УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ
ПО ДОМАШНЕМУ ЧТЕНИЮ
ПО АНГЛИЙСКОМУ ЯЗЫКУ

Для студентов ФИЯиОД
и экономического факультета

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В практикум включены адаптированные рассказы американских и английских писателей, расположенные по возрастанию степени сложности.

Тексты снабжены системой разнообразных упражнений, направленных на формирование навыков чтения и понимания прочитанного, обогащение словарного запаса студентов и развитие устной речи.

Настоящий практикум по внеаудиторному чтению рассчитан на студентов экономического факультета, начинающих изучать английский язык.

Подготовлен на кафедре иностранных языков экономического факультета.
Unit 1

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription:
chimneys, moonlight, different, catch, caught, presently, pieces,
shadows, lovely, count, wonderful, stairs.

II. Read the text and pay attention to the active vocabulary given after
the text:

Hide – and – Seek
(after D.Bisset)

Once upon a time the dark was playing hide-and-seek with the moon.
Sometimes it hid behind houses or chimneys and sat very still while the moonlight went round to find it.
Sometimes it would walk about, hiding behind a pussy cat or a little dog crossing the road. It was very clever at hiding from the moon.
But when the sun rose that was different.
"Just you wait!" said the moon. "When the sun shines where will you hide then?"
"I'll hide behind the children going to school," said the dark, "and be their shadows."
"That's all very well", said the moon, "but when the children go into school then where will you hide? Really, my dear, you had better go and hide round the other side of the world or the sun will be sure to catch you."
"No, it won't!" said the dark. "You wait and see."
Well, presently the sun rose and most of the dark went and hid round at the other side of the world and made it night there, but some little bits of dark stayed to play with the sun.
They had a lovely time and some pieces were people's shadows and some were pussy cats' shadows and dogs' shadows and cow's shadows and some were little birds' shadows, but the sun nearly al-
ways caught them in the end till there was only one little piece of
dark left.

"I'll catch you!" said the sun. "No matter where you hide!"

"No, you won't!" said the dark. "I've thought of a lovely place
where you'll never find me. Now don't look! And count ten while I
go and hide."

So the sun hid behind a cloud and counted ten. Then it came
out to look.

"I expect it's hiding behind someone and being their
shadow!" said the sun. But though it looked everywhere it
couldn't find the dark.

It looked all day and all the next day but couldn't find it, and
indeed it never found it at all because the dark had found such a
wonderful place to hide — in the cupboard under the stairs.

"It is nice here!" thought the dark. "I think I'll stay here all
the time." And it did.

And that's why it's always dark in the cupboard under the
stairs.

Notes:

to play hide-and-seek – играть в прятки
crossing – зд. переходящую
clever at hiding – зд. умело пряталась; to be good at doing smth. –
уметь делать
что-то хорошо, быть способным к чему-то
will be sure to catch you – наверняка поймает тебя
you had better go and hide round the other side of the world – тебе бы
лучше пойти и спрятаться на другой стороне мира
till there was only one little piece of dark left – пока от тени там
осталось одно маленькое пятнышко

Active vocabulary:

1. the dark – темнота
2. chimney – дымоход
3. to sit still – сидеть тихо
4. pussy cat – кошечка
5. shadow – тень (имеющая форму, отбрасываемая предметами)
6. presently – вскоре
7. bits – кусочки, пятнышки
8. nearly – почти, чуть не
9. in the end – в конце концов (в итоге)
10. no matter – не важно, не имеет значения
11. to count – считать (count ten – сосчитай до десяти)
12. to expect – ожидать, предполагать
13. all the time – все время

Exercises:

I. Give three forms of the following irregular verbs (to hide, to go, to rise, to catch, to make, to think, to shine), and make up your own sentences with them according to the model.

Example: to rise – rose – risen
1. The sun always rises in the East.
2. The sun rose at about 9 o’clock in the morning.
3. Tomorrow the sun will rise 1 minute earlier than yesterday.

II. Fill in the gaps:

1. When the children played hide-and-seek they sometimes hid … the doors of the room.
2. Where is the nearest post-office? It’s … the corner.
3. Put some milk and sugar … your coffee.
4. Let’s play a game … chess … me.
5. She was always very good … languages.
6. There is no tee … my cup.
7. The parents put their presents … the New Year tree.
III. Insert articles where necessary:

1. … Moon is a satellite of … Earth.
2. … dark could hide behind … cat or … little dog.
3. I don’t like seeing films at … home; I prefer doing it in … cinema.
4. When it is … light on one side of … world it is … dark on … other side.
5. The dark had … lovely time playing with … light.
6. The dark found such … wonderful place to hide from … Sun that it could never find it.

IV. Paraphrase the following sentences using the active vocabulary and notes:

1. The dark could always find where to hide from the Moon.
2. The sun will certainly catch you.
3. I’ll definitely find you everywhere in spite of everything.
4. I advise you to go and hide on the other side of the world.

V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:

1. What game did the dark like to play with the Moon?
2. Where did the dark hide from the Moon?
3. Why was it more difficult for the shade to hide from the Sun?
4. What were the places the dark found to hide from the Sun?
5. What advice did the Moon give to the dark?
6. Where did the Sun hide while it was counting ten?
7. Where did the Sun expect the shadow to hide?
8. What wonderful hiding place did the dark find in the end?
9. Where is it always dark?
VII. Translate the following sentences into English using the active vocabulary:

1. Когда играешь в прятки, надо (следует) сидеть тихо.
2. Нельзя (невозможно) поймать свою тень.
3. Темнота прекрасно проводила время под лестницей.
4. Темнота пряталась за кошечкой или маленькой собачкой, переходящими улицу.
5. В конце концов солнце находило все пятнышки (кусочки) темноты.
6. Мальчик досчитал до десяти и пошел искать других детей.
7. Тебе лучше оставаться там, где ты есть.
8. Ты наверняка хорошо сдашь экзамены, так как у тебя большие способности к языкам.
9. Все это время кошечка пряталась за трубой (дымоходом), и никто не мог ее поймать.

VIII. Retell the story.

Unit 2

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: magic, whoever, beneath, underneath, blackbird, confuse, scratch, orange, jelly, lemonade, instead, hooray.

II. Read the text and pay attention to the active vocabulary given after the text:
The Magic Wishing-Tree
(after D.Bisset)

The sun shone on the tree in the garden, the wind blew gently through its branches and the leaves whispered, "Wish-wish-wish."

It was a magic tree. And whoever stood beneath it and wished would have their wish come true.

In the house next to the tree there lived a fat old man. His name was William Cadogan Smythe. He sold soap in the village; and he didn't like girls and boys.

One day he stood underneath the tree and said, "I wish all the girls and boys who live near me were on the moon!"

As soon as he said it all the girls and boys were on the moon.

It was very cold and lonely up there and some of the younger children began to cry. But they were too far away from their mothers and they didn't hear them.

As soon as the children had gone all the birds in the tree stopped singing.

A blackbird looked down at Mr. Smythe and said, "I wish all the children were back again!"

Mr. Cadogan Smythe said, "I wish they were all on the moon." And the blackbird said, "I wish they were all back again."

The children were getting very confused; they didn't know where they were.

Mr. Smythe stamped his foot and said, "I wish..." but he didn't say any more because the blackbird said, very quickly, "I wish Mr. Smythe was good."

And Mr. Smythe, who had just been going to say "I wish all the children were on the moon," suddenly changed his mind, scratched his head, and said:

"I wish all the children would come to tea this afternoon and we'll have cakes and orange jelly and lemonade for tea. And I'll stop selling soap and open a sweet shop instead, and I won't let anybody call me William Cadogan Smythe, I'll just be called Bill Smith. Hooray! Hooray! Hooray!"

And immediately all the birds in the tree started to sing again.

The sun shone, the wind blew gently through the branches of the tree, and the leaves whispered, "Wish-wish-wish."

Notes:

the magic wishing-tree – волшебное дерево желаний
I wish they all were on the moon – Я бы хотел, чтобы они все были бы на Луне (здесь используется сослагательное наклонение – Subjunctive II)
And whoever stood beneath it and wished would have their wish come true – И у любого, кто стал бы под него и загадал бы желание, это желание бы исполнилось бы (сослагательное наклонение – Subjunctive I)
were getting very confused – Совершенно сбились с толку
...who had just been going to say... - ...который уже был готов сказать
lemonade for tea – вместо чая лимонад

Active vocabulary:
1. next to – рядом, поблизости с
2. beneath – под, ниже (в физическом смысле); e.g.: beneath one’s feet – под ногами; underneath – под, внизу, в глубине души;
   e.g.: she seems agressive but underneath she is very shy
3. to be far away from – находиться очень далеко от …
4. a blackbird – черный дрозд
5. to be back – вернуться: e.g: to be back home – вернуться домой
6. to stamp one’s foot – топнуть ногой
7. to change one’s mind – передумать
8. to scratch one’s head – поочесать затылок
9. orange jelly – апельсиновое желе
10. to be called – называться
11. hooray – ура
12. a sweet shop – лавка, торгующая сладостями

Exercises:

I. Give three forms of the following irregular verbs (to blow, to shine, to sell, to say, to stand, to hear, to sing), and make up your own sentences with them according to the model.

Example: to see – saw – seen
1. How often do you see your friends?
2. I saw this film yesterday.
   to do – did – done
1. What is he doing now?
2. I was doing my homework yesterday evening.
II. Fill in the gaps:

1. My friends like walking … the park after school.
2. I always look … the morning newspapers at breakfast.
3. Don’t stand … the trees during a thunderstorm. It is dangerous.
4. The birds were sitting … the branches of the tree and singing.
5. When I am back … school I usually have dinner at half past two.
6. The wind was blowing gently … the branches of the tree.
7. I’d like to invite you … my birthday party.

III Insert articles where necessary:

1. … sun shone on … tree in … garden.
2. It was … magic-tree.
3. He wished all … boys and girls were on … moon.
4. I’ll stop selling soap and open … sweet shop.
5. Their was … blackbird who wished Mr. Smythe to be good.

IV. Paraphrase the following sentences using the active vocabulary:

1. The children were unable to understand anything.
2. Mr. Smythe suddenly changed his decision and wished something different.
3. The blackbird didn’t want Mr. Smythe’s wish to be real (realized).
4. He wanted people to call him Bill Smith now.

V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:

1. Where did the magic tree grow?
2. Why was it a magic tree?
3. What was William Cadogar Smythe?
4. What was his wish?
5. Why did William Smythe send all the boys and girls to the moon?
6. Did the children like it there on the moon? Why didn’t they like it?
7. Why did all the birds stop singing when the children were on the moon?
8. How did it happen that Mr. Smythe became kind?
9. In what way did he change?

VII. Translate the following sentences into English using the active vocabulary:

1. Наш дом находится рядом со станцией метро, и у нас отнимает 5 минут, чтобы дойти до него.
2. Ему нравилось ощущение теплого песка под ногами.
3. Перевод этого предложения дается внизу.
4. Родители не могли помочь своим детям, так как они находились очень далеко от них.
5. Детям не нравилось на Луне, и они хотели вернуться домой.
6. Я передумал и хочу лимонада вместо чая.
7. Теперь он хотел, чтобы его называли (называться) просто Биллом Смитом.
8. Он пощекал затылок и сказал: «Я не буду торговать мылом и открою лавку, торгующую сладостями».

VIII. Retell the story.
Unit 3

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: giant, blossom, spring, autumn, outside, wonderful, knock, playground, downstairs, through.

II. Read the text and pay attention to the active vocabulary given after the text:

The Selfish Giant
(after O.Wilde)

Every afternoon, as they were coming from school, the children went to play in the Giant's garden.

It was a large lovely garden, with soft green grass and beautiful flowers and trees. The birds sat in the trees and sang so sweetly that the children stopped their games and listened to them.

"How happy we are here!" they cried to each other.

One day the Giant came home and saw the children in the garden. "What are you doing here?" he cried in an angry voice, and the children ran away.

"My own garden is my own garden," said the Giant, "and I will allow nobody to play in it."

So he built a high wall round the garden. He was a very selfish Giant.

Now the children could not play in the garden. They tried to play on the road, but the road was full of hard stones, and they did not like it. They walked round the high wall when their lessons were over, and talked about the beautiful garden inside.

"How happy we were there," they said to each other.

Then the Spring came, and all over the country there were little flowers and little birds. Only in the garden of the Selfish Giant it was still Winter. The birds did not want to sing in it as there were no children, and the trees forgot to blossom.
"I cannot understand why the Spring is so late," said the Selfish Giant, as he sat at the window and looked out at his cold white garden.

But the Spring never came, and the Summer never came. The Autumn gave fruit to every garden, but to the Giant's garden she gave no fruit.

"He is too selfish," she said. So it was always Winter there, and the North Wind and the Snow danced about through the trees.

One morning the Giant was lying in bed when he heard some lovely music. A little bird was singing outside his window.

"I believe the Spring is here at last," said the Giant, and he jumped out of bed and looked out.

What did he see?

He saw a wonderful sight. He saw children in his garden. Some children were creeping in through a little hole in the wall. Some children were sitting in the branches of the trees. In every tree that he could see there was a little child. The birds were flying about and singing, and the flowers were looking up through the green grass and laughing.

It was a lovely sight; only in one corner it was still Winter, and a little boy was standing in it. He was so small that he could not reach up to the branches of the tree, and he was walking about and crying bitterly.

And the Giant's heart melted as he looked out. "How selfish I am!" he said. "Now I know why the Spring did not want to come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden will be the children's playground forever."

So he crept downstairs and opened the front door quite softly, and went into the garden. But when the children saw him, they all ran away, and it became Winter again in the garden. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant, and the Giant came up behind him and took him in his hand, and put him up into the tree. And the tree began to blossom at once, and the birds came and sang in it, and the little boy kissed the Giant. Then the other children came back, and with them came the Spring. "It is your garden now, little children," said the Giant, and he knocked down the wall.

Every afternoon, when school was over, the children came and played with the Giant.
Notes:

How happy we are here! – Как счастливы мы здесь!
(Spring never came – Весна так и не пришла)

Active vocabulary:

1. selfish – эгоистичный
2. to be full of ...(tears) – быть полным чем-либо (слез)
3. to blossom – цвести; to be in blossom – быть в цвету
4. sight – вид, зрелище
5. to creep in (crept) – вползать; to creep in through smth. – пролезать через что-то
6. to fly (flew, flown) about - летать туда-сюда (повсюду)
7. to look up through – выглядывать из
8. to reach up to smth. – достать до чего-то
9. to cry bitterly – горько плакать
10. to melt – таять (about snow, smb’s heart, etc)
11. to knock down – сломать, разрушить, сбить
12. children’s playground – детская площадка
13. to put smb., smth. up – поднять, поставить кого-то, что-то

Exercises:

I. Give three forms of the following irregular verbs (to go, to sit, to come, to run, to creep, to fly, to stand, to built), and make up your own sentences with them according to the model.

Example: to come – came – come

1. I often come to see my parents
2. When did you last come to see your parents?
3. He has just come to see his parents.
II. Fill in the gaps:

1. The children stopped their games and listened … the birds.
2. But the road was full … hard stones.
3. They walked … the high wall when their lessons were … and talked … the beautiful garden inside.
4. The Selfish Giant sat … the window and looked … … his cold white garden.
5. Some children were creeping … … a little hole in the wall.
6. The birds were flying …the garden and the flowers were looking … … the green grass.
7. When the children saw the Giant, they all ran …

III. Insert articles where necessary:

1. The children went to play in … Giant’s garden as they were coming from school.
2. It was … large lovely garden.
3. So he built … high wall round … garden.
4. Only in … garden of … Selfish Giant it was still … winter.
5. So it was always winter there, and … North Wind and … Snow danced about through the trees.
6. He saw … wonderful sight.

IV. Paraphrase the following sentences using the active vocabulary:

1. Some children were moving quietly and carefully through the little hole in the wall.
2. The birds were moving through the air from one place to another in the garden.
3. I will break the wall and my garden will be a place for children to play on.
4. Flowers appeared on all the trees at once.

V. Recollect in your memory the situations in which the active vocabulary is used.
VI. Answer the questions:

1. Where did the children go to play every afternoon?
2. What was there in the garden?
3. How do you know that the Giant was selfish?
4. What seasons didn’t come to the Giant’s garden? Why?
5. Why didn’t the birds want to sing in the Giant’s garden?
6. What lovely sight did the Giant see one morning? Why did everything change in his garden?
7. Why was it still winter in one corner of the garden?
8. Why did the Giant’s heart melt?
9. Why did the children run away when they saw the Giant?
10. What happened when the Giant put the little boy up into the tree?
11. How does the story end?

VII. Translate the following sentences into English using the active vocabulary:

1. Наша университетская библиотека всегда полна студентами.
2. Вид из окна был чудесным: все деревья были в цвету и повсюду летали птицы.
3. Девочка была маленькая и не могла достать до кнопки лифта.
4. Некоторые дети пролезли через маленькую щель в стене.
5. Только в одном углу сада была по-прежнему зима, и снег там не растаял.
6. Мальчик горько плакал, потому что все ушли и он остался один.
7. Мой сад всегда будет детской площадкой. Я больше не буду эгоистом.
8. Великан сломал стену вокруг своего дома, и Весна, наконец, пришла в его сад.
9. Не клади бутылку с лекарством (medicine) на эту полку. Ребенок может достать ее.

VIII. Retell the story.
Unit 4

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription:
refused, flushed, fever, staring, worry, temperature, thermometer, relax,
importance, white-faced.

II. Answer pre-reading questions:
1. What scales for measuring temperature can you name?
2. What body temperature is dangerous to people’s life using a
   Celsius thermometer? (a Fahrenheit thermometer)

III. Read the text and pay attention to the active vocabulary given
after the text:

A Day’s Wait
(after E. Hemingway)

He came into the room to shut the windows while we were still in bed and I saw
he looked ill. He was shivering, his face was white, and he walked slowly as though
it ached to move.
"What's the matter, Schatz?"
"I've got a headache".
"You better go back to bed".
"No, I am all right".
"You go to bed. I'll see you when I'm dressed".

But when I came downstairs he was dressed, sitting by the fire, looking a very
sick and miserable boy of nine year. When I put my hand on his forehead I knew
he had a fever.
"You go up to bed," said, "you are sick".
"I am all right", he said.
When the doctor came he took the boy's temperature.
"What is it?" I asked him.
"One hundred and two."

Downstairs, the doctor left three different medicines in different coloured capsules with instructions for giving them. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of influenza and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read about pirates from Howard Pyle's "Book of Pirates", but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed.

"Why, don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me. "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the prescribed capsules at eleven o'clock I went out for a while...

At the house they said the boy had refused to let any one come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the same position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.
"Who said so? Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was evidently holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will."

I sat down and opened the "Pirate" book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two." "People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Schatz," I said. "It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day he was very slack and cried very easily at little things that were of no importance.

Notes:

102 ° по Фаренгейту = 38, 9 ° по Цельсию

The tops of his cheeks flushed by the fever – скулы его пылали от высокой температуры
Active vocabulary:
1. to let smb. come in – разрешить кому-либо войти
2. fever – сильный жар, высокая температура, лихорадка
3. to flush – пылать, раскраснеться, гореть
4. to stare at smb., smth. – уставиться на кого-то, что-то
5. to gaze at smb., smth. – пристально и долго смотреть на кого-то, что-то
6. at the foot of the bed – в ногах постели
7. to take smb. ‘s temperature – измерить чью-то температуру
8. to worry about smth. – о чем-то беспокоиться; there is something (nothing) to worry about – есть о чем беспокоиться (не о чем беспокоиться)
9. to keep (kept) – держать, удерживать; to keep from (not) doing smth. – удержаться от того, что бы (не) делать что-то
10. easy – легкий, легко; to take smth. easy – воспринимать что-либо спокойно
11. straight ahead – прямо перед (собой)
12. to do good (bad) – приносить пользу (вред)
13. to follow smb., smth. – следовать за кем-то, чем-то (следить за мыслью, словами)
14. to relax – расслабиться, стать менее напряженным
15. to be of some (no) importance – иметь какое-то значение (не иметь никакого значения)

Exercises:

I. Give three forms of the following irregular verbs (to leave, to take, to begin, to hear, to find, to keep), and make up your own sentences with them according to the model.

Example: to go - went – gone
1. Did you go abroad last summer?
2. They said that you had gone to Europe last summer.
3. I see you are going home.
4. They were going by bus at this time yesterday.
II. Fill in the gaps:

1. He didn’t want anybody to come … his room.
2. I went … to him and took his temperature.
3. What are you staring …?
4. He couldn’t keep … smoking secretly.
5. You shouldn’t worry … your son. He is quite grown-up.
6. “Don’t let strangers … when you are alone at home”, - the mother told her little daughter.

III. Insert articles where necessary:

1. He was staring at … face of a newcomer.
2. What is … matter with you?
3. That’s … silly way to think.
4. At school … boys always laughed at him.
5. He’s got … hundred by Fahrenheit.
6. He was very slack … next day and cried very easily at … things of no importance.

IV. Paraphrase the following sentences using the active vocabulary:

1. There is no need for you to feel nervous about it.
2. I can’t do anything but think about it.
3. Be calm, less upset and angry!
4. Do you think it will make me feel better?
5. But I could see he didn’t understand what I was reading.
6. … And the next day he was very weak and less active than usual.

V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:

1. Why didn’t the boy let anyone come into the room?
2. What was the boy staring at?
3. What was the temperature that the boy’s father took?
4. What did the father think of the boy’s temperature?
5. What idea can’t the boy keep from thinking?
6. Why did the boy doubt (сомневаться) that the medicine would do him any good?
7. Was the boy listening to his father’s reading or thinking about anything else?
8. Which of the boy’s questions revealed the reasons for his worries to his father?
9. In what way did the father explain everything to his son?
10. How did the boy’s behavior change the next day?

**VII. Translate the following sentences into English using the active vocabulary:**

1. Когда я приложил руку к его лбу, я понял, что у него жар.
2. Когда пришел врач, он измерил температуру мальчику.
3. Он сказал, что это просто простуда (a cold) и что не о чем беспокоиться.
4. Отец сидел в ногах постели сына и читал ему вслух книгу о пиратах.
5. Старайтесь удерживаться от того, чтобы много есть перед сном.
6. Он уставился на что-то прямо перед собой и я понял, что он не следит за моими словами.
7. Прогулки перед сном принесли ему только пользу.
8. Воспринимай это проще. На самом деле, эта новость не слишком важна для тебя.
9. Его взгляд уже не был таким напряженным (расслабился).

**VII. Retell the story.**
Unit 5

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: extremely, daydreaming, cradle, neighbourhood, breathe, councillors, mountain, knight, rubbish, straw, curiosity, embroidery, explosion, gunpowder, castle, geography.

II. Answer pre-reading questions:

1. What fairy tale about fairies giving their gifts to a newly-born princess do you know?
2. Do you remember what gifts the fairies gave to that princess and how it all ended?

III. Read the text and pay attention to the active vocabulary given after the text:

The Practical Princess
(after Jay Williams)

Princess Bedelia was as lovely as the moon shining upon a lake full of water lilies. She was as graceful as a cat leaping. And she was also extremely practical, always ready to take actions instead of daydreaming.

When she was born, three fairies came to her cradle to give her gifts as was usual in that country. The first fairy gave her beauty. The second gave her grace. But the third, who was a wise old creature, said, "I give her common sense."

"I don't think much of that gift," said King Ludwig, raising his eyebrows. "What good is common sense to a princess? All she needs is charm".
But, when Bedelia was eighteen years old, something happened that made the king change his mind.

A dragon moved into the neighbourhood. He settled in a dark cave on top of a mountain, and the first thing he did was to send a message to the king. "I must have a princess to eat up," the message said, "or I shall breathe out my fire and destroy the kingdom."

Sadly, King Ludwig called together his councillors, chosen to give advice, and read them the message. "Perhaps," said the Prime Minister, we had better send for a knight to kill the dragon. That is what is generally done in these cases."

"I'm afraid we haven't time," answered the king. "The dragon has only given us time until tomorrow morning. There is no help for it. We shall have to send him the princess."

Princess Bedelia had come to the meeting because, as she said, she liked to mind her own business, and this was certainly her business. "Rubbish!" she said. "Dragons can't tell the difference between princesses and anyone else. Use your common sense. He's just asking for me because he's a snob."

"That may be so," said her father, "but if we don't send you along, he'll destroy the kingdom."

"Right!" said Bedelia. "I see I'll have to deal with this myself." She left the room in which the council sat. She got the largest and brightest of her state dresses, filled it with straw, and into the centre of the bundle she packed about a hundred pounds of gunpowder. She got two strong young men to carry it up the mountain for her.- She stood in front of the dragon's cave and called: "Come out! Here's the princess!" The dragon appeared looking out of the darkness with curiosity. Seeing the bright dress covered with gold and silver embroidery, and hearing Bedelia's voice, he opened his mouth wide.

At once, at Bedelia's signal, the two young men threw the dress right down the dragon's throat. Bedelia threw herself flat on the ground, and the two young men ran.

As the gunpowder met the flames inside the dragon, there was a great explosion.

Bedelia got up, dusting herself off. "Dragons," she said, "are not very bright."

She left the two young men sweeping up the pieces, and she went to the castle to have her geography lesson, for as you know, she was very practical!
Notes:

as graceful as a cat leaping – грациозна, как кошка в прыжке
daydreaming - грезы, фантазии, мечтания
the first thing he did – первое, что он сделал
we had better send for a knight to kill the dragon – нам бы лучше послать за рыцарем, чтобы он убил дракона
Rubbish! – Чепуха! Ерунда! (мусор, хлам)
a snob – сноб (считающий себя выше остальных)
a fairy – фея
to open one’s mouth wide – широко открыть рот
she threw herself flat on the ground – она бросилась на землю

Active vocabulary:

1. extremely – необычайно, чрезвычайно
2. instead of smth. – вместо чего-то
3. cradle – колыбель
4. sense – смысл; common sense – здравый смысл
5. to think much highly of smth., smb. – быть высокого мнения о ком-то, чем-то
6. charm – очарование; charming – очаровательный
7. neighbourhood – соседство
8. to settle – поселиться
9. to send a message to smb. – отправить послание кому-то
10. to breathe out (fire) – дохнуть (огнем)
11. to call together (councillors) – созвать (советников)
12. to mind – заботиться, заниматься чем-то; to mind one’s own business – заниматься своим делом, не отвлекаясь
13. to tell the difference between ... – распознать, увидеть разницу между…
14. to deal with smth. – иметь дело с чем-то (заниматься чем-то)
15. gunpowder – порох
16. curiosity – любопытство
17. embroidery – украшение, вышивка
18. explosion – взрыв
19. to dust oneself off – отряхнуться
20. to sweep up smth. – подмести (убрать) что-то
Exercises:

I. Give three forms of the following irregular verbs (to be, to think, to choose, to send, to do, to get, to throw, to have), and make up your own sentences with them according to the model.

Example: 1. She has as much common sense as her friend.
      2. He gave her as much good advice as other friends did.
      3. He won’t be able to have as much free time next year as he is having now.
      
II. Fill in the gaps:

8. It’s not easy to climb this mountain in such weather.
9. You had better be more serious … constant laughing.
10. The mother put the bottle of medicine top of the shelf and the child couldn’t reach it.
11. She has got a fever. You must send a doctor at once.
12. Breathe in, hold your breath and now breath … said the doctor.
13. You should stay in bed your temperature is normal.
14. The shop is open nine o’clock most evenings.
15. Can I ask another pair of shoes? I don’t like these.
16. I prefer not to deal such matters.
17. The thief pulled the necklace the woman and ran away.

III. Insert articles where necessary:

1. One of fairies gave the princess beauty.
2. We moved to new flat not very long ago.
3. … dragon sent message to king.
4. He has good sense of humor. He often tells funny stories.
5. She filled the bottle with milk and put it into bag.
6. She was having geography lesson at that time.
7. The king was afraid that dragon would destroy kingdom.
8. He is snob and thinks too much of himself.
IV. Paraphrase the following sentences using the active vocabulary:

1. I think that this gift is not very useful.
2. The princess was always ready to take actions instead of thinking about something pleasant especially when it made her forget about reality.
3. Dragons cannot recognize difference between princesses and anyone else.
4. I’ll have to do it myself.
5. The princess fell down to the ground very quickly.

V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:

1. What happened when Bedelia was born?
2. Which of the gifts seemed unnecessary to the king?
3. What made the king change his mind?
4. What was in the message that the dragon sent to the king?
5. What did the councillors advise him to do?
6. How did the princess receive the news that she would be sent to the dragon?
7. What actions did she take before going to the dragon?
8. How did Bedelia and the two young men kill the dragon?
9. What did the princess do immediately after the explosion and why?

VII. Translate the following sentences into English using the active vocabulary:

1. Здравый смысл полезен для всех.
2. Я не очень высокого мнения об этом человеке.
3. Здесь по соседству есть какие-нибудь универсальные магазины?
4. Первое, что он сделал, когда вошел в дом, это открыл окно.
5. Директор созвал своих сотрудников (employees), чтобы они посоветовали ему, что делать в этой трудной ситуации.
6. Вам бы лучше повторить все уроки и выучить все правила, прежде чем сдавать экзамен по английскому языку.
7. Король выглядел таким же печальным, как и его советники.
8. Принцессе пришлось заниматься этим делом самой.
9. Любопытство сгубило кошку (пословица)
10. «Откройте рот шире», - сказал зубной врач.
11. Вы можете увидеть разницу между английским языком и его американским вариантом?
12. «Пожалуйста, подмети пол. Здесь столько мусора!» - сказала мама своей дочери.

VIII. Retell the story.

Unit 6

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: ghost, dangerous, popular, brought, conversation, forward, bridge, pumpkin, disappear.

II. Answer pre-reading questions:

1. Who is the author of the famous novel “A headless horseman”? Have you read it?
2. Which do you prefer: stories or films about ghosts or science fiction?
The Horseman’s Joke  
(after W.Irving)

On the bank of the Hudson River there was a little quiet village where people told many stories about ghosts. The most terrible story was about a horse-man who had no head.

Many years ago a school-teacher, Crane by name, lived in that village. He was a very tall man with a clever face. In the same village lived Katrina Van Tassel, the daughter of a rich farmer who had no other children. She was beautiful and many young men wanted to marry her. Crane, too, loved the young girl. So all the other young men were Crane's enemies. The most dangerous among them was a young man, Brunt by name. He was a strong man who was popular with the village people.

One afternoon, when Crane was at school, a servant came from Katrina and brought him a letter which invited him to a party at Van Tassel's house. The pupils went home before the usual time and Crane began to dress for the party. He wanted to look well that night. Besides, he asked the farmer in whose house he lived then to give him a horse to ride to Katrina's house. In the evening Crane came to the party where he saw many other guests. There were many good things to eat and much dance. Everybody had a very good time that night.

When the party almost came to an end Crane suddenly left the room where the dances continued. He went to Katrina's room and stayed there for a short time. Nobody knows what the young people talked about. But the conversation was not pleasant because the school-teacher looked upset when he came back. It was late at night when Crane started back home. He rode through the forest as the night grew darker and darker. He came to a place where the road went over a small bridge across the river. When Crane came up to it his heart began to beat fast. He suddenly remembered all the stories about the ghosts. He was so frightened that he pushed his horse forward but the animal suddenly stopped. On the bank of the river stood a horseman on a black horse. Crane pushed his horse again and rode as fast as he could. The horseman followed. Crane looked behind and could not believe his eyes: the horseman had no head. Crane was still more frightened when he saw that the horseman held his head in his hands.
Crane tried hard to get away from the man. He rode faster and faster but the horseman came after him.  
Soon the school-teacher saw a bridge behind the trees.  
"If I get to that bridge everything will be all right", he thought. Again he looked behind. He saw how the host raised his head and threw it at him. It struck Crane on the head and threw him off his horse. The ghost horseman and his black horse quickly passed by.  
The next morning people found Crane's horse near his master's house. But nobody saw the school-teacher himself. On the bank of the river they found his hat and near it a pumpkin. Next Sunday many people came to the bank of the river again and told stories of ghosts. They said to each other: "The ghost has carried away the poor school-teacher."  
A few years passed. Once a farmer came back to the village from the nearest city. He brought news that Crane lived in another village and continued his work at school as a teacher. Soon after Crane disappeared Brunt married Katrina. People noticed that each time somebody told the story of Crane Brunt smiled. This made people think that he knew more about it all than he wanted to tell.

Notes:

There were many good things to eat and much dance – Там было много вкусных вещей и танцев  
The night grew darker and darker – Ночь темнела и темнела  
If I get to that bridge everything will be all right – Если я добрерусь до того моста, все будет в порядке (use of the Present Indefinite Tense in the clauses of Condition and Time instead of the Future Tense)

Active vocabulary:

1. ghost – привидение (stories about ghosts – рассказы о привидениях)
2. to be popular with smb. – быть популярным среди, у кого-то
3. before the usual time – раньше обычного
4. to look well (upset, badly, ill, happy, fine, etc) – выглядеть хорошо (расстроенным, плохо, больным, счастливым, чудесно и т.д.)
5. to come to an end – подойти к концу
6. to start back home – отправиться в обратную дорогу домой
7. across – через (across the river, the street, etc)
8. to beat (beat, beaten) – бить, биться (о сердце)
9. to push one’s horse forward – подстегнуть, погнать лошадь вперед
10. to follow smb. – следовать за кем-то, преследовать кого-то
11. to believe one’s eyes – верить своим глазам (can’t, couldn’t believe one’s eyes – не могу, не мог поверить своим глазам)
12. to get away from smb. – убежать от, оторваться от кого-то
13. to strike (struck, stricken) smb. on smth. – ударить кого-то по чему-то
14. to pass – проходить (о времени); to pass by – проходить, проезжать мимо
15. pumpkin - тыква

Exercises:

I. Give three forms of the following irregular verbs (to bring, to ride, to strike, to beat, to hold, to throw, to know), and make up your own sentences with them according to the model.

Example: to speak – spoke – spoken

1. Nobody knew what they were speaking about then.
2. Nobody knew what they had spoken about yesterday.
3. Nobody knew what they would speak about the next day.

or

1. I was sure that she was speaking on the phone then.
2. I was sure that he had already spoken to him on the phone about it.
3. I was sure that she would speak to him on the phone the next morning.

II. Fill in the gaps:

1. The village people liked to tell many stories … the ghosts.
2. I have a lot of friends … the students of your University.
3. “The Beatles” have been very popular … the public since 1960’s.
4. Say good-bye … you go.
5. I won’t stay at the party … a long time. I have a lot to do tonight.
6. It got suddenly dark because the train was going … the tunnel.
7. The bridge should be built … the end of the year.
8. Be very careful while go … the road. The traffic is very heavy a this time.
9. He had to push the door … very hard because somebody inside didn’t want him in.
10. He tried to run … … the ghost but he couldn’t do it.
11. Take your coat …. It’s warm in here.
12. As I was standing at the platform the trains were going … without stopping.

III. Insert articles where necessary:
1. Many years ago … school-teacher lived in … village.
2. Brunt was very popular with … village people.
3. He got … invitation to … party at Van Tassel’s house.
4. Everybody had … very good time that night.
5. … road went over across … river.
6. Soon he saw … bridge behind … trees.
7. He continued his work at … school as … teacher.
8. He let the pupils go home before … usual time.

IV. Paraphrase the following sentences using the active vocabulary:
1. The pupils went home earlier than usual.
2. When the party was almost over Crane suddenly left the room.
3. … because the school-teacher looked very sad.
4. Crane did all he could to get away from the man.
5. This gave people ideas that he knew more about it.
V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:

1. What can you say about the village people?
2. Why did many young men of the village like Katrina so much?
3. What was in the letter that the servant brought Crane one day?
4. Why do you think the conversation between Crane and Katrina was unpleasant to Crane?
5. Why did Crane’s heart was beating fast when he was riding through the forest?
6. What frightened Crane most of all?
7. Why did Crane fall off his horse?
8. What happened next morning?
9. How did people explain Crane’s disappearance?
10. What news did a farmer bring from the nearest city?
11. Why do you think Brunt smiled each time somebody told the story of Crane?

VII. Translate the following sentences into English using the active vocabulary:

1. Я никогда не верил в рассказы про привидения.
2. Книги этого писателя очень популярны у (среди) читателей.
3. Он не знал, что занятия закончились раньше обычного.
4. После экзаменов студенты выглядели по-разному (differently): некоторые выглядели растроганными, а некоторые – счастливыми.
5. Они вышли из зала до того, как пьеса подошла к концу.
6. Он отправился в обратную дорогу домой, когда стемнело.
7. Мост через реку должен быть построен до конца года.
8. Когда он увидел Катрин, его сердце быстро забилось.
9. Он хотел убежать от привидения, поэтому подстегнул лошадь, но та неожиданно остановилась.
10. Идите (следуйте) за мной, если вы хотите найти эту аудиторию.
11. Тетя Полли не могла поверить своим глазам: весь забор был выкрашен (to be painted).
12. Снежок (snowball) ударил его по затылку и это было довольно больно.
13. Поезда проходили мимо этой станции без остановки.
14. Есть ли тыквы среди овощей, которые вы выращиваете?

VIII. Retell the story.

Unit 7

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: scornfully, offending, impatiently, thrust, burst, whipped, ashamed, pitted, quarrel, excitement, gratitude, surprise, punishment.

II. Answer pre-reading questions:

1. What do you think of the idea of corporal (телесное) punishing children?
2. Have you heard of how Mark Twain earned his first money?

III. Read the text and pay attention to the active vocabulary given after the text:

The adventures of Tom Sawyer
(after M.Twain)
On the way to school Tom met Becky. He came up to her and said:
“I’m sorry, Becky, for all I have done. Please, make up, won’t you?”
The girl stopped and looked him scornfully in the face.
“I beg you to let me alone, Mr Thomas Sawyer. I’ll never speak to you again.”
She went away so quickly that Tom couldn’t say anything. But he was very angry. When he presently met her, he made an offending remark. Becky answered in the same spirit. Then she remembered about the textbook and waited impatiently to see him punished for it.
Poor girl, she did not know that she was in danger, too.

The master, Mr Dobbins, had wanted in his youth to become a doctor; but he was too poor to study long, so he became only a village school-master. Every day he took a book out of his desk and read in it. He kept the book under lock and key. There was not a child in school who did not want to look at the book, but the chance never came. Now as Becky was passing by the desk, which stood near the door, she saw that the key was in the lock.

She looked around; saw that she was alone, and the next moment she had the book in her hands. She couldn’t understand the title of the book: Anatomy. So she began to turn the pages. Presently she saw a coloured picture of a human figure. At that moment a shadow fell on the page, and Tom Sawyer entered the room and saw the picture. Becky wanted to close the book quickly, and tore the picture across. She thrust the book into the desk, turned the key, and burst into tears.

"You ought to be ashamed of yourself, Tom Sawyer; you know you're going to tell on me, and, oh, what shall I do, what shall I do! I'll be whipped, and I never was whipped at school."

And she ran away, crying.

School began. Tom was not interested in the lesson. From time to time he looked at Becky and pitied her, though he did not want it. Presently the teacher saw Tom's text-book and for a while the boy forgot about Becky. The teacher began to whip Tom, Becky wanted for a moment to get up and tell about Alfred Temple. But she made an effort and forced herself to keep still. Tom was whipped and went back to his place calmly. He thought it was possible he had spilled the ink without knowing it.

An hour passed. Then the master opened his desk and took out the book. Tom looked at Becky. When he saw how frightened she looked, like a helpless rabbit before a hunter's gun, he forgot his quarrel with her. Quick something must be done to save her! Good! He had a brilliant idea - he would seize the book and spring through the door! But the master had already opened
the book. There was no help for Becky now. The next moment the master looked at the children. Then he said:

"Who tore the book?"
There was not a sound. One could have heard a pin drop.  
"Benjamin Rogers, did you tear the book?"
"No."
"Joseph Harper, did you?"
"No."

The master looked at the rank of boys, thought a while, then turned to the girls.
"Amy Lawrence?"
"No."
"Gracie Miller?"
"No."

The next girl was Becky Thatcher. Tom was trembling from head to foot with excitement and a sense of hopelessness.  
“Rebecca Thatcher” - (Tom looked at her - her face was white) - "Rebecca Thatcher, did you tear - no, look me in the face - did you tear this book?"

Tom got a brilliant idea. He sprang to his feet and shouted: "I did it!"

Tom was whipped again! But the surprise, the gratitude that shone out of poor Becky's eyes payed him enough for everything. Tom was ordered to stay two hours after school. But he was not sorry because he knew who would wait for him outside till his punishment was over.  
Tom went to bed that night planning revenge against Alfred Temple, because Becky had told him all. But by-and-by he thought of other, more pleasant things, and he fell asleep, thinking about Becky's last words:

“Tom, how could you be so noble!”

Notes:

She looked like a helpless rabbit before a hunter’s gun – Она была похожа на беззащитного кролика под дулом ружья охотника  
One could have heard a pin drop – Было так тихо, что можно было услышать, как пролетит муха
Tom was trembling from head to foot with excitement and a sense of hopelessness – Том весь дрожал от волнения и чувства безнадежности.
... but the chance never came – но случай так и не представился
... payed him enough for everything – была достаточной наградой за все

Active vocabulary:

1. a way – путь, дорога (on one’s way to – по пути куда-то)
2. to make up – зд. мириться (please let’s make it up – пожалуйста, давай помиримся)
3. let smb. alone – оставить кого-то в покое
4. a remark – замечание (to make a remark – сделать, обронить замечание)
5. offending – обидный
6. in the same spirit – в том же духе
7. to be in danger – быть в опасности
8. to keep smth. under lock and key – держать что-то под замком
9. to turn the pages – перевернуть страницы
10. to tear (tore, torn) – разорвать
11. to thrust smth. – бросать, кидать
12. to burst into tears – расплакаться
13. to be ashamed of oneself – стыдиться самого себя
14. to tell on smb. – наведничать на кого-то
15. to whip – сечь, пороть; whipping – порка
16. to pity smb. – жалеть кого-то
17. to seize smth. – схватить что-то
18. rank of smb. (boys) – ряд кого-то (зд. мальчиков)
19. gratitude – благодарность
20. punishment – наказание

Exercises:

I. Give three forms of the following irregular verbs (to tear, to tell, to spring, to think, to make, to read, to shine), and make up your own sentences with them according to the model.
Example: to tear – tore – torn
1. The teacher asked the children who had torn the book.
2. She wondered why he always tore books.
3. He said that he would never tear any books.

II. Fill in the gaps:
1. Tom knew that Becky would be punished … having torn the teacher’s textbook.
2. The burglar (взломщик) took the money … … the safe and put it … his case.
3. There was a deep crack (трещина) … the ceiling.
4. Tom made up his mind to seize the book, to spring … the open door and run … but it was late.
5. The boys were trembling … head … foot with fear and couldn’t move.
6. “Wait … me outside when the lessons are over”, - asked Tom.

III. Insert articles where necessary:
1. He made … offending remark and she answered in … same spirit.
2. She didn’t know that she was in … danger too.
3. In his youth he wanted to become … doctor.
4. I cannot understand … title of the book.
5. What subject were you good at school? – I was good at … Mathematics and Physics.
6. She looked like … helpless rabbit before … hunter’s gun.
7. Tom went to … bed thinking of Becky.

IV. Paraphrase the following sentences using the active vocabulary:
1. He said something unpleasant to her and she answered in the similar way.
2. I know you are going to give me away.
3. From time to time Tom looked at Becky and felt sorry for her.
4. The class was very quiet.
5. The gratitude that shone out of her eyes compensated him for everything.

V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:
1. On what terms (отношения) were Tom and Becky?
2. Why did Mr Dobbins become only a village school-master?
3. Could the children see Mr Dobbins book whenever they wanted? Why not?
4. Why did Becky decide to look at the book?
5. What kind of book was it?
6. What did Becky see in the book?
7. What did Tom see when he entered the classroom?
8. Why did Becky run away crying?
9. How did Tom feel during the lesson?
10. What idea to save Becky first came to his mind?
11. In what way was the teacher going to find out who had torn his book?
12. How did Tom save Becky?

VII. Translate the following sentences into English using the active vocabulary:

1. С молодых лет он хотел стать врачом, но эта возможность ему так и не представилась.
2. Врач велел держать лекарство под замком.
3. «Давай помиримся», - сказал Том, но Бекки попросила оставить ее в покое.
4. Том знал, что Бекки разорвала страницу в книге учителя, но не собирался ябедничать.
5. Том знал, что Бекки накажут, если узнают, что она брала эту книгу.
6. Она боялась, что учитель высечет ее, и поэтому расплакалась и убежала.
7. «Переверните страницу и сделайте упражнение восьмое и девятое», - сказал учитель.
8. Молодой человек задрожал от страха, потому что перед ним был всадник без головы
9. Бекки чувствовала глубокую благодарность Тому, потому что он спас ее от порки.
10. По пути домой Том думал о ссоре с Бекки.

VIII. Retell the story.

Unit 8

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: ransom, thousand, welcome, shouting, potato, hurt, knees, frightened, gentlemen, ink, enough.

II. Answer pre-reading questions:

1. How do we call a crime of stealing a person for a ransom?
2. What feeling do the kidnappers usually arouse in you?

III. Read the text and pay attention to the active vocabulary given after the text:

40
Once Bill and I made a plan to steal a child and get a ransom for him. We chose a boy who was ten years old. He was the son of a rich man, Dorset by name. Bill and I were sure that the father was going to pay us a ransom of two thousand dollars.

There was a mountain not far from the town. We found a large hole in it and made it a home for ourselves. One evening we went to Dorset's house, stole the boy and took him to the mountain.

I left Bill and the boy there and went to the town to buy some food. When I came back I saw that Bill and the boy sat near the fire.

"Come to the fire!" the boy shouted, "Red Chief himself welcomes you!"

"We are playing Indian," Bill told me. "He is all right now, but I had a hard time with him when you were away."

We sat down to supper.

"Red Chief," said I, "would you like to go home?"

"What for?" he asked. "I don't have any fun at home. I like it better here. Please, don't take me home again."

"Not now," I said, "we'll stay here for some time."

Early next morning somebody's wild shouting woke me up. I jumped up to see what was wrong. Red Chief sat on Bill's back. In his hand he had a large stick. "Help! He's going to kill me!" Bill shouted.

I took the stick away from the boy and made him lie down again.

Next day when I came back from the town, I saw that Bill stood with his back to the wall. There was a frightened look on his face. The boy stood near with a big stone in his hand. He was going to throw it at Bill.

"He put a hot potato down my back", Bill told me, "and I struck him."

I took the stone away from the boy.

"Now, are you going to be good or not?" I told him, "if not I'll take you home at once."

"I didn't want to hurt Bill," said the boy,"he hurt himself. I'll be good. Please, don't send me home."

Bill and I got a pen and some ink to write a letter.

"Let us make the ransom a thousand and a half instead of two thousand," said Bill. "I am afraid that nobody will pay more for such a boy."

When we finished the letter the boy came up to Bill. "Let's play a new game," he said.
"What must I do?" Bill asked with a frightened look on his face.
"You are the horse," Red Chief told him, "get down on your hands and knees."
"Sam," said Bill, "come back as soon as you can, please. I'm sorry we didn't make the ransom less than a thousand."
I walked to the town and talked to a few people in the shop. From them I learned that they were all afraid to lose their children and did not let them go for a walk. That was all I wanted to know, so I started on my way back.
When I came to the mountain Bill and the boy were not there. I sat down on a large stone and decided to wait. In about half an hour Bill appeared. He slowly walked out of the forest. Behind him walked Red Chief with a smile on his face. Bill saw me and stopped.
"Sam," he said, "you know, that boy rode me like a horse for many hours. I said: that's enough for me, then I took him by the hand, walked with him down the mountains and showed him the road to the town. Of course, I'm sorry we've lost the ransom but we could not allow the boy to stay with us."
"Bill," I said, 'Turn around and look behind you."
Bill turned and saw the boy. He was so surprised that he sat down on the ground and could not move for five minutes.
That night we received this letter from the boy's father.
"Gentlemen, I've received your letter today. I think the ransom that you ask is too big. Think of what I'm going to tell you. Bring Johnny home and pay me two hundred and fifty dollars, and I shall take him back. Dorset."
I made big eyes as I read the letter. I started to say something but I looked at Bill and stopped. He looked very unhappy.

Notes:

Red Chief – вождь краснокожих
Stood with his back to the wall – стоял спиной к стене
He put a hot potato down my back – он спустил горячую картофелину по моей спине
Let us make the ransom a thousand and a half – пусть выкуп будет полторы тысячи
I'm sorry we didn't make the ransom less... - жаль, что мы не потребовали меньший выкуп (сослагательное наклонение в конструкциях типа I wish (I'm sorry) we did smth.)
To make big eyes – сделать большие глаза (очень удивиться)
Active vocabulary:

1. to make a plan – составить план
2. to steal (stole, stolen) – украсть
3. a ransom – выкуп
4. to welcome – приветствовать
5. to be away – отсутствовать долго, уехав куда-либо; to be out – отсутствовать недолго, выйдя куда-либо
6. fun – веселье; to have fun – веселиться
7. wrong – неправильный, неверный; to be wrong – случиться чему-нибудь нехорошему, пойти не так
8. a stick – палка; to throw (threw, thrown) smth. at smb. – бросить что-то в кого-то
9. to hurt (hurt, hurt) – причинить боль, болеть
10. a knee – колено
11. a few – несколько (с исчисляемыми существительными)
12. to start on one’s way back – отправляться в обратный путь
13. by the hand – за руку; to take smb. by the hand – взять кого-то за руку
14. to have a hard time(s) – испытывать тяжелые времена (большие трудности)

Exercises:

I. Give three forms of the following irregular verbs (to steal, to pay, to find, to throw, to hurt, to lose, to ride), and make up your own sentences with them according to the model.

Example: to lose – lost – lost

1. He said that they were going to lose the ransom in this particular case.
2. He said that they had lost the ransom because they had asked too much.
3. He said that they would lose the ransom if they asked too much.
4. He said that he never lost any money.
II. Fill in the gaps:

1. He was the son of a rich man, Dorset … name.
2. I cannot get up without anybody’s help, so my mother or sister have to wake me … every morning.
3. While I was … in the town Bill had a very hard time with the boy.
4. I took the boy … the hand and took him to the road leading to the town.
5. I took the stone … from the boy.
6. He was going to throw a stone … Bill.
7. Bill and the boy appeared only … half an hour.
8. Bill turned …, looked … him and saw the boy coming back.

III. Insert articles where necessary:

1. He was … son of … rich man.
2. There was … mountain not far from … town.
3. I don’t want to do home. I never have … fun at home.
4. Let us make … ransom of … thousand and half.
5. When I went away Bill had … very hard time with the boy.
6. I walked to … town and talked to … few people in … shop.

IV. Paraphrase the following sentences using the active vocabulary:

1. Red Chief himself says hello to you!
2. It was so difficult for me to stay with the boy.
3. I think it would be better to ask less money for the boy.
4. There was an expression of great surprise in my eyes as I read the letter.

V. Recollect in your memory the situations in which the active vocabulary is used.
VI. Answer the questions:

1. Why did the two friends decide to steal a child?
2. Whom did they choose to steal?
3. How much money were they going to get for the boy?
4. Why did Sam go to the town?
5. How did the boy call himself?
6. Why didn’t the boy want to go home?
7. What was wrong that Sam saw early next morning?
8. What “games” did the boy play with Bill?
9. Why did Bill want to make the ransom less?
10. What did Sam learn in the town?
11. How did they make the boy go home?
12. Why was Bill so surprised?
13. What letter did they receive?

VII. Translate the following sentences into English using the active vocabulary:

1. Они были уверены, что отец мальчика заплатит им выкуп за сына.
2. Вы уже составили план похищения ребенка? — Да, мы выбрали сына богатого человека по имени Дорсет.
3. Как долго вы собираетесь отсутствовать? — Не очень долго. Я вернусь через полтора дня.
4. Я вскочил посмотреть, что случилось (что не так).
5. Приходи ко мне на день рождения. Будет весело.
6. Я увидел, что мальчик собирается бросить камень в Билла.
7. Что случилось? — Я сильно ушиб колено и боюсь, я не смогу идти.
8. Я поговорил в несколькими людьми в городе и узнал, что они боятся выпускать своих детей гулять.
9. Возьми ребенка за руку, когда переходишь дорогу.
10. После того, как я узнал все, что хотел, я отправился в обратный путь.
11. Крейн обернулся, поглядел назад и к своему ужасу увидел всадника без головы.
VIII. Retell the story.

Unit 9

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: compartment, recognition, vigorously, presence, opportunity, remain quiet, semaphores, a board.

II. Answer pre-reading questions:

3. Which of you is good at remembering people’s names and telephone numbers?

4. Have you often been deceived in your life? If so, how can you explain it?

III. Read the text and pay attention to the active vocabulary given after the text:

My Unknown Friend
(after S. Leacock)

He stepped into the smoking compartment of the pullman, where I was sitting alone. He carried a fifty-dollar suitcase that he put down on the seat. Then he saw me. "Well! Well!" he said and recognition broke out all over his face like morning sunlight. "Well! Well!" I repeated.
"By Jove!" he said, shaking hands vigorously, "who would have thought of seeing you?" "Who, indeed," I thought to myself. He looked at me more closely. "You haven't changed a bit," he said. "Neither have you," said I.

All the time I was wondering who he was. I couldn't recall him a bit I don't mean that my memory is weak, on the contrary. True, I find it hard to remember people's names, sometimes it's hard for me to recall a face. But when it does happen, I do not lose my presence of mind. I know just how to deal with the situation. It only needs coolness and intellect, and it all comes right.

My friend sat down. "It's a long time since we met," he said. "A long time," I repeated with a note of sadness... I wanted him to feel that I, too, had suffered from it.

"Strange," he said, "how life goes on and we lose track of people. I sometimes wonder where all the old gang are gone to."

"So do I," I said. I always find in such cases that a man begins sooner or later to talk of the "old gang." That's where the opportunity comes to find out who he is.

"Do you ever go back to the old place?" he asked. "Never," I said firmly. I didn't know where the old place was. Presently he began again. "I sometimes meet some of the old boys and they begin to talk of you and wonder what you're doing. And I often meant to write to you, especially when I heard of your loss." I remained quiet. What had I lost? Was it money? And if so, how much?

"One can never get over a loss like that," he continued sadly. Evidently I had lost much.

"Yes," the man went on, "death is always sad." Death! Oh, that was it, was it? Now I had to sit quiet and hear who was dead.

"Strong and bright to the last I suppose?"

"Yes," I said feeling sure ground, "able to sit up in bed and smoke within a few days of the end."

"What," he said surprised, "did your grandmother - "

At this moment I could hear the rattle of the train running past the semaphores and switch points and slowing to a stop. My friend looked quickly out of the window.

“Oh, I've missed my stop, I should have got out at the last station. I'll have to go to the next stop to get back. The next train down doesn't stop here, but I'll have to send a telegram." And he tried to open the lock of his suitcase.

“How long do we stop here?” he asked the porter who was going past. "Only three minutes," said the porter, she's making up time, she's late". As my
friend couldn't open his suitcase I pulled a roll of bills out of my pocket. "Here's some money," I said. He grabbed it all in his hurry. "I'll just have time...

He sprang from the train. I waited.

Soon the porters were calling, "All aboard!" There was a clang of the bell and in a second the train was off.

"Idiot," I thought, "he missed it and there was his fifty-dollar suitcase on the seat."

I wondered who the man was, anyway. Then presently I heard the porter's voice again. "I've looked for it everywhere" "I left it on the seat in the compartment," an angry voice was saying. At that moment a well-dressed man put his head into the door of the compartment.

Then his face beamed with recognition. But it was not for me it was for the fifty-dollar suitcase.

"Ah, there it is," he cried, taking it and carrying it off.

The old gang! My grandmother's death! Great Heavens! And my money.

Notes:

By Jove! – Боже милостивый! Ей-Богу!
who would have thought ... - кто бы мог подумать (сослагательное наклонение)
the old gang – наша банда, компашка
sure ground – твердая почва (основа); to feel sure ground – чувствовать себя уверенно
I should have got out – мне следовало бы сойти (модельный глагол should + перфектный инфинитив)
broke out all over his face – разлилось по его лицу
All aboard! – Посадка закончена!
she is making up time – он нагоняет время (о поезде)
neither have you – вы тоже не (изменились)

Active vocabulary:

1. smoking (non-smoking compartment) – купе для курящих (некурящих)
2. a pullman – спальный вагон
3. recognition – узнавание
4. vigorously – энергично
5. to recall – вспомнить
6. on the contrary – наоборот
7. presence of mind – присутствие ума (духа)
8. to deal with smth. – иметь дело с чем-то, обращаться
9. to lose (lost, lost) track of smb. – потерять чей-то след
10. to get over smth. – оправиться от чего-то (e.g. the loss – от потери)
11. switch points – железнодорожные стрелки
12. to miss smth. – пропустить что-то (зд. to miss one’s stop – проехать остановку)
13. a roll of bills – несколько банкнот
14. to grab smth. – схватить что-то
15. to look for smth. – искать что-то
16. to beam with (recognition) – сиять, лучезарно улыбаться от, по причине (знавания, того, что узнал…)

Exercises:

I. Give three forms of the following irregular verbs (to break, to go, to lose, to meet, to begin, to mean, to feel, to leave), and make up your own sentences with them according to the model.

Example: to make - made – made
   1. The porter said that the train was making up time.
   2. The porter said that the train had made up the time and they were not late than.
   3. The porter said that the train would have to make up the time not to be late.

II. Fill in the gaps:

1. He put … a fifty-dollar case on the floor.
2. It’s not very easy to deal … him. He is so rude (грубый)
3. How is your life going …?
4. When his parents died he couldn’t get … that loss for a long time.
5. I looked … the window and saw that the rain had stopped.
6. The passenger asked the conductor: “Where must I get …?” The latter answered: “You must get … the next stop”.
7. He took the money … his wallet and gave it to his friend.
8. What are you looking …? I’ve lost my key and cannot find it anywhere.
9. The thief pulled the necklace … the woman and ran away.

III. Insert articles where necessary:

1. After … five-year marriage he hasn’t changed … bit.
2. What … pity that we often lose … track of former friends.
3. I couldn’t understand who he was until … last moment.
4. The train was slowing to … stop and we all looked out of … windows to see what had happened.
5. Will you wait … me here? I’ll come back in … second.
6. At that moment … well-dressed man entered the compartment.
7. His face beamed with … joy.

IV. Paraphrase the following sentences using the active vocabulary:

1. … and recognition appeared on his face…
2. “Everybody, get on the train”, - said the porter.
3. I don’t get confused.
4. She is moving more quickly to compensate for lost time.
5. One can never forget about and get used to a lost like that.
6. I said feeling very certain about it.
7. … life goes on and people disappear from our life and we forget those we knew before.

V. Recollect in your memory the situations in which the active vocabulary is used.
VI. Answer the questions:

1. How did the stranger behave when he stepped into the compartment.
2. Could the author recall his friend? Why?
3. When did the opportunity to find out who the friend was come?
4. What did the friend tell the author?
5. What was the author’s loss according to his friend’s words? Was it really so?
6. Where should the friend have got out?
7. How long was the train to stop at the station? Why such little time?
8. Why did the author give the friend his money?
9. Why did the author call the friend an idiot?
10. Who was the real owner of the suitcase?
11. Why do you think the author couldn’t ask his unknown friend directly who he was?

VII. Translate the following sentences into English using the active vocabulary:

1. Я присмотрелся к ней (посмотрел ближе) и понял, что она ничуть не изменилась.
2. Я никак не мог вспомнить имя этого человека.
3. Собака долго преследовала бандита, но в конце концов она потеряла его след.
4. Я бы хотел купить билет в купе для некурящих спального вагона.
5. Я не люблю иметь с ним дела. Он такой грубый. – Я тоже.
6. Он сказал, что проехал свою остановку и теперь ему придется возвращаться пешком.
7. Некоторые люди никак не могут оправиться от ранней смерти своих родителей.
8. Поскольку человек не мог открыть свой портфель, я вытащил из кармана несколько банкнот и предложил ему их.
9. Остановки на станциях стали короче, потому что поезд опаздывает и нагоняет время.
10. Он хорошо знал предмет разговора и поэтому чувствовал себя уверенно (на твердой почве).
11. Хорошо одетый человек лучезарно улыбнулся, взял свой пятидесятидолларовый чемодан и вынес его из купе.

VIII. Retell the story.

Unit 10

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription: headache, mumble, temperature, prescription, complain, anxious, pneumonia, ambulance, infantile paralysis, polio.

II. Answer pre-reading questions:

1. What childhood diseases do you know and which of them were you ill with?
2. What is your idea of punishing a doctor for a medical mistake?

III. Read the text and pay attention to the active vocabulary given after the text:
Mo-Mo Is Ill
(after Jane Walsh)

Mo-Mo went down with a chill, or so I thought. She came home from school one Monday afternoon complaining about a headache. She really looked seedy.

I tucked her up in bed and gave her hot drinks. The next morning she seemed quite normal again, but I kept her in bed just to be on the safe side.

The day after she was just as bad as ever, and had a very high temperature.

I ran down to the doctor without stopping to put on an outdoor coat. "Really," the doctor mumbled, "you mothers seem to think I have nothing else to do but run around after your children. Children are always running temperatures. Ah ... well ... I'll come in and see you later."

When she came it was eleven o'clock at night. She woke Mo-Mo, took her temperature and felt her pulse. Then she gave me two tablets for her and a prescription for more.

I told her Mo-Mo's legs seemed to be affected but she just wasn't listening. She gave me a mumbled sort of lecture on running for the doctor whenever there was the slightest thing wrong with a child, and, still mumbling, went home.

She promised to look in again the following morning.

But the next few days were anxious ones for me. Mo-Mo was really ill and the doctor never came.

I sat up with her every night, trying to warm her little legs. She had no use in them and they were always cold.

Late on Sunday night the doctor came again. She was still tired and said she would look at Mo-Mo's legs the following day.

I went off to work the following morning with a very heavy heart. My little one did not seem any better at all.

I was working part-time for two business ladies, cleaning their flat and giving their invalid brother his midday meal.
I was only half way through my work when the door-bell rang. It was the doctor. She had been to see Mo-Mo and then followed me to work. I could not speak. I just looked at her.

"Why didn't you tell me about your little girl's legs?" she demanded.

"But I did," I said, "surely you can't have forgotten?"

"Oh, no, you did not. You said it was pneumonia," she fired the statement at me.

"But I can't have done. I don't know now what it is."

Then the doctor blurted out. I've sent for an ambulance. Your little girl has infantile paralysis."

Polio! My little girl with polio! My legs felt like water. I sat down on the stairs.

Notes:

to go down with a chill – слечь от простуды; syn. expr.: to catch a cold – простудиться
just to be on the safe side – просто для большей верности, на всякий случай
you mothers seem to think I have nothing else to do but run around your children – вы, матери, кажется считаете, что мне некого делать, кроме как возиться с вашими детьми (зд. but употребляется в значении «кроме», после but инфинитив употребляется без частицы to)
the doctor never came – врач так и не пришел. Наречие never может употребляться с целью эмфазы, переводясь mak u ne.
my little one – зд. my little girl – моя маленькая (доченька, дочурка)
to work part-time – работать неполный рабочий день
you can't have forgotten – не может быть, чтобы вы забыли (перфектная модальность)
polio (сокр. от poliomyelits) – полиомелит, детский парадич
my legs felt like water – у меня подкосились ноги
...she was as bad as ever... – … ей не стало лучше…
*Active vocabulary:*

1. to look seedy – неважно выглядеть
2. to complain of (about) a headache (earache, toothache, stomachache, etc) – жаловаться на головную (ушную, зубную, желудочную и т.п.) боль
3. to be running a temperature – температурить (to take smb.’s temperature – измерить температуру)
4. to keep smb. in bed – поддержать кого-то в постели (во время болезни)
5. to be affected – зд. быть пораженным (болезнью)
6. to be wrong with smb. – что-то не в порядке с кем-то
7. anxious – беспокойный, тревожный
8. to be through one’s work duties – закончить чью-то работу (обязанности)
9. to fire smth. (the statement) at smb. - выпалить что-то (зд. слова, заявление) кому-то
10. to blurt all the truth out – выложить всю правду, выпалить
11. use (существительное) – польза; to be of no use – быть бесполезным; to have no use of smth. – не пользоваться

*Exercises:*

**I. Give three forms of the following irregular verbs** (to give, to keep, to run, to feel, to speak, to forget, to send), and make up your own sentences with them according to the model.

**Example:** to feel – felt – felt

1. The doctor asked if the child felt better.
2. The doctor asked when the child had felt first symptoms of the illness.
3. She wanted to know when the child would feel better.
II. Fill in the gaps:
1. You always complain … a toothache. You must go to a dentist.
2. He came to the railway station twenty minutes earlier just to be … the safe side and not to be late.
3. I was … such a hurry that ran to the doctor without putting … an outdoor coat.
4. There is nothing wrong … your child. Don’t worry.
5. Don’t take this mixture. It’s … no use now.
6. Are you … your work? It’s high time to go home.
7. You are telling a lie! – he fired the angry words … me.
8. You should send … an ambulance. The patient needs immediate help!

III. Insert articles where necessary:
1. The patient had … very high temperature and he had to stay in … bed.
2. The doctor wrote .. prescription for … medicine (лекарство) and promised to come later.
3. … professor gave … students … very interesting and useful lecture on … childhood diseases.
4. He came to his exams with … very heavy heart because he didn’t prepared for them at all.
5. She was cooking … dinner when … door-bell rang. It was … doctor.
6. We have just sent for … ambulance. It must be here in 10 minutes.

IV. Paraphrase the following sentences using the active vocabulary:
1. She really looked bad.
2. I kept her in bed just to be especially careful in order not to make things worse.
3. The day after she didn’t feel a bit better.
4. You seem to think that I have nothing to do but to give all my attention and time to your children.
5. It seems that the disease did something bad to Mo-Mo’s legs too.
6. The next few days **were troublesome** for me.
7. The girl **didn’t use her legs** and they were always cold.
8. I was **working regularly for only a part of the usual working time**.
9. I completed **only half of my work**.

**V. Recollect in your memory the situations in which the active vocabulary is used.**

**VI. Answer the questions to the text:**

1. What did Mo-Mo complain of when she came home from school one Monday afternoon?
2. Why did the mother keep her daughter in bed the next morning?
3. Was Mo-Mo better the day after?
4. How did the doctor speak to the mother when she first visited the sick girl?
5. What did the doctor do with the girl when she came for the second time?
6. Did she pay any attention to the mother’s words about Mo-Mo’s legs?
7. What was wrong with her legs?
8. Why didn’t the doctor look at Mo-Mo’s legs when she came the following day?
9. Where did the mother work?
10. What was the reason for the doctor’s coming to the mother’s work the following morning?
11. Why did the doctor send for the medical ambulance?
12. Who was to blame for the medical mistake?
13. How did the doctor try to excuse herself?

**VII. Translate the following sentences into English using the active vocabulary:**

1. У меня высокая температура уже три дня.
3. Почему Николай не ходит на занятия в течение недели? Он слег от простуды и сейчас не встает с постели.
4. Я не могу делать ничего, кроме как продолжать ждать преподавателя. Он обещал прийти и прокзаменовать меня в любом случае (in any case).
5. Болезнь поразила его нервную систему, и сейчас он инвалид.
6. Я с нетерпением ждал этого письма, но оно так и не пришло.
7. Эта карта уже бесполезна – на ней нет второстепенных (minor) дорог.
8. Я работал неполный рабочий день, чтобы иметь возможность присматривать за маленьким ребенком.
9. Он выложил всю правду прежде, чем они могли его остановить.
10. Они решили приехать на вокзал на 15 минут раньше отхода поезда просто на всякий случай, потому что у них сломались часы и они боялись опоздать.

VIII. Retell the story.

Unit 11

Pre-reading tasks:

I. Pronounce the following words correctly and give the transcription:
verger, energetic, satisfactorily, astonishment, resignation, occur, counter, acquire, rough, securities.
II. Answer pre-reading questions:

1. Name the features that are of great value in modern people nowadays.
2. Which of them do you like most of all?

III. Read the text and pay attention to the active vocabulary given after the text:

The Verger
(after W. Somerset Maugham)

There had been a wedding that afternoon at St. Peter's Church, and Edward Foreman still wore his verger's gown. He had been verger for 16 years and liked his job. The verger was waiting for the vicar. The vicar had just been appointed. He was a red-faced energetic man and the verger disliked him. Soon the vicar came in and said: "Foreman, I've got something unpleasant to say to you. You have been here a great many years and I think you've fulfilled your duties quite satisfactorily here; but I found out a most striking thing the other day. I discovered to my astonishment that you could neither read nor write. I think you must learn, Foreman."

"I'm afraid I can't now, sir. I'm too old a dog to learn new tricks."

"In that case, Foreman, I'm afraid you must go."

"Yes, sir, I quite understand. I shall be happy to hand in my resignation as soon as you have found somebody to take my place."

Up to now Edward's face hadn't shown any signs of emotion. But when he had closed the door of the church behind him his lips trembled. He walked slowly with a heavy heart. He didn't know what to do with himself. True, he had saved a small sum of money but it was not enough to live on without doing something, and life cost more and more every year.

It occurred to him now that a cigarette would comfort him and since he was not a smoker and never had any in his pockets he looked for a shop where he could buy a packet of good cigarettes. It was a long street with
all sorts of shops in it but there was not a single one where you could buy cigarettes.

"That's strange," said Edward. "I can't be the only man who walks along the street and wants to have a smoke," he thought. An idea struck him. Why shouldn't he open a little shop there? "Tobacco and Sweets." That's an idea," he said. "It is strange how things come to you when you least expect it."

He turned, walked home and had his tea.

"You are very silent this afternoon, Edward," his wife remarked.

"I'm thinking," he said. He thought the matter over from every point of view and the next day he went to look for a suitable shop. And within a week the shop was opened and Edward was behind the counter selling cigarettes.

Edward Foreman did very well. Soon he decided that he might open another shop and employ a manager. He looked for another long street that didn't have a tobacconist's in it and opened another shop. This was a success too. In the course of ten years he acquired no less than ten shops and was making a lot of money. Every Monday he went to all his shops, collected the week's takings and took them to the bank.

One morning the bank manager said that he wanted to talk to him.

"Mr. Foreman, do you know how much money you have got in the bank?"

"You have 30 thousand dollars and it's a large sum. You should invest it. We shall make you out a list of securities which will bring you a better rate of interest than the bank can give you."

There was a troubled look on Mr. Foreman's face. "And what will I have to do?"

"Oh, you needn't worry," the banker smiled. "All you have to do is to read and to sign the papers."

"That's the trouble, sir. I can sign my name but I can't read!" The manager was so surprised that he jumped up from his seat. He couldn't believe his ears.

"Good God, man, what would you be if you had been able to read?!"

"I can tell you that, sir," said Mr. Foreman. "I would be verger of St. Peter's church."

Notes:

*a verger* – служитель в церкви
I'm too old a dog to learn new tricks – я слишком старый пес для этих новых трюков
It is strange how things come to you when you least expect it – странно, как что-то может взрети в голову, когда меньше всего этого ожидаешь
securities – ценные бумаги
a better rate of interest – больше процентов (по вкладам)
a tobacconist's – табачный магазин (лавка)

Active vocabulary:

1. a gown – зд. сутана
2. to fulfil – выполнять, исполнять, осуществлять; to fulfil one’s duties – выполнять долг, обязанности
3. striking – поразительный
4. to smb. ’s astonishment – к чьму-то удивлению
5. a sign – знак, признак; sign of emotion – признаки чувств
6. to occur – случаться; зд. it occured to smb. - приходить на ум кому-то
7. to strike (struck) – ударять, поражать; зд. an idea struck him – его осенила мысль
8. to think smth. over – обдумать что-то
9. point of view – точка зрения
10. within – в пределах, в рамках, зд. в течение
11. behind the counter – за прилавком
12. to do well (badly, poorly) – преуспевать, хорошо справляться (не справляться, плохо получаться)
13. the week’s (day’s, month’s) takings – недельная (дневная, месячная) выручка
14. rough – грубый, неровный; зд. – приблизительный
15. to make out smth. – составить что-то; зд. to make out a list of securities – составить список ценных бумаг
16. troubled – обеспокоенный
17. not to believe one’s ears – не верить собственным ушам
18. to appoint – назначать; to be appointed – быть назначенным
Exercises:

I. Give three forms of the following irregular verbs (to wear, to find, to strike, to cost, to show, to buy, to make), and make up your own sentences with them according to the model.

Example: to learn – learnt – learnt
1. I first learnt to ride a horse when I was 15.
2. He was learning to ride a horse when we came to the hippodrome.
3. He had learnt to ride a horse quite well before he entered the horse racing club.
4. How long had he been learning to ride a horse before he first took part in the horse racing?

II. Fill in the gaps:

18. Whom are you waiting here …?
19. I hoped that he would give his dept back to me … a month as he had promised?
20. We can’t live … such a little money. You must find a better paid job.
21. He won the swimming event … our great astonishment. We didn’t expect him to because he hadn’t trained much. … the competition.
22. The friends went for a walk … the embankment of the river.
23. Think everything … before acting.
24. Where are my spectacles? I can’t find them. Look … the arm chair. You might have dropped them there.
25. The verger could do quite well … reading and writing skills.

III. Insert articles where necessary:

1. Suddenly … striking idea came to his mind. He could open …tobacco shop there.
2. Make out … list of things you may need in your future journey.
3. He had worked there … great many years before he resigned.
4. “Where is … owner of … shop?” – “He is over there standing behind … counter”
5. … new vicar found out that … verger could neither read nor write.
6. Edward Foreman couldn’t be … only person who needed … packet of cigarettes.
7. No wonder the verger was … success as … businessman. He was just … talented man.
8. He had saved … small sum of money and now could spend it buying … shop.

IV. Paraphrase the following sentences using the active vocabulary:

6. I can’t learn new things in my old age.
7. His face was calm and didn’t show any feelings.
8. It’s strange how ideas can occur to you quite unexpectedly.
10. Every Monday he collected the money from the trade and took it to the bank.
11. “Well, I have an approximate idea”.

V. Recollect in your memory the situations in which the active vocabulary is used.

VI. Answer the questions:

1. How long had Mr.E.Foreman been verger at St.Peter’s Church?
2. What was so unpleasant that the new vicar told the verger?
3. What did the new vicar discover?
4. Did the verger agree to learn to read and write?
5. What reasons did he give for his refusal?
6. What did the verger feel when he closed the door of the church?
7. Why did Mr.Foreman have to find another job?
8. Could Mr.Foreman buy a packet of cigarettes in the street he was walking along?
9. What idea struck him?
10. How did Mr.Foreman do in his new job?
11. How much money had he got in the bank 10 years after?
12. How did the bank manager learn that Mr.Foreman could neither read nor write?
13. What do you think Mr.Foreman would do if he had been able to read? Why?

VII. Translate the following sentences into English using the active vocabulary:

1. «Несмотря на то, что вы хорошо исполняли свои обязанности в течение 16 лет, я вынужден уволить вас», - сказал новый викарий.
2. Викарий назначил нового служителя церкви после отставки Э.Формана.
3. Вам не нужно беспокоиться. Все, что вы должны сделать, это подписать документы.
4. Почему бы вам не обдумать все сначала, а потом позвонить мне?
5. «Как ваши дела на новой работе?» - «Я вполне хорошо справляюсь».
6. Сначала он просто не знал, что делать с самим собой, но потом потрясающая идея пришла ему в голову.
7. «У меня только приблизительное представление о том, сколько у меня денег в банке», - сказал мистер Форман.
8. Это было так неожиданно, что он не мог поверить своим ушам.

VIII. Retell the story.
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