

Учреждение образования
«Брестский государственный университет имени А.С. Пушкина»

Т.В. Василюк

Home Reading
Домашнее чтение

Пособие для слушателей
подготовительного курса для иностранных граждан

Брест
БрГУ имени А.С. Пушкина
2013

УДК 028=111(075)
ББК 81.2 Англ
В 19

*Рекомендовано редакционно-издательским советом учреждения образования
«Брестский государственный университет имени А.С. Пушкина»*

Рецензенты:

кандидат филологических наук,
доцент кафедры английского, общего и славянского языкознания
УО «Могилёвский государственный университет им. А.А. Кулешова»
Е.В. Рубанова

кандидат филологических наук,
доцент кафедры иностранных языков второй специальности
УО «Брестский государственный университет имени А.С. Пушкина»
Е.Г. Сальникова

Василюк, Т.В.

В 19 Home Reading = Домашнее чтение : пособие / Т.В. Василюк ;
Брест. гос. ун-т имени А.С. Пушкина. – Брест, 2013. – 86 с.
ISBN 978-985-555-087-8

Пособие состоит из двух частей. Первая часть включает частично адаптированные и неадаптированные рассказы англоязычных авторов. Каждый текст снабжен упражнениями, направленными на усвоение лексического материала, контроль понимания содержания текста и развитие навыков разговорной речи. Вторая часть пособия содержит короткие рассказы для дополнительного чтения.

Адресовано слушателям подготовительного курса для иностранных граждан факультета довузовской подготовки. Может быть использовано студентами 1-2 курсов неязыковых вузов.

**УДК 028=111(075)
ББК 81.2 Англ**

ISBN 978-985-555-087-8

© УО «Брестский государственный
университет имени А.С. Пушкина», 2013

TABLE OF CONTENTS

Unit 1. The Gift (after O. Henry)	4
Unit 2. The Love Drug (after O. Henry)	10
Unit 3. The Valentine Card (after N. Monsarrat)	16
Unit 4. Post Haste (after C. Howard)	22
Unit 5. The Luncheon (after W.S. Maugham)	28
Unit 6. How We Kept Mother's Day (after S. Leacock)	34
Unit 7. My Financial Career (after S. Leacock)	40
Unit 8. The Story-Teller (after H.H. Munro)	46
Unit 9. Mistaken Identity (by M. Twain)	52
Unit 10. A Better Mousetrap (by J. Allsop)	60
Additional Reading	68
Reference List	86

UNIT 1

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.**gift** [gift] подарок**prison** ['prɪzn] тюрьма**steal** [sti:l] (stole, stolen) воровать, красть**amusing** [ə'mju:zɪŋ] забавный, занимательный**gaiety** ['geɪəti] веселье, радость**save** [seɪv] 1) спасать; охранять 2) экономить, копить (деньги), откладывать**mirror** ['mɪrə] зеркало**proud** [praʊd] гордый; **be proud of something** гордиться чем-либо**stairs** [steəz] ступеньки, лестница**cut off** ['kʌt 'ɒf] отрезать; отстричь**valuable** ['væljuəbl] ценный; дорогой, дорогостоящий, драгоценный**curl** [kɜ:l] завивать; завиток**whisper** ['wɪspə] говорить шепотом, шептать**frighten** ['fraɪtən] пугать**tear** (tore, torn) [teə] рвать, отрывать**tear** [tiə] слеза**package** ['pækɪdʒ] пакет, сверток**throw** [θrəʊ] (threw, thrown) бросать, кидать**comb** [kəʊm] расческа, гребень**expensive** [ɪk'spensɪv] дорогой, дорогостоящий**flash** [flæʃ] сверкать***Exercise 2. Complete the table with the missing forms from Ex.1.***

<i>Verb</i>	<i>Noun</i>
	fright
pack	
<i>Verb</i>	<i>Adjective</i>
amuse	
	safe
<i>Adjective</i>	<i>Noun</i>
	expense
gay	
	value

Exercise 3. Match the word or phrase from 1–6 with the synonym from a–f.

- | | |
|-------------------|--------------|
| 1. looking glass | a. gift |
| 2. present | b. amusing |
| 3. not cheap | c. gaiety |
| 4. funny | d. mirror |
| 5. joy | e. valuable |
| 6. very expensive | f. expensive |

Exercise 4. Match the word from 1–7 with its definition from a–g.

- | | |
|------------|--|
| 1. prison | a. to collect money by spending less than you get, usually in order to buy something that you want |
| 2. gift | b. to take something from someone without permission, in a secret manner |
| 3. save | c. to shine with a sudden bright light |
| 4. whisper | d. the drops of salty liquid that come out of your eyes when you are crying |
| 5. steal | e. a building where criminals are kept |
| 6. flash | f. to say something very quietly |
| 7. tears | g. something that you give someone as a present |

Exercise 5. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

comb / frighten / stairs / cut off / flash / curl / throw / proud

- The expression on his face _____ her.
- She was _____ of her beautiful long hair.
- After half an hour, her head was covered in small _____.
- She went down the _____ to the street.
- She had wanted for so long to have these beautiful hair _____.
- The platinum watch-chain _____ in the light.
- He _____ the package on the table.
- The woman began to _____ her long hair.

Exercise 6. Translate the following phrases into Russian. Use them in sentences of your own.

to be in prison, to steal money from a bank, an amusing story, to save money, to be proud of, to run up the stairs, to curl one's hair, to whisper to oneself, to tear at the string and paper, hysterical tears, to take a package from one's pocket, to throw something on the table

Exercise 7. Practice the pronunciation of the following proper names.

O. Henry [əu'henrɪ]
 William Sydney Porter ['wɪljəm 'sɪdnɪ 'pɔ:tə]
 American [ə'merɪkən]
 Della ['delə], Dell [del]
 Christmas ['krɪsməs]
 the Dillinghams ['dɪlɪŋəmz]
 Madame Sofronie [mə'dɑ:m səfrə'ni:]
 Jim [dʒɪm]

Exercise 8. Read the text.

The Gift
(after O. Henry)

O. Henry, whose real name was William Sydney Porter, was an American short-story writer. His stories are still popular today. He was born in 1862 in a small provincial town. In his early years he tried many jobs, among which were several literary ones¹.

O. Henry's first story was published in 1899, when the writer was in prison on a false charge² of stealing money from a bank. After he came out of prison, O. Henry became a professional writer.

O. Henry describes the life of the "little people": clerks, shop assistants and farm workers. His stories are mainly humorous and amusing, with the traditional happy end. Through the gaiety and humour of his stories, however, the hard life of the poor can be seen.

O. Henry died in 1910.

One dollar and eighty-seven cents. That was all. Three times Della counted it. And tomorrow was Christmas. She sat down on the sofa and burst into tears³. She had saved every penny⁴ for months and this was the result. Twenty dollars a week doesn't go far⁵. Only \$1.87 to buy a present for Jim. Her Jim. She had spent hours planning to buy something nice for him.

She went to the mirror and let down her hair⁶. She let it fall to its full length; below her knees.

There were two possessions⁷ of which the Dillinghams were very proud. One was Jim's gold watch, which had been his grandfather's. The other was Della's hair.

She put her hair up again nervously and cried a little again. Then she put on her old brown jacket, her old brown hat and went down the stairs to the street.

She stopped at a sign which read⁸: "Madame Sofronie. Hair Goods⁹ of all Kinds." She ran up the stairs.

“Will you buy my hair?” asked Della. “Take your hat off,” said Madame Sofronie, “and let me look at it.”

She let her hair down. “Twenty dollars,” said Madame.

“Give it to me quickly,” said Della and the woman began to cut off Della’s beautiful long hair.

For the next two hours Della searched for a present for Jim. Then she found it. It was a platinum chain for Jim’s watch. As soon as she saw it, she knew it was right for Jim. It was just like him. Quiet and valuable. It cost \$21.

When Della got home, she started to curl her hair. After half an hour, her head was covered in small curls.

At seven o’clock the front door opened and Jim came in. Della whispered to herself, “Please God, make him think I am still pretty.” Jim looked thin and serious. Poor Jim! He was only twenty-two! His eyes fixed upon Della and there was an expression on his face which frightened her.

“Jim, darling, don’t look at me like that. My hair will grow again. I cut it off and sold it because I wanted to buy you a present. I’ve got a beautiful present for you.”

“You’ve cut off your hair,” said Jim slowly.

“Yes, but I’m still me without my hair, aren’t I?”

“Your hair is gone¹⁰,” he said again, almost like an idiot. He took a package from his coat pocket and threw it on the table. Della tore at the string and paper. First, an ecstatic¹¹ scream. Then, hysterical tears.

For¹² there lay the combs – the set of beautiful hair combs which she had wanted for so long. She knew they were expensive. She hugged them closely¹³ and said, “My hair grows very fast, Jim.” Then she jumped up and gave him her present. The platinum watch-chain flashed in the light.

“Isn’t it beautiful, Jim? Give me your watch. I want to see how it looks on it.”

Jim sat down on the sofa and smiled. “Dell,” he said, “let’s put our Christmas presents away and keep them for a while¹⁴. They’re too nice to use at present¹⁵. I sold the watch to buy your combs. Now let’s have supper.”

NOTES

1. **one** слово-заместитель, обычно не переводится на русский язык; употребляется, чтобы не повторять ранее упомянутое существительное (*в тексте это слово job*)

2. **on a false** [fɔ:ls] **charge** по ложному обвинению

3. **burst** [bɜ:st] **into tears** [tiəz] залилась слезами, расплакалась

4. **penny** *брит.* пенни, пенс, однопенсовая монета; *амер.* цент, одноцентровая монета

5. **doesn’t go far** не хватает, недостаточно

6. **let down her hair** распустила волосы

7. **possessions** [pə'zeʃənz] вещи, которыми владеет человек; имущество, собственность
8. **read** *здесь* гласить
9. **goods** товар, товары (*всегда употребляется с глаголом во множественном числе*)
10. **Your hair is gone** У тебя больше нет длинных волос
11. **ecstatic** [ɪk'stætɪk] восторженный
12. **for** *здесь* так как, потому что, ибо
13. **hugged** [hʌgd] **them closely** ['kləʊslɪ] крепко прижала их к себе
14. **for a while** [waɪl] на какое-то время
15. **They're too nice to use at present** Они слишком хороши, чтобы пользоваться ими сейчас

READING COMPREHENSION

Exercise 9. Find the answers to the questions in the text.

1. What is O. Henry's real name?
2. Where was he born?
3. Why was O. Henry in prison?
4. What kind of people did O. Henry describe in his stories?
5. What are his stories like?
6. How much money had Della saved?
7. Why did she need money?
8. What did Della want to buy for Jim?
9. What were Della and Jim proud of?
10. How much money did Madame Sofronie pay Della for her hair?
11. How much did the platinum chain cost?
12. How long did it take Della to curl her hair?
13. What did Jim look like?
14. What frightened Della?
15. What did Della find in the package?
16. How did Della react to Jim's present?
17. Why couldn't Jim show Della his watch?

Exercise 10. Correct the following statements. Begin with I'm afraid that's wrong / that's not quite true / as far as I know / on the contrary / I don't think so / according to the story.

1. Tomorrow was New Year.
2. Della had beautiful short hair.

3. Della put on her new brown jacket, her new brown hat and went down the stairs to the street.
4. Della bought a set of combs for Jim.
5. Jim came home at six o'clock.
6. Jim was twenty-one.
7. Della cut off her hair and sold it because she wanted to have short hair.
8. Jim took a package from his trousers pocket and threw it on the table.
9. The gold watch-chain flashed in the light.
10. Jim sat down on the sofa and laughed.

Exercise 11. Who made the following utterances? When and why were they made?

1. "Will you buy my hair?"
2. "Take your hat off."
3. "Twenty dollars."
4. "Give it to me quickly."
5. "Please God, make him think I am still pretty."
6. "Don't look at me like that. My hair will grow again."
7. "You've cut off your hair."
8. "Let's put our Christmas presents away."

DISCUSSION

Exercise 12. Work out the answers to the following questions.

1. How many times did Della cry? Why did she cry each time?
2. Why did Della buy the platinum chain for Jim's watch? Why did Jim buy the hair combs for Della?
3. Do you think Jim and Della did the right thing by selling their most valuable possessions and buying such expensive presents for each other? How does it characterize their relationships?
4. Do you have a tradition to give presents to each other at Christmas in your country? Do you think it is a good tradition? Why?

Exercise 13. Retell the text

- a) *as it is;*
- b) *as if you were Della;*
- c) *as if you were Jim.*

UNIT 2

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

be in love with someone быть влюбленным в кого-либо

marry ['mæri] **someone** выйти замуж за кого-либо, жениться на ком-либо;

get married пожениться;

hard [hɑ:d] трудный, тяжелый

struggle for ['strʌgl] борьба за

happiness ['hæpɪnəs] счастье

chemist's ['keməsts] аптека

excited [ɪk'saɪtɪd] взволнованный

add [æd] добавлять

be afraid [ə'freɪd] бояться; **be afraid to do something** бояться что-либо

делать; **be afraid of someone / something** бояться кого-либо / чего-либо

pretend [prɪ'tend] претворяться

headache ['hedeɪk] головная боль

look after заботиться о

powder ['paʊdə] порошок

danger ['deɪndʒə] опасность

immediately [ɪ'mi:diətli] тот час же, сразу же

politely [pə'laɪtli] вежливо, любезно, учтиво

above [ə'bvʌ] выше, над

gun [gʌn] ружье

be sure [ʃʊə] **of something** быть уверенным в чем-либо

in a weak [wɪ:k] **voice** слабым голосом

next [nekst] **to** рядом с, около

play tricks [trɪks] **on** сыграть шутку с кем-либо; обманывать, разыгрывать

Exercise 2. Complete the table with the missing forms.

<i>Adjective</i>	<i>Noun</i>
dangerous	
happy	
<i>Adjective</i>	<i>Adverb</i>
immediate	
polite	

Exercise 3. Fill in the blanks with prepositions if necessary. Translate the sentences into Russian.

1. He was ____ love ____ her. 2. She was going to marry ____ a rich man. 3. He was going to have a hard struggle ____ his happiness. 4. I am not afraid ____ anything. 5. You can be sure ____ that. 6. He said something ____ a weak voice. 7. I sat down next ____ the old man. 8. Don't play any tricks ____ that girl.

Exercise 4. Match the word or phrase from 1–6 with the synonym from a–f.

- | | |
|---------------------|-------------------------------|
| 1. to love somebody | a. to look after |
| 2. near | b. to be afraid |
| 3. at once | c. next to |
| 4. to be frightened | d. hard |
| 5. to take care of | e. to be in love with someone |
| 6. difficult | f. immediately |

Exercise 5. Match the word from 1–5 with its definition from a–e.

- | | |
|----------------------------|--|
| 1. to get married | a. a pain in your head |
| 2. chemist's | b. with good manners |
| 3. headache | c. a shop where drugs and medicines are sold |
| 4. to be sure of something | d. to become husband and wife |
| 5. politely | e. to know that it is true |

Exercise 6. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

excited / add / powder / above / married / gun / pretend

- They were in love with each other and were going to get _____.
- Everything is clear, there's nothing to _____.
- He looked very _____ when he was telling his story.
- My room is _____ Ann's.
- I'll take my _____ and kill him.
- The chemist gave him some _____ for his headache.
- She _____ to be sleeping.

Exercise 7. Translate the following phrases into Russian. Use them in sentences of your own.

be in love with, hard struggle for, to work at a chemist's, be afraid of somebody/something, to have a headache, look after, without any danger, ask

politely, be above something, be sure of, in a weak voice, sit next to somebody/something

Exercise 8. Practice the pronunciation of the following proper names.

O. Henry [əu'henrɪ]

Jim [dʒɪm]

Rosy ['rəʊzɪ]

Riddle ['rɪdl]

Pilkins ['pɪlkɪnz]

Exercise 9. Read the text.

The Love Drug¹
(after O. Henry)

Jim, a young car-driver, was a boarder² at old Riddle's. He was in love with Rosy, Mr Riddle's only³ daughter, and Rosy was in love with him. They wanted to get married; but Mr Riddle expected his daughter to marry⁴ a richer man, and that meant that Jim was going to have a hard struggle for his happiness.

Jim had a friend called Pilkins who worked as a night clerk at a chemist's. One day Jim came to the chemist's, looking very excited, and told him that he and Rosy had decided to run away and get married that night. "That is", he added, "if she doesn't change her mind⁵. One day she says she will, and the same evening she says she won't because she's afraid. But you can help me, can't you?" Jim asked, finishing his story.

"I don't see how" said Pilkins.

"I say⁶, Pilkins, isn't there a drug that'll make a girl like you better⁷ if you give it to her? I think that if I have a real stuff⁸ like this to give Rosy when I see her at supper tonight, she won't be afraid any longer. I don't mind if I have to pay⁹ for it even if it costs all the money I have."

"When is all this supposed to take place?¹⁰" asked Pilkins.

"At nine o'clock. Supper's at seven, at eight Rosy goes to bed, pretending to have a headache, at nine I go under her window and... Make up the powder, Pilkins, will you? And I'll look after everything else myself."

"I'll do my best," said Pilkins.

He gave Jim a powder and received his heartiest thanks.

"This," Pilkins said to himself, "will make Rosy sleep for several hours without any danger to her."

When Jim had gone, Pilkins, who was in love with Rosy too, immediately went to Mr Riddle and told the old man that Jim and Rosy were going to run away that night.

“Can I do anything for you, sir?” he asked politely. “Shall I call the police?”

“No, thank you,” said Mr Riddle. “My room’s just above Rosy’s. I’ll go up myself after supper and take my gun and wait. If he comes under Rosy’s window, he’ll want a doctor, not a policeman, you can be sure of that.”

Pilkins went home. All night he waited for news of the tragedy, but none came. At eight o’clock in the morning when it was the day-clerk’s turn to start work¹¹, Pilkins went hurriedly¹² to Mr Riddle. As he was crossing the street, he was surprised to see Jim, who cried out: “Rosy and I were married at 9.30 last night. She’s up at the flat making lunch... Lord! I am the luckiest man¹³. You must come and have dinner with us some day.”

“And the... powder?” Pilkins said in a weak voice.

“Oh, that stuff you gave me? Well, it was this way. I sat down next to the old man at supper last night. I looked at Rosy and said to myself, ‘Don’t play any tricks on that girl. She loves you, that’s clear enough.’ Then I looked at her father and thought ‘There’s the man you should take care of¹⁴.’ So I watched for my chance¹⁴ and put the powder in old Riddle’s coffee... see?”

NOTES

1. **love drug** здесь любовный напиток; **drug** лекарство, снадобье
2. **boarder** ['bɔ:də] квартирант
3. **only** единственная
4. **expected** [ɪk'spektɪd] **his daughter to marry** ожидал, что его дочь выйдет замуж
5. **if she doesn't change her mind** [maɪnd] если она не передумает
6. **I say** Послушай
7. **that will make a girl like you better** которое сделает так, чтобы ты больше понравился девушке
8. **stuff** вещество
9. **I don't mind if I have to pay** Я не возражаю, если мне придется заплатить
10. **When is all this supposed** [sə'pəʊzd] **to take place?** Когда все это предположительно должно произойти?
11. **when it was the day-clerk's turn to start work** когда его сменил другой аптекарь (буквально когда пришла очередь дневного аптекаря начинать работу)
12. **hurriedly** ['hʌrɪdli] поспешно, торопливо
13. **Lord! I am the luckiest man** Боже! Я самый везучий человек
14. **you should** [ʃəd] **take care of** здесь которым тебе надо заняться (буквально о котором тебе надо позаботиться)
15. **I watched for my chance** [tʃa:ns] я дождался удобного случая

READING COMPREHENSION

Exercise 10. Find the answers to the questions in the text.

1. Who was Jim in love with?
2. Did Rosy love him?
3. Why was Jim going to have a hard struggle for his happiness?
4. Why was Jim excited when he came to his friend one day?
5. What drug did Jim want?
6. Why did he need a love drug?
7. When did he want to give the drug to Rosy?
8. What drug did Pilkins make?
9. Why did Pilkins go to see Mr Riddle?
10. What did Mr Riddle decide to do?
11. What did Pilkins wait for all night?
12. Where did Pilkins meet Jim in the morning?
13. What news did Jim tell Pilkins?
14. Why didn't Jim give Rosy the drug?
15. Where did he put the powder?

Exercise 11. Find facts from the story to support these statements.

1. Jim thought that Pilkins was his friend.
2. Jim was not sure of Rosy's love.
3. Jim needed love drug very much.
4. Pilkins decided to play a trick on Jim.
5. Mr Riddle was a decisive person.
6. Pilkins was not glad Jim and Rosy were married.

Exercise 12. Reproduce the dialogue.

J: Hi, Pilkins!

P: Hi, Jim! How's life?

J: Not very good, I'm afraid. You know, we decided to run away with Rosy, and get married tonight.

P: Great. Why are you so sad then?

J: Because we'll get married, if Rosy doesn't change her mind. One day she says she will marry me, and the same evening she says she won't because she's afraid.

P: Maybe she doesn't love you.

J: That's why I've come to you. You are my friend. Will you help me?

P: I don't see how.

J: I say, Pilkins, you are a chemist. You know a lot about different drugs. Isn't there a drug that'll make a girl like you better if you give it to her?

P: Do you think that if you give Rosy a real stuff like that, she won't be afraid any longer?

J: Yes, that's exactly what I mean. Make up the powder, Pilkins, will you? And I'll look after everything else myself.

P: But it may be very expensive.

J: I don't mind if I have to pay for it even if it costs all the money I have.

Exercise 13. Make up and act out a conversation between

a) Pilkins and Mr Riddle using the following phrases:

what's the matter, your daughter and Jim, to run away, to get married, tonight, do anything for you, call the police, my room, after supper, take my gun, to want a doctor, to be sure of something

b) Pilkins and Jim the next morning using the following phrases:

to be married, last night, to make lunch, Lord, the luckiest man, my congratulations, the powder, to have dinner, to be clever, to play tricks on somebody, that's clear enough, to take care of, to make somebody do something, to sleep fast, to run away

DISCUSSION

Exercise 14. Work out the answers to the following questions.

1. Why didn't Mr Riddle want Rosy to marry Jim? Do you think parents should choose husbands or wives for their children?

2. Why did Jim think that Pilkins could help him make Rosy run away and marry him?

3. Do you think that love drug exists? Do you believe that a person can be made to love another person against their will?

4. Why did Pilkins give Jim sleeping powder instead of love drug?

5. Did Jim do the right thing by giving the powder to Mr Riddle?

Exercise 15. Retell the text

a) as it is;

b) as if you were Jim;

c) as if you were Pilkins.

UNIT 3

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

novelist ['nɒvəlɪst] писатель-романист
cruel [kruəl] жестокий
vividly ['vɪvɪdli] ярко
suggest [sə'dʒest] предлагать, советовать
invite [ɪn'vaɪt] приглашать, звать
noise [nɔɪz] шум; **to make a noise** шуметь
useless ['juːsləs] бесполезный
record ['rekɔːd] пластинка, диск
popular ['pɒpjələ] популярный; **be popular with** быть популярным среди (кого-либо), пользоваться популярностью, нравиться (кому-либо)
gay [geɪ] веселый, радостный
pretty ['prɪti] милый, хорошенький, симпатичный
card [kɑːd] открытка
envelope ['envələʊp] конверт
bright [braɪt] яркий
ink [ɪŋk] чернила; **to write in ink** писать чернилами
perhaps [prə'hæps] может быть, возможно
towards [tə'wɔːdz] к, по направлению к
laugh [lɑːf] **at** смеяться (над)
receive [rɪ'siːv] получить
whole [həʊl] весь, целый
reply [rɪ'plai] отвечать
carefully ['keəfʊli] осторожно
bell [bel] звонок
ring [rɪŋ] звонить, звенеть
hurry ['hʌrɪ] спешка, поспешность; **in a hurry** спешно, быстро
bump [bʌmp] **into** ударяться, врезаться (в); наталкиваться (на)
lucky ['lʌki] счастливый, удачный; удачливый; **you are lucky** везет тебе
inside [ɪn'saɪd] внутрь
drawer ['drɔː] выдвижной ящик

Exercise 2. Fill in the blanks with prepositions if necessary. Translate the sentences into Russian.

1. The letter was written _____ black ink. 2. When I met him he was _____ a hurry and couldn't talk to me. 3. She was not very popular _____ the class. 4. His joke was so funny, we all laughed _____ it. 5. The children were making _____ a noise so I couldn't concentrate. 6. I've bumped _____ the door and hurt my knee.

Exercise 3. Match the word or phrase from 1–8 with the synonym from a–h.

- | | |
|--------------|---------------|
| 1. to answer | a. perhaps |
| 2. vivid | b. gay |
| 3. to get | c. whole |
| 4. nice | d. to receive |
| 5. maybe | e. to reply |
| 6. all | f. inside |
| 7. cheerful | g. bright |
| 8. into | h. pretty |

Exercise 4. Match the word from 1–6 with its definition from a–f.

- | | |
|--------------|---|
| 1. novelist | a. a thin disc of a plastic material upon which sound has been recorded |
| 2. to invite | b. having or bringing good fortune |
| 3. ink | c. a person who writes novels |
| 4. record | d. liked by most people |
| 5. lucky | e. to ask somebody to come to a party, to the cinema |
| 6. popular | f. the coloured liquid used for writing or printing |

Exercise 5. Match the word from 1–6 with the word which collocates with it from a–f.

- | | |
|----------------|--------------------|
| 1. to receive | a. in ink |
| 2. to describe | b. the whole class |
| 3. to tell | c. a noise |
| 4. to write | d. vividly |
| 5. to put | e. a card |
| 6. to make | f. inside the draw |

Exercise 6. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

cruel / suggest / useless / record / carefully / towards

- In the evening we watch TV, listen to _____ or talk.
- Good bye. Have a nice time and drive _____.
- She saw that he was coming _____ her.
- He _____ going to the cinema.
- It is _____ to kill animals.
- It was _____ to ask him for help.

Exercise 7. Translate the following phrases into Russian. Use them in sentences of your own.

to invite some friends home, to make a noise, to read books or play records, to be popular with boys, to be gay and pretty, to receive a card, to look at the

envelope, to write something in bright blue ink, to laugh at somebody, to smile carefully at somebody, the bell began to ring, to be in a hurry, from one's pocket, to bump into somebody, to put something inside the desk drawer

Exercise 8. Practice the pronunciation of the following proper names.

Valentine ['væləntaɪn]

Nicholas Monsarrat ['nɪkələs mɒnsə'ræt]

Helen ['helən]

Paul [pɔ:l]

Exercise 9. Read the text.

The Valentine Card
(after Nicholas Monsarrat)

Nicholas Monsarrat (1910–1979) was a popular English novelist whose best-known work, *The Cruel Sea*, vividly describes life on a small ship in wartime.

Helen only smiled and said nothing when her parents asked why she didn't go out¹. Her mother often suggested that Helen should invite some of her friends home one evening.

"I can make some cakes and you can all dance and have a party. Your father and I can go out for the evening so you won't have to worry² about the noise you make," she said.

Her father also tried to bring her out of her isolation³ and told her that when he was sixteen, "he knew a pretty face when he saw one⁴."

It was all useless. Helen stayed at home in the evening and read books or played records or watched television. Parents were nice. They tried to help. But they did not understand. To be popular with boys you had to be gay and pretty. Helen looked in her bedroom mirror. She saw a small, round face that usually became red whenever⁵ a boy even said "Hallo!" to her. No boy could ever like me⁶, she said to herself.

Then, at breakfast on St Valentine's Day⁷, the card arrived by post. Helen looked at the envelope with her name and address written in bright blue ink. Her mother went into the kitchen and her father quietly read his morning paper and ate his toast. Helen opened the envelope and took out the card. There were the words on the card in bright blue ink: "To Helen – hope we meet soon." Who was it from? Perhaps it was a joke?

"It's a very nice card," said her mother. "Who is it from?" she asked. "I've no idea," said Helen. "There's no name on the valentine card."

Who was it from, Helen asked herself as she walked to school. She tried to think of the people she knew who used bright blue ink. There was Paul, of

course. He lived in the street next to hers⁸. He always used that colour ink. But how could the card be from Paul? He was always going out and had a lot of friends. He was also the best tennis player and swimmer in the school and had lots of girl-friends.

Before going into her classroom at school, she saw Paul coming towards her. Was he smiling at her or only laughing at her? If he was the person who had sent the card, he must know that she had received it that morning. Probably he was going to tell the whole of the class about the joke.

“Hallo, Helen,” he said. “How are you?”

“I am O.K.” said Helen.

If he sent me the card, thought Helen, I am not going to let him know I’ve got it.

“You’re always doing your homework. You never seem to have time to come out in the evening,” said Paul. “Why not come out tonight? It’s February 14. You know what day that is, don’t you?”

“Of course,” replied Helen. “St Valentine’s Day.” She smiled carefully at Paul. He smiled back⁹ at her.

“We can go and see a film in town and then have some coffee. You will come, won’t you?”

“I’m sorry, I can’t come. I’ve got to go out with my mother and she...”

“Please come. I’ll call at your house at seven o’clock.”

The bell began to ring for the first class and he turned to go. “Don’t forget, will you? Seven o’clock.”

Helen arrived home at half past four and started to run up the stairs.

“Hallo, dear,” called her mother from the kitchen. “You are in a hurry.”

Helen ran back down the stairs and into the kitchen. “Where’s my green dress, mum? Do you know? I’ve got to go out tonight¹⁰ and I must get ready before dinner.”

“But it’s only half past four. You don’t have to get ready so early, do you?”

“Yes, yes, I must get ready now,” said Helen. She ran out of the kitchen and bumped into her father who was coming into the hall.

“What’s the hurry? Is there a fire or are you going out somewhere?”

“I’m going out tonight – I’m going to see the film – with Paul from school.”

“Oh, that’s nice,” said her father. “Lucky Paul!”

“Isn’t it nice of Paul to ask Helen to the pictures¹¹ with him?” said Helen’s mother. “She’ll enjoy herself.”

Helen’s father smiled at her.

“Yes,” he said. “Must be the valentine card that did it.” Then he went into the living-room and quietly put the bottle of bright blue ink inside his desk drawer.

NOTES

1. **go out** ходить гулять (в кино, в кафе и т.п.)
2. **you won't have to worry** ['wʌŋ] тебе не придется беспокоиться
3. **to bring her out of her isolation** [ˌaɪsə'leɪʃn] избавить ее от одиночества
4. **he knew a pretty face when he saw one** он сразу мог заметить хорошенькое личико
5. **whenever** [wen'evə] всякий раз когда
6. **No boy could ever like me** Я никогда не смогу понравиться ни одному мальчику
7. **St Valentine's Day** [snt 'væləntaɪnz deɪ] день святого Валентина (14 февраля; по традиции в этот день многие влюбленные посылают друг другу специальные открытки или письма)
8. **He lived in the street next to hers** Он жил на соседней улице
9. **smile** [smaɪl] **back** улыбнуться в ответ
10. **I've got to go out tonight** [tə'naɪt] Сегодня вечером я иду гулять
11. **the pictures** ['pɪktʃəz] кино; **to go to the pictures** ходить в кино; *synonym to go to the cinema*

READING COMPREHENSION

Exercise 10. Find the answers to the questions in the text.

1. What did Helen's mother often suggest?
2. How did her father try to bring her out of her isolation?
3. What did Helen do in the evenings?
4. What did the parents not understand?
5. What did Helen look like?
6. What arrived by post on St Valentine's Day?
7. What was written on the card? Who was the card from?
8. Why couldn't the card be from Paul?
9. What was Helen afraid of when she saw Paul coming towards her?
10. What was the date? What is special about this date?
11. Where did Paul invite Helen? Did she agree to go out with him?
12. What did Helen start doing when she arrived home?
13. What did she look for? Why did she need the dress?
14. What did the father put inside his desk drawer?

Exercise 11. Who made the following utterances? When and why were they made?

1. "I can make some cakes and you can all dance and have a party."
2. "I knew a pretty face when I saw one."

3. "It's a very nice card. Who is it from?"
4. "Hallo, Helen. How are you?"
5. "Why not come out tonight?"
6. "Please come. I'll call at your house at seven o'clock."
7. "What's the hurry? Is there a fire or are you going out somewhere?"
8. "Isn't it nice of Paul to ask Helen to the pictures with him?"
9. "Must be the valentine card that did it."

Exercise 12. Correct the following statements. Begin with *I'm afraid that's wrong / that's not quite true / as far as I know / on the contrary / I don't think so / according to the story.*

1. Helen's parents did not try to help her be popular with the class.
2. Helen received a Christmas card one morning.
3. Paul always wrote in black ink.
4. Paul was going to call at her house at half past four.
5. Helen was going to the theatre with Paul.
6. Helen's mother was not glad that she was going to the pictures.

Exercise 13. Make up and act out a conversation between Helen and Paul at school using the following phrases:

hallo, how are you, to do homework, to have time to come out, why not come out tonight, February 14, St Valentine's Day, to go and see a film, to have some coffee, go out with my mother, I'll call at your house, don't forget, seven o'clock

DISCUSSION

Exercise 14. Work out the answers to the following questions.

1. Why did Helen stay at home in the evenings?
2. Why did she think that no boy could ever like her?
3. Why was Helen so excited when she came home from school?
4. Who do you think wrote the card? Why do you think so?
5. If it was not Paul who wrote the card why do you think he invited Helen to the cinema?

Exercise 15. Retell the text

- a) *as it is;*
- b) *as if you were Helen;*
- c) *as if you were Helen's father.*

UNIT 4

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

- various** ['veəriəs] различный, разный, разнообразный
magazine [ˌmæɡə'ziːn] (периодический) журнал
absent-minded [ˌæbsənt'maɪndɪd] рассеянный
behaviour [bi'heɪvjə] поведение
entertainment [ˌentə'teɪnmənt] развлечение
delightful [dɪ'laitfəl] восхитительный, очаровательный
newcomer ['njuːkʌmə] новичок, приезжий
stamp [stæmp] почтовая марка; наклеивать марку; **stamped** с наклеенной маркой
change [tʃeɪndʒ] мелкие деньги, мелочь
intend [ɪn'tend] намереваться
manage ['mænidʒ] суметь сделать (что-либо); **we managed** нам удалось
step [step] шаг
return [rɪ'tɜːn] возвращаться
lead [liːd] **the way** (led) показать дорогу, провести
be lost [lɒst] заблудиться
coin [kɔɪn] монета
empty ['emptɪ] пустой
drop [drɒp] ронять, бросать
hurry ['hʌri] торопиться
midnight ['mɪdnaɪt] полночь
advise [əd'vaɪz] советовать
accompany [ə'kʌmpəni] сопровождать
grateful ['ɡreɪtful] благодарный
invitation [ˌɪnvɪ'teɪʃən] приглашение

Exercise 2. Complete the table with the missing forms from Ex.1.

<i>Verb</i>	<i>Noun</i>
	advice
behave	
	company
entertain	
invite	

<i>Noun</i>	<i>Adjective</i>
delight	
variety	

Exercise 3. Match the word or phrase from 1–10 with the synonym from a–j.

- | | |
|------------------------|-----------------|
| 1. different | a. to intend |
| 2. 12 o'clock at night | b. to return |
| 3. charming | c. various |
| 4. to plan | d. to accompany |
| 5. to come back | e. midnight |
| 6. stranger | f. grateful |
| 7. change | g. to be lost |
| 8. to lose the way | h. coins |
| 9. to go together | i. delightful |
| 10. thankful | j. newcomer |

Exercise 4. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

delightful / empty / magazine / hurry / midnight / step / return

- It was already _____ when he came home.
- I left my money at home so I had to _____.
- I read about it in a _____.
- I looked into the bag but it was _____.
- I listened and heard _____ in the corridor.
- She lives in a _____ little house.
- She woke up late so she _____ to work.

Exercise 5. Translate the following phrases into Russian. Use them in sentences of your own.

various magazines, absent-minded behaviour, a delightful story, a stamped envelope, to have no change, to drop a coin into, to manage to do something, to take several steps, to be lost, to lead the way to, to hurry home, to advise somebody to do something, to be grateful to somebody

Exercise 6. Practice the pronunciation of the following proper names.

Colin Howard ['kɒlɪn 'hauəd]

Sussex ['sʌsɪks]

Hampshire ['hæmpʃɪə]

British ['brɪtɪʃ]

Simpson ['sɪmpsn]

Exercise 7. Read the text.**Post Haste¹**
(after C. Howard)

Colin Howard was born in Sussex² in 1910 but he lived in Hampshire² with his wife and four children. He wrote hundreds of short stories for various British magazines. Colin Howard is well known for his humor and fun.

“Post haste” is an example of his writing. In this story, the writer has presented Mr Simpson who amuses the reader with his absent-minded behaviour. The writer has made the story a source of entertainment by describing ridiculous³ behaviour and funny dialogues of Mr Simpson in a delightful manner.

“I say, I’m pleased to see you,” said the little man standing by the letter-box.

“Oh, hallo,” I said, stopping. “Simpson, isn’t it?”

The Simpsons were newcomers to the town, and my wife and I had only met them once or twice.

“Yes, that’s right,” answered Simpson. “I wonder if you could lend me⁴ some money”. I put my hand into my pocket. “You see⁵,” he continued, “my wife gave me a letter to post, and I’ve just noticed it isn’t stamped. It must go tonight – it really must! And I don’t think the post-office will be open at this time of night, do you?”

It was about eleven o’clock and I agreed that it wouldn’t.

“I thought, you see, I’d get stamps out of the machine⁶,” explained Simpson, “only I find I have no small change about me.”

“I’m sorry, but I’m afraid I haven’t either⁷,” I said.

“Oh, dear, dear⁸,” he said.

“Maybe somebody else has,” I said.

“There isn’t anyone else”.

We both looked up and down the street, but there was nobody to be seen.

“Yes, well,” I said, intending to move off. But he looked so unhappy standing there with the blue unstamped envelope that I really couldn’t leave him alone.

“I’ll tell you what,” I said, “You’d better walk along with me to my place – it’s only a few streets off⁹ – and I’ll try to find some change for you there.”

“It’s really very good of you,” said Simpson.

At home, we managed to find the money he needed. He thanked me and left. I watched him take several steps up the street and then return to me.

“I say, I’m sorry to trouble you again,” he said. “The fact is we’re still quite strangers round here¹⁰ and – well, I’m rather lost, to tell you the truth. Will you tell me the way to the post-office?”

I did my best. It took me several minutes to explain to him where the post-office was. At the end of that time I felt as lost as Simpson and decided to go along with him. I led the way to the post-office. Simpson put a penny into the automatic stamp-machine. The coin passed through the machine¹¹, but with no result.

“It’s empty,” I explained.

Simpson was so nervous that he dropped the letter on the ground and when he picked it up there was a large black spot on its face¹².

“Dear me,” he said. “My wife told me to post the letter tonight. After all it’s not so important but you don’t know my wife. I had better post it now.”

Suddenly I remembered that I had a book of stamps at home. “It will be posted,” I said. “But we’d better hurry, or we’ll miss the midnight collection.”

It took rather a long time to find the book of stamps. But when we found it, we saw after all that it was empty. The last thing I could advise him to do was to post the letter unstamped. “Let the other man pay double postage on it¹³ in the morning”.

I took him firmly¹⁴ by the arm and accompanied him to the post-office in time for the midnight collection. He dropped in his letter, and then, to finish off my job, I took him home.

“I’m so grateful to you, really,” he said when we reached his home. “That letter – it’s only an invitation to dinner to Mr ... Dear me!”

“Why, what’s the matter?”

“Nothing. Just something I’ve remembered.”

“What?”

But he didn’t tell me. He just opened his eyes and his mouth at me like a wounded goldfish¹⁵, hurriedly said “Good-night”, and went inside.

All the way home I was wondering¹⁶ what it was he had remembered.

But I stopped wondering the next morning, when I had to pay the postman double postage for a blue envelope with a large black spot on its face.

NOTES

1. **Post Haste** [ˌpəʊst 'heɪst] «Почтовая лихорадка»
2. **Sussex** ['sʌsɪks] Суссекс; **Hampshire** ['hæmpʃɪə] Гемпшир (*название графств в Англии*)
3. **ridiculous** [rɪ'dɪkjələs] нелепый, смехотворный, смешной
4. **I wonder** ['wʌndə] **if you could lend me** Послушайте, вы не могли бы одолжить мне
5. **You see** Понимаете
6. **machine** [mə'ʃiːn] (**automatic stamp-machine**) автомат, который продает марки
7. **either** ['aɪðə] тоже (*в конце отрицательного предложения*)

8. **Oh, dear** О Боже
9. **it's only a few streets off** *здесь* это недалеко
10. **we're still quite strangers** ['streɪndʒəz] **round here** мы здесь еще совсем недавно
11. **passed through** [θru:] **the machine** скользнула внутрь
12. **a spot on its face** пятно на лицевой стороне
13. **Let the other man pay double postage** ['pəʊstɪdʒ] **on it** Пусть адресат заплатит за него двойную цену
14. **firmly** [fɜ:mli] крепко
15. **like a wounded** ['wu:ndɪd] **goldfish** *здесь* как рыба, которой не хватает воздуха
16. **I was wondering** Я все думал о том

READING COMPREHENSION

Exercise 8. Find the answers to the questions in the text.

1. What is Colin Howard known for?
2. What does Mr Simpson amuse the reader with?
3. How does the author describe Mr Simpson's behaviour and dialogues?
4. Whom did the narrator meet near the letter-box?
5. What did the narrator know about the Simpsons?
6. Why did Mr Simpson want to borrow some money from the narrator?
7. Did the narrator have any money about him?
8. Where did the narrator invite Mr Simpson?
9. Why did the narrator have to lead Mr Simpson to the post-office?
10. Could Mr Simpson get a stamp from the automatic stamp-machine?
11. Was Mr Simpson quiet or nervous?
12. What happened to the envelope?
13. Were there any stamps in the narrator's book of stamps?
14. What did the narrator advise Mr Simpson to do?
15. Did Mr Simpson manage to post the letter?
16. What did Mr Simpson remember?
17. What did the narrator understand the next morning?

Exercise 9. Choose the correct variant to finish the sentence according to the story.

1. My wife and I had met the Simpsons ...
 - a) many times;
 - b) once or twice;
 - c) only once.

2. My wife gave me a letter to post, and I've just noticed ...
- it has a black spot on its face;
 - I have left it at home;
 - it isn't stamped.
3. We both looked up and down the street ...
- but there was nobody to be seen;
 - and we saw only one man there;
 - and I couldn't leave him alone.
4. I watched him take several steps up the street and then ...
- turn round and look at me;
 - turn round and call me;
 - return to me.
5. It took me several minutes to explain to him ...
- that I didn't have time to help him;
 - where the post-office was;
 - how to put a coin into the automatic stamp-machine.
6. He dropped in his letter, and then, to finish off my job, ...
- I invited him to dinner;
 - said good-bye to him and went home;
 - I took him home.

Exercise 10. Reproduce the situations in which the following phrases are used.

newcomers to the town, lend me some money, at this time of night, looked up and down the street, tell me the way to the post-office, a large black spot on its face, in time for the midnight collection, an invitation to dinner, to pay the postman double postage

DISCUSSION

Exercise 11. Work out the answers to the following questions.

- In what ways did the narrator try to help Mr Simpson to post the letter? Why do you think he tried so hard? How does it characterize him?
- Why couldn't Mr Simpson put off posting his letter until the next day?
- Can you prove that Mr Simpson was an absent-minded man?
- What do you think the narrator said when the postman brought him the blue envelope with a large black spot on its face the next morning?

Exercise 12. Retell the text

- as it is;*
- in the third person;*
- as if you were Mr Simpson.*

UNIT 5

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

- bring** [brɪŋ] **up** (brought) воспитывать
success [sək'ses] успех
novel ['nɒvəl] роман
encourage [ɪn'kʌrɪdʒ] содействовать, побудить
give up (gave, given) оставить, отказаться; бросить (заниматься чем-либо)
agent ['eɪdʒənt] агент
keen [ki:n] острый, проникательный
almost ['ɔ:lməʊst] почти
waiter ['weɪtə] официант
menu ['menju:] меню
price [praɪs] цена
high [haɪ] высокий (*например*, о цене)
salmon ['sæmən] лосось (вид рыбы)
guest [gest] гость
prepare [prɪ'preə] готовить
caviar ['kæviɑ:] икра
order ['ɔ:də] заказывать
cheap [tʃi:p] дешевый
beefsteak ['bi:fsteɪk] бифштекс
let [let] (let) позволять, разрешать
champagne [ʃæm'peɪn] шампанское
cost [kɒst] (cost) стоить
bill [bɪl] счет (в ресторане)
leave [li:v] (left) оставлять
dish [dɪʃ] блюдо, кушанье
basket ['bɑ:skɪt] корзина
peach [pi:tʃ] персик
weigh [wei] весить, взвешивать

Exercise 2. Choose the word in each group that is different. Give reasons.

1. bill, price, cost, fish, cheap
2. peach, beefsteak, caviar, salmon, guest
3. waiter, dish, novel, bill, menu, order
4. agent, waiter, guest, basket
5. bring up, prepare, cost, success, leave, weigh

Exercise 3. Match the word or phrase from 1–6 with the synonym from a–f.

- | | |
|------------------|---------------|
| 1. sharp | a. keen |
| 2. not expensive | b. cheap |
| 3. to get ready | c. high |
| 4. nearly | d. to let |
| 5. not low | e. to prepare |
| 6. to allow | f. almost |

Exercise 4. Match the word from 1–7 with its definition from a–g.

- | | |
|----------------|---|
| 1. to bring up | a. a very long written story about imaginary people and events |
| 2. price | b. an expensive French white wine with bubbles |
| 3. menu | c. to stop doing something |
| 4. novel | d. a list of dishes and drinks in a restaurant or café |
| 5. waiter | e. the money which you pay when you buy something |
| 6. to give up | f. to look after children until they are adults |
| 7. champagne | g. a man who works in a restaurant, bringing people food and drinks |

Exercise 5. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

success / order / cost / let / leave / weigh / guest / bring up

- The parcel _____ 5 kilograms.
- We invited a lot of _____ to the party.
- She was _____ by her grandmother.
- I _____ my bag in the car.
- His first novel brought him _____.
- My parents don't _____ me come home late.
- He _____ black coffee for himself and ice-cream for his girlfriend.
- It _____ him a lot of money to buy this car.

Exercise 6. Translate the following phrases into Russian. Use them in sentences of your own.

to bring up children, to write novels, to give up medicine, to have a keen understanding, to bring a menu, a high price, to order something in a restaurant, a cheap dish, to drink champagne, a basket full of something

Exercise 7. Practice the pronunciation of the following proper names.

William Somerset Maugham ['wɪljəm 'sʌməset 'mɔːm]

Paris ['pærɪs]

Liza of Lambeth ['laɪzə əv 'læmbəθ]

Exercise 8. Read the text.

The Luncheon¹
(after W.S. Maugham)

William Somerset Maugham is one of the best known English writers of the twentieth century. He was born in Paris in 1874. His parents died when he was very little and the boy was brought up by his uncle. He qualified as a doctor² in 1897 but the success of his first novel “Liza of Lambeth” published in the same year encouraged him to give up medicine and become a professional writer.

In the First World War W.S. Maugham worked for the Red Cross³ and then became a secret agent. During the war his best-known novel “Of Human Bondage”⁴ (1915) was published.

His novels, plays and short stories are characterized by a clear and simple style and a keen understanding of human nature.

W.S. Maugham travelled all over the world. He died in 1965 at the age of almost ninety-two.

This happened twenty years ago when I lived in Paris. I had a small room and very little money.

A lady had read a book of mine⁵ and had written to me about it. She was in Paris and wanted to have a talk with me. She asked me to give her a small luncheon at a restaurant which she named. I was very young then and I could not say “no” to a lady.

I had only eighty francs⁶; all the money I had till the end of the month. “A small luncheon will not cost more than fifteen francs,” I thought, “and if I don’t take coffee for the next two weeks, I shall have enough money till the end of the month.”

So we met at the restaurant which she had chosen.

She was a woman of forty. She talked a lot, but as she wanted to talk about me, I was ready to listen to her. When the waiter brought the menu, I saw that the prices were very high. But she said, “I never eat anything much for luncheon.”

“Oh, don’t say that!” I answered.

“I never eat more than one thing. I think people eat too much in our days. I can eat now a little fish only. Have they any salmon?”

They had, and I ordered it for my guest. The waiter asked her: “Will you have anything while we are preparing it?” “No,” she answered, “I never eat more than one thing. But if you have a little caviar – I like caviar.”

I knew I had not enough money to pay for caviar. But I could not tell her that. For myself I ordered the cheapest thing on the menu, a beefsteak.

Then came the question of drink.

“What will you drink?” I asked her.

“My doctor lets me drink only champagne.” It seemed to me that my face became white. But I ordered half a bottle of champagne.

She ate the caviar and she ate the salmon. She talked of art, literature and music. But all I wanted to know was what the “small” luncheon would cost me. “Shall I be able to pay the bill?” I asked myself again and again. “What shall I do if the bill comes to more than I have?” If the bill comes to more, I shall leave my watch and say that I shall come back and pay later, I decided.

The waiter brought another dish. She ate and I spoke of literature. At last she finished.

Then the waiter came up to us with a large basket full of peaches. They were not in season⁷ then and their price was very high. My guest took one of them.

“Coffee?” I asked her some minutes later.

“Yes, just an ice-cream and coffee,” she answered.

“You know,” she said as she ate the ice-cream, “I usually don’t eat luncheon. I have a cup of coffee in the morning and then dinner. But if I must have luncheon, then I never eat more than one thing.”

The bill came, and when I had paid it, I had the whole month before me and not a penny in my pocket.

I am not a bad man. But I am glad that today she weighs more than three hundred pounds⁸. So I had my revenge at last⁹.

NOTES

1. **luncheon** ['lʌntʃən] ланч, второй завтрак (в 12–14 часов) (обычно официальный)

2. **qualified** ['kwɒlɪfaɪd] **as a doctor** получил медицинское образование

3. **the Red Cross** Красный Крест (общество помощи военнопленным, больным и раненым воинам; в мирное время оказывает помощь пострадавшим от стихийных бедствий и в некоторых странах проводит мероприятия по предупреждению заболеваний)

4. **“Of Human Bondage”** ['bɒndɪdʒ] «Бремя страстей человеческих»

5. **a book of mine** одну из моих книг

6. **franc** [fræŋk] франк (денежная валюта некоторых стран)

7. **they were not in season** для них был не сезон

8. **pound** [paund] фунт (мера веса в Англии, равная примерно 450 г)
 9. **So I had my revenge** [ɪ'vendʒ] **at last** Таким образом в конце концов я был отомщен

READING COMPREHENSION

Exercise 9. Find the answers to the questions in the text.

1. Where was William Somerset Maugham born?
2. Why was he brought up by his uncle?
3. Why did W.S. Maugham give up medicine?
4. When was his best-known novel published?
5. Where did the story happen?
6. Was the narrator young or old at that time?
7. How old was the lady?
8. Why was the narrator ready to listen to the lady?
9. Were the prices high or low at the restaurant?
10. What kind of fish did the lady order?
11. The lady liked caviar, didn't she?
12. What question did the narrator ask himself again and again?
13. Why were the peaches expensive?
14. Did the narrator manage to pay the bill?
15. How much does the lady weigh now?

Exercise 10. Correct the following statements. Begin with I'm afraid that's wrong / that's not quite true / as far as I know / on the contrary / I don't think so / according to the story.

1. The narrator was a rich man.
2. The narrator chose the restaurant himself.
3. The narrator had only fifteen francs.
4. The lady wanted to talk about herself.
5. The narrator ordered the most expensive dish for himself.
6. The waiter came up to them with a large basket full of oranges.
7. When the narrator paid the bill, he still had a little money left.

Exercise 11. Choose the correct variant to finish the sentence according to the story.

1. W.S. Maugham's novels, plays and short stories are characterized by ...
- a) a heavy style;
 - b) a clear and simple style;
 - c) a keen understanding of his time.

2. The lady asked me to give her ...
- only one thing to eat;
 - an autograph;
 - a small luncheon at a restaurant which she named.
3. When the waiter brought the menu, I saw ...
- that the prices were very low;
 - that there were a lot of nice dishes on it;
 - that the dishes were very expensive.
4. My doctor lets me drink ...
- only champagne;
 - nothing;
 - only one thing.
5. If a bill comes to more than I can pay ...
- I shall run away;
 - I shall leave my watch and say that I will come back and pay later;
 - I shall tell the lady to pay.
6. I am glad that today ...
- I have a lot of money;
 - the lady is very poor;
 - the lady is very fat.

Exercise 12. Make up and act out a conversation between the narrator and the lady using the following words and phrases:

to have a look at the menu, choose anything, don't say that, more than one thing, to eat too much, a little fish, to order a beefsteak, what will you drink, to drink only champagne, to order half a bottle

DISCUSSION

Exercise 13. Work out the answers to the following questions.

- The narrator had very little money. Why didn't he say "no" when a lady asked him to give her a small luncheon at a restaurant? How does it characterize him?
- The lady said she ate only one thing for luncheon. How many things did she eat? What were they?
- Why did the narrator order the cheapest dish for himself? Did the lady know that he had very little money? Do you think she would have acted differently if she had known that?

Exercise 14. Retell the text

- as it is;*
- as if you were the lady;*
- as if you were the waiter.*

UNIT 6

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

keep [ki:p] (kept) держать, хранить; отмечать, праздновать; *synonym*
celebrate
humour ['hju:mə] юмор; **humorous** ['hju:mərəs] юмористический;
humorist юморист
although [ɔ:l'dəu] хотя; *synonym* **though** [ðəu]
celebrate ['seləbreɪt] праздновать; **celebration** [ˌselə'breɪʃn] празднование
decorate ['dekəreɪt] украшать; **decoration** [ˌdekə'reɪʃn] украшение
trim [trɪm] отделывать, украшать
tie [taɪ] галстук
hire ['haɪə] нанимать, брать напрокат
drive [draɪv] поездка; **drive** (drove, driven) ехать (на автомобиле)
hardly ever ['hɑ:dlɪ 'evə] почти никогда; *synonym* **almost never**
be able ['eɪbl] мочь, уметь
a little bit немного; *synonym* **a little**
room [ru:m] место, пространство
maid [meɪd] служанка
pity ['pɪtɪ] жалость; **It's a pity!** Как жаль!
lovely ['lʌvli] прекрасный; красивый
restful ['restfəl] спокойный, тихий
care [keə] **for** любить, нравиться, увлекаться
catch [kætʃ] (caught) ловить, поймать; **catch (a) cold** простудиться
among [ə'mʌŋ] среди
hill [hɪl] холм
fetch [fetʃ] сходить за чем-то и принести
last [lɑ:st] длиться
be over ['əʊvə] заканчиваться
please [pli:z] порадовать, доставить удовольствие

Exercise 2. Complete the table with the missing forms from Ex.1.

<i>Verb</i>	<i>Noun</i>
celebrate	
decorate	

<i>Noun</i>	<i>Adjective</i>
humour	
love	
rest	

Exercise 3. Match the word or phrase from 1–7 with the synonym from a–g.

- | | |
|-----------------|----------------|
| 1. to decorate | a. to care for |
| 2. almost never | b. though |
| 3. space | c. to be over |
| 4. to celebrate | d. hardly ever |
| 5. although | e. to trim |
| 6. to like | f. room |
| 7. to end | g. to keep |

Exercise 4. Match the word from 1–5 with its definition from a–e.

- | | |
|--------------|---|
| 1. to please | a. to pay money to the owner so that you can use something for a period of time |
| 2. to hire | b. a woman who works as a servant in a hotel or private house |
| 3. maid | c. to make somebody happy |
| 4. humorist | d. a long narrow piece of material worn by men under the collar of a shirt |
| 5. tie | e. a writer who specializes in writing amusing things |

Exercise 5. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

drive / last / fetch / lovely / a little bit / celebrate

- He _____ his birthday yesterday.
- The weather was _____ and sunny.
- When we went out it was _____ cold.
- We said goodbye and _____ away.
- He _____ a glass of water from the kitchen.
- The film _____ a long time.

Exercise 6. Translate the following phrases into Russian. Use them in sentences of your own.

a humorous story, to have a special celebration of, to decorate something with flowers, to hire a car, to take somebody for a drive, to be able to do something, there is no room for, it is a pity to do something, to care for fishing, to catch a lot of fish, to catch cold, among the hills

Exercise 7. Practice the pronunciation of the following proper names.

Stephen Leacock ['sti:vɪn 'li:kək]

Canadian [kə'neɪdɪən]

Canada ['kænədə]

Toronto [tə'rɒntəʊ]

Chicago [ʃi'kɑ:gəʊ]

Anne [æɪn]

Mary ['mɛəri]

Exercise 8. Read the text.**How We Kept Mother's Day**
(after Stephen Leacock)

Stephen Leacock (1869–1944) was a very popular Canadian humorist and economist.

He was born in England but his parents with eleven children moved to Canada when Stephen was six years old. In spite of financial difficulties he graduated¹ from the University of Toronto in 1891 and received a Ph.D.² from the University of Chicago. In 1903 he became a professor of economics at McGill University and worked there till he retired³ in 1936.

Although S. Leacock was the author of many works on history and political economy, he is world-known for his “Sunshine Sketches of a Little Town”⁴ and other humorous short stories.

I think it's a very good idea to celebrate once a year Mother's Day. So we decided to have a special celebration of Mother's Day. We thought it a fine idea.

We decided to make it a great day, a holiday for all the family and a happy day for our Mother. Father decided to take a holiday from his office, my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School⁵.

Our plan was to make the day just like any big holiday. So we decided to decorate the house with flowers. We asked Mother to arrange the decorations because she always does it on holidays. The two girls wanted to dress in their very best for such a big occasion, and so they both got new hats. Mother trimmed both the hats and they looked fine. Father had bought new ties for himself and us boys. We wanted to buy a new hat for Mother too, but she said she liked her old grey hat better than a new one, and both the girls said that it was awfully becoming her⁶.

Well, after breakfast we decided to hire a car and take Mother for a beautiful drive away into the country. Mother is hardly ever able to go to the country because she is busy in the house nearly all the time.

But on the very morning of the day we changed the plan a little bit. Father decided to take mother fishing. It turned out that he had just got a new rod⁷ the day before and he said that Mother could use it too.

Well, when the car came to the door, we saw that there was no room in it for us all. Father said he could stay at home and work in the garden though he hadn't had a real holiday for three years. Of course we didn't want to let Father stay at home. Then the two girls Anne and Mary said that they could stay at home and help the maid to cook. Only it was such a pity to stay at home on such a fine day. As to us boys, we couldn't cook.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway⁸ that Mother didn't care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was afraid that Mother might catch cold if she came. So we said goodbye to Mother and drove away.

Well, we had a very happy day up among the hills. Father caught a lot of fish. Will and I fished too but were not so lucky. The two girls met a lot of people that they knew. So we all had a good time.

It was quite late when we came back, about seven o'clock in the evening. Mother had kept the dinner ready and hot for us. The dinner was like on New Year's Day. Mother had to get up many times during the meal fetching things back and forward⁹.

The dinner lasted a long time, and it was great fun¹⁰. When it was over all of us wanted to help Mother to wash the dishes. But Mother said that she could do it herself, and so we let her because we wanted to please her.

It was quite late when it was all over, and when we all kissed Mother before we went to bed she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.¹¹

NOTES

1. **graduate** ['grædjueɪt] оканчивать (высшее учебное заведение)
2. **PhD** [ˌpiːeɪtʃˈdiː] ученая степень доктора наук
3. **until he retired** [ɪn'taɪəd] вплоть до ухода на пенсию
4. **“Sunshine Sketches [ˈsketʃɪz] of a Little Town”** «Веселые рассказы о маленьком городке»
5. **High [haɪ] School** средняя школа (в США)
6. **it was awfully [ˈɔːfəli] becoming her** она ей ужасно шла
7. **rod [rɒd] (fishing rod)** удочка
8. **it turned [tɜːnd] out anyway [ˈeniweɪ]** да и оказалось
9. **back and forward [ˈbɔːwəd]** взад и вперед, туда-сюда

10. **it was great fun** БЫЛО ОЧЕНЬ ВЕСЕЛО

11. **So we all felt awfully repaid [rɪ'peɪd] for all that we had done** ТАКИМ ОБРАЗОМ МЫ ВСЕ ПОЧУВСТВОВАЛИ, ЧТО НАШИ СТАРАНИЯ ПОЛНОСТЬЮ ВОЗНАГРАДИЛИСЬ

READING COMPREHENSION

Exercise 9. Find the answers to the questions in the text.

1. How many brothers and sisters did Stephen Leacock have?
2. What brought S. Leacock world fame?
3. What holiday did the family decide to celebrate?
4. All the family decided to stay away from work and classes, didn't they?
5. What did they decide to decorate the house with?
6. Why didn't they buy a new hat for the mother?
7. What did the father decide to do on the very morning of the day?
8. Did the family want to let the father stay at home?
9. Why couldn't Anne and Mary stay at home?
10. What was the weather like?
11. What was the father afraid of?
12. How did the family spend their time in the country?
13. Did they come back early or late?
14. What did the mother have to do during the meal?
15. Why didn't the mother let anybody wash the dishes?

Exercise 10. Choose the right variant to complete the sentence.

1. We decided ...
 - a) to have a party on Mother's Day;
 - b) to have a special celebration of Mother's Day;
 - c) to have a picnic in the country.
2. Father had bought ...
 - a) new hats for the girls;
 - b) new ties for himself and a new hat for Mother;
 - c) new ties for himself and us boys.
3. When the car came to the door, we saw that ...
 - a) it was a very big car;
 - b) there was room in it for us all;
 - c) there was no room in it for us all.
4. Mother is hardly ever able to go to the country because ...
 - d) she is nearly always busy in the house;
 - e) she is busy in the garden nearly all the time;
 - f) she doesn't like to go to the country.

5. Will and I fished too ...
- and caught a lot of fish;
 - and met a lot of people;
 - but were not so lucky.
6. When we all kissed Mother before we went to bed ...
- we were happy that the dinner was over;
 - we went to wash the dishes;
 - she said it had been the most wonderful day in her life.

Exercise 11. Find facts from the story to support these statements.

- The family decided to have a special celebration of Mother's Day.
- The family decided to make it a happy day for their mother.
- The car they hired was rather small.
- The family had a great time in the country.
- The dinner was very good.

Exercise 12. Make up and act out a conversation between the mother and the rest of the family when they returned using the following words and phrases:

to spend time, to have a very happy day up among the hills, to catch a lot of fish, to be lucky, to meet a lot of people, to have a good time, to have a lovely restful day round the house, to cook dinner, to be glad for someone, to keep the dinner ready and hot

DISCUSSION

Exercise 13. Work out the answers to the following questions.

- Do you think it is a good idea to have a special celebration of Mother's Day? Do you celebrate Mother's Day in your country? How do you usually do it?
- Why didn't the mother go with the whole family to the country? What was the real reason?
- Why do you think there were tears in her eyes? Was it really the most wonderful day in her life?

Exercise 14. Retell the text

- as it is;
- in the third person;
- as if you were the mother.

UNIT 7

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.**career** [kə'riə] карьера**salary** ['sæləri] жалованье, заработная плата (служащего); оклад**raise** [reɪz] поднимать, увеличивать**account** [ə'kaunt] счет (в банке)**necessarily** [ˌnesə'serəli] непременно, обязательно**manager** ['mænidʒə] менеджер, управляющий**calm** [kɒm] спокойный, невозмутимый**doubt** [daʊt] сомневаться, не доверять, не верить**worried** ['wɒrɪd] озабоченный, обеспокоенный**loudly** ['laʊdli] громко**push** [puʃ] толкать, пихать**terribly** ['terəblɪ] ужасно**pale** [peɪl] бледный**painful** ['reɪnfəl] мучительный, тягостный, неприятный, болезненный**perform** [pə'fɔ:m] выполнять, совершать, делать**upset** [ʌp'set] расстроенный, огорченный**note** [nəʊt] (**banknote**) банкнота, купюра**behind** [bi'haɪnd] сзади, позади**laughter** ['lɑ:ftə] смех**roof** [ru:f] крыша**savings** ['seɪvɪŋz] сбережения**sock** [sɒk] носок***Exercise 2. Complete the table with the missing forms from Ex.1.***

<i>Verb</i>	<i>Noun</i>
laugh	
manage	
save	
<i>Adjective</i>	<i>Adverb</i>
loud	
necessary	
terrible	

Exercise 3. Match the word or phrase from 1–8 with the synonym from a–h.

- | | |
|------------------|---------------|
| 1. to lift | a. upset |
| 2. quiet | b. to raise |
| 3. to disbelieve | c. worried |
| 4. awfully | d. to perform |
| 5. unpleasant | e. painful |
| 6. to do | f. to doubt |
| 7. nervous | g. calm |
| 8. unhappy | h. terribly |

Exercise 4. Match the word from 1–5 with its definition from a–e.

- | | |
|-------------|--|
| 1. note | a. the money that someone is paid each month by their employer |
| 2. career | b. not to feel sure |
| 3. to doubt | c. the money that you have saved |
| 4. salary | d. the job or profession that someone does for a long period of their life |
| 5. savings | e. a piece of paper money |

Exercise 5. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

account / career / loudly / upset / roof / terribly / savings

- When I saw him he looked very _____.
- She lives in a small cottage with a red _____.
- When we went out it was _____ cold.
- She kept all her _____ in a bank.
- I want to open an _____ in your bank.
- I couldn't hear anything because the music was playing _____.
- She had a long and successful _____ in Hollywood.

Exercise 6. Translate the following phrases into Russian. Use them in sentences of your own.

to open a bank account, to see the manager alone, a calm serious man, to doubt something, to look worried, to say loudly, to push something to somebody, a pale face, a painful question, to perform an operation, to close the door behind somebody, to hear a sound of laughter, to keep one's money in a sock

Exercise 7. Practice the pronunciation of the following proper names.

Stephen Leacock ['sti:vɪn 'li:kək]

Pinkerton ['pɪŋkətən]

Baron Rothschild ['bærən 'rɒθtʃaɪld]

Montgomery [mɒnt'ɡʌməri]

Exercise 8. Read the text.

My Financial Career
(after Stephen Leacock)

My salary had been raised to fifty dollars a month and I felt that the bank was the only place for it. So I walked in and looked round at the clerks. I had an idea that a person who was about¹ to open an account must necessarily speak to the manager.

“Can I see the manager?” I asked the clerk and added “alone.” I don’t know why I said “alone”.

“Certainly,” said the clerk, and brought him.

The manager was a calm, serious man. While talking to him I held my fifty-six dollars in my pocket.

“Are you the manager?” I said. God knows I didn’t doubt it.

“Yes,” he said.

“Can I see you,” I asked, “alone?” I didn’t want to say “alone” again, but without this word the question seemed useless.

“Come in here,” he said, and led the way to a private room.

“We’re safe from interruption here²,” he said. “Sit down.”

We both sat down and looked at each other. I found no voice to speak³.

“You’re one of Pinkerton’s detectives⁴, I suppose,” he said.

The expression in my eyes had made him think that I was a detective, and he looked worried.

“To speak the truth⁵,” I began. “I’m not a detective at all. I’ve come to open an account. I intend to keep all my money in this bank.”

The manager looked serious, he felt sure now that I was a very rich man, probably a son of Baron Rothschild⁶.

“A large account, I suppose,” he said.

“Rather a large one,” I whispered. “I intend to place in this bank the sum of fifty-six dollars now, and fifty dollars a month regularly.”

The manager got up and opened the door. He called out to the clerk.

“Mr Montgomery,” he said loudly, “this gentleman is opening an account. He will place fifty-six dollars in it. Good morning.”

“Good morning,” I said, standing up, and walked through a big door into a safe.

“Come out,” said the manager coldly and showed me the other way.

I went up to the clerk and pushed the money to him. My face was terribly pale.

“Here,” I said, “put it on my account.” The sound of my voice seemed to mean,⁷ “Let’s do this painful thing while we feel that we want to do it.”

When the operation had been performed, I remembered that I hadn’t left any money for present use. My idea was to draw out⁸ six dollars. Someone gave me a chequebook and someone else began telling me how to write it out. The people in the bank seemed to think that I was a man who owned millions of dollars, but was not feeling very well. I wrote something on the cheque and pushed it towards the clerk. He looked at it.

“What, are you drawing it all out again?” he asked in surprise.

Then I realized that I had written fifty-six dollars instead of six. I was too upset to think clearly now. I had a feeling that it was impossible to explain the thing. All the clerks stopped writing to look at me. One of them prepared to pay the money.

“How will you have it?”⁹ he said.

“What?”

“How will you have it?”

“Oh,” I caught his meaning and answered without even trying to think, – “in fifty-dollar notes.” He gave me a fifty-dollar note.

“And the six?” he asked coldly.

“In six-dollar notes”, I said.

He gave me six dollars, and I ran out. As the big door closed behind me, I heard a sound of laughter that went up to the roof of the bank. Since then I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

NOTES

1. **was about** собирался
2. **We’re safe from interruption** [ˌɪntəˈrʌpʃən] **here** Нам здесь никто не помешает
3. **I found no voice to speak** *здесь* Я не мог набраться смелости начать разговор
4. **Pinkerton** [ˈpɪŋkətən] Аллан Пинкертон (1819–1984) известный американский сыщик
5. **to speak the truth** [truːθ] по правде говоря

6. **Baron Rothschild** ['bærən 'rɒtʃaɪld] М.А. Ротшильд, крупный финансист, основатель банкирского дома во Франции в XVIII в. Его пять сыновей возглавляли банки во многих европейских странах.

7. **The sound of my voice seemed to mean** Мой голос, казалось, говорил

8. **My idea was to draw out six dollars** Я собирался снять со счета шесть долларов

9. **How will you have it?** В каких купюрах вы желаете получить эту сумму?

READING COMPREHENSION

Exercise 9. Find the answers to the questions in the text.

1. Why did the narrator decide to open a bank account?
2. Who did he want to talk to?
3. What was the manager like?
4. Where did the manager lead the way to? Why did he take the narrator there?
5. Why did the manager look worried?
6. How much money did the narrator intend to put in the bank?
7. Where did the narrator walk through a big door? Where was he supposed to go?
8. Why did the narrator need to draw out some money?
9. Who helped the narrator to write out a cheque?
10. How much money was he going to draw out? How much did he draw out instead? Why?
11. What notes did he get the money in?
12. What did the narrator hear when he left the bank?
13. Where does he keep his money and savings now?

Exercise 10. Correct the following statements. Begin with I'm afraid that's wrong / that's not quite true / as far as I know / on the contrary / I don't think so / according to the story.

1. The narrator intended to speak to the owner of the bank.
2. The narrator was a detective.
3. The narrator was a son of Baron Rothschild.
4. He pushed the money to the manager.
5. Nobody wanted to give him a chequebook.
6. His idea was to draw fifty-six dollars out of the bank.
7. The narrator is a regular customer of the bank now.

Exercise 11. Who made the following utterances? When and why were they made?

1. "Are you the manager?"
2. "We're safe from interruption here."
3. "A large account, I suppose."
4. "Here, put it on my account."
5. "Are you drawing it all out again?"
6. "How will you have it?"
7. "In six-dollar notes."

Exercise 12. Reproduce the situations in which the following phrases are used.

fifty dollars a month, a person who was about to open an account, to lead the way to a private room, to look at each other, to speak the truth, fifty dollars a month regularly, to say coldly, to leave money for present use, to write something on the cheque, impossible to explain the thing, without even trying to think, to go up to the roof

DISCUSSION

Exercise 13. Work out the answers to the following questions.

1. Was the narrator in a bank for the first time? Can you prove it?
2. How did the attitude of the manager to the narrator change during their conversation? Why do you think the manager spoke coldly at the end of it?
3. Why do you think the narrator uses a bank no more?
4. Where is it better to keep money – in a bank or in a sock? Does it depend on the sum?

Exercise 14. Retell the text

- a) *as it is;*
- b) *in the third person;*
- c) *as if you were the manager.*

UNIT 8

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

- pseudonym** ['sju:dənim] псевдоним
carriage ['kæridʒ] вагон
occupy ['ɔkjupaɪ] занимать
corner ['kɔ:nə] угол, уголок
compartment [kəm'pra:tmənt] купе (в поезде)
seat [si:t] сиденье, место
opposite ['ɒpəzɪt] находящийся напротив, противоположный
stranger ['streɪndʒə] незнакомец
party ['pa:ti] компания
quite [kwaɪt] довольно-таки; совсем
repeat [ri'pi:t] повторять
recite [ri'saɪt] декламировать; читать вслух (стихи и т.п.)
to make friends with somebody подружиться
goodness ['gʊdnəs] добродетель
same [seɪm] (**the same**) одинаковый
horrible ['hɒrəblɪ] жуткий, страшный, ужасный; **horribly** ['hɒrəblɪ] ужасно, страшно
different ['dɪfərənt] непохожий, другой
win [wɪn] (won) заслужить, завоевать
wear [weə] (wore, worn) носить (одежду, обувь, украшения и т.п.)
clink [klɪŋk] звенеть; звякать
allow [ə'laʊ] позволять, разрешать
enter ['entə] входить (*без предлога: enter the house*)
wolf [wʊlf] волк
opinion [ə'pɪnjən] мнение
improper [ɪm'prɒpə] неподходящий, неуместный, неправильный

Exercise 2. Complete the table with the missing forms from Ex.1.

<i>Verb</i>	<i>Noun</i>
	occupation
	repetition
<i>Adjective</i>	<i>Noun</i>
good	
strange	

Exercise 3. Match the word from 1–6 with its definition from a–f.

- | | |
|--------------|--|
| 1. repeat | a. one of the separate, long sections of a train that carries passengers |
| 2. party | b. not suitable or good enough for a particular purpose |
| 3. pseudonym | c. someone you have never met before |
| 4. carriage | d. a group of people who are doing something together, for example travelling together |
| 5. stranger | e. a name which a writer uses instead of his or her real name |
| 6. improper | f. say or write it again |

Exercise 4. Match the word from 1–6 with its opposite from a–f.

- | | |
|-------------|--------------|
| 1. goodness | a. different |
| 2. the same | b. to leave |
| 3. to win | c. good |
| 4. to allow | d. to forbid |
| 5. to enter | e. badness |
| 6. improper | f. to lose |

Exercise 5. Match the word from 1–6 with the word which collocates with it from a–f.

- | | |
|----------------|------------------------|
| 1. to repeat | a. opinion |
| 2. to recite | b. friends |
| 3. to win | c. a seat |
| 4. to make | d. a medal |
| 5. a different | e. over and over again |
| 6. to occupy | f. a poem |

Exercise 6. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

corner / repeat / clink / quite / compartment / wear

- They live _____ near.
- It is very comfortable to travel in a first class _____.
- There is a TV set in the _____ of the room.
- She was _____ a beautiful red dress.
- The coins _____ in his pocket.
- It was very noisy so I asked her to _____ what she had just said.

Exercise 7. Translate the following phrases into Russian. Use them in sentences of your own.

to write under a pseudonym, a railway carriage, to occupy a seat in the compartment, the opposite corner, quite monotonous, to repeat something over and over again, to recite a poem, to make friends with, to be horribly good, to clink one against another, to be allowed to do something, a big wolf, to have a different opinion

Exercise 8. Practice the pronunciation of the following proper names.

Hector Hugh Munro ['hektə 'hju: 'mʌnrəʊ]

Saki ['sɑ:kɪ]

Cyril ['sɪrɪl]

Bertha ['bɜ:θə]

Exercise 9. Read the text.

The Story-Teller (after H.H. Munro)

Hector Hugh Munro (1870–1916) began his literary career as a political satirist for an English newspaper. During the years 1902–1908 he was a correspondent in Russia and in Paris.

His first collection of short stories was published under the pseudonym of “Saki” in 1904 and was followed by other books. But he is best known for his ironic short stories.

There were three children in a compartment of a railway carriage one hot afternoon: a small girl and a smaller girl and a small boy, together with their aunt. The aunt occupied one corner of the compartment seat. The opposite corner seat was occupied by a man, who was a stranger to the party. The conversation between the aunt and the children was quite monotonous. “Don’t” was the word which the aunt repeated over and over again, and everything the children said began with “Why?”

“Don’t, Cyril, don’t,” said the aunt, as the small boy began jumping on his seat.

The smaller girl began to recite a poem. She only knew the beginning, but she repeated it over and over again.

“Don’t, my child, don’t say that again,” said the aunt at last. “Come over here and listen to a story.”

The children did not show much interest but they sat down on the aunt’s side of the compartment. She did not seem to have a good reputation as a story-teller.

She began a most uninteresting story about a little girl who was good, and made friends with everybody because of her goodness.

“You don’t seem to be a success as a story-teller,” said the stranger from his corner.

“It’s a very difficult thing to tell stories that children can both understand and like,” the aunt said coldly.

“I don’t agree with you,” said the man.

“Tell us a story,” asked the bigger of the small girls.

“Well, I’ll try. Long, long ago,” began the stranger, “there was a little girl called Bertha, who was very, very good.”

On hearing this the children began to lose interest. All stories, they thought, seemed to be the same.

“She did all that she was told, she kept her clothes clean, learned her lessons very well and was always polite.”

“Was she beautiful?” asked the bigger of the small girls.

“Not as beautiful as any of you,” said the stranger, “but she was horribly good.”

Now the children began to listen to the story with interest. The word “horrible” was something new. It made the story a little different.

“She was so good,” continued the man, “that she won several medals for goodness. She always wore them on her dress. No other child in the town where she lived had as many as she had. She had three medals and they clinked one against another as she walked.”

“Horribly good,” repeated Cyril.

“Everybody talked about her goodness, and the Prince of the country allowed her to walk in his park once a week. When Bertha entered the park she thought to herself: ‘If I were not so good I should not have been allowed to come into this beautiful park and enjoy all these wonderful things in it’, and her three medals clinked against one another as she walked.

“Just then a big wolf came into the park to see if it could catch a little pig for its supper.

“Bertha was terribly afraid of the wolf and thought to herself: ‘If I had not been so good I should have been at home at this moment...’

“The wolf was just walking away when he heard the medals clinking and stopped to listen. Then they clinked again quite near him. He jumped and caught Bertha... All that was left of her were the three medals for goodness.”

“It’s the most beautiful story,” said Cyril. But the aunt had a different opinion.

“A most improper story to tell young children!”

“Well,” said the stranger, “I kept them quiet for ten minutes, which was more than you were able to do.”

“Unhappy woman!” he said to himself as he walked down the platform of his station. “For the next six months or so those children will attack her asking for an improper story!”

READING COMPREHENSION

Exercise 10. Find the answers to the questions in the text.

1. What was the pseudonym under which H.H. Munro published his short stories?
2. What kind of stories is he best known for?
3. How many children were there in a compartment?
4. Did they know the man who occupied the opposite corner seat?
5. What was the word which the aunt repeated over and over again?
6. Was the aunt a good story-teller? Was her story interesting?
7. Did the man think that it was a very difficult thing to tell stories that children can both understand and like?
8. Why did the children begin to lose interest in the man's story?
9. Who was the story about?
10. What did Bertha wear on her dress?
11. How many medals did she have? Did any child in the town have more medals?
12. What did the Prince of the country allow her to do?
13. Who came into the park? Why?
14. What did the wolf do?

Exercise 11. Choose the correct variant to finish the sentence according to the story.

1. The aunt occupied ...
 - a) the whole compartment;
 - b) two seats in the compartment;
 - c) one corner of the compartment seat.
2. The opposite corner seat was occupied by a man, who was ...
 - a) their uncle;
 - b) a stranger to the party;
 - c) a very strange man.
3. She began a most uninteresting story about a little girl ...
 - a) who was good;
 - b) who was eaten by a wolf;
 - c) had no friends.
4. When the man started telling his story the children thought that ...
 - a) it would be a different story;
 - b) all stories seemed to be the same;
 - c) all stories seemed to be about good little girls.

5. Bertha was so good ...
- that everybody wanted to make friends with her;
 - that wolves were afraid of her;
 - that she won several medals for goodness.
6. Just then a big wolf came into the park to see ...
- Bertha's medals;
 - if it could catch a little pig for its supper;
 - it could catch Bertha.

Exercise 12. Who made the following utterances? When and why were they made?

- "Don't, my child, don't say that again."
- "You don't seem to be a success as a story-teller."
- "Tell us a story."
- "She was horribly good."
- "If I were not so good I should not have been allowed to come into this beautiful park."
- "It's the most beautiful story."
- "A most improper story to tell young children!"

Exercise 13. Find facts from the story to support these statements.

- The aunt was not a success as a story-teller.
- Bertha was good.
- Bertha was the best child in the town where she lived.
- The wolf was hungry.
- The man was a more successful story-teller than the children's aunt.

DISCUSSION

Exercise 14. Work out the answers to the following questions.

- What did the children do? Did the children behave well?
- Why didn't the children show interest in the story which was told by their aunt? Do you find the story interesting?
- Do you find the man's story interesting? Why did the children like it? Why didn't the aunt like it?
- Do you feel sorry for Bertha? Do you think that she deserved to be eaten?

Exercise 15. Retell the text

- as it is;
- as if you Cyril;
- as if you were the aunt.

UNIT 9

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

- lawyer** ['lɔːjə] юрист; адвокат
adventure [əd'ventʃə] приключение
grow [grəʊ] (grew, grown) расти
arrive [ə'raɪv] прибывать, приезжать (**at** в какое-то место, в небольшой город; **in** в большой город, в страну)
sleeper ['sli:pə] (**sleeping-car**) спальный вагон
crowd [kraʊd] толпа
booking-office ['bʊkɪŋ,ɔfɪs] билетная касса
sleeping-berth (berth) [bɜːθ] спальное место (в поезде, самолете)
interrupt [ɪntə'rʌpt] обрывать, прерывать; вмешиваться (в разговор)
bother ['bɒðə] беспокоить, надоедать
hurt [hɜːt] (hurt) обижать; **feel hurt** чувствовать себя обиженным
companion [kəm'pænjən] попутчик
put up with мириться (с чем-либо), терпеть
vacant ['veɪkənt] незанятый, свободный (о месте, сиденье)
improve [ɪm'pru:v] улучшать
condition [kən'dɪʃn] положение, состояние
notice ['nəʊtɪs] заметить
porter ['pɔːtə] носильщик; (*амер.*) проводник (спального вагона)
uniformed ['ju:nɪfɔːmd] одетый в униформу
conductor [kən'dʌktə] проводник
point [pɔɪnt] (**to**) указывать, показывать пальцем (на кого-либо)
realize ['riəlaɪz] понимать, осознавать
forward ['fɔːwəd] вперед
except [ɪk'sept] кроме, за исключением
couple ['kʌpl] пара; **a couple of** несколько
touch [tʌtʃ] касаться, трогать, притрагиваться
suitcase ['sju:tkeɪs] чемодан
hang [hæŋ] (hung) вешать, висеть
above [ə'blʌv] выше, над *antonym* **below** [bi'ləʊ] ниже, под
fix [fɪks] устанавливать; прикреплять
luggage rack ['lʌgɪdʒræk] багажная полка
burn [bɜːn] (burnt) гореть
appear [ə'piə] появляться; **disappear** [dɪsə'piə] исчезать
attitude ['ætɪtju:d] (**to**) отношение (к кому-/чему-либо)
fare [fɛə] стоимость проезда, плата за проезд

Exercise 2. Complete the table with the missing forms from Ex.1.

<i>Noun</i>	<i>Noun</i>
law	
company	
<i>Verb</i>	<i>Noun</i>
sleep	
	interruption
<i>Noun</i>	<i>Adjective</i>
uniform	
vacancy	

Exercise 3. Fill in the blanks with prepositions if necessary. Translate the sentences into Russian.

1. When I got to know him better my attitude ____ him changed. 2. We arrived ____ the station early. 3. There were a couple ____ pictures on the wall. 4. We cannot do anything. We have to put up ____ our difficult conditions. 5. The room was so dirty, I couldn't touch ____ anything. 6. The porter whispered something to the conductor and pointing ____ me.

Exercise 4. Choose the word in each group that is different. Give reasons.

1. lawyer, porter, conductor, companion, suitcase
2. sleeping-berth, porter, couple, luggage rack, fare
3. realize, fix, grow, below, touch, notice, bother

Exercise 5. Match the word or phrase from 1–5 with its opposite from a–e.

- | | |
|------------------|-----------------|
| 1. to appear | a. vacant |
| 2. occupied | b. forward |
| 3. below | c. to improve |
| 4. to make worse | d. to disappear |
| 5. backwards | e. above |

Exercise 6. Match the word from 1–6 with its definition from a–f.

- | | |
|-------------------|--|
| 1. sleeping-berth | a. a railway carriage containing beds for passengers to sleep in at night |
| 2. booking-office | b. a big bag in which you carry your clothes when you are travelling |
| 3. conductor | c. a room at a station where tickets are sold |
| 4. a suitcase | d. a shelf for putting luggage on |
| 5. sleeper | e. a bed on a train |
| 6. a luggage rack | f. a person whose job is travel on the train in order to help passengers and check tickets |

Exercise 7. Match the word from 1–6 with the word which collocates with it from a–f.

- | | |
|----------------|-------------------------|
| 1. to improve | a. hurt |
| 2. to feel | b. a lamp |
| 3. a uniformed | c. rack |
| 4. to hang | d. seat |
| 5. luggage | e. somebody's condition |
| 6. a vacant | f. conductor |

Exercise 8. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

notice / crowd / interrupt / hang / except / burn / porter

- There were _____ of people on the platform.
- The fire was _____ brightly.
- We have nothing left _____ the big family compartment.
- I suddenly _____ that the conductor was looking at me.
- I started to speak but the conductor _____ me angrily.
- The _____ made us comfortable in the compartment.
- The lamp was _____ too high above table.

Exercise 9. Translate the following phrases into Russian. Use them in sentences of your own.

to describe the adventures of, to arrive at the station, to ask the man in the booking-office, to interrupt somebody, to feel hurt, to improve somebody's condition, to point to somebody, to come forward, a couple of armchairs, to fix a lamp below the luggage rack, to burn all night, the attitude to somebody changed, to appear in the doorway

Exercise 10. Practice the pronunciation of the following proper names.

Mark Twain ['mɑ:k 'tweɪn]
 Samuel Clemens ['sæmjʊəl 'klemənz], Sam [sæm]
 Mississippi [ˌmɪsɪ'sɪpɪ]
 Tom Sawyer ['tɒm 'sɔ:jə]
 Huckleberry Finn ['hʌklbəri 'fɪn]
 Salamanca [ˌsælə'mæŋkə]
 New York ['nju: 'jɔ:k]
 McClellan [mə'klelən]

Exercise 11. Read the text.**Mistaken Identity¹**
(by Mark Twain)

Mark Twain (1835–1910) is the pseudonym of Samuel Clemens, American greatest humorist.

He was born in the family of a small town lawyer in 1835. When Sam was eleven years old, his father died, and the boy had to earn a living for himself². So he began to work at a printshop³ in his home town. Later on he became a pilot⁴ on the Mississippi. Mark Twain always thought that his days on the Mississippi were the happiest in his life.

As a writer he was successful from the very start. But his best-known novels are “The Adventures of Tom Sawyer” (1876) and “The Adventures of Huckleberry Finn” (1885) about two friends – two young boys growing up on the Mississippi River.

Years ago I arrived one day at Salamanca, New York, where I was to change trains⁵ and take the sleeper. There were crowds of people on the platform, and they were all trying to get into the long sleeper train which was already packed. I asked the young man in the booking-office if I could have a sleeping-berth and he answered: “No.” I went off and asked another local official⁶ if I could have some poor little corner somewhere in a sleeping-car, but he interrupted me angrily saying, “No, you can’t, every corner is full. Now, don’t bother me any more,” and he turned his back and walked off. I felt so hurt that I said to my companion, “If these people knew who I was, they...” But my companion stopped me there, – “Don’t talk such nonsense, we’ll have to put up with this,” he said, “If they knew who you were, do you think it would help you to get a vacant seat in a train which has no vacant seats in it?”

This did not improve my condition at all, but just then I noticed that the porter of a sleeping-car had his eye on me⁷. I saw the expression of his face suddenly change. He whispered to the uniformed conductor, pointing to me, and I realized I was being talked about. Then the conductor came forward, his face all politeness⁸.

“Can I be of any service to you?”⁹ he asked. “Do you want a place in a sleeping-car?”

“Yes,” I said, “I’ll be grateful to you if you can give me a place, anything will do.”¹⁰

“We have nothing left except the big family compartment,” he continued, “with two berths and a couple of armchairs in it, but it is entirely at your disposal.¹¹ Here, Tom, take these suitcases aboard^{12!}”

Then he touched his hat, and we moved along. I was eager to say¹³ a few words to my companion, but I changed my mind¹⁴. The porter made us comfortable in the compartment, and then said, with many bows and smiles¹⁵:

“Now, is there anything you want, sir? Because you can have just anything you want.”

“Can I have some hot water?” I asked.

“Yes, sir, I’ll get it myself.”

“Good! Now, that lamp is hung too high above the berth. Can I have a better lamp fixed just at the head of my bed below the luggage rack, so that I can read comfortably?”

“Yes, sir. The lamp you want is just being fixed in the next compartment. I’ll get it from there and fix it here. It’ll burn all night. Yes, sir, you can ask for anything you want, the whole railroad will be turned inside out to please you.” And he disappeared.

I smiled at my companion, and said:

“Well, what do you say now? Didn’t their attitude change the moment they understood I was Mark Twain? You see the result, don’t you?” My companion did not answer. So I added, “Don’t you like the way you are being served?”¹⁶ And all for the same fare.”

As I was saying this, the porter’s smiling face appeared in the doorway and this speech followed:

“Oh, sir, I recognized you the minute I set my eyes on you¹⁷. I told the conductor so.”

“Is that so, my boy?” I said handing him a good tip¹⁸ “Who am I?”

“Mr McClellan, Mayor of New York”, he said and disappeared again.

NOTES

1. **Mistaken Identity** [aɪ'dentətɪ] «Обознался»
2. **printshop** типография
3. **the boy had to earn [ɜ:n] a living for himself** мальчику пришлось самому зарабатывать себе на жизнь
4. **pilot** ['paɪlət] лоцман
5. **where I was to change trains** где мне предстояло сделать пересадку
6. **local official** ['ləʊkl ə'fɪʃl] местный чиновник
7. **had his eye on me** не спускал с меня глаз
8. **his face all politeness** [pə'laɪtnəs] его лицо было сама вежливость
9. **Can I be of any service [sɜ:vɪs] to you?** Могу ли я быть вам чем-нибудь полезен?
10. **anything will do** подойдет что угодно
11. **it is entirely [ɪn'taɪəli] at your disposal [dɪs'pəʊzəl]** оно полностью в вашем распоряжении
12. **take these suitcases aboard [ə'bo:d]** занеси эти чемоданы в поезд
13. **I was eager [i:gə] to say** мне очень хотелось сказать
14. **but I changed my mind [maɪnd]** но я передумал
15. **with many bows [baʊ] and smiles** все время улыбаясь и кланяясь

16. **Don't you like the way you are being served?** Разве тебе не нравится, как тебя обслуживают?

17. **the minute I set my eyes on you** как только я вас увидел

18. **handing [ˈhændɪŋ] him a good tip** давая ему хорошие чаевые

READING COMPREHENSION

Exercise 12. Find the answers to the questions in the text.

1. What is Mark Twain's real name?
2. How old was he when his father died?
3. What was the happiest period of his life?
4. What are his best-known novels? Who are they about?
5. What was Mark Twain to do at Salamanca, New York?
6. What were all the people doing on the platform?
7. Why couldn't the local official give Mark Twain a berth in a sleeping-car?
8. Why was Mark Twain hurt by the official's answer?
9. Why did Mark Twain's companion advise him to put up with things?
10. What Mark Twain's companion said didn't improve the writer's condition, did it?
11. How did Mark Twain realize that he was being talked about?
12. The uniformed conductor was polite to Mark Twain, wasn't he? What did he say to the writer?
13. What kind of compartment did the conductor put at Mark Twain's disposal?
14. In what way did the porter make Mark Twain and his companion comfortable there?
15. How did Mark Twain explain the change of the conductor's and the porter's attitude to him?
16. Was the conductor's attitude to Mark Twain the result of his respect for the great writer?

Exercise 13. Correct the following statements. Begin with I'm afraid that's wrong / that's not quite true / as far as I know / on the contrary / I don't think so / according to the story.

1. The young man in the booking-office gave Mark Twain a sleeping-berth.
2. The local official at Salamanca railway station was very polite to Mark Twain.
3. Neither the conductor nor the porter took any notice of Mark Twain while he was talking to his companion.

4. The conductor at last gave Mark Twain a poor little corner in a sleeper which was already packed.

5. Mark Twain had to get hot water and fix a better lamp at the head of my bed himself.

6. When Mark Twain asked the porter, "Who am I?" the young man answered that he had recognized the great writer the moment he set his eyes on him because he liked his books very much.

Exercise 14. Who made the following utterances? When and why were they made?

1. "Don't bother me any more."
2. "Don't talk such nonsense, we'll have to put up with this."
3. "Can I be of any service to you?"
4. "Anything will do."
5. "Here, Tom, take these suitcases aboard!"
6. "Because you can have just anything you want."
7. "That lamp is hung too high above the berth."
8. "Don't you like the way you are being served?"
9. "I recognized you the minute I set my eyes on you."
10. "Mr McClellan, Mayor of New York."

Exercise 15. Make up and act out a conversation between

a) Mark Twain and the young man in the booking office using the following phrases:

can I have a ticket, a sleeper, the train is packed, impossible, don't you see, to be full up, but I really must get to, what shall I do, I can't stay here for hours, no vacant seats

b) Mark Twain and the local official using the following phrases:

I am sorry, to trouble you, some poor little corner, the booking-office, to be sold out, every corner is full, to bother, any more

c) Mark Twain and his companion using the following phrases:

to feel hurt, if they knew who I was..., to talk nonsense, to put up with it, to be popular, it's impossible, a vacant seat

d) Mark Twain and the porter on the train using the following phrases:

can I be of any service to you, is there anything you want, can I have..., I'll do it myself, to be hung too high above the berth, fixed in the next compartment, to burn all night, to be turned inside out, thank you

DISCUSSION

Exercise 16. Work out the answers to the following questions.

1. Why was Mark Twain sure that he would be given a seat if the railway officials knew his name?
2. What did Mark Twain think when he was suddenly given a whole compartment in a sleeper? Was it “a poor little corner” or a comfortable compartment? Why was Mark Twain given that compartment?
3. What do you think Mark Twain and his companion talked about after the porter left?

Exercise 17. Retell the text

- a) *as it is;*
- b) *in the third person;*
- c) *as if you were Mark Twain’s companion;*
- d) *as if you were the porter.*

Exercise 18. Read and retell another text about Mark Twain travelling by train.**Mark Twain in France**

Mark Twain, the famous American writer, was travelling in France. Once he was going by train to Dijon [di:'ʒɔŋ]. That afternoon he was very tired and wanted to sleep. So he asked the conductor to wake him up and put him off the train when they reached Dijon.

“I shall probably protest,” he said to the conductor, “because I am a heavy sleeper, but do not pay any attention to that. Put me off the train anyway.”

A few minutes later Mark Twain went to sleep. Later, when he woke up, it was night and the train was already in Paris. He understood that the conductor had forgotten to wake him up in Dijon. He was very angry. He ran up to the conductor and began to shout at him. “I have never been so angry in my life”, he said. The conductor looked at him calmly. “You are not half so angry as the American whom I put off the train in Dijon.”

Exercise 19. Have you ever travelled by train? Have any had any funny experiences at the station or on the train? Tell the class about them.

UNIT 10

VOCABULARY PRACTICE

Exercise 1. Learn the following words and phrases.

- mousetrap** мышеловка, **trap** ловушка
graduate ['grædjueit] **from** оканчивать (высшее учебное заведение)
participate [pɑ:'tisipeit] участвовать, принимать участие
invent [in'vent] изобретать, создавать; **inventor** [in'ventə] изобретатель;
invention [in'venʃn] изобретение
teaspoon ['ti:spu:n] чайная ложка
deaf [def] глухой
fly [flaɪ] муха
bleed [bli:d] кровоточить
finger ['fɪŋgə] палец (на руке)
injury ['ɪndʒəri] рана
lap [læp] колени (верхняя часть ног у сидящего человека): **on one's lap** на коленях
cardboard ['kɑ:dbɔ:d] картон, картонный
greet [gri:t] приветствовать; здороваться
hole [həʊl] отверстие
exactly [ɪg'zæktli] совершенно верно; точно, в точности
remain [ri'mein] оставаться в каком-либо состоянии (не меняться)
silent ['saɪlənt] безмолвный, молчащий
triumphantly [traɪ'ʌmfəntli] ликующе, с торжеством
alive [ə'laɪv] жив, живой
rest [rest] класть
neck [nek] шея
throat [θrəʊt] горло
handkerchief ['hæŋkətʃɪf] носовой платок
wipe [waɪp] вытирать
forehead ['fɔ:ɪd] лоб
depend [dɪ'pend] **on** зависеть (от)
rather ['rɑ:ðə] до некоторой степени, слегка, довольно
guess [ges] догадываться
wearily ['wiərəli] устало
instead [ɪn'sted] **of** вместо
amazement [ə'meɪzmənt] изумление, удивление
obvious ['ɒbvɪəs] очевидный, ясный

Exercise 2. Complete the table with the missing forms from Ex.1.

<i>Verb</i>	<i>Noun</i>
amaze	
blood	
	inventor
invent	
injure	
<i>Noun</i>	<i>Adjective</i>
life	
silence	
<i>Adjective</i>	<i>Adverb</i>
exact	
triumphant	
weary	

Exercise 3. Fill in the blanks with prepositions if necessary. Translate the sentences into Russian.

1. He decided to participate _____ the conference. 2. He rested his arms _____ his friend's shoulder. 3. She graduated _____ London University. 4. They greeted _____ him warmly. 5. A pseudonym is a name which a writer uses instead _____ his or her real name. 6. The mother had her baby _____ her lap. 7. Whether the game will be played depends _____ the weather. 8. The mouse goes _____ this hole in the side of the box.

Exercise 4. Choose the word in each group that is different. Give reasons.

1. lap, neck, throat, finger, forehead, cardboard
2. graduate, invent, hole, greet, wipe, guess
3. deaf, silent, obvious, remain, alive

Exercise 5. Match the word or phrase from 1–10 with its synonym from a–j.

- | | |
|------------------|-------------------|
| 1. to create | a. obvious |
| 2. quiet | b. alive |
| 3. to put | c. to invent |
| 4. surprise | d. to say 'Hello' |
| 5. a small spoon | e. to participate |
| 6. clear | f. silent |
| 7. not dead | g. to rest |
| 8. to take part | h. injury |
| 9. to greet | i. a teaspoon |
| 10. wound | j. amazement |

Exercise 6. Match the word from 1–6 with the word which collocates with it from a–f.

- | | |
|---------------------|--------------------|
| 1. to graduate | a. box |
| 2. to remain | b. a fly |
| 3. a cardboard | c. finger |
| 4. a bleeding | d. triumphantly |
| 5. to catch | e. from university |
| 6. to wipe | f. one's forehead |
| 7. to express | g. silent |
| 8. to say something | h. amazement |

Exercise 7. Fill in the gaps using one of the following words or phrases in the correct form. Translate the sentences into Russian.

wipe / rather / participate / finger / amazement / wearily / mousetrap / invent

- Thousands of people _____ in sport.
- There was a diamond ring on one of her _____.
- When he heard the news his face expressed _____.
- If there is a mouse in your house buy a _____.
- Alexander Bell _____ the telephone in 1876.
- He _____ his face with a handkerchief.
- It was _____ cold in the room and I turned on the heating.
- “At last I have done all the work,” she said _____.

Exercise 8. Translate the following phrases into Russian. Use them in sentences of your own.

to design a mousetrap, to invent many useful things, to catch flies, one's bleeding finger, a cardboard box, to go through this hole in the side of the box, to remain silent, to be still alive, to take out one's handkerchief, to wipe one's forehead, to depends on something, to cut the mouse's neck, to express amazement

Exercise 9. Practice the pronunciation of the following proper names.

Jake Allsop ['dʒeɪk 'ɔ:lsoʊp]

Oxford ['ɒksfəd]

Liverpool ['lɪvəpu:l]

Herbert Mandini ['hɜ:bət mən'dɪni]

Exercise 10. Read the text.**A Better Mousetrap***(by Jake Allsop)*

After graduating from Oxford and Liverpool Universities, Jake Allsop taught English and participated in educational reform projects in different countries. He has been a prolific author¹ specializing in such areas as English grammar, examination preparation courses and short story writing.

J. Allsop is also well known for his work in wildlife conservation².

The design of the mousetrap has not changed in centuries. Every inventor wants to design a better one. This is the story of one such inventor, a man called Herbert Mandini. Mandini had already invented many useful things: an automatic teaspoon, a hearing aid for deaf fish, and so on. But, none of his inventions made him rich or famous. That is why, one morning, he thought about mousetraps. Actually he thought about mousetraps because he had just taken the end of one of his fingers⁴ in a mousetrap which he was using to catch flies. "There must be a better design than this", he thought to himself as he wrapped a bandage round⁵ his bleeding finger.

Three weeks and several injuries later, Mandini found himself in the waiting room of the Patent Office⁶ with a cardboard box on his lap. When it was his turn to go in, he greeted the Patent Officer and put the box on the desk.

"I present 'The Mandini Mousetrap'!" Mandini said proudly.

"Show me."

Mandini took out the model of his new mousetrap and waited.

"Yes, I see," said the Patent Officer. "Well, erm, actually, I *don't* see⁷. Explain to me how it works."

"Very well, sir. It's quite simple. The mouse goes through this hole in the side of the box..."

"The hole with the word DOOR written over the top?" the Patent Officer asked.

"Exactly, sir."

The Patent Officer suddenly felt very tired. "Do go on⁸, Mr, er, Mandini," he said.

"So, the mouse goes through the door and up these stairs to the balcony."

The Patent Officer remained silent. Mandini looked at him and then went on: "So, the mouse is on the balcony, it looks over the balustrade⁹ and down on to the floor on the other side. And what does it see?"

"I don't know," said the Patent Officer.

"A piece of cheese on the floor below!" said Mandini triumphantly.

"Hm. But the mouse is still alive, is it not?"

“Ah, but this is the clever bit¹⁰. If you notice, set into the top of the balustrade is... a razor blade!¹¹ The mouse rests its neck on the razor blade, and, hey presto!¹² Throat is cut. Mouse is dead.”

The Patent Officer took out his handkerchief and wiped his forehead. He was getting too old for this job. “Mr Mandini, I can see three things wrong¹³ with your mousetrap: one, it still depends on having a piece of cheese in it; two, I doubt if the blade will cut the mouse’s neck; and three, even if it does, people might find it a rather cruel trap. Good day, Mr Mandini.”

Three weeks later, Mandini was back at the Patent Office.

“Ah, Mr Mandini. Not another mousetrap, I hope?”

“Indeed yes!¹⁴ I present the Mandini Mousetrap Mark II.”

It looked exactly like the Mandini Mousetrap Mark I.

“Show me,” the Patent Officer said.

“The mouse goes in through the hole marked DOOR and up the stairs to the balcony,” Mandini said.

“Let me guess,” said the Patent Officer wearily. “The mouse then looks over the balustrade on to the floor below.”

“Right!” Mandini smiled at him. “But here is the difference. Instead of a razor blade, I have fitted a hacksaw blade¹⁵.”

“I don’t quite see how...”

“This is the really brilliant part, sir. *There is no cheese on the floor below.*” Mandini waited for the Patent Officer to express amazement at this stroke of genius¹⁶.

“Mr Mandini, I still don’t quite see how...”

“It’s obvious, sir! The mouse rests its neck on the hacksaw blade, looks down, and then quickly moves its head left-to-right, left-to-right, saying: ‘*Where’s the cheese? Where’s the cheese?*’”

The world is still waiting for a better mousetrap.

NOTES

1. **prolific author** [prə'ɪfɪk] плодовитый писатель, автор многих работ
2. **wildlife conservation** ['waɪldlaɪf ,kɒnsə'veɪʃn] охрана живой природы
3. **hearing aid** ['hɪərɪŋ ,eɪd] слуховой аппарат
4. **he had just taken the end of one of his fingers** ему прижало кончик пальца
5. **as he wrapped** [ræpt] **a bandage** ['bændɪdʒ] **around** когда он перевязывал
6. **Patent Office** ['pætənt ,ɒfɪs] патентное бюро
7. **Well, erm, actually** ['æktʃʊəli], **I don’t see** Ну, на самом деле я не понимаю
8. **Do go on** пожалуйста, продолжайте

9. **balustrade** [ˌbæləs'treɪd] балюстрада, парапет
10. **but this is the clever bit** в этом как раз и суть
11. **set into the top of the balustrade is... a razor blade** ['reɪzəbleɪd]! В верхнюю часть балюстрады вставлено... лезвие бритвы!
12. **hey presto!** ['heɪ 'prestəʊ] вуаля!
13. **three things wrong** три недостатка
14. **Indeed yes!** Так и есть!
15. **I have fitted** ['fɪtɪd] **hacksaw** ['hæksɔː] **blade** я прикрепил полотно ножовочной пилы
16. **stroke of genius** гениальная идея

READING COMPREHENSION

Exercise 11. Find the answers to the questions in the text.

1. What universities did Jake Allsop graduate from?
2. What language did he teach? Where did he teach it?
3. What had Mandini already invented?
4. Had any of his inventions made him rich and famous?
5. Why did he think of mousetraps one morning?
6. What had Mandini been using a mousetrap for?
7. How long did it take Mandini to design his own mousetrap? What happened to Mandini during that time?
8. What was in the cardboard box?
9. How does the mouse get to the balcony?
10. What does it see on the floor below?
11. What is set into the top of the balustrade?
12. How is the mouse supposed to be killed in the Mandini Mark I mousetrap?
13. What three things, according to the Patent Officer, were wrong with the Mark I mousetrap?
14. How long did it take Mandini to produce a new design?
15. Was it different from the Mandini Mousetrap Mark I? What was the same? What was different?

Exercise 12. Correct the following statements. Begin with I'm afraid that's wrong / that's not quite true / as far as I know / on the contrary / I don't think so / according to the story.

1. Mandini was rich and famous.
2. Mandini put a box with a mouse on the Patent Officer's desk.
3. Mandini was not proud of his invention.
4. The Patent Officer understood immediately how the mousetrap works.

5. The Mandini Mousetrap Mark I was a simple device.
6. The Patent Officer liked the Mandini Mousetrap Mark I.
7. The Patent Officer understood at once how the new mousetrap works.
8. The Mandini Mousetrap Mark II was absolutely different from the Mandini Mousetrap I.
9. The Mandini Mousetrap Mark II was not cruel.
10. Soon Mandini invented the Mandini Mousetrap III.

Exercise 13. Who made the following utterances? When and why were they made?

1. "I present 'The Mandini Mousetrap'!"
2. "Explain to me how it works."
3. "So, the mouse goes through the door and up these stairs to the balcony."
4. "But the mouse is still alive, is it not?"
5. "Not another mousetrap, I hope?"
6. "People might find it a rather cruel trap."
7. "This is the really brilliant part, sir."
8. "Where's the cheese? Where's the cheese?"

Exercise 14. Make up and act out a conversation between

a) Mandini and the Patent Officer about the Mandini Mousetrap Mark I using the following phrases:

good morning, to present, to show, to explain, to go through this hole, the word DOOR written over the top, to go up the stairs to the balcony, to look over the balustrade and down on to the floor, a piece of cheese, to be still alive, this is the clever bit, to be set into the top of the balustrade, to rest one's neck on the razor blade, three things wrong, to depend on having a piece of cheese, to doubt, to find it a rather cruel trap, good day

b) Mandini and the Patent Officer about the Mandini Mousetrap Mark II using the following phrases:

good morning, another mousetrap, to present, to show, to go in through the hole marked DOOR, to go up the stairs to the balcony, let me guess, instead of a razor blade, this is the really brilliant part, on the floor below, not to see how, to be obvious, to rest one's neck on the hacksaw blade, to move one's head left-to-right, good bye

DISCUSSION

Exercise 15. Work out the answers to the following questions.

1. Was Mandini a successful inventor? How do you know?
2. What do you think of Mandini's earlier inventions? Is he mad, or is he a genius?
3. Why do you think the Patent Officer felt very tired during Mandini's first visit and spoke wearily when Mandini came to him for the second time? Was his job interesting?
4. Do you think the world needs a better mousetrap? Why?
5. Can you give your own idea for a better mousetrap?

Exercise 16. Retell the text

- a) *as it is;*
- b) *as if you were Mandini;*
- c) *as if you were the Patent Officer.*

Exercise 17. Read and retell the text by Jake Allsop about another invention.

I knew a man once who invented a trap for catching elephants. He took his design to the Patent Office in a cardboard box, and proudly presented it to the Patent Officer.

"Please explain to me how it works," said the Patent Officer.

The man opened the box and took out a sheet of paper, an empty bottle and a telescope.

"I don't quite understand."

"It's very simple," said the man. "You look through the wrong end of the telescope to make the elephant small, then you put the elephant into the bottle."

"But how do you know that the elephant will stand still long enough for you to catch it?"

"This is the clever bit. You write $2 + 2 = 5$ on the piece of paper, and the elephant will stop, because it is puzzled. That's when you grab it!"

Exercise 18. What do you think are the greatest inventions of the world? What inventions of the 20th century do you know? Why are they important? What new inventions does the world need?

ADDITIONAL READING

A LETTER TO A GIRLFRIEND

face the greatest dangers anyone could imagine [ɪ'mædʒɪn] встретиться с величайшими опасностями, которые только можно себе представить
climb [klaɪm] взбираться, влезать, карабкаться, подниматься
with one's bare [beə] **hands** голыми руками
to mention ['menʃən] упоминать
postscript ['pəʊstskɪpt] постскриптум
by the way кстати, между прочим

One day a young man was writing a letter to his girlfriend who lived just a few miles away in a nearby town. Among other things, he was telling her how much he loved her and how wonderful she was. The more he wrote the more poetic he became. Finally, he said that in order to be with her he would suffer the greatest difficulties, he would face the greatest dangers anyone could imagine. In fact, to spend only one minute with her, he would climb the highest mountain in the world, he would swim across the widest river, he would enter the deepest forest and with his bare hands fight against the wildest animals.

He finished the letter, signed his name and then suddenly remembered that he had forgotten to mention something important. So, in a postscript below his name, he added: "By the way, I'll come to see you on Wednesday – if it doesn't rain."

Questions:

1. Who was the young man writing a letter to?
2. Where did his girlfriend live?
3. What did the young man say he would do for her?
4. What did he remember after he signed his name?
5. Do you believe that he really loved the girl very much?

THE SADDEST STORY IN THE WORLD

sad [sæd] грустный, печальный

blind [blaɪnd] слепой

hate [heɪt] ненавидеть

loving верный, преданный; любящий

donate [dəʊ'neɪt] дарить, жертвовать

bandage ['bændɪdʒ] повязка

eyelid ['aɪlɪd] веко

thought [θɔ:t] мысль

lead [li:d] **someone to refuse** [rɪ'fju:z] (led) заставить кого-либо отказаться

tear [tɪə] слеза

yours [jɔ:z] твой, твоя, твое, твои; **mine** [maɪn] мой, моя, мое, мои
(используется, когда не повторяется упомянутое ранее имя существительное, в данном случае eyes)

There was a blind girl who hated herself because she was blind. She hated everyone, except her loving boyfriend. He was always there for her. She told her boyfriend, "If I could only see the world, I will marry you."

One day, someone donated a pair of eyes to her. When the bandages came off, she was able to see everything, including her boyfriend. He asked her, "Now that you can see the world, will you marry me?" The girl looked at her boyfriend and saw that he was blind. The sight of his closed eyelids shocked her. She hadn't expected that. The thought of looking at them the rest of her life led her to refuse to marry him. Her boyfriend left in tears and days later wrote a note to her saying: "Take good care of your eyes, my dear, for before they were yours, they were mine."

Questions:

1. Why did the girl hate herself and everyone?
2. Who didn't she hate?
3. What did she tell her boyfriend?
4. What happened one day?
5. What did her boyfriend ask her when the bandage came off?
6. What did the girl see when she looked at her boyfriend?
7. Why did she refuse to marry him?
8. Who had donated a pair of eyes to her?

THE BEE

bee [bi:] пчела

Belgium ['beldʒəm] Бельгия

artist ['ɑ:tɪst] художник, живописец; *синоним* **painter**

blacksmith ['blæksmɪθ] кузнец

trade [treɪd] занятие, ремесло

brush [brʌʃ] **something off** смахивать

he could not help smiling он не мог сдержать улыбку

There was once a great artist in Belgium who said that his daughter should never marry anyone but an artist. But she loved a blacksmith and the blacksmith was in love with her. When she told him that her father did not allow her to marry anyone but an artist, he left his trade and studied hard in order to become a painter. He was certainly a man of great talent, as in short time he became a good painter.

One day the young painter went to the artist's studio and, finding that the artist was not at home, decided to wait for him. Nobody had seen him come into the studio. He looked round at the pictures. At last he took a brush and painted a bee on the leg of one of the figures and then stood aside to look at it. Suddenly he heard somebody open the door. He quickly put the brush down and turned to the door. The artist was not yet in the room and did not see his visitor put the brush in its place. When he came in he at once saw the bee on the leg of one of his figures: he thought that it was a real bee and tried to brush it off. When the young painter saw this he could not help smiling. The artist smiled too when he saw his mistake and said that it was a wonderful little painting. The young man told him the whole story and soon after that the young painter and the artist's daughter got married.

Questions:

1. Who did the great artist want his daughter to marry?
2. Who did she love?
3. What did the young man do when she told him that her father did not allow her to marry anyone but an artist?
4. Did anybody see the young man come into the studio?
5. What did he paint on the leg of one of the figures?
6. Why did the artist try to brush the bee off?
7. What did the artist say when he saw his mistake?
8. What happened soon after that?

ON A RAINY DAY

umbrella [ʌm'brelə] зонтик

take the umbrellas to the umbrella-maker ['meɪkə] сдать зонтики в ремонт

The weather was bad yesterday. It began to rain early in the morning. We had five umbrellas at home, but when I wanted to take one, I saw they were all broken. I decided to take all the five umbrellas to the umbrella-maker. So I took them there and said, "I'll be back for my umbrellas on my way in the evening".

In the afternoon I went to have lunch. I entered the café, sat down at the table and began to eat. After a few minutes a young lady came in and sat down at the table. I finished my lunch, got up and took her umbrella by mistake. But she said, "This isn't your umbrella. It's mine". I saw my mistake and said, "Oh, excuse me, it's yours, of course. I'm very sorry". "That's all right", she answered laughing.

In the evening I went to the umbrella-maker and took all five umbrellas. Then I bought a newspaper and got on a bus. The young lady was on that bus, too. She looked at my five umbrellas and said, "Not a bad day for you, eh?"

Questions:

1. What was the weather like yesterday?
2. How many umbrellas did the narrator's family have at home?
3. What was wrong with them?
4. Where did he decide to take them?
5. Where did he go in the afternoon?
6. Why did the narrator take the lady's umbrella?
7. What did the lady say to the narrator on the bus?
8. What did she think about the five umbrellas?

A FORGETFUL TOURIST

forgetful [fə'getful] забывчивый

be at a loss [lɒs] растеряться

An English tourist came to Paris. It was his first visit there. On the same day he sent a telegram to his wife who was in London. In the telegram he told her the address of the hotel where he was going to stay. He also told her that he was quite well.

As he was in Paris for the first time, he was very eager to see the places of interest. After dinner he went for a walk and then decided to go to the theatre to see a new play. It was very late when the play was over. It was time to go home.

But at that moment he realized that he couldn't get to the hotel: he didn't remember either the name of the hotel or the address. The Englishman was at a loss because he didn't know what to do. Suddenly he remembered sending that morning a telegram to his wife. So, late at night his wife got a very strange telegram: "Please send me my address at once."

Questions:

1. It was the Englishman's first visit to Paris, wasn't it?
2. What did he tell his wife in the telegram?
3. Where did he go after dinner?
4. Was it early or late when the play was over?
5. What did he realize at that moment?
6. What telegram did his wife get late at night?

AT A BORDER STATION

border ['bɔ:də] **station** пограничная станция

book a seat купить билет

daily ['deɪli] ежедневно

to run to the schedule ['fedju:l] идти по расписанию (о поезде)

abroad [ə'brɔ:d] за границей, за границу

fill in заполнять

customs ['kʌstəmz] **official** таможенный инспектор

pay duty ['dju:ti] платить пошлину

One man was going to France on a business trip. He went to the booking-office to book a seat for the train to Paris. There were trains daily and the man booked a seat for the morning train.

The next morning the man arrived at the station and got into a train. Soon the train started off. It ran to the schedule and some hours later stopped at a French border station.

The man together with the other passengers, who were going abroad, went out as he had to register his ticket and passport. Then he filled in a declaration and gave it to the customs official.

Some minutes later the customs official allowed the passengers to take their seats in the train and said that he would inspect their luggage.

The man went into his compartment, opened his suitcases, took many boxes of cigarettes out of them and wanted to put all of them into his pockets. But there were too many boxes. When all his pockets were full of cigarette boxes, he turned to another passenger who was sitting at the window in the same compartment.

“Will you please take some of these boxes and put them into your pockets?” he asked.

“Why don’t you leave them in your suitcases?”

“Because I don’t want to pay duty on them.”

“All right,” said the passenger at the window, “give them to me. But I must tell you that I shall not return them to you.”

“Why?”

“Because I am a French customs official.”

Questions:

1. Why was the man going to France?
2. The man booked a seat for the evening train, didn’t he?
3. Why did the man go out together with the other passengers?
4. What did he do in the compartment?
5. What did he ask the other passenger who was sitting at the window?
6. Why did the man refuse to return the boxes of cigarettes to him?

TWO MICE

mouse [maɪs] мн.ч. *от* **mouse** [maʊs] мышь

field [fi:ld] поле

hole [həʊl] нора

stone [stəʊn] камень

come and see somebody прийти к кому-либо в гости

hide [haɪd] (hid, hidden) прятаться

be in fear of бояться

Once there were two mice, who were friends. One mouse lived in a town, the other mouse lived in the country. One day the Country Mouse invited the City Mouse to his house in the country. He took his friend to his house in a field and gave him the best food that he could find.

The City Mouse said: “This food is not good, and your house is not good. It is too cold in winter and too hot in summer. Come to live in the city. Why live in a hole in the field? You can live in a nice house made of stone and eat nice food. You must come and see me at my house in the city.”

So the Country Mouse went to the house of the City Mouse. It was a very good house and nice food was ready for them to eat there. But just as they were beginning to eat they heard a noise. The City Mouse cried: “Run! Run! The Cat is coming.” They ran as quickly as they could and hid in a hole.

After some time they came out. Then the Country Mouse said: “It is a fine house, but I do not like living in the city. I prefer to live in my hole in the field. For it is nicer to be poor and happy than to be rich but in fear of one’s enemies.”

Questions:

1. Where did the two mice live?
2. What did the Country Mouse give his friend when he invited him to his house in the country?
3. Did the City Mouse like the Country Mouse’s food and house?
4. What was the City Mouse’s house like?
5. What did the City Mouse cry?
6. Why didn’t the Country Mouse like living in the city?

THE WOODMAN AND THE FAIRY

woodman [ˈwʊdmən] дровосек; *synonym* **woodcutter** [ˈwʊd,kʌtə]

axe [æks] топор

hunger [ˈhʌŋgə] голод

bank [bæŋk] берег (реки)

fairy [ˈfeəri] фея, волшебница

earn [ɜ:n] зарабатывать

hold [həʊld] (held) держать

common [ˈkɒmən] простой, обыкновенный

iron [ˈaɪən] железный

wooden [ˈwʊdən] деревянный

handle [ˈhændl] рукоятка

reward [rɪˈwɔ:d] награда

One day a poor woodcutter was cutting down a tree near a big river. Suddenly his axe slipped from his hand and fell into the deep water.

“Oh!” he said to himself. “What shall I do now? I have no money to buy a new axe. My poor wife and children! We shall all die of hunger.”

He sat on the bank of the river and was feeling very sad when all at once a lovely bright fairy appeared and said: “Why are you so sad? What is the matter?”

“I have lost my axe”, he said. “It fell into the deep water and now I shall not be able to earn money for my wife and children.” The man was so sad that he did not even look at the fairy and did not see that she had a gold axe in her hands.

“Is this your axe?” asked the fairy, showing him the axe she was holding.

“No”, said the woodman.

The fairy disappeared but came back after a few minutes with another axe. It was a silver axe. She showed it to him and asked: “Is this yours?”

“No”, again answered the woodcutter.

Then she showed him a common iron axe with a wooden handle.

“Yes, that’s mine”, said the happy woodcutter. “I knew that it was yours”, said the fairy. “I only wanted to know if you would tell me the truth. I see you are an honest man. As a reward I will give you the gold axe, the silver axe and the iron one.”

In this way the poor woodcutter became a rich man.

Questions:

1. What happened to the woodcutter’s axe?
2. What did he say to himself?
3. Who appeared all at once?
4. What did the fairy say?
5. What did the fairy have in her hands?
6. The woodcutter said that the gold axe was his, didn’t he?
7. Did he say that the silver axe was his?
8. Did he say that the common iron axe was his?
9. What did the fairy want to know?
10. Why did she give him the gold axe, the silver axe and the iron one?

AN ARAB IN THE DESERT

desert ['dezət] пустыня
camel ['kæmə] верблюд
lame [leɪm] хромо́й
tooth [tu:θ] зуб
carry ['kæri] нести, везти
cargo ['kɑ:gəʊ] груз
honey ['hʌni] мед
corn [kɔ:n] зерно
deceive [di'si:v] обманывать
take hold хватать, схватить
jewel ['dʒu:əl] драгоценный камень

carefully [ˈkeəfʊli] внимательно

track [træk] след, отпечаток

light [laɪt] легкий

space [speɪs] место

ant [ænt] муравей

pull [pʊl] тянуть, тащить

drop [drɒp] капля

An Arab was walking alone through the desert when he met two men.

“Have you lost one of your camels?” he asked them.

“Yes”, they said.

“Was he blind in the right eye and lame in the left foot?” asked the Arab.

“Yes, he was.”

“Had he lost a tooth and was he carrying a cargo of honey and corn?”

“Yes”, said the men. “Please tell us where he is.”

“I don’t know where he is”, said the Arab. “I have never seen such an animal nor have I talked with anyone about him.”

The two men looked at each other with surprise. They thought that the Arab was deceiving them. Finally they came up to him, took hold of him, and said: “Where is the camel? And what have you done with the jewels which were in the cargo?”

The Arab said that he had never seen the camel. The men took him before a police officer.

“I have never seen their camel”, said the Arab to the officer. “I am a simple man, I have learned to look carefully at everything in the desert. This morning I saw tracks of a camel that was lost. I knew it was lost because there were no human tracks there. I also knew that the camel was blind in the right eye because the grass on that side was not eaten. The animal was lame because one track was much lighter than the other. He had lost a tooth, because where he ate the grass there was always a small space left untouched. I also found some ants which were pulling pieces of corn near the tracks. And flies were eating drops of honey along the way. From all these facts I was able to tell what cargo the camel was carrying.”

Questions:

1. What questions did the Arab ask the two men?
2. Why couldn’t the Arab tell the men where the camel was?
3. What did the men think?
4. Where did they take the Arab?
5. What had the Arab learnt to do?
6. How did he know that the camel was lost?

7. How did he know that the camel was blind in the right eye?
8. How did he know that the camel was lame?
9. How did he know that the camel had lost a tooth?
10. How did he know what cargo the camel was carrying?

THE AMERICAN TOURIST IN ENGLAND

hire ['haɪə] нанимать

guide [gaɪd] гид, экскурсовод

How long did it take to build this house? Как долго строили этот дом?

put up строить, воздвигать (здание)

why ну *synonym* **well**

approach [ə'prəʊtʃ] подходить, приближаться

An American in London hired a guide to show him the city.

“How long did it take to build this house?” he asked his guide as they passed a large hotel building.

“Why, about six months.”

“Six months!” exclaimed the American. “Why, it wouldn’t take us more than six weeks to put up a building like that in New York.”

They passed an office building which was quite new.

“And how long did it take to build that?”

“About four weeks,” answered the guide.

“Four weeks!” said the American. “In New York we’d build a place like that in four days.”

Nothing more was said until they approached the Houses of Parliament.

“Well, that’s not a bad looking place. How long did it take to build it?”

“Well, you may not believe me,” answered the guide, “but that building wasn’t there when I crossed the bridge last night.”

Questions:

1. What did the American ask the guide when they passed the large hotel building?
2. What did the guide answer?
3. Why was the American surprised?
4. How long did it take the Englishmen to build the office building?
5. How long would it take the Americans to build a place like that?
6. Wasn’t the building the Houses of Parliament really there when the guide crossed the bridge the previous night?
7. Why did the guide say it wasn’t?

THE SHIRT

shirt [ʃɜ:t] рубашка
oriental [ˌɔ:ri'entəl] восточный
powerful ['paʊəfʊl] влиятельный, могущественный
wise [waɪz] мудрый
subject ['sʌbdʒekt] тема, предмет разговора, вопрос
rare [rɛə] редкий
know the way to do something знать, как что-либо сделать
talisman ['tælɪzmən] талисман
capital ['kæpɪtəl] столица
peasant ['pezənt] крестьянин
my good fellow ['feləʊ] *здесь* дорогой мой
not for the world ни за что на свете
astonishment [ə'stɒnɪʃmənt] изумление, удивление

The king of an oriental country was rich and powerful, but he was not happy. He therefore went to consult a wise old man on this subject. The old man said:

“Happiness is a very rare thing in this world, but I know the way to find it.”

“How shall I find it?” asked the king.

“Oh, it is quite simple,” answered the old man, “you have only to put on the shirt of a happy man.”

The king thanked the old man and began to look for the talisman. He visited most of the capitals of the world, met kings, writers, professors, actors, doctors, and others, but they were not happy.

At last he came back to his country.

One day he saw a poor peasant with a happy look on his face who was working in a field and singing. He went up to the peasant and said: “My good fellow, are you happy?”

“Quite happy,” answered the peasant.

“Would you like to change places with a king?”

“Not for the world.”

“Well, then,” said the king, “sell me your shirt.”

“My shirt?” answered the peasant in astonishment. “I haven’t got one.”

Questions:

1. The king was happy, wasn't he?
2. Did the wise man know the way to find happiness?
3. What did he tell the king to do?
4. Where did the king go?

5. Who did he meet?
6. Where all those people happy?
7. Where did the king find a happy man?
8. What was the man doing?
9. He agreed to change places with a king, didn't he?
10. Why couldn't he sell the king his shirt?

LANGUAGE

mouth [mauθ] рот

lip [lɪp] губа

mean [mi:n] (meant) намереваться, иметь в виду

shake [ʃeɪk] (shook, shaken) тряссти; **shake one's head** качать головой

thirsty ['θɜ:sti] испытывающий жажду; **I am thirsty** я хочу пить

beer [biə] пиво

soda-water ['səudə] газированная вода

stomach ['stʌmək] желудок, живот

plate [pleɪt] тарелка

An Englishman who could not speak Italian was once travelling in Italy. One day he entered a restaurant and sat down at a table. When the waiter came, the Englishman opened his mouth, put his fingers in it, took them out again and moved his lips. In this way he meant to say, "Bring me something to eat."

The waiter soon brought him a cup of tea. The Englishman shook his head, and the waiter understood that he didn't want tea, so he took it away and brought him some coffee. The Englishman, who was very hungry by this time and not at all thirsty, looked very sad. He shook his head each time the waiter brought him something to drink. He brought him wine, then beer, then soda-water, but that wasn't food, of course.

He was just going to leave the restaurant when another traveller came in. When this man saw the waiter, he put his hands on his stomach. That was enough: in a few minutes there was a large plate of macaroni and meat on the table before him.

Questions:

1. What did the Englishman enter one day?
2. What did he do when the waiter came?
3. What did he mean to do?
4. What did the waiter bring him?
5. What was the man's reaction?

6. What else did the waiter bring him?
7. Was the man hungry or thirsty?
8. How did the other traveller explain to the waiter that he was hungry?

THE DIFFICULTIES OF A FOREIGN LANGUAGE

foreign ['fɔ:ɡɪn] иностранный

numerous ['nju:mərəs] многочисленный

knowledge ['nɒlɪdʒ] знание

wish [wɪʃ] желать, хотеть

mushroom ['mʌʃrʊm] гриб

unable to make himself understood *здесь так как он не мог это*
объяснить

draw ['drɔ:] рисовать; **drawing** ['drɔ:ɪŋ] рисунок

carefully ['keəfʊli] тщательно

puzzled ['pʌzld] озадаченный

similar ['sɪmɪlə] подобный, похожий

concern [kən'sɜ:n] касаться, описывать

considerable [kən'sɪdərəbl̩] значительный, существенный

cow [kaʊ] корова

bullfight ['bʌlfɑɪt] бой быков

pleased [pli:zd] (**with**) довольный (чем-либо)

There are numerous jokes about the difficulties of people travelling in foreign countries without any knowledge of the language of that country. Here's the story of a Frenchman travelling in the United States who, while eating in a restaurant, wished to order some mushrooms. Unable to make himself understood, he asked for a pencil and paper and carefully drew a picture of a mushroom. His drawing, however, was not too good, for the puzzled waiter returned in about ten minutes, not with an order of mushrooms, but with a large man's umbrella.

Another similar story concerns two Americans travelling Spain. They were both unable to speak a word of Spanish and one day, while eating in a restaurant in a small village, they were having considerable difficulty in explaining to the waiter what they wanted. One of them wanted a glass of milk. The waiter seemed unable to understand. Finally, on the back of the menu the man drew a picture of a cow. The poor waiter, however, still seemed puzzled. Finally he left and was gone from the restaurant for half an hour or so. He returned very pleased with himself. There were two tickets for a bullfight in his hand.

Questions:

1. Where was the Frenchman travelling?
2. What did he wish to order?
3. What did he draw?
4. The waiter understood what the Frenchman wished to order, didn't he?
5. What did he bring?
6. What did one of the Americans want to order in the second story?
7. What did he draw on the back of the menu?
8. What did the waiter bring?

WHAT A LANGUAGE!

shout [ʃaʊt] кричать

look out 1) выглядывать; **Look out!** Осторожнее! Берегись!

bucketful ['bʌ:skɪtful] полное ведро (чего-либо)

captain ['kæptɪn] капитан

deck [dek] палуба; **All hands on deck!** Свистать всех наверх! (команда, по которой весь экипаж судна срочно собирается на верхней палубе)

knock [nɒk] стучать

Is Mr Brown in? Мистер Браун дома?

He's not up yet Он еще не встал (не поднялся с постели)

He's not down yet Он еще не спустился (на первый этаж)

downstairs вниз, на нижний этаж

This story is about three Frenchmen who lived for some time in England. The first Frenchman once heard someone shout: "Look out!" He was at the hotel when he heard these words. He put his head out of the window and a bucketful of water fell on him. "It seems 'look out' means in English 'don't look out'," he said.

The second Frenchman was once on a ship and heard the captain shout: "All hands on deck!" He put his hands on the deck and someone walked on them.

The third Frenchman wanted to visit a friend of his. When he came to the door of the house he knocked. A maid opened it. He said: "Is Mr Brown in?" The maid answered: "He's not up yet. Come back in half an hour." When he came after half an hour the maid said: "He's not down yet." He said: "If he's not up and he's not down, where is he?" The maid answered. "Oh, that's simple. When I say 'he's not up' I mean he has not yet got up, and when I say 'he's not down', I mean he has not yet come downstairs."

Questions:

1. What did the first Frenchman once hear?
2. Where was he when he heard these words?
3. What did he do?
4. What happened to him?
5. What did the second Frenchman once hear?
6. What did he do?
7. What happened to him?
8. What did the third Frenchman want to do?
9. What did he do when he came to the door of the house?
10. What did the maid say to him?
11. What did she say to him when he came after half an hour?
12. If the Frenchman's friend was not up and he was not down, where was he?

MR GREEN'S ADVENTURE

country road проселочная дорога

shabby ['ʃæbi] поношенный; потрепанный

to ask for a lift попросить подвезти

continue [kən'tɪnju:] продолжать

escape [ɪs'keɪp] бежать (из тюрьмы), совершать побег

near [niə] приближаться

overtake [əʊvə'teɪk] (overtook, overtaken) догнать, обогнать

notebook ['nəʊtbʊk] записная книжка

robber ['rɒbə] грабитель

gun [ɡʌn] пистолет

back спина

shoot [ʃu:t] (shot) стрелять

dangerous ['deɪndʒərəs] опасный, рискованный

gave somebody a talk провести с кем-либо беседу, прочитать лекцию

This is the least I can do in return Это самое меньшее, что я могу сделать в знак благодарности

hand давать, вручать

One evening Mr Green was driving his car along a country road. He had been to London where he took £500 from the bank. He put the money into his pocket.

At some part of the road a man in shabby clothes stopped him and asked for a lift. Mr Green told him to get into the car and continued his way home. He talked to the man and learned that the man had escaped from prison only two

days earlier. Mr Green was worried at the thought that he had his £500. Suddenly he saw a police car and had a bright idea. He began to drive the car as fast as it would go. He looked back and saw the police car nearing his car. It soon overtook him and he had to stop. The policeman got out of his car, took out a notebook and wanted Mr Green's name and address. Mr Green wanted to tell the policeman about the robber sitting behind but the man had taken out a gun and had put it to Mr Green's back. Mr Green was afraid of being shot so he said nothing. He only asked to be taken to the police station but the policeman said: "You'll have to appear at the police court later." He gave Mr Green a talk about dangerous driving and went away.

Then Mr Green started up his car again and drove on. He thought his £500 was lost. When they were near a small town the robber said that he wanted to get out. He said to Mr Green: "Thanks for the lift. You have been good to me. This is the least I can do in return." And he handed Mr Green the policeman's notebook.

Questions:

1. Where was Mr Green driving his car one evening?
2. Where did he put the money?
3. What did the man who stopped Mr Green look like?
4. Why was Mr Green worried?
5. What did Mr Green begin to do when he saw a police car?
6. What did the policeman want?
7. Why didn't Mr Green tell the policeman about the robber?
8. What did he ask the policeman to do?
9. The policeman took him to the police station, didn't he?
10. What did the robber give Mr Green when he got out of the car?
11. Why did he do it?

THE POWER OF IMAGINATION

power ['paʊə] сила

imagination [ɪ,mædʒɪ'neɪʃn] воображение

journey ['dʒɜ:nɪ] путешествие

hall-porter ['hɔ:l'pɔ:tə] привратник, швейцар

double room двухместный номер

Do you mind...? Вы не возражаете...?

change one's mind передумать

accompaniment [ə'kɒmpənɪmənt] сопровождение, аккомпанемент

asthma ['æsmə] астма, приступы удушья

If you don't want me to die Если вы не хотите, чтобы я умер

match [mætʃ] спичка

sick [sɪk] больной

moan [məʊn] стонать

horror ['hɒrə] ужас

peacefully ['pi:sfʊli] мирно, тихо, спокойно

looking-glass зеркало

Mr Brown got to a hotel late in the evening after a long journey. He asked the hall-porter whether there were any vacant rooms in the hotel. At that moment another traveller came to the hotel and asked the hall-porter for a room, too. The only vacant room was a double room, that is, a room with two beds in it.

“Do you mind if you spend the night in that room together?” the hall-porter asked. “It'll be less expensive for you, you'll each pay half”.

At first the travellers didn't like the idea, but just then it began raining hard, and they were too tired to go to another hotel, so they changed their minds. They spoke to each other and then told the porter that they agreed to spend the night in the same room. Their things were carried in, and soon the two men went to sleep to the accompaniment of the rain. Suddenly Mr Brown was woken up by a loud noise. It was quite dark.

“What's the matter?” Mr Brown asked in surprise. “Is anything the matter?”

In a weak voice the second traveller answered, “I'm sorry, but I had to wake you up. I've got asthma. I feel very bad. In addition I've got a terrible headache. If you don't want me to die, open the window quickly”.

Mr Brown jumped out of bed and began looking for his matches, but he couldn't find them in the dark, and the sick man went on moaning, “Air, air... I want fresh air. I'm dying.”

Mr Brown still couldn't find the matches, so he tried to find the window. It took him some time, and at last he thought he had found it. But he was unable to open it. As the voice of the traveller grew weaker and weaker, Mr Brown in horror took a chair and broke the window with it. The sick man immediately stopped moaning and said that he was very grateful and felt much better. Then the two of them slept peacefully until morning.

When they woke up next morning, they were surprised to see that the only window in the room was still closed, but the large looking-glass was broken to pieces.

Questions:

1. When did Mr Brown get to a hotel?
2. What did he ask the hall-porter?

3. What did the other traveller ask the hall-porter for?
4. What did the porter suggest doing?
5. The travellers liked the idea, didn't they?
6. Why did they change their minds?
7. What was Mr Brown woken up by?
8. Why did the second traveller have to wake him up?
9. What did he ask Mr Brown to do?
10. Why couldn't Mr Brown find his matches?
11. He was able to open the window, wasn't he?
12. What did Mr Brown do when the voice of the traveller grew weaker and weaker?
13. The man felt much better, didn't he?
14. What did they see in the morning?
15. Why did the second traveller feel better if the window was still closed?

REFERENCE LIST

1. Бонк, Н.А. Учебник английского языка : в 2 ч. / Н.А. Бонк, Н.А. Лукьянова, Л.Г. Памухина. – Минск : Выш. шк., 1992. – Ч. 1. – 511 с.
2. Бонк, Н.А. Учебник английского языка : в 2 ч. / Н.А. Бонк, Г.А. Котий, Н.А. Лукьянова. – Минск : Выш. шк., 1992. – Ч. 2. – 639 с.
3. Забавные истории: Книга для начального чтения на английском языке / авт.-сост. Т.П. Янушкова. – Минск : Новое знание, 1999. – 64 с.
4. Холодинская, Н.В. Короткие рассказы для чтения с удовольствием : пособие для учащихся учреждений, обеспечивающих получение общ. сред. образования / Н.В. Холодинская. – 2-е изд. – Минск : Сэр-Вит, 2010. – 272 с.
5. Христорощественская, Л.П. Английский язык. Практический курс : в 2 ч. / Л.П. Христорощественская. – Минск : Харвест, 1999. – Ч. 2. – 368 с.
6. Сидоренко, Г.И. Короткие рассказы для чтения и обсуждения / Г.И. Сидоренко, И.А. Клыс; под ред. В.А. Симхович. – Минск : Экоперспектива, 1999. – 247 с.
7. Allsop, J. Happy days and other very short stories with exercises / J. Allsop. – Pearson Ltd., 1999. – 112 p.