні питання, пов'язані з сюжетом частини, яка має бути прочитана);
- *vocabulary tasks* пропонує перевірити значення корисних слів і виразів із запропонованого списку; вивчити певні слова та вирази; пояснити, що означають в реченнях з тексту деякі слова, виділені жирним шрифтом; визначити, які слова пропущені реченнях, використавши список слів і словосполучень із попередньо опрацьованої вправи; установити відповідність між словами та їх визначеннями; доповнити речення, використовуючи слова з попередньо опрацьованої вправи в правильній формі; навести синоніми до певних слів; заповнити таблицю, щоб утворити однокореневі слова).

*Post-reading Section* включає такі вправи:

- ще раз проаналізувати слова та вирази з попередньо опрацьованої вправи та скласти з ними власні речення, пригадавши ситуації, у яких вони вжиті у тексті;
- знайти англійські еквіваленти фраз, наведених українською мовою;
- заповнити пропуски в реченнях прийменниками;
- перевірити увагу та пам'ять (відповіді на запитання по тексту; завдання з вибором однієї правильної відповіді (вірно / невірно з виправленням хибних відповідей);



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- обговорити найбільш цікаві епізоди з розділу;
- розгадати кросворд.

Контроль розуміння прочитаного та розвиток мовленнєвих навичок здійснюється шляхом виконання всіх вправ (або вибірково – на розсуд викладача) в усній або письмовій формах і може включати: поточний контроль домашніх завдань (опитування, перевірка словника), усні відповіді здобувачів вищої освіти на занятті, самостійні роботи, письмові творчі завдання, презентації та проекти.

Звичайно, коло завдань можна значно розширити з урахуванням рівня мовної підготовки кожної конкретної групи здобувачів вищої освіти (див., наприклад, велику кількість найрізноманітніших вправ, цікавих ідей і корисних порад щодо роботи з книгами для домашнього читання в матеріалах Британської ради, видавництва *Macmillan, Penguin* тощо [5; 6; 7; 8; 9]). Зокрема, ось деякі з завдань, які пропонуються для роботи з текстом:

#### 1. Перед читанням

Підведіть читачів до теми книги, покажіть саму книгу, подивіться малюнки на обкладинці, прочитайте назву. Намагайтеся разом вгадати, про що буде книга, який її жанр, хто головні герої, де буде відбуватися дія тощо. Можна виписати на картки назви розділів книги і попросити вгадати їх правильний порядок, потім перевірити себе по змісту. Або зробити копії ілюстрацій, попросити розкласти ілюстрації в правильному порядку і передбачити сюжет. За малюнками також можна ввести ключову лексику книги.

Якщо книжка з аудіо, то прослухайте уривок, наприклад, початок книги або яку-небудь ключову сцену та попросіть прокоментувати / передбачити подальший розвиток подій.

#### 2. Під час читання

Можна давати завдання на розуміння прочитаної частини (правильно / неправильно / немає інформації, розташувати речення по порядку, виписати репліки героїв і попросити згадати, кому вони належать. Також можна давати лексичні та граматичні вправи (наприклад, дати кілька ключових дієслів, попросити знайти в книзі ці дієслова в минулому часі). На матеріалі лексики прочитаного твору / уривку розробити кросворд, вправу на пошук слів (word search) або слів, у яких букви переплутані (jumbled words), скласти речення з новими словами тощо. Якщо зустрічається багато діалогів, то їх можна розігрувати за ролями.

Якщо діалогів немає, їх можна придумати самим. Можна переказувати окремі частини книги, переказувати від осіб різних героїв, складати характеристики героїв, передбачати подальший розвиток подій.

### 3. Після читання

Обговорити прочитане, головних героїв. Придумати альтернативний кінець історії (з голосуванням щодо найкращої альтернативної кінцівки). Придумати, що сталося б, якби події розгорнулися інакше. Можна попросити намалювати нові ілюстрації й описати, що на них зображено.

Запропонуйте здобувачам вищої освіти вибрати якусь подію з частини, яку вони щойно прочитали. Далі вони мають написати про неї настільки детально, наскільки це можливо, і включати в свою розповідь один факт, який не відповідає дійсності. Здобувачі не повинні ніяким чином вказувати, де знаходиться цей неправдивий факт. По закінченні кожну роботу зачитують або виводять її текст за допомогою проектора на екран. Завдання здобувачів виявити факт, який не відповідає дійсності.

**Валерій Богдан, Ірина Шиманович. Практикум з домашнього читання.**

Написати лист герою / від імені героя або автору книги. Зробити настільну гру по книзі (на картках написати питання по сюжету, лексиці або граматиці або по всьому відразу). Написати відгук про книгу. Придумати сіквел (продовження книги) або її передісторію. Розробити презентацію по книзі або створити інтернет-сторінку письменника. Придумати кіносценарій фільму по книзі. Присвоїти твору зірковий рейтинг.

Як відомо, практичний курс англійської мови не передбачає «екстенсивного читання», тобто читання для задоволення, хоча його важливість як складової частини вивчення іноземної мови важко переоцінити, оскільки сформованість стійкого інтересу до читання є засобом пізнання інших культур. Тому даний практикум намагається сприяти вирішенню й цієї проблеми.

Посібник розроблено, написано та апробовано на кафедрі іноземних мов і методики викладання факультету філології та соціальних комунікацій Бердянського державного педагогічного університету. Матеріали посібника відповідають програмі з англійської мови для університетів та інститутів, а також робочій програмі з англійської мови для здобувачів вищої освіти спеціальностей 035 Філологія та 014 Середня освіта факультету філології та соціальних комунікацій БДПУ.

Під час роботи з текстом роману, розробки завдань і вправ було використано такі словники: *Cambridge Dictionaries Online*, *Longman Dictionary of Contemporary English, 7th edition*; *New Webster's Dictionary and Thesaurus*, *Oxford Advanced Learner's Dictionary, 8th edition*; електронний словник *ABBYY Lingvo xб*, а також довідкові ресурси всесвітньої мережі Інтернету.

**Валерій Богдан, Ірина Шиманович. Практикум з домашнього читання.**

На думку авторів, захопливе читання знайде нових читачів і зможе пробудити в них інтерес і любов як до класичної, так і до сучасної англійської й американської літератури.

Автори будуть вдячні всім, хто працюватиме з цим практикумом, за критичні зауваження, відгуки та поради щодо поліпшення його змісту й ефективності.

## Introduction

### Pre-reading

**1 Answer the questions. Discuss your answers in groups.**

- 1 Have you ever read any Lyman Frank Baum books?
- 2 Have you ever seen a film based on one of his books?
- 3 What kind of stories do you think he usually writes?
- 4 Where do they normally take place?
- 5 What kind of person is usually the main protagonist?

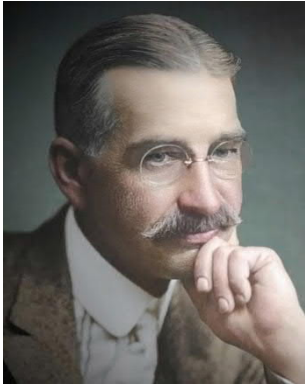
**2 Guessing. Look at the title of the book and the picture on the cover. What is the novel about? Compare and swap the information with your partner/as a class.**

### While-reading

**3 Biography introduction.** Read Lyman Frank Baum's biography, complete the chart, and check out your ideas from exercise 1.

Date and place of birth	
Family (father and mother)	
Education	
Work:	
Writing	
First book	
First best-seller	
Other novels	
Marriage / children	
Home	
Writing income	

## Lyman Frank Baum's Biography (1856–1919)



### Who Was Lyman Frank Baum?

Author Frank Baum had his first best-selling children's book with 1899's *Father Goose, His Book*. The following year, Baum scored an even bigger hit with *The Wonderful Wizard of Oz* and went on to write 13 more Oz books before he died in 1919. His stories have formed the basis for such popular films as *The Wizard of Oz* (1939) and *Oz the Great and Powerful* (2013).

### Early Life

Lyman Frank Baum was born on May 15, 1856, in Chittenango, New York. In 1900, Baum wrote one of the most famous works of children's literature, *The Wonderful Wizard of Oz*, later known as *The Wizard of Oz*. He enjoyed a comfortable upbringing as the son of a barrel factory owner who also had some success in the oil business. Named "Lyman" after an uncle, Baum hated his first name and chose to be called by his middle name "Frank" instead.

Baum's education began with tutors at home in his early years. At the age of 12, he went to the Peekskill Military Academy. Baum left the school after a health crisis two years later, apparently suffering from some type of heart condition. Never earning a high school degree, he spent his early adulthood exploring his interest in acting and writing for the stage.

### 'The Wonderful Wizard of Oz' and Books

After stints as a newspaper journalist and businessman, Baum started

writing for children in his forties. He had discovered his talent for storytelling from the nursery rhymes and tales he told his four sons from his marriage to Maud Gage. The pair had wed in 1882, and Gage was the daughter of famed suffragist Matilda Joslyn Gage. In 1897, Baum published his first collection for young readers *Mother Goose in Prose*, which was illustrated by Maxfield Parish. He soon followed up this work with the hugely popular *Father Goose, His Book*. This book became the top-selling children's title of 1899 and featured illustrations by W. W. Denslow.

In 1900, Baum introduced readers to a fantastical land filled with witches, munchkins, and a girl named Dorothy from Kansas in *The Wonderful Wizard of Oz*. The story of Dorothy's quest to find her way home, accompanied by a tin woodsman, a scarecrow and a cowardly lion, proved to be quite popular. Baum wrote about his intentions in the book's introduction: "*The Wonderful Wizard of Oz* was written solely to pleasure children today. It aspires to be a modernized fairy tale, in which the wonderment and joy are retained and the heart-aches and nightmares are left out."

Two years later, Baum transformed his fairy tale into a successful Broadway musical. He re-imagined a popular cultural figure around this time with *The Life and Adventures of Santa Claus* (1902). In 1904, Baum returned to Oz with the first sequel to his beloved work, *The Marvelous Land of Oz*.

In addition to his Oz books, Baum wrote more children's titles under an array of pseudonyms. He wrote the *Aunt Jane's Nieces* series as Edith Van Dyne among other projects. In 1910, Baum moved his family to Hollywood, California, where he worked to bring his stories to the big screen. The first movie versions of his Oz tales were made as short films.

## **Death and Legacy**

In declining health, Baum underwent gall bladder surgery in 1918. He spent the last year of his life confined in bed, never fully recovering from the operation. Just days before his birthday, Baum died on May 6, 1919, at his home in Hollywood, California. *Glinda of Oz* was the last title he wrote for the *Oz* series.

While the nation mourned this great storyteller, Baum's characters lived on. Several other authors, including Ruth Plumly Thompson, were hired to continue to create new *Oz* adventures. Twenty years after his death, a new film version of his classic tale appeared on the big screen. *The Wizard of Oz*, starring Judy Garland, Bert Lahr, Jack Haley, Ray Bolger, and Frank Morgan, debuted in 1939. *The Wizard of Oz* went on to become one of the most-watched movies in cinematic history.

Baum's stories continue to fascinate and enchant to this day. Writer Gregory Maguire has written several books exploring the lives of some of Baum's most famous characters. His 1995 book, *Wicked: The Life and Times of the Wicked Witch of the West*, was used as the basis for the popular Broadway musical *Wicked*. On the big screen, James Franco played the magician who ends up as the Wizard of Oz in 2013's *Oz the Great and Powerful*. His character must tangle with forces of good and evil, which are manifested in the film by Mila Kunis, Michelle Williams and Rachel Weisz” [3].

## Post-reading

**4 Discussion. Compare the information from the biography with your guesses.**

**1** Which of your ideas were true? Which of them were false?

**2** How did Lyman F. Baum's education and work experience influence his writing career?



**Unit 1**  
**(Chapters 1 – 3)**

**Pre-reading Section**

**I. Practise pronunciation of the following words:**

Beard /biəd/, bondage /'bɒndɪdʒ/, bow /bau/, cellar /'selə/, climb /klaɪm/, cyclone /'saɪkləʊn/, cupboard /'kʌpbəd/, folk /fəʊk/, feather /'feðə/, gaunt /gɔ:nt/, gorgeous /'gɔ:dʒəs/, injure /'ɪndʒə/, inquire /ɪn'kwaɪə/, murmur /'mɜ:mə/, orphan /'ɔ:f(ə)n/, path /pɑ:θ/, prairie /'preəri/, pressure /'preʃə/, rough /rʌf/, scarecrow /'skeəkrəʊ/, severe /sɪ'viə/, whirlwind /wɜ:lwind/.

**II. Pre-reading tasks**

1. Tell your partner what you know about a cyclone.
2. Make a list of all natural disasters that you can remember. Compare and swap the information with your partner/as a class.
3. Do you have any experience of being a witness to a natural disaster?
4. Think of books and films about natural disasters. Be ready to tell the class about one of them.

**III. Vocabulary tasks**

**1. Check the meaning of the suggested list of useful words and expressions:**

- the edge of the sky;
- to take the sparkle from one's eyes;
- to press one's hand upon one's heart;
- from morning till night;
- a low wail of the wind;
- the danger close at hand;
- to pass away;
- to get over one's fright;

- to catch one's breath;
- to give a cry of amazement;
- to make a low bow;
- to hold smb in bondage;
- to think for a time;
- to keep smb from harm;
- to try on the silver shoes;
- to eat a hearty breakfast/supper.

**2. Here are some sentences from the text. Explain what the words in bold mean.**

1. Not a tree nor a house **broke the broad sweep** of flat country that reached to the **edge of the sky** in all directions.

2. Once the house had been painted, but the sun **blistered the paint** and the rains washed it away, and now the house was as dull as gray as everything else.

3. From the far north they heard **a low wail of the wind**, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm.

4. Aunt Em dropped her work and came to the door. One glance told her of **the danger close at hand**.

5. The house was carried miles and miles away as easily as **you could carry a feather**.

6. They were not as big as **the grown folk** she had always been used to, but neither were they very small.

7. The Land of Oz has never been civilized, for we are **cut off from all the rest of the world**.

8. Toto was **a fine curiosity** to all the people, for they had never seen a dog before.

9. She **ate a hearty breakfast** and watched a wee Munchkin baby, who played with Toto and pulled his tail.

10. If you take **away** the pole, I **will be greatly obliged to you**.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. The \_\_\_\_\_ of the siren woke me up.
2. I don't know how we're going to \_\_\_\_\_ this problem.
3. Jennifer walked to the \_\_\_\_\_ of the wood.
4. Criticizing people's work often does more \_\_\_\_\_ than good.
5. Guests can enjoy drinks at the bar and enjoy \_\_\_\_\_ dishes at the restaurant.
6. \_\_\_\_\_ clothing and shoes to make sure they fit.
7. Masters sometimes allowed their slaves to buy their way out of \_\_\_\_\_
8. He had stopped to \_\_\_\_\_ his breath and make sure of his directions.

**4. Match the words with their definitions.**

<b>Words</b>	<b>Definitions</b>
<b>1</b> orphan	<b>A</b> a feeling of great surprise
<b>2</b> to startle	<b>B</b> to have the official power to control a country and the people who live there
<b>3</b> queer	<b>C</b> the state of being a slave; the state of having your freedom limited
<b>4</b> amazement	<b>D</b> a child whose parents are both dead
<b>5</b> sorceress	<b>E</b> not guilty of a particular crime; not having much experience of the bad things in the world

<b>6</b> bondage	<b>F</b> to hurt yourself or someone else, for example in an accident or an attack
<b>7</b> innocent	<b>G</b> to make someone suddenly surprised or slightly shocked
<b>8</b> to rule	<b>H</b> a small uncomfortable room at the top of a house, just under the roof
<b>9</b> to injure	<b>I</b> a woman in stories who uses magic and receives help from evil forces
<b>10</b> garret	<b>J</b> strange, unusual, or not expected

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. The noise \_\_\_\_\_ him, and he dropped his glass on the floor.
2. To our \_\_\_\_\_, when we returned to China, the tree had grown an impressive ninety feet.
3. The war has left thousands of children as \_\_\_\_\_.
4. Hand flying to mouth, she gave a \_\_\_\_\_, trembly laugh and looked at her children.
5. So the \_\_\_\_\_ wanted Rapunzel more than her parents did, or so it seemed.
6. Like his father he recognized the evil in human \_\_\_\_\_.
7. You could shut yourself away in this \_\_\_\_\_ all day and never come down.
8. African tribal societies were traditionally \_\_\_\_\_ by a council of elders.
9. Many elderly people \_\_\_\_\_ themselves in their own homes, for example by slipping in the bath.
10. The court found him \_\_\_\_\_ and he was released.

**6. Give the synonyms for the following words:**

1. Garret;
2. gaunt;
3. to startle;

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4. at hand;
5. to resolve;
6. innocent;
7. to inquire.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
<b>direction</b>			
	<b>laugh</b>		
		<b>hard</b>	
			<b>anxiously</b>
		<b>frightened</b>	
			<b>generally</b>
		<b>strong</b>	
<b>amazement</b>			
	<b>notice</b>		
<b>wonder</b>			

#### **IV. Post-reading Section**

**8. Study once again the words and expressions in exercise 1. Make up your own sentences with them recalling the situations, in which they are used in the text.**

**9. Find English equivalents to the following phrases.**

1. Виникли сильні буревії, достатньо могутні, щоб розтрощити будь-яку будівлю на їхньому шляху.
2. Пролунало сильне пронизливе вищання вітру.

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3. Коли вони повернули очі в тому напрямку, вони побачили брижі в траві.
4. Тепер з півдня почувся різкий свист у повітрі.
5. Вона втратила стійке положення ніг.
6. Навколо неї жахливо завивав вітер.
7. Закрити люк для того, щоб більше не могло статися аварій.
8. Їй було цікаво, чи розірве її на шматки.
9. Вона проповзла по хиткій підлозі до свого ліжка.
10. Величні дерева, що плодоносять рясними та запашними плодами.
11. Птахи з рідкісним і блискучим оперенням співали та пурхали на деревах і кущах.
12. Вона була одягнена в білу сукню, яка складками звисала з її плечей.
13. Дівчина, яка була трохи налякана, бачачи справжню відьму.
14. Відьма доброзичливо кивнула Дороті, тричі обернулася на лівій п'яті і негайно зникла.
15. Оскільки дуже нудно височіти тут вдень і вночі, щоб відлякувати ворон.

**10. Fill in the blanks with the prepositions.**

1. Aunt Em still looked \_\_\_\_\_ the little girl \_\_\_\_\_ wonder that she could find anything to laugh \_\_\_\_\_.
2. "I'll go to look \_\_\_\_\_ the stock." Uncle Henry said and ran \_\_\_\_\_ the sheds where the cows and horses were kept.
3. She crept \_\_\_\_\_ the hole, caught Toto \_\_\_\_\_ the ear, and dragged him \_\_\_\_\_ the room again.
4. We are so grateful \_\_\_\_\_ you \_\_\_\_\_ having killed the Wicked Witch.
5. Her face was covered \_\_\_\_\_ wrinkles.
6. She continued, pointing \_\_\_\_\_ the corner \_\_\_\_\_ the house.
7. She took \_\_\_\_\_ her old leather shoes and tried \_\_\_\_\_ the silver ones.

8. She was only an ordinary little girl who had come \_\_\_\_\_ the chance of a cyclone \_\_\_\_\_ a strange land.

9. Dorothy leaned her chin \_\_\_\_\_ her hand and gazed thoughtfully \_\_\_\_\_ the Scarecrow.

10. Toto did not like this addition \_\_\_\_\_ the party \_\_\_\_\_ first.

### **11. Attention and memory check.**

1. How many rooms were there in the house where Dorothy lived?
2. What made Dorothy laugh?
3. What was there on the hats of people who met Dorothy?
4. How many witches were there in the Land of Oz?
5. What was left after the Wicked Witch had disappeared?
6. What did the Witch of the North give to Dorothy?
7. What colour were the bricks of the road to the City of Emeralds?
8. What was the favourite colour of the Munchkins?
9. What did the Scarecrow have instead of brains?
10. What is the only thing in the world the Scarecrow is afraid of?

### **12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. Dorothy lived in the midst of the great Caucasus.
2. Dorothy had a dog Tattoo.
3. It was the cyclone, which brought Dorothy's house out of Kansas.
4. The first people who Dorothy met were the Munchkins.
5. Dorothy's house killed the Wicked Witch of the South.
6. Dorothy got gold shoes from the Munchkins.
7. The old woman gave Dorothy her kiss on the forehead.
8. The brick on the Dorothy's path was blue.
9. At first, she met the Scarecrow.
10. The Scarecrow was stuffed with straw.

## V. Discussion

### 13. Discuss the following points.

1. Highlight the most important, in your opinion, events in chapters 1– 3.
2. Introduce the characters you have read about to your partner. Describe two or three of the most interesting things you have learned about them.
3. Imagine you are Dorothy. Tell the class about your life in Kansas.
4. Imagine you are Aunt Em. Describe your feelings when you saw how the house with Dorothy rose through the air.
5. Retell the story as if you were Toto.
6. Act out a dialogue between Dorothy and the Witch of the North.
7. Act out a dialogue between Dorothy and the Scarecrow.
8. Tell students they are going to choose an event from the part they have just read and write about it in as much detail as possible. But they must include one 'LIE' in their story. The students should not indicate where the lie is, in any way. When the work is finished, put it on a whiteboard, wall or project it onto a screen where everyone can see it. Ask the students to read the story and to spot the lie.

### 14. Read the clues and do this crossword with 16 words that are used in chapters 1 – 3.

#### Down

- 1 a long strip of ground which people walk along to get from one place to another;
- 2 a female who claims or is believed to have magic powers; a wizard;
- 3 to settle or find a solution to (a problem or contentious matter);
- 4 a top-floor or attic room, especially a small dismal one;
- 5 the feeling you have when something surprises you very much;
- 6 a tall column of air which spins round and round very fast and moves across the land or sea;



7 (of a person) lean and haggard, especially because of suffering, hunger, or age.

**Across**

1 The continuous physical force exerted on or against an object by something in contact with it;

2 the air taken into or expelled from the lungs;

3 the outside limit of an object, area, or surface;

4 an object made to resemble a human figure, set up to scare birds away from a field where crops are growing;

5 a prolonged high-pitched sound;

6 1) to bend the head or upper part of the body as a sign of respect, greeting, or shame; 2) an act of bending the head or upper body as a sign of respect or greeting;

7 strange; odd;

8 is used to refer to all the parts of something or all the things in a group that remain or that you have not already mentioned;

9 the hair growing on the lower parts of a man's face.

					1↓			2↓				
				1→								
						2→						
				3↓						4↓		
							3→					
						5↓						6↓
		7↓	4→									
5→												
									6→			

		7→										
		8→					9→					

## Unit 2

### (Chapters 4 – 6)

#### Pre-reading Section

##### I. Practise pronunciation of the following words:

Anxious /'æŋ(k)ʃəs/, branch /brɑːntʃ/, clumsy /'klʌmzi/, cowardly /'kauədli/, creature /'kriːtʃə/, crow /krəʊ/, curiosity /,kjʊəri'ɒsəti/, deserted /dɪ'zɜːtɪd/, enchant /ɪn'tʃɑːnt/, fasten /'fɑːs(ə)n/, fortunate /'fɔːtʃ(ə)nət/, groan /grəʊn/, guess /ges/, inconvenient /,ɪnkən'viːniənt/, misfortune /mɪs'fɔːtʃən/, rescue /'reskjʊː/, rough /rʌf/, scarcely /'skeəslɪ/, sigh /saɪ/, straight /streɪt/, through /θruː/, uncomfortable /ʌn'kʌmf(ə)təbl/.

##### II. Pre-reading tasks

1. What makes a good friend?
2. There is an old English saying “A friend in need is a friend indeed”. What do you think this means?
3. Have you ever met a person and become friends very quickly? What makes some people contact immediately?
4. Are you a good friend? Why or why not?

##### III. Vocabulary tasks

1. Check the meaning of the suggested list of useful words and expressions:

- at full length;
- flesh and blood;

- a great deal of curiosity;
- by and by;
- in a short time;
- fall into a sound sleep;
- to give a sigh of satisfaction;
- to be on one's way to;
- to make up one's mind;
- to be proud of;
- now and then;
- to protect smb from harm;
- to smb's surprise;
- to set to work;
- to clear a passage;
- to take care of smb;
- to make an impression on smb;
- heedless of danger;
- to set off upon the journey;
- to mar the peace of the journey;
- to weep several tears of sorrow and regret;
- to serve smb a lesson.

**2. Here are some sentences from the text. Explain what the words in bold mean.**

1. There were fewer houses and fewer fruit trees, and the farther they went the more **dismal and lonesome the country became**.

2. 'This fellow will scare the crows fast enough,' said the farmer. '**He looks just like a man**'.

3. 'I wonder if that farmer thought to fool me in this clumsy manner. Any **crow of sense** could see that you are only stuffed with straw'.

4. There were no fences at all by the roadside now, and **the land was rough and untilled.**

5. His head and arms and legs were jointed upon his body, but he stood **perfectly motionless**, as if he could not stir at all.

6. Dorothy **was thinking so earnestly** as they walked along that she did not notice when the Scarecrow stumbled into a hole and rolled over to the side of the road. Indeed he **was obliged to call to her to help** him up again.

7. I was born the son of a woodman who chopped down trees in the forest and sold the wood **for a living.**

8. There was one of the Munchkin girls who was so beautiful that I soon **grew to love her with all my heart.**

9. It was a terrible thing to undergo, but during the year I stood there I had time to think that **the greatest loss** I had known was the loss of my heart.

10. Toto **did not approve of this new comrade** at first, for he could not forget how nearly he had been crushed between the Lion's great jaws.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. Children have a natural \_\_\_\_\_ about the world around them.
2. I was surprised at how much I cared for this girl who wasn't even my \_\_\_\_\_ .
3. Much to his \_\_\_\_\_ she gave him her phone number.
4. I asked him what was the matter. 'Nothing,' Dick said. 'At least not much. Tell you about it \_\_\_\_\_ .'
5. Have you ever thought how important is the \_\_\_\_\_ for your daily condition?
6. We're particularly \_\_\_\_\_ of our company's environmental record.
7. Having my car stolen really \_\_\_\_\_ me a lesson – I'll never leave it unlocked again.
8. Realizing what she has done, she breaks down in tears of \_\_\_\_\_.
9. The team is \_\_\_\_\_ on an expedition into the darkest reaches of the jungle.
10. It was their first meeting and Richard was determined to \_\_\_\_\_ on her.

**4. Match the words with their definitions.**

<b>Words</b>	<b>Definitions</b>
<b>1</b> uneven	<b>A</b> the desire to know about something
<b>2</b> mishap	<b>B</b> a place where water comes up naturally from the ground
<b>3</b> dreary	<b>C</b> feeling embarrassed and guilty because of something you have done
<b>4</b> curiosity	<b>D</b> to ask someone for information
<b>5</b> chase	<b>E</b> dull and making you feel sad or bored
<b>6</b> spring	<b>F</b> not smooth, flat, or level
<b>7</b> groan	<b>G</b> to use magic on something or someone
<b>8</b> inquire	<b>H</b> to quickly follow someone or something in order to catch them
<b>9</b> enchant	<b>I</b> a long deep sound that you make when you are in pain or do not want to do something
<b>10</b> ashamed	<b>J</b> a small accident or mistake that does not have very serious results

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. The princess had been \_\_\_\_\_ by a magician to sleep for a hundred years
2. Several people have phoned the personnel department to \_\_\_\_\_ about the position.
3. She walked back carefully over the \_\_\_\_\_ ground.
4. This room is so \_\_\_\_\_. How can we brighten it up?
5. For a long time I was \_\_\_\_\_ of my father and the fact he never finished school.
6. To satisfy visitors' \_\_\_\_\_, the park officials have prepared maps on which the historical sites are clearly marked.

7. We \_\_\_\_\_ after him for about five blocks but then we lost him and had to turn back.

8. We managed to reach our destination, despite one or two \_\_\_\_\_ earlier on in the day.

9. Nothing except the altar built in the heart of the wood, next to the\_\_\_\_\_.

10. The crowd let out a \_\_\_\_\_ when the ball was dropped and the other team scored.

**6. Give the synonyms for the following words:**

1. Dismal;
2. lonesome;
3. glimpse (n);
4. to please;
5. clumsy;
6. to hand;
7. inconvenient;
8. thankful;
9. startle;
10. heedless.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
			<b>carefully</b>
	<b>comfort</b>		
		<b>thankful</b>	
<b>satisfaction</b>			
			<b>deeply</b>
	<b>appear</b>		

		<b>easy</b>	
			<b>brightly</b>
<b>creature</b>			
	<b>approve</b>		

### Post-reading Section

#### 9. Find English equivalents to the following phrases.

1. Він разом з нею весело сміявся над своєю невдачею.
2. Ферми тут і близько не були так добре доглянуті, як далі позаду.
3. Якими б сумними та сірими не були наші будинки.
4. Я з задоволенням спостерігав, як вони створюють моє тіло.
5. Мені не сподобалось, що мене так (таким чином) покинули.
6. Мозок – єдине, що варто мати у цьому світі, незалежно від того, ви ворона чи людина.
7. Тому що було навряд чи достатньо для неї та Тото на день.
8. Вона побігла до того місця, а потім різко зупинилася і тихо крикнула від здивування.
9. Бо вона була спантеличена (не могла зрозуміти), хто з двох її друзів був правий.
10. Що її найбільше хвилювало, так це те, що хліб майже скінчився.
11. Він йшов близько поруч з Дороті і навіть не гавкав у відповідь.
12. Це призвело до того, що холодне тремтіння поповзло по моїй спині.
13. Крокувати величними кроками збоку від Дороті.
14. Але через деякий час він став трохи спокійнішим.
15. І коли він бачив маленьку мурашу, яка тяжко працювала поряд, він її переступав.

#### 10. Fill in the blanks with the prepositions.

1. The farms were not nearly so well cared \_\_\_\_\_ here as they were farther back.

2. Dorothy could not see at all, but Toto could, \_\_\_\_\_ some dogs see very well \_\_\_\_\_ the dark; and the Scarecrow declared he could see as well as \_\_\_\_\_ day.

3. When she had finished her meal, and was \_\_\_\_\_ to go back to the road \_\_\_\_\_ yellow brick, she was startled to hear a deep groan near \_\_\_\_\_.

4. "What can I do \_\_\_\_\_ you?" she inquired softly, for she was moved \_\_\_\_\_ the sad voice \_\_\_\_\_ which the man spoke.

5. The Tin Woodman gave a sigh \_\_\_\_\_ satisfaction and lowered his axe, which he leaned \_\_\_\_\_ the tree.

6. "We are \_\_\_\_\_ our way \_\_\_\_\_ the Emerald City to see the Great Oz," she answered, "and we stopped \_\_\_\_\_ your cottage to pass the night."

7. Then I made \_\_\_\_\_ my mind that instead \_\_\_\_\_ living alone I would marry, so that I might not become lonely.

8. But Toto knew, and he walked close \_\_\_\_\_ Dorothy's side, and did not even bark \_\_\_\_\_ return.

9. While you bear \_\_\_\_\_ your forehead the mark of the Good Witch's kiss, and that will protect you \_\_\_\_\_ harm.

10. But, \_\_\_\_\_ the Lion's surprise, he could make no impression \_\_\_\_\_ the tin, although the Woodman fell over in the road and lay still.

### **11. Attention and Memory Check**

1. When was the Scarecrow made?
2. What was the first thing the farmer painted on the Scarecrow's face?
3. Who could see well in the dark?
4. How long had the Tin Woodman been groaning before Dorothy met him?
5. What joints of the Tin Woodman did Dorothy oil first?
6. What did the old woman promise to give to the Wicked Witch if she would prevent the marriage?



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7. Why did the Tin Woodman lose all his love for the Munchkin girl?
8. What worried Dorothy most during their journey?
9. When does the Lion's heart begin to beat fast?
10. What insect did the Tin Woodman kill?

**12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. The farms were not nearly so well cared for here as they were farther back.
2. In the morning they sat down by the roadside, near a little brook, and Dorothy opened her basket and got out some butter.
3. Dorothy entered and found a bed of dried leaves in one corner in the cottage.
4. When Dorothy awoke the sun was not shining through the trees.
5. Dorothy ate her breakfast near the little spring.
6. Dorothy and the Scarecrow knew why Tin Woodman was so anxious to get a new heart.
7. They did not have bread in the basket.
8. Dorothy and her companions had been walking through the garden.
9. The Dorothy oiled the Woodman's jaws.
10. The Woodman knew very well he had no heart.

#### **IV. Discussion**

**13. Discuss the following points.**

1. Highlight the most important, in your opinion, events in chapters 4 – 6.
2. Imagine that you are the Scarecrow. Tell the class about your life before Dorothy met you.
3. Imagine that you are the Tin Woodman. Tell the class about your love for the Munchkin girl.

4. Imagine that you are the Wicked Witch of the East. Tell the class about your agreement with the old woman.

5. Act out a dialogue between Dorothy and the Lion.

6. Comment on the proverb “There is no place like home”.

7. Can you agree with the old crow when he said, “Brains are the only things worth having in this world, no matter whether one is a crow or a man”?

8. Do you agree with the Tin Woodman when he said, “brains do not make one happy, and happiness is the best thing in the world”? What is happiness for you? What makes you happy? Give reasons for your opinions.

**14. Read the clues and do this crossword with 13 words that are used in chapters 4 – 6.**

**Down**

**1** to save (someone) from a dangerous or difficult situation;

**2** something that is inconvenient and causes problems or difficulties for someone;

**3** an animal, as distinct from a human being;

**4** feeling or showing worry, nervousness, or unease about something with an uncertain outcome;

**5** an unfortunate condition or event.

**6** a) lacking courage, 2) in a way which shows a lack of courage;

**Across**

**1.** (of a place) empty of people;

**2.** a sudden jump upwards or forwards;

**3.** to pursue in order to catch or catch up with;

**4.** not level or smooth;

**5.** not moving; stationary;

**6.** to impair the quality of; spoil;

7. to feel sad, repentant, or disappointed over (something that has happened or been done, especially a loss or missed opportunity).

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1→													
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				2→									
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							3→						
4→										5↓			
					6↓								
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### Unit 3

(Chapters 7 – 9)

#### Pre-reading Section

I. Practise pronunciation of the following words:

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Although /ɔ:l'ðəu/, assistance /ə'sist(ə)ns/, awkward /'ɔ:kwəd/, blossom /'blɒsəm/, blow /bləu/, breathe /bri:ð/, chorus /'kɔ:rəs/, courage /'kʌrɪdʒ/, crouch /kraʊf/, discouragement /di'skʌrɪdʒmənt/, fierce /fiəs/, growl /graʊl/, industrious /in'dʌstriəs/, majesty /'mædʒəsti/, measuring /'meɪz(ə)rɪŋ/, peculiar /pɪ'kju:liə/, squeaky /'skwi:ki/, thoughtful /θɔ:tf(ə)l/.

## **II. Pre-reading tasks**

1. In your opinion, what danger will our travellers face? Give reasons.
2. Do you think it is possible to have a journey without difficult and risky situations?
3. How important is it to be ready to help others in any difficult situation?

## **III. Vocabulary tasks**

**1. Check the meaning of the suggested list of useful words and expressions:**

- to keep away from the fire;
- not to have the faintest idea;
- to make an attempt;
- to give a great spring;
- to be safe;
- to give a chance;
- a first-rate idea;
- without stopping an instant;
- to draw a long breath of relief;
- to make a raft;
- it takes time to do sth;
- to grab smb by the arm;
- to help anyone in trouble;
- to be out of sight;

- to give a quick blow;
- after a great deal of hard work.

**2. Here are some sentences from the text. Explain what the words in bold mean.**

1. So he **kept a good distance away from** the flames, and only came near to cover Dorothy with dry leaves when she lay down to sleep.

2. "What shall we do?" asked Dorothy despairingly. – "**I haven't the faintest idea,**" said the Tin Woodman, and the Lion shook his shaggy mane and looked thoughtful.

3. "Why don't you run and jump?" asked the Scarecrow. – "Because that isn't the way we Lions do these things," he replied. Then giving a great spring, he **shot through the air** and landed safely on the other side.

4. **Without stopping an instant** the fierce beasts also began to cross the tree.

5. When the Cowardly Lion stepped upon the raft it **tipped badly**, for he was big and heavy; but the Scarecrow and the Tin Woodman stood upon the other end **to steady it**, and they had long poles in their hands to push the raft through the water.

6. "This isn't the road," said the Stork, as she twisted her long neck and **looked sharply at** the queer party.

7. "I was afraid I should have to stay in the river forever," he said, "but the kind Stork saved me, and if I ever get any brains I shall find the Stork again and **do her some kindness in return.**"

8. "Thank you," replied Dorothy, and then the kind Stork flew into the air and **was soon out of sight.**

9. "This funny tin man," she answered, "killed the Wildcat and saved my life. So hereafter you must all serve him, and **obey his slightest wish.**"

10. Soon they rolled the Lion out of the poppy bed to the green fields, where he could breathe the sweet, fresh air again, instead of **the poisonous scent of the flowers.**

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. I don't have the \_\_\_\_\_ idea what you're talking about.
2. Karen waved until the car was out of \_\_\_\_\_.
3. The climbers will make another \_\_\_\_\_ to reach the summit today.
4. If you saw somebody in \_\_\_\_\_, would you stay and watch or would you try to help?
5. The lion roared and gave a great \_\_\_\_\_.
6. Don't worry, your secret is \_\_\_\_\_ with me.
7. The struggle produced at least two \_\_\_\_\_ publications in the field of political literature.
8. I can explain everything if you'll just give me a \_\_\_\_\_.
9. No one was hurt, and we all drew a long \_\_\_\_\_.
10. Don't do anything too fast, it \_\_\_\_\_ to know how a house works.

**4. Match the words with their definitions.**

<b>Words</b>	<b>Definitions</b>
<b>1</b> be obliged	<b>A</b> to speak or say something very quietly, using your breath rather than your voice
<b>2</b> thoughtful	<b>B</b> a group of people who go somewhere together or do a job together
<b>3</b> ditch	<b>C</b> you have to do it because the situation, the law, a duty etc makes it necessary
<b>4</b> to whisper	<b>D</b> great strength and power
<b>5</b> to advance	<b>E</b> making very high noises that are not loud
<b>6</b> party	<b>F</b> a pleasant smell that something has
<b>7</b> might (n)	<b>G</b> to run with quick short steps, like a child or small animal

<b>8</b> scent (n)	<b>H</b> always thinking of the things you can do to make people happy or comfortable
<b>9</b> squeaky	<b>I</b> to move towards someone or something, especially in a slow and determined way
<b>10</b> to scamper	<b>J</b> a long narrow hole dug at the side of a field, road etc. to hold or remove unwanted water

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. The atmosphere was languorous and heavy with the rich \_\_\_\_\_ of flowers.
2. The plane slowly \_\_\_\_\_ down the runway and then paused, ready for take-off.
3. Think of the \_\_\_\_\_ of a forest fire or the burning heat of the sun.
4. If you have a \_\_\_\_\_ little voice, people tend not to listen to your ideas.
5. Fran leant over and \_\_\_\_\_ something in her sister's ear.
6. The climbers did not return, and a search \_\_\_\_\_ was sent out to look for them.
7. One day we \_\_\_\_\_ up a hill for a more extensive view, through fields of berries and bright-purple fireweed.
8. I fell asleep on the way home and drove my car into a \_\_\_\_\_.
9. Let us be kind and \_\_\_\_\_ and not to be unkind and hurt other people.
10. The minister was \_\_\_\_\_ to report at least once every six months.

**6. Give the synonyms for the following words:**

1. To protect;
2. peculiar;
3. to declare;
4. to tremble;
5. discouragement;
6. to steady;

7. powerful.

7. Complete the table to make word families where it is possible. Use a dictionary to help you.

Noun	Verb	Adjective	Adverb
		thoughtful	
	fear		
		pleased	
assistance			
	enable		
			hurriedly
		beautiful	
taste			
			easily
		deep	

### Post-reading Section

8. Study once again the words and expressions in exercise 1. Make up your own sentences with them recalling the situations, in which they are used in the text.

9. Find English equivalents to the following phrases.

1. Дороті розпалила чудовий вогонь, який зігрів її і дав їй відчуття меншої самотності.

2. У нього випадало (з рук) майже стільки, скільки клав у кошик.

3. Вони навряд чи йшли протягом години, коли побачили перед собою великий рів, що перетнув дорогу.

4. Велике дерево нахилилося і з тріском впало через рів, і його верхні гілки (були) з іншого боку.



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5. На їхню велику радість, дерева рідшали, чим далі вони просувалися.
6. Дороті цілий день не їла нічого, крім горіхів, і вона приготувала ситну їжу зі стиглих плодів.
7. Стрімкий потік поніс пліт вниз за течією.
8. Тоді лелека своїми великими кігтями схопила Опудало за руку і підняла його в повітря.
9. Квіти стали настільки густими, що утворили килим на землі (земля покрилася килимом з них).
10. Червоні маки, які були такого блискучого кольору, що майже засліпили очі Дороті.
11. Досить далеко від макового поля, щоб вона не дихала отрутою квітів.
12. Його вуха були щільно притиснуті до голови, а рот був широко відкритий, показуючи два ряди потворних зубів, а червоні очі світилися, як вогняні кулі.
13. Він один раз гавкнув від захоплення та стрибнув прямо в середину групи.
14. Приблизно в цей час Дороті прокинулася від довгого сну.
15. Мишей розпрягли з воза, і (вони) побігли в траві до себе додому.

### **10. Fill in the blanks with the prepositions.**

1. The tree made a good, thick covering to protect them \_\_\_\_\_ the dew.
2. The Scarecrow found a tree full \_\_\_\_\_ nuts and filled Dorothy's basket \_\_\_\_\_ them.
3. This was kind and thoughtful \_\_\_\_\_ the Scarecrow, but she laughed \_\_\_\_\_ the awkward way in which he picked \_\_\_\_\_ the nuts.
4. They sat down \_\_\_\_\_ the bank and gazed wistfully \_\_\_\_\_ the Scarecrow.
5. The Stork with her great claws grabbed the Scarecrow \_\_\_\_\_ the arm and carried him up \_\_\_\_\_ the air.

6. One \_\_\_\_\_ one the mice came creeping back, and Toto didn't bark again.

7. They walked along listening \_\_\_\_\_ the singing of the brightly colored birds and looking \_\_\_\_\_ the lovely flowers which now became so thick that the ground was carpeted \_\_\_\_\_ them.

8. But the Scarecrow and the Tin Woodman, not being made \_\_\_\_\_ flesh, were not troubled \_\_\_\_\_ the scent of the flowers.

9. Dorothy came to meet them and thanked the little mice warmly \_\_\_\_\_ saving her companion \_\_\_\_\_ death.

10. Then the mice were unharnessed \_\_\_\_\_ the truck and scampered away \_\_\_\_\_ the grass \_\_\_\_\_ their homes.

### **11. Attention and memory check.**

1. What did the Scarecrow cover Dorothy with when she lay down to sleep?  
2. What were the monstrous beasts that chased the friends in the forest?  
3. What did the Scarecrow offer to do so that they could float to the other side of the river?

4. Where did the Scarecrow stay stuck on a pole?

5. Why were the Scarecrow and the Tin Woodman not troubled by the scent of the poppies?

6. What did they make a chair with to carry Dorothy?

7. Who chased the Queen of the field mice?

8. What did each mouse have in his mouth?

9. What did the Tin Woodman make to carry the Lion?

10. Where did they take the horses to roll the Lion out of the poppy bed?

### **12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. The travellers had hardly been walking an hour, when they saw before them a great ditch.

2. There was a great tree, which was far from the ditch.
3. They found the tree full of fine fruits.
4. Dorothy ate apples and pears.
5. The Scarecrow caught fast hold of the Lion's tail in the stream.
6. 1. The travellers walked along as fast as they could, but Dorothy only stopped once to pick a beautiful flower.
7. The sparrow grabbed Dorothy by the arm and took her in the air.
8. The brick road was yellow.
9. The mice were scared of the Wildcat.
10. The Tin Woodmen brought Dorothy some fruits from the tree, which she ate for breakfast.

#### **IV. Discussion**

##### **13. Discuss the following points.**

1. Highlight the most important, in your opinion, events in chapters 7 – 9.
2. Comment on the Lion's words addressed to the Scarecrow, "One would almost suspect you had brains in your head, instead of straw". Do you agree with the Lion? Why?/Why not?
3. Discuss your impressions of the Scarecrow and the Lion. Have you changed your opinion about them since the beginning of the story? Give reasons.
4. Imagine that you are the Scarecrow. Share your thoughts when you appeared to be stuck on a pole in the middle of the river.
5. Act out a dialogue between Dorothy and the Stork.
6. In pairs, discuss the Stork's words, "I always like to help anyone in trouble". Do these words characterize you?
7. Does the Tin Woodman appear to be the type of a person you could like or admire after the situation with the Queen of the Mice? What emotions do you feel toward him? Explain your answer.

**14. Read the clues and do this crossword with 14 words that are used in chapters 7 – 9.**

**Down**

**1** (of hair or fur) long, thick, and unkempt;

**2** a loss of confidence or enthusiasm; dispiritedness;

**3** 1) always thinking of the things you can do to make people happy or comfortable, 2) serious and quiet because you are thinking a lot;

**4** (especially of a small animal or child) run with quick light steps, especially through fear or excitement;

**5** to take air into the lungs and then expel it, especially as a regular physiological process

**Across**

**1** to hold someone or something so they become more balanced or controlled, or to become more balanced or controlled;

**2** a very tall long-legged wading bird with a long heavy bill and typically with white and black plumage;

**3** (of an animal or insect) producing poison as a means of attacking enemies or prey;

**4** causing difficulty; hard to do or deal with;

**5** having or making a high-pitched sound or cry;

**6** a long thin piece of wood or metal, used especially for supporting things;

**7** to shake involuntarily, typically as a result of anxiety, excitement, or frailty;

**8** a narrow channel dug at the side of a road or field, to hold or carry away water;

**9** to move forward in a purposeful way.

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1→											3↓	

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9→												

## Unit 4

(Chapters 10 – 12)

### Pre-reading Section

#### I. Practise pronunciation of the following words:

Arched /ɑ:ft/, audience /'ɔ:diən(t)s/, bow /bau/, breath /breθ/, castle /'kɑ:sl/,  
 clothes /kləʊðz/, crown /kraun/, delicious /dɪ'lɪʃəs/, enormous /ɪ'nɔ:məs/, errand  
 /'erənd/, fasten /'fɑ:s(ə)n/, fountain /'fauntɪn/, furiously /'fjuəriəsli/, gauze /gɔ:z/,  
 glow /gləu/, gorgeous /'gɔ:dʒəs/, gown /gaun/, guardian /'gɑ:diən/, honest /'ɒnɪst/,

idle /'aɪdl/, knock /nɒk/, perplexity /pə'pleksəti/, prosperous /'prɒsp(ə)rəs/, scarcely /'skeəslɪ/, throne /θrəʊn/, whistle /'wɪsl/, yawn /jɔ:n/.

## **II. Pre-reading tasks**

1. In your opinion, why does the Great Wizard not like to see anyone? Give reasons.
2. What would you ask the Great Wizard to do or give you if you saw him?
3. Do you believe in magic?
4. Comment on the words of Jon Bon Jovi, “Believe in love. Believe in magic. Believe in Santa Claus. Believe in others. Believe in yourself. Believe in your dreams. If you don’t, who will?”

## **III. Vocabulary tasks**

**1. Check the meaning of the suggested list of useful words and expressions:**

- to pass the night;
- to take a peep at smb;
- in an instant;
- to show smb to sth;
- to make oneself comfortable;
- to grant smb an audience;
- force of habit;
- to look at smb sharply and steadily;
- to bid smb good-bye;
- in return;
- to cry oneself to sleep;
- to grant a favour
- by accident
- to sleep soundly

- to get into a terrible rage
- to make up one's mind
- to be out of sight
- at full length
- to come to an end

**2. Here are some sentences from the text. Explain what the words in bold mean.**

1. But the people do not seem to be as friendly as the Munchkins, and I'm afraid we shall be unable to find a place **to pass the night**.

2. "Does he never go out?" asked the Scarecrow. – "Never. He sits day after day in the great Throne Room of his Palace, and even those who wait upon him do not **see him face to face**."

3. "That is very strange," said Dorothy, "but we must try, in some way, to see him, or we shall have **made our journey for nothing**."

4. He is powerful and terrible, and if you **come on an idle or foolish errand** to bother the wise reflections of the Great Wizard, he might be angry and destroy you all in an instant.

5. He said he will **grant you an audience**, if you so desire; but each one of you must enter his presence alone, and he will admit but one each day.

6. Of course this **politeness was wasted on** the Scarecrow; for when he found himself alone in his room he stood stupidly in one spot, just within the doorway, to wait till morning.

7. The Tin Woodman lay down on his bed **from force of habit**, for he remembered **when he was made of flesh**; but not being able to sleep, he passed the night moving his joints up and down to make sure they kept in good working order.

8. Now the Wicked Witch of the West had but one eye, yet that was **as powerful as a telescope**, and could see everywhere.

9. When the Wicked Witch looked out again and saw all her crows lying in a heap, she **got into a terrible rage**, and blew three times upon her silver whistle.

10. She could not understand how all her plans to destroy these strangers had failed; but she was a powerful Witch, as well as a wicked one, and she soon **made up her mind** how to act.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. Sit down and make yourselves \_\_\_\_\_ while I get us some coffee.
2. Could you \_\_\_\_\_ this gentleman to his table, please.
3. Sometimes when he was playing in the house, he would bump into his father by \_\_\_\_\_.
4. She stood in the road after he left, watching until he turned a corner and drove \_\_\_\_\_.
5. Most women apply the same old make-up year after year from force of \_\_\_\_\_.
6. Well, shall we take a \_\_\_\_\_ inside the coach-house and see what we've got?
7. I haven't made \_\_\_\_\_ about whether or not I will accept the new job.
8. It should be stressed that – in a time-honoured tradition – the King \_\_\_\_\_ to citizens to allow them to submit petitions and complaints directly.
9. For the first time in weeks, Ted will \_\_\_\_\_ tonight.
10. Sorry, I can't grant \_\_\_\_\_ to someone I don't respect anymore.
11. He gave me love without getting any in \_\_\_\_\_.
12. It is surely not a very pleasant moment when we have \_\_\_\_\_ to some of our colleagues, but we have to bear in mind that this is a part of life.
13. When the rain started, the crowd vanished \_\_\_\_\_.

**4. Match the words with their definitions.**

Words	Definitions
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1 fragrance	A (of a bright light) blind (a person or their eyes) temporarily
2 to rejoice	B a short journey in order to do something for someone, for example delivering or collecting something for them
3 peep (n.)	C to feel or show that you are very happy
4 studded (adj.)	D the feeling of being confused or worried by something you cannot understand
5 to dazzle	E to make a loud high noise with your voice because you are hurt, frightened, excited
6 perplexity	F a pleasant smell
7 errand	G rich and successful
8 contented (adj.)	H a quick or secret look at something
9 prosperous	I happy and satisfied because your life is good
10 to scream	J decorated with a lot of studs or small jewels

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. Now to his surprise he found that he no longer felt either doubt or \_\_\_\_\_ about these questions.
2. If you are \_\_\_\_\_ by oncoming traffic, slow down and look for a place to stop.
3. And among unloved tasks, household chores and \_\_\_\_\_, cleaning is one of the most hated.
4. After the war, Germany became one of Europe's most \_\_\_\_\_ countries.
5. When the winter wind whistled through the bare branches, the \_\_\_\_\_ of this spicy cake was comforting.
6. They sat in silence, eating, drinking, two amiable and \_\_\_\_\_ men.
7. She was pretty, with freckles, wearing a bright blue tracksuit with a white and gold \_\_\_\_\_ belt.

8. The birds were sweetly singing in the trees, the flowers were beautifully blooming, and all nature seemed to be \_\_\_\_\_.
9. There was a loud bang, and people started \_\_\_\_\_.
10. He got a \_\_\_\_\_ at her face before she slammed the door.

**6. Give the synonyms for the following words:**

1. Refreshed;
2. to dwell;
3. good-sized;
4. boldly;
5. to permit;
6. a large collection of;
7. countless;
8. to approach;
9. to demand;
10. tiny;
11. to mention;
12. enormous;
13. to seek;
14. willingly.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
fear			
			evidently
		beautiful	
terror			
	starve		

			thoughtfully
		angry	
	care		
success			
		pleased	

### Post-reading Section

**8. Study once again the words and expressions in exercise 1. Make up your own sentences with them recalling the situations, in which they are used in the text.**

**9. Find English equivalents to the following phrases.**

1. Проте такі маленькі створіння, як квіти мало не вбили мене, а такі маленькі звірята, як миші, врятували мені життя.
2. Мандрівники сильно зраділи, залишивши ліс далеко позаду.
3. Він зазвичай робить на свій лад.
4. Великі ворота, всі усіяні смарагдами, що виблискували на сонці.
5. Дороті натиснула кнопку і почула всередині сріблясте дзвякання.
6. Висока кімната з арками, стіни якої виблискували незліченною кількістю смарагдів.
7. Якби ви не надягли окуляри, яскравість і слава Смарагдового міста осліпили б вас.
8. На вулицях у лінію були розташовані красиві будинки, побудованими з зеленого мармуру і скрізь усіяні блискучими смарагдами.
9. Солдат змусив їх усіх витерти ноги о зелений килимок, перш ніж увійти в цю кімнату.
10. Він залишався (у тому ж стані) всю ніч, дивлячись на маленького павука, який плів свою павутину.

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11. Він мав форму стільця і виблискував дорогоцінними каміннями, як і все інше.
12. Він тремтячими кроками відповз назад до місця ближче до дверей.
13. Бляшаний Лісоруб махнув рукою і відрубав голову вовка від тіла.
14. Виключіть їм очі та порвіть їх на шматки.
15. Вона тупала ногою, рвала волосся та скреготіла зубами.

**10. Fill in the blanks with the prepositions.**

1. They passed \_\_\_\_\_ several of these houses during the afternoon, and sometimes people came to the doors and looked \_\_\_\_\_ them as if they would like to ask questions, but no one came near them nor spoke \_\_\_\_\_ them because \_\_\_\_\_ the great Lion.

2. The Lion ate some \_\_\_\_\_ the porridge, but did not care \_\_\_\_\_ it, saying it was made \_\_\_\_\_ oats and oats were food \_\_\_\_\_ horses, not \_\_\_\_\_ lions.

3. In front of them, and \_\_\_\_\_ the end of the road of yellow brick, was a big gate, all studded \_\_\_\_\_ emeralds that glittered so \_\_\_\_\_ the sun that even the painted eyes of the Scarecrow were dazzled \_\_\_\_\_ their brilliancy.

4. He opened the big box, and Dorothy saw that it was filled \_\_\_\_\_ spectacles \_\_\_\_\_ every size and shape.

5. \_\_\_\_\_ one place a man was selling green lemonade, and when the children bought it Dorothy could see that they paid \_\_\_\_\_ it with green pennies.

6. Therefore, as you must remain in the Palace \_\_\_\_\_ several days, I will have you shown \_\_\_\_\_ rooms where you may rest \_\_\_\_\_ comfort after your journey.

7. Dorothy put \_\_\_\_\_ a green silk apron and tied a green ribbon \_\_\_\_\_ Toto's neck, and they started \_\_\_\_\_ the Throne Room of the Great Oz.

8. The Lion was angry \_\_\_\_\_ this speech, but could say nothing \_\_\_\_\_ reply, and while he stood silently gazing \_\_\_\_\_ the Ball of Fire it became so furiously hot that he turned tail and rushed \_\_\_\_\_ the room.

9. The Wicked Witch looked \_\_\_\_\_ at Dorothy's feet, and seeing the Silver Shoes, began to tremble \_\_\_\_\_ fear, for she knew what a powerful charm belonged \_\_\_\_\_ them.

10. But the child was so proud \_\_\_\_\_ her pretty shoes that she never took them \_\_\_\_\_ except \_\_\_\_\_ night and when she took her bath.

**11. Attention and memory check.**

1. Why did no one come to travellers to speak to them?
2. What was there in the middle of the room where Dorothy was shown to?
3. How many eyes were there in the face of the Beast?
4. Who was the last to see the Wizard of Oz?
5. What colour did Dorothy's dress become after they left the Emerald City?
6. What did the Wicked Witch do when she saw Dorothy and her friends?
7. How many wolves attacked Dorothy and her friends?
8. What charm did the Golden Cap have?
9. Who did the Wicked Witch order to destroy Dorothy and her friends?
10. Why didn't the Wicked Witch dare to strike Dorothy?

**12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. The travellers were walking along the road of green brick.
2. When they came to a good-sized farmhouse, Dorothy came to the door and knocked. A big man opened it.
3. In front of them, at the end of the yellow brick road, was a large gate studded with emeralds.
4. The Guardian of the Gates took a big golden key from a peg on the wall and opened another gate.
5. There were no horses nor animals of any kind; the men carried things in green cars.

6. In the wardrobe there were many green dresses, made of silk and satin and velvet.

7. The Scarecrow came into the great Throne Room and saw a most lovely Lady, sitting in the emerald throne.

8. The Wicked Witch was angry, she blew upon a silver whistle for the first time and at once a lot of birds came to her.

9. In the cupboard there was a Golden Cap, with a circle of diamonds and rubies running round it.

10. The Wicked Witch thought she would go into the courtyard and harness the Cowardly Lion like a horse.

#### **IV. Discussion**

##### **13. Discuss the following points.**

1. Highlight the most important, in your opinion, events in chapters 10 – 12.
2. Why were people afraid to talk to Dorothy and her friends?
3. What information about Oz did the farmer give the friends?
4. Why did the guardian of the gates made them wear spectacles?
5. Why did the soldier blow a whistle?
6. Why was Oz interested to see Dorothy?
7. What did Oz want Dorothy to do for him in return?
8. Imagine you are the Wicked Witch of the West. Tell the class about your fight with Dorothy and her friends.

##### **14. Read the clues and do this crossword with 16 words that are used in chapters 10 – 12.**

###### **Down**

- 1 a large untidy pile of things;
- 2 to make a high or musical sound by blowing air out through your lips;
- 3 to damage something so badly that it no longer exists or cannot be used or repaired;

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**4** rich and successful;

**5** to open your mouth wide and breathe in deeply because you are tired or bored;

**6** a) to look at something quickly and secretly, especially through a hole or opening; b) a quick or secret look at something;

**7** a) an attempt to achieve or obtain something, b) an offer to do work or provide services;

**8** very thin transparent material with very small holes in it;

**9** not working or producing anything.

**Across**

**1** a special chair used by a king or queen at important ceremonies;

**2** the feeling of being confused or worried by something you cannot understand;

**3** a circle made of gold and decorated with jewels, worn by kings and queens on their heads;

**4** a short journey in order to do something for someone, for example delivering or collecting something for them;

**5** a strong feeling of uncontrollable anger;

**6** in a very angry manner;

**7** a) extremely severe in a way that causes harm or damage, b) very bad.

						1↓						
										2↓		
1→								3↓		W		
			4↓									5↓
		2→										

3→												
	6↓					7↓						
4→											8↓	
					9↓			5→				
	6→											
			7→									

## Unit 5

(Chapters 13 – 15)

### Pre-reading Section

#### I. Practise pronunciation of the following words:

Ache /eɪk/, bestow /bɪ'stəʊ/, bewilderment /bɪ'wɪldəmənt/, bondage /'bɒndɪdʒ/, branch /brɑːnʃ/, collar /'kɒlə/, gracious /'ɡreɪʃəs/, hasten /'heɪs(ə)n/, jewel /'dʒuːəl/, murmur /'mɜːmə/, plague /pleɪɡ/, plight /plaɪt/, precious /'preʃəs/, princess /prɪn'ses/, rescue /'reskjʊː/, ruby /'ruːbi/, smooth /smuːð/, solemn /'sɒləm/, squeaky /'skwiːki/, straighten /'streɪt(ə)n/, ventriloquist /ven'trɪləkwɪst/, vexed /vekst/, whimper /'wɪmpə/.

#### II. Pre-reading tasks

1. Imagine you are an owner of the Golden Cap. What would you ask the Winged Monkeys to do?
2. Comment on the proverb “A friend is never known till needed”.
3. Do you agree that Dorothy is a real friend? Explain your point of view.



### III. Vocabulary tasks

#### 1. Check the meaning of the suggested list of useful words and expressions:

- to treat smb with (cruelty);
- to shed tears;
- in a short time;
- to claim smb's promise;
- to be determined to do smth;
- to shake hands with sb;
- to lose one's way;
- to lose heart;
- to be full of mischief;
- to say a kind word for smb;
- to set eyes on smb;
- to undergo hardships and slavery;
- to keep one's promise;
- common mortals;
- do away with;
- a matter of opinion;
- to keep a secret.

#### 2. Here are some sentences from the text. Explain what the words in bold mean.

1. There was great rejoicing among the yellow Winkies, for they had been made to work hard during many years for the Wicked Witch, who had always **treated them with great cruelty.**

2. They traveled that day and part of the next until they came to the rocky plain where the Tin Woodman lay, **all battered and bent.**

3. To be sure, there were several patches on him, but the tinsmiths did a good job, and as the Woodman **was not a vain man** he did not mind the patches at all.

4. And she **scampered out of sight**, with all the mice hurrying after her.

5. My grandfather was at that time the King of the Winged Monkeys which lived in the forest near Gayelette's palace, and the old fellow **loved a joke better than a good dinner**.

6. "Quelala being the first owner of the Golden Cap," replied the Monkey, "he was the first **to lay his wishes upon us**".

7. The waiting was tiresome and wearing, and at last they grew vexed that Oz should **treat them in so poor a fashion**, after sending them to undergo hardships and slavery.

8. They kept close to the door and closer to one another, for **the stillness of the empty room was more dreadful** than any of the forms they had seen Oz take.

9. When you came to me, I was willing to promise anything if you would only **do away with the other Witch**; but, now that you have melted her, I am ashamed to say that I cannot keep my promises.

10. **I'm not much of a magician**, as I said; but if you will come to me tomorrow morning, I will stuff your head with brains.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. Despite her seniority, Margot was never \_\_\_\_\_ treated with much respect.

2. We must not lose \_\_\_\_\_, or it will be the worse both for ourselves and for those whom we love.

3. Sally introduced us and as we \_\_\_\_\_, though she smiled, her eyes remained cool as she silently appraised me.

4. All this may be a \_\_\_\_\_ of opinion, and of course, opinions vary from different political viewpoints.

5. As long as the governing elite works in this splendour, one cannot expect that they will ever behave like \_\_\_\_\_.

6. He was by nature soft-hearted, so that he often \_\_\_\_\_ tears through warm sympathy.

7. Computerization has enabled us to \_\_\_\_\_ a lot of paperwork.

8. I can easily get lost in any place, even if it's quite impossible to \_\_\_\_\_ there.

9. She said she wanted to keep a \_\_\_\_\_ to her husband that she would spend more time with the family.

10. Most development projects, however, are under pressure to show impact over large areas in a \_\_\_\_\_.

#### 4. Match the words with their definitions.

Words	Definitions
1 murmur	A to keep complaining in an unhappy way.
2 determined	B to cause pain, suffering, or trouble to someone, especially for a long period of time.
3 to grumble	C to make someone believe something that is not true.
4 mischief	D having a strong desire to do something, so that you will not let anyone stop you.
5 to plague	E a feeling of being very confused.
6 gracious	F very serious and not happy, for example because something bad has happened or because you are at an important occasion.
7 hardship	G a complaint, but not a strong or official complaint.

<b>8</b> solemn	<b>H</b> bad behaviour, especially by children, that causes trouble or damage, but no serious harm.
<b>9</b> bewilderment	<b>I</b> behaving in a polite, kind, and generous way, especially to people of a lower rank.
<b>10</b> to deceive	<b>J</b> something that makes your life difficult or unpleasant, especially a lack of money, or the condition of having a difficult life.

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. He was such a \_\_\_\_\_ host, it was remarked that in another life he might have run a great hotel.

2. The people standing beside me were \_\_\_\_\_ about not being able to find a place to park.

3. Rising food prices caused great \_\_\_\_\_ for most of the population.

4. The judge read the verdict in a clear and \_\_\_\_\_ voice.

5. They've got enough toys to keep them out of \_\_\_\_\_ for a while.

6. There wasn't a \_\_\_\_\_ of disapproval from the drug testers – all the ingredients were natural and contained no chemical stimulants.

7. He had been \_\_\_\_\_ by a young man claiming to be the son of a millionaire.

8. Frederick was \_\_\_\_\_ with one illness after another throughout his childhood, mainly suffering from asthma and other breathing problems.

9. I was \_\_\_\_\_ to be a professional dancer, and practised for hours every day.

10. She accepted the news of war with \_\_\_\_\_ and sadness; feelings she soon learned to keep to herself.

**6. Give the synonyms for the following words:**

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1. Rejoicing;
2. to hasten;
3. tiresome;
4. to undergo;
5. to converse;
6. common;
7. dismay;
8. to be surprised;
9. dreadful.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
	<b>straighten</b>		
		<b>comfortable</b>	
<b>sight</b>			
	<b>obey</b>		
			<b>cheerfully</b>
		<b>free</b>	
			<b>angrily</b>
		<b>sleepless</b>	
<b>mistake</b>			
		<b>invisible</b>	

### **Post-reading Section**

**8. Study once again the words and expressions in exercise 1. Make up your own sentences with them recalling the situations, in which they are used in the text.**

**9. Find English equivalents to the following phrases.**

1. Вони святкували цей день як свято і тоді, і назавжди.
2. Пролити кілька сліз ... через сумний стан свого старого друга.
3. Вирівняти ці вм'ятини... і зігнути його у належну форму, і запаяти все, де він зламаний.
4. Інші шліфували лезо, поки вся іржа не була видалена, і він виблискував, як поліроване срібло.
5. Вони дали тростину з золотим набалдашником, щоб він не спотикався.
6. Вони побачили, що ніякої шкоди не малось на меті, тож вони досить весело подорожували повітрям.
7. Вона знайшла хлопчика, красивого та мужнього, який був мудрим не по рокам.
8. Чекати було набридливим і таким, що стомлює.
9. Вони були розсерджені, бо Оз поставився до них так погано.
10. Для очей простих смертних я невидимий.
11. Це, безперечно, прекрасне місце, яке рясніє коштовностями та дорогоцінними металами.
12. Справжня мужність – це зіткнутися з небезпекою, коли ти боїшся, і такої мужності у тебе багато.
13. Ви помиляєтесь, бажаючи серця. Воно робить більшість людей нещасними.
14. Тобі пощастило не мати серця.
15. Зі свого боку, я витримаю всі нещастя без нарікання.

**10. Fill in the blanks with the prepositions.**

1. The Winkies said that they would be delighted to do all \_\_\_\_\_ their power \_\_\_\_\_ Dorothy, who had set them free \_\_\_\_\_ bondage.
2. When, at last, he walked \_\_\_\_\_ Dorothy's room and thanked her \_\_\_\_\_ rescuing him, he was so pleased that he wept tears of joy, and Dorothy had to wipe

every tear carefully from his face \_\_\_\_\_ her apron, so his joints would not be rusted.

3. \_\_\_\_\_ a few minutes they heard the pattering of tiny feet, and many of the small gray mice came running \_\_\_\_\_ her.

4. Perhaps some of us were rather too full \_\_\_\_\_ mischief \_\_\_\_\_ times, flying down to pull the tails of the animals that had no wings, chasing birds, and throwing nuts \_\_\_\_\_ the people who walked in the forest.

5. \_\_\_\_\_ his word the band flew down and seized Quelala, carried him \_\_\_\_\_ their arms until they were \_\_\_\_\_ the middle of the river, and then dropped him \_\_\_\_\_ the water.

6. Quelala said a kind word \_\_\_\_\_ them also; so that Gayelette finally spared them, \_\_\_\_\_ condition that the Winged Monkeys should ever after do three times the bidding of the owner \_\_\_\_\_ the Golden Cap.

7. The strange creatures set the travelers down carefully before the gate of the City, the King bowed low \_\_\_\_\_ Dorothy, and then flew swiftly \_\_\_\_\_ followed \_\_\_\_\_ all his band.

8. Then he led them \_\_\_\_\_ his little room and locked the spectacles from the great box \_\_\_\_\_ all their eyes, just as he had done before. Afterward they passed on \_\_\_\_\_ the gate into the Emerald City.

9. He pointed \_\_\_\_\_ one corner, in which lay the great Head, made out \_\_\_\_\_ many thicknesses of paper, and \_\_\_\_\_ a carefully painted face.

10. For a day and a night I traveled \_\_\_\_\_ the air, and on the morning of the second day I awoke and found the balloon floating \_\_\_\_\_ a strange and beautiful country.

### **11. Attention and memory check.**

1. How long did it take the Winkies to mend the Tin Woodman?
2. Who did the Winkies ask to stay and rule their country?
3. Who made the Winged Monkeys obey the charm of the Golden Cap?
4. How much did the Golden Cap cost?

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5. Why was the Wizard frightened when he was given a message from our friends?

6. What was one of the greatest fears of the Wizard of Oz?

7. What shape of the Wizard of Oz did the friends see when they entered the Throne Room?

8. What did the Wizard of Oz turn to be?

9. What is the only thing that brings knowledge as the Wizard of Oz thinks?

10. What did the Wizard of Oz ask in return for his help?

**12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. The Winkies carried the Lion back to the Blue Castle.

2. The Scarecrow's clothes were on a very tall tree.

3. On the way to the Emerald City the travellers saw the scarlet fields.

4. Dorothy decided to ask the wolves to find the way to the City.

5. The Golden Cap had a certain charm written inside it.

6. The Winged Monkeys were a free people long before Oz came to rule over this land.

7. There was one time Dorothy had the right to lay her wish upon the Winged Monkeys.

8. The travellers had no word from the Great Oz for several days, when they got to the City.

9. The Wizard of Oz was a little trembling man.

10. The Wizard of Oz was born in Kansas.

#### **IV. Discussion**

**13. Discuss the following points.**

1. Highlight the most important, in your opinion, events in chapters 13 – 15.

2. Imagine you are the Tin Woodman or the Scarecrow. Make a pretty speech in return for the presents made by the Winkies.



3. Imagine you are the King of the Winged Monkeys. Tell the class the story of your people.

4. Do you think it is fair enough that the Winged Monkeys were punished for their behaviour?

5. Comment on the Wizard's words: "Experience is the only thing that brings knowledge, and the longer you are on earth the more experience you are sure to get."

6. Express your opinion about the Wizard's words: "All you need is confidence in yourself. There is no living thing that is not afraid when it faces danger. The True courage is in facing danger when you are afraid."

7. Do you agree with the Wizard that the heart makes most people unhappy?

**14. Read the clues and do this crossword with 16 words that are used in chapters 13 – 15.**

**Down**

**1** someone who entertains people by speaking without moving their lips and making it seem that the words are spoken by a model of a person called a dummy;

**2** making you feel annoyed or impatient;

**3** a large shiny black bird with a loud cry;

**4** annoyed or worried;

**5** to damage something such as paper or cloth by pulling it hard or letting it touch something sharp;

**6** to cause pain, suffering, or trouble to someone, especially for a long period of time;

**7** bad behaviour, especially by children, that causes trouble or damage, but no serious harm;

**8** the red liquid that your heart pumps around your body.

**Across**

**1** a feeling of being very confused.

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**2** a) to save someone or something from a situation of danger or harm, b) when someone or something is rescued from danger.

**3** not able to live for ever.

**4** a) a continuous or prolonged dull pain in a part of one's body, b) an emotion experienced with painful or bittersweet intensity.

**5** a complaint, but not a strong or official complaint.

**6** in a severe, cruel, or unkind way.

**7** having wings.

**8** to feel annoyed or upset about something.

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1→												
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## Unit 6

### (Chapters 16 – 18)

#### Pre-reading Section

##### I. Practise pronunciation of the following words:

Bow /bau/, company /'kʌmpəni/, curiosity /,kjʊəri'ɒsəti/, desert /'dezət/, eagerly /'i:gəli/, engaged /ɪn'geɪdʒd/, fortune /'fɔ:ʃən/, guard /gɑ:d/, hesitate /'hezɪteɪt/, launch /lɔ:nʃ/, measure /'meʒə/, mourn /mɔ:n/, pleasantly /'plez(ə)ntli/, pour /pɔ:/, proud /praʊd/, quite /kwaɪt/, sawdust /'sɔ:dʌst/, sew /səʊ/, swallow /'swɒləʊ/, thoroughly /'θɒrəli/, thread /θred/.

##### II. Pre-reading tasks

1. If you were the owner of the Golden Cap, what three wishes would you ask the Winged Monkeys to do?
2. Would you forgive the Wizard of Oz if you discovered that he was a humbug? Why?/Why not?

##### III. Vocabulary tasks

##### 1. Check the meaning of the suggested list of useful words and expressions:

- to be engaged in deep thought;
- to be proud at the fulfilment of one's greatest wish;
- to put sth in the right place;
- never mind;
- to wish smb every joy on account of one's good fortune;
- to be happy and contented;
- to face an army;
- not to have the faintest notion;
- it's quite beyond one's powers to do sth;

- to make a visit to smb
- to say sth in a loud voice;
- to rule over smb;
- to guard against mishap;
- to be satisfied with one's lot;
- it's just the thing!
- to cry with disappointment.

**2. Here are some sentences from the text. Explain what the words in bold mean.**

1. The Scarecrow went in and found the little man sitting down by the window, **engaged in deep thought**.

2. Having shaken them together thoroughly, he filled the top of the Scarecrow's head with the mixture and **stuffed the rest of the space with straw**, to hold it in place.

3. Then the Tin Woodman went back to his friends, who wished him every joy **on account of his good fortune**.

4. "Well, I'm not sure about Kansas," said Oz, "**for I haven't the faintest notion** which way it lies. But the first thing to do is to cross the desert, and then it should be easy to find your way home."

5. First there was a strip of light green silk, then a strip of dark green and then a strip of emerald green; for Oz **had a fancy** to make the balloon in different shades of the color about them.

6. **It took three days** to sew all the strips together, but when it was finished they had a big bag of green silk more than twenty feet long.

7. Still, for many days **they grieved over the loss of the Wonderful Wizard**, and would not be comforted.

8. When he had finished, he thanked her kindly and oiled himself thoroughly with his jeweled oil-can, **to guard against mishap**.

9. Dorothy was ready to cry with disappointment. "I **have wasted the charm of the Golden Cap to no purpose**," she said, "for the Winged Monkeys cannot help me."

10. I have heard that Glinda is a beautiful woman, **who knows how to keep young in spite of the many years she has lived**.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. She seems happy enough with her \_\_\_\_\_ in life.
2. Sorry, I was so engaged in \_\_\_\_\_ that I didn't hear what you just said.
3. To be happy in life you must first be happy and \_\_\_\_\_ with yourself.
4. I wanted to ask you to bring home some supper, but \_\_\_\_\_, I will quickly cook something.
5. A lot of leisure trips are expected to take place on the roads between Christmas Day and New Year's Day, as drivers \_\_\_\_\_ to friends and family.
6. Charles de Gaulle once lamented that he simply could not \_\_\_\_\_ a country that had 385 different kinds of cheese!
7. Just smile and walk away when you want to cry with \_\_\_\_\_.
8. In my childhood my mother always asked me to put everything in \_\_\_\_\_.
9. Many people experience a sense of \_\_\_\_\_ when they finally achieve their life's dream, or even when they take a step towards it.
10. The President \_\_\_\_\_ the difficult task of putting the economy back on its feet.

**4. Match the words with their definitions.**

Words	Definitions
1 bran	A happy and satisfied because your life is good
2 sawdust	B to make someone feel annoyed or worried
3 contented	C the outer covering of grain that is separated when making white flour

<b>4</b> to long	<b>D</b> a small accident or mistake that does not have very serious results
<b>5</b> mishap	<b>E</b> to move easily through air
<b>6</b> lot	<b>F</b> a large area of land where it is always very hot and dry, and there is a lot of sand
<b>7</b> to vex	<b>G</b> very small pieces of wood that are left when you have been cutting wood
<b>8</b> desert	<b>H</b> to feel very sad and to miss someone after they have died
<b>9</b> to mourn	<b>I</b> the kind of life you have or the things that you have or experience
<b>10</b> to float	<b>J</b> to want something very much, especially when it seems unlikely to happen soon

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. Melody felt that she was unable to invite guests over to her house, because it would \_\_\_\_\_ her painfully shy husband.
2. About 65 percent of paper bags are made from wood, primarily wood waste such as \_\_\_\_\_ and lumber scraps.
3. Fluffy white clouds were \_\_\_\_\_ across the sky.
4. Queen Victoria \_\_\_\_\_ Prince death for 40 years.
5. He \_\_\_\_\_ for the good old days when teachers were shown respect.
6. The parade was very well organized and passed without \_\_\_\_\_.
7. Summers are very hot and dry when you live in a \_\_\_\_\_ area.
8. They sat in silence, eating, drinking, two amiable and \_\_\_\_\_ men.
9. Having tried \_\_\_\_\_ flakes you might well find that you like them just as much as ordinary cornflakes.
10. Sometimes you just have to accept your \_\_\_\_\_ in life.

**6. Give the synonyms for the following words:**

1. To deceive;
2. cheerful;
3. proper;
4. fulfilment;
5. entirely;
6. to rule;
7. contented.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
<b>measure</b>			
	<b>protect</b>		
		<b>different</b>	
			<b>respectfully</b>
<b>reason</b>			
	<b>believe</b>		
		<b>deep</b>	
			<b>uneasily</b>
	<b>help</b>		
<b>imagination</b>			

**Post-reading Section**

**9. Find English equivalents to the following phrases.**

1. Ти будеш кращої думки про мене, коли почуєш чудові думки, які буде виробляти мій новий мозок.
2. Отже чарівник відстебнув голову і випорожнив солому.

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3. Опудало було і задоволене, і горде через здійснення свого найбільшого бажання.

4. Мозок його голови зверху сильно випинався.

5. Оз приніс бляхарські ножиці та вирізав невеликий квадратний отвір у лівій частині грудей Бляшаного Лісоруба.

6. Він підійшов до шафи і, дотягнувшись до високої полиці, зняв квадратну зелену пляшку.

7. Він виявив, що це серце було добріше і ніжніше, ніж те, яке було у нього, коли він був зроблений з плоті.

8. Створити циклон – це зовсім не в моїх силах.

9. Поступово повітряна куля роздулася та піднімалась у повітря, поки нарешті гондола ледве торкалася землі.

10. Я наказую вам підкорятися йому так само, як і мені.

11. Це зробило його вагу настільки набагато легшим ніж повітря (поза ним), що він сильно тягнув, щоб піднявся в небо.

12. Воістину, я мав би бути невдячним, якщо б не оплакував би людину, яка подарував мені моє чарівне серце.

13. Це якраз те, що треба.

14. У лісі є дикі звірі та раса диваків, які не люблять, щоб чужинці перетинали їх країну.

15. Якби не Дороті, у мене б ніколи не було мозку.

**10. Fill in the blanks with the prepositions.**

1. "I have always liked you \_\_\_\_\_ you were," said Dorothy simply. "It is kind \_\_\_\_\_ you to like a Scarecrow," he replied.

2. You must excuse me \_\_\_\_\_ taking your head off, but I shall have to do it \_\_\_\_\_ order to put your brains \_\_\_\_\_ their proper place.

3. \_\_\_\_\_ the fourth day, \_\_\_\_\_ her great joy, Oz sent \_\_\_\_\_ her, and when she entered the Throne Room he greeted her pleasantly.



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4. You see, when I came \_\_\_\_\_ this country it was in a balloon. You also came \_\_\_\_\_ the air, being carried \_\_\_\_\_ a cyclone.

5. If I should go \_\_\_\_\_ \_\_\_\_\_ this Palace my people would soon discover I am not a Wizard, and then they would be vexed \_\_\_\_\_ me \_\_\_\_\_ having deceived them.

6. Toto had run into the crowd to bark \_\_\_\_\_ a kitten, and Dorothy at last found him. She picked him \_\_\_\_\_ and ran \_\_\_\_\_ the balloon.

7. She was \_\_\_\_\_ a few steps of it, and Oz was holding out his hands to help her \_\_\_\_\_ the basket, when, crack! went the ropes, and the balloon rose \_\_\_\_\_ the air \_\_\_\_\_ her.

8. Then the Tin Woodman wept \_\_\_\_\_ several minutes, and she watched the tears carefully and wiped them away \_\_\_\_\_ the towel.

9. "We are not so unlucky," said the new ruler, " \_\_\_\_\_ this Palace and the Emerald City belong \_\_\_\_\_ us, and we can do just as we please."

10. "The Quadlings think she is good," said the soldier, "and she is kind \_\_\_\_\_ everyone. I have heard that Glinda is a beautiful woman, who knows how to keep young \_\_\_\_\_ spite \_\_\_\_\_ the many years she has lived."

**11. Attention and memory check.**

1. What did the Scarecrow's new brains consist of?
2. What was the Woodman's new heart made of?
3. How did the Lion get his courage?
4. How many days didn't Dorothy receive any news from the Wizard?
5. What problem did Oz have in his plan of making a balloon?
6. What was the balloon made of?
7. Who did Oz leave as the King of Emerald City?
8. Why couldn't the Winged Monkeys help Dorothy to come back to Kansas?
9. What did Glinda look like?
10. Who decided to go with Dorothy to the Land of the South?

**12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. A little man went to a cupboard and reaching up to a high shelf took down a square red bottle.
2. The Lion drank till the dish was empty.
3. Oz knew how to help Dorothy.
4. For two days Dorothy heard nothing from Oz.
5. On the fourth day Oz sent for Dorothy.
6. Oz ordered to carry the balloon into the Palace.
7. Dorothy couldn't find Toto anywhere.
8. The Scarecrow was the ruler of the Emerald city.
9. The people weren't proud of him and didn't love him.
10. The Scarecrow said that they would go in two days.

**IV. Discussion**

**13. Discuss the following points.**

1. Highlight the most important, in your opinion, events in chapters 16 – 18.
2. What are your impressions of the Wizard of Oz?
3. In your opinion, what is the role of imagination in our life? How does imagination affect our lives? What are the benefits of using your imagination? Is too much imagination a bad thing? Think of any examples, stories about the power of imagination.
4. Do you think the Scarecrow will be a good ruler of the Emerald city? Why?/Why not?
5. What do you think the Wizard's future life will be?
6. Put yourself in Dorothy's place. Speak about your thoughts, emotions and feelings after Oz flew away.

**14. Read the clues and do this crossword with 16 words that are used in chapters 16 – 18.**

**Down**

**1** feeling pleased about something that you have done or something that you own, or about someone or something you are involved with or related.

**2** a small thin piece of steel, with a point at one end and a hole in the other, used for sewing.

**3** a feeling of unhappiness because something is not as good as you expected, or has not happened in the way you hoped.

**4** to hit or knock something quickly several times.

**5** enjoyably or attractively and making you feel happy.

**6** the dried stems of wheat or similar plants that animals sleep on, and that are used for making things such as baskets, hats etc.

**Across**

**1** when you are with other people and not alone.

**2** a chance or luck, and the effect that it has on your life.

**3** very small pieces of wood that are left when you have been cutting wood.

**4** to use more money, time, energy etc. than is useful or sensible.

**5** to make a liquid or other substance flow out of or into a container by holding it at an angle.

**6** a large area of land where it is always very dry, there are few plants, and there is a lot of sand or rocks.

**7** a long thin string of cotton, silk etc. used to sew or weave cloth.

**8** a short thin piece of metal with a sharp point at one end, used especially for fastening together pieces of cloth while making clothes.

**9** in a way that is very keen and excited about something that is going to happen or about something you want to do.

**10** a) completely, b) carefully, so that nothing is forgotten.

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1→												
	3↓											
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10→												

## Unit 7

(Chapters 19 – 21)

### Pre-reading Section

#### I. Practise pronunciation of the following words:

Anxious /'æŋkʃəs/, assemblage /ə'semblɪdʒ/, awkward /'ɔ:kwəd/, clumsy /'klʌmzi/, fiercely /'fiəsli/, gorgeous /'gɔ:ʒəs/, growling /'graulɪŋ/, howl /haʊl/, immediately /ɪ'mi:diətli/, injury /'ɪndʒ(ə)rɪ/, pure /pjʊə/, seize /si:z/, smooth /smu:ð/, surface /'sɜ:fɪs/, roughly /'rʌfli/, through /θru:./

## II. Pre-reading tasks

1. Would you forgive Oz as Dorothy did even if he hadn't kept his promise?

Give your reasons.

2. Why do you think the friends successfully overcame difficulties during their journey to the South?

3. Think of films, books, stories about the King of Beasts. Speak about the main character traits of the King of Beasts.

## III. Vocabulary tasks

1. Check the meaning of the suggested list of useful words and expressions:

- to get into trouble;
- to be in the best of spirits;
- to be filled with the hope of;
- to be of use to smb;
- to go along at a brisk pace;
- to take a last look;
- to keep a promise;
- to do one's best;
- to change the direction;
- to be in the lead;
- to make up one's mind;
- to catch sight of smb/smth;
- to take care of smb;
- to put an end to smb/smth.

2. Here are some sentences from the text. Explain what the words in bold mean.

1. The next morning Dorothy **kissed** the pretty green girl **good-bye**.

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2. They were all in the **best of spirits**, and laughed and chatted together.
3. Oz had not kept the promise he made her, but **he had done his best**, so she forgave him.
4. He was raised from the ground and **flung headlong** among his fellow travelers.
5. **After a time** the ladder was finished.
6. Dorothy had to **follow close behind** and **keep him from falling off**.
7. "**There!**" cried the milkmaid angrily.
8. They **kept along the well-trodden path** until they came to an opening in the wood.
9. It looked so ugly that its **foe turned up his nose in disgust**.
10. You need fear your enemy **no longer**.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. He left with a \_\_\_\_\_ that he would be back before six.
2. The other is preventive health \_\_\_\_\_ for all, including prenatal care.
3. We \_\_\_\_\_ to make sure it's up-to-date information.
4. If you start any \_\_\_\_\_, you'll regret it.
5. She was chosen to \_\_\_\_\_ to violence in Oakland.
6. The house is hidden from \_\_\_\_\_ behind trees.
7. Sarah has \_\_\_\_\_ of studying to be a nurse.
8. Photographic film cameras on satellites would \_\_\_\_\_ until the means of recovering film capsules from orbit could be developed.
9. He \_\_\_\_\_ after the first lap of the race.
10. She was tired and her \_\_\_\_\_ were low.

**4. Match the words with their definitions.**

Words	Definitions
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<b>1</b> moss	<b>A</b> to make a series of long low sounds, especially a long distance away from you
<b>2</b> to cling	<b>B</b> very big, fast, powerful etc
<b>3</b> to rumble	<b>C</b> a fierce person or animal is angry or ready to attack, and looks very frightening
<b>4</b> to judge	<b>D</b> a very small green plant that grows in a thick soft furry mass on wet soil, trees, or rocks
<b>5</b> tremendous	<b>E</b> the thick central woody stem of a tree
<b>6</b> trunk	<b>F</b> to pull someone somewhere where they do not want to go, in a way that is not gentle
<b>7</b> to crawl	<b>G</b> to form or give an opinion about someone or something after thinking carefully about all the information you know about them
<b>8</b> to drag	<b>H</b> to move along on your hands and knees with your body close to the ground
<b>9</b> fierce	<b>I</b> very strong and powerful, or very big and impressive
<b>10</b> mighty	<b>J</b> to stick to someone or something, or seem to surround them

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. The therapist \_\_\_\_\_ that Margaret had made a serious attempt to kill herself.
2. She praised her husband for the \_\_\_\_\_ support he had given her.
3. It took several hours to drive the 50 miles, \_\_\_\_\_ along through the snow.
4. The dog was standing at the gate, looking \_\_\_\_\_ and growling.
5. Marge \_\_\_\_\_ to Janey and stared at the blank door in horror.
6. She loved it down there so much, we just about had \_\_\_\_\_ her out of the water.

7. Where moisture is limited and productivity low the \_\_\_\_\_ covering remains thin.

8. Let us hope the Medical Research Council can \_\_\_\_\_ a few answers.

9. Their only win was a 1-point thriller, at home, over those \_\_\_\_\_ Minnesota Timberwolves.

10. Forty feet away was a nest box fixed to a tree \_\_\_\_\_ at a height of 8 feet above the ground.

**6. Give the synonyms for the following words:**

1. To deceive;
2. cheerful;
3. proper;
4. fulfilment;
5. entirely;
6. to rule;
7. contented.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
	<b>judge</b>		
	<b>deceive</b>		
		<b>cheerful</b>	
	<b>threaten</b>		
<b>variety</b>			
		<b>disagreeable</b>	
		<b>solid</b>	
<b>trouble</b>			
courage		<b>courageous</b>	



reproach		reproachful	
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### Post-reading Section

**8. Study once again the words and expressions in exercise 1. Make up your own sentences with them recalling the situations, in which they are used in the text.**

**9. Find English equivalents to the following phrases.**

1. Він із захватом нюхав свіже повітря і помахував хвостом з боку в бік.
2. Тото бігав навколо них і ганявся за метеликами та мошками, весь час весело гавкаючи.
3. Вони могли бачити безліч веж і шпилів за зеленими стінами, а високо над усім – загострені башточки та купол.
4. Вони не наважувалися змінити напрямок своєї подорожі, боячись загубитися.
5. Але щойно він потрапив під перші гілки, вони нахилилися і скрутилися навколо нього.
6. Мені не боляче, коли мене кидають.
7. Усі вони побігли вперед і пройшли під деревом без травм.
8. Маленька гілочка ... спіймала Тото та трясла його, поки він не завив.
9. Дайте спокій своєму мозку та не турбуйтеся про стіну.
10. Вона була міцна та відповідала би їхній меті.
11. Тото підійшов і одразу почав гавкати, але Дороті змусила його замовкнути.
12. Я повинна відвести її до майстерні, щоб її знову приклеїли.
13. Доярка кидала через плече багато докірливих поглядів на незграбних незнайомців.
14. Щоразу, коли когось із нас забирають, наші суглоби твердіють, і ми можемо тільки прямо стояти і красиво виглядати.

15. Нам пощастило, що ми не заподіяли цим маленьким людям більшої шкоди, ніж зламали корові ногу та церкву.

### 10. Fill in the blanks with the prepositions.

1. They all shook hands \_\_\_\_\_ the soldier \_\_\_\_\_ the green whiskers, who had walked with them \_\_\_\_\_ far \_\_\_\_\_ the gate.

2. They could leave the beautiful City to get \_\_\_\_\_ new trouble. But he \_\_\_\_\_ once unlocked their spectacles, which he put \_\_\_\_\_ \_\_\_\_\_ the green box.

3. \_\_\_\_\_ \_\_\_\_\_ the Lion, he sniffed the fresh air \_\_\_\_\_ delight and whisked his tail \_\_\_\_\_ side to side \_\_\_\_\_ pure joy \_\_\_\_\_ being \_\_\_\_\_ the country again.

4. The first day's journey was \_\_\_\_\_ the green fields and bright flowers that stretched \_\_\_\_\_ the Emerald City \_\_\_\_\_ every side.

5. The Scarecrow climbed farther \_\_\_\_\_ and sat \_\_\_\_\_ \_\_\_\_\_ the top \_\_\_\_\_ the wall, and Dorothy put her head \_\_\_\_\_ and cried, "Oh, my!" just \_\_\_\_\_ the Scarecrow had done.

6. When they were all sitting \_\_\_\_\_ a row \_\_\_\_\_ the top \_\_\_\_\_ the wall, they looked \_\_\_\_\_ and saw a strange sight.

7. Why do you stare \_\_\_\_\_ poor old Mr. Joker? You're quite \_\_\_\_\_ stiff and prim \_\_\_\_\_ if you'd eaten \_\_\_\_\_ a poker!

8. It was not \_\_\_\_\_ high \_\_\_\_\_ the first, however, and \_\_\_\_\_ standing \_\_\_\_\_ the Lion's back they all managed to scramble \_\_\_\_\_ the top.

9. It is a most tremendous monster, \_\_\_\_\_ a great spider, \_\_\_\_\_ a body \_\_\_\_\_ big \_\_\_\_\_ an elephant and legs \_\_\_\_\_ long \_\_\_\_\_ a tree trunk.

10. Then the beasts bowed \_\_\_\_\_ \_\_\_\_\_ the Lion as their King, and he promised to come \_\_\_\_\_ and rule \_\_\_\_\_ them \_\_\_\_\_ soon \_\_\_\_\_ Dorothy was safely \_\_\_\_\_ her way \_\_\_\_\_ Kansas.

### 11. Attention and memory check.

1. Where did the friends go after leaving the Emerald City?

2. What was strange about the wood on their way?
3. What was the wall made of?
4. How tall were the houses and people in the china country?
5. What did the friends break in that country?
6. Why the china people wouldn't like to leave their country?
7. What was happening at an opening when the travellers came?
8. What breed of animals was absent at an opening and why?
9. What was discussed at the meeting?
10. What did the spider look like?

**12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. The Lion was eager to demonstrate the other animals its bravery.
2. There were several rows of trees in the wood down that performed the function of the policemen of the forest.
3. The Woodman's ladder looked very nice.
4. The friends were astonished, having climbed the wall.
5. The clown the travellers met was frequently mended.
6. The people in the china country greeted the travellers on their way.
7. After leaving the china country, the friends entered two forests.
8. The Lion didn't hesitate to fight the monster.
9. The animals would be glad to acknowledge the Lion as their king.
10. The Lion hit the monster several times to make sure it was quite dead.

**IV. Discussion**

**13. Discuss the following points.**

1. Highlight the most important, in your opinion, events in chapters 19 – 21.
2. In your opinion, would they have chance to cross the forest without the Woodman?

3. Imagine you are the china milkmaid. Tell the class about your impression of the meeting with the strangers.

4. Act out an imaginary dialogue between the milkmaid and the mender.

5. Imagine you are the china Princess. Describe your feelings when you saw Dorothy?

6. Imagine you are the Lion. Tell the class about your strategy for the fight with the monster spider.

7. Who do you think would win if the monster spider didn't sleep. Explain your reasoning.

**14. Read the clues and do this crossword with 20 words that are used in chapters 19 – 21.**

**Down**

**1** a) covered in or full of mud, b) (of a color) dull and dirty-looking, c) confused, vague, or illogical.

**2** the thick central woody stem of a tree.

**3** an animal's foot that has nails or claws.

**4** an area of low wet muddy ground, sometimes containing bushes or grasses.

**5** to stick to someone or something, or seem to surround them.

**6** a) an unexpected or unusual event, the feeling you have when something unexpected or unusual happens, b) to make someone feel surprised.

**7** to move up, down, or across something using your feet and hands, especially when this is difficult to do.

**8** a) to make (something unpleasant or intense) less serious or severe, b) make (something) happen more easily; to facilitate, c) to move carefully or gradually.

**9** *especially in American English* bushes, small trees etc. growing under and around larger trees in a forest.

**10** a) not held, tied up, or kept somewhere as a prisoner, b) to allow someone to leave prison or somewhere they have been kept as a prisoner.

**11** a piece of equipment used for climbing up to or down from high places.

A ladder has two bars that are connected by rungs.

**Across**

**1** very strong and powerful, or very big and impressive.

**2** brave, ready to face and endure danger or pain; showing courage.

**3** feeling that you want to thank someone because of something kind that they have done, or showing this feeling.

**4** a) not at all enjoyable or pleasant, b) unfriendly and bad-tempered.

**5** a reproachful look, remark etc. shows that you are criticizing someone or blaming them.

**6** a) a series of long low sounds, b) to make a series of long low sounds, especially a long distance away from you.

**7** an enemy.

**8** to take hold of something suddenly and violently.

**9** to think about something that you are not sure about and try to guess what is true, what will happen etc.

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## Unit 8

(Chapters 22 – 24)

### Pre-reading Section

#### I. Practise pronunciation of the following words:

Boldly /bəʊldli/, boisterous /'bɔɪstərəs/, bruised /bru:zd/, comb /kəʊm/, coward /kaʊəd/, cause /kə:z/, chorus /'kɔ:rəs/, echo /'ekəʊ/, lightning /'laɪtnɪŋ/, rough /rʌf/, sorrowful /sɒrəʊfəl/, stout /staʊt/, wrinkle /rɪŋkəl/.

#### II. Pre-reading tasks

1. What would you ask Glinda to do or give you if you saw her?
2. What do you think the Scarecrow's future life would be if Oz didn't make him the ruler of the Emerald City?
3. What do you think the Tin Woodman's future life would be if the Winkies didn't want him to rule over them?
4. What do you think the Lion's future life would be if the forest beasts didn't make him their King?

#### III. Vocabulary tasks

1. Check the meaning of the suggested list of useful words and expressions:

- to lead the way;
- to show oneself over the rock;
- to become quite angry at sth;
- to help someone to one's feet;
- to be the last time to do sth;
- to pat oneself into one's best shape;
- to deprive someone of sth;
- to thank someone earnestly for their kindness;
- to pass one's whole life;
- to have a good word to say to smb;
- in the wink of an eye;
- to thank smb for their kindness they (had) shown to smb;
- to roll over upon the grass several times;
- to fold smb in one's arms.

**2. Here are some sentences from the text. Explain what the words in bold mean.**

1. "But we must cross it," said the Scarecrow. "We're going to the country of the Quadlings."

"**But you shall not!**" replied the voice.

2. ... the head, where it was flat, struck the Scarecrow in the middle and **sent him tumbling, over and over**, down the hill.

3. The Lion **came up** to her, **feeling rather bruised and sore**.

4. The Monkeys rose into the air and **were out of sight in a twinkling**.

5. There was field upon field of ripening grain, with **well-paved roads running between**, and **pretty rippling brooks** with strong bridges across them.

6. Before the gates were three young girls, dressed in **handsome red uniforms trimmed with gold braid**.

7. Dorothy and the others **were to be admitted** at once.

8. Her hair was a **rich red in color** and **fell in flowing ringlets** over her shoulders.

9. Aunt Em will surely think **something dreadful has happened** to me, and that will make her **put on mourning**.

10. ... they can carry you to any place in the world in three steps, and each step will be made **in the wink of an eye**.

**3. Look at the sentences. What are the missing words? Use the list of words and phrases from exercise 1.**

1. His minders were \_\_\_\_\_ with us when we said and wrote that he is no great orator.

2. I disapprove of diets so strongly because I think it's wrong suddenly to \_\_\_\_\_ your body of certain foods.

3. \_\_\_\_\_ the tortilla around the chicken and serve with salsa.

4. A group of 80 planes, \_\_\_\_\_ by Lieutenant Commander Egusha, was on its way to attack.

5. "The baby's due in March," Caroline said grinning and \_\_\_\_\_ her stomach.

6. His thin companion \_\_\_\_\_ his limbs like an insect as he sat down.

7. I've heard Jessie play a number of \_\_\_\_\_, and I think he's great.

8. In 500 \_\_\_\_\_ or less, write down why you want the scholarship.

9. Miranda's mother has been great about \_\_\_\_\_ with the kids.

10. This falling from the branch business, she thought, made you realise how the years \_\_\_\_\_.

**4. Match the words with their definitions.**

Words	Definitions
1 sorrow	A a quick action of closing and opening one eye, usually as a signal to someone else.



2 bruised	<b>B</b> 1) to be strong enough to remain unharmed by something such as great heat, cold, pressure etc.; 2) to defend yourself successfully against people who attack, criticize, or oppose you.
3 gloom	<b>C</b> to cry, especially because you feel very sad.
4 wink	<b>D</b> having an injury or mark where the skin has not been broken but is darker in colour, often as a result of being hit by something.
5 boisterous	<b>E</b> a feeling of great sadness, usually because someone has died or because something terrible has happened to you.
6 wrinkle	<b>F</b> the raised part on the bottom of a shoe that makes the shoe higher at the back.
7 to withstand	<b>G</b> (of people, animals or behaviour) someone who makes a lot of noise and has a lot of energy.
8 to weep	<b>H</b> 1) having an uneven surface, 2) not sounding soft or gentle, and often rather unpleasant or angry.
9 rough (adj)	<b>I</b> lines on your face and skin that you get when you are old.
10 heel	<b>J</b> 1) <i>literary</i> almost complete darkness; 2) a feeling of great sadness and lack of hope.

**5. Complete the sentences using the words from exercise 4 in the correct form.**

1. As my eyes accustomed to the \_\_\_\_\_ they began to make out details close by.
2. He then handed her the turtle, turned on his \_\_\_\_\_ and walked off.
3. We shared all of our family's joys and \_\_\_\_\_.

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4. She had been \_\_\_\_\_ and sharp, a humorous woman, a woman of decision.
5. He suffered badly \_\_\_\_\_ ribs in the crash.
6. It was a \_\_\_\_\_ crossing and most of the passengers were seasick.
7. In other accounts, Pliny the Elder wrote that Persian women massaged their faces with yogurt to prevent \_\_\_\_\_.
8. The plant is sensitive to alkaline conditions and prefers cool waters but temporarily \_\_\_\_\_ higher temperatures.
9. They surrounded Odysseus, weeping and laughing and welcoming him home until they stirred within his own heart the desire \_\_\_\_\_.
10. Mike shook his head in mock regret; catching my eye, he gave me his \_\_\_\_\_.

**6. Give the synonyms for the following words:**

1. Prompt;
2. chubby;
3. boisterous;
4. nevertheless;
5. stout;
6. to utter;
7. entire.

**7. Complete the table to make word families where it is possible. Use a dictionary to help you.**

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
	<b>pass</b>		
		<b>rough</b>	
<b>word</b>			
		<b>bruised</b>	
			<b>earnestly</b>

			<b>tenderly</b>
		<b>flat</b>	
	<b>fold</b>		
		<b>prompt</b>	
<b>sorrow</b>			

### Post-reading Section

**8. Study once again the words and expressions in exercise 1. Make up your own sentences with them recalling the situations, in which they are used in the text.**

**9. Find English equivalents to the following phrases.**

1. Вони майже підійшли до першої скелі, коли почули грубий голос, який крикнув: "Тримайтесь подалі (Назад/Не наближуйтесь!)"
2. Опудало не боявся, що така безпорадна істота може перешкодити їм піднятися на пагорб.
3. Мені шкода, що я не роблю так, як ви хочете.
4. Гучний рев, що озався луною, мов грім.
5. Великий Лев покотився з пагорба так, ніби його вдарило гарматне ядро.
6. Дороті допомогла Страшилові встати на ноги.
7. Молотоголові розлючено верещали.
8. Яка відстань до замку?
9. Ви, напевно, така ж хороша як і чудова!
10. Кожен (із них) щасливий тим, що має королівство, яким буде правити.
11. І одна з найцікавіших речей щодо них полягає в тому, що...
12. Вона обняла Лева за шию і поцілувала його, ніжно поплескавши по великій голові.

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13. Тоді вона поцілувала Жерстяного Дроворуба, який плакав у спосіб, який був найнебезпечнішим для його суглобів.

14. Вона сама плакала через це сумне розставання зі своїми улюбленими товаришами.

15. Добра Глінда зійшла з рубінового трону, щоб поцілувати дівчинку на прощання.

**10. Fill in the blanks with the prepositions.**

1. The four travelers passed \_\_\_\_\_ the rest \_\_\_\_\_ the forest \_\_\_\_\_ safety, and when they came \_\_\_\_\_ from its gloom saw \_\_\_\_\_ them a steep hill, covered \_\_\_\_\_ top \_\_\_\_\_ bottom \_\_\_\_\_ great pieces \_\_\_\_\_ rock.

2. \_\_\_\_\_ quick \_\_\_\_\_ lightning the man's head shot \_\_\_\_\_ and his neck stretched \_\_\_\_\_ until the top \_\_\_\_\_ the head, where it was flat, struck the Scarecrow in the \_\_\_\_\_ and sent him tumbling, \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ the hill.

3. The Quadlings were dressed all \_\_\_\_\_ red, which showed bright \_\_\_\_\_ the green grass and the yellowing grain.

4. The Monkeys were \_\_\_\_\_ prompt \_\_\_\_\_ ever, and \_\_\_\_\_ a few moments the entire band stood \_\_\_\_\_ her.

5. The Monkeys had set them \_\_\_\_\_ \_\_\_\_\_ a farmhouse, and the four travelers walked \_\_\_\_\_ \_\_\_\_\_ it and knocked \_\_\_\_\_ the door.

6. Her hair was a rich red \_\_\_\_\_ color and fell \_\_\_\_\_ flowing ringlets \_\_\_\_\_ her shoulders.

7. \_\_\_\_\_ length, however, she sat \_\_\_\_\_ and looked \_\_\_\_\_ her.

8. For she was sitting \_\_\_\_\_ the broad Kansas prairie, and just \_\_\_\_\_ her was the new farmhouse Uncle Henry built \_\_\_\_\_ the cyclone had carried \_\_\_\_\_ the old one.

9. For the Silver Shoes had fallen \_\_\_\_\_ \_\_\_\_\_ her flight \_\_\_\_\_ the air, and were lost forever \_\_\_\_\_ the desert.

10. Aunt Em had just come \_\_\_\_\_ the house to water the cabbages when she looked \_\_\_\_\_ and saw Dorothy running \_\_\_\_\_ her!

**11. Attention and memory check.**

1. Who didn't want the friends to get over the hill?
2. How was the problem of crossing the hill solved?
3. What colour was everything painted in the country of the Quadlings?
4. What did the travellers' dinner consist of?
5. What did Glinda ask Dorothy to do in return for her help?
6. How did Glinda plan to use the Golden Cap?
7. How was she going to solve Dorothy's problem?
8. What was one of the wonderful powers of the Silver Shoes?
9. What was the procedure of using the Silver Shoes?
10. Who didn't Dorothy kiss during the sorrowful parting?

**12. Decide which of sentences 1— 10 are true (T) and which are false (F). Correct the false ones.**

1. The Hammer-Heads had part of their heads level.
2. The travellers moved forward regardless of the local inhabitants' wish.
3. All the travellers took turns to cross the hill but failed.
4. Dorothy asked the farmer something to eat.
5. The soldier girl immediately took the friends to Glinda.
6. Dorothy was eager to give Glinda the Golden Cap.
7. Dorothy ordered the Silver Shoes to take her to Kansas.
8. She landed quietly on the broad Kansas prairie.
9. Dorothy lost the Silver Shoes in the whirling wind.
10. Aunt Em hugged Dorothy.

**IV. Discussion**

**13. Discuss the following points.**

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1. Highlight the most important, in your opinion, events in chapters 22 – 24.
2. In your opinion, would they have chance to cross the hill without the Winged Monkeys? Explain your reasoning.
3. Act out an imaginary dialogue between the Hammer-Head and the Scarecrow.
4. Imagine you are the Lion. Tell the class about your fight with the Hammer-Head.
5. Imagine you are Dorothy. Describe your feelings during the encounter with the Hammer-Heads.
6. Act out an imaginary dialogue between Dorothy and the farmer's wife.
7. Imagine you are Glinda. Tell the class about your meeting with the travellers, using reported speech.
8. What would you ask Glinda to do or give you, and what would you give her in return? (You don't have the Golden Cap, do you?).

**14. Read the clues and do this crossword with 16 words that are used in chapters 22 – 24.**

**Down**

- 1 to lightly touch someone or something several times with your hand flat, especially to give comfort.
- 2 with sincere and intense conviction; seriously.
- 3 in a confident and courageous way; showing a willingness to take risks.
- 4 a) at high speed; quickly; b) without delay; after a very short time.
- 5 a) a large group of people who sing together, b) a group of singers, dancers, or actors who act together in a show but do not have the main parts.
- 6) a) almost complete darkness, b) a feeling of great sadness and lack of hope.
- 7 the organ inside your head that controls how you think, feel, and move.

**Across**

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**1** a) with gentleness, kindness, and affection, b) in a way that is easy to cut or chew; softly.

**2** if you do something afresh, you do it again from the beginning.

**3** a feeling of great sadness, usually because someone has died or because something terrible has happened to you.

**4** to defend yourself successfully against people who attack, criticize, or oppose you.

**5** to shout or say something very loudly, especially because you are frightened, angry, or excited.

**6** a powerful flash of light in the sky caused by electricity and usually followed by thunder.

**7** a) someone, especially a child, who is noisy, cheerful, and has a lot of energy; b) (of weather or water) wild or stormy.

**8** a soft silver-white metal that is often used to cover and protect iron and steel. It is a chemical.

**9** to order someone to come to a place.

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**Для нотаток**

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**Навчальне видання**

**Валерій БОГДАН, Ірина ШИМАНОВИЧ**

**ПРАКТИКУМ З ДОМАШНЬОГО ЧИТАННЯ ЗА РОМАНОМ  
ЛИМАНА ФРЕНКА БАУМА «ЧАРІВНИК КРАЇНИ ОЗ»**

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