

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»  
ФИЛОЛОГИЧЕСКИЙ ФАКУЛЬТЕТ  
Кафедра английской филологии

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**Практикум по домашнему чтению  
по книге George Orwell  
«Animal Farm»**

Самара  
Издательство «Универс групп»  
2011

*Печатается по решению Редакционно-издательского совета  
Самарского государственного университета*

УДК 81

ББК 81.2Англ-923

Г

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**К49** Практикум по домашнему чтению по книге George Orwell «Animal Farm» / Т.А. Гуральник. – Самара : Изд-во «Универс групп», 2011. – 64 с.

**ISBN 978-5-467-00226-2**

Практикум по домашнему чтению по книге Джорджа Оруэлла «Скотный двор» (George Orwell “Animal Farm”) предназначен для студентов отделения «Международные отношения» по курсу «Основной иностранный язык». Цель практикума – помочь студентам в расширении словарного запаса и в развитии навыков просмотрового и аналитического чтения, а также в совершенствовании речевых умений на материале художественной литературы.

Практикум состоит из 12 частей: введение, 10 секций по каждой главе книги и итоговое занятие. В каждой секции предлагается выполнить упражнения на расширение словарного запаса и его активизацию, упражнения на развитие навыков реферирования, перефразирования, говорения и перевода с английского языка на русский, а также задания, направленные на развитие аналитических навыков. Пособие снабжено ссылками на аудиозапись книги Дж. Оруэлла и электронную версию текста в сети Интернет.

Рекомендуется студентам отделения «Международные отношения», освоившим базовый курс основного иностранного языка.

УДК 81

ББК 81.2Англ-923

ISBN 978-5-467-00226-2

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2011

## INTRODUCTION

### Text 1. George Orwell

George Orwell was the pen name of Eric Blair, a British political novelist and essayist whose pointed criticisms of political oppression propelled him into prominence toward the middle of the twentieth century. Born in 1903 to British colonists in Bengal, India, Orwell received his education at a series of private schools, including Eton, an elite school in England. His painful experiences with snobbishness and social elitism at Eton, as well as his intimate familiarity with the reality of British imperialism in India, made him deeply suspicious of the entrenched class system in English society. As a young man, Orwell became a socialist, speaking openly against the excesses of governments east and west and fighting briefly for the socialist cause during the Spanish Civil War, which lasted from 1936 to 1939.

Unlike many British socialists in the 1930s and 1940s, Orwell was not enamored of the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society. He could not turn a blind eye to the cruelties and hypocrisies of Soviet Communist Party, which had overturned the semifeudal system of the tsars only to replace it with the dictatorial reign of Joseph Stalin. Orwell became a sharp critic of both capitalism and communism, and is remembered chiefly as an advocate of freedom and a committed opponent of communist oppression. His two greatest anti-totalitarian novels—*Animal Farm* and *1984*—form the basis of his reputation. Orwell died in 1950, only a year after completing *1984*, which many consider his masterpiece.

A dystopian novel, *1984* attacks the idea of totalitarian communism (a political system in which one ruling party plans and controls the collective social action of a state) by painting a terrifying picture of a world in which personal freedom is nonexistent. *Animal Farm*, written in 1945, deals with similar themes but in a shorter and somewhat simpler format. A “fairy story” in the style of Aesop’s fables, it uses animals on an English farm to tell the history of Soviet communism. Certain animals are based directly on Communist Party leaders: the pigs Napoleon and Snowball, for example,

are figurations of Joseph Stalin and Leon Trotsky, respectively. Orwell uses the form of the fable for a number of aesthetic and political reasons. To better understand these, it is helpful to know at least the rudiments of Soviet history under Communist Party rule, beginning with the October Revolution of 1917.

propelled him into prominence – сделала его знаменитым  
dictatorial reign – режим диктатуры

**Ex.1. Look up the following words in the dictionary. Transcribe them and practice reading**

Bengal, elite, enamored, hypocrisy, semifeudal, tsar, reign, advocate, opponent, totalitarian, masterpiece, dystopian, Aesop, fable, aesthetic

**Ex.2. Find English equivalents to the following**

псевдоним, острая критика, укоренившееся классовое расслоение английского общества, быть очарованным/увлеченным Советским Союзом, свергнуть одну систему для того, чтобы на ее месте создать другую, диктаторский режим, борец за свободу и идейный противник коммунистической тирании, шедевр, роман-дистопия (воображаемая страна антиутопии), басни Эзопа, аллегорические персонажи

**Ex.3. Translate into Russian paying attention to the grammar structures**

1. Born in 1903 to British colonists in Bengal, India, Orwell received his education at a series of private schools

2. Unlike many British socialists in the 1930s and 1940s, Orwell was not enamored of the Soviet Union and its policies, nor did he consider the Soviet Union a positive representation of the possibilities of socialist society.

3. As a young man, Orwell became a socialist

4. A dystopian novel, 1984 attacks the idea of totalitarian communism, by painting a terrifying picture of a world in which personal freedom is nonexistent.

5. *A "fairy story" in the style of Aesop's fables*, it uses animals on an English farm to tell the history of Soviet communism.

#### **Ex. 4. Discussion point**

What is George Orwell renowned for?

#### **Text 2. George Orwell's Biography**

George Orwell was born Eric Arthur Blair on June 25, 1903, in Bengal, India, where his father, Richard Walmesley Blair, was an official in the Opium Department. Like many middle-to-upper-class men of his time, Richard Blair served the British Empire in its most prized and lucrative colony. In 1896, he met Ida Amble Limouzin, a British governess 20 years his junior, also living in India. After their marriage, the couple lived in Bengal for eight years, where they had two children: Marjorie (born 1898) and Eric. One year after Eric's birth, Ida moved back to England. For the next eight years, Eric would see his father for only three months in 1907, during one of his leaves. A third child, Avril, was born in 1908. Richard did not see his youngest child until his return to England when he retired from the Opium Department in 1912.

Eric spent his early boyhood in Henley, Oxfordshire, where he was an admittedly "chubby boy" who enjoyed walks in the Oxfordshire countryside. During this time, he began to vaguely understand his family's need to spend money to "keep up appearances" and the differences between members of different social classes: A friendship with a plumber's daughter was broken by his mother because she found the girl "too common." Not surprisingly, Eric was enthralled with books, notably Jonathan Swift's *Gulliver's Travels* – a novel whose political satire would find its way into the books of George Orwell.

In the summer of 1911, Eric entered into the defining phase of his childhood when he was admitted to St. Cyprian's, a preparatory school in Eastbourne with a reputation for readying boys for notable "public" (that is, private) schools. He began his first term there in 1912 and, until he left it five years later, almost wholly dreaded and hated the experience. He was

humiliated as a bed wetter, forced to memorize streams of dates and names, mocked by the wealthier boys, and led to believe that (in his own words), "[l]ife was more terrible, and I was more wicked, than I had imagined." The headmaster and his wife routinely reminded Eric that he was attending their school on a partial scholarship in order to shame him into behaving as they wished – this was another lesson to young Eric about the importance of social class and money. His years at St. Cyprian's are described at length in his essay, "Such, Such, Were the Joys ... " (1952), and a reader of the essay can see that it was at St. Cyprian's that Orwell began to truly recognize the ways in which the strong belittle, control, and terrorize the weak – an idea that would later inform his political views and two most renowned novels, *Animal Farm* and *Nineteen Eighty-Four*. Although Orwell did enjoy some of his time at St. Cyprian's (collecting butterflies, for example), he yearned for the escape he finally achieved when his impressive grades earned him a scholarship at Wellington College, where he went in 1916.

After spending only nine weeks at Wellington, however, Eric learned that he had been accepted to Eton – one of the nation's most prestigious schools – as a King's Scholar, whose education was almost entirely paid for by a scholarship. Eric's grades at Eton were unimpressive, although he did read a great deal, especially modern writers like Jack London, H. G. Wells, and George Bernard Shaw, who undoubtedly helped Eric shape his growing social consciousness. Eton was also the place where Eric began to write seriously, although what remains from this period is largely juvenilia. In December of 1921, Eric graduated from Eton, and although many Eton boys continued their studies at Oxford or Cambridge, Eric's marks were too low for him to receive a scholarship. His father (understandably) refused to pay for more schooling if Eric was not prepared to perform. Facing an undecided future, the 18-year-old Eric Blair made a decision that would heighten his awareness of politics and the abuses of power done in the name of goodness and moral virtue.

**Ex. 5. Look up the following words in the dictionary. Transcribe them and practice reading**

The British Empire, lucrative colony, Opium Department, political satire, renowned novels, prestigious school, wicked

**Ex. 6. Translate into Russian paying attention to the grammar structures**

1. ...a reader of the essay can see that it was at St. Cyprian's that Orwell began to truly recognize the ways in which the strong belittle, control, and terrorize the weak.

2. Although Orwell did enjoy some of his time at St. Cyprians, he yearned for the escape he finally achieved when his impressive grades earned him a scholarship at Wellington College

3. Eric's grades at Eton were unimpressive, although he did read a great deal, especially modern writers like Jack London, H. G. Wells, and George Bernard Shaw

4. Eton was also the place where Eric began to write seriously, although what remains from this period is largely juvenilia.

5. Facing an undecided future, the 18-year-old Eric Blair made a decision that would heighten his awareness of politics and the abuses of power done in the name of goodness and moral virtue.

**Ex. 7. Discussion points**

1. What family background was Eric Blair born into? Speak about his father and mother.

2. Speak about his early childhood. Explain the phrase "chubby boy".

3. Describe the atmosphere in the family. What does the phrase "keep up appearances" mean? What books did he like to read?

4. What school was he admitted to? What was this school noted for? (explain the phrase "reading boys for notable public schools")

5. Speak about his life in St Cyprian's. What is meant by "bed wetter" (hint: enuresis). How did it affect the boy?

6. Where did he continue his education? Why did he fail to go on to Oxford or Cambridge?

7. What decision do you think he made at the age of 18?

### **Text 3. Historical Context**

Russian society in the early twentieth century was bipolar: a tiny minority controlled most of the country's wealth, while the vast majority of the country's inhabitants were impoverished and oppressed peasants. Communism arose in Russia when the nation's workers and peasants, assisted by a class of concerned intellectuals known as the intelligentsia, rebelled against and overwhelmed the wealthy and powerful class of capitalists and aristocrats. They hoped to establish a socialist utopia based on the principles of the German economic and political philosopher Karl Marx.

In *Das Kapital* (*Capital*), Marx advanced an economically deterministic interpretation of human history, arguing that society would naturally evolve—from a monarchy and aristocracy, to capitalism, and then on to communism, a system under which all property would be held in common. The dignity of the poor workers oppressed by capitalism would be restored, and all people would live as equals. Marx followed this sober and scholarly work with *The Communist Manifesto*, an impassioned call to action that urged, "Workers of the world, unite!"

In the Russia of 1917, it appeared that Marx's dreams were to become reality. After a politically complicated civil war, Tsar Nicholas II, the monarch of Russia, was forced to abdicate the throne that his family had held for three centuries. Vladimir Ilych Lenin, a Russian intellectual revolutionary, seized power in the name of the Communist Party. The new regime took land and industry from private control and put them under government supervision. This centralization of economic systems constituted the first steps in restoring Russia to the prosperity it had known before World War I and in modernizing the nation's primitive infrastructure, including bringing electricity to the countryside. After Lenin died in 1924, Joseph Stalin and Leon Trotsky jockeyed for control of the newly formed Soviet Union. Stalin, a crafty and manipulative politician, soon banished



Trotsky, an idealistic proponent of international communism. Stalin then began to consolidate his power with brutal intensity, killing or imprisoning his perceived political enemies and overseeing the purge of approximately twenty million Soviet citizens.

**Ex. 7. Look up the following words in the dictionary. Transcribe them and practice reading**

bipolar, intelligentsia, rebelled, utopia, monarchy, sober and scholarly work, Communist Manifesto, regime, jockeyed, manipulative politician, proponent,

**Ex. 8. Find English equivalents to the following**

сочувствующие интеллектуалы, восстали против капиталистов и аристократов и подавили их сопротивление, развиваться (об обществе), «Пролетарии всех стран, соединяйтесь», отказаться от престола, захватить власть, поставить под контроль государства, Сталин и Троцкий всеми правдами и неправдами боролись за контроль над новым государством – Советским Союзом, выгнать (избавиться от кого-л, выслав из страны), сторонник коммунистической идеи в международном масштабе, убивать и сажать в тюрьму людей, которых он считал своими политическими врагами, контролировать чистки (нелояльных к власти)

**Ex. 9. Discussion point**

Compare the interpretation of the Russian history with that you receive(d) at school and university (history classes). What would you add/change in the account of historical context.

#### **Text 4. About “Animal Farm”**

As Orwell spent more and more time with the down-and-outs of England, he became convinced that the only remedy for the invidious problem of poverty lay in socialism, a political and economic philosophy arguing that only when the state controls the means of production and distribution

will all members of a nation share its profits and rewards. Unlike capitalism, the philosophy holding that a nation's means of production and distribution should be privately owned and controlled, socialism argues that only government regulation of a nation's economy can close the gap between the rich and the poor. Although he was not a virulent anti-capitalist, Orwell did think that only with the gradual introduction of socialist ideas and practices into British life would the poor eventually come to share in the fruits of their nation's prosperity.

As he explained in his Preface to the Ukrainian edition of *Animal Farm*, "I became pro-Socialist more out of disgust with the way the poorer section of the industrial workers were oppressed and neglected than out of any theoretical admiration for a planned society." After fighting against fascism (an oppressive system of government in which the ruling party has complete economic control) in the Spanish Civil War, Orwell dedicated himself to exploring political questions in his writing. As he explains in the essay "Why I Write," "Every line of serious work I have written since 1936 has been written, directly or indirectly, against totalitarianism and for democratic socialism." His detestation and fear of totalitarianism – an even more extreme form of fascism in which the ruling party has complete control over all aspects of a people's lives – thus informed much of his literary output.

Orwell examined socialism in a number of his nonfiction works but was prompted to write *Animal Farm* by what he saw as a prevalent – and false – belief that the Russian Revolution of 1917 was a step toward socialism for millions of poor and oppressed Russians. Orwell felt that Stalin's brutal rise to power was not only barbaric, but a betrayal of the socialist principles for which Lenin, Trotsky, and he had presumably revolted. In hindsight, this seems obvious, but in the world of World War II Europe, such an attack on Russia was willingly stifled by many British leftists who wanted to believe that Russia was indeed moving toward a true union of socialist republics. The fact that Russia was – like England – fighting Hitler also made Orwell's position more unpalatable to leftist thinkers. Still, he felt that the U.S.S.R. was not progressing toward socialism but totalitarianism: "I was struck by clear signs of its transformation into a hierarchical

society, in which the rulers have no more reason to give up their power than any ruling class." Convinced that "a destruction of the Soviet myth was essential if we wanted a revival of the Socialist movement," Orwell began thinking about how he could best communicate his opinions on socialism and Stalin.

His thoughts were ignited when he happened to see a village boy whipping a cart-horse. At that moment, Orwell received the inspiration he needed to formulate his ideas into *Animal Farm*: "It struck me that if only such animals became aware of their strength we would have no power over them, and that men exploit animals" as the government in a totalitarian state exploits the common people. Now Orwell had a plan for his novel which would both argue the need for a true socialist government and warn the world of the ways in which socialist ideas threatened the will of these in power who wish to control other people. His book would demonstrate the ways in which – despite all of their socialist propaganda – the leaders of the Russian Revolution (especially Stalin) had created in a system even worse than its previous one and sound an alarm to all English readers about the dangers of believing in the Soviet myth. After a number of rejections from publishers, the novel was finally accepted by the small publishing firm of Secker and Warburg and proved to be a tremendous success, both in England and the United States. After *Nineteen Eighty-Four*, another novel that portrays life under an oppressive government, *Animal Farm* is Orwell's most renowned work.

Of course, the novel's meaning is not rooted solely in its portrayal of the Russian Revolution. The novel asks its readers to examine the ways in which political leaders with seemingly noble and altruistic motives can betray the very ideals in which they ostensibly believe, as well as the ways in which certain members of a nation can elect themselves to positions of great power and abuse their fellow citizens, all under the guise of assisting them. The novel also presents the subtle ways in which a group of citizens – of a farm or a nation – can be eventually led by the nose into a terrible life ruled by a totalitarian regime. In "Why I Write," Orwell describes *Animal Farm* as "the first book in which I tried, with full consciousness of

what I was doing, to fuse political purpose and artistic purpose into one whole." His political purpose – presenting a model of socialism gone wrong – is found in the way that the novel's animals reflect different kinds of humans and their struggles for freedom and power. Orwell felt that a farm where "All Animals Are Equal" would solve many social and economic problems – but he also knew that such a system would be difficult to maintain, since some animals would act on the principle that "Some Are More Equal Than Others."

**Ex. 10. Look up the following words in the dictionary. Transcribe them and practice reading**

invidious problem, a virulent anti-capitalist, a prevalent and false belief, in hindsight, a hierarchical society, subtle ways

**Ex. 11. Find English equivalents to the following**

бедняки (низшие социальные слои), средства производства и распределение, из ненависти (неприятия), вдохновлять на создание литературного произведения, широко распространенное, но ложное убеждение, оглядываясь назад, смысл романа заключается не столько в изображении революции в России, под видом помощи

**Ex. 12. Translate into Russian paying attention to the grammar structures**

1. ....a political and economic philosophy arguing that only when the state controls the means of production and distribution will all members of a nation share its profits and rewards.

2. ...Orwell did think that only with the gradual introduction of socialist ideas and practices into British life would the poor eventually come to share in the fruits of their nation's prosperity

3. "I became pro-Socialist more out of disgust..... than out of any theoretical admiration for a planned society

**Ex. 13. Discussion point**

What prompted George Orwell to write "Animal Farm"?

## CHAPTER 1

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

boar, hoarse, slaughter, hideous, fertile, knacker, tyranny, produce (n), plough, uproar, conquer

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

*e.g. abolish(v) – abolition (n) – abolitionist (n)*

- a) slaughter (v)
- b) abolish (v)
- c) consume (v)
- d) grumble (v)
- e) tyrannize (v)
- f) dissentient (adj., n)
- g) conquer (v)
- h) vanish (v)
- i) vice (s) (n)
- j) vote (n, v)
- k) put to vote

**3. Find English equivalents of the following phrases**

- a) погаснуть (о свете)
- b) он был силен как две обыкновенные лошади взятые вместе
- c) он и не блистал большим умом
- d) откашляться
- e) нам дают есть ровно столько, чтобы в нас не угасла жизнь
- f) В чем смысл нашего бытия? Давайте посмотрим правде в глаза
- g) накормить досыта гораздо большее количество животных
- h) удобство и достоинство, о которых нельзя и мечтать
- i) не давать умереть с голоду
- j) родовые муки
- k) работать день и ночь, отдавая душу и тело

- l) заметить кого-то ( что-то)
- m) решить большинством голосов
- n) забываться (стираться в памяти)
- o) подхватить мелодию
- p) выучить наизусть
- q) вся ферма слаженным хором запела « Скот Англии»
- r) пять раз подряд

#### 4. Paraphrase the following sentences

1. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care *lest* there should be some small animal concealed in the straw

2. *Isn't it crystal clear*, comrades, that all the evils of this life of ours spring from the tyranny of human beings?

#### 5. Read the summary of Chapter 1. Fill in the blanks

After Mr. Jones, the owner of \_\_\_\_\_ Farm, \_\_\_\_\_ in a drunken stupor, all of his animals meet in the \_\_\_\_\_ at the request of \_\_\_\_\_, a 12-year-old pig. Major delivers a rousing \_\_\_\_\_ about the evils inflicted upon them by their human keepers and their need to \_\_\_\_\_ the tyranny of Man. After elaborating on the various ways that Man has exploited and harmed the animals, Major mentions \_\_\_\_\_ of his in which he saw a vision of the earth without humans. He then teaches the animals a song -- \_\_\_\_\_ " -- which they sing repeatedly until they awaken \_\_\_\_\_, who fires his gun from his bedroom window, thinking there is a fox in the yard. Frightened by the shot, the animals disperse and \_\_\_\_\_.

#### 6. Discussion points

1). List all the animal characters on the Manor's Farm which are mentioned in Chapter 1. Give character sketches of Mr Jones and the animals (appearance, behaviour, manners etc)

Old Major  
Bluebell

Jessie  
Pincher  
Boxer  
Cloyer  
Muriel  
Mollie  
Moses

2) What was the message of Old Major's Speech? How did the animals accept it?

7. Listen to the passage beginning from "I have little more to say." up to "All animals are equal". Practice reading it the way the speaker reads it. Translate the passage into Russian (in writing).

8. (optional) Choose any part of Old Major's Speech (a paragraph or two) and prepare it for public presentation (act it out)

### 9. Project Work

#### *Analyzing Political Speeches*

PART 1: Use this form to help compare the structure of Martin Luther King's I Have a Dream speech with Old Major's speech in Chapter One. Find phrases from each speech that serve as appropriate examples for each box below.

Note: I Have a Dream by Martin Luther King at

[http://mlk-kpp01.stanford.edu/kingweb/publications/speeches/address\\_at\\_march\\_on\\_washington.pdf](http://mlk-kpp01.stanford.edu/kingweb/publications/speeches/address_at_march_on_washington.pdf)

<b>Basic Structure</b>	<b>I Have a Dream</b>	<b>Old Major's Speech</b>
<i>Describe the present situation</i>		
Who's benefiting under the current conditions?		

<p><i>Prove unfairness</i></p> <p>Who's suffering under current conditions?</p>		
<p><i>Provide a vision of a better way</i></p> <p>What would conditions be like if the conditions were fairer than they are now?</p>		
<p><i>Call for Action</i></p> <p>What must be done to achieve fairer conditions?</p>		

**PART II:** Use this form to help compare the rhetorical tools used in Martin Luther King's I Have a Dream speech and in Old Major's speech in Chapter One. Find examples of each to place in the appropriate boxes below.

<b>Rhetorical tools</b>	<b>I Have a Dream</b>	<b>Old Major's Speech</b>
<p><b><i>Alliteration</i></b></p> <p>Examples of repetition of sounds.</p> <p>"May men of merit be motivated to act!"</p>		
<p><b><i>Repetition</i></b></p> <p>Key words or phrases that are repeated for emphasis.</p>		
<p><b><i>Metaphor</i></b></p> <p>List comparisons that help listeners "envision" meaning.</p> <p>"Let our dreams soar on wings of optimism!"</p>		



<p><b><i>Rhetorical Questions</i></b></p> <p>List questions that are for effect rather than to be answered.</p> <p>"Will we stand now on the brink of history or will we let the moment pass unchallenged?"</p>		
<p><b><i>Allusion</i></b></p> <p>Find historical or literary references.</p> <p>"President Kennedy once told us to 'Ask what we could do for our country.' And, now it is the time to DO!"</p>		

**10. Use the audioscript to help you master speech making**

## CHAPTER 2

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

bury (v), burial, triumph (n), reign (v, n), dawn, pasture, knoll, luxury, mattress

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

e.g. absorb (v) – absorption (n) – absorbing (adj.)

- a) vivacious (adj)
- b) elaborate (v)
- c) expound (v)
- d) disciple (n)
- e) expel (v)
- f) awe (n)
- g) reproach (v)
- h) attend to (v)
- i) inscribe (v)
- j) commandment (n)
- k) harvest (n)
- l) absorb (v)

**3. a) Study the following collocations (v+adv) from the text. Quote the sentences in which they are used. Translate the sentences into Russian**

see clearly; fall naturally; generally recognized; reproach sharply

**b) Match the following verbs with the adverbs. Make up sentences with your collocations**

- |          |           |
|----------|-----------|
| freely   | confuse   |
| highly   | walk      |
| strongly | regret    |
| briskly  | recommend |

deeply  
easily

feel  
admit

#### 4. Find English equivalents of the following phrases in the text

- a) поступать по-своему, («быть себе на уме»);
- b) символ рабства;
- c) передавать (информацию) дальше (следующему);
- d) у него началась черная полоса;
- e) пристраститься к выпивке;
- f) кормиться крошками со стола;
- g) доить корову;
- h) наброситься на своих мучителей;
- i) напугать до смерти;
- j) удрать, унести ноги, пуститься наутек;
- k) из опасения потревожить что-л.;
- l) единогласно вынести резолюцию прямо на месте (сразу же, немедленно)

#### 5. Paraphrase the following sentences

1. *Pre-eminent* among the pigs were two young boars named Snowball and Napoleon.
2. The others said of Squealer that he could *turn black into white*.
3. Moses, who was Mr. Jones's especial pet, was a spy and *a tale-bearer*, but he was also a clever talker.
4. Then they sang Beasts of England seven times *running*.
5. After a moment, however, Snowball and Napoleon butted the door open with their shoulders and the animals *entered in single file*.
6. So the animals *trooped down* to the hayfield to begin the harvest, and when they came back in the evening it was noticed that the milk had disappeared.

#### 6. Read the summary of Chapter 2. Fill in the blanks

After the death of old Major, the animals spend their days secretly planning the \_\_\_\_\_, although they are unsure when it will occur. Because

of their intelligence, the pigs are placed in charge of educating the animals about \_\_\_\_\_, the name they give to the philosophy expounded by Major in Chapter 1. Among the pigs, \_\_\_\_\_ are the most important to the revolution. Despite Mollie's concern with ribbons and Moses' tales of a place called \_\_\_\_\_, the pigs are successful in conveying the principles of \_\_\_\_\_ to the others.

The rebellion occurs when Jones again falls into and neglects \_\_\_\_\_, who break into the store-shed in search of a meal. When Jones and his men arrive, they begin \_\_\_\_\_ but soon find themselves being attacked and chased off the farm. The triumphant animals then destroy all traces of Jones, eat heartily, and revel in their new-found freedom. After a tour of Jones' house, they decide \_\_\_\_\_. Snowball changes the sign reading "Manor Farm" to \_\_\_\_\_ and paints the \_\_\_\_\_ on the wall of the barn. The cows then give five buckets of milk, which Napoleon steals.

## 7. Translate into English using active vocabulary of Chapter 2

1. Дети слушали рассказы своего деда о войне с огромным интересом и почтением.
2. Диссидентов исключали из рядов партии и даже высылали из страны.
3. Мне нужно заняться одним срочным делом.
4. Все, что он писал и говорил, его ученики воспринимали как истину.
5. Мистер Джонс пристрастился к выпивке и перестал интересоваться делами фермы.
6. Мозус любил подслушивать и распускать всякие сплетни.
7. После того, как он не сдал вторую сессию, его отчислили из университета.
8. Основные принципы анимализма были сформулированы в семи заповедях.
9. Когда дети увидели полицейского, они дали стрекача.

10. Мой младший брат – капризный малый, что бы ему не говорили родители, он всегда *все делает по-своему*.

### 8. Discussion points

A. 1). How did the events develop on Manor's Farm after Old Major's death?

2) What system of thought was elaborated by three pigs? Why was it reduced to Seven Commandments?

3) Which events led to the Rebellion?

4) How did the animals behave after the Joneses had fled from the Farm?

5) How did the life on the Farm change after the Rebellion?

B. Give character sketches of Snowball, Napoleon, Squealer, Moses. What role each of them played before, during and after the Rebellion?

**Listen to the passage beginning from "In a very little while the animals had destroyed everything ...." up to "... and even now they could hardly believe that it was all their own". Prepare it for reading. Translate the passage into Russian (in writing).**

### 10. Project Work

Study the following definitions

- **Irony** is the result of a contrast between appearances or expectations and reality.

- **Verbal Irony**—words are used to suggest the opposite of what is meant ("Don't be nervous; it's only the most important test of your life").

- **Dramatic Irony**—what appears to be true to a character is not what the reader/audience knows to be true. (For example, if a character in a play disguises himself in order to fool other characters but the audience knows that the others recognize him, the play is using dramatic irony).

- **Situational Irony**—an event occurs that contradicts expectations. (For example, you might expect a dog to chase a cat. If instead the cat chases the dog, the situation is ironic).

**Directions:** Think about irony in Animal Farm then complete the activity.

1. Use the chart below to record examples of irony from Animal Farm. In the left column, note ironic remarks/events/situations. In the center column, tell what would have been expected or how things appear at first. In the Right column, indicate whether the example represents verbal, dramatic, or situational irony.

Example of Irony	Expectations/Appearance	Type of Irony

2. How do these instances of irony serve Animal Farm as a whole? Do they add humor to the work? Do they support one of the themes (which one?)

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## CHAPTER 3

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

mow, rein, hind (legs) indefatigable, paw

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

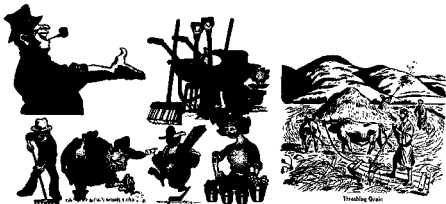
- a) toil (v)
- b) implements
- c) conceive (v)
- d) setback (n)
- e) motto (n)
- f) shirk (v)
- g) ration (n)
- h) faculty (n)
- i) overthrow (v)
- j) content with (adj)
- k) seclusion (n)

**3. a) Pick up from the text (Chapter 2, 3) all the words and phrases relating to the work on the farm**

e.g. mow and rake the grass, milk the cows etc.

**b) Describe the routine work on the farm**





#### 4. Find English equivalents of the following phrases in the text

- a) стоять на задних лапах;
- b) взять на себя роль начальства
- c) работать как часы;
- d) пропадать часами напролет;
- e) придумывать великолепные отговорки;
- f) непременно, обязательно, наверняка;
- g) стараться изо всех сил;
- h) вне досягаемости;
- i) злоупотреблять, использовать в своих интересах;
- j) поднимать флаг

#### 5. Paraphrase the following sentences

1. And not an animal on the farm had stolen so much as a mouthful.
2. When asked whether he was not happier now that Jones was gone, he would say only "Donkeys live a long time. None of you has ever seen a dead donkey" and the others had to be content with his cryptic answer.
3. The pigs had set aside the harness-room as a headquarters for themselves.
4. Snowball also busied himself with organizing the other animals into what called Animal Committees. He was indefatigable at this.



5. He took them up into a loft which could only be reached by a ladder from the harness-room, and there kept them in such *seclusion* that the rest of the farm soon forgot their existence.

6. We pigs are *brainworkers*.

### 6. Read the summary of Chapter 3. Fill in the blanks

Despite the initial difficulties inherent in using farming tools designed for humans, the animals cooperate to finish \_\_\_\_\_ – and do so in less time than it had taken Jones and his men to do the same. Boxer distinguishes himself as a \_\_\_\_\_, admired by all the animals. The pigs become \_\_\_\_\_ of the animal workers. On Sundays, the animals meet in the big barn to listen to \_\_\_\_\_ debate a number of topics on which they seem never to agree. Snowball forms a number of \_\_\_\_\_, all of which fail. However, he does prove successful at bringing a degree of literacy to the animals, who learn to read according to their varied intelligences. To help the animals understand the general precepts of Animalism, Snowball reduces the Seven Commandments to \_\_\_\_\_ “\_\_\_\_\_.” Napoleon, meanwhile, focuses his energy on \_\_\_\_\_ and takes the infant pups of Jessie and Bluebell away from their mothers, presumably for educational purposes.

The animals learn that the cows' milk and windfallen apples are mixed every day into the pigs' mash. When the animals object, Squealer explains that the pigs need the milk and apples to sustain themselves as they work for \_\_\_\_\_.

### 7. Translate into English using active vocabulary of Chapter 3

1) Продавцы не должны продавать ножи и другие острые инструменты детям.

2) Я обязательно позвоню вам, как только получу результаты экспертизы.

3) После серии неудач оппозиции удалось вынести резолюцию о досрочных выборах.

4) Идея демократического общества была задумана отцами основателями Соединенных Штатов Америки.

- 5) Она обыкновенно пропадала *часами напролет* в ночных клубах и на молодежных вечеринках.
- 6) Его *девизом* было никогда не *уваливать от ответственности*.
- 7) Я расслабился, принимая ванну, после *многочасовой работы* в саду.
- 8) У него была удивительная *способность* заводить друзей.
- 9) Малыш *старался изо всех сил* дотянуться до мяча.
- 10) Он всегда сумеет *отговориться*.

## 8. Discussion points

A. 1. Speak on the life on the farm after the Rebellion. Were the animals happy?

2. Compare and contrast Boxer with Mollie, Benjamin and the cat. Where does the author sound friendly / unfriendly?

3. Describe the responsibilities of Snowball and Napoleon on the farm. Were they supportive of each other?

4. Why did the animals delegate their rights to the pigs? How did Squealer convince the animals in the pigs' mission role on the farm? Act out Squealer's speech.

B.

**Satire** is writing that pokes fun at society or human behavior, usually with the aim of improving it

1. What or who are the targets of this satire in Chapter 3?
2. Identify the institutions, customs, and/or behaviors that you think Orwell is criticizing in Chapter 3.
3. Choose a passage from Chapter 3. Decide whether its tone is gentle or biting.

9. Listen to the passage beginning from "None of the other animals on the farm could get further than the letter A.... up to "... he does all his mischief". Prepare it for reading. Translate the passage into Russian (in writing)

## CHAPTER 4

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

adjoin (v), perpetually (adv), vague (adj.), irrepressible (adj.), alighted, manoeuvre, ignominious (adj.), impromptu, hawthorn, posthumously, artillery (n)

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) sympathise (v)
- b) shrewd (adj)
- c) scorn (v)
- d) flourish (v)
- e) torture (v)
- f) savage (adj.)
- g) devour (v)
- h) prophecy (n)
- i) stir (v)
- j) exploit (n)
- k) confer on (v)

**3. Find English equivalents of the following phrases in the text**

- a) никчемный, ни на что не годный;
- b) обратить несчастье Джонса себе на пользу;
- c) в глубине души;
- d) быть в плохих отношениях;
- e) позволить себе петь столь пошлую чепуху;
- f) легкий отвлекающий маневр;
- g) обратиться в бегство;
- h) лежать в засаде;
- i) отомстить;
- j) наградить посмертно;
- k) без подготовки, экспромтом;
- l) на войне как на войне;

#### 4. Paraphrase the following sentences

1. It's owner was a Mr Frederick, a tough, shrewd man, perpetually involved in lawsuits and with a name for driving hard bargains.
2. At first they pretended to laugh to scorn the idea of animals managing a farm for themselves.
3. The whole thing would be over in a fortnight.
4. Obviously they were going to attempt the recapture of the farm.
5. When time passed and the animals had evidently not starved to death, Fredereick and Pilkigton changed their tune.
6. And yet the song was irrepressible.
7. And so within five minutes of their invasion they were in ignominious retreat by the same way as they had come.
8. As soon as they were well inside the yard, the three horses, the three cows, and the rest of the pigs, who had been lying in ambush in the cowshed, suddenly emerged in their rear.
9. At the sight, several men dropped their sticks and tried to run.
10. And when the others came back from looking for her, it was to find that stable-lad, who in fact was stunned, had already recovered and made off.

**5. Write the summary of Chapter 4. Use the following hints, if necessary**

By late summer, news of Animal Farm has spread across half the county by way of pigeons released by Snowball and Napoleon. Jones spends most of his time in a pub, complaining about his troubles to two neighboring farmers: Pilkington and Frederick.

#### 6. Translate into English using active vocabulary of Chapter 4

1. Робинзону Крузо казалось, что он поселился на необитаемом острове, но он ошибался – остров регулярно посещали *дикари*.
2. Я разделяю генеральную линию партии, но, боюсь, что по этому вопросу я не соглашусь.

3. Она поведала мне о своих *«подвигах»* во время путешествия по Южной Африке

4. Ему *присвоили звание «Героя России» уже посмертно.*

5. Она сказала ему, что он лентяй и *бездельник*, и что ему давно уже нужно было найти работу.

6. Держа на руках бездыханное тело своей дочери, он поклялся *отомстить* убийцам

7. Мастерство оратора проявляется в умении говорить *без подготовки.*

8. Считаю несправедливым пользоваться *несчастьем другого человека, чтобы извлечь для себя пользу.*

9. Все эти пессимистические *предсказания* (doom-and-gloom) не помогают справиться с экономическим кризисом

10. Услышав сигнал тревоги, грабители *пустились наутек.*

**7. Study the pair of verbs and point out connotations (additional senses) in the second word of the pair**

eat	devour
strike	peck
push	prod
hit	butt
hit	dash
move	rush
throw	fling
jump	leap
touch	paw

**8. Listen to the passage beginning from “The animals decided unanimously.....” up to the end of Chapter IV. Prepare it for reading. Translate the passage into Russian (in writing).**

### **9. Discussion points**

A. 1. How has the news about Animal Farm spread across the country? What was the reaction to this news of the farmers who had adjoining

farms with Mr Jones ? Why did they delay helping Jones to recapture the farm? What made them eventually arrange the attack on the farm?

2. Speak on Snowball's role in organizing the "defensive operations" Was he a skilled tactician? What made the men retreat?

3. Describe Boxer's exploits. Why do you think he regretted "killing the stable man"?

4. How did the animals celebrate their victory?

### **B. Project Work**

**Allegory** is a form of extended metaphor: it is a symbolic representation of abstract ideas in the form of a fable. Thus an allegory is a story with two meanings, a literal meaning and a symbolic meaning. The underlying meaning may have moral, social, religious, or political significance. Orwell used allegory as a method of **satire**

List the events, behaviors or actions of the characters that have symbolic meanings. Find cases of verbal, dramatic or situational irony in the text.

Does Orwell sympathize with any of the characters (animals and humans)?

## CHAPTER 5

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

appetite, stroll, blithely, prance, conjure up, dispute, learned (adj.), silage, scheme, controversy, dynamo, machinery, incubator, unintelligible, manger, eloquence, growl, disinterred

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) troublesome (adj.)
- b) excuse oneself
- c) canvass (v)
- d) procure (v)
- e) faction (n)
- f) side with
- g) conquer (v)
- h) dismay (v)
- i) articulate (adj.)
- j) exaggerate (v)

**3. Find English equivalents of the following phrases in the text**

- a) под любым предлогом;
- b) «Дай мне честное слово»;
- c) ничего не было известно о ее местонахождении;
- d) в клетчатых бриджах и гетрах;
- e) ратифицировать большинством голосов;
- f) выжидать, ожидать благоприятного момента;
- g) рисовать заманчивые картины (будущего);
- h) стараться изо-всех сил;
- i) держаться в стороне, особняком;
- j) наблюдать украдкой, исподтишка;
- k) поставить на голосование;
- l) бросить косой взгляд;

- m) председательствовать;
- n) разобраться со своими мыслями;
- o) до мельчайших подробностей

**4. Match the definition with the verb from the text. Quote the sentence in which the verb was used**

to walk in a slow unhurried way	stroke
move one's hand gently over something	stroll
to walk in lively springing steps	tread on
to walk or step on something	prance
say something	bound
to move quickly or energetically with large strides or jumps	utter
bring up children	assemble
gather	rear

**5. Paraphrase the following sentences**

1. One day as Mollic strolled blithely into the yard, flirting her long tail and chewing at a stalk of hay, Clover took her side.

2. A fat red-faced man in check breeches and gaiters, who looked like a publican, was stroking her nose and feeding her sugar.

3. .... and they listened in astonishment while Snowball conjured up pictures of fantastic machines which would do their work for them while they grazed at their ease in the fields or improved their minds with reading and conversation.

4. They had all the more reason for doing so because the news of their defeat had spread across the countryside and made the animals on the neighbouring farms more restive than ever.

5. Until now the animals had been about equally divided in their sympathies, but in a moment Snowball's eloquence had carried them away.

6. In glowing sentences he painted a picture of Animal Farm as it might be when sordid labour was lifted from the animals' backs.

7. Then he put on an extra spurt and, with a few inches to spare, slipped through a hole in the hedge and was seen no more.



8. The skull of old Major, now clean and flesh, had been disinterred from the orchard and set up on a stump at the foot of the flagstaff, beside the gun.

9. Napoleon read out the orders for the week in a gruff soldierly style, and after a single singing of Beasts of England, all the animals dispersed.

10. Discipline, comrades, iron discipline! That is the watchword for today.

**6. Write the summary of Chapter 5. Use the following hints, if necessary**

Winter comes, and Mollie works less and less. Eventually, Clover discovers that Mollie is being bribed off Animal Farm by one of Pilkington's men, who eventually wins her loyalties.

**7. Translate into English using active vocabulary of Chapter 5**

1. Она *извинилась* за опоздание, сославшись на то, что застряла в пробке.

2. *Под любым предлогом* задержите его в Лондоне на несколько дней.

3. *Дай мне честное слово*, что в мое отсутствие ты не будешь сидеть часами напролет за компьютером.

4. По закону нельзя *агитировать* за кандидатов в день выборов.

5. Партия раскололась (split) на *фракции*, между которыми началась борьба за лидерство.

6. Следователь попросил подозреваемого *рассказать до мельчайших подробностей* об обстоятельствах преступления.

7. Он всегда *держался в тени*, как будто ждал подходящего момента для своей мести.

8. Он *четко и последовательно изложил причины*, вызывающие необходимость изменить закон

9. У нее всегда была склонность *преувеличивать* опасность.

10. Она *старается изо всех сил* подчеркнуть как много она сделала для успеха проекта.

8. a) Find the names of agricultural implements in Chapter 5. Say what kind of work could be done with each of them (See also Chapter 3) (optional)

b) Find in the text words and expressions relating to argumentation: e.g. set forth the reasons

9. Listen to the passage beginning from "At last the day came when Snowball's plans were completed ....." up to "no one had ever heard him utter before. Prepare it for reading. Translate the passage into Russian (in writing).

### 10. Discussion points

A. 1. How did Mollie vanish from Animal Farm?

2. What was the arrangement of life on Animal Farm? Speak on the disputes between Snowball and Napoleon? What was the 'bone of contention'?

3. Describe Snowball's expulsion. Why do you think it was made possible? What was the animals' first reaction? How did Squealer reason in favour of Napoleon's leadership?

4. What has changed on Animal Farm after Snowball's expulsion? How did Napoleon seize control of the farm? Speak on Squealer's contribution to the new arrangement of life.

### B. Project

Snowball and Napoleon symbolize different strategies for settling disagreements. Compare and contrast their techniques in the struggle for power

Character	Strategy	Examples
Snowball	a) uses rhetoric and logic to persuade animals b)	
Napoleon	a) uses violence to settle disagreements b)	

## CHAPTER 6

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

quarry, boulder (валун), extravagant, manure, promptly, awkwardness, dread, symptom, mournfully, roared, sheer malignity

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) grudge (v)
- b) sacrifice (n)
- c) voluntary (adj.)
- d) strain (oneself) (v)
- e) override (v)
- f) conscious (of)
- g) timidly (adv.)
- h) dismiss (v)
- i) perspective (n)
- j) avenge oneself (v)

**3. Find English equivalents of the following phrases in the text**

- a) во благо себе;
- b) находиться поблизости, под рукой;
- c) сила тяжести;
- d) ухватиться за веревку;
- e) под руководством свиней;
- f) все животные вместе взятые;
- g) пахотная земля, пашня;
- h) принимать меры, подготовиться к;
- i) взвалить все бремя ответственности на свои плечи;
- j) совершать обход фермы;
- k) успокоить (животных);
- l) разориться;
- m) в едином порыве, единодушно;

- п) прокрался под покровом ночи;
- о) что бы то ни было, во что бы то ни стало

#### 4. Paraphrase the following sentences

1. The animals were not badly off throughout that summer.
2. Then as usual, the sheep broke into "Four legs good, two legs bad!" and the momentary awkwardness was smoothed over.
3. A Mr Wymper, a solicitor living in Willington, had agreed to act as intermediary between Animal Farm and the outside world.
4. He was a sly-looking little man with side whiskers, a solicitor in a very small way of business....
5. The animals watched his comings and goings with a kind of dread.
6. Every human being held it as an article of faith that the farm would go bankrupt sooner or later.
7. They had also dropped their championship of Jones, who had given up hope of getting his farm back.
8. It was about this time that the pigs suddenly moved into the farmhouse and took up their residence there.
9. Yes, there it lay, the fruit of all their struggles, leveled to its foundations, the stones they had broken and carried so laboriously scattered all around.
10. The animals were shocked beyond measure to learn that even Snowball could be guilty of such action.

#### 5. Write the summary of Chapter 6. Use the following hints, if necessary

During the following year, the animals work harder than ever before. Building the windmill is a laborious business, and Boxer proves himself a model of physical strength and dedication.

#### 6. Translate into English using active vocabulary of Chapter 6

1. Чтобы закончить свою картину, он не жалел ни сил, ни здоровья.
2. Два раза в неделю она бесплатно работает в организации

3. Матч состоится *в любую погоду*.
4. Чем заняться когда скучно, а *под рукой* лишь Интернет?
5. Сотни крупных банков, не говоря уже (let alone) о мелких коммерческих предприятиях, *разорились* во время кризиса.
6. Разделение властей в системе государственного управления Америки означает, например, что Конгресс 2/3 голосов может *преодолеть (отменить)* вето президента, наложенное на законодательную инициативу одной из палат Конгресса.
7. Студенты уговорили преподавателя *отпустить их* и провести занятие на следующей неделе.
8. После отъезда сына она стала очень беспокойной, часто суетится по пустякам (fuss over trifles), а я не знаю как *успокоить* ее.
9. В газетах советских времен часто можно было прочесть: «В *едином порыве под руководством партии* советский народ строит социалистическое общество».
10. Я сделал это только *ради вас*.

7. Listen to the passage beginning from “Every Monday Mr Whymper visited the farm.....” up to “developed a certain respect for the efficiency with which the animals were managing their own affairs”. Prepare it for reading. Translate the passage into Russian (in writing).

### 8. Discussion points

- A. 1. Speak on the changes in the life of Animal Farm. What methods did Napoleon utilize to keep the animals working and docile.
2. Describe work on windmill. How did the pigs exploit the idea of “sacrifice”?
3. Speak on Napoleon’s “new policy” Why did the animals take it with “vague uneasiness”. How did Squealer set animals’ mind at rest?
4. Speak on the relations of Animal Farm with human race. What role did Mr Whymper play in these relations?
5. What made Clover feel suspicious about the pigs’ decision “to take up residence in the farmhouse”?

6. What happened with the windmill on one November night? Who was to blame? What do you think caused the windmill collapse?

7. What decision was made after the windmill destruction?

### B. Project

**Manipulate (v)** – falsify something; to change or present something in a way that is false but personally advantageous; **manipulation (n)** – (*mainly disapproving*) controlling someone or something to your own advantage, often unfairly or dishonestly

Name the manipulation techniques that Napoleon and the pigs used in their propaganda.

e.g. Despite their working like "slaves," the animals believe that "everything they did was for the benefit of themselves" and "not for a pack of idle, thieving human beings."

**Parody** – (n) humorous or satirical mimicry, (v) make a parody of, make a spoof, or make fun of

In this chapter Orwell comments on the cyclical nature of tyranny. As the pigs gain power, they become increasingly corrupt. As many political observers have noted, Stalin and his officials quickly entered into the lifestyles that had characterized the tsars. Find instances of parody in Chapter 6.

## CHAPTER 7

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

mangel, emboldened, infanticide, escort, coccidiosis, gnaw, slaughter, famine (n), fierce, treachery (n), tumult (n),

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) rejoice (v) –
- b) starvation (n)
- c) thwart (v)
- d) mischief (n)
- e) attribute (to) (v)
- f) decree (v)
- g) pervade (v)
- h) menace (v)
- i) plot (v)
- j) lurk (v)
- k) incite (v)
- l) retribution (n)

**3. Find English equivalents of the following phrases in the text**

- a) назло, со злости;
- b) отчаяться, приуныть, падать духом;
- c) запасы кончились;
- d) наверстать упущенное (время);
- e) быть неотвратимым;
- f) проследить за тем, чтобы..., принять меры, чтобы....;
- g) быть в бегах;
- h) в союзе с кем-л;
- i) так красочно описал сцену;
- j) смотреть в оба;
- k) откровенно высказаться, открыто выразить свое мнение

#### 4. Paraphrase the following sentences

1. The corn ration was drastically reduced, and it was announced that an extra potato ration would be issued to make up for it.

2. Starvation seemed to stare them in the face.

3. One Sunday morning Squealer announced that the hens, who had just come in to lay again, must surrender their eggs.

4. The rats, which had been troublesome that winter, were also said to be in league with Snowball.

5. The animals were stupefied.

6. "That was our mistake, comrade. For we know now – it is all written down in the secret documents that we have found – that in reality he was trying to lure us to our doom".

7. Napoleon appeared to change countenance, and sharply ordered Boxer to let the dog go....

8. Without any further prompting they confessed that they had been secretly in touch with Snowball ever since his expulsion, that they had collaborated with him in destroying the windmill, and that they had entered into an agreement with him to hand over Animal Farm to Mr. Frederick.

9. Presently the tumult died out.

10. And so the tale of confessions and executions went on.

11. The animals huddled about Clover.

#### 5. Write the summary of Chapter 7. Use the following hints, if necessary

As the human world watches Animal Farm and waits for news of its failure, the animals struggle against starvation. Napoleon uses Mr. Whymper to spread news of Animal Farm's sufficiency to the human world.

#### 6. Translate into English using active vocabulary of Chapter 7

1. Ну, какие вы тут *проказы замышляете?* – спросил строго отец.

2. Он *объяснил успех* проекта использованием в нем сложных компьютерных технологий



3. Конечно, сейчас наступили тяжелые времена, но *падать духом* нельзя.

4. Коррупция *проникла* во все властные структуры.

5. Устав Олимпийских игр *предписывает*, чтобы Игры открывал глава государства

6. Задержанные полицией отрицали, что *подстрекали* толпу к насилию.

7. Ее спросили, должно ли гражданское общество требовать *ответа (воздаяния)* от военных за нарушение прав человека.

8. Она не боится *высказываться откровенно*, даже если это не всем нравится

9. Пожалуйста, *проследите*, чтобы никто не вошел без предъявления документа.

10. Мои планы на отпуск *нарушила* забастовка авиадиспетчеров.

**7. Listen to the passage beginning from “The three hens who had been the ringleaders.....” up to “ unknown there since the expulsion of Jones”. Prepare it for reading. Translate the passage into Russian (in writing).**

### **8. Discussion points**

**A.** 1. How were the animals surviving through the winter? Did the humans know about the hardships in the Animal Farm?

2. Speak about Napoleon’s managing the Farm. Why do you think it was necessary to spread “ the alarming news” about Snowball’s frequenting the farm?

3. Speak about Napoleon and Squealer’s insinuations of Snowball’s treachery.

4. Speak about animals’ confessions and executions in Animal Farm. Why do you think the animals made their confessions? How did Boxer respond to executions?

5. What did Clover feel when she was looking at Animal Farm from a knoll? Why was she crying?

6. What was Squealer’s reasoning for forbidding the Beasts of England?

### **B. Problem – Solution – Effect**

List the problems that Animal Farm was facing. What (Whom) did Napoleon and his loyal supporters attribute these problems to? What were these problems really due to? How did Napoleon deceive the animals and the outer world? How did the atmosphere of fear and death intensify (examples)

Name the problem	Attributed to	Real Cause	Deception Tactics

## CHAPTER 8

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

retinue, trumpeter, cupboard, machinations, privy, nocturnal (visit), cowardice, dynamo, wagon, ecstasy, cheque (n), hullabaloo, weary, sacred, solemn funeral, hearse

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) treachery (n)
- b) jealousy (n)
- c) precaution (n)
- d) distrust (v)
- e) censure for (v)
- f) masterpiece (n)
- g) forgery (n)
- h) dejectedly (adv)
- i) lamentation (n)
- j) contrive (v)

**3. Find English equivalents of the following phrases in the text**

- a) появляться на публике;
- b) столовый фарфоровый сервиз краун-дерби;
- c) отдать должное Наполеону за то, что;
- d) улыбка фортуны;
- e) животные кипели от негодования;
- f) избегать поспешных действий;
- g) разоблачить махинации;
- h) участник заговора;
- i) наперекор всем трудностям;
- j) найти убежище на ферме;
- k) все как один;
- l) сделать крюк, пойти в обход;

- m) идти на цыпочках;
- n) сцепиться в рукопашном бою

#### 4. Paraphrase the following sentences

1. ...and he had already bribed the magistrates and police, so that *if he could once get hold of the title-deeds of Animal Farm* they would ask no questions.
2. *Sentinels* were placed at all the approaches to the farm.
3. In addition, four pigeons were sent to Foxwood *with a conciliatory message*.
4. For the moment even Napoleon *seemed at a loss*.
5. He *paced up and down* without a word.
6. On it was penciled the words "*Serves you right*".
7. Meanwhile Frederick and his men had *halted about* the windmill.
8. Terrified, the animals waited. It was impossible now *to venture out of the shelter* of the buildings.
9. A mighty cry of vengeance went up, and without waiting for further orders *they charged forth in a body and made straight for the enemy*.
10. Once again some of the animals heard this with a certain bewilderment, but Squealer was soon able to convince them that their memories *had been at fault*.
11. But the men *did not go unscathed* either.
12. ... *he had a terrible piece of news to impart*.

#### 5. Choose the synonym from the following set which best fits into the sentence

1. And though no one cared to mention it in the hearing of the pigs or the dogs, it was felt that the killings which had taken place did not *square* with this
  - a) look fair    b) go along with    c) disagree
2. Clover asked Benjamin to read her the Sixth Commandment, and when Benjamin, as usual, said that he refused *to meddle in* such matters, she fetched Muriel.
  - a) interfere in    b) get involved    c) discuss

3. Snowball was known to be still *skulking* on Pinchfield Farm  
 a) lurking    b) hiding    c) toiling
4. He had *flogged* the old horse to death  
 a) whipped    b) tortured    c) hazed
5. The animals' blood boiled with rage when they heard of these things being done to their comrades, and sometimes they *clamoured* to be allowed to go out in a body and attack Pinchfield farm  
 a) demanded noisily    b) persisted    c) wrote petitions
6. When they thought of all this, their tiredness *forsook them* .....  
 a) deminished    b) took over    c) abandoned
7. .... and they *gamboled* round and round the windmill, uttering cries of triumph.  
 a) whirled around in circles    b) leaped or skipped playfully  
 c) marched
8. There were songs, speeches, and more firing of the gun, and a special gift of an apple *was bestowed on* every animal....  
 a) conferred    b) presented with    c) decorated
9. This time they *did not heed* the cruel pellets that swept over them like hail.  
 a) protect themselves from    b) be aware of    c) pay attention to
10. Boldly enough the animals *sallied forth* to meet them...  
 a) volunteered    b) ventured forth    c) set up the defence

**6. Compare the following pairs of words. Make up sentences to show the difference in their meanings**

treachery – treason; jealousy – envy; distrust – mistrust, contrive – plot

**7. Write the summary of Chapter 8. Use your active vocabulary and the following hints, if necessary**

The following year brings more work on the windmill and less food for the workers, despite Squealer's lists of figures supposedly proving that food production has increased dramatically under Napoleon's rule.

## 8. Translate into English using active vocabulary of Chapter 8

1. Команда в этом сезоне выступала плохо из-за *мелочной зависти* среди игроков.

2. Несмотря на свою победу на выборах, правительство *не пользуется доверием* населения по ключевым вопросам внутренней политики.

3. Министрам *было вынесено порицание* за нерешительность во время кризиса.

4. Пресс-конференция министра внутренних дел была настоящим *произведением искусства* манипуляции СМИ.

5. Моя бабушка, как всегда, *сокрушается (сетует)* по поводу падения нравов в современном обществе.

6. Не знаю как, но она *сумела достать* билеты на концерт Элтона Джона.

7. Я бы никогда не осмелилась так себя вести на людях (в общественном месте).

8. Я *полагал*, что он рассуждает более здраво (show better judgment), чем оказалось на деле.

9. Преследуемые за свои религиозные убеждения у себя на родине в Англии, Квакеры *нашли убежище* в Новом Свете.

10. В газетах появились сообщения, что контрразведка *раскрыла заговор*, направленный на свержение законного правительства страны.

11. Они *прошли на цыпочках* через комнату, чтобы не разбудить малыша.

12. Она выглядела *подавленно* и растерянно, когда узнала, что лишилась работы.

**9. Listen to the passage beginning from "Napoleon was now never spoken of simply as....." up to "The general feeling on the farm was well expressed in a poem". Prepare it for reading. Translate the passage into Russian (in writing).**

## 10. Discussion points

A. 1. How did the Napoleon's cult of personality (an extreme or excessive admiration for a person, philosophy of life, or activity) emerge? Give evidence that Napoleon has distanced himself from other animals on the farm?

2. Speak about Napoleon's deal of selling a pile of timber. What was the animals' first reaction to this deal? How did Napoleon manage to divert the animals' attention from his failure?

3. Speak about Napoleon and Squealer's actions to rewrite history. How did the text of 7 Commandments change in the course of time and why?

4. Speak about the ways Napoleon and Squealer manipulated public opinion. Give examples of double talk (talk intended to confuse or deceive).

6. Describe the attack on windmill. Why do you think Pilkington and his men ventured to attack the windmill? In what way the Battle of Cowshed differs from the Battle of Windmill?

7. What is the episode involving alcohol notable for?

**11. Compare the original poem and its translation. Comment on the connotations underlying the poem. How do the archaic words or forms (such as thy, thou, ere) render the effect of loftiness. How are these forms conveyed in Russian? What effect is produced by the use of different stylistic means (comparisons, metaphors, epithets). Which version (original or translated) in your opinion is more ironic?**

Friend of fatherless!	Отец всех обездоленных!
Fountain of happiness!	Источник счастья!
Lord of the swill-bucket!	Повелитель колод с помоями!
Oh, how my soul is on fire	О, как пылает моя душа,
When I gaze at thy calm and	Когда я смотрю в твои спокойные и
commanding eye,	властные глаза,
Like the sun in the sky,	Подобные солнцу в небе,
Comrade Napoleon!	Товарищ Наполеон!
Thou are the giver of	Ты овладел искусством дарить все,

All that thy creatures love,	что нужно твоим детям –
Full belly twice a day, clean	Дважды в день полное брюхо, чистую
straw to roll upon;	солому, чтобы валяться;
Every beast, great or small,	Каждое животное, большое или малое,
Sleeps at peace in his stall,	спокойно спит в своем стойле,
Thou watchest over all,	Пока ты бдишь над всеми,
Comrade Napoleon!	Товарищ Наполеон!
Had I a sucking-pig,	И будь я хоть сосунок,
Ere he had grown as big	или будь я уже большим,
Even as a pint bottle or as a	Пустой бутылкой будь я или
rolling-pin,	пробкой –
He should have learned to be	Все мы должны учиться верности и
Faithful and true to thee,	преданности тебе
Yes, his first squeak should be	И приветствовать мир первым криком:
"Comrade Napoleon!"	«Товарищ Наполеон!»

*Note: **epithet** – A descriptive adjective or phrase used to characterize someone or something.*

***metaphor** – a figure of speech wherein a comparison is made between two unlike things without the use of words like or as*



## CHAPTER 9

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

poultices of herbs, superannuated animals, sow, orchard, piebald, gill of beer, tureen, stratagem, haunch, veterinary surgeon, bowler, coursed, knackers, wreath, laurel, banquet

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) stand for (v)
- b) save up (v)
- c) foodstuff (n)
- d) complicity (n)
- e) inflict (v)
- f) allowance (n)
- g) shrink (v)
- h) distress (v)
- i) leisure (n)
- j) demeanor (n)

**3. Find English equivalents of the following phrases in the text**

- a) считать делом своей чести;
- b) идти как по маслу, быть на мази;
- c) стерлись из памяти;
- d) в этом и была разница, в этом-то все и дело;
- e) окрестности фермы;
- f) в общем, в целом;
- g) по такому случаю;
- h) болтал без умолку;
- i) чувствовали неловкость;

**4. Paraphrase the following sentences**

1. ... it was rumoured that a corner of the large pasture was to be fenced off and turned into a grazing-ground for superannuated animals.

2. In the autumn the four sows had all littered simultaneously
3. But the pigs felt comfortable enough, and in fact were putting on weight if anything.
4. The dogs flanked the procession and at the head of all marched Napoleon'
5. Sometimes the long hours on insufficient food were hard to bear, but Boxer never faltered.
6. His eyes were glazed, his sides matted with sweat.
7. Boxer professed not to be sorry for what had happened.
8. At this moment the man on the box whipped up his horses and the van moved out of the yard at a smart trot.
9. And at the end, almost too weak to speak, he whispered in my ear that his sole sorrow was to have passed on before the windmill was finished.
10. ... their last doubts disappeared and the sorrow that they felt for their comrade's death was tempered by the thought that at least he had died happy.
11. It had not been possible, he said, to bring back their lamented comrade's remains for internment on the farm.

**5. Look up the word devotee in the dictionary. Analyze its word structure (devote (oneself) → devotee). Make up nouns from the following verbs (verbal phrases) using the suffix -ee. Translate the nouns into Russian. Make up sentences with them.**

retire, to seek refuge, attend, be absent, escape, stand

**6. Write the summary of Chapter 9. Use your active vocabulary and the following hints, if necessary**

After celebrating their so-called victory against Frederick, the animals begin building a new windmill. Their efforts are again led by Boxer who, despite his split hoof, insists on working harder and getting the windmill started before he retires.

**7. Translate into English using active vocabulary of Chapter 9**

1. «Скотный двор» олицетворяет/символизирует любой тоталитарный режим независимо от страны, в которой он сформировался.

2. Страдания, *которые были причинены* этим детям, просто невообразимы.

3. Он подозревается *в соучастии в мошенничестве вместе со* своей женой.

4. Преимущества этого места работы (The perks of the job) заключаются в предоставлении соцпакета и довольны больших *командировочных*.

5. Надеюсь, я вас никак *не расстроил* своими вопросами о личной жизни?

6. У нее *манеры* женщины, которая вполне довольна своей жизнью.

7. Считаю делом *своей чести* добиться снижения преступности в городе более чем вдвое, заявил глава департамента внутренних дел на пресс-конференции по случаю вступления в должность.

8. Новые обои *существенно изменили* интерьер квартиры.

9. Есть несколько моментов, которые меня не устраивают в работе рекламного агента, но, *в целом*, я вполне доволен тем, чем я занимаюсь.

10. Что она умела делать превосходно, так это *болтать без умолку*.

**8. Listen to the passage beginning from “But if there were hardships to be borne....” up to “ ... they were able to forget that their bellies were empty, at least part of the time”. Prepare it for reading. Translate the passage into Russian (in writing).**

### **9. Discussion points**

A. 1. Speak about Boxer’s final days on the farm: what did he make a point of honour? How did he struggle with his illness?

2. What was the quality of life on the farm? What made the animals stay docile to Napoleon’s regime?

3. Speak about Moses’ return to the farm. Why did the pigs allow him to live on the farm although they denied him to do so at the outset of their administration?

4. How does Boxer’s death reveal the treachery and hypocrisy of the pigs. Did Boxer understand what was happening with him? Do you think

the animals believed Squealer's pack of lies about Boxer's death? What set the animals' mind at rest? Why?

5. What does the episode with the pigs getting drunk on the day of Boxer's memorial reveal?

### **Project work**

**B.** In his famous essay, "Politics and the English Language" (1946), Orwell discusses many ways that our language "becomes ugly and inaccurate because our thoughts are foolish," but also argues that "the slovenliness of our language makes it easier to have foolish thoughts." In other words, any corruption of the language can (and will) have a corrupting influence on the ways in which we think about the very things that language struggles to describe.

Thus one hears politicians speak of "the need to increase funding of government programs" instead of "tax hikes" or the invasion of another country as a "police action" instead of a "war." In "Politics and the English Language," Orwell contends that such euphemisms are used because they prevent listeners from conjuring mental pictures of what is being described, which in turn lessens the amount of horror listeners can feel when considering the topic.

Chapters 8 and 9 of *Animal Farm* abound in instances of doubletalk and examples of euphemisms.

**Doublespeak** – a talk intended to confuse or deceive (intentionally ambiguous or confusing talk)

**Euphemism** – a word or phrase used in place of a term that might be confused, too direct, harsh, unpleasant, or offensive e.g. homeless = residentially flexible, unemployed = non-waged, downsize = fire many employees

Speak about Squealer's manipulation of language. List the episodes from the text that point to the use of doubletalk. Give examples of euphemisms used by Squealer. Act out one of Squealer's speeches addressed to the animals (Chapters 6-9)

**C. Go back to Project work in Chapter 2. Give examples of irony in Chapter 9**

## CHAPTER 10

**1. Look up the following words in the dictionary. Write them in transcription. Practice reading the words**

inebriates' home, rheumy eyes, morose, minutes, insoluble, birch saplings, browsing, privacy, neighing of a horse, majestically upright, haughty glances, malignant enemy, colleague, uproar of voices

**2. Learn the following words. Quote the sentences in which these words were used. Give all the derivatives of these words**

- a) frugally (adv.)
- b) speculate (on)
- c) profess (v)
- d) conscious (adj.)
- e) privacy (n)
- f) startle (v)
- g) sentiments (n)
- h) subsist (v)
- i) subversive (adj.)
- j) suppress (v)

**3. Find English equivalents of the following phrases in the text**

- a) передавать из уст в уста;
- b) на благо фермы;
- c) рыться в глубинах своей памяти;
- d) перевернуть вверх дном/вверх ногами;
- e) испытать острый прилив любопытства;
- f) занять почетное место во главе стола;
- g) относиться с некоторой опаской;
- h) наполните бокалы до краев;
- i) кружки были выпиты до дна;
- j) остановились как вкопанные

#### 4. Paraphrase the following sentences

1. Clover was an old stout mare now, stiff in the joints and with a tendency to rheumy eyes.

2. They were fine upstanding beasts, willing workers and good comrades, but very stupid.

3. They accepted everything that they were told about the Rebellion and the principles of Animalism, especially from Clover, for whom they had an almost filial respect

4. Then there came a moment when the first shock had worn off.

5. Her old eyes looked dimmer than ever.

6. The pigs appeared completely at ease in their chairs.

7. But before doing so, there were a few words that he felt it incumbent upon him to say.

8. But all such doubts were now dispelled.

9. This bon mot set the table in a roar.

10. ...and Mr. Pilkington once again congratulated the pigs on the low rations, the long working hours, and the general absence of pampering which he had observed on Animal Farm

11. When the cheering had died down, Napoleon, who had remained on his feet, intimated that he too had a few words to say.

12. He did not believe, he said, that any of the old suspicions still lingered.

13. Clover's old dim eyes flitted from one face to another.

14. The source of the trouble appeared to be that Napoleon and Mr. Pilkington had each played an ace of spades simultaneously.

#### 5. Choose the word with the opposite meaning

**taciturn (adj.):** shy, aloof, talkative, quiet

**marvel (v):** disdain, be impressed, admire, draw

**foretell (v):** predict, portend, forecast, review

**eminent (adj.):** important, distinguished, unknown, emerging

**consent (v):** refuse, agree, subscribe, accede

**malignant:** evil, hateful, malicious, kind

**dim:** clear, indistinct, vague, faint

**6. Write the summary of Chapter 10. Use your active vocabulary and the following hints, if necessary**

Years pass, and Animal Farm undergoes its final changes. Muriel, Bluebell, Jessie, and Pincher are all dead, and Jones dies in an inebriates' home.

**7. Translate into English using active vocabulary of Chapter 10**

- 1) У нас осталось очень мало денег, и мы вынуждены были экономно питаться в дешевых ресторанах и кафе.
- 2) Она открыто утверждает, что ее не интересуют деньги.
- 3) Она погрузилась в чтение книги и испугалась, когда услышала его голос.
- 4) Националистические настроения возросли после совершения взрыва.
- 5) Заключенные существовали на воде и хлебе.
- 6) Все приказы отдавались устно с тем, чтобы не оставлять письменных улик.
- 7) Я перевернула в доме все вверх дном, но так и не нашла фотографии.
- 8) Спецслужбы прекратили подрывную деятельность террористических организаций в стране.
- 9) Представитель делегации отказался строить догадки по поводу крушения поезда.

**8. Listen to the passage beginning from "There was a deadly silence..." up to "All animals are equal...". Prepare it for reading. Translate the passage into Russian (in writing).**

**9. Discussion points**

A. 1. What changes have occurred in Animal Farm for the past years? Was the farm prospering? What was the pigs and the dogs' "contribution" to this prospering?

2. What problem did the animals find insoluble?
3. Why did the animals' hearts "swell with imperishable pride"?
4. What did the animals see one summer day in the yard?
5. What happened to 7 commandments? How does the writer illustrate the only commandment left?
6. Speak about the visit of the deputation of the neighbouring farmers. What did it end up with? What did this visit demonstrate?
7. Comment on the end of the story.

### **B. Project work**

Based on the reported speeches of Mr Pilkington and Napoleon in the text, write the speech of either Mr.Pilkington or Napoleon. (Choose one of the options). Considering their traits of character, act out your speech.

**C. (optional) Watch the last episode of Animal Farm (animated cartoon). Which ending seems more natural and/or appealing to you?**  
<http://www.youtube.com/watch?v=ddzYTG-T6yg>

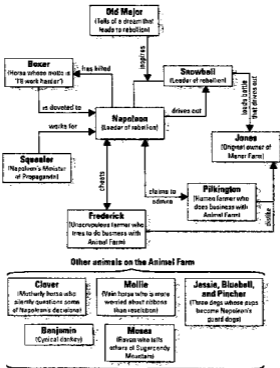


## TASKS FOR FINAL DISCUSSION AND ESSAY WRITING

1. Give a synopsis (summary of the plot) of the book. Speak about your impressions of the book.

2. Watch the screen version of *Animal Farm* (<http://video.google.com/videoplay?docid=-9153412213802919416#>). Compare it with the book. Speak about the differences in the plot, if any, and your impressions of the book and the film. Which one (the book or the film) made a stronger impression on you?

3. What are the major themes and symbols of the book? Explain how the human characters contribute to the novel's major themes? (*Themes are the fundamental and often universal ideas explored in a literary work. Symbols are objects, characters, figures, and colors used to represent abstract ideas or concepts*).



4. Choose one of the characters from this character map and give/write a character sketch. Use the tips on Character Sketches (Chapter 10). As an option choose two (three, four characters etc) and compare them with one another.

5. Speak about the main characters and their prototypes.

6. Compare and contrast Napoleon and Snowball. What techniques do they use in their struggle for power? Does Snowball represent a morally legitimate political alternative to the corrupt leadership of Napoleon?

7. Why do you think Orwell chose to use a fable in his condemnation of totalitarianism? What different opportunities of expression in comparison with fiction, or academic essay does a fable offer its author?

8. How does Orwell explore the problem of rhetoric in *Animal Farm*? Paying particular attention to the character of Squealer, how is language used as an instrument of social control? How do the pigs rewrite history?

9. Irony and satire as main literary elements of *Animal Farm*. Speak about the targets of satire in the book. Give some examples of irony, mockery, or sarcasm from *Animal Farm*.

10. *Animal Farm* and the Russian Revolution of 1917.

11. Compare the lives of the animals when they live under Jones and under Napoleon. In what ways has Napoleon proven himself a similar tyrant?

12. Closely examine old Major's speech to the animals in Chapter 1 and discuss the ways in which he uses language to persuade his listeners

## APPENDIX

### 1. To be used for Chapter 1



In different parts of the world we hear animals making the same noises which they make everywhere, but people who speak different languages often use different 'sound' words for the noises they hear. Do you know the English words for these? Cats, Mice and Rats

English-speaking people hear a cat say 'miaow', while a kitten makes a softer sound known as a 'mew' (Spanish cats, however, 'maullar'). When feeling content, the cat makes a soft rumbling 'purr', but cats 'speaking French' do not purr – instead they 'ron-ron'. When rats or mice hear any of them coming, they 'squeak' with fright!

#### *Down on the Farm*

Noisy English horses give a 'neigh' and sometimes a 'whinny' (a quieter noise) and a cow makes a gentle 'moo'. Tiny little chicks will say 'cheep-cheep', while bigger birds 'tweet', or sometimes 'whistle', and doves and pigeons 'coo-coo'. Hens and chickens 'cluck', and turkeys 'gobble' (which funnily enough is nothing to do with being hungry).

#### *Down by the Riverside*

Geese 'honk' and the frogs 'croak', while the sound a duck makes is a 'quack'. Compare this with a French duck, who instead is thought to say 'coin coin'.

#### *'Copycat'*

Sometimes, the English language has two words for the same animal's noise

- one which describes the noise
- and the other which imitates the noise

For instance...

- The donkey gives out a loud ugly sound called a bray – but if you actually imitate the sound the donkey (or mule) makes, you describe it as ‘hee-haw’. (...English donkeys, that is. In French the donkey says ‘hi han’.)

- A rooster’s noise is described as a crow, but you can also speak or write the noise he makes when he does crow – in English that’s ‘cock-a-doodle-doo’. (In France he says ‘coco rico’ and in Germany he says ‘kiki-riki’.)



- The sound a dog makes is called a bark, but the actual sound can be imitated by speaking or writing ‘bow wow’ or sometimes ‘woof woof’.

- The English word for the sound a sheep or a goat makes is a bleat – and if we want to make the actual sound the sheep or goat makes, we say (or write) ‘baa-aa’ or ‘maa-aa’.

- The pig usually grunts, but sometimes the pig’s actual noise is imitated as ‘oink-oink’.





**The following exercises enrich your vocabulary on animals and animal sounds**

**1. Which animal does it belong to?**

tush (клык у лошади), hoof, tail, mane, trotter

**2. Which animal makes the sound?**

purr, cheep, bleat, whine, whinny, quack, bark, low, coo, whistle, hiss

**3. Match the animal with its young ones**

pig	kid
cow	kitten
horse	puppy
cat	porker
dog	chicken
duck	foal
sheep	colt
hen	burro
goat	calf
donkey	lamb

2. To be used for the Final Discussion

**Characters:**  
**Dynamic/Static & Round/Flat**

**Dynamic Characters** are ones who change over the course of the story.

**Static Characters** are ones who do not change.

**Round Characters** are ones with many aspects to their personalities, possibly including internal conflicts

**Flat Characters** are ones who are defined only by a few qualities.

**Directions:** Think about the characters in Animal Farm. Then choose a dynamic character and a static character, and contrast the two using the chart below. As evidence to support your choice, compare and contrast each character's thoughts, feelings, and actions earlier in the story with those in later in the story.

Character	Dynamic or Static?	Evidence from the story

Now choose a round character and a flat character, and contrast the two using the chart below. As evidence to support your choices, provide descriptions by the narrator or quotes by or about each character.

<b>Character</b>	<b>Round or Flat?</b>	<b>Evidence from the story</b>

## REFERENCES

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