

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ  
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Курганский государственный университет**

**Кафедра английской филологии**

**АНГЛИЙСКИЙ ЯЗЫК**

**Методические рекомендации по книге  
R. Kipling “Just so stories”  
(аспект «домашнее чтение»)  
для студентов 2 курса  
специальности 031001 «Филология»  
и направления бакалавриата 032700.62 «Филология»**

Курган 2011

Кафедра: «Английская филология»

Дисциплина: «Английский язык»

(специальность 031001 «Филология»)

Составитель: старший преподаватель Т.К.Дружинина.

Рецензенты : старший преподаватель Т.В.Козлова,

старший преподаватель М.В.Савельева.

Утверждены на заседании кафедры: 15 ноября 2010 г.

Рекомендованы методическим советом университета:

22 марта 2011 г.

Данные методические рекомендации разработаны для студентов 2 курса специальности 031001 «Филология». Предлагаемая разработка рассчитана на 20 часов учебных занятий. Целью данного пособия является развитие навыков устной речи, расширение кругозора студентов, пополнение их лингвострановедческих знаний. Сопутствующей, но не менее важной целью, является развитие навыков спонтанного говорения на основе прочитанного, а также существенное расширение активного и пассивного словарного запаса студентов.

## How the Whale Got his Throat

- I. Listen to this story several times and read it aloud.
- II. Find all the names of the fishes from this story, write them down, translate and learn them.
- III. Give the Russian equivalents and the situations from the story:
  - 1). to be out of harm's way;
  - 2). to say in a small stute voice ;
  - 3). noble and generous cetacean;
  - 4). nubbly;
  - 5). to froth up with smth;
  - 6). one at a time is enough;
  - 7). latitude;
  - 8). longitude;
  - 9). raft;
  - 10). mariner;
  - 11). a jack-knife;
  - 12). suspenders;
  - 13). to trail one's toes in the water;
  - 14). to smack one's lips.
- IV. Find all the verbs characterizing the Mariner's actions in the Whale's warm dark, inside cupboards. Write them down, translate, learn them.(Give three forms where necessary).
- V. Paraphrase:
  - 1). a man of infinite resource and sagacity;
  - 2). to give smb leave to do smth.
  - 3). to proceed to relate.
- VI. Read the paragraph: " So the Whale swam and swam... I will now proceed to relate. By means of a grating I have stopped your ating" p. 33-35
- VII. Give the literary translation of the previous paragraph in a written form.
- VIII. Learn the end of the story by heart: " For the Mariner he was also an Hi-ber-ni-an... The suspenders were left behind, you see, to tie the grating with; and that is the end of that tale."
- IX. Define the theme and the idea of this story.
- X. What inspired R. Kipling to write down the story about the whale? (When did R.Kipling first see the whale? How did he describe the whale in his illustrations of his fairy-tales?)

XI. What other writer described the whale in his fairy-tale? How did he do it in comparison with R.Kipling?

XII. Speak about the word-building in this story . Give the examples ( 10 examples of each type).

XIII. Retell the story in a nutshell.

### **How the Camel Got his Hump**

I. Listen to this fairy-tale.

II. Transcribe and intone the second paragraph: “ In the beginning of years, when the world was so new-and-all,... he said “Humph!” Just “Humph!” and no more.”

III. Define these new words and word-combinations:

- |                 |                          |
|-----------------|--------------------------|
| 1. new-and-all; | 6. to trot;              |
| 2. a Desert;    | 7. to plough;            |
| 3. a Howler;    | 8. like the rest of us;  |
| 4. howling;     | 9. double-time;          |
| 5. a saddle;    | 10. to make up for smth. |

IV. Find the Russian equivalents and give the situations from the text:

- |                                     |                             |
|-------------------------------------|-----------------------------|
| 1. to hold a palaver;               | 8. on account of;           |
| 2. a pow-wow;                       | 9. Bubbles;                 |
| 3. to chew;                         | 10. to puff up;             |
| 4. Djinn in charge of all Deserts;  | 11. That’s made a purpose;  |
| 5. to be idle;                      | 12. to hurt smb’s feelings; |
| 6. he hasn’t done a stroke of work; | 13. to catch up with smth.  |
| 7. reflection;                      |                             |

V. Find all the sentences in Direct Speech and make them in Indirect Speech in written form.

VI. Describe the Camel, his manner of life in the middle of a Howling Desert.

VII. Answer the following questions:

1. Who came to the Camel and what did they ask him about?
2. Who helped the Three and in what way?

VIII. Describe the meeting of the Djinn and the Camel. Dramatize this conversation.

IX. Translate the following proverbs into Russian and say which of them fully expresses the idea of the story.(Give your arguments).

1. The best fish swim near the bottom.
2. He that would eat the fruit must climb the tree.
3. What we do willingly is easy.
4. It needs more skill than I can tell to play the second fiddle well.
5. Where there's a will there's a way.
6. With time and patience the leaf of mulberry bush becomes satin.
7. Idleness is the mother of all evil.
8. No song, no supper.

X. Retell the story one by one using the new words.

### **How the Rhinoceros Got His Skin**

I. Listen to this fairy-tale.

II. Be ready to paraphrase the following words and words-combinations:

- |                           |                   |
|---------------------------|-------------------|
| 1. an uninhabited island; | 10. underneath;   |
| 2. oriental splendour ;   | 11. henceforward; |
| 3. comestible;            | 12. to tickle;    |
| 4. sentimental;           | 13. cake-crumbs;  |
| 5. to unset smth;         | 14. to button;    |
| 6. to abut on...;         | 15. to rub;       |
| 7. waterproof;            | 16. fold;         |
| 8. to waddle;             | 17. used to be... |
| 9. currant;               |                   |

III. Find all the geographical names and be ready to write them correctly (a test).

IV. Transcribe and intone the following paragraph on p.53: “ Presently the Parsee came by and found the skin... Then he climbed to the top of his palm-tree and waited for the Rhinoceros to come out of the water and put it on”.

V. Define the parts of the sentences and the parts of speech they are expressed by:

1. Then he wanted to scratch, but that made it worse.
  2. Five weeks later, there was a heat-wave in the Red Sea, and everybody took off the clothes they had.
- VI. Read and translate in writing the 1<sup>st</sup> paragraph till: ...“All the same, he had no manners then, and he has no manners now, and he never will have any manners.” p. 50-51.
- VII. Describe the way how the Parsee baked his cake (a recipe).
- VIII. Describe the Rhinoceros who had come before the Parsee’s eating, and all his actions with the cake.
- IX. Translate from English into Russian: Description of the picture made by R. Kipling, page 28 (American edition). (See Appendix 1.)
- X. Translate from Russian into English: Description of the picture made by R. Kipling, page 29(Russian edition). (See Appendix 2.)
- XI. Give a summary of this fairy-tale (orally).

### **How the Leopard Got His Spots**

- I. Listen to this story.
- II. Write down all unfamiliar words.
- III. Paraphrase and explain:
 

<ol style="list-style-type: none"> <li>1. when everybody started fair;</li> <li>2. Veldt;</li> <li>3. hartebeest;</li> <li>4. all over;</li> <li>5. 'sclusivest;</li> <li>6. to one hair;</li> <li>7. bush-buck;</li> <li>8. Bonte-buck;</li> <li>9. would surprise them out of their jumpsome lives;</li> <li>10. didn't know which way to jump;</li> </ol>	<ol style="list-style-type: none"> <li>11. stripy, speckly;</li> <li>12. patchy-platchy;</li> <li>13. slippery-slide;</li> <li>14. speckly-spickly;</li> <li>15. wondering where all their breakfasts and their dinners and their teas had gone;</li> <li>16. they had the big Tummy- ache;</li> <li>17. 'Baviaan;</li> <li>18. The long and the little of it is...;</li> <li>19. Fiddle;</li> <li>20. Stand over.</li> </ol>
--	---

IV. Read the first paragraph up to the words: ...”They didn’t indeed!” p.58-59.

Observe the right intonation and sequence of tones.

V. Describe the place where the Leopard lived.

VI. Answer the following questions:

1. Who lived on the High Veldt with the Leopard?
2. What did they use to do together?
3. Who learned to avoid the Ethiopian with bows and arrows and the Leopard with his teeth and claws.
4. What kind of forest did the animals come to?
5. How did the Animals change standing half in the shade and half of it?
6. Why were the Leopard and the Ethiopian hungry?
7. What did they begin to eat?
8. What animal did the Leopard and the Ethiopian meet at last?
9. Where did they set off to look for the Flora?

VII. Describe the other animals that lived on the High Veldt.

VIII Dramatize the dialogue between the Ethiopian and the Leopard and Baviaan.

IX. Give the contents of the conversation between the Ethiopian and the Leopard in indirect speech (up to the words: But they didn’t. The Leopard and the Ethiopian hunted all day.)

X. How is the headline of the story connected with the Bible?

XI. Comment on the proverb: ”The Leopard can’t change his spots.” Use it in the situation of your own.

XII. Give the end of the story in brief.

### **The Elephant’s Child**

I. Listen to this story.

II. Write down a précis. Before writing a précis, learn the material:

**Précis** [’preisi] is a summary of a passage from a book, report newspaper, article, etc., which conveys the main idea of the original. A précis is normally made in about one third of the original. The writer is not supposed to introduce his own judgement

or comments, nor can he use direct speech, conversations or dialogues in précis writing. This should be paraphrased before being written.

**Paraphrase** is the translation of a dialogue or conversation into ordinary prose language. Care should be taken not to confuse it with reported speech which is purely grammatical. Paraphrase gives excellent practice in expression the thoughts, ideas and emotions. Here is a list of some commonly used words and phrases which may help you to interpret your passage clearly and accurately.

1. to want (wish) to know that...
2. to wonder if (why, when, how, etc.)...
3. to think (believe, suppose) that...
4. to be sure (convinced) that...
5. to doubt (suspect) that...
6. to admit that...
7. to deny that...
8. to reproach smb...and so on.

**NB!** Avoid verbs like “tell”, “say”, “ask”, “answer”, which are typical of reported speech.

**NB!** Give logical connection of facts or ideas.

III. Use these words and word-combinations in writing a précis in class:

1. blackish, bulgy nose;
2. to wriggle about;
3. satiable;
4. ostrich, giraffe, hippopotamus, baboon...;
5. to spank with (claw, hoof);
6. to be full of satiable curiosity;
7. Precession of the Equinoxes;
8. Kolokolo Bird;
9. the great grey-green, greasy Limpopo River;
10. rind;
11. Bi-coloured Python-Rock-Snake;



12. scalesome, flailsome tail;
13. to wink;
14. to weep crocodile tears;
15. musky, tusky mouse;
16. large-pattern leather ulster;
17. haunch;
18. flounder(ed);
19. thresh(ed);
20. This is too butch;
21. to knot;
22. double-clove hitch;
23. hind;
24. self-propelling man of war;
25. armour-plated upper deck;
26. vitiate;
27. with a plop;
28. to be badly out of shape;
29. to shrink(shrank' shrunk);
30. squint;
31. sting(stung);
32. a mere-smere nose;
33. pluck(ed);
34. fore legs;
35. scuff(ed);
36. slapped(ed);
37. trickly;
38. to spank smb;
39. frisk; whisk;
40. slushy-squishy mud-cap

## The Sing-Song of Old Man Kangaroo.

I. Listen to this fairy-tale.

II. Give the Russian equivalents and sentences from the text:

- |                |              |
|----------------|--------------|
| 1. wolly;      | 6. burrow;   |
| 2. outcrop;    | 7. spinifex; |
| 3. inordinate; | 8. sandback; |
| 4. sand-flat;  | 9. salt pan; |
| 5. rock-ledge; | 10. ash-pit. |

III. Give the English equivalents and sentences from the text:

1. ведёрко для угля;
2. кролик (уменьш.)
3. камыши;
4. голубые эвкалипты;
5. оскаливать зубы;
6. мышеловка;
7. заросли деревьев;
8. заросли кустов;
9. Тропики Рака и Козерога;
10. лошадиный хомут.

IV. Explain these words through English:

- |                |                  |
|----------------|------------------|
| 1. hop;        | 6. to chase out; |
| 2. flinders;   | 7. tuck up;      |
| 3. cinders;    | 8. hind legs;    |
| 4. bewildered; | 9. stuck out;    |
| 5. cricket;    | 10. howl.        |

V. Translate into Russian and give situations of your own:

1. He had to... ;
2. to alter one's shape;
3. to play old scratch with smb's legs;

4. Your Lordness;
5. That's your fault;
6. incantations.

VI. Read and translate the passage in written form:

pp. 96-97 “ Then said Nqong, Perhaps I'm mistaken, but didn't you ask me to make you different from all other animals”... up to the end of the story.

VII. Describe the way, the talk between the Kangaroo and Three Gods. Use in these three descriptions the following words and word-combinations( indirect speech):

1. with four short legs; grey and woolly; his pride was inordinate; an outcrop in the middle of Australia; the Little God Nga; to make smb different from all other animals; the sandflat.
2. grey, woolly; inordinate; a rock-ledge; the Middle god Nqing; make smb different from all other animals; make smb wonderfully popular; burrow in the spinifex.
3. grey, woolly; inordinate; a sandbank; the Big God Nqong; to make smb popular and wonderfully run after...; the salt-pan.

VIII. Describe all the chases of yellow Dog-Dingo after the Kangaroo:

1. ... off ran Dingo-Yellow-Dog-Dingo-always hungry, grinning like a coal-scuttle... He had to!
2. Still ran Dingo-Yellow-Dog-Dingo-always hungry, grinning like a rat trap... he had to!
3. Still ran Kangaroo-Old man Kangaroo –through the ti-trees, through the mulga... he had to.
4. Still ran Dingo-Yellow-Dog-Dingo – hungrier and hungrier, very much bewildered,...

Then came Nqong from his bath in the salt –pans... It's 5 o'clock”

IX. Explain:

1. Why isn't the kangaroo grateful to Yellow -Dog-Dingo?
2. What arguments did Nqong tell the Kangaroo?
3. What was the Kangaroo's wish?

4. What made the Kangaroo change his mind?
5. How is the Kangaroo different from other animals?
- X. Define the theme and the idea of this fairy-tale.
- XI. Translate into Russian 2 descriptions of pictures on page 74-76 (American edition) (See Appendix 3, Appendix 4.) and a song on page 78 (American edition).
- XII. Retell close to the text indirect Speech (by heart):
  1. The Kangaroo went to Nqa;
  2. The Kangaroo went to God Nquing;
  3. The Kangaroo went to Nqong.
- XIII. Retell this fairy-tale in a nutshell.

### **The Cat That Walked by Himself.**

#### **Part I (pp.182-190)**

- I. Listen to this story.
- II. Give the Russian equivalents.
 

1. tame;	7. new-mown;
2. blade-bone;	8. to plait hide-halter;
3. to befall( befell, befallen);	9. marrow-bones;
4. a long way off;	10. to be flavoured with;
5. armful;	11. to be stuffed with;
6. water-meadow;	12. fenugreek.
- III. Explain the following words in English and give the sentences from the text:
 

1. cave;	7. to stamp with one's foot;
2. to strew;	8. to milk;
3. to flavour;	9. to braid;
4. to trot off;	10. to praise;
5. to slip;	11. to make a bargain.
6. to gnaw;	
- IV. Write out and transcribe, translate the names of all the spices which the

Woman used for cooking. Be ready for the dictation.

V. Read and translate in written form the following passage on pp. 189-190: “Cat grew very angry...” up to the words “ for always and always and always”.

VI. Describe the Man’s Cave.

VII. Describe all the animals.

VIII. Dramatize the dialogues between the Cat and the woman.

IX. Answer the questions:

1. How did the Woman make the first magic?

2. What was the second magic?

3. What was the use of the Cow for the Man? How did the Woman call the Cow?

4. What for did the Cat come to the Man?

5. What was the prototype of the Cat from this fairy-tale?

X. Explain why:

1. The Dog went to the Man.

2. The Cow went to the Man.

3. The Horse went to the Man.

4. The Cat didn’t go to the Man.

XI. Translate the following descriptions at page 168,186 (American edition) into Russian. (See Appendix 5, Appendix 6)

XII. Learn by heart the poem about the Cat p.200. Find the translation by Marshak at p.252:

Pussy can sit by the fire and sing,  
Pussy can climb a tree,  
Or play with a silly old cork and string  
To ‘muse herself, not me.  
But I like *Binkie* my dog, because  
He knows how to behave;  
So, *Binkie*’s the same as the First Friend was,  
And I am the Man in the Cave.

Pussy will play man-Friday till  
It’s time to wet her paw  
And make her walk on the window-sill  
(For the footprint Crusoe saw);

Then she fluffles her tail and mews,  
And scratches and won't attend.  
But *Binkie* will play whatever I choose,  
And he is my true First Friend.

Pussy will rub my knees with her head  
Pretending she loves me hard;  
But the very minute I go to my bed  
Pussy runs out in the yard,  
And there she stays till the morning-light;  
So I know it is only pretend;  
But *Binkie*, he snores at my feet all night,  
And he is my Firstest Friend!

### **The Cat that Walked by Himself Part II**

- I. Listen to the story.
- II. Give the Russian equivalents and the situations from the text.
  1. to spin ( 3 forms);
  2. to set smth out in a row;
  3. to be at one's wit's end;
  4. to purr;
  5. to do after someone;
  6. to frolick;
  7. to coo;
  8. a footstool;
  9. a hatchet;
  10. to keep one's side of the bargain.
- III. Give the following words in English:
  1. прялка;
  2. унять, успокоить,
  3. гнаться, преследовать, загнать, гнать;
  4. ползать;

5. тащить;
6. удобный;
7. настоящий, истинный;
8. узловатый, шишковатый;
9. лакать;
10. помешать что-то сделать;
11. острый ( о зубах).

IV. Answer the questions:

1. Did the woman tell anyone about her bargain with the Cat? Why?
2. Where did the Cat go and who visited him?
3. What news impressed the Cat most of all?
4. What did the Baby look like and what was he fond of?
5. What did the Cat do as he heard the news?
6. How did the Cat stop the Baby's crying?

V. Tell:

1. What was the first word said in the Cat's praise by the Woman?  
Explain why.
2. What was the second word said in the Cat's praise by the Woman?  
Explain why.
3. What was the third word said in the Cat's praise by the Woman?  
Explain why.
4. Enumerate the things the Cat was allowed to do after all the three words in his praise had been said.

VI. Dramatize the conversation between the Man, the Dog, the Cat and the Woman after the she had told them about the bargain.

VII. Read and translate pp.198-199 in written form: "The Man threw his two boots..." up to the end of this fairy-tale.

VIII. What is the main idea of this fairy-tale? Express it through a suitable proverb.

IX. Transcribe and intone: "That evening when the Man and the Dog came into the Cave, the Woman told them all the story of the bargain, while the Cat sat by

the fire and smiled.”

X. Define the parts of the sentences and the parts of speech they are expressed by:  
”But the Baby cried because the Cat had gone away, and the Woman could not hush it for it struggled and kicked and grew black in the face.”

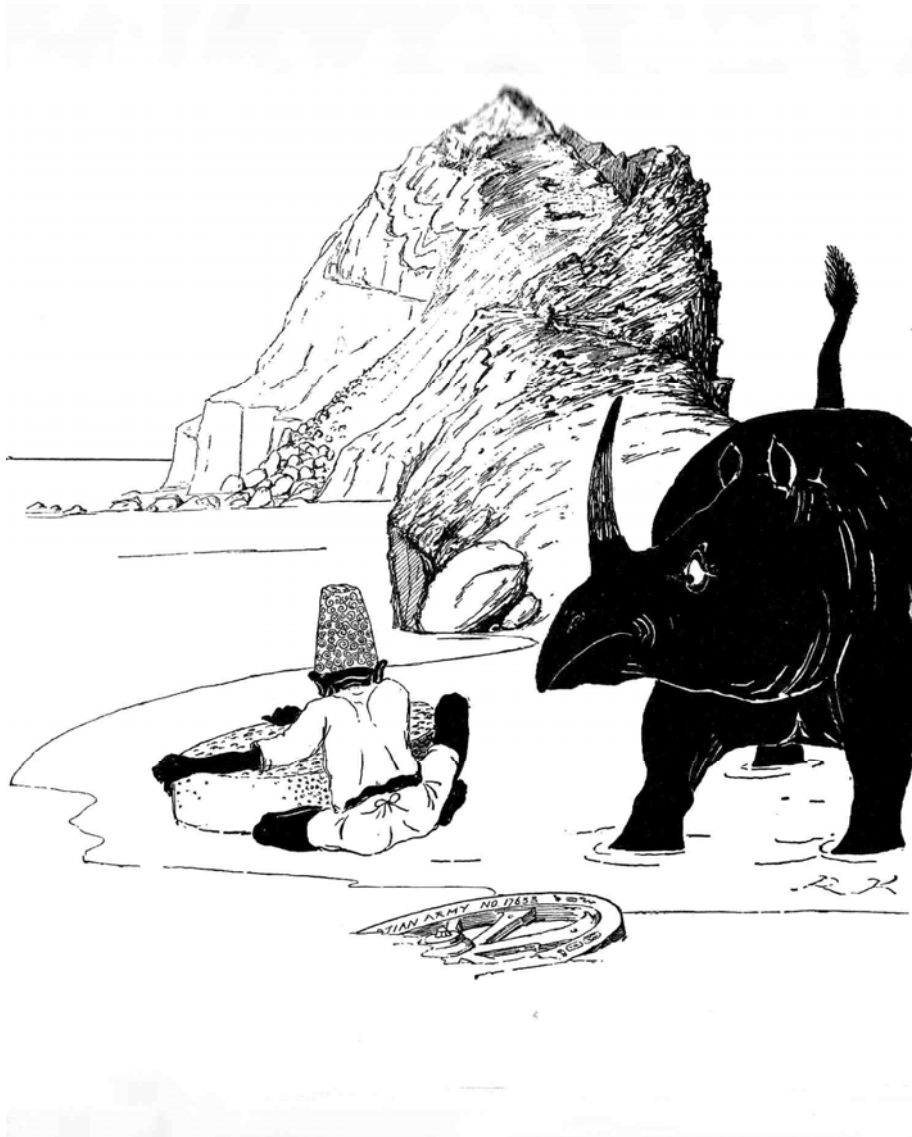
### **Tasks for the whole book.**

- I. Which is your favourite story in the collection? Explain why.
- II. The language and the style of the stories.
- III. The role of the illustrations and poems made by R. Kipling for his book.
- IV. Practical significance of these fairy tales.



## Appendix 1.

THIS is the picture of the Parsee beginning to eat his cake on the Uninhabited Island in the Red Sea on a very hot day; and of the Rhinoceros coming down from the Altogether Uninhabited Interior, which, as you can truthfully see, is all rocky. The Rhinoceros's skin is quite smooth, and the three buttons that button it up are underneath, so you can't see them. The squiggly things on the Parsee's hat are the rays of the sun reflected in more-than-oriental splendour, because if I had drawn real rays they would have filled up all the picture. The cake has currants in it; and the wheel-thing lying on the sand in front belonged to one of Pharaoh's chariots when he tried to cross the Red Sea. The Parsee found it, and kept it to play with. The Parsee's name was Pestonjee Bomonjee, and the Rhinoceros was called Storks, because he breathed through his mouth instead of his nose. I wouldn't ask anything about the cooking-stove if *I* were you.



## Appendix 2.

Это парс Пестонжи-Боманжи. Он сидит на своей пальме и поджидает носорога Сторкса, который, сняв кожу, купается около берега совершенно необитаемого острова. Парс набил крошками от пирогов его кожу и улыбался, думая, как они будут колоть Сторкса, когда тот опять наденет её. Кожа лежит под самыми утёсами, у подошвы пальмы, в холодном местечке; вот почему вы и не можете видеть ее. Парс надел свою шляпу, от которой солнечные лучи отражаются более чем с восточным великолепием, так, как надевают шляпы все парсы; он держит в руке нож, чтобы вырезать свое имя на пальме. Чёрные штучки на лежащих в море островах – обломки кораблей, потерпевших крушение в Красном море; но все ехавшие на них пассажиры спаслись и вернулись домой.

А чёрное пятно в воде, около самого берега, совсем не потерпевший крушение корабль, а это носорог Сторкс, который купается без своей кожи. Он такой же чёрный без неё, как и в ней. Я не стал бы спрашивать ничего о жаровне, если бы я был на вашем месте...



### Appendix 3.

THIS is a picture of Old Man Kangaroo when he was the Different Animal with four short legs. I have drawn him grey and woolly, and you can see that he is very proud because he has a wreath of flowers in his hair. He is dancing on an outcrop (that means a ledge of rock) in the middle of Australia at six o'clock before breakfast. You can see that it is six o'clock, because the sun is just getting up. The thing with the ears and the open mouth is Little God Nqa. Nqa is very much surprised, because he has never seen a Kangaroo dance like that before. Little God Nqa is just saying "Go away", but the Kangaroo is so busy dancing that he has not heard him yet.

The Kangaroo hasn't any real name except Boomer. He lost it because he was so proud.



## Appendix 4.

THIS is the picture of Old Man Kangaroo at five in the afternoon, when he had got his beautiful hind legs just as Big God Nqong had promised. You can see that it is five o'clock, because Big God Nqong's pet tame clock says so. That is Nqong, in his bath, sticking his feet out. Old Man Kangaroo is being rude to Yellow-Dog Dingo. Yellow-Dog Dingo has been trying to catch Kangaroo all across Australia. You can see the marks of Kangaroo's big new feet running ever so far back over the bare hills. Yellow-Dog Dingo is drawn black, because I am not allowed to paint these pictures with real colours out of the paint-box; and besides, Yellow-Dog Dingo got dreadfully black and dusty after running through the Flinders and the Cinders.

I don't know the names of the flowers growing round Nqong's bath. The two little squatty things out in the desert are the other two gods that Old Man Kangaroo spoke to early in the morning. That thing with the letters on it is Old Man Kangaroo's pouch. He had to have a pouch just as he had to have legs.



## Appendix 5.

THIS is the picture of the Cave where the Man and the Woman lived first of all. It was really a very nice Cave, and much warmer than it looks. The Man had a canoe. It is on the edge of the river, being soaked in water to make it swell up. The tattery-looking thing across the river is the Man's salmon-net to catch salmon with. There are nice clean stones leading up from the river to the mouth of the Cave, so that the Man and the Woman could go down for water without getting sand between their toes. The things like black-beetles far down the beach are really trunks of dead trees that floated down the river from the Wet Wild Woods on the other bank. The Man and the Woman used to drag them out and dry them and cut them up for firewood. I haven't drawn the horsehide curtain at the mouth of the Cave, because the Woman has just taken it down to be cleaned. All those little smudges on the sand between the Cave and the river are the marks of the Woman's feet and the Man's feet.

The Man and the Woman are both inside the Cave eating their dinner. They went to another cosier Cave when the Baby came, because the Baby used to crawl down to the river and fall in, and the Dog had to pull him out.



## Appendix 6.

THIS is the picture of the Cat that Walked by Himself, walking by his wild lone through the Wet Wild Woods and waving his wild tail. There is nothing else in the picture except some toadstools. They had to grow there because the woods were so wet. The lumpy thing on the low branch isn't a bird. It is moss that grew there because the Wild Woods were so wet.

Underneath the truly picture is a picture of the cosy Cave that the Man and the Woman went to after the Baby came. It was their summer Cave, and they planted wheat in front of it. The Man is riding on the Horse to find the Cow and bring her back to the Cave to be milked. He is holding up his hand to call the Dog, who has swum across to the other side of the river, looking for rabbits.



Дружинина Татьяна Кузьминична

## АНГЛИЙСКИЙ ЯЗЫК

Методические рекомендации по книге  
R. Kipling “Just so stories”  
(аспект «домашнее чтение»)  
для студентов 2 курса  
специальности 031001 «Филология»  
и направления бакалавриата 032700.62 «Филология»

Редактор Е.А. Устюгова

---

Подписано к печати	Формат бумаги 60*841/16	Бумага тип.№1
Печать трафаретная	Усл.печ.л. 1,5	Уч.-изд.л. 1,5
Заказ	Тираж	Цена свободная

---

Редакционно-издательский центр КГУ

640699, г. Курган, ул. Гоголя, 25

Курганский государственный университет