

УДК 373.167.1:811.111
ББК 81.2Англ-922
А94

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А94 Английский язык. 9 класс : книга для чтения / О. В. Афанасьева, И. В. Михеева, А. В. Сьянов. — М. : Дрофа, 2018. — 143, [1] с. : ил. — (Российский учебник : Rainbow English).

ISBN 978-5-358-19085-6

Книга для чтения является составной частью УМК по английскому языку для 9 класса авторов О. В. Афанасьевой, И. В. Михеевой, К. М. Барановой серии «Rainbow English» и предназначена для развития коммуникативных умений в чтении и говорении.

Пособие познакомит вас с произведениями различных жанров, созданными английскими и американскими авторами, даст возможность попробовать свои силы в анализе художественных и научно-популярных текстов.

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ISBN 978-5-358-19085-6

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ПРЕДИСЛОВИЕ

Дорогие друзья!

У вас в руках *книга для чтения* к учебнику английского языка для 9 класса серии *Rainbow English*. Это пособие даёт возможность познакомиться с текстами различных жанров и стилей, что и обуславливает структуру книги, которая состоит из четырёх частей: *Reading Fiction, Reading Popular Scientific Texts, Reading Jokes, Reading Poetry*. При этом каждую из частей можно изучать отдельно от остальных, имея соответствующих глоссарий и систему заданий, нацеленных на лучшее усвоение прочитанного материала.

Первая, наиболее объёмная часть пособия представляет собой сокращённый и адаптированный биографический рассказ очень популярного британского писателя Роальда Даля (Roald Dahl), в котором он повествует о том, как пришёл к профессии писателя. Данное произведение позволяет не только получить удовольствие от чтения, но и обсудить в классе целый ряд важных тем, и в первую очередь поговорить о выборе профессии, мечтах и стремлениях молодого человека. Действие рассказа происходит в тридцатые и сороковые годы прошлого века. Автор в увлекательной форме знакомит современного читателя с реалиями непростого предвоенного и военного времени.

Научно-популярные тексты второй части *книги для чтения* принадлежат перу известного американского популяризатора науки Билла Брайсона (Bill Bryson), которые также подверглись адаптации и сокращению. Речь в них идёт о научных фактах, явлениях и событиях, многие из которых могут быть знакомы учащимся из школьных предметов естественно-научного цикла. С точки зрения составителей пособия, данная особенность только повышает интерес к чтению, так как у учащихся появляется уникальная возможность увидеть то, как об одном и том же можно говорить на разных языках, а также ближе познакомиться с примерами английской научной лексики. Девятиклассникам впервые предлагается попробовать себя в аннотировании приведённых в книге материалов. Такая работа учит выделять главную информацию, логично, последо-

вательно и доказательно излагать свои мысли, знакомит с новым видом творческого письма.

В третьей части книги приведены в оригинале 25 шуток на английском языке. Главным принципом отбора стало то, что все они основаны на лингвистических явлениях. Чаще всего ими являются омонимия и многозначность слов. Данный раздел книги снабжён подробным комментарием лингвистического характера, который позволит школьникам ближе познакомиться с целым рядом лексических явлений. Как известно, понимать юмор на изучаемом языке достаточно сложно, однако думается, что девятиклассники уже достигли уровня, который позволяет получить удовольствие от прочитанных шуток.

Десять коротких стихотворений в последней части книги представляют собой лучшие образцы высокой литературы на английском языке. Как и любую поэзию, их рекомендуется читать вслух. Учащимся также предлагается написать несколько предложений о содержании и идее каждого стихотворения, т. е. дать собственную интерпретацию поэтического текста. Понятно, что стихи можно воспринимать по-разному, что даёт повод для обсуждения и высказывания различных точек зрения.

Задания всех четырёх частей книги для чтения сопровождаются ключами. Таким образом, девятиклассники могут сравнить свои работы с предлагаемыми образцами, проанализировать те и другие, взять на вооружение наиболее эффективные способы выражения мысли.

Авторы искренне надеются, что школьники и их наставники найдут время и возможность для работы с этой книгой. Уроки чтения учат лучше понимать текст, развивают языковую догадку, существенно расширяют словарный запас учащихся, предоставляют сведения о странах изучаемого языка и особенностях их культуры. На уроках чтения возникают ситуации общения, когда потребность выразить свою точку зрения становится необходимой и естественной.

Дорогие друзья, желаем вам успехов и удачи в работе с этой книгой и выражаем уверенность в том, что она принесёт вам радость и удовлетворение.

Ваши авторы

three thousand copies. The money the writer will earn is not enough to live for a year, and most novels take at least one year to write. So you can see why a beginning fiction writer has to start out in another job first of all. If he doesn't, he will almost certainly starve.

Here are some of the qualities you should have or should try to develop if you wish to become a fiction writer:

1. You should have a lively imagination.
2. You should be able to write well. By that I mean you should be able to make a scene come alive in the reader's mind. Not everybody has this ability.
3. You must have stamina. In other words, you must be able to continue what you are doing and never give up, for hour after hour, day after day, week after week, and month after month.
4. You must be a perfectionist. That means you must never be satisfied with what you have written until you make it as good as you possibly can.
5. You must have strong self-discipline. You are working alone. No one is employing you. No one is around to fire you if you don't come to work.
6. It helps a lot if you have a good sense of humour. This is not so important when writing for grown-ups, but for children, it's vital.
7. You must be self-critical. The writer who thinks that his work is wonderful is heading for trouble.

CHECK YOUR UNDERSTANDING OF THE TEXT

1 Say which statements below are true and which are false.

- 1) Fiction writers make up stories.
- 2) Dickens's *Pickwick Papers* was a popular novel in its time.
- 3) It isn't common for authors to begin their careers doing some other jobs.
- 4) Writing seldom guarantees a beginning author his or her living.
- 5) A beginning writer can easily live on the money the first publication gives them.
- 6) The seven qualities Dahl mentions are what every beginning writer has.

2 One of the statements in each set has its proof in the text. Name the statements and find the proofs.

- 1) a. A genius is anyone who is clever.
b. A genius is not like most people.
- 2) a. Every writer should have another profession.
b. 20th century writers don't tend to start their careers as authors.
- 3) a. Publishers won't give a job to a beginner even if his or her work is good.
b. If you want to be a fiction writer, you need a good publisher.
- 4) a. As a rule, their first books don't guarantee the beginning authors enough money to live on.
b. Some books take years and years to write and to sell.
- 5) a. Among the qualities necessary for a fiction writer Roald Dahl names the ability to work quickly.
b. The qualities Roald Dahl mentions can be in-born or acquired.

3 Answer the questions.

- 1) Does the example of Charles Dickens prove the point that it's easy to become a writer?
- 2) In what way is becoming a writer in the 20th century different from becoming a writer in the centuries before?
- 3) What does a beginning writer have to do before he/she can call book writing his/her job and earn money by it?
- 4) How long does it usually take to write a first novel?
- 5) Which of the writer's qualities are usually in-born and which can be developed, as you see it?

ENLARGE YOUR VOCABULARY

4 Try to figure out the meanings of the given words and word combinations from the context. Circle them. Look up Glossary One to make sure that your guesses are right.

- 1) An immediate best-seller is
 - a. a book that becomes popular in no time
 - b. a book that remains popular for a long time

- 2) A civil servant is someone who
 - a. helps to run somebody else's house
 - b. helps to run an administration in a certain place
- 3) An attempt at writing is
 - a. the job of writing
 - b. making an effort to write
- 4) Spare time is
 - a. hard time
 - b. free time
- 5) The word "obvious" means
 - a. easy to see
 - b. not easy to see
- 6) A sense of frustration is
 - a. a sense of defeat and disappointment
 - b. a sense of victory and elation
- 7) To starve means
 - a. to suffer from cold
 - b. to suffer from hunger
- 8) To have stamina means
 - a. to be able to go on working for a long time
 - b. to be able to do your work very well
- 9) A perfectionist is somebody who... .
 - a. is a perfect worker
 - b. likes everything to be done to perfection
- 10) Vital things are
 - a. very strong
 - b. very important, necessary

5 Find in the text the English equivalents for the following words and word combinations. Write them down.

- 1) профессионал, который занят исключительно писательством _____
- 2) предыдущий _____
- 3) беллетристика (художественная литература) _____
- 4) зарабатывать на жизнь _____

- 5) книга, принятая издателем _____

- 6) ожить в воображении читателя _____

- 7) никогда не сдаваться _____
- 8) никто не нанимает тебя на работу _____

- 9) поблизости нет никого, кто бы мог уволить тебя _____

- 10) писателя ... ждут неприятности _____

DISCUSS THE TEXT

- 6** Choose the appropriate heading for the text you have read. Explain your choice.

- 1) A Successful Fiction Writer
- 2) My Career as a Writer
- 3) Professional Writer: the Beginnings
- 4) What You Should Know about Writing
- 5) If You Want to Become a Writer

- 7** Describe the first steps of a beginning author in his or her writing career. Use some of the following words and word combinations.

- | | |
|--|---|
| — to become a professional fiction writer | — to take a long time to write |
| — to start out on the job | — to get or have a sense of frustration |
| — to dream of writing an immediate best-seller | — to go to a publisher |
| — to become successful in the world of fiction | — to bring him a finished book |

- to earn a living
- to get a job
- to write a book in one's spare time

- to have one's book accepted by the publisher
- to come out in print
- to sell in a lot in copies or in some copies

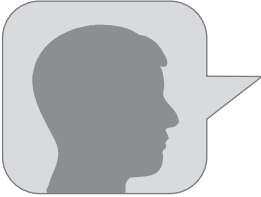
8 **A.** Imagine that you have made up your mind to become an author.

Say:

- what kind of books you would like to write:
 - fiction or non-fiction;
 - prose or poetry;
 - realistic or fantasy;
- who your readers will be;
- what you will write about;
- who your characters will be;
- in what way your book or books will differ from other authors' books.

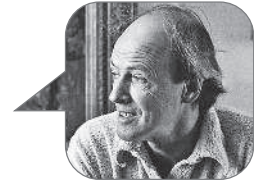
B. Read the end of the text again and say if you have the qualities necessary for a writer according to Roald Dahl. What qualities?

- 9** **A.** Complete your imaginary interview with Roald Dahl and act it out with a partner.



You: 1) _____, may I ask you some questions?

R. D.: 2) _____



You: 3) _____

R. D.: When I was young, I didn't dream of becoming a fiction writer. It happened quite accidentally.

You: I hope to hear this story from you some day, but now let's talk about how people become writers in general.

R. D.: You see, nowadays the situation is like this: 4) _____

You: Was it different in the 18th or 19th century?

R. D.: 5) _____

You: Why do most fiction writers start out in some other jobs?

R. D.: The reason is obvious — 6) _____

You: Does this mean that it's impossible to write a novel that will become an immediate best-seller and sell in thousands and thousands of copies?

R. D.: It happens occasionally. We can remember Charles Dickens who 7) _____

You: Thanks very much for your time, Mr Dahl.

B. Write three more questions you could ask Roald Dahl. Discuss the questions with your classmates. Together decide which questions are the most interesting.

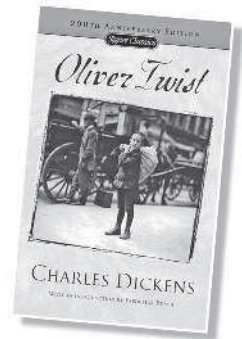
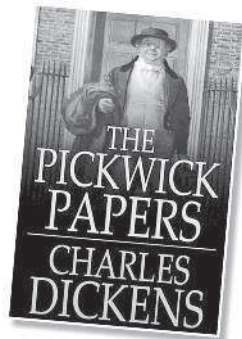
WIDEN YOUR GENERAL KNOWLEDGE

- 10** Use the Internet and find some information about the authors mentioned in the text.

Charles Dickens

When and where was he born? _____

When did he die? _____



What famous books by this writer can you name? _____

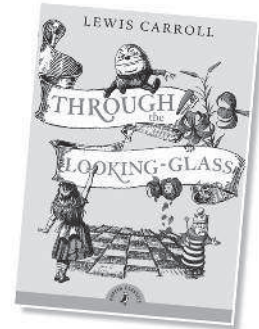
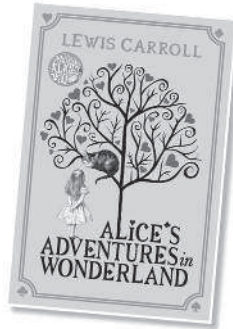
Lewis Carroll

What was his real name? _____

What did he do professionally? _____

Did he write any poetry? _____

How many Alice books did he write? _____

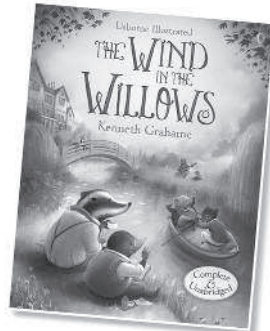


Kenneth Graham

When and where was he born? _____

Did he get a university education? _____

For whom did Kenneth Graham make up the stories which later became *The Wind in the Willows*? _____



Did Kenneth Graham write anything else besides *The Wind in the Willows*?

Give Russian equivalents for the names of books mentioned in the text.

Pickwick Papers _____

Alice's Adventures in Wonderland _____

The Wind in the Willows _____

Reading Class 2

Read the text and do the tasks after it.



Let me tell you how I myself entered the world of fiction through the back door.

At the age of eight, in 1924, I was sent away to boarding school in a town called Weston-super-Mare, on the south-west coast of England. Those were days of horror, of fierce discipline, of no talking in the dormitories, no running in the corridors, no this or that or the other, just rules, rules, and still more rules. And the fear of the dreaded cane hung over us like the fear of death all the time.

“The headmaster wants to see you in his study.” Words of doom. They sent shivers over the skin of your stomach. But off you went down the long bleak corridors into the headmaster’s private area where only horrible things happened. You stood outside the awful black door, not daring even to knock. You were alone. You took deep breaths. You lifted a hand and knocked softly, once.

“Come in! Ah yes, it’s Dahl. Well, Dahl, it’s been reported to me that you were talking during prep last night.”

“Please, sir, I broke my nib and I was only asking Jenkins if he had another one to lend me.”

“I will not allow talking in prep. You know that very well. Boys who break rules have to be punished.”

“Sir... I... I had a bust nib... I...”

“That is no excuse. I am going to teach you that it does not pay to talk during prep.”

The pain was unbelievable, unbearable. You tried not to cry out. Sometimes you couldn’t help it. But whether you were able to remain silent or not, it was impossible to stop the tears. They poured down your cheeks and dripped onto the carpet.

The cruel cane ruled our lives. We were caned for talking in the dormitory after lights out, for talking in class, for bad work, for climbing over walls, for forgetting to change into house-shoes in the evenings, for not hanging up our games clothes. In other words, we were caned for doing everything that it was natural for small boys to do.

So we watched our words. And we watched our steps. My goodness, how we watched our steps! Wherever we went, we walked carefully, with ears pricked for danger, like wild animals stepping softly through the woods.

But just once a week at this school, every Saturday morning, all the shivering horrors would disappear and for two glorious hours I would experience something that came very close to ecstasy. Unfortunately, this did not happen until one was ten years old. But no matter. Let me try to tell you what it was.

At exactly ten-thirty on Saturday mornings, the bell would go *clangetty-clang-clang**¹. This was a signal for the following to take place:

First, all the boys of nine and under gathered on the large outdoor playground behind the main building. Standing on the playground with legs apart and arms folded across her mountainous bosom was Miss Davis, the matron*. If it was raining, the boys were expected to arrive in raincoats. If snowing or blowing a blizzard, then it was coats and scarves.

¹ Слова, помеченные звёздочкой объясняются в комментарии на с. 73.