

Міністерство освіти і науки України  
Кам'янець-Подільський національний університет імені Івана Огієнка  
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# **ENGLISH CHILDREN'S LITERATURE**

*Навчально-методичний посібник*

Для здобувачів першого (бакалаврського) рівня вищої освіти  
спеціальності 013 Початкова освіта  
за освітньо-професійною програмою Початкова освіта

Кам'янець-Подільський – 2024

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Навчально-методичний посібник укладено відповідно до програми  
навчальної дисципліни «Англійська дитяча література в початковій школі».  
У посібнику подано теоретичний матеріал, плани практичних занять,  
завдання для самостійної роботи та тестового контролю, висвітлено основні  
етапи розвитку англійської дитячої літератури, схарактеризовано  
літературні періоди, представлено біографію видатних англійських дитячих  
письменників і характеристику їхніх творів, дібрано зразки англійського  
дитячого фольклору. Рекомендовано здобувачам першого (бакалаврського)  
рівня вищої освіти галузі знань 01 Освіта / Педагогіка спеціальності  
013 Початкова освіта для підготовки до занять із навчальних дисциплін  
«Англійська дитяча література в початковій школі», «Дитяча література та  
виразне читання в початковій школі».

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**1. Мета вивчення навчальної дисципліни «Англійська дитяча література в початковій школі»** – ознайомити здобувачів вищої освіти з основними етапами розвитку англійської дитячої літератури, соціально-економічними умовами кожного літературного періоду, біографією видатних англійських дитячих письменників, їхніми творами, з англійським дитячим фольклором; навчити здобувачів вищої освіти вільно орієнтуватися в літературно-критичному матеріалі, здійснювати самостійний аналіз, оцінку художніх творів, їхніх художніх особливостей та виховного значення, уміння використовувати отримані знання у професійній діяльності.

Вивчення навчальної дисципліни «Англійська дитяча література в початковій школі» має вагоме значення для формування іншомовної комунікативної та літературознавчої компетентності майбутнього вчителя початкових класів закладу загальної середньої освіти.

## 2. Обсяг дисципліни

Найменування показників	Характеристика навчальної дисципліни	
	денна форма здобуття вищої освіти	заочна форма здобуття вищої освіти
Рік навчання	4	4
Семестр вивчення	7	7,8
Кількість кредитів ЄКТС	4	4
Загальний обсяг годин	120	120
Кількість годин навчальних занять	40	20
Лекційні заняття	16	8
Практичні заняття	24	12
Самостійна робота	80	100
Форма підсумкового контролю	екзамен	екзамен

**3. Статус дисципліни** – вибіркова освітня компонента.

**4. Передумови для вивчення дисципліни** –.

**5. Програмні компетентності навчання (ФСК):** здатність до застосування професійно профільованих лінгвістичних і літературознавчих знань, умінь та навичок, що становлять теоретичну основу початкового

курсу іноземної мови, літературного читання та їхніх окремих змістових ліній; здатність до здійснення аналізу творів дитячої літератури різних видів і жанрів, визначення їх змісту, впливу на дітей, аргументації власних суджень, потенціалу дитячої книжки; здатність до здійснення освітньої, науково-методичної та організаційно-управлінської діяльності на уроках іноземної мови в початковій школі.

**6. Очікувані результати навчання з дисципліни:** аналізувати твори англійської дитячої літератури різних видів і жанрів, визначати їх зміст, освітньо-виховний та естетичний вплив на дітей; володіти засобами логіко-емоційної, інтонаційної, стилістичної та позамовної виразності в процесі читання творів дитячої літератури; використовувати літературні багатства для формування особистості дитини молодшого шкільного віку, знати місце перекладної літератури в контексті національної української культури, розвивати творчі і комунікативні здібності, пізнавальну активність, критичне мислення школярів, духовне збагачення, утвердження гуманістичного світогляду.

**7. Засоби діагностики результатів навчання:** опитування, аналіз художніх творів, презентації, буктрейлер, тестування, проєктна робота, модульна контрольна робота тощо.

## 8. Програма навчальної дисципліни

### Денна форма здобуття вищої освіти

Назви змістових модулів і тем	Кількість годин			
	разом	зокрема:		
		лекційні заняття	практичні заняття	самостійна робота
<b>Змістовий модуль 1. The Beginning of English Children's Literature</b>				
<b>Тема 1.</b> Introduction to English Children's Literature. English Children's Folklore.	24	4	4	16
<b>Тема 2.</b> Development of English Children's Literature till the XVIII century.	18	2	4	12
<b>Тема 3.</b> English Children's Literature in the XIX century.	18	2	4	12
<b>Разом за ЗМ 1</b>	<b>60</b>	<b>8</b>	<b>12</b>	<b>40</b>
<b>Змістовий модуль 2. Golden period of English Children's Literature</b>				
<b>Тема 1.</b> English Children's Literature at the beginning of the XX century.	24	4	4	16
<b>Тема 2.</b> English Children's Literature in the XX	18	2	4	12

century.				
<b>Тема 3.</b> English Children's Literature at the end of the XX century – at the beginning of the XXI century.	18	2	4	12
<b>Разом за ЗМ 2</b>	<b>60</b>	<b>8</b>	<b>12</b>	<b>40</b>
<b>Разом годин</b>	<b>120</b>	<b>16</b>	<b>24</b>	<b>80</b>

### Заочна форма здобуття вищої освіти

Назви змістових модулів і тем	Кількість годин			
	разом	зокрема		
		лекційні заняття	практичні заняття	самостійна робота
<b>Змістовий модуль 1. The History of English Children's Literature</b>				
<b>Тема 1.</b> Introduction to English Children's Literature. English Children's Folklore.	24	2	2	20
<b>Тема 2.</b> Development of English Children's Literature till the XVIII century. English Children's Literature in the XIX century.	24	2	2	20
<b>Тема 3.</b> English Children's Literature in the XX century.	36	2	4	30
<b>Тема 4.</b> English Children's Literature at the end of the XX century – at the beginning of the XXI century.	36	2	4	30
<b>Разом годин</b>	<b>120</b>	<b>8</b>	<b>12</b>	<b>100</b>

**9. Форми поточного та підсумкового контролю:** під час практичних занять – опитування (індивідуальне, фронтальне, ущільнене, вибіркове), взаємоопитування, перевірка виконаних завдань, тестування; контроль за самостійною роботою (опитування / тестування з використанням модульного об'єктно-орієнтованого динамічного навчального середовища Moodle, перевірка виконаних вправ і завдань та ін.).

**Форма модульного контролю:** модульна контрольна робота.

**Форма підсумкового контролю:** екзамен.

### 10. Критерії оцінювання результатів навчання

#### Денна форма здобуття вищої освіти

Поточний і модульний контроль (60 балів)				Екзамен	Сума
ЗМ № 1 (ауд.)	ЗМ № 2 (ауд.)	МКР	Самостійна робота		
15	15	20	10	40	100

## Заочна форма здобуття вищої освіти

Поточний і модульний контроль (60 балів)			Екзамен	Сума
ЗМ 1 (60 б.)				
Ауд.	МКР	Самостійна робота	40	100
30	20	10		

Оцінювання навчальних досягнень з навчальної дисципліни здійснюється відповідно до таблиці відповідності шкал оцінювання навчальних досягнень здобувачів вищої освіти:

Рейтингова оцінка з навчальної дисципліни	Оцінка за шкалою ECTS	Пояснення	Рекомендовані системою ECTS статистичні значення (у %)	Екзаменаційна оцінка за національною шкалою
90-100	A	Відмінно (відмінне виконання лише з незначною кількістю помилок)	10	відмінно
82-89	B	Дуже добре (вище середнього рівня з кількома помилками)	25	добре
75-81	C	Добре (загалом правильне виконання з певною кількістю суттєвих помилок)	30	
67-74	D	Задовільно (непогано, але зі значною кількістю недоліків)	25	задовільно
60-66	E	Достатньо (виконання	10	

		задовольняє мінімальним критеріям)		
35-59	FX	Незадовільно (з можливістю повторного складання)		незадовільно
1-34	F	Незадовільно (з обов'язковим повторним курсом)		

Знання здобувача оцінюється на **«відмінно»** (90-100 балів – А) за такі види роботи:

- аудиторна робота – за умови регулярного відвідування аудиторних занять, вчасного та систематичного виконання всіх необхідних завдань, активності на заняттях. Здобувач повністю розкрив зміст теоретичних питань, виклад матеріалу повний, ґрунтовний, аргументований;

- самостійна робота – за умови виконання 90-100% завдань для самостійної роботи, демонстрації творчого підходу до навчання, високого рівня усного мовлення іноземною мовою;

- модульна контрольна робота – високий рівень та глибина засвоєння вивченого матеріалу, здобувач знає теоретичний матеріал, вміє аналізувати художні твори, гнучко користуватися мовними засобами. Допускається не більше двох-трьох граматичних та лексичних помилок.

Знання здобувача оцінюється на **«добре»** (75-89 балів – В-С) за такі види роботи:

- аудиторна робота – за умови регулярного відвідування аудиторних занять, вчасного та систематичного виконання всіх необхідних завдань, активності на заняттях. Здобувач здебільшого розкрив зміст теоретичних питань, виклад матеріалу неповний, не завжди аргументований, допускається кількість помилок, які не перешкоджають розумінню змісту викладеного;

- самостійна робота – за умови виконання 80% завдань для самостійної роботи, демонстрації творчого підходу до навчання, достатнього рівня усного мовлення іноземною мовою, що передбачає вміння зв'язно висловлюватися відповідно до навчальних ситуацій, підготовку повідомлень. У мовленні здобувача можливі помилки, які не заважають спілкуванню;

- модульна контрольна робота – достатній рівень та глибина засвоєння вивченого матеріалу, здобувач знає теоретичний матеріал, аналізує художні твори, гнучко користується мовними засобами. Допускаються незначні граматичні та лексичні помилки (5-7).

Знання здобувача оцінюється на **«задовільно»** (60-74 балів – D-E) за такі види роботи:



- аудиторна робота – за умови регулярного відвідування аудиторних занять, вчасного та систематичного виконання всіх необхідних завдань. Здобувач лише частково розкрив зміст теоретичних питань, аналіз художнього твору – неповний, не аргументований; допускає мовні помилки, що утруднюють розуміння змісту викладеного;

- самостійна робота – за умови виконання 60% завдань для самостійної роботи, задовільного рівня усного мовлення іноземною мовою, що передбачає вміння будувати прості зв'язні висловлювання, писати невеликий зв'язний твір, який містить літературознавчу термінологію; допускаються мовні помилки;

- модульна контрольна робота – рівень та глибина засвоєння вивченого матеріалу – середній, наявні вміння аналізувати художні твори для дітей, користуватися мовними засобами для розуміння нескладного матеріалу. Допускаються певні граматичні та лексичні помилки. Не менше 60% завдань повинні бути виконані правильно.

Знання здобувача оцінюється на «незадовільно» (35-59 балів – FX, 34 і менше – F) за такі види роботи:

- аудиторна робота – за умови нерегулярного відвідування аудиторних занять, невчасного та несистематичного виконання всіх необхідних завдань. Здобувач не розкрив суть теоретичних питань, виклад матеріалу не відповідає змісту, не аргументований, наявні мовні помилки;

- самостійна робота – за умови виконання менш, ніж 60% завдань для самостійної роботи, незадовільного рівня усного мовлення іноземною мовою, що передбачає невміння будувати прості зв'язні висловлювання в межах вивчених тем. Здобувач допускає велику кількість граматичних і лексичних помилок;

- модульна контрольна робота – завдання виконані менше, ніж на 60%, наявні грубі граматичні та лексичні помилки. Рівень засвоєння вивченого матеріалу – незадовільний, вміння користуватися мовними засобами – недостатні.

### **Підсумковий контроль з навчальної дисципліни – екзамен.**

Якщо здобувач вищої освіти не відпрацював пропущені навчальні заняття, не виправив оцінки 1-3, отримані на навчальних заняттях; не виконав або виконав МКР менше ніж на 60% від максимальної кількості виділених балів, він вважається таким, що має академічну заборгованість за результатами поточного контролю. Здобувачі вищої освіти, які мають академічну заборгованість, зобов'язані ліквідувати її в терміни, визначені графіком ліквідації академічної заборгованості.

Здобувач вищої освіти, який брав участь у вебінарах, семінарах, конференціях, присвячених питанням англійської дитячої літератури, за умови пред'явлення сертифіката участі, отримує додаткові бали за самостійну роботу.

**11. Інструменти, обладнання та програмне забезпечення, використання яких передбачає навчальна дисципліна.** Вивчення курсу не потребує спеціального матеріально-технічного та/або інформаційного

забезпечення, однак можливе використання проектора й ноутбука / персонального комп'ютера для створення презентацій у форматі MS Power Point або в інших програмах. Передбачається застосування об'єктно-модульного динамічного середовища навчання MOODLE. Можливе використання застосунків для проведення онлайн-відеоконференцій.

## **12. Рекомендована література**

### **Основна література**

1. Бобир О. В. Англійська дитяча література : навчальний посібник-хрестоматія. Ніжин, 2012. 636 с.
2. Зарубіжна література для дітей : хрестоматія / упор. А. І. Мовчун та ін. Київ : Арій, 2011. 592 с.
3. Качак Т. Б., Круль Л. М. Зарубіжна література для дітей: підручник. Київ : Академвидав, 2014. 416 с.

### **Допоміжна література**

1. Бобир О. В., Михед Т. В. Студії з історії англійської дитячої літератури. Ніжин : Видавець ПП Лисенко М.М., 2018. 264 с.
2. Геккер М., Волосова Т., Рогов В. Англійська література. Частина І. Навчальний посібник для шкіл з поглибленим вивченням англійської мови з доповненням та змінами згідно діючої програми з курсу «Література Великобританії». Тернопіль : Видавництво Карп'юка, 2001. 240 с.
3. Геккер М., Волосова Т., Рогов В. Англійська література. Частина ІІ. Навчальний посібник для шкіл з поглибленим вивченням англійської мови з доповненням та змінами згідно діючої програми з курсу «Література Великобританії». Тернопіль : Видавництво Карп'юка, 2001. 272 с.
4. Гордеева Н. М. Англійська література : навч. посібник для шкіл з поглибл. вивч. англ. мови. Київ : Форум, 2000. 286 с.
5. Девдюк І. В. Англійська література : навчально-методичний посібник. Івано-Франківськ : Симфонія форте, 2014. 144 с.
6. Девдюк І. В. Курс лекцій з історії англійської літератури (від початків до кінця XVIII ст.). Івано-Франківськ : Симфонія форте, 2012. 84 с.
7. Рокаш О. М. На межі століть. Англійська література кінця XIX - початку XX століття : навч. посіб. Кам'янець-Подільський : Оіюм, 2005. 732 с.
8. Albert E. History of English Literature. 5<sup>th</sup> ed. Oxford University Press, 2000. 726 p.
9. Briggs K. M. A Dictionary of British Folk-Tales. London and New York, 1991. 515 p.
10. Burt D. S. The Literary 100. A Ranking of the Most Influential Novelists, Playwrights, and Poets of All Time. Revised Edition, 2009. 542 p.
11. Encyclopaedia of British Writers. 18<sup>th</sup> century to the present / George Stade, Karen Karbiener, general editors. 2<sup>nd</sup> edition. Facts on File, 2009. 572 p.

12. Hunt Peter. International Companion Encyclopedia of Children's Literature. London and New York, 2007. 892 p.
13. Hunt Peter. Understanding Children's Literature. London and New York, 1998. 188 p.
14. Lerer Seth. Children's Literature a reader's history, from Aesop to Harry Potter. The University of Chicago Press, 2008. 385 p.
15. Manlove C. From Alice to Harry Potter: Children's Fantasy in England. New Zealand : Cybereditions Corporation Christchurch, 2003. 250 p.
16. Simpson J., Roud S. A Dictionary of English Folklore. Oxford University Press, 2000. 411 p.
17. Thacker D. C., Webb J. Introducing Children's Literature. From Romanticism to Postmodernism. London and New York, 2002. 191 p.
18. The Norton Anthology of English Literature / Stephen Greenblatt, general editor; M.H. Abrams, founding editor emeritus. 8th edition. Volume 1. W.W. Norton and company. New York. London. 2006. 3091 p.
19. The Norton Anthology of English Literature / Stephen Greenblatt, general editor; M.H. Abrams, founding editor emeritus. 8th edition. Volume 2. W.W. Norton and company. New York. London. 2006. 3023 p.
20. Tucker Elizabeth. Children's Folklore. A Handbook. Greenwood Press, 2008. 165 p.

### **13. Рекомендовані джерела інформації**

1. <http://www.online-literature.com/>
2. <http://www.nonsenselit.org/>
3. <http://www.oscarwildecollection.com/>
4. <http://www.beatrixpottersociety.org.uk/>
5. <http://lofting.thefreelibrary.com/>
6. <http://www.notablebiographies.com/>
7. <http://www.roalddahl.com/>
8. <http://www.planet-tolkien.com/>
9. <http://www.jkrowling.com/>
10. <https://www.britannica.com/art/childrens-literature>

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 INTRODUCTION TO ENGLISH CHILDREN'S LITERATURE
 

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1. English Literature, its periodisation. Genre overview.
2. From the history of English Children's Literature. The main tendencies in English Children's Literature.

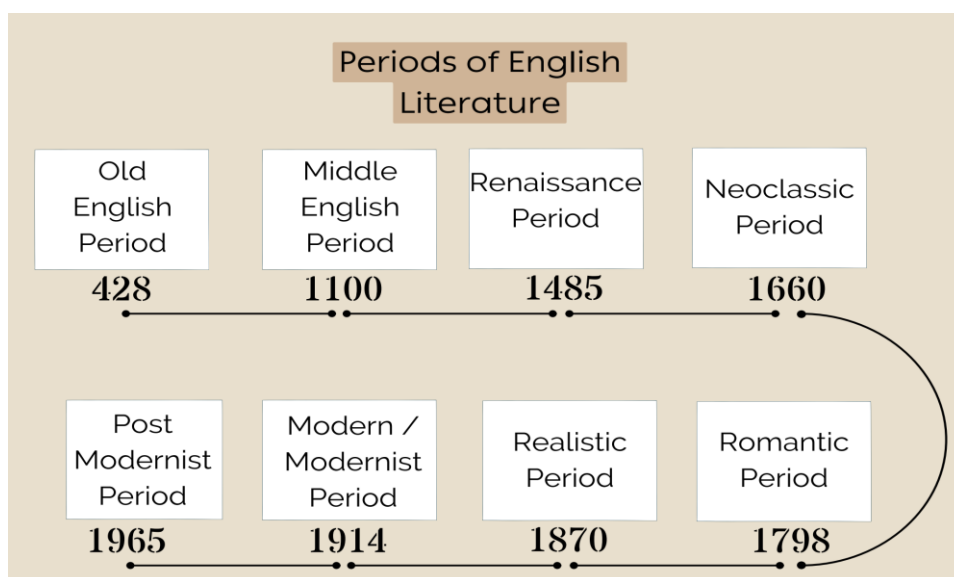
-1-

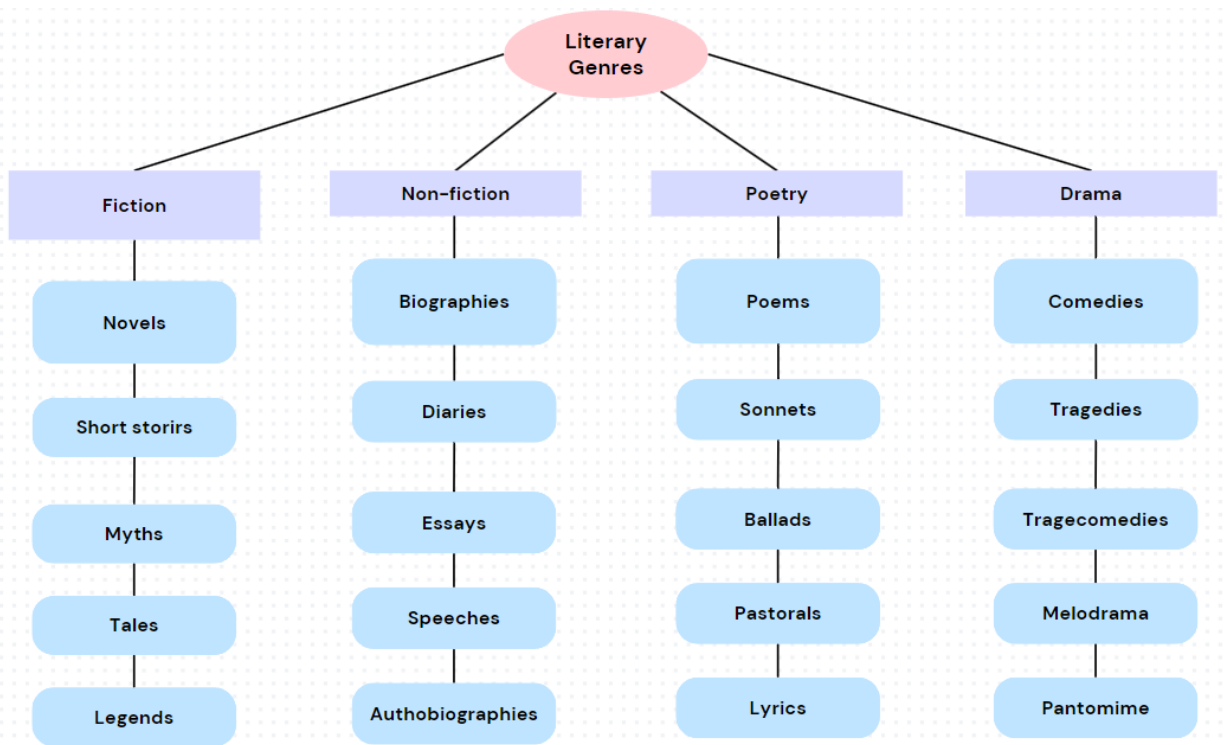
**English Literature:**

- ✓ written in the English language by authors of Great Britain;
- ✓ different literary forms: novel, short story, epic and lyric poetry, essay, literary criticism, drama, etc.
- ✓ one of the oldest in the Western world.

**Principles of the periodisation of English Literature [6]:**

- naming a period for its greatest or most representative author  
*Age of Shakespeare*  
*Age of Spencer*
- an adjective from the name of the ruler or the ruling dynasty  
*Tudor*
- names of centuries  
*Fifteenth-Century Literature*  
*Eighteenth-Century literature*
- descriptive titles designed to indicate prevailing attitudes or dominant "schools" of literature  
*Neoclassicism*  
*Romanticism*





-2-

**Children’s literature** includes written works and accompanying illustrations produced in order to entertain or instruct children. The genre encompasses a wide range of works, including acknowledged classics of world literature, picture books and easy-to-read stories written exclusively for children, and fairy tales, lullabies, fables, folk songs, and other primarily orally transmitted materials [29].

Modern children’s literature is classified in two different ways:

- 1) genre;
- 2) the intended age of the reader.

### **The history and main trends of English children’s literature [35]**

#### **1. Early Beginnings.**

- Children’s literature as we know it today didn’t exist before 1800. Its emergence occurred when a new principle was established: not only to educate but also to entertain young readers.

- British children’s poetry originated with nursery rhymes, notably in “Mother Goose” (first published in England by John Newbury in 1791). In 1744, John Newberry published “A Little Pretty Pocket Book”, which became the most popular book written specifically for children in Britain at that time.

- Alongside purely moralistic books (“Puritanistic New England Primer” (1687-1690), “The Childe’s New Plaything” (1742), children gained access to specially adapted “grown-up” classics, such as “Tales from Shakespeare” by Charles and Mary Lamb, Daniel Defoe’s “Robinson Crusoe”, and “Gulliver’s Travels” by Jonathan Swift.

- Folk tales and ballads, including translations from Charles Perrault and the Grimm brothers in 1823, also became available to children. In the second half of the 19th century, works by Hans Christian Andersen became popular among children in Britain.

## **2. Literary Traditions.**

British children's literature emerges from two powerful traditions:

- 1) instructive and moralistic literature;
- 2) folk tales and ballads.

## **3. Evolution of Genres.**

From didacticism to adventure stories, British children's literature underwent a shift towards game, pleasure, and fantasy, departing from Victorian values of discipline.

## **4. Golden Age.**

The classic Golden Age of English children's literature started from the second half of the XIX century and continued till the Second World War. The late 19th century saw the rise of modern British literature for children, emphasizing entertainment over didacticism:

- Edward Lear "Book of Nonsense" (1846);
- William Makepeace Thackeray "The Rose and the Ring" (1855);
- Charles Kingsley "Water-Babies" (1863);
- Lewis Carroll "Alice's Adventures in Wonderland" (1865), "Through the Looking-Glass and What Alice Found There" (1871).

## **5. Expansion of Themes and Styles.**

The turn of the 19th century brought about a range of new genres and styles in children's literature, including author tales, children's science fiction, children's historical novels, children's adventure and mystery story, poetry, and adapted folktales and ballads.

- Folktale adaptations are best represented by Andrew Lang's series of 12 "colour" books, commencing with "The Blue Fairy Book" (1889) and concluding with "The Lilac Fairy Book" (1910). He also wrote a number of original tales, including "The Gold of Fairnilee" (1888).

- Another outstanding folklorist and story-teller was Joseph Jacobs (1854-1916), who compiled, adapted, and published many collections of fairy tales, including "English Fairy Tales" (1890), "Celtic Fairy Tales" (1892), and "Europe's Fairy Book" (1916). Initially intended for adults, these folklore collections gradually found their place on children's bookshelves as tastes evolved.

## **6. Gender-Oriented Literature.**

British children's literature historically tended to be gender-oriented:

- adventure stories for boys: Robert Ballantyne "The Coral Island" (1858), Robert Lewis Stevenson "Treasure Island" (1883), Arthur Conan Doyle "Sherlock Holmes mysteries" (1892), William Golding "Lord of the Flies" (1954);

- novels for girls by authors like Charlotte Mary Yonge (1823-1901), who also for 50 years published a girl's magazine "The Monthly Packet".

### **7. Mix of reality and fantasy.**

The evolution of English children's literature, emphasizing the fusion of reality and fantasy, shifting focus away from the adult world to imaginative games, domestic adventures, and the shift towards more intimate and personal storytelling:

- Edith Nesbit "Five Children and It" (1902), "The Railway Children" (1906), "The Story of the Amulet" (1906);
- John Barrie "Peter Pan" (1904);
- the new golden age of British fairy tales in 1930s: Pamela L. Travers "Mary Poppins" (1934), Eleanor Farjeon "The Little Bookroom" (1955).

### **8. Animal Tales.**

Animal stories used to be part of the grown-up literature and once were treated quite seriously. But with changing adult tastes, the animal story was left primarily to younger readers.

- Beatrix Potter "The Tale of Peter Rabbit" (1900), "The Tale of Squirrel Nutkin" (1903), "The Tale of Jeremy Fisher" (1906);
- Kenneth Graham "The Wind in the Willows" (1908);
- Rudyard Kipling "Jungle Books" (1894, 1895), "Just So Stories" (1902);
- Hugh Lofting "The Story of Doctor Dolittle" (1922);
- Alan Alexander Milne "Winnie-the-Pooh" (1926), "The House at Pooh Corner" (1928);
- Michael Bond "Paddington Bear Series" (1958).

### **9. Fantasy and Mythology.**

British fantasy literature becomes a primary genre of British children's literature after the Second World War, drawing from Nordic, Celtic, and Germanic mythology.

- John Ronald Reuel Tolkien "The Hobbit, or There And Back Again" (1937), "The Lord of the Rings" (1954-1955);
- Clive Staples Lewis "Narnia chronicles" (1950-1956), a 7-volume series;
- Alan Garner – trilogy about Alderly Edge children, including "The Weirdstone of Brisingamen" (1960), "The Moon of Gomrath", "Elidor" (1965), and "The Owl Service" (1967).

### **10. Realism and Social Commentary.**

Post-war children's literature witnessed a shift towards realism and social commentary, with authors like Roald Dahl ("Charlie and the Chocolate Factory", 1964; "James and the Giant Peach", 1961) addressing darker themes.

### **11. School stories.**

- Thomas Hughes "Tom Brown's Schooldays" (1857);
- Rudyard Kipling "Stalky and Co" (1899);
- Nina Bowden "Carrie's War" (1973).

## **12. Contemporary Trends. Illustrations and Commercialization.**

Contemporary British children's literature features a diverse range of genres, including fantasy, poetry, and picture books, often emphasizing inclusivity and positive messages.

The 1990s started a renaissance of children's fantasy and a growing interest in children's literature due to commercialization of fiction and its merge with cinema, promoting children's books. Joan K. Rowling started a new boom with her 7-book series about a young orphan magician Harry Potter, beginning with "Harry Potter and the Philosopher's Stone" (1997).

Illustrators played a significant role in popularizing children's books, and commercial tie-ins with TV series became common, reflecting British culture and lifestyle.

## **13. Poetry.**

Poetry remains a significant component of British children's literature. New poetry set a high standard for verses for children with Robert Louis Stevenson's "A Child's Garden of Verses" (1885); Walter De La Mare's later collections of poems "Peacock Pie" (1913), "Come Here" (1923), and "Poems for Children" (1930). Contemporary children's poetry is represented by verses of John Agard, Wendy Cope, Roger McGough, Adrian Mitchell, and Brian Patten.

## **14. Bridging Generations.**

Children's books serve as a bridge between generations, offering joy and fostering mutual understanding between adults and children.

## **Recommended Literature**

1. Children's Literature. URL: <https://www.britannica.com/art/childrens-literature>.
2. English Literature for Children. URL: <http://foreign-languages.karazin.ua/resources/6764727422cf4b1ec9a1adc1a7fbeeefb.pdf>.
3. Grenby M. O. Children's literature. Edinburgh University Press, 2008. 232 p.
4. Grenby M. O. The origins of children's literature. *The Cambridge Companion to Children's Literature*. Cambridge University Press, 2009. P. 3-18. URL: <https://doi.org/10.1017/CCOL9780521868198.001>.
5. Hunt P. International Companion Encyclopaedia of Children's Literature. London and New York, 2007. 631 p.
6. Lerer S. Children's Literature a reader's history, from Aesop to Harry Potter. The University of Chicago Press, 2008. 385 p.
7. Sanders A. The Short Oxford History of English Literature. 3-d edit. Oxford: Oxford University Press, 2004. 768 p.
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## ENGLISH CHILDREN'S FOLKLORE



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1. Folklore, its peculiarities. Children's folklore.
2. Nursery rhymes.
3. Folktales as a leading genre in children's literature.

### -1-

**Folklore** involves communication of games, songs, stories, dance, legends, oral history, proverbs, jokes, popular beliefs, customs and other traditional content from one individual to another and from one generation to the next. Reflecting the society in which it circulates, folklore expresses people's interests, needs, and values.

In 1846 William J. Thoms introduced the term *folklore* in England.

**The characteristic features of folklore:**

- ✓ it is voluntarily and informally communicated, created by members of a group (which can be of any size, age, or social and educational level);
- ✓ it has roots in the past, but also present relevance;
- ✓ it usually recurs in many places, in similar but not quite identical form;
- ✓ it has both stable and variable features, and evolves through dynamic adaptation to new circumstances [24].

**English folklore** is the folk tradition which has developed in England over a number of centuries. Some stories can be traced back to their roots, while the origin of others is uncertain or disputed. England abounds with folklore, in all forms, from such obvious manifestations as the traditional Robin Hood tales, the Brythonic-inspired Arthurian legend, to contemporary urban legends.

**Children's folklore (childlore)** is the folklore or folk culture of children and young people. It includes, for example, rhymes and games played in the school playground. The best-known researchers of the field were Peter and Iona Opie [72].

*Children's folklore*, created and shared by children, differs from *folklore for children*, sometimes called *nursery lore*, which adults make suitable for the young.

### -2-

**Nursery rhymes** are traditional songs or poems taught to young children, originally in the nursery. They serve as a means to teach important information like vocabulary, the alphabet, body parts, and counting skills, while also fostering an enjoyment of music. Nursery rhymes combine education with entertainment, often incorporating specific actions, motions, or dances associated with particular songs. Each nursery rhyme tells a little story, functioning as simple parables [55].

Traditionally, nursery rhymes have provided a safe space for children to explore age-appropriate questions about identity and emotions. They help children confront fears about loss, trouble, or injury.

The term “*nursery rhyme*” is widely used in Britain and English-speaking countries, dating back to the 19th century. In North America, the term “*Mother Goose Rhymes*” is still commonly used. Many nursery rhymes have origins dating back to the 16th, 17th, and 18th centuries, initially composed for adult entertainment. Many were popular ballads and songs.

The earliest known published collection of nursery rhymes is “*Tommy Thumb’s (Pretty) Song Book*” from 1744. It contained popular rhymes such as “Little Tom Tucker”, “Sing a Song of Sixpence”, and “Who Killed Cock Robin?” Another influential collection, “*Mother Goose’s Melody: or Sonnets for the Cradle*”, was published in 1781 by John Newberry [53].

***Mother Goose*** is a well-known character in the literature of fairy tales and nursery rhymes which are often published as “*Mother Goose Rhymes*” as if Mother Goose herself was the author or collector, yet no specific writer has ever been identified with such a name.

Mother Goose is generally depicted in literature and book illustration as an elderly country woman in a tall hat and shawl, but is sometimes depicted as a goose.

**Classification of nursery rhymes.** There is no single classification of nursery rhymes. According to their functions and origin nursery rhymes can be divided into different groups and classes: lullabies, games, riddles, rhyming ABCs, proverbs, tokens, invocations, tongue-twisters, teasing rhymes, counting-out rhymes, etc. [54].

**1. A lullaby** is the oldest recorded children's song, intended to help a child fall asleep. The English term “*lullaby*” is thought to come from ‘*lu-lu*’ or ‘*la-la*’ sound made by mothers or nurses to calm children, and ‘*by-by*’ or ‘*bye-bye*’, either another lulling sound, or a term for good night.

#### ***Hush Little Baby***

*Hush little baby, don't say a word,  
Mama's gonna buy you a mocking bird.  
If that mocking bird don't sing,  
Mama's gonna buy you a diamond ring.  
If that diamond ring turns brass,  
Mama's gonna buy you a looking glass.  
If that looking glass gets broke,  
Mama's gonna buy you a billy goat.  
If that billy goat won't pull,  
Mama's gonna buy you a cart and bull.  
If that cart and bull turn over,  
Mama's gonna buy you a dog named Rover.  
If that dog named Rover won't bark.*

*Mama's gonna buy you a horse and cart.  
If that horse and cart fall down,  
You'll still be the sweetest little baby in town.*

***Rock-a-bye, Baby***

*Rock-a-bye, baby, on the tree top,  
When the wind blows the cradle will rock.  
When the bough breaks the cradle will fall,  
And down will come baby, cradle and all.*

**2. A riddle** is a statement, question or phrase having a double or veiled meaning, put forth as a puzzle to be solved.

Riddles are of two types: *enigmas*, which are problems generally expressed in metaphorical or allegorical language that require ingenuity and careful thinking for their solution, and *conundrums*, which are questions relying for their effects on punning in either the question or the answer.

***As Round as an Apple***

*As round as an apple,  
As deep as a cup,  
All the king's horses  
Can't pull it up. (a well)*

***As I was Going to St Ives***

*As I was going to St. Ives,  
I met a man with seven wives.  
Each wife had seven sacks,  
Each sack had seven cats,  
Each cat had seven kits.  
Kits, cats, sacks and wives,  
How many were going to St. Ives?*

**3. A proverb**, (from the Latin *proverbium*), is a simple and concrete saying popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity. They are often metaphorical. A proverb that describes a basic rule of conduct may also be known as a maxim. If a proverb is distinguished by particularly good phrasing, it may be known as an *aphorism*.

Proverbs are often borrowed from similar languages and cultures, and sometimes come down to the present through more than one language.

***The Cock Crows in the Morning***

*The cock crows in the morn  
To tell us to rise,  
And he that lies late  
Will never be wise:  
For early to bed,  
And early to rise,  
Is the way to be healthy  
And wealthy and wise.*

**4. A counting-out game** is a simple game intended to select a person to be “it”, often for the purpose of playing another game.

Many such games involve one person pointing at each participant in a circle of players while reciting a rhyme. A new person is pointed at as each word is said. The player who is selected at the conclusion of the rhyme is “it” or “out”.

***Inter, Mitzy, Titzy, Tool***

*Inter, mitzy, titzy, tool,  
Ira, dira, dominu,  
Oker, poker, dominoker,  
out goes you.*

***One, Two, Three, Four, Five***

*One, two, three, four, five,  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
Then I let it go again;  
"Why did you let it go?"  
"Because it bit my finger so."  
"Which finger did it bite?"  
This little finger on my right.*

**5. A token** is something people used to believe.

***Monday's Child***

*Monday's child is fair of face;  
Tuesday's child is full of grace;  
Wednesday's child is full of woe;  
Thursday's child has far to go;  
Friday's child is loving and giving;  
Saturday's child must work hard for a living;  
But the child who is born on the Sabbath day  
Is bonny and blithe and good and gay.*

**6. An invocation** (from the Latin verb *invocare* “to call on, invoke”) means command or conjuration.

***Come, Butter, Come***

*Come, butter, come,  
Come, butter, come!  
Peter stands at the gate,  
Waiting for a buttered cake;  
Come, butter, come.*

***Snail***

*Snail! snail! come out of your hole,  
Or else I'll beat you as black as a coal.*

**7. A tongue-twister** is a phrase that is designed to be difficult to articulate properly. Tongue-twisters may rely on similar but distinct phonemes, unfamiliar constructs in loanwords, or other features of a language.

Many tongue-twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds exchanged.

***Betty Botter***

*Betty Botter bought some butter  
But she said the butter's bitter,  
If I put it in my batter  
It will make my batter bitter,  
But a bit of better butter  
Will make my batter better,  
So she bought some better butter  
Better than the bitter butter,  
And she put it in her batter  
And her batter was not bitter,  
So 'twas better Betty Botter  
Bought a bit of better butter.*

**8. Teasing rhymes** center about things which children dislike and ridicule people's negative features.

***Robin the Bobbin***

*Robin the Bobbin, the big-bellied Ben,  
He ate more meat than fourscore men;  
He ate a cow, he ate a calf,  
He ate a butcher and a half,  
He ate a church, he ate a steeple,  
He ate the priest and all the people!  
A cow and a calf,  
An ox and a half,  
A church and a steeple,  
And all the good people,  
And yet he complained  
That his stomach wasn't full.*

**9. A singing game** is an activity based around a particular verse or rhyme, usually associated with a set of actions and movements.

- **Starting songs.** Most children's games that do not involve singing are preceded by a song. Traditionally there were many calling rhymes, used to gather players for a game, or as counting out games.

***Girls and Boys Come Out To Play***

*Girls and boys, are come out to play,  
The moon doth shine as bright as day;  
Leave your supper, and leave your sleep,*

*And come with your playfellows into the street.  
Come with a whoop, come with a call,  
Come with a good will or not at all.  
Up the ladder and down the wall,  
A halfpenny roll will serve us all.  
You find milk, and I'll find flour,  
And we'll have a pudding in half an hour.*

- **A clapping game** is usually played by two players and involves clapping as accompaniment to a rhyme.

#### ***Pat-a-cake***

*Pat-a-cake, pat-a-cake, baker's man.  
Bake me a cake as fast as you can;  
Pat it and prick it and mark it with B,  
Put it in the oven for baby and me.*

- **Action songs** help young children experience music physically through play and stimulate parent-child interaction. Action songs usually involve singing, clapping, tapping and imitating actions.

#### ***Hokey Pokey***

*You put your right foot in  
You put your right foot out  
You put your right foot in  
And you shake it all about  
You do the Hokey-Pokey  
And you turn yourself around  
That's what it's all about!  
Next do: left foot, right hand, left hand, etc.*

- **Circle dances** are simple games in which people hold hands in a circle and move around, imitating various appropriate actions according to the verse.

#### ***Here We Go Round the Mulberry Bush***

*Here we go round the mulberry bush,  
The mulberry bush,  
The mulberry bush.  
Here we go round the mulberry bush  
On a cold and frosty morning.*

- **Courtship and marriage games** deal with elements of wedding ring games, in which players are chosen from a circle to play different roles in married life.

#### ***The Farmer in the Dell***

*The farmer in the dell, The farmer in the dell.  
Hi-ho, the derry-o, The farmer in the dell.  
The farmer takes a wife, The farmer takes a wife.  
Hi-ho, the derry-o, The farmer takes a wife.  
The wife takes a child, The wife takes a child.*

*Hi-ho, the derry-o, The wife takes a child.*  
*The child takes a nurse, The child takes a nurse.*  
*Hi-ho, the derry-o, The child takes a nurse.*  
*The nurse takes a cow, The nurse takes a cow.*  
*Hi-ho, the derry-o, The nurse takes a cow.*  
*The cow takes a dog, The cow takes a dog.*  
*Hi-ho, the derry-o, The cow takes a dog.*  
*The dog takes a cat, The dog takes a cat.*  
*Hi-ho, the derry-o, The dog takes a cat.*  
*The cat takes a rat, The cat takes a rat.*  
*Hi-ho, the derry-o, The cat takes a rat.*  
*The rat takes the cheese, The rat takes the cheese.*  
*Hi-ho, the derry-o, The rat takes the cheese.*  
*The cheese stands alone, The cheese stands alone.*  
*Hi-ho, the derry-o, The cheese stands alone.*

- A **skipping or jump-rope rhyme** is a singing game chanted while using skipping ropes.

### ***Spanish Dancer***

*Spanish dancer, turn around,*  
*Spanish dancer, touch the ground.*  
*Spanish dancer, do a high kick,*  
*Spanish dancer, get out of town quick!*

- **“Catching” games.** In this game, two players make an arch while the others pass through it in single file while singing a song. The arch is then lowered at the end of the song to “catch” a player.

### ***Oranges and Lemons***

*Oranges and lemons,*  
*Say the bells of St. Clement's*  
*You owe me five farthings,*  
*Say the bells of St. Martin's*  
*When will you pay me?*  
*Say the bells of Old Bailey.*  
*When I grow rich,*  
*Say the bells of Shoreditch.*  
*When will that be?*  
*Say the bells of Stepney*  
*I do not know,*  
*Says the great bell of Bow*  
*Here comes a candle*  
*to light you to bed*  
*And here comes a chopper*  
*to chop off your head!*

**Folktales** are a miniature self-contained narrative. The characters are usually poor or middle class. They sometimes deal with magic and with animals that act like people. Many characters do not have names, but have titles that define their role like “*youngest son*,” “*tailor*”, or “*fisherman*” [34].

Folktales grow out of the oral tradition of storytelling. They are not the work of a single author but rather the work of many cumulative authors. Each teller makes personal changes to suit his personality and audience.

Folktales are not connected to a specific time, place, or historical character. While good characters are usually victorious over evil, some folktales are immoral.

A folktale containing fairies, elves, trolls, dwarfs, giants, and other imaginary creatures is usually called a **fairytale**. Fairytales have an element of magic or enchantment. A fairytale is often a story about royalty, rather than common folk. Thus, fairytales can be considered a sub-category of folktales [33].

As literacy grew and the art of printing made books more accessible, storytelling began to die out. Worried that these stories would fade from memory and disappear, collectors of oral tales published them in books.

**1. Charles Perrault** published a book “Histories ou Contes du Temps Passe, or stories of past times” (France, 1697) which contained 8 stories, including “Cinderella”, “Sleeping Beauty” and “Little Red Riding Hood”.

**2. The Grimm Brothers** (Jacob and Wilhelm Grimm) published the first edition of the collection of folktales in 1812 (Germany). Often, they did not use original sources for their tales. They combined different versions and changed them to suit their own middle-class Christian values. Although they did not originally publish their stories for children, they made changes from edition to edition of their works as they realized that children were an important audience for their collected tales.

**3. Joseph Jacobs** collected English fairytales using early written sources. Among the best-known tales, he collected in his “English Fairy Tales” (1890) and “More English Fairy Tales” (1894) were “Jack and the Beanstalk,” “The Three Little Pigs” and “Goldilocks and the Three Bears.” He also published collections of Celtic and Indian folktales.

**4. Hans Christian Anderson** wrote original fairytales (literary fairytales), although his stories have roots in traditional folktales from many cultures. His first collection of fairytales was published in Danish in 1835 and he published several additional collections. Among his best-known stories in English are “The Ugly Duckling,” “The Emperor’s New Clothes,” “The Princess and the Pea,” and “The Little Mermaid.”

### **Characteristics of folktales [72]**

- **Setting.** The setting of folktales is non-specific in terms of time and place. The reader cannot identify where or when the story occurs. In the European folktale tradition, the setting often includes enormous castles, deep dark woods, and the huts of the poor.



- **Characters.** The characters in folktales are not complex. They do not mature or become wiser during the course of the story. They are usually stereotyped characters that fall into one of two groups: the good and the wicked. The good characters are rewarded, while the wicked are punished.

- **Plot.** The plot of folktales usually involves a movement from powerlessness to power, and poverty to wealth. A man or woman is helped, often through magic, to gain power over the person who is oppressing them. The evil oppressor sometimes receives a gruesome punishment. Most heroes and heroines are passive characters who do not really succeed through their own hard work. Instead, they are assisted by a magical helper.

- **Animals.** In folktales, animals often talk and act like human beings. The animal characters interact with people. Many animals act as “magic helpers” to the human hero or heroine of the tale.

- **Mnemonic Devices** – techniques that help us remember.

1. Stock or Set Openings and Closings: “*Once upon a time*”, “*They lived happily ever after*”.

2. Formula Three: in folktales, events often occur in threes and there are often three characters. For example, there may be three brothers and each goes out into the world to have an adventure, so there are three adventures. Seven is another formulaic number in folk tales.

3. Set Descriptions: rather than describe a character in depth (*He had brown eyes, a wide nose, and crooked teeth in his smiling mouth*), characters are described using a single adjective that reoccurs in many stories: *the wicked stepmother, the youngest son*.

Different versions of the same type of folktale are found throughout the world. They may have grown from a single story that was told and retold until different versions developed in different languages throughout the world. On the other hand, people may tell the same type of story because all stories grow out of human experience which shares the need for food, shelter, love, companionship and much more.

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## DEVELOPMENT OF ENGLISH CHILDREN'S LITERATURE TILL THE XVIII CENTURY

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1. The Old English Period.
2. The Middle English Period.
3. The Renaissance.
4. The Neoclassic Period.

-1-

The Old English language, also called Anglo-Saxon, was the earliest form of English. It served as the chief literary language of England from about A.D. 600 to about 1100.

- **Old English poetry** glorified the real or imaginary hero and taught the values of bravery and generosity. The first English poets: Caedmon (“*Hymn*“, a nine-line poem that praises God), Saint Aldhelm (poems in Latin and Old English).

After about 750, poetry flourished in Northumbria, an Anglo-Saxon kingdom in the north. There, poets wrote verses about the lives and hardships of saints. The leading Northumbrian poet was Cynewulf. Several works are attributed to him, including the religious poems “*The Fates of the Apostles*”, “*Elene*”, and “*Juliana*” [6].

- **Old English prose.** Most prose writers wrote in Latin until the late 800s, when Alfred the Great became King of Wessex in southwestern England. Alfred translated or ordered the translation of several works from Latin into Old English. One of the most important of these works was the “*Ecclesiastical History of the English Nation*” (731) by a monk known as the Venerable Bede. This work is the first history of the English people and a valuable source of information about English life from the late 500s to 731.

A monk named Aelfric wrote a series of homilies (short moral essays) in Old English during the 990s. From about 892 to 1154, a number of authors contributed to the “*Anglo-Saxon Chronicle*”, a record of current events in England.

- “**Beowulf**”, an Anglo-Saxon epic poem, is the first major work of English literature, the foundation stone of all British poetry. The poem tells of times long before the Angles and Saxons came to Britain. There is no mention of England in it. The setting is southern Scandinavia in the age of migration of the 5th and 6th centuries.

The poem was composed by an unknown author. It was created in the 7<sup>th</sup> century; many parts were added later. The whole poem was written down in the 10<sup>th</sup> century by an unknown scribe. The poem has 3182 lines. The manuscript is in the British Museum, in London [4].

“Beowulf” is an epic recording of the great deeds of the heroic warrior Beowulf in his youth and maturity. He helps King Hrothgar of the Danes, who is troubled by the monster Grendel, attacking his great hall, Heorot. Beowulf fights Grendel and wins, then later defeats Grendel's mother too. He returns home to Geatland, where he becomes a ruler for 50 years. Later, as king of the Geats, Beowulf faces a dragon threatening his people. Beowulf fights the dragon but is fatally wounded. The story ends sadly with Beowulf's funeral.

Beowulf fights not for his own glory, but for the benefit of his people. He is ready to sacrifice his life for them. His unselfish way in protecting people makes him worthy to be folk-king.

The poem is a relic of those far-off days when people believed in gods, witches and monsters. The water-witch and the fire-dragon personify the evil forces of nature, too strong for the people to conquer. The desire of man to do away with them and to become master of his own destiny is expressed in the poem.

Beowulf's victory over the monsters symbolizes the triumph of man over the powers of darkness, evil, and death.

The value of the poem is the vivid description of the life of that period, the heroic deeds of Beowulf and the beauty of the language.

-2-

### The Middle English Period (1100-1485)

Historical context	Social context	Literary context
<ul style="list-style-type: none"> <li>• Norman invasion</li> <li>• Battle of Hastings (1066)</li> <li>• King – William the Conqueror</li> </ul>	<ul style="list-style-type: none"> <li>• French becomes the language of the governing class</li> <li>• Dominance of French culture</li> </ul>	<ul style="list-style-type: none"> <li>• Literature is written in Latin, French and English</li> <li>• Most texts are anonymous</li> <li>• Secular literature becomes more courtly in tone</li> <li>• Literature is mostly spread by means of reciting</li> </ul>

### The main genres of the Middle English Period [4]

- **Romances** – adventure stories, usually in verse, about battles and heroes;
- **Fables** – short stories with animals for characters and conveying a moral;
- **Fabliau** – funny stories about cunning humbugs and the unfaithful wives of rich merchants;
- **Ballads** – a special kind of narrative poem, concerned with sharp conflicts and deep human emotion;
- the birth of **early English drama** (in the form of mystery and miracle plays illustrating Bible stories).

## Major works

### 1. “King Arthur and the Knights of the Round Table”.

King Arthur, a historical character and the national hero of the Celts, was described as an ideal feudal king endowed with all the virtues of a hero. He possessed magical powers, and was helped by Merlin, the cunning wizard. Arthur was honest, and wise, and fair to all his vassals, the knights. They had their meetings at a round table so that all should be equal.

The legend of King Arthur was first mentioned by a Norman poet named Wace in 1155. Sir Thomas Malory compiled the Arthurian romances in the 1400s, arranging them into prose stories. His work, “Morte d'Arthur” (Old French for “Death of Arthur”), published in 1485 by Caxton, the first English printer, is considered the most complete English version of the Arthurian tales.

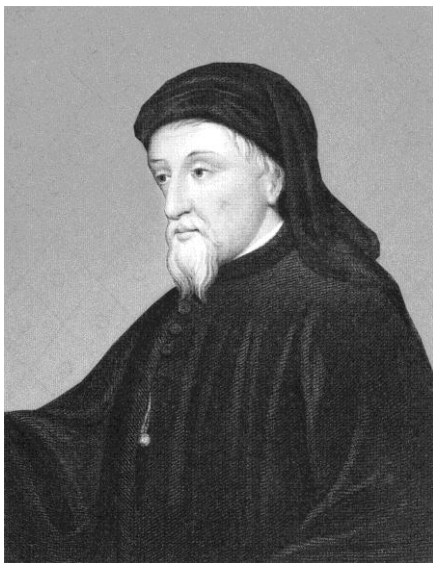
This epic in 21 books reflects the evolution of feudal society, its ideals, beliefs and tragedies. It is regarded as the last work in English literature to depict the decline of feudalism and knighthood.

### 2. Robin Hood ballads.

England’s favourite hero, Robin Hood, is a partly legendary, partly historical character. He lived in about the second half of the 12th century in the times of King Henry II and his son Richard the Lion-Heart. He led a group of outlaws in Sherwood Forest near Nottingham. His family’s land was taken by a Norman baron, leading Robin to grow up in the forest. He became skilled at archery and met his love, Marian, there too.

When Robin’s father was killed, the sheriff of Nottingham tried to arrest him. Robin defended himself, killing the sheriff, and then fled to the forest with his family and friends. In the forest, Robin and his group, called the merry men, had adventures. They wore green coats, hunted for food, and played tricks on people. Robin was known for helping the poor and opposing the Norman rulers. Though the sheriff had put a big price on Robin’s head, not a Saxon in all Nottingham betrayed him.

### 3. Geoffrey Chaucer “The Canterbury Tales”.



*The greatest writer of the Middle English period was the poet **Geoffrey Chaucer** (1340-1400) who is known as the founder of English literature. Chaucer’s masterpiece is “The Canterbury Tales”, an unfinished collection of comic and moral stories written in verse. Pilgrims tell the stories while passing the time during a journey from London to a religious shrine in the city of Canterbury (the distance about 60 miles).*

#### **Chaucer’s contribution to literature [4]:**

1. “The Canterbury Tales” sums up all types of stories that existed in the Middle Ages: the Knight tells a romance; the Nun – a story of a saint; the Miller – a fabliau; the Priest – a fable, etc.

2. Chaucer shows all ranks of society, all types of people that lived during his time, and through these people he shows a true picture of the life of the 14<sup>th</sup> century: criticism of the Church and the signs of the end of feudalism.

3. Chaucer was the creator of a new literary language. He chose to write in the popular language of common people – English, though the aristocracy at that time read and spoke French. His use of the many jokes popular in his time makes his poetry very lively. Chaucer made up new words which have remained in the language to this day: such as ‘*daisy*’, the name of a flower, which meant ‘*day’s eye*’ (light); ‘*coal-black*’ and ‘*snow-white*’.

### -3-

**The Renaissance**, meaning “rebirth”, was a significant cultural movement that originated in Italy in the early 14th century and spread across Europe by the late 15th century, lasting until about 1600.

Socio-cultural context:

- the feudal system was changed by the bourgeoisie;
- the decline of the Church's spiritual authority due to the adoption of Protestantism;
- significant geographical discoveries, advancements in science, art, politics, and medicine;
- European culture flourished, emphasizing intellect, experience, and scientific experimentation, with humanism becoming a prominent ideology;
- England experienced significant growth as a powerful state with flourishing trade and the development of new scientific branches.

The Renaissance in England is usually studied by dividing it into three parts:

- the rise of the Renaissance under the early Tudor monarchs (1500-1558);
- the height of the Renaissance under Elizabeth I (1558-1603);
- the decline of the Renaissance under the Stuart monarchs (1603-1649) [4].

The most brilliant period English literature ever knew was the second half of the 16<sup>th</sup> and the beginning of the 17<sup>th</sup> century; it is known as the Golden age of English literature. This era in English cultural history is sometimes referred to as “the age of Shakespeare” or the “Elizabethan era”.

During the Renaissance, Middle English transitioned into Modern English, with the language evolving into a form closely resembling contemporary English by the late 16th century.

**Major Literary Figures.** Notable figures of English Renaissance literature include Sir Thomas More, Sir Thomas Wyatt, Henry Howard, Sir Philip Sidney, Edmund Spenser, and a group known as the “University Wits”, as well as prominent playwrights like Ben Jonson and William Shakespeare.

## William Shakespeare

(1564-1616)

*William Shakespeare is celebrated as one of the greatest English authors and a global literary figure, embodying Renaissance ideals such as humanism and realism in his works. He is regarded as the greatest dramatic genius the world has ever known.*



**Shakespeare's life** can be divided into three periods:

- the first 20 years in Stratford;
- the next 25 years as an actor and playwright in London;
- the last 5 in retirement back in Stratford where he enjoyed moderate wealth gained from his theatrical success [6].

Born in Stratford-on-Avon in 1564, Shakespeare's childhood involved schooling in Latin and Greek, and assisting his father, a tanner and glove maker. His marriage to Anne Hathaway at 18 and the birth of their children marked the early phase of his life.

At around 26, Shakespeare left Stratford to make his fortune in London. He initially faced financial challenges. When the new Globe theatre was built, Shakespeare joined the theatrical company of actors, the King's men. Later he became a part-owner of the Globe playhouse and began to write plays for his company and acted in his own plays.

The years linking the first two periods are marked by a lack of information about Shakespeare and are often referred to as the "dark years".

After 25 years in London at the height of his fame Shakespeare returned to Stratford, where he spent his final years. He died at the age of 52, leaving behind a legacy of literary masterpieces.

**Literary work.** During the 24 years of literary work Shakespeare produced 37 plays, 2 narrative poems and 154 sonnets.

Shakespeare's literary work may be divided into 4 major periods [4]:

I period (from the beginning of his career (1590?) to 1593) – the period of apprenticeship, it includes historical plays and comedies which were written under the influence of University Wits ("Henry VI", "Richard III", "The Comedy of Errors").

II period (1595-1600) – this period is remarkable for optimism and faith in Renaissance – histories and comedies ("Midsummer Night's Dream", "Much Ado about Nothing", "Richard II", "King Henry IV"); 2 tragedies "Romeo and Juliet", "Julius Caesar" differ greatly from his mature tragedies.

III period (1601-1608) – great tragedies that were the peak of his achievement and made him truly immortal. His depictions of human character are unsurpassed (“Hamlet”, “Othello”, “Anthony and Cleopatra”, “King Lear”).

IV period (1609-1612) – philosophical meditation on the internal values of human life (“Tempest”, “Winter’s Tale”).

The first complete edition of Shakespeare's works was published by his fellow-players and friends after his death in 1623.

**The central themes of Shakespeare’s plays:**

- the idea of freedom for people (historical plays and tragedies);
- humanism;
- freedom for the individual – the development of talent in man;
- the idea of patriotism;
- national unity under one strong monarch;
- relation of man to man in society;
- the masses as a political force;
- the theme of love and friendship;
- the struggle against cruel medieval feudalism.

Shakespeare’s literary works had been translated into many languages of the world. Dmytro Pavlychko and Dmytro Palamarchuk translated his works into Ukrainian.

“**The Sonnets**” are Shakespeare's most popular works. His 154 sonnets, likely written from 1592 to 1598, explore themes of time, love, beauty, and mortality. Each sonnet consists of 14 lines, following the Shakespearean or English sonnet structure. The structure includes three quatrains with a rhyme scheme of ABAB CDCD EFEF, followed by a couplet with the rhyme scheme GG [70].

**Shakespeare’s Mastery of Language.** Shakespeare’s command of language is remarkable, with his works written in Early Modern English, although some may mistakenly believe they are Old or Middle English due to complex sentence structures and obsolete words.

Shakespeare played a major role in the transformation of the English language. In Shakespeare's time, English was still evolving, with no dictionaries and most documents written in Latin. He introduced over 3,000 words to the English language, with around 1,700 being entirely new, created through various linguistic techniques.

Despite the simplicity of some language elements, Shakespeare's writing is rich in metaphors and meaning, which can sometimes make it challenging for readers to fully understand his phrases.



## Charles and Mary Lamb “Tales from Shakespeare”

Charles and Mary Lamb made Shakespeare accessible to children in their book “Tales from Shakespeare” (1807). The book is divided into two volumes, with Charles covering Shakespeare's tragedies and Mary focusing on the comedies and some historical plays.

Written in a clear and accessible style, “Tales from Shakespeare” presents the immortal plays in story form, providing access to some of the finest works in English literature. It offers concise descriptions of main themes, storylines, characters, and plots while maintaining the spirit of Shakespearean English.

-4-

**The Neoclassic Period** (Restoration, 18th Century, Neoclassical, Augustan, the Enlightenment, Age of Reason). After the Renaissance, marked by exploration and expansiveness, there was a shift towards order and restraint in France in the mid-17th century and in England thirty years later. This trend dominated European literature until the late 18th century. Chronologically the period covers from 1660 to around 1800 (usual date is 1798, publication date of Wordsworth’s *Lyrical Ballads*).

The period is called **Neoclassical** because its writers looked back to classical ideals and art forms, emphasizing order and rational control. It’s also known as the **Enlightenment**, as its representatives aimed to spread knowledge or “light” to people.

English literature during this period saw the rise of political pamphlets and essays, but the novel became the leading genre. The novel's characters shifted from princes to representatives of the middle class, and literature became more instructive, dealing with issues of good and evil.

The literature of the Enlightenment may be divided into 3 periods [4]:

1) The first period (late 17th to early 18th century) was marked by classicism in poetry, exemplified by Alexander Pope, alongside the development of prose literature and realistic novels by writers like Defoe and Swift.

2) The second period was the most mature period, it embraces the 40s and 50s of the 18<sup>th</sup> century. It saw the development of the realistic social novel represented by Richardson, Fielding and Smollett.

3) The third period (late 18th century) witnessed the rise of sentimentalism in works by Goldsmith and Sterne, alongside the revival of poetry and the emergence of realistic drama by playwrights like Sheridan.



## Daniel Defoe

(1660-1731)



Daniel Defoe, born in 1660 as Daniel Foe, was an English writer, journalist, and pamphleteer. He gained fame for his novel “Robinson Crusoe” and is considered one of the founders of the English novel. Defoe wrote extensively on various topics including politics, crime, religion, marriage, psychology, and the supernatural. He was also a pioneer in economic journalism.

Defoe trained for the ministry at Morton's Academy for Dissenters, but he never followed through on this plan. In the early 1680s Defoe was a commission merchant in Cornhill but went bankrupt in 1691.

Defoe began his literary career by writing pamphlets praising the policies of the Protestant king, William III. However, he gained infamy with the publication of “The Shortest Way with the Dissenters” in 1702, which led to his imprisonment and public punishment in the pillory. Despite this setback, his political career ended, and he turned to fiction.

Defoe’s most famous work, “Robinson Crusoe”, was published in 1719, making him both famous and wealthy. He also wrote other novels such as “The Life of Captain Singleton” (1720), “The Fortunes and Misfortunes of Moll Flanders” (1721), “The History of Colonel Jack” (1722), and “A History of Lady Roxana” (1724). Defoe’s last work, “The Complete English Gentleman”, was published in 1729.

He fell ill with a serious mental illness and died in 1731.

**“Robinson Crusoe”.** Robinson Crusoe, a sailor and former slave trader, sets off on a sea voyage at 19. He faces misfortunes including encounters with Barbary pirates and a shipwreck off South America. Crusoe saves necessities from the ship, including the Bible, and survives on the island for 28 years, 2 months, and 19 days. Through enterprising behavior, he adapts to his environment, transforming it into his own Paradise.

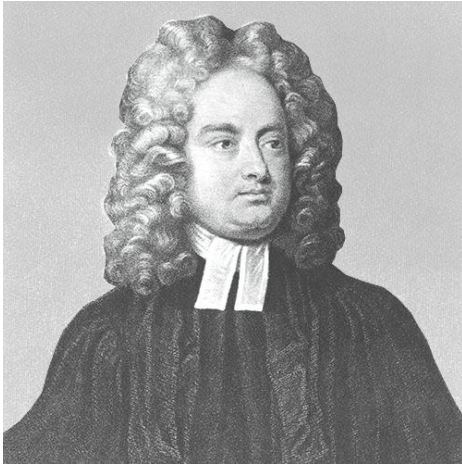
After spotting a footprint, Crusoe discovers savages preparing for a cannibal feast. He rescues one of their prisoners, whom he names Man Friday, teaching him English and forming a companionship.

A passing English ship leads Crusoe back to England, where he rescues the captain and crew from mutineers. He eventually marries and plans to recount his adventures in Africa and China.

“Robinson Crusoe” transcends its adventure narrative, serving as a glorification of human labour, a study of man’s relationship with nature, and a reflection on themes of property and society [4].

## Jonathan Swift

(1667-1745)



Jonathan Swift was born in Dublin in 1667 to an English family. After his father's early death, he was raised by his uncle. He received education at Kilkenny School and Trinity College, Dublin.

Swift served as a private secretary to Sir William Temple (a retired diplomat and a writer) in England. Having improved his education by taking advantage of Sir William's library, Swift went to Oxford and took his Master of Arts degree in 1692. Then he worked as a vicar at a little parish church in Ireland. In 1713 he became Dean of St. Patrick's Cathedral in Dublin.

Swift's early works include "The Battle of the Books" (1697) and "A Tale of a Tub" (1704), showcasing his satirical style. Swift engaged in political pamphleteering, critiquing both English colonial policy in Ireland and broader political issues in England. In 1726 Swift's masterpiece "Gulliver's Travels" appeared. Swift's later years were marked by declining health, both physical and mental. He continued to write, but by 1731, his mind was failing rapidly. He died in 1745 in Dublin, leaving behind a legacy as one of English literature's greatest satirists.

**"Gulliver's Travels"**. In "Gulliver's Travels" Swift satirized the evils of the existing society in the form of fictitious travels. The scenes and nations described in the book are so extraordinary and amusing that the novel is as great a favourite with children as with adults. It tells of the adventures of a ship's surgeon, and is divided into 4 parts or voyages.

*Part I. A voyage to Lilliput.* Gulliver lands in a land of tiny Lilliputians, symbolizing the petty politics and corruption of 18th-century England. By making them so small Swift stresses on their insignificance. In describing the war between Lilliput and Blefuscu, which was caused by disagreement concerning the manner of breaking eggs, the author satirizes the religious controversy between Catholics and Protestants.

*Part II. A voyage to Brobdingnag.* Gulliver meets giants who represent an idealised society ruled by a kind monarch. Brobdingnag is an expression of Swift's desire to escape from the disgusting world of the Lilliputians and to find the ideal: an agricultural country ruled by an ideal monarch. In this part we don't find the sharp and vivid satirical descriptions so typical of the story of the first voyage.

*Part III. A voyage to Laputa (a flying island), Balnibarbi (the academy of sciences in Lagado), Luggnagg, Glubdubdrib (the island of sorcerers or magicians) and Japan.* Swift criticizes monarchs and impractical science, emphasizing his disillusionment with contemporary society.

*Part IV. A voyage to Houyhnhnms.* Gulliver finds an ideal society ruled by rational horses, contrasting with the savage human-like Yahoos. This reflects Swift's pessimism and contempt for humanity's faults. Through Gulliver's discussions with the king of the Houyhnhnms, Swift criticizes England's war policy, highlighting its stupidity and inconsistency [4].

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## ENGLISH CHILDREN'S LITERATURE IN THE XIX CENTURY

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1. The Romantic period in England. Victorian age.
2. Nonsense literature. Edward Lear's biography and works.  
"A Book of Nonsense".
3. Lewis Carroll, turning points of his life and work. *Books about Alice*.
4. The Realistic period.
5. Charles Dickens, his life and work. "Christmas Carol".
6. Robert Louis Stevenson "Treasure Island".
7. Oscar Wilde "The Happy Prince and Other Tales".

-1-

### **Romantic movement / Romanticism (1798-1870):**

- emerged at the end of the 18th century in Western Europe and flourished in the first half of the 19th century;
- historical background: the Industrial Revolution and its social consequences; the Great French Revolution (1789);
- reaction against Enlightenment emphasis on reason and science;
- emphasized emotion, passion, and nature;
- nationalism played a significant role.

**Pre-Romantic poets** represented a bridge between classicism and romanticism, and addressed social issues and celebrated nature (Robert Burns, William Blake).

**Notable Romantic poets** wrote expressively about the beauties of nature: William Wordsworth, Samuel Taylor Coleridge and Robert Southey (Lake Poets); John Keats. These poets are called the *passive romanticists*. Another group of poets distinguished themselves for the revolutionary spirit which they brought into poetry – *progressive or revolutionary romanticists*: George Gordon Byron, Percy Bysshe Shelley [4].

**Romantic novels** were also popular in 19th century Britain, often in the form of the Gothic novel, which exploited such emotions as fear and romantic love. The greatest novelists: *early Romantic Period* – Thomas De Quincey, William Hazlitt, Charles Lamb, Horace Walpole, Jane Austen, Sir Walter Scott; *late Romantic Period* – Charles Dickens, William Makepeace Thackeray, Emily Bronte and Charlotte Bronte.

Late Romantic period occupies the period of the reign of Queen Victoria. It is also called **Victorian age** or **critical realism**. The writers used the novel as a tool to protest against the evils in contemporary social and economic life and to picture the world in a realistic way. They expressed deep sympathy for the working people; described the unbearable conditions of their life and work.

The Victorian era was a period of dramatic change that brought England to its highest point of development as a world power. The rapid growth of London, from a population of 2 million when Victoria came to the throne to one of 6.5 million by the time of Victoria's death, indicates the dramatic transition from a way of life based on the ownership of land to a modern urban economy. England experienced an enormous increase in wealth, but rapid and unregulated industrialization brought a host of social and economic problems.

Literacy increased significantly in the period, and publishers could bring out more material more cheaply than ever before. The most significant development in publishing was the growth of the periodical.

Victorian views of children:

- childhood is considered as the happiest, simple and uncomplicated time of a person's life;
- children were also thought to be: "best seen not heard";
- many families had nurses and nannies to take care of the children;
- emphasis for children, especially girls, to learn manners and how to fit into society;
- look for the emphasis on manners in the story.

-2-

### **Edward Lear**

(1812-1888)

*Edward Lear was an English artist, illustrator, author, and poet, famous for his literary nonsense, in poetry and prose, and especially his limericks, a form that he popularised.*



Edward Lear was born in 1812 into a middle-class family in Holloway, England. Raised by his older sister due to his father's imprisonment for debt, Lear had a challenging upbringing.

Lear began his career as an artist at a young age and gained recognition for his talent. He was hired by the London Zoological Society to illustrate birds and later resided at the Earl of Denby's estate, where he produced his first book of poems, "A Book of Nonsense" (1846).

Lear traveled extensively throughout Europe and Asia, documenting his journeys in illustrated travel journals. Despite his success as a travel writer and illustrator, he is best known for his literary nonsense, especially his limericks, which he popularized. His humorous poems, including "The Owl and the Pussycat", and his creation of the modern limerick form and meter, remain influential. His books of humorous verse also include "Nonsense Songs" (1871) and "Laughable Lyrics" (1877).

Lear settled in Sanremo, Italy, in the 1870s and lived at Villa Tennyson. Lear died at his villa in 1888 of the heart disease.

**Limericks.** A *limerick* is a five-line poem in anapestic or amphibrachic meter with a strict rhyme scheme (aabba), intended to be witty or humorous, and sometimes obscene with humorous intent. It may have its roots in the 18th-century in Ireland, although the form can be found in England in the early years of the century. It was popularized in English by Edward Lear in the 19th century in his first *Book of Nonsense* (1845) [30].

Lear wrote 212 limericks, mostly nonsense verse. It was customary at the time for limericks to accompany an absurd illustration of the same subject, and for the final line of the limerick to be a kind of conclusion, usually a variant of the first line ending in the same word.

*There was a Young Person of Smyrna  
Whose grandmother threatened to burn her;  
But she seized on the cat, and said 'Granny, burn that!  
You incongruous old woman of Smyrna!'*

Lear's limericks were often typeset in three or four lines, according to the space available under the accompanying picture.

**"A Book of Nonsense"**. The first edition was published by Thomas McLean on 10 February 1846. There were altogether 72 limericks in two volumes.

It was the convention at the time for children's books to be published anonymously, so there was no mention of Lear's name in the book. It finally appeared in the third edition, published by Routledge, Warne & Routledge in 1861 which contained 112 limericks.

-3-

### **Lewis Carroll** (1832-1898)



*Lewis Carroll was an English logician, mathematician, Anglican deacon, photographer and novelist, best-known for his classic fantasy novels about Alice in the genre of literary nonsense. Carroll's writing shows his mastery of wordplay, logic, and fantasy, standing out from the moralistic tone of Victorian children's literature.*

Born Charles Lutwidge Dodgson on January 27, 1832, in Daresbury, Cheshire, he was initially homeschooled before attending private and then Rugby School. Dodgson later pursued higher education at Oxford's Christ Church, where he studied mathematics and eventually became a lecturer from 1855 to 1881. Throughout his teaching career, Dodgson struggled with a severe stammer, which made lecturing and teaching challenging. He



also wrote mathematical works which established his reputation as a significant mathematical theorist.

In 1881, Dodgson resigned from his lectureship at Oxford University to focus on his writing. He published numerous works on various subjects, including voting theory, mathematical puzzles, and children's literature, until his death in 1898 [50].

**Literary work.** Dodgson started writing poetry and short stories from a young age, contributing to the family magazine *Mischmasch* and sending his work to various magazines. He enjoyed moderate success, with his humorous and sometimes satirical pieces appearing in national publications and smaller magazines between 1854 and 1856.

In 1856, Dodgson published his first piece of work under the pen name Lewis Carroll, a romantic poem titled “Solitude” that appeared in “The Train”.

He achieved significant success with the publication of his “Alice stories” in 1865. Dodgson’s literary contributions continued with works like “Phantasmagoria” (1869), “The Hunting of the Snark” (1876), and “Through the Looking Glass and What Alice Found There” (1871), which included the famous poem “Jabberwocky”. He also wrote humorous plays and collections of puzzles and poems.

**Books about Alice.** “The Alice’s Adventures in Wonderland” was born out of the stories Dodgson told Alice Liddell, the daughter of Dodgson’s college head, during a picnic in 1862. Originally the book appeared under the title “Alice’s Adventures Under Ground”. The story centers on the seven-year-old Alice, who falls down a rabbit hole where she finds herself first too large and then too small, meeting strange characters such as the Cheshire Cat, the Mad Hatter, and the Queen of Hearts. Dodgson’s illustrations for “Alice’s Adventures Underground” were later published in 1961.

The sequel “Through the Looking Glass” was published in 1871. It is perhaps more often quoted than the first, featuring the poems “Jabberwocky” and “The Walrus and the Carpenter”.

At the time of their publication, “Alice’s Adventures” were considered children’s literature, but now Dodgson’s stories are generally viewed in a different light.

In the 1990s Jeff Noon continued “Alice’s adventures in Automated Alice”, in which she is transported to the modern world.

#### -4-

**The Realistic Period** (1870-1914) – the concern with specific social problems.

The last three decades of the 19<sup>th</sup> century saw the parliamentary contest between Gladstone and Disraeli, the rise of British imperialism, and a growth in British cosmopolitanism. Intellectuals began to feel the impact of the scientific revolution that distinguished nineteenth-century thought. Newton’s mechanics, Darwin’s evolution, Marx’s view on history, Comte’s view on society, Tain’s view on literature – each in its way chipped away at the complacency and optimism of the early years of Victoria’s rule. Foreign writers began to be read –

Zola, Balzac, Flaubert, Maupassant, Sudermann, Ibsen, Tolstoi, Chekhov, Turgenev, Whitman.

**English drama** was reborn near the end of the 1800s. From the late 1700s to the late 1800s, almost no important dramas were produced in England. But by 1900, a number of playwrights had revived the English theatre both with witty comedies and with realistic dramas about social problems of the time [4].

*Oscar Wilde* recalled glittering Restoration comedy of manners in “*Lady Windermere’s Fan*” (1892) and “*The Importance of Being Earnest*” (1895). *George Bernard Shaw* wrote witty plays, but he was primarily interested in exposing the faults he saw in society. His major works of the late 1800s include “*Arms and the Man*” (1894) and “*Candida*” (1895). *Sir Arthur Wing Pinero* wrote a number of comedies and melodramas. However, he became better known for “*The second Mrs. Tanqueray*” and other social dramas.

A few writers such as *Blackmore*, *Kipling*, and *Stevenson* continued a romantic vein, but *George Eliot*, *Tomas Hardy*, *George Meredith*, *George Gissing*, *Joseph Conrad*, *John Galsworthy*, *Arnold Bennett*, *H.G. Wells*, and *Samuel Butler* established a **realistic mode** for the novel strong enough to make it the stronghold against which the Symbolists of the next age launched their attacks.

Beginning about 1905, a group of writers and artists met frequently in a section of London called Bloomsbury to discuss intellectual questions – *Bloomsbury Group*. Perhaps the leading Bloomsbury writer was *Virginia Woolf* (“*Mrs. Dalloway*”, “*To the Lighthouse*”).

**Poetry.** The leading poets belonged to a group called the *Georgians*. The group’s name came from George V, who became king on the death of his father, Edward VII. The Georgians wrote *romantic poetry about nature and the pleasures of rural living*. Their work was *idealistic and traditional*. The most important members of the group included *Rupert Brooke* and *John Masefield* [6].

-5-

### Charles Dickens

(1812-1870)

*Charles John Huffam Dickens, pen-name “Boz”, was the most popular English novelist of the Victorian era.*



Born in 1812 in Landport, Charles Dickens was the second of seven children of John and Elizabeth Dickens. His father worked as a clerk at the Navy pay office in Portsmouth. Due to his father’s financial difficulties, the family moved to Camden Town in London in 1822. John Dickens’ debts led to their household goods being sold off, and he was eventually arrested and sent to Marshalsea Prison. Charles, at the age of 12, started working at Warren’s Blacking Factory to support the family. After six months in Marshalsea,



a relative's inheritance enabled John Dickens to pay off his debts and leave prison. Part of this money was used to send Charles to Wellington House Academy for education.

Charles left school at 15 and worked as an office boy in a solicitor's firm before pursuing his ambition to become a reporter. At 16, he found work as a court reporter and later contributed articles to various newspapers, including the "True Sun".

In 1833, Dickens had his first story published, using the pen name Boz. His popularity grew with the publication of his short stories in newspapers, which were later compiled into a book titled "Sketches by Boz" in 1836.

At 24, Dickens married Catherine Hogarth, the daughter of his editor at the "Evening Chronicle". He later became the editor of "The Daily News" and, in 1850, started editing "Household Words", a weekly journal on politics, science and history. Dickens' dispute with the publishers of "Household Words" in 1859 led him to close the journal and start "All the Year Round", focusing more on literary matters. Charles Dickens continued to publish "All the Year Round" until his death in 1870.

#### **4 periods in Dickens's creative work [26]:**

- 1833-1841 – "Sketches by Boz" (1833-1836), "The Posthumous Papers of the Pickwick Club" (1837), "Oliver Twist" (1838), "Nicholas Nickleby" (1838-39), "Barnaby Rudge" (1840), "The Old Curiosity Shop" (1841). Humour and optimism are characteristic of the first period in Dickens's writings.
- 1842-1848 – "American Notes" (1842), "Martin Chuzzlewit" (1844), "The Christmas Book" (1843-1848), "Dombey and Son" (1846-1848). Dickens describes the crimes that arise from the bourgeois system.
- 1850s – "David Copperfield" (1850) – autobiographical novel, "Bleak House" (1853), "Hard Times" (1854), "Little Dorrit" (1857), "A Tale of Two Cities" (1859). In all the novels of this period the tone of Dickens changes: he grows indignant at all injustice, and he becomes sarcastic. Dickens demands social reform as well as the regeneration of man.
- 1860s – "Great Expectations" (1861), "Our Mutual Friend" (1864-1865). These works are written in a spirit of disillusionment.

**"A Christmas Carol"** was Charles Dickens' first novel of his "Christmas Books" released on December 19, 1843. It depicts the transformation of Ebenezer Scrooge, a miserly character, after he meets supernatural visitations of Jacob Marley and the Ghosts of Christmases Past, Present, and Yet to Come on Christmas Eve. The spirits guide him through scenes from his past, present, and potential future. Through his experiences with the ghosts, Scrooge undergoes a fundamental change. He moves from being a selfish, miserly individual to someone who embraces kindness, generosity, and compassion.

The general message of the story emphasizes the importance of caring for the less fortunate and embodying the true spirit of Christmas. The story reflects Dickens' concern with societal issues, including poverty and compassion. It was written during the time when Britain was rediscovering Christmas traditions.

## Robert Louis Stevenson

(1850-1894)



*Robert Louis Balfour Stevenson was a Scottish novelist, poet, essayist and travel writer, one of the greatest writers of the Victorian era.*

Robert Louis Stevenson was born in 1850, in Edinburgh, Scotland. He was a sickly child, but began writing stories at an early age and showed promise as a writer. Stevenson initially studied engineering but later changed to law due to his health problems. He started writing travel sketches, essays, and short stories for various magazines while studying at Edinburgh University.

At 25, Stevenson met Fanny Osbourne, an American woman, whom he later married in California. They traveled extensively together, with Stevenson seeking better climates for his health. Many of his travel experiences influenced his writing: “An Inland Voyage” (1878), “Travels with a Donkey in the Cévennes” (1879), “The Silverado Squatters” (1880), and “In the South Seas”.

Stevenson gained fame with “Treasure Island”, a romantic adventure story serialized in “Young Folks” from 1881-1882. The novel follows Jim Hawkins’ quest for treasure and his encounters with pirates, notably Long John Silver.

Stevenson’s literary repertoire includes “A Child’s Garden of Verses”, “Kidnapped”, “The Strange Case of Dr. Jekyll and Mr. Hyde”, “The Black Arrow”, and “Master of Ballantrae”, among others. He also contributed to various periodicals.

Stevenson’s father’s death in 1887 marked a turning point, leading him to settle in Samoa, where he enjoyed better health. He continued writing and advocating for Pacific Island cultures until his death from a brain hemorrhage on December 3, 1894, at the age of 44. His unfinished work, “Weir of Hermiston”, is considered a masterpiece [64].

**“Treasure Island”.** The central character is Jim Hawkins, whose mother keeps an inn near the coast in the West Country. Jim meets an old pirate, Billy Bones, who has in his possession a map showing the location of Captain Flint’s treasure. Bones dies after a second visit of his enemies. Jim, his mother, and a blind man named Pew open Bones’s sea chest and finds an oilskin packet, which contains the map. Squire Trelawney, Dr. Livesey, Jim, and a small crew with Captain Smollett sail for Treasure Island. Jim discovers that the crew of the *Hispaniola* includes pirates, led by a personable one-legged man named Long John Silver, the cook of the ship. On a journey to the island interior, Jim encounters Ben Gunn, former shipmate of the pirates. After several adventures the pirates are defeated, Jim befriends with Long John, and the treasure is found. Jim and his friends sail back to England. Long John Silver manages to escape, taking as much gold as he can carry.

## Oscar Wilde

(1854-1900)



*Oscar Wilde was an Irish writer, poet and prominent aesthete. Known for his biting wit, beautiful and unusual amusing clothes, and clever talk, Wilde had become one of the most well-known personalities of his day.*

Oscar Wilde was born in Dublin in 1854 to successful Dublin intellectuals. From an early age he was tutored at home, then he attended boarding school for six years before studying at Dublin Trinity College and later at Oxford University. After university, he engaged in various literary activities, including publishing a book of poems and lecturing on aestheticism in America. Returning to London (1883) he worked as a journalist for four years.

During this period of apprenticeship as a writer, he published “The Happy Prince and Other Tales” (1888), which reveals his gift for romantic allegory in the form of the fairy tale.

In the final decade of his life, Wilde wrote and published nearly all of his major work. In his only novel, “The Picture of Dorian Gray” (published in “Lippincott’s Magazine”, 1890, and in book form in 1891), Wilde combined the supernatural elements of the Gothic novel with the unspeakable sins of French decadent fiction. In the same year, two volumes of stories and fairy tales also appeared, testifying to his extraordinary creative inventiveness: “Lord Arthur Savile’s Crime, and Other Stories” and “A House of Pomegranates”.

Wilde’s most important work is his writing for the theatre: “Lady Windermere’s Fan” (1892), “A Woman of No Importance” (1893), “An Ideal Husband” (1895). These plays were popular when they were written, and they are still popular today. His most famous play is probably “The Importance of Being Earnest” (1895). It looks at life in an unusual way. Unimportant things are very serious, and important things are laughed at.

By 1895, Wilde had become a very successful writer. Crowds of people went to the theatre to see his plays. Then suddenly his life changed, and he went to prison for two years. When he left prison, he went to live in France, where he died in 1900 [56].

“**The Happy Prince and Other Tales**” is a collection of stories for children: “The Happy Prince”, “The Nightingale and the Rose”, “The Selfish Giant”, “The Devoted Friend”, “The Remarkable Rocket”.

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ENGLISH CHILDREN'S LITERATURE AT THE BEGINNING OF THE  
XX CENTURY

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1. Rudyard Kipling's life and creative work. His animal stories.
2. James Matthew Barrie, his life and work. "*Peter Pan*".
3. Hugh Lofting's life and literary works. *The Story of Doctor Dolittle*.
4. Beatrix Potter, her life and literary activity. *The Great Big Treasury* of Beatrix Potter.

-1-

**Rudyard Kipling**

(1865-1936)



*Joseph Rudyard Kipling was an English short-story writer, novelist and poet, who celebrated the heroism of British colonial soldiers in India and Burma. Kipling was the first Englishman to receive the Nobel Prize for Literature (1907). His most popular work is "The Jungle Book" (1894).*

Rudyard Kipling was born on December 30, 1865, in Bombay, India. He was sent to England for education in 1871 and attended boarding school in Devon.

In 1882, Kipling returned to India and worked as a subeditor for the "Civil and Military Gazette". His satiric verses and short stories gained attention and were published in various volumes.

Kipling's reputation as a brilliant author grew rapidly, especially after returning to London in 1889. He became acquainted with leading writers and gained popularity with works like "Departmental Ditties" and "Barrackroom Ballads".

Kipling married in 1892 and settled in Vermont, where he wrote some of his best works, including "The Jungle Book" (1894), "The Second Jungle Book" (1895), and "Captains Courageous" (1897).

Kipling's attention turned to colonial affairs during the late 1890s. Despite a decline in popularity due to anti-imperialist sentiment, Kipling continued to write extensively. His later works, including volumes of short stories, were more complex and somber. Kipling continued to travel and publish until his death on January 18, 1936, in London. His autobiography, "Something of Myself", was published posthumously in 1937 [68].

**"The Jungle Book"**. Rudyard Kipling created two supreme examples of the animal story, "The Jungle Book" (1894, written in America) and "The Second Jungle Book" (1895), depicting the life and behavior of wild animals. The books

are noted for their beautiful prose, featuring chapters that start with poems and end with songs, capturing the essence of each adventure.

The central character, Mowgli, is rescued from a tiger, Shere Khan, and raised by wolves. He learns the ways of the jungle, guided by animals like Baloo and Bagheera. Mowgli's rejection of human society in favor of jungle life underscores the theme of the relationship between humans and animals. Mowgli undergoes a transition from animal upbringing to realizing his human identity and the responsibilities it entails. "The Spring Running", the final story in Mowgli's cycle, portrays Mowgli returning to his aging animal friends, highlighting themes of mortality and the passage of time.

Kipling's work carries a didactic message, illustrating the law of the jungle where the powerful prevail over the weak. He also regrets that similar dynamics exist in civilized society, expressing a desire for humans to embody goodness and nobility instead.

-2-

### **James Matthew Barrie**

(1860-1937)



*James Matthew Barrie was a Scottish journalist, playwright and children's book writer. Barrie became world famous with his play and story about Peter Pan.*

James Matthew Barrie was born in 1860 in Kirriemuir, Scotland. He showed an interest in theatre and literature from a young age. After studying at Dumfries Academy and the University of Edinburgh, Barrie worked as a journalist and freelance writer in London. He gained initial fame with his humorous writings, including the mystery novel "Better Dead" in 1888.

Barrie's fame came with "Auld Licht Idylls" in 1888 and "The Little Minister" in 1891, which received critical acclaim and later adaptations for the stage and film. Barrie's collaboration with Charles Frohman and actress Maude Adams led to the successful stage productions of "The Little Minister" and other plays like "Quality Street" and "The Admirable Crichton".

The character of Peter Pan first appeared in Barrie's adult novel "The Little White Bird" in 1902. The play "Peter Pan" premiered in 1904, with the definitive narrative version "Peter and Wendy" published in 1911. Barrie continued to write fantasy plays such as "Dear Brutus" (1917) and "Mary Rose" (1920), along with the social comedy "What Every Woman Knows" (1908).

Barrie was knighted in 1913 and received the Order of Merit in 1922. He was known for his generosity and remained active in social circles until his death in 1937 [43].

*"Peter Pan"* evolved gradually from the stories that Barrie told to the sons of his friend. It was first performed at the Duke of York's Theatre, London, in 1904. The story begins in the Bloomsbury flat of the Darlings, which is visited by

Peter Pan. He is a boy who has run away from his home to avoid growing up. Like his attendant fairy Tinker Bell, he can fly and teaches the skill to the three Darling children. Wendy Darling with her brothers accompanies Peter Pan to Never Land where he lives with the Lost Boys, protected by a tribe of Red Indians. Wendy becomes mother to the boys. When Peter is away, she is captured with all her ‘family’ by the pirate Captain Hook. They are saved from the walk on the plank by Peter’s bravery. Hook is eaten by his nemesis, the crocodile who had swallowed a ticking clock. Peter takes Wendy and her brothers back home but he declines an offer of adoption from Mrs. Darling. Wendy promises visit him every year to do the spring cleaning.

-3-

### **Hugh Lofting**

(1886-1947)



*Hugh John Lofting was a British author who created the character of Doctor Dolittle – one of the classics of children’s literature.*

Hugh John Lofting was born in Maidenhead, England, in 1886. He displayed a love for animals and a vivid imagination from a young age. Lofting studied civil engineering at the Massachusetts Institute of Technology and later graduated from London Polytechnic.

He began his career as a surveyor in Canada in 1908. Lofting worked for railways in various countries, including Canada, West Africa, and Cuba. He eventually settled in New York City, where he transitioned to writing, publishing short stories and sketches based on his travels.

During World War I, he served as an officer in the British Army’s Irish Guards, sustaining serious injuries from shrapnel in 1918. After the war, Lofting remained in the United States, residing in Connecticut and Los Angeles. He expressed his pacifist views in his only adult book, “Victory for the Slain” (1942), during World War II.

Hugh John Lofting died on 26 September 1947 at his home in Topanga, California [40].

**Dr. Dolittle stories.** While serving in the Irish Guard during World War I, Lofting began writing letters home to his children that included the character of a country doctor, Dr. Dolittle, who loved animals. Dolittle is a gentle veterinarian who can communicate with his animal patients in their own languages. He shuns most human contact, preferring the company of his pets Chee-Chee the monkey, Dub-Dub the duck, Gub-Gub the pig, the dog Jip, and a strange two-headed beast called the Pushmi-Pullyu. The stories take place in Victorian England and are mostly set in the fictional village of Puddleby-on-Marsh.

Dolittle made his first appearance in the novel “The Story of Doctor Dolittle” (1920). A sequel, “The Voyages of Doctor Dolittle” (1922), won Lofting



the 1923 Newbery Medal, an award usually reserved for American authors. The books were so popular Lofting continued the series with 10 more titles, among them “Doctor Dolittle’s Circus” (1924), “Doctor Dolittle in the Moon” (1928), “Doctor Dolittle Returns” (1933), and “Doctor Dolittle and the Secret Lake” (1948). He illustrated these adventures himself.

After Lofting’s death two more Dolittle novels, “Doctor Dolittle and the Green Canary” (1950) and “Doctor Dolittle’s Puddleby Adventures” (1952), were edited from his unpublished manuscripts.

**Other Works for Children.** “The Story of Mrs Tubbs” (1923) and “Tommy, Tilly, and Mrs. Tubbs” (1936) are picture books aimed at a younger audience than the Doctor Dolittle books. “Porridge Poetry” (1924) is the only non-Dolittle work by Lofting still in print; it is a light-hearted, colourfully illustrated book of poems for children. “Noisy Nora” (1929) is a cautionary tale about a girl who is a noisy eater. “The Twilight of Magic” (1930) is, by contrast, aimed for older readers; it is set in an age when magic is dying and science beginning. This work is the only one of Lofting’s books to be illustrated by another person.

-4-

### **Beatrix Potter**

(1866-1943)



*Beatrix Potter was an English author and illustrator of picture-books for very young, creator of the characters Peter Rabbit and others, mycologist.*

She was born on 28 July 1866 in South Kensington, London. She lived a lonely life at home, being educated by a governess and having little contact with other people. Beatrix had many animals which she kept as pets, studying them and making drawings.

In her thirties, Potter published the highly successful children’s book, “The Tale of Peter Rabbit” (1902). Potter began writing and illustrating children’s books full time. In her forties, she became a sheep breeder and farmer while continuing to write and illustrate books for children. She published 23 books.

Potter died on 22 December 1943 [22].

#### **The Great Big Treasury of Beatrix Potter:**

- “The Tale of Peter Rabbit” (1902),
- “The Tale of Squirrel Nutkin” (1903),
- “The Tale of Benjamin Bunny” (1904),
- “The Tale of Mr Jeremy Fisher” (1905),
- “The Story of Miss Moppet” (1906),
- “The Tale of Tom Kitten” (1907),
- “The Tale of Jemima Puddle Duck” (1908),



“The Tale of Ginger and Pickles” (1909),  
“The Tale of Timmy Tiptoes” (1911),  
“Appley Dapply’s Nursery Rhymes” (1917),  
“The Tale of Johnny Town Mouse” (1918) [74].

### **Recommended Literature**

1. Бобир О. В. Англійська дитяча література : навчальний посібник-хрестоматія. Ніжин, 2012. 636 с.
2. Геккер М., Волосова Т., Рогов В. Англійська література. Частина II. Навчальний посібник для шкіл з поглибленим вивченням англійської мови з доповненням та змінами згідно діючої програми з курсу «Література Великобританії». Тернопіль : Видавництво Карп’юка, 2001. 272 с.
3. Гордєєва Н. М. Англійська література : навч. посібник для шкіл з поглибл. вивч. англ. мови. Київ : Форум, 2000. 286 с.
4. Зарубіжна література для дітей : хрестоматія / упор. А. І. Мовчун та ін. Київ : Арій, 2011. 592 с.
5. Daniel S. Burt. The Literary 100, Revised Edition: A Ranking of the Most Influential Novelists, Playwrights, and Poets of All Time, 2009.
6. Hunt P. International Companion Encyclopaedia of Children’s Literature. London and New York, 2007.
7. The Beatrix Potter Society. URL: [https://beatrixpottersociety.org.uk/?doing\\_wp\\_cron=1634299373.6701040267944335937500](https://beatrixpottersociety.org.uk/?doing_wp_cron=1634299373.6701040267944335937500)

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## ENGLISH CHILDREN'S LITERATURE IN THE XX CENTURY

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1. The Modernist Period.
2. *Winnie-the-Pooh Stories* by A.A. Milne.
3. P.L. Traver's biography. *Mary Poppins Stories*.

-1-

**Modernist literature** (1914-1965) is characterised by a self-conscious break with traditional ways of writing, in both poetry and prose fiction writing.

**Historical and social background:**

- World War I (1914-1918), World War II (1939-1945), Recession;
- development of innovations, new technologies, industrialization and globalization;
- development of science: Bradley's theory, Einstein's theory, Freudian theory, Jung's theory, Darwin's theory;
- disillusionment with Victorian era attitudes of certainty, conservatism, and objective truth.

**Characteristics and features:**

- the rejection of history and conservative values such as realistic depiction of subjects;
- innovation and experimentation with forms with a tendency to abstraction;
- a refusal to the acceptance of rules of conduct which were a restrictive and limiting force over the human spirit;
- an emphasis on the relativity of truth and meaning;
- subjectivity becomes the main focus;
- priority to inclination towards the inner self rather the material possessions;
- important elements of Modern literature: individualism, experimentation, absurdity, symbolism, formalism, eclipse of the narrator (varied points of view), fragmentation, stream of consciousness, internal monologue, irony and satire, etc. [4; 6].

Early modernist writers like Gerard Manley Hopkins, A. E. Housman, and Thomas Hardy laid the groundwork, with seminal works such as James Joyce's "Dubliners", Joseph Conrad's "Heart of Darkness" and William Butler Yeats' poetry and drama marking the movement's rise.

Between the World Wars, notable figures like Virginia Woolf, E. M. Forster, and T. S. Eliot contributed to modernist literature. Post-World War II, new voices emerged, including the "Angry Young Men" who criticized

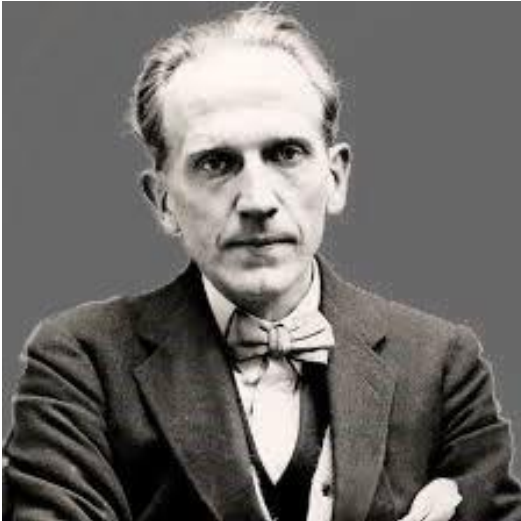
society's failure to address post-war challenges, depicted notably by writers like John Wain, Kingsley Amis, and John Osborne.

The 1960s introduced the "working-class novel", led by writers like Alan Sillitoe, highlighting the struggles of working-class characters. Novels remained a dominant form of English literature, with contemporary authors like Graham Greene, Iris Murdoch, and Agatha Christie representing diverse trends in storytelling.

-2-

### **Alan Alexander Milne**

(1882-1956)



*Alan Alexander Milne was an English author, best known for his books about the teddy bear Winnie-the-Pooh and for various children's poems.*

Alan Alexander Milne was born in London on January 18, 1882. He attended Henley House for early education and later studied at Westminster School and Trinity College, Cambridge, on a mathematics scholarship. After graduating in 1903, Milne pursued his dream of becoming a writer and secured a position as assistant editor at "Punch", a British humor magazine, where

he worked for eight years.

He served in the Royal Warwickshire Regiment during World War I and wrote his first play, "Wurzel-Flummery", during his training period.

By 1919, Milne achieved financial independence with the success of his play "Mr. Pim Passes By", which was well-received in both London and New York. He established himself as a prominent playwright in London.

Milne's son, Christopher Robin Milne, was born in 1920, inspiring him to write a collection of verses for children, "When We Were Very Young", published in 1924. This was followed by the iconic "Winnie-the-Pooh" in 1926 and its sequel, "The House at Pooh Corner", in 1927. "Now We Are Six" followed in 1928. These works, illustrated by Ernest H Shepard, were hugely popular and extended Milne's audience beyond the theatre.

In 1952, Milne suffered a stroke that left him partially paralyzed, significantly limiting his writing. He died in 1956 in Hartfield, Sussex, leaving behind a timeless legacy in children's literature [16].

**"Winnie-the-Pooh"**. Winnie-the-Pooh first appeared by name in a Christmas story published by The Evening News on December 24, 1925, which later became the first chapter of the book "Winnie-the-Pooh". The first collection of stories about the character was the book "Winnie-the-Pooh" (1926), and this was followed by "The House at Pooh Corner" (1928). Milne also included a poem about the bear in the children's verse book "When We Were Very Young" (1924) and many more in "Now We Are Six" (1927).

Created by A. A. Milne, Winnie-the-Pooh, also known as Pooh Bear, originated as a fictional bear character. Milne named the character after his son Christopher Robin's teddy bear, which in turn was named after a real bear named Winnie from the London Zoo and a swan named Pooh. Most characters in the stories, such as Piglet and Tigger, were named after Christopher Robin's toys, except for Owl and Rabbit, which were created by Milne. The stories are set in Ashdown Forest, Sussex, England, where Milne had a country home near Hartfield.

-3-

### **Pamela Travers**

(1899-1996)



*Pamela Lyndon Travers was a British novelist, actress and journalist, most remembered for her series of children's novels about the mystical and magical nanny Mary Poppins.*

Helen Lyndon Goff was born on August 9, 1899, in Maryborough, Queensland, Australia. Before the publication of *Mary Poppins*, Pamela Lyndon adopted P.L. Travers as her literary by-line (the initials were used to disguise a woman's name).

Travers started publishing poems as a teenager and wrote for publications like "The Bulletin" and "Triad". She also worked as a columnist for a daily newspaper and pursued interests in dance and acting.

Travers moved to England in 1924 after touring Australia and New Zealand with a Shakespearean company. She maintained a private life, living in Ireland and London, and frequently traveling to America, where she was made writer in residence to both Smith and Radcliffe Colleges in Massachusetts. She also received an honorary doctorate from Chatham College, Pittsburgh.

In 1933, while recovering from an illness, Travers wrote the first "Mary Poppins story" inspired by a prim British nanny she observed in Maryborough. The book was published in 1934 and became an immediate success in the UK and the USA. Between 1935 and 1988, she went on to publish seven sequels, including by a sequel, "Mary Poppins Comes Back" (1935), "Mary Poppins Opens the Door" (1944) and "Mary Poppins in the Park" (1952). Four other Mary Poppins titles have been published, the latest "Mary Poppins and the House Next Door", in 1989.

She was also the author of several other books for children. She wrote extensively about mythology; many of her essays were collected in "What the Bee Knows: Reflections on Myth, Symbol and Story" (1989).

Although she never married, she adopted a boy when she was in her late 30s.

Travers died in London on April 23, 1996 aged 96 [58].

**“Mary Poppins”**. Written by P.L. Travers and illustrated by Mary Shepard, the series revolves around a mysterious, vain, and magical English nanny named Mary Poppins. The series comprises 8 books, with the first three featuring Mary Poppins arriving and leaving, while the later five recount previously unrecorded adventures from her original visits.

Mary Poppins is blown by the East wind to Number Seventeen Cherry Tree Lane, London, where she cares for the Banks’ children. There are five Banks children: Jane, Michael, John, Barbara, and Annabel, with Jane and Michael being the eldest and most involved in the magical adventures. The books detail Mary Poppins’ encounters with chimney sweeps, shopkeepers, and various adventures during her visits to the Banks’ household. Mary Poppins is portrayed as a magical nanny who never openly acknowledges her powers and leaves when the children have learned enough lessons.

The books were adapted into a popular Disney film in 1964. Additionally, a stage musical adaptation premiered in the West End in 2004 and transferred to Broadway in 2006, where it continues to run successfully.

### **Recommended Literature**

1. Бобир О. В. Англійська дитяча література : навчальний посібник-хрестоматія. Ніжин, 2012. 636 с.
2. Геккер М., Волосова Т., Рогов В. Англійська література. Частина II. Навчальний посібник для шкіл з поглибленим вивченням англійської мови з доповненням та змінами згідно діючої програми з курсу «Література Великобританії». Тернопіль : Видавництво Карп’юка, 2001. 272 с.
3. Гордєєва Н. М. Англійська література : навч. посібник для шкіл з поглибл. вивч. англ. мови. Київ : Форум, 2000. 286 с.
4. Зарубіжна література для дітей : хрестоматія / упор. А. І. Мовчун та ін. Київ : Арій, 2011. 592 с.
5. Daniel S. Burt. The Literary 100, Revised Edition: A Ranking of the Most Influential Novelists, Playwrights, and Poets of All Time, 2009.
6. Hunt P. International Companion Encyclopaedia of Children’s Literature. London and New York, 2007.

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## ENGLISH CHILDREN'S LITERATURE AT THE END OF THE XX CENTURY – AT THE BEGINNING OF THE XXI CENTURY

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1. The Postmodernist Period.
2. J. R. R. Tolkien “*The Lord of the Rings*”.
3. Roald Dahl and his writings for children.
4. J. K. Rowling *Harry Potter books*.

-1-

**Postmodernism** emerges as a reaction to and rejection of the principles of Modernism, denying the existence of ultimate truths and lacking optimism in universal explanations. It was influenced by the Second World War which marked a new phase in literature. Post-World War II British literature reflects a desire for change and a rejection of political ideologies, including fascism and communism [69].

Postmodern literature as a trend appeared in the 1970s, characterized by a distinct worldview and departure from previous literary norms. Postmodernism worked out the principles of new historicism: all historical facts are false; the history is what we imagine about it. After all the catastrophes of the 20th century all the moral principles, ideals have lost their value. That's why for postmodernists there are no authorities. Postmodernism deliberately uses a mixture of conventional styles.

**Postmodern literature** is a form of literature which is marked both stylistically and ideologically, by a reliance on such literary conventions as: fragmentation, paradox, unreliable narrators, unrealistic and downright impossible plots, games, parody, paranoia, black humor, authorial self-reference.

### **Stylistic techniques in Postmodern literature:**

- pastiche – taking of various ideas from previous writings and literary styles and pasting them together to make new styles;
- intertextuality – the acknowledgement of previous literary works within another literary work;
- metafiction – the act of writing about writing and making readers aware of the fictional nature of the very fiction they are reading;
- temporal distortion – the use of non-linear timelines and narrative techniques in a story;
- minimalism – the use of characters and events which are decidedly common and non-exceptional characters;
- maximalism – disorganized, lengthy, highly detailed writing;
- magical realism – the introduction of impossible or unrealistic events into a narrative that is otherwise realistic;

- faction – mixing of actual historical events with fictional events without clearly defining what is factual and what is fictional;
- reader involvement – often through direct address to the reader and the open acknowledgement of the fictional nature of the events being described [5].

In Britain postmodern ideas are developed by many writers: Graham Swift, Julian Barnes, Byatt, Peter Ackroyd, Kazuo Ishiguro, Samuel Beckett and others.

-2-

### John Tolkien

(1892-1973)



*John Ronald Reuel Tolkien was an English writer, poet, philologist, and university professor, best known as the author of the classic high fantasy works *The Hobbit*, *The Lord of the Rings*, and *The Silmarillion*.*

Born in 1892 in Bloemfontein, South Africa, to English parents, Tolkien moved to England with his family at a young age. He attended King Edward's School in Birmingham, where he developed a passion for languages. After his parents' death he was placed under the care of a priest in a boarding house.

After earning a degree in English language and literature from Oxford, Tolkien served in World War I. It was during this time that he began developing the mythology and world of Middle-Earth, as a way to cope with the horrors of war. Tolkien achieved renown as a scholar in Anglo-Saxon and medieval literature. He published influential works such as a definitive edition of "Sir Gawain and the Green Knight" and the essay "Beowulf: The Monsters and the Critics".

Tolkien's imaginative world-building led to the creation of "The Silmarillion" and stories for his children, including "The Hobbit" and "The Lord of the Rings" (1954–1955). These works received widespread popularity, particularly after the paperback publication of "The Trilogy" in 1965.

Tolkien continued to work on his mythopoeic compositions until his death in 1973. In addition to his mythopoeic compositions, Tolkien enjoyed inventing fantasy stories to entertain his children. He wrote annual Christmas letters from Father Christmas for them, building up a series of short stories (later compiled and published as "The Father Christmas Letters").

His legacy includes not only his major works but also stories written for children and essays on fantasy literature [47].

**The Hobbit.** Tolkien never expected his stories to become popular, but accidentally a book "The Hobbit", which he had written for his own children, came in 1936 to the attention of Susan Dagnall, an employee of the London

publishing firm George Allen & Unwin, who persuaded Tolkien to submit it for publication. However, the book attracted adult readers as well as children, and it became popular enough for the publishers to ask Tolkien to produce a sequel.

**The Lord of the Rings.** Despite feeling uninspired initially, Tolkien began writing “The Lord of the Rings” in response to a request for a sequel. It became his most famous work, published in three volumes from 1954 to 1955.

Tolkien spent over ten years crafting the narrative and appendices for “The Lord of the Rings”. Initially intended as a children’s tale like “The Hobbit”, the story evolved into a darker and more serious narrative, addressing an older audience. Tolkien’s work heavily influenced the fantasy genre, shaping it after the success of “The Lord of the Rings”.

“The Lord of the Rings” strengthens and darkens the pattern of “The Hobbit”. It follows Frodo, a hobbit, on a quest to destroy a deadly Ring of Power, which the dark lord Sauron seeks to enslave Middle-Earth with.

“The Lord of the Rings” gained immense popularity in the 1960s and remains highly regarded, ranking as one of the most popular works of fiction of the 20th century. It has received awards such as being voted the “Nation’s Best-loved Book” in the UK and “My Favourite Book” in Australia. Tolkien himself has been recognized as one of the greatest Britons and one of the Great South Africans.

The popularity of “The Lord of the Rings” extends beyond the English-speaking world, with Germans also considering it their favorite work of literature in a survey.

-3-

### **Roald Dahl**

(1916-1990)

*Roald Dahl was a British novelist, short story writer, and screenwriter.*



Roald Dahl was born in 1916 in Wales to Norwegian parents. Dahl attended various boarding schools in England and showed talent in sports and photography. Dahl worked for the Shell Petroleum Company before serving in the Royal Air Force during World War II. He became a flying ace and intelligence agent.

Dahl’s first children’s book was “The Gremlins” (1943). Dahl went on to create some of the best-loved children’s stories of the 20th century, such as “James and the Giant Peach” (1961), “Charlie and the Chocolate Factory” (1964), “Fantastic Mr Fox” (1970), “Charlie and the Great Glass Elevator” (1972), and “George’s Marvellous Medicine” (1981), “Matilda” (1988).

Dahl’s children’s stories often feature child protagonists facing adult villains or villainesses, possibly influenced by his own experiences in boarding schools. They include black humor, grotesque scenarios, and class-conscious



themes, with characters representing good adults and villains punished for their cruelty.

Alongside children's literature, Dahl wrote adult short stories known for dark humor and surprise endings. These were published in magazines like "Collier's" and "The New Yorker" and later compiled into anthologies.

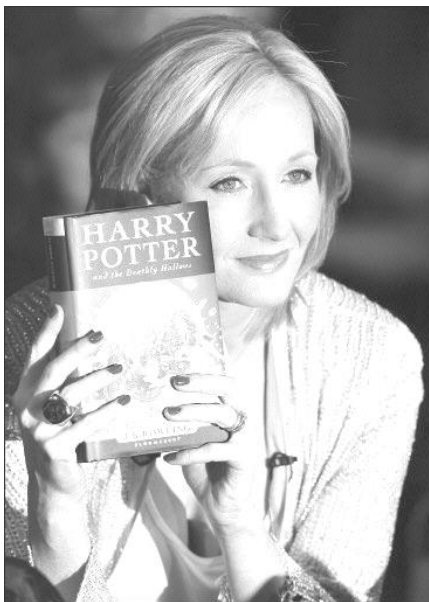
Dahl died in 1990 from a rare blood disease. His contributions to children's literature are honored through various landmarks, including the Roald Dahl Children's Gallery and Roald Dahl Plass. Dahl's impact on literature is recognized through awards like The Roald Dahl Funny Prize and his inclusion on lists of great British writers. Dahl ranks amongst the world's bestselling fiction authors, with sales estimated at 100 million [60].

**"Charlie and the Chocolate Factory"** (1964) features the adventures of young Charlie Bucket inside the chocolate factory of eccentric candymaker Willy Wonka. "Charlie and the Chocolate Factory" was first published in the United States in 1964, and in the United Kingdom 1967. The book was adapted into two major motion pictures: "Willy Wonka & the Chocolate Factory" in 1971, and "Charlie and the Chocolate Factory" in 2005. The book's sequel, "Charlie and the Great Glass Elevator," was written by Roald Dahl in 1972. Dahl had also planned to write a third book in the series, but had never finished it.

-4-

### **Joanne Rowling**

(1965)



*Joanne Kathleen Rowling is a British author best known as the creator of the Harry Potter fantasy series.*

Joanne Kathleen Rowling was born on July 31st, 1965, in Chipping Sodbury, England, and began writing at a young age. After studying French at Exeter University, Rowling worked as an English teacher in Portugal. It was during this time that the idea for Harry Potter came to her on a train journey.

**"Harry Potter Series"**. Rowling's Harry Potter series follows the adventures of a young wizard and his friends at Hogwarts School of Witchcraft and Wizardry, battling the dark wizard, Lord Voldemort.

#### **Harry Potter Series:**

- Philosopher's Stone (1997)
- Chamber of Secrets (1998)
- Prisoner of Azkaban (1999)
- Goblet of Fire (2000)
- Order of the Phoenix (2003)
- Half-Blood Prince (2005)
- Deathly Hallows (2007)

The series gained immense popularity and critical acclaim. The Harry Potter books became a global phenomenon, earning Rowling both commercial success and literary recognition. Warner Bros. purchased the film rights to the “Harry Potter series”, leading to the release of several successful movie adaptations. Harry Potter transformed into a global brand, with the books translated into multiple languages and generating billions in revenue. The series remains one of the most beloved and influential in contemporary literature and entertainment.

In October 1998, Warner Bros. purchased the film rights to the first two novels for a seven-figure sum. A film version of *Harry Potter and the Philosopher’s Stone* was released on 16 November 2001, and *Harry Potter and the Chamber of Secrets* on 15 November 2002. 4 June 2004 saw the release of the film version of *Harry Potter and the Prisoner of Azkaban*. The fourth film, *Harry Potter and the Goblet of Fire*, was released on 18 November 2005. The film of *Harry Potter and the Order of the Phoenix* was released on 11 July 2007. *Harry Potter and the Half-Blood Prince* was released on 15 July 2009. The final instalment of the series, *Harry Potter and the Deathly Hallows*, was filmed in two segments, with part one released in November 2010 and part two released in May 2011.

**Life after Harry Potter.** *Forbes* has named Rowling as the first person to become a U.S.-dollar billionaire by writing books, the second-richest female entertainer and the 1,062nd richest person in the world. In addition, the 2008 *Sunday Times Rich List* named Rowling the 144th richest person in Britain [44; 46].

### Recommended Literature

1. Бобир О. В. Англійська дитяча література : навчальний посібник-хрестоматія. Ніжин, 2012. 636 с.
2. Геккер М., Волосова Т., Рогов В. Англійська література. Частина II. Навчальний посібник для шкіл з поглибленим вивченням англійської мови з доповненням та змінами згідно діючої програми з курсу «Література Великобританії». Тернопіль : Видавництво Карп’юка, 2001. 272 с.
3. Гордєєва Н. М. Англійська література : навч. посібник для шкіл з поглибл. вивч. англ. мови. Київ : Форум, 2000. 286 с.
4. Зарубіжна література для дітей : хрестоматія / упор. А. І. Мовчун та ін. Київ : Арій, 2011. 592 с.
5. Daniel S. Burt. The Literary 100, Revised Edition: A Ranking of the Most Influential Novelists, Playwrights, and Poets of All Time, 2009.
6. Hunt P. International Companion Encyclopaedia of Children’s Literature. London and New York, 2007.
7. Lerer S. Children’s Literature a reader’s history, from Aesop to Harry Potter. The University of Chicago Press, 2008.
8. Manlove C. From Alice to Harry Potter: children’s fantasy in England. Cybereditions Corporation Christchurch, New Zealand, 2003. 250 p.

Основними завданнями практичних занять із навчальної дисципліни «Англійська дитяча література в початковій школі» є:

- опрацювання теоретичних питань відповідно до плану практичних занять (характеристика літературного періоду, висвітлення біографії письменника / письменниці, аналіз творів англійської літератури для дітей);

- виконання практичних завдань (дискусійні питання; літературний та / або порівняльний аналіз; визначення основних літературних понять, термінів, особливостей жанрів, головної ідеї або моралі твору; характеристика героїв; висловлення власної думки щодо подій, вчинків героїв тощо);

- перегляд рекомендованих відео з навчального курсу.

Плани практичних занять розміщено в MOODLE (<https://moodle.kpnu.edu.ua/course/view.php?id=7886>).

Види практичних занять із навчальної дисципліни «Англійська література в початкових класах»: розгорнута бесіда, диспут у формі діалогу, виступ із презентацією та обговоренням. Практичні заняття з дисципліни передбачають як усне обговорення, так і письмові відповіді на окремі теми курсу, що залежить від змісту теоретичного матеріалу (експрес-опитування, дискусія, тестове завдання, презентація проєкту, робота в групах, парах тощо).

Наприкінці кожного заняття підбиваються підсумки та здійснюється оцінювання відповідей здобувачів вищої освіти з метою розвитку у них рефлексії.

Активна робота на практичних заняттях формує навички публічного виступу, ведення дискусії, командної роботи, аналізу різних поглядів, уміння презентувати власну позицію, розвиває критичне мислення та креативність.

Очікується, що всі здобувачі вищої освіти відвідають усі практичні заняття навчальної дисципліни. Здобувачі вищої освіти мають дотримуватися термінів виконання усіх видів робіт, передбачених освітнім компонентом, відповідно до «Положення про організацію освітнього процесу в Кам'янець-Подільському національному університеті імені Івана Огієнка (нова редакція)».

Креативна ініціатива здобувача вищої освіти підтримується. Очікується, що роботи здобувачів вищої освіти будуть їх оригінальними дослідженнями чи міркуваннями. Відсутність посилань на використані джерела, фабрикування джерел, списування, втручання в роботу інших здобувачів освіти становлять, але не обмежують приклади можливої академічної недоброчесності. Виявлення ознак академічної недоброчесності

в письмовій роботі здобувача вищої освіти є підставою для її незарахування викладачем, незалежно від масштабів плагіату чи обману. Дотримання академічної доброчесності здобувачів вищої освіти регулюється «Кодексом академічної доброчесності Кам'янець-Подільського національного університету імені Івана Огієнка (нова редакція)».

Неформальна та / або інформальна освіта здобувачів вищої освіти підтримується. Визнання результатів навчання, здобутих шляхом формальної або інформальної освіти регламентовано «Порядком визнання в Кам'янець-Подільському національному університеті імені Івана Огієнка результатів навчання, здобутих шляхом неформальної та/або інформальної освіти (нова редакція)».

## ПРАКТИЧНЕ ЗАНЯТТЯ 1

## ENGLISH CHILDREN'S FOLKLORE. NURSERY RHYMES

1. Folklore, its characteristic features. Children's folklore. Mother Goose Rhymes.
2. The classification of nursery rhymes: entertaining poems and songs; lullabies; riddles; proverbs; tokens; invocations; tongue-twisters; teasing rhymes.
3. Nursery rhymes: about people; about animals; about jingles and wanders; nonsense nursery rhymes; endless nursery rhymes.
4. Children's games.

**Practical tasks**

1. Give the examples of nursery rhymes according to their classification:
  - a) entertaining poems and songs; b) lullabies; c) riddles; d) proverbs; e) tokens; f) invocations; g) tongue-twisters; h) teasing rhymes.

**Thematic classification:** a) about people; b) about animals; c) about jingles and wanders; d) nonsense nursery rhymes; e) endless nursery rhymes.

Give their Ukrainian equivalents if there are any.

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## ПРАКТИЧНЕ ЗАНЯТТЯ 2

### ENGLISH FOLKTALES

1. Folktales as a leading genre in children's literature.
2. From the history of modern folktales.
3. What makes a folktale.
4. Folktales from around the world.

#### Questions and practical tasks

1. How important are fairy tales for children?
2. Who is your favourite fairy tale character and why?
3. Write the literary analysis of an English folktale (plot, characters, idea, mnemonic devices).
4. Write the comparative analyses of English and Ukrainian folktales.

1. What two stories are you comparing and contrasting?	
Title 1	
Title 2	
2. How are they similar?	
Characters	
Setting	
Lesson / Moral	
Plot / Events	
3. How are they different?	
Title 1	
Characters	
Setting	
Lesson / Moral	
Plot / Events	
Title 2	
Characters	
Setting	
Lesson / Moral	
Plot / Events	

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## ПРАКТИЧНЕ ЗАНЯТТЯ 3

### EARLY HISTORY: PRE-EIGHTEENTH CENTURY

1. The Old English poetry and prose.
2. The epic poem “Beowulf”.
3. The Middle English Period.
4. Geoffrey Chaucer’s masterpiece “Canterbury Tales”.
5. Ballads. “The Robin Hood Ballads”.
6. “The Legends of King Arthur and the Knights of the Round Table”.

#### Questions and practical tasks

1. In what sense can literature be said to have a “history”? And what value to us, as modern readers, is the reading or study of “old literature”?
2. Speak on the Old English poetry and prose.
3. Why is the Anglo-Saxon poem “Beowulf” called the foundation-stone of all British poetry?
4. Tell the story of Beowulf.
5. Characterize Beowulf and other main characters.
6. Does the poem “Beowulf” remind you of any Ukrainian epic poems?
7. What are the characteristic features of the Middle English Period?
8. What were the main genres of the Middle English Period?
9. What types of stories did Chaucer collect in his “Canterbury Tales”?
10. Why are all these people going to Canterbury?
11. What plan for the group does Harry Bailly propose?
12. What is Chaucer’s contribution to English literature?
13. Why is Chaucer’s famous “The Canterbury Tales” still of great value to the world literature?
14. What is a ballad?
15. What do you know about the most popular ballads? Where does the chief interest lie in the adventures connected with Robin Hood?
16. Tell the story of Robin Hood.
17. Tell the story of King Arthur and the Knights of the Round Table.
18. In what aspect are folk-songs and ballads important as a contribution to history?

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## ПРАКТИЧНЕ ЗАНЯТТЯ 4

### PRE-EIGHTEENTH CENTURY: RENAISSANCE AND NEOCLASSIC PERIOD

1. The Renaissance, its historical background. The Renaissance in England.
2. The life and creative work of William Shakespeare. "Romeo and Juliet". Sonnet 130.
3. Charles and Mary Ann Lamb "Tales from Shakespeare". "The Tempest".
4. The Neoclassic Period, its ideals, objectives and representatives.
5. Daniel Defoe, his life and creative work. "Robinson Crusoe".
6. Jonathan Swift, his biography and literary work. "Gulliver's travels".

### Questions and practical tasks

1. What was the new ideology of the Renaissance period?
2. What are the major literary figures in the English Renaissance?
3. What are the periods of Shakespeare's life?



4. What kind of person was Shakespeare?
5. How many literary works did Shakespeare write?
6. What are the periods of Shakespeare's creative work? Name the chief plays written during each period.
7. What are the central themes of Shakespeare's works?
8. Who translated Shakespeare's works into Ukrainian?
9. What are the peculiarities of Shakespeare's language?
10. Who made Shakespeare's works accessible to children?
11. When did Shakespeare write his sonnets? What sonnet form did he use?
12. Who are the characters in the sonnets and what are the themes that appear in them?
13. What was Shakespeare's contribution to the world literature?
14. Tell the story of Romeo and Juliet.
15. Charles and Mary Ann Lamb "The Tempest".
16. Give a short account of the historical background of the Neoclassic period in England. What are the other names given to this period?
17. Name the most prominent enlighteners.
18. What were the most characteristic features of the literature of the Neoclassic Period?
19. Speak about the new type of hero.
20. Tell the story of Daniel Defoe's life.
21. What story was the background of Defoe's "Robinson Crusoe"?
22. How many years did Robinson Crusoe spend on the desert island?
23. What is the main theme of the novel?
24. What were Crusoe's characteristic traits?
25. What was Robinson's attitude to the slavery?
26. Speak about Swift's life and creative work.
27. How did Gulliver find himself in Lilliput? Who lived there?
28. What did Swift mean by the country of Lilliput?
29. Who inhabited the land of Brobdingang?
30. What did Brobdingang personificate?
31. What kind of island was Laputa?
32. What were the monarchs of Laputa interested in?
33. What was the country of Hauihnhnms?
34. What was the role of people and horses in Hauihnhnms?

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## ПРАКТИЧНЕ ЗАНЯТТЯ 5

### THE XIX CENTURY ENGLISH LITERATURE: NONSENSE LITERATURE FOR CHILDREN

1. The peculiarities of English Romanticism: two trends – progressive and regressive. The Victorian Age.
2. Nonsense children's literature in Britain.
3. Edward Lear's life and works. "A Book of Nonsense".
4. Lewis Carroll, his life and work. Books about Alice.

#### Questions and practical tasks

1. What's the historical background of the Romantic Movement?
2. What are the themes of the Romantic Period?
3. Who were the Preromantics in English literature?
4. What is the difference between the progressive and regressive trends of Romanticism?
5. Why are some romanticists called the poets of the "Lake School?" What Lakists and what their works do you know?
6. Name the most notable Romantic poets and novelists.
7. Characterize the Victorian age, its periods. What kind of literature belongs to this period?
8. What are the characteristic features of nonsense literature?
9. What poetic devices and figures of speech are characteristic of nonsense poems?
10. Who was Edward Lear and what types of poems did he write?
11. What are the structural elements of a limerick?

12. Do you think limericks are an important form of children's literature?
13. What was Lewis Carroll's real name?
14. Speak on Lewis Carroll's life and literary work.
15. When was "Alice's Adventures in Wonderland" published?
16. What is the setting of "Alice in Wonderland" by Lewis Carroll?
17. Why do you think Alice followed the White Rabbit down the rabbit hole?
18. How does Alice relate to other characters in the book?
19. What are the conflicts in "Alice in Wonderland"? What types of conflict (physical, moral, intellectual, or emotional)?
20. What are some themes in the story? How do they relate to the plot and characters?
21. What are some symbols in "Alice in Wonderland"? How do they relate to the plot and characters?
22. Who is your favourite character in Wonderland? Why?
23. Have you read this book before? Did you learn anything new, or have a different reaction to the story?
24. Would you describe this as a story for children or adults? Why?
25. Why do you think this story is considered as classic?
26. Would you recommend this book to a friend? Why or why not?
27. What have you learned from Alice?

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## ПРАКТИЧНЕ ЗАНЯТТЯ 6

### THE XIX CENTURY ENGLISH LITERATURE: REALISM AND FANTASY IN CHILDREN'S LITERATURE

1. The end of the 19<sup>th</sup> century. The Realistic period.
2. Charles Dickens, his life and work. Problems of childhood and education in his works. "Christmas Carol".
3. Robert Louis Stevenson, turning points of his life and work. "Treasure Island".
4. Oscar Wilde's life and work. "The Happy Prince and Other Tales".

#### Questions and practical tasks

1. Speak on the Realistic Period in English literature.
2. Speak on Charles Dickens's life and period of his literary work. How does Dickens's humour change in the works written at different periods?
3. In what way is "A Christmas Carol" an allegory? What are the symbolic meanings of the main characters?
4. Explain the lesson that Scrooge learns from each Spirit. Predict what Scrooge's future life will be like.
5. What is Dickens main message in "A Christmas Carol"?
6. How do the life events influence on the creativity of R. L. Stevenson?
7. Speak upon the most significant books of the writer.
8. In what century is "Treasure Island" set?
9. What is the setting in "Treasure Island"?
10. Speak on the plot of the story.
11. What happens at the end of "Treasure Island" and what could be the alternative ending?
12. What is the message of "Treasure Island"?
13. What are the reasons to consider R. L. Stevenson as one of the worthy figures in English literature?
14. Comment on Oscar Wilde's view of life.
15. What genres does the author use in his works?
16. What are the contradictions in Oscar Wilde's literary activity?
17. What is the theme of the story "The happy Prince" by Oscar Wilde?
18. What does the statue of happy Prince symbolize?
19. What do you learn from the character of happy Prince?
20. What broke the heart of the prince?
21. What is the conflict of the story "The Happy Prince"?
22. Discuss the moral of Oscar Wilde's tales.

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## ПРАКТИЧНЕ ЗАНЯТТЯ 7

### ENGLISH CHILDREN'S LITERATURE AT THE END OF THE 19TH CENTURY – AT THE BEGINNING OF THE 20TH CENTURY

1. Rudyard Kipling – the representative of literature of “action”. His life and work. Animal stories: themes, ideas, problems. “The Jungle Book”, “The Cat that Walked by Himself”.

2. James Matthew Barrie, his life and work. “Peter Pan”.

#### Questions and practical tasks

1. Speak about Rudyard Kipling's life.
2. Why Rudyard Kipling was awarded the Nobel Prize in literature?
3. What are the ideas and problems of R. Kipling's animal stories?
4. Tell the story of Mowgli.
5. What is the main idea of “The Jungle Book”?
6. How does Kipling see the creative role of man in the world of men and beasts?
7. Retell the story “The Cat that Walked by Himself”.

8. What is the meaning of the story “The Cat that Walked by Himself”?
9. Comment on J.M. Barrie’s life and literary work.
10. What is Neverland?
11. Why does Peter Pan go to Neverland? Why does he want to remain there?
12. What kind of person is Peter?
13. What is Wendy’s personality like?
14. “Growing up” and “motherhood” are two recurring themes in this story. What do these concepts mean to Peter and the Lost Boys? What do they mean to Wendy?
15. When “*Peter Pan*” was written, children often played make-believe with pirates and Indians. If J. M. Barrie were writing “*Peter Pan*” today, what sorts of make-believe characters and adventures would the story contain?
16. “Peter Pan” has been performed on stage for more than one hundred years. Why? What has made this story so popular? Why is it popular with children, and why is it also popular with adults?

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## ПРАКТИЧНЕ ЗАНЯТТЯ 8

### ENGLISH CHILDREN'S LITERATURE AT THE BEGINNING OF THE XX CENTURY

1. English children's literature at the beginning of the XX century: animal stories.
2. Hugh Lofting's life and literary works. The Story of Doctor Dolittle.
3. Beatrix Potter, her life and literary activity. The Great Big Treasury of Beatrix Potter.

#### Questions and practical tasks

1. Comment on the popularity of animal stories with children.
2. Speak on animal stories in English children's literature of the end of the XIX – the beginning of the XX centuries.
3. Speak on Hugh Lofting's life. What was Lofting's career prior to becoming a writer?
4. Which war did Lofting serve in? Tell about an important consequence of Lofting's having served in the military and having been wounded.
5. Speak on Hugh Lofting's literary work. What was the motivation for Lofting to create and write about Dr. Doolittle?
6. Speak on the plot and characters of "The Story of Doctor Dolittle".
7. Doctor Dolittle doesn't think that money is very important. Why does he think this way? Do you agree with him?
8. What kind of a person do you think Doctor Dolittle is? What are some of the good things about him, and why are these things good?
9. After Dr. Dolittle decides to become a full-time veterinarian, Polynesia helps him learn the languages of all the different animals. She explains that it is not always about their voices but also their actions and behaviour. In your life, do you think you are able to tell what an animal wants just by observing them? If so, give an example of a time where you have witnessed that and how that relates to Polynesia's argument that animals use their whole body to communicate.
10. Pushmi-Pullyu is the two headed rare African animal. The animals suggest that PushmiPullyu should be a gift to Dr. Dolittle since he cured the monkey's sickness. Pushmi agrees to go back to England with the Doctor and other animals and be a part of a circus since he is so rare. Do you think that it was okay for the animals to bring up the idea that Pushmi-Pullyu should be Dolittle's gift knowing that he would be leaving his home and friends in Africa? Do you feel like he was treated unfairly compared to the other animals? Was it all right for him to be used to earn customers for the circus because of his unique looks?
11. Dr. Dolittle always seems to put the animals and their needs first, even if it means that he must go against his sister's wishes. Do you believe that it was the right thing to tell Sarah to leave if she was not okay with the animals staying in the house? List other times when Dr. Dolittle puts the animals before himself or others.

12. Where was Beatrix Potter born?
13. What is Beatrix Potter most famous for?
14. What hobby did Beatrix have as a child that led to her career in children's literature?
15. What did Beatrix do at the Royal Botanical Gardens?
16. How many books did Beatrix Potter publish?
17. What was the title of her first book? When was it published?
18. What were the names of the rabbits in the first book?
19. Choose 3 different characters in Beatrix Potter's books. What are their names? What animal are they?
20. Where did Beatrix Potter get the inspiration for her animal stories?
21. What personality traits do Beatrix Potter's naughty animals possess?
22. What kinds of trouble do they get into and what kinds of resolutions do they find for their problems?
23. What lessons are taught in the outcomes of the naughty animal stories?
24. Why did Beatrix Potter leave her property to the National Trust?

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## ПРАКТИЧНЕ ЗАНЯТТЯ 9

### ENGLISH CHILDREN'S LITERATURE IN THE XX CENTURY: WINNIE-THE-POOH STORIES

1. The Modernist Period.
2. Winnie-the-Pooh Stories by A.A. Milne.

#### Questions and practical tasks

1. What is the historic background for Modernism in England?
2. What are the characteristic features of Modernist Period in English Literature?
3. Name the peculiarities of its stages.
4. Between what years did A.A. Milne live?
5. What was he best known for?
6. In what wars did he fight in?
7. What schools and colleges did he attend?
8. What did he start doing after World War I?
9. What idea in 1925 might have changed his life?
10. Who were the characters of Winnie the Pooh named after?
11. What do you think his stories still live on?
12. What is the setting of the story that the author tells to Christopher Robin?
13. Who is Pooh Bear's best friend?
14. Who is the youngest in the 100 Acre Woods?
15. Who is the only girl character?
16. Where does Pooh go to think?
17. What does Roo get from Tigger?
18. Who's the character that lives under sticks?
19. What is the first line of the poem that Christopher Robin tells Pooh?
20. Who starts to stutter when they become afraid?
21. What type of animal is Eeyore?
22. Who is Lumpy?
23. From all the characters, who is not an animal?
24. What kind of animal is Roo?
25. Which character grows lots of vegetables in his garden?
26. What is Tigger's favorite thing to do?
27. Which character is wise?
28. Why does Pooh always gets stuck in Rabbit's door hole?
29. Who calls Pooh a "silly old bear"?
30. What is the Hundred Acre Wood gang afraid of?
31. What does Rabbit dislike?
32. Who said: "Could be worse. Not sure how it could be...?"

33. Comment on the quote from “Winnie-the-Pooh”: “Sometimes the smallest things take up the most room in your heart”. Think about the smallest things that have room in your hearts and share the thoughts with other students.

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## ПРАКТИЧНЕ ЗАНЯТТЯ 10

### ENGLISH CHILDREN’S LITERATURE IN THE XX CENTURY: MARY POPPINS STORIES

1. P.L. Travers’ biography.
2. Mary Poppins Stories.

#### Questions and practical tasks

1. Speak on P. L. Travers’ life and literary work.
2. For how long does Mary Poppins say she will stay at Number Seventeen Cherry Tree Lane?
3. What are the names of the Banks family’s baby twins?
4. Where does Mr Banks work?
5. What are Bert’s 2 jobs as described in the book? (What different job does he have in the film?)
6. Who laughs so much on his birthday that he floats up in the air?
7. Who was Miss Lark’s “Andrew”?
8. What does Mary’s compass do?
9. What type of bag does Mary Poppins have and what does she have inside

it?

10. What words does the Bird Woman repeat?
11. What does Mary buy from Mrs Corry's shop?
12. What do we learn about the twins in Chapter 9? When will they lose this skill?
13. Who is Maia, who Jane and Peter meet in the Toy department?
14. What's your vision of an ideal nanny?
15. Do you like Mary Poppins stories? Why?
16. How could you apply the stories about Mary Poppins in educating primary school pupils?

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## **ПРАКТИЧНЕ ЗАНЯТТЯ 11**

### **CONTEMPORARY ENGLISH CHILDREN'S LITERATURE: FANTASY GENRE**

1. The Postmodernist Period.
2. J. R. R. Tolkien "The Lord of the Rings".
3. Roald Dahl and his writings for children.

#### **Questions and practical tasks**

1. Why can Postmodernism be understood in relation to Modernism?
2. What is the Postmodern literature?
3. Give the examples of stylistic techniques in Postmodern literature.
4. Name the most prominent English Postmodern writers.

5. Speak on J. R. R. Tolkien's life and creative work.
6. Why is Tolkien so popular?
7. Did Tolkien win any awards for his books?
8. Speak on the plot and idea of "The Hobbit".
9. Speak on the plot and idea of "The Lord of the Rings".
10. What are the other stories set in Middle-earth, in addition to "The Hobbit" and "The Lord of the Rings"?
11. How are the three central books – "The Hobbit", "The Lord of the Rings" and "The Silmarillion" – related?
12. Did Tolkien invent everything about Middle-earth, or did he draw upon other sources?
13. To what extent can J. R. R. Tolkien be considered an author of children's stories?
14. Tolkien's most celebrated works (The Lord of the Rings) were published in the 1950s and 70s, and are set in a very distant past. What do they tell us about our own time?
15. Who is Roald Dahl and what makes his book titles/covers engaging for the audience?
16. Who started Roald's love of stories?
17. What tragedies did Roald have in his early life?
18. How did Roald start writing children's stories?
19. Which of his children's books was published first?
20. Which of his books has sold the most copies?
21. What word did Roald Dahl use to describe how children saw adults around them?
22. What did Dahl believe books should be?
23. What's the plot and main idea of "Matilda"?
24. What is the first trick Matilda plays on her parents?
25. What is the personality of Mr. Wormwood in Matilda?
26. Who is Miss Trunchbull and why do children fear her?
27. How does the author of Matilda think parents should treat their children? Do you agree with him?
28. What are the best parts in Matilda by Roald Dahl?
29. How does Mrs. Phelps help Matilda?
30. How would you feel if you were Matilda?
31. What's the plot of "Charlie and the Chocolate Factory"?
32. Why do you think Grandpa Joe knows so much information about Willy Wonka and his chocolate factory? How and where do you think he got his information?
33. Why do you think nobody is ever seen entering or leaving Willy Wonka's chocolate factory?
34. What do you think Willy Wonka's reason is for having five children take a tour of his factory and receive a life's supply of chocolate? Is his golden ticket plan a good idea? Why or why not?

35. How does Charlie Bucket win a golden ticket when his family can't even afford to buy enough food to eat? Why do you think Charlie is lucky enough to win a golden ticket in the only candy bar he receives all year?

36. If Willy Wonka doesn't allow anyone to enter or leave the factory, how does he produce so much candy? Why do you think no one is allowed to enter the factory?

37. What do you think Charlie Bucket feels towards other children who have an extraordinary amount of money and get as much chocolate as they want? Do you think he wants these children's lives? Why?

38. Throughout the book, how does Willy Wonka demonstrate his fondness for Charlie? Do you think his positive attitude towards Charlie is apparent to the other children? Why or why not?

39. Did the way in which some of the children exited the factory surprise you? Which way do you think was the craziest? Which way was probably the most harmful?

40. What character traits does Charlie have that helped him focus on winning the golden ticket?

41. How would you describe Willy Wonka? Is he a good and caring person? Support your answer with specific details.

42. How much is the concept of respect important in the story? How does Willy Wonka show his point of view on children's respect for adults?

43. Does this book prove that the phrase "money can't buy happiness" is true? Why or why not?

44. What's the main idea of "Charlie and the Chocolate Factory"?

45. What do you think the chocolate testing experience inspired "Charlie and the Chocolate Factory"?

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## ПРАКТИЧНЕ ЗАНЯТТЯ 12

### CONTEMPORARY ENGLISH CHILDREN’S LITERATURE: THE HARRY POTTER PHENOMENON

1. J. K. Rowling’s life and literary works.
2. Harry Potter Books.

#### Questions and practical tasks

1. What do you know about J. K. Rowling?
2. Is J. K. Rowling a real name?
3. What is J. K. Rowling’s personality?
4. At which university did J. K. Rowling get her degree?
5. Who does she consider her favorite author to be?
6. Speak on J. K. Rowling literary work.
7. What are the two most popular books written by J. K. Rowling?
8. What is J. K. Rowling working on now?
9. What did J. K. Rowling struggle with?
10. How many hours does J. K. Rowling write a day?
11. Does J. K. Rowling draw?
12. What can we learn from J. K. Rowling?
13. Is J. K. Rowling a billionaire?
14. What awards did J. K. Rowling win?
15. Would you like to meet J. K. Rowling?
16. What questions would you ask J. K. Rowling?
17. What type of writing is “Harry Potter”?
18. Was “Harry Potter” planned out?
19. Where was J. K. Rowling when she thought up the idea of the fictional character, Harry Potter?
20. Is “Harry Potter” a true story?
21. How many times did “Harry Potter” get rejected?
22. How long did “Harry Potter” take to write?
23. How many Harry Potter books are there?
24. When is Harry Potter’s birthday?

25. What are the names of Harry's parents?
26. Where did Harry live in the Muggle world?
27. Who was Harry living with in the Muggle world?
28. Who brought Harry to Hogwarts when he was mature to go there?
29. What are the four Hogwarts houses?
30. How are students sorted into their houses?
31. What house is Harry Potter sorted into?
32. Who are Harry's two best friends in the world?
33. Where did Harry and Ron meet?
34. Which platform in the King's Cross Station was Harry supposed to ride the train to Hogwarts?
35. What animal can Harry speak to?
36. How did Harry get the lightning bolt scar on his forehead?
37. Who was the first goblin Harry ever met?
38. Who is Harry's godfather?
39. What is Harry's position in the wizarding sport Quidditch?
40. Who is the strongest wizard in "Harry Potter"?
41. How old is Dumbledore?
42. Why is "Harry Potter" so successful?
43. Who has done the role of Harry Potter in the films?
44. Do you like films about Harry Potter? Why or why not?
45. Is "Harry Potter" addictive?

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Самостійна робота – це форма організації освітнього процесу, під час якої здобувачі вищої освіти виконують заплановані завдання під методичним керівництвом викладача, але без його безпосередньої участі. Відповідно до «Положення про організацію освітнього процесу у Кам'янець-Подільському національному університеті імені Івана Огієнка (нова редакція)» самостійна робота здобувача вищої освіти є основним засобом оволодіння навчальним матеріалом у час, вільний від обов'язкових навчальних занять.

Самостійна робота здобувача вищої освіти з навчальної дисципліни «Англійська дитяча література в початковій школі» охоплює різні форми самостійної діяльності, у ході якої здобувач вищої освіти:

- практикує вміння та навички літературного перекладу творів англійської літератури;
- підвищує іншомовну ораторську майстерність шляхом декламування творів англійської літератури;
- розвиває критичне мислення щодо дискусійних питань на основі творів англійської літератури;
- удосконалює творчу письмову компетентність на основі творів англійської літератури у різножанрових формах (есе, доповідей, альтернативних кінцівок, віршів, поем, казок, анімалістичних історій, тезового коментування, рекламних прокламацій, порівняльних характеристик та ін.);
- активізує самостійність як якість сучасного здобувача вищої освіти, що дає можливість успішно реалізовувати іншомовну комунікативну компетентність.

Самостійна робота забезпечує комплексну підготовку здобувача вищої освіти до аудиторних занять і контрольних заходів з навчальної дисципліни. Результати цієї підготовки виявляються в активності здобувача вищої освіти на практичних заняттях, при виконанні тестових завдань та інших видів робіт.

Основною формою контролю та оцінювання самостійної роботи студентів є усне опитування як під час практичного заняття, так і на консультаціях.

Здобувачі вищої освіти мають дотримуватися термінів виконання усіх видів робіт, передбачених освітнім компонентом, відповідно до «Положення про організацію освітнього процесу в Кам'янець-Подільському національному університеті імені Івана Огієнка (нова редакція)».

Креативна ініціатива здобувача вищої освіти підтримується. Очікується, що роботи здобувачів вищої освіти будуть їх оригінальними дослідженнями чи міркуваннями. Відсутність посилянь на використані



джерела, фабрикування джерел, списування, втручання в роботу інших здобувачів освіти становлять, але не обмежують приклади можливої академічної недоброчесності. Виявлення ознак академічної недоброчесності в письмовій роботі здобувача вищої освіти є підставою для її незарахування викладачем, незалежно від масштабів плагіату чи обману. Дотримання академічної доброчесності здобувачів вищої освіти регулюється «Кодексом академічної доброчесності Кам'янець-Подільського національного університету імені Івана Огієнка (нова редакція)».

Неформальна та / або інформальна освіта здобувачів вищої освіти підтримується. Визнання результатів навчання, здобутих шляхом формальної або інформальної освіти регламентовано «Порядком визнання в Кам'янець-Подільському національному університеті імені Івана Огієнка результатів навчання, здобутих шляхом неформальної та/або інформальної освіти (нова редакція)».

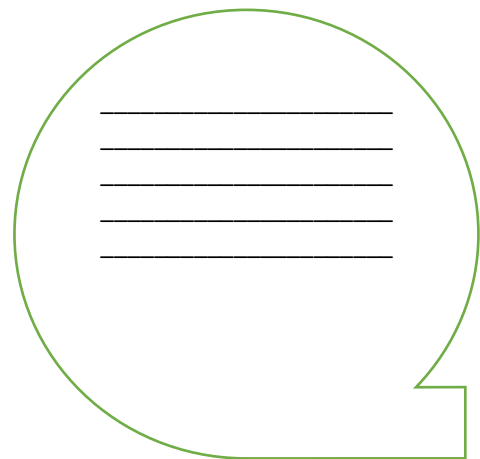
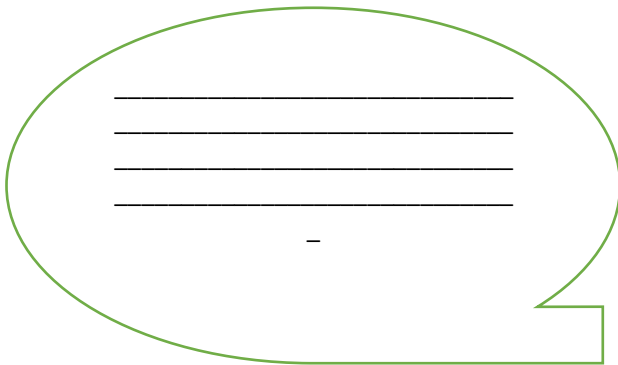
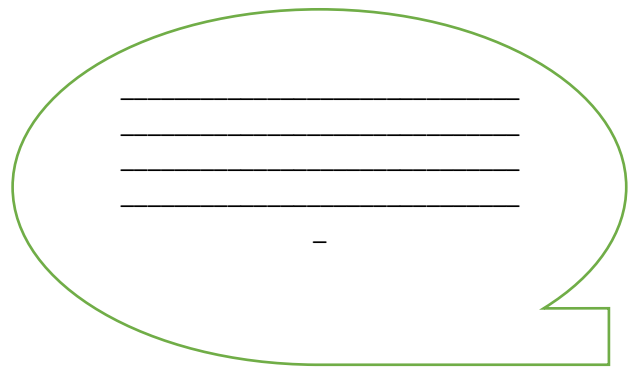
**English Children's Folklore. Nursery Rhymes**

1. Do the literary translation of one of the nursery rhymes.
2. Expand on the following quote. Why are nursery rhymes so important for preschool and primary school children? Complete the speech bubbles with your ideas.



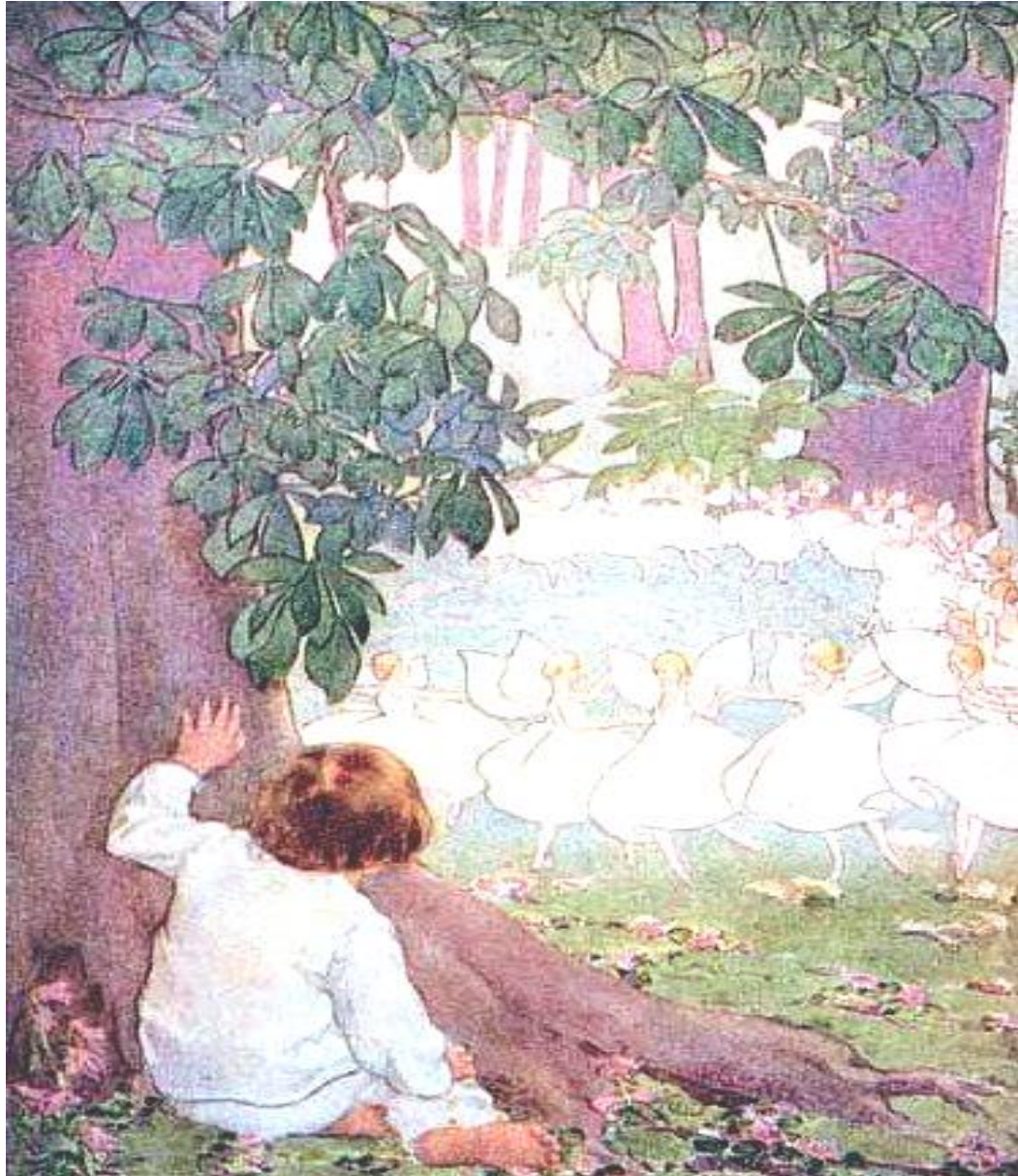
Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight.

— Mem Fox —



## English Folktales

1. Write your own fairy tale. Start with the expression “*Once upon a time...*” and end “*...and they lived long and happily*”.
2. Write your own fairy tale on the basis of the picture given below.



3. Complete the tasks on fairy tales.















## Fairy tales



### 1. What's the word?

Write the word under the pictures.

king	queen	princess	prince	knight	castle
ogre	witch	giant	dragon	tower	gold
					
	king				
					



### 2. Choose the answer!

Read the sentence. Circle the correct answer.

- What did Goldilocks eat in the house of the bears? **soup / porridge / sweets**
- What did Snow White take from the Queen? **an apple / a drink / a sandwich**
- What did Cinderella lose? **a gold necklace / a glass slipper / a diamond ring**
- Which animal did Jack steal from the giant? **a donkey / a goat / a hen**
- What was the last little pig's house made of? **bricks / sticks / straw**
- What was the witch's house made of in Hansel and Gretel? **chocolate / bricks / cake**
- How long did Sleeping Beauty sleep? **10 years / 100 years / 1,000 years**
- Who saved Little Red Riding Hood? **a farmer / a teacher / a woodcutter**

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### 3. Write a story!

Read the story. Choose words from the options below the story, or use your own ideas, and write them in the spaces.

If a number is repeated you must write the same word in the spaces. For example, if you choose 'little girl' for space number 1, you must write 'little girl' for every space with the number 1.

One day a <sup>1</sup> \_\_\_\_\_ was walking in the forest when a horrible  
<sup>2</sup> \_\_\_\_\_ appeared. There was a scream, 'Aaagh!', and the  
<sup>1</sup> \_\_\_\_\_ shouted 'Help! Help me!' and ran through the forest.

Suddenly a <sup>3</sup> \_\_\_\_\_ arrived. 'Quick, follow me!' it said. They went along a secret path by the river and arrived at a <sup>4</sup> \_\_\_\_\_. 'Now you are safe. Goodbye!' it said.

A door opened and the <sup>1</sup> \_\_\_\_\_ went in. It was dark and there was a long tunnel. At the end of the tunnel was a tower. The <sup>1</sup> \_\_\_\_\_ climbed the stairs of the tower, pushed open the secret door and saw a huge black box. As if by magic, it opened and inside there was <sup>5</sup> \_\_\_\_\_. But then the secret door opened again and a huge, angry <sup>6</sup> \_\_\_\_\_ came running into the room!

At that moment the <sup>3</sup> \_\_\_\_\_ appeared again. It shouted 'Abracadabra!' and they escaped together back to the forest. 'Thank you!' said the <sup>1</sup> \_\_\_\_\_. 'You're welcome!' said the <sup>3</sup> \_\_\_\_\_. 'I'm sorry you didn't get the <sup>5</sup> \_\_\_\_\_.'

'Actually,' said the <sup>1</sup> \_\_\_\_\_, 'I put some in my pocket before the <sup>6</sup> \_\_\_\_\_ came. Now my family and I can live happily ever after!'

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. little girl / little boy | 4. castle / palace / fortress |
| 2. wolf / bear / dragon     | 5. gold / silver / money      |
| 3. rabbit / monkey / snake  | 6. troll / ogre / monster     |

1. Write short essays (10-15 sentences) on the following topics.
  - “What makes a hero?” Analyse how has the concept of a hero changed over centuries? (On the basis of the poem “Beowulf”)
  - “Who is Robin Hood? Hero or criminal? Is it possible to fight untruth for truth?” (Based on the work “How Robin Hood Became a Robber”)

### Pre-eighteenth Century: Renaissance and Neoclassic Period

1. Recite the sonnet 130.
2. Write the alternative ending for “Romeo and Juliet”.
3. Write the report on Shakespeare’s question.

### The XIX century English Literature: Nonsense Literature for Children

1. Write your own limerick.

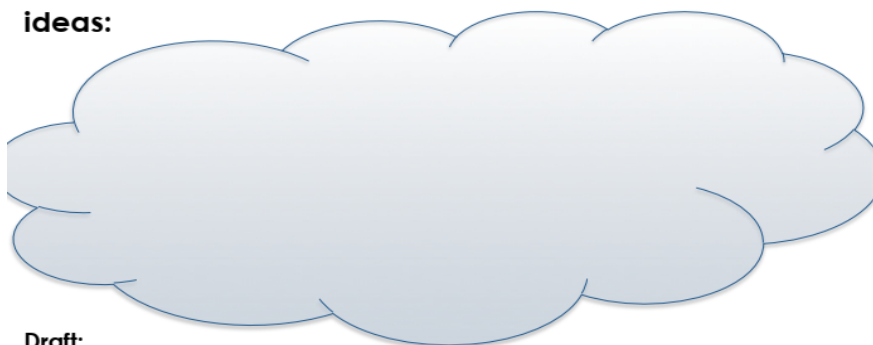
#### Limericks: silly 5-line poems

The Limerick is a 5-line poem with a specific rhyme pattern: AABBA, with each line having a specific number of syllables: 8 – 8 – 5 – 5 – 8

Limericks are often funny and are always guaranteed to make you smile.

<p>There once was a lady called 'Mom',          who you could say was quite the <b>bomb</b>.          She gave us all <b>hugs</b>,          and swept up the <b>rugs</b>.          She kept the house nice and <b>calm</b>.</p>	<p>There once was a woman named <b>Nanny</b>          whose height was quite <b>uncanny</b>.          Small as she <b>was</b>,          she made quite a <b>buzz</b>,          and often fell flat on her <b>fanny</b>.</p>
---	---

**ideas:**



**Draft:**

There once was a \_\_\_\_\_

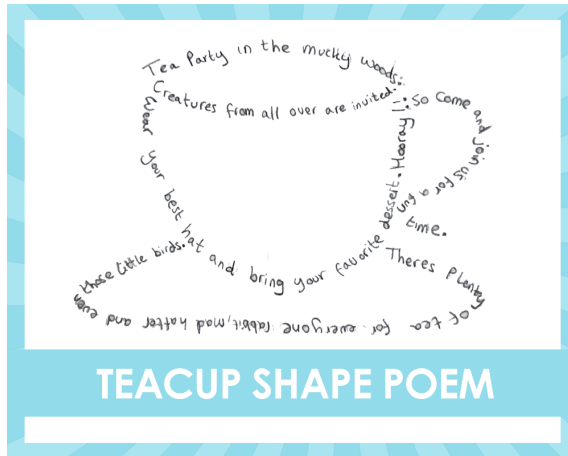
Who \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Learn the rules of shape poetry. Look at the examples of Alice in the Wonderland shape poems. Write your own Alice in the Wonderland shape poem.



### The XIX century English Literature: Realism and Fantasy in Children’s Literature

1. Write an essay “Never too late for a change of heart” on the basis of “A Christmas Carol”.
2. Write the alternative ending for “The Happy Prince”.
3. Comment on one of Oscar Wilde’s quotes.



## English Children's Literature at the end of the XIX century – at the beginning of the XX century

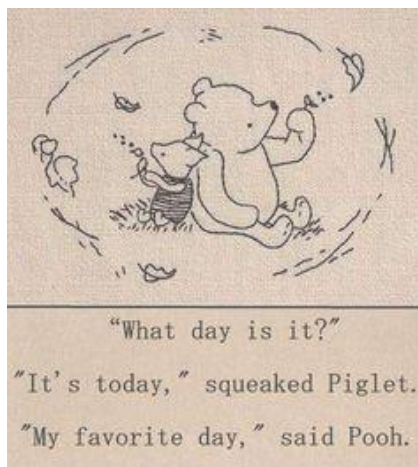
1. Write an essay “The themes raised and lessons learned in *The Jungle Book*”.
2. In the book *Peter Pan*, the narrator tells us that every child has their own unique Neverland. If you could imagine your own Neverland, what would it be? Write a paper describing your Neverland and the adventures that await you there.

## English Children's Literature at the beginning of the XX century

1. Dr Dolittle travels to Africa. Plan a journey to Africa. Which countries would you visit? What would you like to see? How would you get there? Where would you stay? What language(s) would you speak?
2. Write your own animal story for children.

## English Children's Literature in the XX century: Winnie-the-Pooh Stories

1. Write an essay on one of the quotes from “Winnie-the-Pooh”.



2. Take a “poohsonality” test and see which Winnie the Pooh character you like most. Comment on your common characteristics.



## English Children's Literature in the XX century: Mary Poppins Stories

### *1. Advertising for a Nanny.*

At the start of the book, the Banks family need a new Nanny for the 4 children, as the previous Nanny, Katie Nanna, had left "Without a by your leave or word of warning". Mr Banks suggested putting an advert in the "Morning Paper" for "the best possible Nannie at the lowest possible wage and at once". Could you design an advert to go in the paper? You should include details of:

- Details of the children the Nanny will be required to look after, including their ages.

- What qualities and personality the Nanny should possess?

- Hours and location of the job and whether they will be required to "live in".

- A brief job description, including any specific activities the Nanny will be required to undertake.

- How to apply for the job, including whether you wish to take up references.

- Would you have liked to have had Mary Poppins as your nanny/child minder? If were asked to write a reference for her next employer, what would you say?

### *2. Getting out the wrong side of the bed.*

On a Tuesday, Michael Banks woke up knowing he was "going to be naughty". Can you recall some of the bad things he did on that day? Have you ever had a day like that when you "got out on the wrong side of the bed" and were in a bad mood all day? Try writing a diary entry for the day. Include:

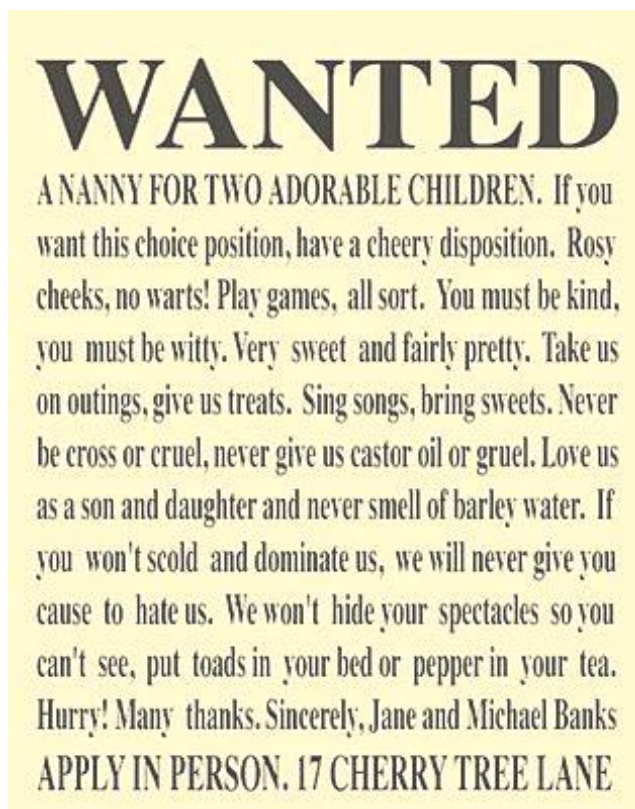
- How you knew your day was going to be a bad one.

- If there was a particular reason you woke in a bad mood.

- Details of the things that went wrong during the day and how you felt about them.

- Whether your mood resolved itself by the end of the day – and if so, how?

- Whether there were any lasting repercussions (e.g. if you fell out with a friend over your mood)?



## Contemporary English Children’s Literature: Fantasy Genre

1. In the end, Charlie goes beyond achieving his dream. Has there ever been a time in your life when you were about to give up but kept on trying really hard to achieve your dream? Describe your dream and how you tried to reach it. Did you succeed?

2. Choose one of the following quotations from the novel. Write a persuasive essay in which you discuss whether or not you agree with the ideas expressed, using examples from the novel, other books you have read, or your experience.

- After entering a contest: “However small the chance might be of striking lucky, the chance was there.”

- “Do all children behave like this nowadays – like these brats we’ve been hearing about?”

- “It [Television] rots the senses in the head! It kills the imagination dead! It clogs and clutters up the mind! It makes a child so dull and blind he can no longer understand a fantasy, a fairyland! His brain becomes as soft as cheese! His powers of thinking rust and freeze! He cannot think – he only sees!”

## Contemporary English Children’s Literature: the Harry Potter Phenomenon

1. Compare and contrast Hogwarts and a real-life school.

2. Compare and contrast all professors of Defence Against the Dark Arts in the Harry Potter series. Who is the best teacher?

3. What is the main positive moral message in the Harry Potter series?

4. Do the “Harry Potter Word Challenge”.

# Harry Potter

## Word Challenge

Can you come up with a Harry Potter themed word for each letter of the alphabet?



A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

**1. Match the names of English Literature Periods with the dates they cover:**

- |                          |               |
|--------------------------|---------------|
| 1) The Renaissance       | a) 1965 - ... |
| 2) Middle English Period | b) 428-1100   |
| 3) Modernism             | c) 1100-1485  |
| 4) Postmodernism         | d) 1485-1660  |
| 5) Realism               | e) 1660-1798  |
| 6) Romanticism           | f) 1870-1914  |
| 7) Old English Period    | g) 1798-1870  |
| 8) Neoclassic Period     | h) 1914-1965  |

**2. The first major work of English literature is ...**

- a) authentic surviving work "Hymn";
- b) "Ecclesiastical History of the English Nation";
- c) the epic poem "Beowulf".

**3. Beowulf is...**

- a) a heroic warrior who fights for the benefit of his people;
- b) a terrible monster who lives in the lake and kills Hrothgar's men;
- c) King of the Danes.

**4. What's the value of the poem "Beowulf"?**

- a) description of England and the heroic deeds of Beowulf;
- b) the vivid description of the life of that period, the heroic deeds of Beowulf and the beauty of the language;
- c) the beauty of the Old English language.

**5. Match the word with its explanation:**

- |            |   |
|------------|---|
| 1) fable   | a) a poem almost invariably of 14 lines and following one of the several set rhyme schemes; |
| 2) romance | b) short story with animals for characters which conveys a moral;                           |
| 3) ballad  | c) a special kind of narrative poem concerned with sharp conflicts and deep human emotions; |
| 4) sonnet  | d) adventure story, usually in verse, about battles, heroes and love.                       |

**6. Match the name of a literary hero and his description:**

- |                |  |
|----------------|--|
| 1) Robin Hood  | a) He is a young knight of the Geats who fights for the benefit of his people. He is ready to sacrifice his life for them.                           |
| 2) Beowulf     | b) He is an outlaw and lives in Sherwood Forest. He is relentless enemy of the Norman oppressors and always helps the country-folk in their trouble. |
| 3) Prospero    | c) He is the national hero of the Celts, an ideal feudal   |
| 4) King Arthur |  |

king. He is honest, wise, fair and possesses magical powers.

d) He lives on the desert island with his daughter. He was a Duke of Milan absorbed by his study of nature. His brother usurped his throne.

**7. Match Chaucer's works with the periods of his literary activity:**

- |                           |  |
|---------------------------|--|
| 1) 1 <sup>st</sup> period | a) Italian influence: "The House of Fame", "The Parliament of Fowls", "Troilus and Cressida", "The Legend of Good Women";              |
| 2) 2 <sup>nd</sup> period | b) imitation of the French romances, translation from French a famous allegorical poem of the 13th century: "The Romance of the Rose"; |
| 3) 3 <sup>rd</sup> period | c) "The Canterbury Tales", "The Complaints of Chaucer to His Empty Purse".   |

**8. When does "The Canterbury Tales" take place?**

- a) in pre-Christian Britain;
- b) during the Norman invasion;
- c) in the late XIV century.

**9. Why do the pilgrims go to Canterbury?**

- a) to meet King Henry III;
- b) to worship the relics of Saint Thomas Becket;
- c) to see a medieval mystery play.

**10. What social classes are described in "The Canterbury Tales"?**

- a) the nobility;
- b) all ranks of society;
- c) merchants.

**11. What is the meaning of the word 'Renaissance'?**

- a) rebirth;
- b) enlightenment;
- c) contemporary.

**12. What are the years of Shakespeare's life?**

- a) 1654-1716;
- b) 1616-1694;
- c) 1564-1616.

**13. How many sonnets did Shakespeare write?**

- a) 145;
- b) 154;
- c) 162.

**14. Match Shakespeare's plays with the periods of his creative work:**

- |              |   |
|--------------|---|
| 1) 1590-1593 | a) "Hamlet", "Othello", "Anthony and Cleopatra", "King Lear"; |
| 2) 1594-1600 | b) "Henry VI", "Richard III", "The Comedy of Errors";         |
| 3) 1601-1608 | c) "Tempest", "Winter's Tale";                                |
| 4) 1609-1612 | d) "Midsummer Night's Dream", "Richard II",                   |

“Romeo and Juliet”.

**15. Who made Shakespeare’s plays accessible for children?**

- a) Charles Dickens;
- b) Charles and Mary Ann Lamb;
- c) Shakespeare himself.

**16. Why is the period called Neoclassical?**

- a) because its writers wrote new classical stories;
- b) because its writers emphasized ideals of bourgeoisie;
- c) because its writers looked back to the ideals and art forms of classical times.

**17. In what century is Robinson Crusoe set?**

- a) XVI;
- b) XIX;
- c) XVII.

**18. Who is the narrator of the book “Robinson Crusoe”?**

- a) Robinson himself;
- b) Friday;
- c) Crusoe’s son.

**19. How long did Robinson Crusoe spend on the island after his shipwreck?**

- a) 28 years;
- b) 42 years;
- c) 12 years.

**20. What story “Robinson Crusoe” is based on?**

- a) it’s an imaginary story;
- b) the story of Daniel Defoe himself;
- c) the story of Alexander Selkirk.

**21. Arrange Gulliver’s travels in the correct order:**

- a) a voyage to Brobdingnag;
- b) a voyage to Houyhnhnms;
- c) a voyage to Laputa;
- d) a voyage to Lilliput.

**22. What is Gulliver’s profession?**

- a) sailor;
- b) ship doctor;
- c) writer.

**23. Romantic literature is characterized by...**

- a) on scientific and rational thought;
- b) an emphasis on emotion, passion, and the natural world;
- c) the ideals and art forms of classical times.

**24. Match:**

- |                                   |   |
|-----------------------------------|---|
| 1) Romantic poets                 | a) Charles Dickens, William Makepeace         |
| 2) novelists of early Romanticism | Thackeray, Emily Bronte and Charlotte Bronte; |
|                                   | b) William Wordsworth, Samuel Taylor          |
| 3) novelists of late Romanticism  | Coleridge, Robert Sothey, William Blake, Lord |

Romanticism

Byron, Percy Bysshe Shelley, John Keats;  
c) Jane Austen, Sir Walter Scott.

**25. “A Christmas Carol” was written by ...**

- a) Charles Dickens;
- b) Edward Lear;
- c) Beatrix Potter.

**26. What was the name of Scrooge’s business?**

- a) London Counting Company;
- b) Scrooge’s;
- c) Scrooge and Marley.

**27. How many ghosts come and visit Ebenezer Scrooge?**

- a) 3;
- b) 4;
- c) 2.

**28. Realism describes...**

- a) life free from subjective prejudice, idealism, or romantic color;
- b) classical ideals;
- c) historical facts.

**29. What are the other names for Realistic Period?**

- a) the Enlightenment;
- b) the Decadence, ‘the End of the Century (XIX)’;
- c) the Restoration.

**30. Who brought Realism to England?**

- a) George Edward Moore;
- b) Robert Louis Stevenson;
- c) George Eliot.

**31. What work brought Stevenson the first fame?**

- a) “Master of Ballantrae”;
- b) “Weir Hermiston”;
- c) “Treasure Island”.

**32. Who is the narrator of “Treasure Island”?**

- a) Dr. Livesey;
- b) Jim Hawkins;
- c) R.L. Stevenson.

**33. Whose treasure is involved?**

- a) Flint’s;
- b) Pew’s;
- c) Long John Silver’s.

**34. Who is the first pirate that Jim encounters?**

- a) Billy Bones;
- b) Long John Silver;
- c) Israel Hands.

**35. What are Oscar Wilde’s works written for children?**

- a) “The Happy Prince and Other Stories”, “House of Pomegranates”;
- b) “The Picture of Dorian Gray”;

c) “The Happy Prince and Other Stories”, “Lord Arthur Savile’s Crime and Other Stories”, “House of Pomegranates”.

**36. The Happy Prince is ...**

- a) a golden statue of a prince who helps poor people;
- b) a golden statue of a prince who helps rich people;
- c) a golden statue of a prince who helps a bird.

**37. Rudyard Kipling is the first Englishman to ...**

- a) to be awarded by Oscar;
- b) write animal stories for children;
- c) receive the Nobel Prize for literature.

**38. The Jungle Book is a collection of stories written by ...**

- a) Beatrix Potter;
- b) Rudyard Kipling;
- c) Charles Dickens.

**39. Mowgli is the main character in “The Jungle Book”. What is he best described as?**

- a) a Panther Man;
- b) a Monkey Man;
- c) a Man-cub.

**40. What does the name ‘Mowgli’ mean?**

- a) tiger;
- b) frog;
- c) wolf.

**41. Who found Mowgli?**

- a) Baloo;
- b) Bagheera;
- c) Shere Khan.

**42. The first years Mowgli grows up amongst ...**

- a) lions;
- b) wolves;
- c) elephants.

**43. What happens to Mowgli in the end?**

- a) he stays in the Jungle;
- b) he joins a human village;
- c) he is found by humans and sails to America.

**44. What are the literary trends of the XX century?**

- a) Realism, Modernism;
- b) Realism, Modernism, Postmodernism;
- c) Modernism, Postmodernism.

**45. Postmodern literature ...**

a) describes certain characteristics of post-World War II literature and rejects the Modernist ideas;

b) describes certain characteristics of World War II literature and a reaction against Enlightenment;

c) celebrates the Enlightenment ideas implicit in Modernist literature.

**46. Postmodern literature is characterised by ...**

- a) fragmentation, paradox, unreliable and impossible plots, games, parody, paranoia, black humour;
- b) irony, realistic plots, black humour, authorial self-reference;
- c) games, parody, paranoia, passion, realistic plots, satire.

**47. Who wrote the stories about hobbit?**

- a) Roald Dahl;
- b) J.R.R. Tolkien;
- c) J.K. Rowling.

**48. “The Lord of the Rings” is ...**

- a) a short story about elves and hobbits;
- b) a trilogy, a sequel of “The Hobbit”;
- c) a series of short stories for children.

**49. Tolkien spent ... years writing his “The Lord of the Rings”.**

- a) one year;
- b) all his life;
- c) more than 10 years.

**50. What story made J.K. Rolling famous?**

- a) “Rabbit”;
- b) “Harry Potter”;
- c) “The Lord of the Rings”.

**51. Harry Potter books depict ...**

- a) the adventures of wizard Harry Potter in the country of elves and hobbits;
- b) the adventures of the adolescent wizard Harry Potter and his friends;
- c) the life of girls Harry Potter and her friends.

**52. Harry Potter series consists of ...**

- a) 6 books;
- b) 7 books;
- c) 8 books.

**53. Which house does Harry belong to at Hogwarts School of Witchcraft and Wizardry?**

- a) Gryffindor;
- b) Ravenclaw;
- c) Slytherin.

**54. Who is the headmaster of Hogwarts during Harry’s time at school?**

- a) Albus Dumbledore;
- b) Severus Snape;
- c) Minerva McGonagall.

**55. What is the name of the dark wizard who killed Harry’s parents?**

- a) Voldemort;
- b) Lucius Malfoy;
- c) Bellatrix Lestranger.

**56. Who wrote “Charlie and the Chocolate Factory”?**

- a) Roald Dahl;
- b) Rudyard Kipling;



c) J.K. Rowling.

**57. Who is the master of the Chocolate Factory?**

- a) Charlie;
- b) Willie Wonka;
- c) Grandpa Joe.

**58. “Matilda” is about ...**

- a) the Chocolate factory;
- b) an extraordinarily gifted four-year-old girl;
- c) a wizard’s life.

**59. Matilda’s parents ...**

- a) are proud of their daughter’s intelligence and encourage her;
- b) don’t encourage their daughter’s desire to study;
- c) nurture her talent.

**60. Choose the best explanation of the word ‘folklore’:**

- a) songs, tales, legends, proverbs;
- b) music, dance, jokes, customs and traditions;
- c) songs, tales, legends, proverbs, music, dance, jokes, popular beliefs, customs, oral history, etc.

**61. What characteristic feature doesn’t belong to folklore?**

- a) it is voluntarily and informally communicated;
- b) it is created by a specific author;
- c) it has roots in the past, but also present relevance;

**62. Match the word with its explanation:**

- |                    |   |
|--------------------|---|
| 1) A tale          | a) a poem almost invariably of 14 lines and following one of the several set rhyme schemes; |
| 2) A sonnet        | b) a traditional song or poem taught to young children, originally in the nursery;          |
| 3) A nursery rhyme | c) a miniature self-contained narrative; the characters are usually poor or middle class    |

**63. Choose a correct variant to ‘Mother Goose’:**

- a) It’s a name given to an archetypical country woman, who is supposedly the originator of the Mother Goose stories and rhymes;
- b) It’s a goose which embodies a children’s story-teller;
- c) It’s a title of numerous children’s books which contain songs, rhymes and fairy-tales.

**64. A lullaby is ...**

- a) intended to help a child sleep;
- b) a statement, question or phrase having a double or veiled meaning, put forth as a puzzle to be solved;
- c) intended to select a person to be “it”, often for the purpose of playing another game.

**65. Teasing rhymes center about:**

- a) an activity based around a particular verse or rhyme, usually associated with a set of actions and movements;
- b) something people used to believe;

c) things which children dislike and ridicule people's negative features.

**66. A riddle is ...**

a) a statement, question or phrase having a double or veiled meaning, put forth as a puzzle to be solved;

b) intended to help a child sleep;

c) something people used to believe.

**67. A proverb is ...**

a) something people used to believe;

b) intended to select a person to be "it", often for the purpose of playing another game;

c) a simple and concrete saying popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity.

**68. A counting-out game is ...**

a) a statement, question or phrase having a double or veiled meaning, put forth as a puzzle to be solved;

b) intended to select a person to be "it", often for the purpose of playing another game;

c) a simple and concrete saying popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity.

**69. A token is ...**

b) something people used to believe;

c) an activity based around a particular verse or rhyme, usually associated with a set of actions and movements.

**70. An invocation means ...**

a) something people used to believe;

b) something that ridicules people's negative features;

c) a command or a conjuration.

**71. A tongue-twister is ...**

a) a tale where animals act like people;

b) a phrase that is designed to be difficult to articulate properly;

c) a puzzle to be solved.

**72. A singing game is**

a) an activity based around a particular verse or rhyme, usually associated with a set of actions and movements;

b) a simple and concrete saying popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity.

c) a tale containing fairies, elves, trolls, dwarfs, giants, and other imaginary creatures.

**73. The characters of folk tales are usually ...**

a) imaginary creatures;

b) kings and queens;

c) poor or middle class.

**74. What are the specific characteristics of folktales?**

- a) a specific author;
- b) mnemonic devices;
- c) the use of proverbs.

**75. A fairytale is ...**

- a) a tale about poor or middle-class people;
- b) a tale containing fairies, elves, trolls, dwarfs, giants, and other imaginary creatures;
- c) a tale where animals act like people.

**76. The tale created by a specific author, is called ...**

- a) a fairy tale;
- b) a folk tale;
- c) a literary tale.

**77. Who collected English fairytales using early written sources?**

- a) Charles Perrault;
- b) the Grimm Brothers;
- c) Joseph Jacobs.

**78. Which of the following tales are English folktales?**

- a) “The Ugly Duckling”, “The Emperor’s New Clothes”, “The Princess and the Pea”;
- b) “Jack and the Beanstalk”, “The Three Little Pigs”, “Goldilocks and the Three Bears”;
- c) “Snow White”, “The Little Mermaid”, “The Three Little Pigs”.

**79. Who is the author of the book about Alice?**

- a) Roald Dahl;
- b) Lewis Carrol;
- c) Alan Alexander Milne.

**80. What is the full title of the book about Alice?**

- a) “The Adventures of Alice: Alice in Wonderland”;
- b) “Alice’s Adventures in Wonderland”;
- c) “Alice’s Trip through Wonderland”.

**81. What is the title of the second book about Alice?**

- a) The Mad Hatter;
- b) The White Hare;
- c) Through the Looking Glass.

**82. What was Alice’s original name in which the book was inspired by?**

- a) Sara McCline;
- b) Alice Liddell;
- c) Alice Resod.

**83. What happens to Alice in the White Rabbit’s house?**

- a) she grows larger and gets stuck;
- b) she finds Dinah;
- c) she has a tea party.

**84. What character is known for his toothy smile and body that slowly appears and disappears?**

- a) White Rabbit;
- b) Queen of Hearts;
- c) The Cheshire Cat.

**85. How does Alice leave Wonderland?**

- a) through the rabbit hole;
- b) she wakes up;
- c) she eats mushroom.

**86. Who originally wrote “The Winnie-the-Pooh Stories”?**

- a) Walt Disney;
- b) A.A. Milne;
- c) Christopher Robin.

**87. Winnie-the-Pooh lives in:**

- a) Ashdown Forest;
- b) Yellowstone National Park;
- c) Jellystone Park.

**88. What did Pooh do to look like a little black rain cloud?**

- a) he rolled in mud and took a blue balloon;
- b) he made himself as fluffy as he could;
- c) Christopher Robin made him a pair of wings to look more like a bee.

**89. Winnie-the-Pooh stayed in Rabbit’s hole because ...**

- a) he didn’t want to go home;
- b) he wanted to eat something else;
- c) he was stuck.

**90. What did Eeyore get for his birthday?**

- a) a pot full of honey;
- b) a deflated balloon and a pot;
- c) a big red balloon and a pot of honey.

**91. Who wrote “Mary Poppins”?**

- a) P.L. Travers;
- b) Hugh Lofting;
- c) Roald Dahl.

**92. Where were the Banks from?**

- a) They were from London;
- b) They were from Australia;
- c) They were from Scotland.

**93. How large was the Banks family?**

- a) They were 4;
- b) They were 5;
- c) They were 6.

**94. Who were John and Barbara?**

- a) friends;
- b) twins;
- c) Jane’s cousins.

**95. What is true about the way Mary Poppins left the Banks family?**

- a) she left them by taxi;

- b) the wind took her away;
- c) she didn't leave the family.

**96. Who wrote "Peter Pan"?**

- a) Roald Dahl;
- b) Rudyard Kipling;
- c) J.M. Barrie.

**97. Who was the first of the Darling children to discover Peter?**

- a) Wendy;
- b) John;
- c) Michael.

**98. Who are the lost boys?**

- a) girls;
- b) people who get lost;
- c) the children who fall out of their prams when their parents aren't looking.

**99. Who is Nana?**

- a) fairy;
- b) the sheepdog who serves as the children's nurse;
- c) the main heroine.

**100. What is captain Hook most afraid of?**

- a) Peter Pan;
- b) an octopus;
- c) a crocodile.

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