**Муниципальное общеобразовательное учреждение**

**Средняя общеобразовательная школа с. Калуга**

**Фёдоровского района Саратовской области**

**Рабочая программа элективного курса**

**по английскому языку**

**для предпрофильной подготовки (9 класс)**

**« Жемчужины Британской литературы»**

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**Пояснительная записка**

**Элективный курс по английскому языку «Жемчужины Британской литературы»** предназначен для предпрофильного обучения учащихся 9 класса рассчитан на 10 часов при 1 часе в неделю.

Данный элективный курс имеет образовательную и воспитательную направленность и, наряду с расширением языкового кругозора, способствует духовному и эстетическому развитию учащихся.

Основной целью программы является знакомство с основными этапами развития литературы Великобритании с эпохи Возрождения до конца 20 в. и, кроме того, способствует развитию у учащихся навыков устной речи. Английская литература обладает большим воспитательным, образовательным и развивающим потенциалом и в соответствии с этим служит формированию качеств личности, и его направленности, что обеспечит использование творческих возможностей каждого школьника.

Элективный курс «Жемчужины Британской литературы» реализуется через систему совершенствования языковой подготовки, которая ориентирована на развитие у школьников способности к иноязычному общению, позволяющему участвовать в различных ситуациях межкультурной коммуникации.

Курс способствует развитию учебно–познавательных способностей учащихся, необходимых для дальнейшего изучения анг**л**ийского языка и для самообразования.

Элективный курс составлен по материалам справочных, энциклопедических и художественных изданий, а также периодической печати.

Языковой материал элективного курса представляет собой адаптированные оригинальные тексты. Данный информационный материал не только познакомит учащихся с литературой Великобритании, но и даст возможность подготовиться к экзамену на хорошем языковом уровне.

Сущность обучения заключается в процессе взаимодействия учителя и обучающихся. Необходимо вовлекать обучающихся в активную учебную деятельность по овладению определёнными знаниями, умениями и навыками. Основываясь на этой идее, хотелось бы предположить следующие критерии отбора учебного материала:

• Ориентация на современную жизнь страны.

• Направленность учебного материала на типичные явления культуры.

• Тематическая соотнесенность.

• Актуальность историзма, согласно которому отбираются те исторические сведения, которые известны и интересны.

• Репрезентативность (т.е. обращение к ярким нетипичным фактам).

• Воспитательная (эстетическая) ценность.

• Учет возраста обучаемых и их интересы.

**Основная цель курса** — формирование социокультурной/межкультурной компетенции, т. е. способности понимать и интерпретировать особенности чужой и собственной культур в их различных проявлениях, что позволяет обеспечить эффективность коммуникации и адекватное поведение в контексте межкультурного взаимодействия.

**Актуальность**содержания мотивирует учащихся к изучению английского языка, способствует развитию учебных, коммуникативных и презентационных умений и навыков исследовательской работы. Обучающиеся должны осознать важность английского языка как средства познания, самореализации и социальной адаптации.

**Новизна** данного курса заключается в применении современных педагогических технологий, таких как ИКТ, игровые технологии, метод проектов. Обучение по данному курсу предусматривает использование разных типов уроков, приемов обучения, ТСО, наглядности, в том числе Интернета, большого количества дополнительной литературы, что сделает процесс обучения интересным и будет способствовать повышению уровня учебной мотивации у обучающихся.

**Особенностью** курса является то, что он содержит новые, не содержащиеся в базовых программах знания, представляющие познавательный интерес для обучающихся. Следует выделить и коммуникативный модуль, включающий практические занятия, где доминируют чтение и письмо.

**Цель курса:**

Основной целью курса является развитие внутреннего мира учащегося, становление его как творческой личности.

Чтение художественной литературы может оказать существенное влияние на общее психическое, интеллектуальное развитие детей, в частности их речемыслительные способности, на духовное и эстетическое обогащение личности ученика, на умение ориентироваться в художественном материале, помогает развить художественный вкус, выработать активное, эмоционально-осмысленное восприятие литературы.

**Воспитательная цель:**

* с формировать у учащихся способность к образному восприятию мира, готовность к диалогу культур, открытость к общению, сопереживанию и сопричастности с прочитанным, благодаря эмоциональной насыщенности литературных произведений.

**Практическая цель:**

* сформировать у учащихся умение читать, осмысливать и интерпретировать художественные произведения различных литературных жанров, адаптированных с учетом уровня владения учащимися английским языком.

**Образовательная цель:**

* расширить филологический кругозор учащихся, позволяющий более тонко воспринимать оттенки мыслей писателя, переданных посредством образного языка.

**Развивающие цель:**

* сформировать навыки работы с оригинальным текстом, развить у учащихся навыков устной речи.

**Задачи курса:**

развитие умений читать на английском языке, понимать и интерпретировать содержание художественного текста;

• развитие умений участвовать в дискуссии;

• формирование умений культуроведческого прочтения текста;

• ориентация в основных литературных и художественных направлениях,

• умение конспектировать, составлять план, аннотацию;

• умение выражать свое мнение;

• умение переводить выборочные отрывки на русский язык;

• развитие речемыслительных способностей,

• духовно-нравственное и эстетическое обогащение личности ученика.

**Содержание курса реализуется на основе следующих методов:**

• наглядно-иллюстративный;

• коллективное осмысление;

• коммуникативно-ориентированный;

**Принципы, лежащие в основе успешного преподавания данного курса:**

1. Принцип культуросообразности.

2. Принцип индивидуально – личностного подхода.

3. Принцип ценностно-смысловой направленности образования.

4. Принцип природосообразности. Учет индивидуальных особенностей.

**Формы работы:** индивидуальная, парная, групповая.

**Принципы отбора материала.**

• Доступность.

• Научность.

• Аутентичность.

**Особенности программы.**

Критериями успешного освоения курса, сформированности социокультурных умений является приобретение следующих компетенций:

***коммуникативной:***

* понимание содержания литературных произведений англоговорящих стран, жанров и направлений;
* осознание взаимосвязи исторических, общественных процессов и их отражение в литературе;
* обмен мнениями, впечатлениями, высказывание собственного отношения к событиям, поступкам, людям.

***культурно-познавательной:***

* сбор, систематизация, интерпретация литературоведческой информации;
* подготовка выступления по биографической тематике;

***социально-нравственной:***

* формирование литературного вкуса;
* формирование критического мышления;
* формирование отношения к классической литературе как к пище для размышления.

**Планируемые результаты:**

Учащиеся **узнают** основные факты биографий и творчества писателей Великобритании и значительно **расширят** лексический запас;

**научатся**:

* давать характеристику литературным персонажам;
* отделять основную информацию от второстепенной;
* обобщать описываемые факты;
* аргументировать мысли и суждения;
* выносить развернутое оценочное суждение

**Формы контроля.**

        Формы контроля могут варьироваться в зависимости от формы проведения занятий. **Текущий** контроль проводится на каждом занятии и имеет целью проверить уровень владения учащимися изученного материала.

**Промежуточный** контроль проводится по окончании изучения темы. Он призван проверить степень владения фактическим материалом, сформированность речевых и коммуникативных навыков.

Завершающим этапом каждого раздела курса является **итоговый**контроль в форме тестов, зачётов

**Система оценки образовательных достижений.**

1. Устное и письменное сообщение должны соответствовать теме и целям изучаемого.

2. Оно должно быть логичным, заключенным и конструктивным.

З. Сообщение должно быть грамотным с использованием необходимой лексики и  грамматических структур.

4. Сообщение должно содержать выражение собственного мнения, личностное отношение.

**Критерии оценок:**

**Оценка «5»** ставится при условии соблюдения вышеуказанных критериев и наличия анализа и связи с современным материалом. Обязательно должно содержаться выражение своего собственного мнения, допускаются 1-2 языковые ошибки;

**Оценка «4»** — то же, что и при «5», но допускаются 5-6 языковых ошибок;

**Оценка «3»** — сообщение отвечает теме, целям, содержит необходимый информационный материал, детали не обязательны. Допустимо до 8 языковых ошибок. Учащийся нуждается в помощи в виде наводящих вопросов, ключевых слов. Коммуникативная функция достигается;

В неподготовленной устной речи грамматические и лексические ошибки могут быть не учтены, если они не мешают общему пониманию и коммуникации.

**Знания и умения учащихся по окончанию элективного курса.**

В результате изучения элективного курса «Жемчужины Британской литературы» ученик должен:

***Знать/понимать:***

* значения новых лексических единиц, связанных с тематикой данного курса;
* языковой материал: выражения, единицы речевого этикета, обслуживающие ситуации общения в рамках элективного курса;

***Уметь:***

**Говорение:**

* вести диалог
* рассказывать, рассуждать в связи с изученной тематикой
* описывать события, извлекать факты, связанные с данной тематикой элективного курса

**Аудирование:**

* оценивать важность (новизну) информации, определять свое отношение к ней

**Чтение:**

* читать аутентичные тексты, связанные с данной тематикой элективного курса, используя основные виды чтения (ознакомительное, изучающее, просмотровое, поисковое) в зависимости от коммуникативной задачи

**Письмо:**

* делать краткие письменные сообщения
* составлять письменные задания по пройденным темам

**Содержание программы**

**Тема 1.  Возрождение в Англии. Вильям Шекспир. Комедии и трагедии великого драматурга.**

1. Специфика формирования английской культуры
2. Краткая история английского языка
3. Биография и творчество В. Шекспира
4. Сонеты В. Шекспира и их общая характеристика

**Тема 2. Просвещение XVIII век. Даниэль Дефо. «Робинзон Крузо»**

1. Британская литература начала XVIII века.
2. Развитие литературы и искусства
3. Даниэль Дефо и его творчество
4. «Робинзон Крузо»- первый приключенческий роман

**Тема 3. Джонатан Свифт. «Путешествие Гулливера»**

1. Джонатан Свифт и его творчество
2. «Избранные стихотворения разных лет»
3. Чтение памфлетов Джонатана Свифта
4. «Путешествие Гулливера»- роман-сатира.

**Тема 4. Роберт Бернс – самый демократичный поэт XVIII века**

1. Биография и творчество Роберта Бернса
2. Стихи знакомые с детства
3. Песнь о Хаггисе
4. Одна из лучших баллад в истории литературы

**Тема 5. Романтизм. Джордж Гордон Байрон – борец за свободу и независимость**

1. Биография и творчество Джорджа Гордона Байрона
2. Первая книга Джорджа Гордона Байрона «Поэмы на разные случаи»
3. Чтение поэмы «Чайльд-Гарольд»
4. Перевод стихотворения «**Twilight»**

**Тема 6. Критический реализм. Чарльз Диккенс и его «Рождественская песнь»**

1. Биография и творчество Чарльза Диккенса
2. Роман "Жизнь и приключения Оливера Твиста»
3. Чтение «Рождественская песнь» в прозе
4. Перевод отрывка текста «Рождественская песнь»

**Тема 7. Роберт Стивенсон и его творчество. «Остров сокровищ».**

1. Биография и творчество Роберта Стивенсона
2. Историко-приключенческий романы «Принц Отто»
3. Самый известный роман Роберта Льюиса Стивенсона «Остров сокровищ»
4. Перевод отрывка текста «Остров сокровищ»

**Тема 8. Бернард Шоу-великий писатель-реалист**

1. Бернард Шоу и его творчество
2. Лауреат [Нобелевской премии в области литературы](https://ru.wikipedia.org/wiki/%D0%9D%D0%BE%D0%B1%D0%B5%D0%BB%D0%B5%D0%B2%D1%81%D0%BA%D0%B0%D1%8F_%D0%BF%D1%80%D0%B5%D0%BC%D0%B8%D1%8F_%D0%BF%D0%BE_%D0%BB%D0%B8%D1%82%D0%B5%D1%80%D0%B0%D1%82%D1%83%D1%80%D0%B5)
3. «Пигмалион»— одна из самых известных пьес Бернарда Шоу

**Тема 9.**

**Тема 10. Творческий проект «Британские писатели XX века»**

1. Заключительный творческий отчет обучающихся по теме «Британские писатели XX века»

**Учебно-тематическое планирование**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **№**  **п/п** | **Тема занятия** | **Кол-во**  **часов** | **Виды деятельности, формы и методы проведения.** | **Образовательный продукт** |
| 1 | Возрождение в Англии. Вильям Шекспир. Комедии и трагедии великого драматурга. | 1 | Презентация. Введение и закрепление лексических единиц. | Беседа с элементами контроля. Высказывания по теме.  Диалог - обмен мнениями. |
| 2 | Просвещение XVIII век. Даниэль Дефо. «Робинзон Крузо». | 1 | Презентация. Чтение, перевод и анализ текста. | Монологические высказывания по теме. Диалог - обмен мнениями. |
| 3 | Джонатан Свифт. «Путешествие Гулливера» | 1 | Чтение текстов, анализ. Монологическое высказывание, обсуждение, анализ альтернативных мнений. | Литературный тест. Обсуждение темы по вопросам. Анализ переводов. |
| 4 | Роберт Бернс – самый демократичный поэт XVIII века. | 1 | Лекция с элементами беседы. Аудирование, чтение, анализ и перевод стихов и поэм. | Мини-проект на тему «Светлый образ Р. Бернса»  Диалог - расспрос. |
| 5 | Романтизм. Джордж Гордон Байрон – борец за свободу и независимость народов мира. | 1 | Видео – урок. Чтение, анализ и перевод стихов | Монологические высказывания по теме. Эссе «Патриотизм в моем представлении».  Диалог - обмен мнениями |
| 6 | Критический реализм. Чарльз Диккенс и его «Рождественская песнь». | 1 | Аудирование, чтение, анализ и перевод аутентичного текста. | Лингвострановедческий тест.  Диалог - обмен мнениями. |
| 7 | Роберт Стивенсон и его творчество. «Остров сокровищ». | 1 | Введение и отработка лексических единиц и лексических оборотов. Чтение, анализ и перевод аутентичного текста. | Литературная викторина.  Эссе на тему: «Хотел бы ты оказаться на острове сокровищ?» Диалог - интервью. |
| 8 | Бернард Шоу-великий писатель-реалист. | 1 | Лекция с элементами беседы. Чтение текстов, их анализ | Беседа, обсуждение. Анализ переводов. |
| 9 | Семинар «Удивительный мир Британской литературы» | 1 | Систематизация знаний, подготовка к проекту «Британские писатели ХХ века» | Доклады учащихся и их последующее обсуждение, обмен мнениями по вопросам семинара |
| 10 | Творческий проект «Британские писатели XX века»  ( буклет, презентация, доклад и т. д.) | 1 | Итоговое занятие по курсу | Презентация проекта «Британские писатели XX века» |

**Урок 1**

**Тема: Возрождение в Англии. Вильям Шекспир. Комедии и трагедии великого драматурга**

**Renaissance literature** is the large direction in literature, a component of all culture of Renaissance. Takes the period from XIV to the 16th century. Differs from medieval literature in what is based on new, progressive ideas of humanity. A synonym of the Renaissance is the term "Renaissance", the French origin. Ideas of humanity arise for the first time in Italy, and then extend across all Europe. As well literature of the Renaissance has extended across all Europe, but has gained the national character in each certain country. The term Renaissance means updating, the appeal of artists, writers, thinkers to culture and art of antiquity, imitation her high ideals.

Speaking about the Renaissance, we speak directly about Italy as to the bearer of the main part of ancient art, and about the so-called Northern Renaissance which passed in countries of Northern Europe: France, England, Germany, Netherlands, Spain and Portugal.

Already above humanistic ideals are characteristic of literature of the Renaissance. This era is connected with emergence of new genres and with formation of early realism which and is called "Renaissance realism" (or Renaissance), unlike later stages, educational, critical, socialist.

In creativity of such authors as Petrarch, Rabelais, Shakespeare, Cervantes the new understanding of life is expressed by the person rejecting slave humility which is preached by church. They represent the person how the highest creation of the nature, trying to open beauty of his physical shape and richness of soul and mind. Scale of images (Hamlet, the king Lear), a poeticizing of an image, ability to big feeling and at the same time high heat of the tragic conflict ("Romeo and Juliette") reflecting collision of the person with forces hostile to him is characteristic of realism of the Renaissance.

Various genres are characteristic of literature of the Renaissance. But certain literary forms prevailed. The short story genre which and is called as the short story of the Renaissance was the most popular. In poetry there is the most characteristic form a sonnet (the stanza from 14 lines with a certain rhyming). Big development is gained by dramatic art. The most outstanding playwrights of the Renaissance are Lope de Vega in Spain and Shakespeare in England.

**William Shakespeare**

One of the greatest writers in the world is William Shakespeare. He was a dramatist. He was born on April 23, 1564 in Stradford-on-Avon. His mother was from the farmer’s family. His father was a merchant. And he had several houses in the town. There is little information about William’s childhood. It is known that he got the education at the Grammar school. In 1582 he got married to Anne Hathaway. And later three children were born in this family: two girls and one boy. When William was at the age of 21 he moved to London and left his family.

In the capital William Shakespeare became an actor and a member of the big acting companies. Soon he started writing his own plays for this company -Lord Chamberlain’s Men. And only in a few years he was a well-known author. He wrote about 37 plays for his life. So the most famous tragedies are Romeo and Juliet, Hamlet, King Lear, Othello, Macbeth. Such comedies as All’s Well that Ends Well, Twetfth Night, A Midsummer Night’s Dream, What You will really stood out. Henry IV or Richard II are historical plays about the last of England. In 1599 the famous theater Globus was built. His plays were performed in this theater. There was no roof in this building.

The last year of his life William Shakespeare lived in Stratford. In 1616 he died and was buried in the local church. But some years later the monument was built to him in the Poet’s Coner in Westminster Abbey.

Now we can say that it was not only a great poet, but a great humanist. He believed in noble features of man’s mind. Many of his works are inspired with ideas of optimism, struggle for your idea, desire, harmony with yourself. His tragedies and comedies teach us to be honest, strong and keep your ideals.

***Vocaburary:***

**in a few years** — через несколько лет

**stood out (stand out)** — выделяться

**were performed (to be performed)** — ставиться на сцене

**in noble features of man’s mind** — в благородство человеческого разума

**are inspired with (to be inspired with)** — вдохновлять

**Урок 2**

**Тема: Просвещение XVIII век. Даниэль Дефо. «Робинзон Крузо»**

The 18th century has entered culture under the name "century of Education", or "a century of Reason". "Education" — the same designation of a cultural era as "antiquity", "Middle Ages" or "Renaissance", that is at this term the broadest sense. Education has created the special picture of the world, special ideology from which the new stage in arts has evolved.

The 18th century — the key period of Modern times when the traditionalist consciousness has failed. The modern consciousness begins, according to M. Weber, with division of self-sufficient sense which contained in religion and metaphysics, on three autonomous spheres: science, morals, art. They were allocated when the uniform outlook offered by religion and metaphysics has failed. The perspective inherited from these old approaches to the world has begun to be built on the basis of new criteria: truth, rights, authenticity or beauty. To each sphere of culture from now on there corresponded a certain profession, and all problems arising in her were given for consideration to experts. There was so a gap between culture of experts and cultural level of general public.

**Daniel** **Defoe**

Daniel Defoe is the English writer, the publicist, the journalist, the founder of economic journalism, the popular writer of a genre of the novel in Great Britain, the author of the novel about Robinson Crusoe - was born approximately in 1660 near the English capital, in Kriplgeyte. The father, the dealer in meat, trained for his career the Presbyterian pastor and has given to a theological seminary, Morton's Academy in Stouk-Nyyuington where his son studied classical literature, and also Latin and Greek. However Defoe Jr. was attracted absolutely by other path - commercial activity, trade.

Activity in a field of literature has begun with lampoons and satirical poems, and also prosaic treatises devoted to questions of business activity. In 1701 Defoe has written a lampoon the "Thoroughbred Englishman" deriding the aristocracy. That has gained improbable popularity: it was sold on the street, and all 80 thousand copies have been bought up at once. For a lampoon of the power have sentenced it to a pillory, a huge penalty and have put in prison to an execution of the punishment. When Defoe stood at a pillory, residents of London have come to support him, but the considerable damage has been caused to business reputation, and while he was imprisoned, his commercial enterprise – the plant making a tile - in fact, has collapsed.

**Read and translate a fragment from the work "Robinson Crusoe"**

**I wish to be a sailor**

My name is Robinson Crusoe. I was born in the old city of York where there is a broad river. When I was a little boy, I spent much of my time looking at the river.

How pleasant was the quiet stream, flowing, toward the far-away sea.

I liked to watch the ships as they came in with their white sails spread to the wind. I liked to think of the strange lands which they must have visited, and of the many wonderful they must have passed. I wished to be a sailor. I thought how grand it must be to sail and sail on the wide blue sea, with the sky above and the waves beneath. Nothing could be pleasanter.

My father wanted me to learn a trade. But I could not bear the thought of it. I could not bear the thought of working every day in a dusty shop. I did not wish to stay in York all my life. I wanted to see the world. I would be a sailor and nothing else.

My mother was very sad when I told her. A sailor's life, she said, was a hard life. There were many storms at sea, and ships were often wrecked.

She told me, too, that there were great fishes in the sea, and that they would eat me up if I fell into the water.

**Урок 3**

**Тема: Джонатан Свифт. «Путешествие Гулливера»**

Johnathan Swift is the Anglo-Irish writer-satirist, the publicist, the poet and the public figure. It is most known as the author of the fantastic tetralogy "Gulliver's Travel" in which I have witty derided human and public defects. I lived in Dublin (Ireland) where served as the dean (prior) of a cathedral of Saint Patrick. Despite the English origin, Swift vigorously protected the rights of simple Irish and has deserved sincere respect from their party.

In due time Swift was characterized as "the master of a political lampoon". The considerable part of sviftovsky journalism is occupied by any mystifications. For example, in 1708 Swift attacked astrologers whom he considered as thorough swindlers. He has issued, under the name of "Isaak Bikerstaff" the almanac with predictions of the future events. Swift's almanac honestly parodied similar popular editions which were published in England by a certain John Partridge, the former shoemaker; he contained, besides usual foggy statements ("this month the considerable person will be threatened by death or an illness") as well quite concrete predictions, including fast day of death of the mentioned Partridge. When this day has come, Swift has distributed the message (on behalf of the acquaintance Partridge) about his death "in full accordance with a prediction". Meant a lot of work for the ill-fated astrologer to prove that he is living and to be restored in the list of publishers from where he was hurried to be deleted.

After time of his work have lost momentary political sharpness, but became a sample of ironical satire. His books were exclusively popular both in Ireland still during lifetime, and in England where they appeared big circulations. Some of his works, regardless of the political circumstances which have generated them, have begun to live own literary and art life.

**Урок 4**

**Тема: Роберт Бернс – самый демократичный поэт XVIII века**

Не was born in 1759 in a family of the poor farmer. His childhood, is heavy work on farms with the unreasonable rent favorable to land owners. Robert's education was limited to the father's lessons. He knew the diploma due to reading books in tiny library. The movement of the young man to knowledge was seen and had opened by the rural teacher, the father's companion.

Partly, thanks to persistence, the poetic talent in Robert Burns's biography has woken up in young years. The first poem is written to them to fifteen. Behind him others have appeared. They were loved and remembered by Burns's companions. In 1786 by means of admirers Robert could publish the small book of verses under the name "Kilmarnoksky Small Volume" which has made a name of the poet popular.

Two years he lives in Edinburgh, however nothing changes in his private life. He lives in poverty and constant alarms for the family.

The poet was a person generous, shared money when he had them. I have given the lion's share of the first fee on a construction of a monument to the poet Ferguson. I have another time got a gun and I have sent it to France, on support of insurgent people. To a down have detained, and the poet has become famous as unreliable.

All life and Robert Burns's creativity have passed in need. I have died in 37 years.

**Listen and read**

**My Heart's In The Highlands**

Farewell to the Highlands, farewell to the North,

The birth-place of Valour, the country of Worth;

Wherever I wander, wherever I rove,

The hills of the Highlands for ever I love.

Chorus.-My heart's in the Highlands, my heart is not here,

My heart's in the Highlands, a-chasing the deer;

Chasing the wild-deer, and following the roe,

My heart's in the Highlands, wherever I go.

Farewell to the mountains, high-cover'd with snow,

Farewell to the straths and green vallies below;

Farewell to the forests and wild-hanging woods,

Farewell to the torrents and loud-pouring floods.

My heart's in the Highlands.

**Урок 5**

**Тема:** **Романтизм. Джордж Гордон Байрон – борец за свободу и независимость народов мира.**

George Gordon Byron, who is often referred to as Lord, was a prominent English writer, poet and aristocrat. One of his most renowned characters was Child Harold - his alter ego, who became the prototype of numerous other heroes in European literature. That’s why even after Byron’s death his books were highly-demanded.

The well-known writer was born on January 22nd in 1788 in London. However, his mother soon got divorced and moved with little George to Scotland where her relatives lived. From the very childhood Byron suffered from physical disability, which influenced greatly his life. His right foot was deformed which caused him a limp that resulted in lifelong misery. That’s why he had quite a difficult personality and hysterical character.

In fact, even having such physical disabilities, he voluntarily took part in the Greek War of Independence and therefore was considered a national hero of Greece. Already when the poet was eighteen his first book was published but under a different name. It was a vast collection of poems which he soon refilled with over a hundred of new rhymes and published this time under his own name.

His next book, released in 1809, received a wide response. The same year he left England, as the sum of his debts dramatically increased, and started exploring Europe. Byron visited Spain, Greece, Albania and some other countries. His exciting journey lasted for two years and that was the time when he started working on his successful poem “Child Harold’s Pilgrimage”.

He returned from the trip in 1811 and year later his poem was published. That was the turning point in his career. He suddenly woke up famous. It was an innovative poem in many ways with a new type of literary character in all-European literature. Since then his creative life was rather rich. The new poems and tales in verse were released, among them “The Giaour”, “Hebrew Melodies” etc.

In 1815 Byron married to Anabella Milbenk, who gave birth to his daughter a year later. However this marriage didn’t last; the couple soon divorced. In 1816 he left his native England and moved first to Geneva, then to Venice. The poet led as many would have said an immoral life. At the same time he continued writing new verses: the fourth song of “Child Harold”, the first parts of “Don Giovanni”, “Ode on Venice”, etc.

In April 1819 he met a woman who became his lifelong love. Her name was Countess T. Guiccioli. Although they often moved from one city to another, Byron’s creativity was on high level. During that period he wrote “Cain” (the play, 1820), “The Bronze Age” (1823). In 1820 he joined the movement of Italian Carbonari and in 1823 enthusiastically participated in the struggle for liberty held in Greece.

He spent all his money, possessions and talent to help the local population to gain freedom. In 1823 he fell seriously ill and a year later the great poet died. He tried to get as much as possible out of his life and he always looked for new adventures and experiences. G. G. Byron was buried in Newstead

**Урок 6**

**Тема: Критический реализм. Чарльз Диккенс и его «Рождественская песнь».**

Charles Dickens was an English writer and social critic. He created some of the world’s most memorable fictional characters and is considered to be one of the greatest novelists. He was born on February 7th, 1812 in Portsmouth, England. His father was an office man, who worked hard to provide for his family. Charles had many brother and sisters. When he was 10, his family moved to London, where his father got into debtor’s prison. After that, Charles left school to work in a factory. For two years he worked in a dirty room pasting labels on bottles. Then he went to school for three more years. He had little formal education but still succeeded in life. Over his career he wrote 15 novels, 5 novellas, hundreds of short stories and non-fiction articles. He also worked for 20 years as an editor in a weekly journal. Dickens’ other merits include campaigns for children’s rights, education and other social reforms. He obtained international attention and fame in 1836 with a series of publications called “Pickwick Papers”. He used to be a young and poor reporter at that time, who immediately became a famous writer. Dickens published many other novels later. Among them “Oliver Twist”, “Dombey and Son”, “David Copperfield” and many others. His books are rather interesting to read. He mostly wrote about the hard life of poor people in Victorian England. Even though he lived more than a hundred years ago, people still read his books with pleasure. One of his most influential works ever written was “A Christmas Carol” novella. His fellow writers of that time highly praised his literary genius. Leo Tolstoy, George Orwell, Chesterton were among them. Charles Dickens died on June 9th, 1870 and he was buried in Poet’s Corner in Westminster Abbey.

**Урок 7**

**Тема: Роберт Стивенсон и его творчество. «Остров сокровищ»**

Robert Lewis Stephenson is the English writer of the Scottish origin, the largest figure of national neo-romanticism, the recognized master of an adventure genre, the poet - was born in Edinburgh on November 13, 1850. His father was a hereditary engineer, mother - the representative of an old family. The disease of bronchial tubes postponed in the early childhood has considerably reduced life expectancy.

The first published Stephenson's work belongs to 1866; Robert Lewis has written it still the teenager and has printed for money of the father. It was the historical sketch "Pentlandsky revolt". Stephenson got an education in the Edinburgh academy, from 1871 to 1875 - in University of Edinburgh, at law department. Having gained the diploma of the lawyer upon termination of educational institution, he, nevertheless, didn't begin to be engaged in practical activities in a law field.

For 1873-1879 he lived in the basic in France, and modest earnings of the writer only beginning the way in literature, but promising were a source of the income. Travel on kayaks on the rivers of the country have allowed it to save up impressions which he has stated in the book published in 1878. A series of sketches under the name "Travel in the Country" became the first work of adult Stephenson. In 1882 there were him "Etudes about well familiar people and books". A genre of sketches, the essay, very fashionable and popular in his time, it any more never though popularity to him was brought by works absolutely of other sort left.

In 1880 have found tuberculosis in Stephenson that has forced it to move to climate, more favorable for an organism. Having visited Southern France, Switzerland, England, America, Stephenson with a family has made trips on the South of the Pacific Ocean - and to restore health, and for collecting materials for the next sketches. Having stayed on the Marquesas Islands, Tahiti, Hawaii, in Australia, they have made the decision to lodge for a long time to Samoa.

**Treasure Island**

Squire Trelawney, Doctor Livesey, and the rest of these gentlemen having asked me to write down the whole particulars about Treasure Island, from the beginning to the end, keeping nothing back but the bearings of the island, and that only because there is still treasure not yet lifted, I take up my pen in the year of grace 17—, and go back to the time when my father kept the "Admiral Benbow" Inn, and the brown old seaman, with the saber cut, first took up his lodging under our roof.

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow; a tall, strong, heavy, nut-brown man; his tarry pig-tail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails, and the saber cut across one cheek, a dirty, livid white. I remember him looking round the cove and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:  
 "Fifteen men on the dead man's chest,

Yo-ho-ho and a bottle of rum!

in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste, and still looking about him at the cliffs and up at our signboard.

"This is a handy cove," says he, at length; "and a pleasant sittyated grog-shop. Much company, mate?"

My father told him no, very little company, the more was the pity.

**Урок 8**

**Тема: Бернард Шоу-великий писатель-реалист**

George Bernard Shaw, an outstanding British playwright, was born in Dublin, Ireland, on 26 July, 1856. His family was poor. Shaw’s mother, a gifted musician went to London where she started to work as music teacher. As the family was very poor Shaw realized that he had to leave school at the age of fifteen and start working. He became a cashier in a Dublin land agency. He hated his job and after he had worked for five years he gave it up and left for London. There he joined his mother whom he had not seen for a long time.

Shaw tried to make his living by writing. He wrote four novels which were published in magazines but they were not a success. In 1885 Shaw became a music critic. He wrote a lot of articles on art, music, literature and drama and was very popular with his readers.

In the nineties Shaw began to write to the theatre. He was the creator of a new publicist drama. During the period of 1892 – 93 Shaw published three plays grouped under the title “Plays Unpleasant”. In these plays Shaw criticized British society. Then Shaw published three plays grouped under the title “Plays Pleasant”.

When World War I started Shaw published “Commonsense about the War”, a drastic criticism of the British government’s policy.

In 1928 Shaw visited the Soviet Union. After he had returned to England he published several articles in which he described the achievements of the USSR. Shaw wrote over twenty plays. One of the most popular plays is “Saint Joan” (1923). The play is devoted to Joan of Arc (the Maid of Orleans). As soon as the play was out some theatres staged it. Since its first performance the play has always been a great success with the public everywhere. Shaw himself liked this play very much.

In 1931 he made a world tour visiting India, China, Africa and America.

In 1925 he was awarded the Nobel Prize for Literature. Shaw died at the age of 94 in 1950.

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