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Учебное пособие по английскому языку для студентов, продолжающих изучение иностранного языка в бакалавриате, магистратуре и аспирантуре.

Пособие содержит оригинальные не связанные между собой тексты, сопровождаемые набором лексико-грамматических упражнений, что способствует развитию навыков чтения, письма, говорения и ведению диалога на иностранном языке. Тематика текстов позволит обучающимся обсуждать широкий круг вопросов, связанных с историей, культурой и современным развитием англоязычных сообществ.

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Предисловие

Данное учебное пособие предназначено для студентов первых, вторых курсов разных специальностей: «Реклама и связи с общественностью», «Прикладная информатика», «Бизнес информатика» и «Инноватика», а также для магистрантов и аспирантов, изучающих английский язык.

Целью настоящего пособия является подготовка и обучение студентов чтению специальной, практической, культурологической и социально-политической литературы для извлечения необходимой информации, а также привитию им навыков устной речи и письма. Тексты учебного пособия подобраны и адаптированы по принципу возрастающей сложности и постепенного усложнения языка авторов.

Брошюра содержит двадцать четыре не связанных между собой тематических текста, что позволяет использовать их как в хронологической, так и в раздельно-тематической последовательности в течение всего процесса обучения иностранному языку. Тексты сопровождаются идентичными наборами лексико-грамматических упражнений, которые способствуют развитию навыков принятия адекватных и верных решений из разделов грамматики, лексики, фразео-идиоматики с использованием лингвистической и элементарной логики.

Дополнительный материал включает в себя оригинальные тексты из истории и развития США.

Пособие способствует развитию умения вести дискуссию на английском языке, что чрезвычайно важно в связи с расширяющимися контактами российских и зарубежных специалистов.

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The Count and the Wedding Guest

(*O. Henry*)

Andy Donovan was a boarder at Mrs. Scott's boarding-house.

One evening he came to dinner and Mrs. Scott introduced him to a new boarder, a young girl, Miss Conway.

Miss Conway was small and quite simple. She wore a plain brown dress. After the introduction she did not speak to Andy Donovan. She sat looking at her plate and he forgot Miss Conway almost at once.

Two weeks later Andy was sitting on the front steps of the boarding-house, smoking a cigar. Suddenly somebody came out. He turned his head... and his head turned.

Miss Conway was coming out of the door. She wore a beautiful black dress and a beautiful black hat. Her shoes and her gloves were black too. Her rich golden hair, and her large grey eyes made her almost beautiful. She stood looking above the houses across the street up into the sky. Her eyes were sad. All in black, and that sad far-away look and the golden hair shining under the black veil...

Mr. Donovan threw away his unfinished cigar.

"It's a fine, clear evening, Miss Conway," he said.

"Yes, it is," answer Miss Conway, "but not for me, Mr. Donovan."

"I hope none of your family is..." said Andy.

Miss Conway was silent. At last she said:

"Not my family. Death has taken from me somebody who was very, very dear to me... Now I am alone in the world. And I have no friends in this city."

Andy Donovan did not ask any more questions and their conversation came to an end.

The more Andy thought of Miss Conway the more he was sorry for her. Once he said to her at table:

“It’s hard to be alone in New York. You should go out sometimes to forget your trouble. Do you wish to take a walk in the park, Miss Conway? If you allow me...”

“Thank you, Mr. Donovan,” said Miss Conway. “I shall be very glad to have your company. You are very kind.”

While walking in the park Miss Conway told Andy her sad story.

His name was Fernando Mazzini and he was an Italian Count. He had a lot of land and a villa in Italy. We were going to get married next spring. Fernando went to Italy to make his villa ready for us. After he left I came to New York to get a job. Three days ago I received a letter from Italy. It says that Fernando is dead. He was killed in a gondola accident.

“That is why I am wearing black. That is why I am always sad. I cannot take an interest in anybody. If you wish to walk back to the house, Mr. Donovan, let’s go.”

Andy Donovan did not wish to walk back to the house.

“I am very sorry,” he said softly. “No, we won’t go back to the house, not yet. And don’t say that you have no friends in this city, Miss Conway. I’m very, very sorry for you. And you must believe that I’m your friend.”

“I have a small photograph with me,” said Miss Conway. “I have never shown it to anybody. But I will show it to you, Mr. Donovan, because I believe that you are my friend.”

Mr. Donovan looked at the photograph with much interest and for a long time. The face of Count Mazzini was an interesting one. It was a clever face of a strong man.

“I have a larger photo of him in my room,” said Miss Conway. “When we get back to the house I’ll show it to you. I

look at it many times a day. He will always be present in my heart."

When they came into the hall of the boarding-house she ran up to her room and brought down a big photograph of the dead man.

"A fine-looking man," said Donovan. "I like his face very much. Miss Conway, may I ask you to come to the theatre with me next Sunday?"

A month later they told Mrs. Scott that they were going to get married. But in spite of this Miss Conway continued to wear black.

One evening Mr. Donovan and Miss Conway were sitting in the park. It was a fine clear night. The moon shone brightly on the green leaves. Everything around them was very beautiful. But Donovan was silent. He had been so silent all day that Miss Conway at last decided to ask him a question.

"What is the matter, Andy?"

"Nothing, Maggie."

"But you never looked so unhappy before. What is it?"

"It's nothing much, Maggie."

"I want to know, Andy. I am sure you are thinking about some other girl. Well, why don't you go to her if you love her? Take your arm away, please!"

"All right, I'll tell you," said Andy. "I have a friend. His name is Mike Sullivan. Do you know him?"

"No, I don't," said Maggie. "And I don't want to know him if you are so unhappy because of him."

"He is a good friend, Maggie," continued Andy. "I saw him yesterday and I told him I was going to get married in two weeks," 'Andy', says he, 'I want to be present at your wedding. Send me an invitation and I'll come!'"

"Well, why don't you invite him then if he wants so much to come?" said Maggie.

"There is a reason why I can't invite him," said Andy sadly. "There is a reason why he must not be present at our wedding. Don't ask me any more questions now, because I can't answer them."

"You must! You must tell me everything," said Maggie.

"All right," answered Andy. "Maggie, do you love me as much as you loved your... Your Count Mazzini?"

He waited a long time, but Maggie did not answer. Suddenly she turned to him and began to cry.

"There, there, there!" repeated Andy. "What is the matter now?"

"Andy," said Maggie at last, "I have lied to you, and you will never marry me. You will never love me anymore. But I feel that I must tell you everything. Andy, there was no count in my life. There was nobody who loved me in all my life. All the other girls always talked about love and marriage. But nobody loved me. Nobody wanted to marry me. So at last I thought a plan. I went to a photographer and bought that big photo which I showed you. He also made a small one for me. Then I invented that story about the Count and about the gondola accident so that I could wear black. I look well in black, and you know it. But nobody can love a liar. And you will now leave me, Andy, and I shall die for shame. You are the one man I loved in my life. That's all."

But instead of leaving her, Andy put his arms about her and looked into her face. She looked up and saw how happy he was.

"Can you... Can you forget it, Andy?" she asked.

"Of cause, I can," said Andy. "I'm glad you have told me everything, Maggie."

They were silent for some time. Then Maggie said:

"Andy, did you believe all this story about the Count?"

"Well, not all of it, said Andy, "because the photograph you have shown me is the photograph of my friend, Mike Sullivan."

Exercises

1) Answer the following questions:

1. Was Count Mazzini a real person?
2. Who was the owner of the boarding house?
3. Why did Andy's head turn when he saw Miss Conway coming out of the door?
4. What did Miss Conway invent her story for?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. All in black, and that sad **far-away look** and the golden hair shining under the black veil...
2. Miss Conway was silent. **At last** she said...
3. But **in spite** of this Miss Conway continued to wear black.
4. 'Andy', says he, 'I want to be present at your wedding. Send me an **invitation** and I'll come'.
5. 'And you will now leave me, Andy, and I shall **die for shame...**'
6. But instead of leaving her, Andy **put his arms about her** and looked into her face.

4) Put verbs in the right form to complete the text:

The new boarder (to be) a small and simple girl, and Andy (forget) her at once. But once he (see) her (dress) in beautiful black clothes with her golden hair under a golden

veil, his head (turn). He (to be) sorry to know about her trouble. To (forget) it he (invite) her to a walk in the park. She (say) she (go) to get married soon, but her beloved (kill) in an accident, and she (feel) alone in the world. Andy (assure) her that she (not to be) alone, she (to be) his friend. Miss Conway (admit) to (invent) this story so that she (can) wear black. She (say) he (to be) the only man she ever (love). But now she (be afraid) that he (leave) her and she (die) for shame.

5) Fill in gaps with prepositions:

1. Mrs. Scott introduced Andy Donovan ____ a young girl.
2. Andy was sorry ____ the girl.
3. She thought she was alone ____ the world.
4. Their conversation came ____ an end.
5. Miss Conway said she could not take interest ____ anybody.
6. She ran up ____ her room and brought down a photograph ____ the dead man.

6) Say whether the statement is true or false:

1. The story took place in one of the boarding houses in Italy.
2. Fernando Mazzini owned this boarding house.
3. Miss Conway wore black clothes because she looked attractive in black.
4. Miss Conway and Andy spent time together walking in the park.
5. Andy forgave Miss Conway because he loved her.
6. Mike Sullivan was Miss Conway's friend.

Girl

(*O. Henry*)

On the glass door of the office were the words: "Robbins & Harley, Brokers". It was past five, and the clerks had already gone. The two partners - Robbins and Hartley - were going to leave the office too. Robbins was fifty; Hartley - twenty-nine, - serious, good-looking and nervous.

A man came in and went up to Hartley.

"I have found out where she lives," he said in a halfwhisper. Hartley made a sign of silence to him. When Robbins had put on his coat and hat and left the office, the detective said:

"Here is the address", and gave Hartley a piece of paper. There were only a few words on it.

Hartley took the paper and read: "Vivienne Arlington, No. 341, East Tenth Street."

"She moved there a week ago," said the detective. "Now, if you want to know more about her, Mr. Hartley, I can try to find out. It will cost you only seven dollars a day. I can send you a report every day."

"Thank you," said the broker. "It is not necessary. I only wanted the address. How much shall I pay you?"

"One day's work," said the sleuth. "Ten dollars will be enough."

Hartley paid the man, send him away and left the office. He went to find the address written on the paper the sleuth had given him. It took him about an hour to get to the place. It was a new building of a cheap flats. Hartley began to climb the stairs. On the fourth floor he saw Vivienne standing in an open door. She invited him inside with a bright smile. She put a chair for him near the window, and waited.

Hartley gave her a friendly look. He said to himself that she was a nice girl and dressed in good taste.

Vivienne was about twenty-one. She was of the Saxon type. Her hair was golden. Her eyes were sea-blue. She wore a white blouse and a dark skirt - a costume that looks well on any girl, rich and poor.

"Vivienne," said Hartley, "you didn't answer my last letter. It took me over a week to find your new address. Why did you take no notice of my letter? You knew very well that I wanted very much to see you and talk to you!"

The girl looked out of the window, thoughtfully.

"Mr. Hartley," she said at last, "I don't know what to say to you. The more I think of your offer - the less I know what to answer you. I understand you are doing it for my happiness. Sometimes I feel that I should say `yes`. But at the same time I don't want to make a mistake. I was born in the city and I am afraid I shall not be happy in the country."

"My dear girl," answered Hartley, "I have told you many times that my house is situated only a little way from the city. I have also promised to give you everything that you want. You will be able to come to the city, to go to the theatres and visit your friends as often as you wish. Do you believe that?"

"Yes, of cause I believe you," she said, turning her beautiful eyes on him with a smile. "I know you are a very kind man. The girl that you will get - will be a lucky one. I found out all about you when I was at the Montgomery's."

"Ah," cried Hartley, "I remember well the evening I first saw you at the Montgomery's. Mrs. Montgomery told me so much about you that evening. And she made no mistake. I shell never forget that supper. Come with me, Vivienne!"

Promise me! I need you so much. You will never be sorry for coming to me. No one will give you a home as good as mine."

The girl said nothing.

Suddenly an idea came into his head.

"Tell me, Vivienne," he asked, looking at her, "is there another - is there someone else?"

The girl blushed and answered very quickly:

"You shouldn't ask that, Mr. Hartley. But I will tell you. There is another - but he has no right - I have promised him nothing."

"His name?" demanded Hartley.

"Townsend."

"Rafford Townsend!" Exclaimed Hartley angrily. "Where did you meet that man? I have done so much for him! How could he!"

"His car has just stopped at the house," said Vivienne, looking out of the window. "He is coming for his answer. Oh, I don't know what to do!"

The bell rang. Vivienne hurried to open the door. "Stay here," said Hartley. I will open the door myself."

Townsend was surprised to see Hartley.

"Go back," said Hartley.

"Hullo!" said Townsend, "What's up? What are you doing here, old man?"

"Go back," repeated Hartley. "The Law of the Jungle. She is mine."

"I came here to see her on business," said Townsend bravely.

"Don't tell me any lies," said Hartley, "go back!"

Townsend left very angry. Hartley returned to the girl.

"Vivienne," he said, "I need you very much. Stop playing with me!"

"When do you need me?" she asked.

"Now. As soon as you are ready to go."

She stood quietly and thought for a short time.

"Do you think for one moment," she said, "that I shall enter your house while Helen is there?"

Hartley did not expect that. At first he did not know what to say.

Then he said bravely: "She will have to go. She is making my life miserable. I have never had a peaceful day since she came to my house. But this is the end. You are right, Vivienne, Helen must be sent away before I can take you home. She must go. I have decided. I will turn her out."

"When will you do this?" asked the girl.

"To-night." said Hartley. "I will send her away to-night."

"Then," said Vivienne, "my answer is 'yes'. Come for me when you wish."

She looked into his eyes and smiled. Hartley was happy, but he was afraid to believe her.

"Promise me," he said, "on your word of honor."

"On my word of honor," repeat Vivienne softly.

At the door he turned and looked at her happily.

"To-morrow," he said.

"To-morrow," she repeat with a smile.

It took Hartley an hour and forty minutes to get to his home in the country.

The door was opened by a young woman who kissed him as he came in.

"Mother is here," she said. "She came for dinner, but there is no dinner."

"I've something to tell you," said Hartley, "some news."

"What kind of news?" asked the woman, "Good or bad news?" He whispered something in her ear. Hartley's wife screamed. Her mother came running into the hall. His wife screamed again - it was a happy scream, very happy.

"Oh, Mother," she cried, "what do you think? Vivienne has agreed to come and cook for us! She is the cook that worked for the Montgomery's a whole year. I am so happy! And now, Bill, dear, you must go to the kitchen and send Helen away. She is drunk again."

Exercises

1) Answer the following questions:

1. How many persons are mentioned in the story?
2. How old are the main characters?
3. Who interrupts Hartley and Vivienne's conversation?
4. How long does it take Hartley to get home?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. Hartley made a **sign of silence** to him.
2. "One day's work," said the **sleuth**.
3. The girl looked out of the window, **thoughtfully**.
4. "**The Law of the Jungle**. She is mine."
5. She is making my life **miserable**.
6. "Promise me," he said, "on your **word of honor**."

4) Put verbs in the right form to complete the text.

Hartley (pay) the man, (send) him away and (leave) the office. He (go) to (find) the address written on the paper the sleuth (give) him. It (take) him about an hour to (get) to the place. It (be) a new building of cheap flats. Hartley (begin) to

(climb) the stairs. On the fourth floor he (see) Vivienne (stand) in an open door. She (invite) him inside with a bright smile. She (put) a chair for him near the window, and (wait).

5) Fill in gaps with prepositions:

1. There were three words ____ the glass door ____ the office.
2. A man came ____ and went ____ to Harley.
3. The detective gave Hartley ____ piece ____ paper.
4. The girl looked ____ of the window thoughtfully.
5. Suddenly ____ idea came ____ ____ his head.
6. She stood quietly and thought ____ a short time.

6) Say whether this statement is true or false:

1. Robbins and Hartley worked as detectives.
2. It took him a long time to find the girl.
3. The girl was glad to see Hartley.
4. Vivienne was a country girl and his offer pleased her very much.
5. A friend of Vivienne interrupted their conversation.
6. Hartley was rude to Townsend.

The Dinner Party

(N. Monsarrat)

There are still some rich people in the world. Many of them lead lives of particular pleasure. But rich people do have their problems. They are seldom problems of finance, since most rich people have enough sense to take care of their worries. But there are other, more genuine problems. They are the problems of behaviour.

Let me tell you a story which happened to my uncle Octavian a full thirty years ago. At that time I myself was

fifteen. My uncle Octavian was then a rich man. He was a charming and accomplished host whose villa was an accepted rendezvous of the great. He was a hospitable and most amiable man – until January 3, 1925.

There was nothing special about that day in the life of my uncle Octavian, except that it was his fifty-fifth birthday. As usual on such a day he was giving a party, a party for twelve people. All of them were old friends.

I, myself, aged fifteen, was deeply privileged. I was staying with my uncle at his exquisite villa, on holiday from school, and as a special concession on this happy day, I was allowed to come down to dinner. It was exciting for me to be admitted to such company, which included a newspaper proprietor of exceptional intelligence and his fabulous American wife, a recent prime-minister of France and a distinguished German prince and princess.

At that age, you will guess, I was dazzled. Even today, 30 years later, one may fairly admit that the company was distinguished. But I should also stress that they were all old and intimate friends of my uncle Octavian.

Towards the end of a wonderful dinner, when dessert had been brought in and the servants had left, my uncle leant forward to admire a magnificent diamond ring on the princess's hand. She was a handsome woman. She turned her head gracefully towards my uncle. Across the table, the newspaper proprietor leant across and said: "May I have a look?" She smiled and nodded. Then she took off the ring and held it out to him. "It was my grandmother's – the old empress," – she said. "I have not worn it for many years. It is said to have once belonged to Genghis Khan."

There were exclamations of delight and admiration. The ring was passed from hand to hand. For a moment it rested on

my own palm, gleaming splendidly. Then I passed it on to my neighbour. As I turned away again, I saw her pass it on.

It was some 20 minutes later when the princess stood up and said: “Before we leave you, may I have my ring back?” ... There was a pause, while each of us looked expectantly at his neighbour. Then there was silence.

The princess was still smiling, though less easily. She was unused to asking for things twice. The silence continued, I still thought that it was a practical joke, and that one of us – probably the prince himself – would produce the ring with a laugh. But when nothing happened at all, I knew that the rest of the night would be dreadful.

I am sure you can guess the sort of scene that followed. There was the embarrassment of the guests – all of them old and valued friends. There was a nervous search of the whole room. But it did not bring the princess’ ring back again. It had vanished – an irreplaceable thing, worth possibly two hundred thousand pounds – in a roomful of twelve people, all known to each other.

No servants had entered the room. No one had left it for a moment. The thief (for now it could only be theft) was one of us, on of my uncle Octavian’s cherished friends.

I remember it was the French cabinet minister who was most insistent on being searched, indeed, in his excitement he had already started to turn out his pockets, before my uncle held up his hand and stopped him. “There will be no search in my house,” – he commanded. “You are all my friends. The ring can only be lost. If it is not found.” – he bowed towards the princess, - “I will naturally make amends myself.”

The ring was never found, it never appeared, either then or later.

To our family's surprise, uncle Octavian was a comparatively poor man when he died (which happened, in fact, a few weeks ago). And I should say that he died with a special sadness of a hospitable host who never gave a single lunch or dinner party for the last thirty years of his life.

Exercises

1) Answer the following questions:

1. When did the described dinner take place?
2. Who is the ring said to have belonged to?
3. How many people were in the room when the ring was stolen?
4. Are there any clues to who was the thief?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. He was a charming and accomplished host whose villa was an accepted **rendezvous** of the great.
2. Even today, 30 years later, one may fairly admit that the company was **distinguished**.
3. Towards the end of a wonderful dinner my uncle leant forward to admire a **magnificent** diamond ring on the princess's hand.
4. For a moment it rested on my own palm, gleaming **splendidly**.
5. But when nothing happened at all, I knew that the rest of the night would be **dreadful**.
6. And I should say that he died with a special sadness of a **hospitable** host.

4) Put verbs in the right form to complete the text:

There were exclamations of delight and admiration. The ring (to be) passed from hand to hand. For a moment it (rest) on my own palm, (gleam) splendidly. Then I (pass) it on to my neighbour. As I (turn) away again, I (see) her pass it on.

It was some 20 minutes later when the princess (stand up) and (say): “Before we (leave) you, may I have my ring back?” ... There (to be) a pause, while each of us (look) expectantly at his neighbour. Then there (to be) silence.

5) Fill in gaps with prepositions:

1. They are seldom problems ___ finance, since most rich people have enough sense ___ take care of their worries.
2. As usual ___ such a day he was giving a party, a party ___ twelve people.
3. There were exclamations ___ delight and admiration.
4. The ring was passed ___ hand to hand.
5. She was unused ___ asking for things twice.
6. I am sure you can guess the sort of scene ___ followed.

6) Say whether the statement is true or false:

1. Octavian is the author's father.
2. Twelve people were invited to the party.
3. The German princess wore a beautiful diamond ring.
4. A servant is thought to have stolen the ring.
5. It is not known who was the thief.
6. Octavian made amends to the princess himself.

Fair of Face

(*C.Hare*)

John Franklin, with whom I was at Oxford, invited me to stay with his people at Markhampton for the Markshire Hunt Ball. He and his sister were arranging a small party for it, he said.

“I’ve never met your sister,” I remarked. “What is she like?”

“She’s a beauty,” said John, simply and seriously.

I thought at the time it was odd, old-fashioned phrase, but it turned out to be strictly and literally true,. Deborah Franklin was beautiful in the grand, classic manner. She didn’t look in the least like a film star or model. But looking at her, you forgot everything. It was the sheer beauty of her face that took your breath away.

With looks like that, it would be asking too much to expect anything startling in the way of brains, and I found Deborah a trifle dull. She was of course well aware of her extraordinary good looks, and was perfectly prepared to discuss them, just as a man seven feet tall might talk about the advantages and disadvantages of being tall.

Most of our party were old friends of the Franklins, who took Deborah for granted as a local phenomenon, but among them was a newcomer – a young man with a beard named Aubrey Melcombe, who had lately taken charge of the local museum. As soon as he laid eyes on Deborah, he said:

“We have never met before, but your face, of course, is perfectly familiar.”

Deborah had evidently heard that one before.

“I never give sitting to photographers,” she said, “but people will snap me in the street. It’s such a nuisance.”

“Photographs!” said Aubrey. “I mean your portrait – the one that was painted four hundred years ago. Has nobody ever told you that you are the living image of the Warbeck Titian?”

“I’ve never heard of the Warbeck Titian,” said Deborah.

“You shall judge for yourself,” – said Aubrey. “I’ll send you a ticket for the opening of the exhibition.” Then he went off to dance with Rosamund Clegg, his assistant at the museum, who was said to be his fiancée.

I did not care much for Aubrey, or for his young woman, but I had to admit they knew their job when I came to the opening of the exhibition a few months later. They had gathered in treasures of every sort from all over the county and arranged them admirably. The jewel of the show was, of course, the great Titian. It had a wall to itself at the end of the room and I was looking at it when Deborah came in.

The likeness was fantastic. Lord Warbeck had never had his paintings cleaned, so the Titian’s flesh tints were golden and carmine, in vivid contrast to Deborah’s pink and white. But the face behind the glass might have been her mirror image. By a happy chance she had chosen to wear a plain black dress which matched up well to the portrait’s dark clothes. She stood there still and silent, staring at her centuries-old likeness. I wondered what she felt.

A pressman’s camera flashed and clicked. First one visitor and then another noticed the resemblance and presently the rest of the gallery was deserted. Everyone was crowding round the Titian to stare from the painted face to the real one back and again. The only clear space was round Deborah herself. People were moving to get a good view of her profile, without losing sight of the Titian, which fortunately was in profile also. It must have been horribly embarrassing for Deborah, but she never seemed to notice them. She went on

peering into the picture for a very long time. Then she turned round and walked quickly out of the building. As she passed me I saw that she was crying – a surprising display of emotion in one so calm.

About ten minutes later Aubrey discovered that a pair of Degas statuettes was missing from a stand opposite the Titian. They were small objects and very valuable. The police were sent for and there was a considerable fuss, but nothing was found. I left as soon as I could and went to the Franklins' Deborah was in.

“Have you got the statuettes?” I asked.

She took them out of her handbag.

“How did you guess?”

“It seemed to me that your reception in front of the Titian was a performance.,” I explained. “It distracted attention from everything else in the room while the theft took place.”

“Yes,” said Deborah. “Aubrey arranged it very cleverly, didn't he? He thought of everything. He even helped me choose this dress to go with the one in the picture, you know.”

“And the press photographer? Had he been laid on too?”

“Oh, yes. Aubrey arranged for someone to be there to photograph me. He thought it would help to collect a crowd.”

Her coolness was astonishing. Even with the evidence of the statuettes in front of me I found it hard to believe that I was talking to a thief.

“It was a very clever scheme altogether,” I said. “You and Aubrey must have put a lot of work into it. I had no idea you were such friends.”

There was a flush on her cheeks as she replied: “Oh yes, I've been seeing a good deal of him recently. Ever since the Hunt Ball, in fact.”

After that there didn't seem to be much to say.

"There's one thing I don't quite understand," I said finally. "People were surrounding you and staring at you up to the moment you left the gallery. How did Aubrey manage to pass the statuettes to you without anyone seeing?"

She rounded on me in a fury of surprise and indignation.

"Pass the statuettes to me?" she repeated. "Good God! Are you suggesting that I helped Aubrey to steal them?"

"But- but-" I stammered. "But if you didn't who did?"

"Rosamund, of course. Aubrey gave them to her while all was going on in front of the Titian. She simply put them in her bag and walked out. I'd only just got them back from her when you came in."

"Rosamund!" It was my turn to be surprised. "Then the whole thing was a put-up job between them?"

"Yes. They wanted to get married and hadn't any money, and she knew a dealer who would give a price for things like these with no questions asked and- and there you are."

"Then how did you come into it?" I asked.

"Aubrey said that if I posed in front of the Titian it would be wonderful publicity for the exhibition – and of course I fell for it. She laughed. "I've only just remembered. When Aubrey wanted to make fun of me he used to say I'd make a wonderful cover girl. That's just what I was – a cover girl for him and Rosamund."

She stood up and picked up the statuettes.

"Those will have to go back to the gallery, I suppose," she said, "Can it be done without too much fuss? It's silly of me, I know, but I'd rather they didn't prosecute Aubrey."

I made sympathetic noises.

“It was Rosamund’s idea in the first place,” she went on. “I’m sure of that. Aubrey hasn’t the wits to think of anything as clever.”

“It was clever enough,” I said. “But you saw through it at once. How was that?”

Deborah smiled.

“I’m not clever,” she said. “But that old dark picture with the glass on it made a perfect mirror. Aubrey told me to stand in front of it, so I did. But I’m not interested in art, you know. I was looking at myself. And of course I couldn’t help seeing what was happening just behind me...”

Exercises

1) Answer the following questions:

1. What happened at the exhibition?
2. What was the true purpose of inviting Deborah to the exhibition?
3. Why did Aubrey and Rosamund steal the statuettes?
4. How did Deborah know who was the thief?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. With looks like that, it would be asking too much to expect anything startling in the way of brains, and I found Deborah **a trifle dull**.
2. Has nobody ever told you that you are **the living image** of the Warbeck Titian?
3. The Titian’s flesh tints were golden and carmine, in **vivid** contrast to Deborah’s pink and white.
4. First one visitor and then another noticed the **resemblance** and presently the rest of the gallery was deserted.

5. She rounded on me in a fury of surprise and **indignation**.
6. Can it be done without too much **fuss**?

4) Put verbs in the right form to complete the text:

Deborah Franklin (be) a beauty. She (meet) Aubrey Melcombe, who (notice) her astounding likeness to the Warbeck Titian and (invite) her to a museum exhibition. Aubrey (tell) her to (stand) in front of the Titian, and many people (gather) around quickly. The old picture (make) a perfect mirror, and Deborah (can not) help (see) what (is happening) behind her...

5) Fill in gaps with prepositions:

1. They had gathered ___ treasures of every sort ___ all over the county and arranged them admirably.
2. As soon as he laid eyes ___ Deborah, he said...
3. About ten minutes later Aubrey discovered that a pair of Degas statuettes was missing ___ a stand opposite the Titian.
4. Even with the evidence of the statuettes ___ front of me I found it hard ___ believe that I was talking ___ a thief.
5. She knew a dealer who would give a price for things like these ___ no questions asked.
6. "Those will have to go back ___ the gallery, I suppose," she said.

6) Say whether the statement is true or false:

1. Deborah wasn't very smart.
2. Deborah and the Titian had gathered people from all over the museum.
3. The police found no traces of the thieves.
4. The Warbeck Titian was stolen from the exhibition.

5. Deborah herself stole the statuettes.
6. Aubrey came up with a plan for the theft.

Success Story

(J. G. Cozzens)

I met Richards ten or more years ago when I first went down to Cuba. He was a short, sharp-faced, agreeable chap, then about 22. He introduced himself to me on the boat and I was surprised to find that Panamerica Steel was sending us both to the same job.

Richards was from some not very good state university engineering school. Being the same age myself, and just out of technical college I saw at once that his knowledge was rather poor. In fact I couldn't imagine how he had managed to get this job.

Richard was naturally likable, and I liked him a lot. The firm had a contract for the construction of a private railroad. For Richards and me it was mostly an easy job of inspections and routine paperwork. At least it was easy for me. It was harder for Richards, because he didn't appear to master the use of a slide rule.

When he asked me to check his figures I found his calculations awful. "Boy," I was at last obliged to say, "you are undoubtedly the silliest white man in this province. Look, stupid, didn't you ever take arithmetic? How much are seven times thirteen?" "Work that out," Richards said, "and let me have a report tomorrow."

So when I had time I checked his figures for him, and the inspector only caught him in a bad mistake about twice. In January several directors of the United Sugar Company came down to us on business, but mostly pleasure; a good excuse to get south on a vacation. Richards and I were to accompany

them around the place. One of the directors, Mr. Prosser, was asking a number of questions. I knew the job well enough to answer every sensible question – the sort of question a trained engineer would be likely to ask. As it was, Mr. Prosser was not an engineer and some of his questions put me at a loss. For the third time I was obliged to say, “I’m afraid I don’t know, sir. We haven’t any calculations on that.”, when suddenly Richards spoke up.

“I think, about nine million cubic feet, sir,” he said. “I just happened to be working this out last night. Just for my own interest.”

“Oh,” said Mr. Prosser, turning in his seat and giving him a sharp look. “That’s very interesting, Mr. –er- Richards, is it? Well, now, maybe you could tell me about-“

Richards could. Richards knew everything. All the way up Mr. Prosser fired questions at him and he fired answers right back. When we reached the head of the rail, a motor was waiting for Mr. Prosser. He nodded absent-mindedly to me, shook hands with Richards. “Very interesting, indeed,” he said. “Goodbye, Mr. Richards, and thank you.”

“Not at all, sir,” Richards said. “Glad if I could be of service to you.”

As soon as the car moved off, I exploded. “A little honest bluff doesn’t hurt, but some of your figures...!”

“I like to please,” said Richards, grinning. “If a man like Prosser wants to know something, who am I to hold out on him?”

“What’s he going to think when he looks up the figures or asks somebody who does know?”

“Listen, my son,” said Richards kindly. “He wasn’t asking for any information he was going to use. He doesn’t want to know these figures. He won’t remember them. I don’t

even remember them myself. What he's going to remember is you and me." "Yes," said Richards firmly. "He is going to remember that Panamerica Steel has a bright young man named Richards who could tell him everything he wanted – just the sort of chap he could use; not like that other fellow who took no interest in his work, couldn't answer the simplest question and who is going to be doing small-time contracting all his life."

It is true. I am still working for the Company, still doing a little work for the construction line. And Richards? I happened to read in a newspaper a few weeks ago that Richards had been made a vice-president and director of Panamerica Steel when the Prosser group bought the old firm.

Exercises

1) Answer the following questions:

1. What was odd about Richards?
2. Was Richards good at his job?
3. Was Mr. Prosser satisfied with his visit?
4. Was Richards successful in the end?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. For Richards and me it was mostly an easy job of inspections and **routine paperwork**.
2. "Boy," I was at last obliged to say, "you are **undoubtedly** the silliest white man in this province."
3. So when I had time I **checked his figures** for him.
4. I knew the job well enough to answer every **sensible** question.

5. He nodded **absent-mindedly** to me, shook hands with Richards.
6. If a man like Prosser wants to know something, who am I to **hold out on him**?

4) Put verbs in the right form to complete the text:

So when I (have) time I (check) his figures for him, and the inspector only (catch) him in a bad mistake about twice. In January several directors of the United Sugar Company (come) down to us on business. Richards and I (be) to (accompany) them around the place. One of the directors, Mr. Prosser, (ask) a number of questions. I (know) the job well enough to (answer) every sensible question – the sort of question a trained engineer would be likely to (ask).

5) Fill in gaps with prepositions:

1. Richards was ___ some not very good state university engineering school.
2. The inspector only caught him ___ a bad mistake about twice.
3. As it was, Mr. Prosser was not an engineer and some of his questions put me ___ a loss.
4. What's he going ___ think when he looks ___ the figures or asks somebody who does know?
5. He wasn't asking ___ any information he was going to use.
6. I am still working ___ the Company.

6) Say whether the statement is true or false:

1. Both Richards and the author worked for Panamerica Steel.
2. Richards was good at arithmetics.
3. Richards bluffed Mr. Prosser to satisfy him.
4. Mr. Prosser left displeased with the workers.

5. Richards' exaggerations were discovered.
6. Richards was promoted when the Prosser group bought Panamerica Steel.

The Verger

(W.S. Maugham)

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

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

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

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

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

It occurred to him now that a cigarette would comfort him and since he was not a smoker and never had any in his pockets he looked for a shop where he could buy a packet of

good cigarettes. It was a long street with all sorts of. shops in it but there was not a single one where you could buy cigarettes.

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

He turned, walked home and had his tea.

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

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

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

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

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

"Well, I have a rough idea."

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

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

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

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

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

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

Exercises

1) Answer the following questions:

1. Why was Foreman laid off?
2. How did he come to the idea of opening a tobacco shop?
3. Was Foreman's business successful?
4. What was the bank manager's offer?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. There had been a wedding that afternoon at St. Peter's Church, and Edward Foreman still wore his verger's **gown**.
2. I discovered to my **astonishment** that you could neither read nor write.
3. I'm afraid I can't now, sir. I'm **too old a dog to learn new tricks**.
4. He thought the matter over from every point of view and the next day he went to look for a **suitable** shop.
5. He looked for another long street that didn't have a **tobacconist's** in it and opened another shop.
6. We shall make you out a list of securities which will bring you a better **rate of interest** than the bank can give you.

4) Put verbs in the right form to complete the text:

Edward Foreman (be) verger of St. Peter's church for 16 years, but the vicar (find out) that he (can not) read or write and so (be forced) to (fire) him. As Foreman (walk) down the street, he suddenly (feel) an urge to smoke, but (can not) find a single tobacconist's shop. An idea (strike) him that perhaps he (can) open one...

5) Fill in gaps with prepositions:

1. I shall be happy to hand ___ my resignation as soon as you have found somebody to take my place.
2. Up ___ now Edward's face hadn't shown any signs of emotion.
3. He looked for a shop ___ he could buy a packet of good cigarettes.
4. He thought the matter ___ from every point of view and the next day he went to look ___ a suitable shop.
5. Every Monday he went to all his shops, collected the week's takings and took them ___ the bank.
6. The manager was so surprised that he jumped ___ ___ his seat.

6) Say whether the statement is true or false:

1. Edward Foreman could not read or write.
2. Foreman was happy to be finally released from his job.
3. Foreman was not a smoker.
4. Foreman's wife came up with the idea of opening a tobacco shop.
5. Foreman bought over ten shops.
6. Foreman's business was not successful.

The Happy Man

(W.S. Maugham)

I was a young man and I lived in a modest apartment in London near Victoria Station. Late one afternoon, when I was beginning to think that I had worked enough for that day, I heard a ring at the bell. I opened the door to a total stranger. He asked me my name; I told him. He asked if he might come in.

“Certainly”.

I led him into my sitting-room and begged to sit down. He seemed a trifle embarrassed. I offered him a cigarette and he had some difficulty in lighting it.

“I hope you don't mind my coming to see you like this”, he said, “My name is Stephens and I am a doctor. You're in the medical, I believe?”

“Yes, but I don't practise”.

“No, I know. I've just read a book of yours about Spain and I wanted to ask you about it”.

“It's not a very good book, I'm afraid”.

“The fact remains that you know something about Spain and there's no one else I know who does. And I thought perhaps you wouldn't mind giving me some information”.

“I shall be very glad”.

He was silent for a moment. He reached out for his hat and holding it in one hand absent-mindedly stroked it with the other.

“I hope you won't think it very odd for a perfect stranger to talk to you like this”. He gave an apologetic laugh. “I'm not going to tell you the story of my life”.

When people say this to me I always know that it is precisely what they are going to do. I do not mind. In fact I rather like it.

“I was brought up by two old aunts. I've never been anywhere. I've never done anything. I've been married for six years. I have no children. I'm a medical officer at the Camberwell Infirmary. I can't bear it anymore”.

There was something very striking in the short, sharp sentences he used. I looked at him with curiosity. He was a little man, thickset and stout, of thirty perhaps, with a round red face from which shone small, dark and very bright eyes. His black hair was cropped close to a bullet-shaped head. He was dressed in a blue suit a good deal the worse for wear. It was baggy at the knees and the pockets bulged untidily.

“You know what the duties are of a medical officer in an infirmary. One day is pretty much like another. And that's all I've got to look forward to for the rest of my life. Do you think it's worth it?”

“It's a means of livelihood”, I answered.

“Yes, I know. The money's pretty good”.

“I don't exactly know why you've come to me”.

“Well, I wanted to know whether you thought there would be any chance for an English doctor in Spain?”

“Why Spain?”

“I don't know, I just have a fancy for it”.

“It's not like Carmen, you know”, I smiled.

“But there's sunshine there, and there's good wine, and there's colour, and there's air you can breathe. Let me say what I have to say straight out. I heard by accident that there was no English doctor in Seville. Do you think I could earn a living there? Is it madness to give up a good safe job for an uncertainty?”

“What does your wife think about it?”

“She's willing”.

“It's a great risk”.

“I know. But if you say take it, I will: if you say stay where you are, I'll stay”.

He was looking at me with those bright dark eyes of his and I knew that he meant what he said. I reflected for a moment.

“Your whole future is concerned: you must decide for yourself. But this I can tell you: if you don't want money but are content to earn just enough to keep body and soul together, then go. For you will lead a wonderful life”.

He left me, I thought about him for a day or two, and then forgot. The episode passed completely from my memory.

Many years later, fifteen at least, I happened to be in Seville and having some trifling indisposition asked the hotel porter whether there was an English doctor in the town. He said there was and gave me the address. I took a cab and as I drove up to the house a little fat man came out of it. He hesitated, when he caught sight of me.

“Have you come to see me?” he said. “I'm the English doctor”.

I explained my matter and he asked me to come in. He lived in an ordinary Spanish house, and his consulting room was littered with papers, books, medical appliances and lumber. We did our business and then I asked the doctor what his fee was. He shook his head and smiled.

“There's no fee”.

“Why on earth not?”

“Don't you remember me? Why, I'm here because of something you said to me. You changed my whole life for me. I'm Stephens”.

I had not the least notion what he was talking about. He reminded me of our interview, he repeated to me what we had

said, and gradually, out of the night, a dim recollection of the incident came back to me.

“I was wondering if I'd ever see you again”, he said, “I was wondering if ever I'd have a chance of thanking you for all you've done for me”.

“It's been a success then?”

I looked at him. He was very fat now and bald, but his eyes twinkled gaily and his fleshy, red face bore an expression of perfect good humour. The clothes he wore, terribly shabby they were, had been made obviously by a Spanish tailor and his hat was the wide brimmed sombrero of the Spaniard. He looked to me as though he knew a good bottle of wine when he saw it. He had an entirely sympathetic appearance. “You might have hesitated to let him remove your appendix”, but you could not have imagined a more delightful creature to drink a glass of wine with.

“Surely you were married?” I said.

“Yes. My wife didn't like Spain, she went back to Camberwell, she was more at home there”.

“Oh, I'm sorry for that”.

His black eyes flashed a smile.

“Life is full of compensations”, he murmured.

The words were hardly out of his mouth when a Spanish woman, no longer in her first youth, but still beautiful, appeared at the door. She spoke to him in Spanish, and I could not fail to feel that she was the mistress of the house.

As he stood at the door to let me out he said to me:

“You told me when last I saw you that if I came here I should earn just enough money to keep body and soul together, but that I should lead a wonderful life. Well, I want to tell you that you were right. Poor I have been and poor I shall always

be, but by heaven I've enjoyed myself. I wouldn't exchange the life I've had with that of any king in the world”.

Exercises

1) Answer the following questions:

1. What Stephens came to the young man for?
2. Why did Stephens suddenly decide to move to Spain?
3. Has he changed over the years? How?
4. Has Stephens become a happier man?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. I hope you won't think it very odd for a **perfect stranger** to talk to you like this.
2. Is it madness to give up a good safe job for an **uncertainty**?
3. He was looking at me with those bright dark eyes of his and I knew that he meant what he said. I **reflected** for a moment.
4. I happened to be in Seville and having some trifling **indisposition** asked the hotel porter whether there was an English doctor in the town.
5. Gradually, out of the night, a dim **recollection** of the incident came back to me.
6. The clothes he wore, terribly **shabby** they were, had been made obviously by a Spanish tailor.

4) Put verbs in the right form to complete the text:

I (be) a young man and I (live) in a modest apartment in London near Victoria Station. Late one afternoon, when I (begin) to think that I (work) enough for that day, I (hear) a

ring at the bell. I (open) the door to a total stranger. He (ask) me my name; I (tell) him. He (ask) if he might (come in). I (lead) him into my sitting-room and (beg) to sit down. He (seem) a trifle embarrassed. I (offer) him a cigarette and he (have) some difficulty in (to light) it.

5) Fill in gaps with prepositions:

1. He reached ___ for his hat and holding it ___ one hand absent-mindedly stroked it with the other.
2. There was something very striking ___ the short, sharp sentences he used. I looked ___ him with curiosity.
3. He was looking ___ me with those bright dark eyes ___ his and I knew that he meant what he said.
4. I took a cab and as I drove ___ to the house a little fat man came ___ of it.
5. The clothes he wore, terribly shabby they were, had been made obviously ___ a Spanish tailor.
6. She spoke to him ___ Spanish, and I could not fail to feel that she was the mistress of the house.

6) Say whether the statement is true or false:

1. The author lived in London.
2. Stephens worked in the military.
3. Stephens' wife was not willing to move to Spain.
4. The author always remembered Stephens.
5. Stephens' wife went back to Camberwell.
6. Stephens enjoyed his life in Spain.

Mr. Know-All

(W.S. Maugham)

Once I was going by ship from San-Francisco to Yokohama. I shared my cabin with a man called Mr. Kelada. He was short and of a sturdy build, clean shaven and dark-skinned, with a hooked nose and very large liquid eyes. His long black hair was curly. And though he introduced himself as an Englishman I felt sure that he was born under a bluer sky than is generally seen in England. Mr. Kelada was chatty. He talked of New York and of San Francisco. He discussed plays, pictures and politics. He was familiar. Though I was a total stranger to him he used no such formality as to put mister before my name when he addressed me. I didn't like Mr. Kelada. I not only shared a cabin with him and ate three meals a day at the same table, but I couldn't walk round the deck without his joining me. It was impossible to snub him. It never occurred to him that he was not wanted. He was certain that you were as glad to see him as he was glad to see you. In your own house you might have kicked him downstairs and slammed the door in his face.

Mr. Kelada was a good mixer, and in three days knew everyone on board. He ran everything. He conducted the auctions, collected money for prizes at the sports, organized the concert and arranged the fancy-dress ball. He was everywhere and always. He was certainly the best-hated man in the ship. We called him Mr. Know-All, even to his face. He took it as a compliment. But it was at meal times that he was most intolerable. He knew everything better than anybody else and you couldn't disagree with him. He would not drop a subject till he had brought you round to his way of thinking. The possibility that he could be mistaken never occurred to him.

We were four at the table: the doctor, I, Mr. Kelada and Mr. Ramsay.

Ramsay was in the American Consular Service, and was stationed at Kobe. He was a great heavy fellow. He was on his way back to resume his post, having been on a flying visit to New York to fetch his wife, who had been spending a year at home. Mrs. Ramsay was a very pretty little thing with pleasant manners and a sense of humour. She was dressed always very simply, but she knew how to wear her clothes.

One evening at dinner the conversation by chance drifted to the subject of pearls. There was some argument between Mr. Kelada and Ramsay about the value of culture and real pearls. I did not believe Ramsay knew anything about the subject at all. At last Mr. Kelada got furious and shouted: "Well, I know what I am talking about. I'm going to Japan just to look into this Japanese pearl business. I'm in the trade. I know the best pearls in the world, and what I don't know about pearls isn't worth knowing."

Here was news for us, for Mr. Kelada had never told anyone what his business was.

Ramsay leaned forward.

"That's a pretty chain, isn't it?" he asked pointing to the chain that Mrs. Ramsay wore.

"I noticed it at once," answered Mr. Kelada. "Those are pearls all right."

"I didn't buy it myself, of course," said Ramsay. "I wonder how much you think it cost."

"Oh, in the trade somewhere round fifteen thousand dollars. But if it was bought on Fifth Avenue anything up to thirty thousand was paid for it."

Ramsay smiled. "You'll be surprised to hear that Mrs. Ramsay bought that string the day before we left New York for eighteen dollars. I'll bet you a hundred dollars it's imitation."

"Done."

"But how can it be proved?" Mrs. Ramsay asked.

"Let me look at the chain and if it's imitation I'll tell you quickly enough. I can afford to lose a hundred dollars," said Mr. Kelada.

The chain was handed to Mr. Kelada. He took a magnifying glass from his pocket and closely examined it. A smile of triumph spread over his face. He was about to speak. Suddenly he saw Mrs. Ramsay's face. It was so white that she looked as if she were about to faint. She was staring at him with wide and terrified eyes. Mr. Kelada stopped with his mouth open. He flushed deeply. You could almost see the effort he was making over himself. "I was mistaken," he said. "It's a very good imitation." He took a hundred-dollar note out of his pocket and handed it to Ramsay without a word. "Perhaps that'll teach you a lesson," said Ramsay as he took the note. I noticed that Mr. Kelada's hands were trembling.

The story spread over the ship. It was a fine joke that Mr. Know-All had been caught out. But Mrs. Ramsay went to her cabin with a headache.

Next morning I got up and began to shave. Suddenly I saw a letter pushed under the door. I opened the door and looked out. There was nobody there. I picked up the letter and saw that it was addressed to Mr. Kelada. I handed it to him. He took out of the envelope a hundred-dollar note. He looked at me and reddened.

"Were the pearls real?" I asked.

"If I had a pretty little wife I shouldn't let her spend a year in New York while I stayed at Kobe," said he.

Exercises

1) Answer the following questions:

1. Was Mr. Kelada liked by people on the ship?
2. Why was Mr. Kelada called “Mr.Know-All”?
3. Who was Mr. Ramsay?
4. Were the pearls real after all?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. It was impossible to **snub** him.
2. He was on his way back to resume his post, having been on a flying visit to New York to **fetch** his wife.
3. One evening at dinner the conversation by chance **drifted** to the subject of pearls.
4. He took a **magnifying glass** from his pocket and closely examined it.
5. It was so white that she looked as if she were about to **faint**.
6. But Mrs. Ramsay went to her cabin with a **headache**.

4) Put verbs in the right form to complete the text:

The chain (be handed) to Mr. Kelada. He (take) a magnifying glass from his pocket and closely (examine) it. A smile of triumph (spread) over his face. He (be) about to speak. Suddenly he (see) Mrs. Ramsay's face. It was so white that she (look) as if she (be) about to faint. She (stare) at him with wide and terrified eyes. Mr. Kelada (stop) with his mouth open. He (flush) deeply. You (can) almost (see) the effort he (make) over himself. "I was mistaken," he (say). "It's a very good imitation."

5) Fill in gaps with prepositions:

1. It never occurred ___ him that he was not wanted.
2. Mr. Kelada was a good mixer, and ___ three days knew everyone ___ board.
3. We were four ___ the table: the doctor, I, Mr. Kelada and Mr. Ramsay.
4. Here was news for us, ___ Mr. Kelada had never told anyone what his business was.
5. A smile of triumph spread ___ his face.
6. He took a hundred-dollar note ___ of his pocket and handed it to Ramsay without a word.

6) Say whether the statement is true or false:

1. Mr. Kelada was not very well-liked on the ship.
2. Mr. Kelada took his “nickname” as a compliment.
3. Mr. Ramsay worked for the American Consular Service.
4. Mr. Ramsay bought the chain as a gift for his wife.
5. Mr. Ramsay bet Mr. Kelada a hundred dollars that the pearls were real.
6. The pearls turned out to be real in the end.

Wager with Destiny

(E.E. Gatti)

Anderson was alone in camp when the native boy brought him Barton's book.

"The boss has dropped it on the trail," the boy said. Anderson knew the book well, a cheap, shabby little notebook. He had heard Barton say a dozen times that he'd bought it with the first dime he'd earned, and every financial transaction he'd made since was entered in that book.

The camp was inside a mountain jungle in the Kuvi region of the Congo. And the heavy clouds overhead made Anderson feel gloomy. He was not well, and he was nervous. And he was unreasonably disturbed about the cage.

He had come on this hunting safari as Barton's guest. Barton, now, was one of the richest men in America; a hard man, who was proud of his power. It was surprising, therefore, to Anderson, that after fifteen years of silence, Barton had looked him up, renewed their boyhood friendship and made him this invitation. Anderson was grateful for it; for he, himself, was penniless and a failure.

Barton had made a bet at his club that he could capture alive a full-grown gorilla and bring it back to America. Hence the safari. And hence the portable steel cage with its automatic door.

Anderson couldn't bear to think of a great gorilla, unable to use his magnificent strength, shut up in the cage. But Anderson, of course, was sensitive about steel bars.

He did not mean to look in Barton's book. It had fallen into the mud, and Anderson only wanted to clean it.

But as he turned the pages shaking out the dried mud, his eyes fell upon a date – April 20, 1923. That was the date that had been seared into Anderson's mind with a red-hot iron, and mechanically he read the entry. Then he opened his mouth and the air swam around him.

“April 20, 1923, received \$50,000” the book stated. Nothing more than that. And on April 20, 1923, he, Anderson, an innocent man, a young accountant in the same firm where Barton was just beginning his career, had been sentenced to fifteen years in prison for embezzlement of \$50,000.

Anderson was as shaken as if the very ground had opened under his feet. Memories rushed back to him. The

books had been tampered with, all right. But they had never been able to locate the money.

And all the time it was Barton who had stolen the money; had used it as the cornerstone of his vast success; had noted it down, laconically, in his little book!

"But why did he bring me here?" Anderson asked himself. His body was burning with heat, and his head was heavy; he felt the first sign of malaria. And his heart was filled with the terrible, bitter rage of one betrayed. "Does he think I suspect him? Does he plan to kill me now?"

And then the reason came, cold and clear. There was a power of justice in life, and that power had made Barton bring him, so that he, Anderson, could take the law in his own hands, and the guilty would be punished instead of the innocent.

At once his mind was made up, and he had never known his thinking to be so clear and direct. He would kill Barton while he slept – they shared the same tent. And he would go to bed now and pretend sleeping, so that he would not have to speak to Barton.

It was already late in the afternoon. Anderson uneasily walked into the tent. But he did not have to play a role, for as soon as he touched the bed he fell into the heavy sleep of increasing malaria.

It was bright moonlight outside the tent when he awoke. He could hear Barton's regular, rhythmic breathing in the darkness near him. He dressed quickly and noiselessly, turned the safety catch of his revolver and bent above Barton. But a sudden shock of revulsion came over him.

He put the revolver down carefully on the table near his bed. Then he was outside the tent and trying to run, to get away from that accusing voice that cried within him, again and again, "Murderer!"

He did not know where he was until his hand touched something cold and hard – a steel bar of the cage. God, it knew steel bars, that hand. He closed his eyes against the thought, and took a few steps forward. Then a noise behind him made him turn around. The steel door of the cage had dropped! He had walked into the cage, closing the automatic door!

"Where you should be," cried the accusing voice, "where murderers ought to be, in a cage!"

Anderson sobbed hysterically. Then he fell and the flames of his fever licked him.

Anderson opened his eyes with great effort, and saw above him the face of the friendly planter who lived some miles from the camp.

"You'll be all right now," the man said, "the fever's over. But how did you get into the cage?"

Anderson tried to explain, but he didn't have strength enough to speak. He knew where he was, in a bed in the planter's house. And gradually he became aware that there was another white man in the room, one he had never seen before.

"He was lucky," the planter was saying to this strange man. "If he hadn't been safe in that cage, the gorillas would have got him as they did Barton and those pygmies."

"Do you feel able to talk now?" the stranger asked "I expect you're wondering who I am. I am Barton's lawyer, I flew down from New York to take charge of Barton's affairs as soon as I got the news. You've been delirious three weeks, you know."

The lawyer sat down beside Anderson's bed. "As you know, my late client was a superstitious man, and a great gambler", he said. "You two, as young men, started your careers together. And on the very day that he received the capital that gave him his chance, you were sentenced to prison

on a charge of embezzling the identical sum – fifty thousand dollars. Barton took the coincidence as an act of fate”.

“He made a kind of bet with fate," the lawyer went on. "If he were allowed to succeed, he promised to do something good for you. And he kept the bet, he remembered you in his will'. I thought you'd like to know why”.

"I know why all right," said Anderson. A little word called "conscience", he thought.

"I happened to know all about it," the lawyer added, "Because I was the executor of the will of Barton's aunt. She hadn't liked him, and he'd expected nothing from her. So that fifty thousand was like money falling from the skies."

Exercises

1) Answer the following questions:

1. Have Anderson and Barton known each other before?
2. Why did the date in the diary shock Anderson so much?
3. Why did he try to kill Barton?
4. What happened to Barton while Anderson was delirious?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. Anderson was grateful for it; for he, himself, was **penniless** and a **failure**.
2. And on April 20, 1923, he, Anderson, an innocent man, had been sentenced to fifteen years in prison for **embezzlement** of \$50,000.
3. And all the time it was Barton who had stolen the money; had used it as the **cornerstone** of his vast success!
4. But a sudden shock of **revulsion** came over him.

5. As you know, my late client was a **superstitious** man, and a great gambler.
6. So that fifty thousand was like **money falling from the skies**.

4) Put verbs in the right form to complete the text:

Anderson (be) (invite) to a hunting safari by Barton. Barton (is) his old acquaintance. Anderson (find) Barton's accounting book and (cannot) believe his eyes as he (read) it. Barton (receive) 50,000 dollars in the same day when Anderson (be) (arrest) for embezzlement. It (become) clear to him that Barton (frame) him. Furious, he (decide) to (pass) judgement and (murder) Barton in his sleep.

5) Fill in gaps with prepositions:

1. He was not well, and he was nervous. And he was unreasonably disturbed ___ the cage.
2. Anderson couldn't bear to think ___ a great gorilla, unable to use his magnificent strength, shut up ___ the cage.
3. The books had been tampered ___, all right.
4. Anderson uneasily walked ___ ___ the tent.
5. He knew where he was, ___ a bed ___ the planter's house.
6. And ___ the very day that he received the capital that gave him his chance, you were sentenced ___ prison.

6) Say whether the statement is true or false:

1. Anderson and Barton were old childhood friends.
2. Both of them worked for the same firm.
3. Anderson was sentenced to 10 years in prison.
4. Anderson murdered Barton himself.
5. Barton included Anderson in his will.

6. It turned out that Barton did not frame Anderson for embezzlement.

Caged

(I.E. Reeve)

Purcell was a small, fussy man; red cheeks and a tight melonlike stomach. Large glasses so magnified his eyes as to give him the appearance of a wise and kind owl.

He owned a pet shop. He sold cats and dogs and monkeys; he dealt in fish food and bird seed, prescribed remedies for ailing canaries, on his shelves there were long rows of cages. He considered himself something of a professional man.

There was a constant stir of life in his shop. The customers who came in said:

"Aren't they cute"! Look at that little monkey! They're sweet."

And Mr. Purcell himself would smile and rub his hands and nod his head.

Each morning, when the routine of opening his shop was completed, it was the proprietor's custom to perch on a high stool, behind the counter, unfold his morning paper, and digest the day's news.

It was a raw, wintry day. Wind gusted against the high, plateglass windows. Having completed his usual tasks, Mr. Purcell again mounted the high stool and unfolded his morning paper. He adjusted his glasses, and glanced at the day's headlines.

There was a bell over the door that rang whenever a customer entered. This morning, however, for the first time Mr. Purcell could recall, it failed to ring. Simply he glanced up, and

there was the stranger, standing just inside the door, as if he had materialized out of thin air.

The storekeeper slid off his stool. From the first instant he knew instinctively, that the man hated him; but out of habit he rubbed his hands, smiled and nodded.

"Good morning," he beamed. "What can I do for you?"

The man's shiny shoes squeaked forward. His suit was cheap, ill-fitting, but obviously new. Ignoring Purcell for the moment, he looked around the shadowy shop.

"A nasty morning," volunteered the shopkeeper. He clasped both hands across his melonlike stomach, and smiled importantly. Now what was it you wanted?"

The man stared closely at Purcell, as though just now aware of his presence. He said, "I want something in a cage."

"Something in a cage?" Mr. Purcell was a bit confused. "You mean – some sort of pet?"

"I mean what I said!" snapped the man. "Something in a cage. Something alive that's in a cage."

"I see," hastened the storekeeper, not at all certain that he did. "Now let me think. A white rat, perhaps? I have some very nice white rats."

"No!" said the man. "Not rats. Something with wings. Something that flies."

"A bird!" exclaimed Mr. Purcell.

"A bird's all right." The customer pointed suddenly to a cage which contained two snowy birds. "Doves? How much for those?"

"Five-fifty," came the prompt answer. "And a very reasonable price. They are a fine pair."

"Five-fifty?" The man was obviously disappointed. He produced a five-dollar bill. "I'd like to have those birds. But this is all I've got. Just five dollars."

Mentally, Mr. Purcell made a quick calculation, which told him that at a fifty cent reduction he could still reap a tidy profit. He smiled kindly "My dear man, if you want them that badly, you can certainly have them for five dollars."

"I'll take them." He laid his five dollars on the counter. Mr. Purcell unhooked the cage, and handed it to his customer. "That noise!" The man said suddenly. "Doesn't it get on your nerves?"

"Noise? What noise?" Mr. Purcell looked surprised. He could hear nothing unusual.

"Listen." The staring eyes came closer. "How long d'you think it took me to make that five dollars?"

The merchant wanted to order him out of the shop. But oddly enough, he couldn't. He heard himself asking, "Why – why, how long did it take you?"

The other laughed. "Ten years! At hard labour. Ten years to earn five dollars. Fifty cents a year."

It was best, Purcell decided, to humor him. "My, my! Ten years. That's certainly a long time. Now..."

"They give you five dollars," laughed the man, "and a cheap suit, and tell you not to get caught again."

The man swung around, and stalked abruptly from the store.

Purcell sighed with sudden relief. He walked to the window and stared out. Just outside, his peculiar customer had stopped. He was holding the cage shoulder-high, staring at his purchase. Then, opening the cage, he reached inside and drew out one of the doves. He tossed it into the air. He drew out the second and tossed it after the first. They rose like balls and were lost in the smoky gray of the wintry city. For an instant the liberator's silent gaze watched them. Then he dropped the cage and walked away.

The merchant was perplexed. So desperately had the man desired the doves that he had let him have them at a reduced price. And immediately he had turned them loose. "Now why," Mr. Purcell muttered, "did he do that?" He felt vaguely insulted.

Exercises

1) Answer the following questions:

1. Who was Mr. Purcell?
2. What was Purcell's usual morning routine?
3. How did his customer earn his money?
4. Why do you think had the man released the doves?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. Purcell was a small, fussy man; red cheeks and a tight **melonlike** stomach.
2. "I mean what I said!" **snapped** the man. "Something in a cage."
3. Mentally, Mr. Purcell made a quick calculation, which told him that at a fifty cent reduction he could still **reap a tidy profit**.
4. Ten years! At **hard labour**. Ten years to earn five dollars. Fifty cents a year.
5. For an instant the **liberator's** silent gaze watched them.
6. The merchant was **perplexed**.

4) Put verbs in the right form to complete the text:

Just outside, his peculiar customer (have) (stop). He (be) (hold) the cage shoulder-high, (stare) at his purchase. Then, (open) the cage, he (reach) inside and (draw) out one of

the doves. He (toss) it into the air. He (draw) out the second and (toss) it after the first. They (rise) like balls and (be lost) in the smoky gray of the wintry city. For an instant the liberator's silent gaze (watch) them. Then he (drop) the cage and (walk) away.

5) Fill in gaps with prepositions:

1. He considered himself something ___ a professional man.
2. There was a bell ___ the door that rang whenever a customer entered.
3. The man stared closely ___ Purcell, as though just now aware ___ his presence.
4. The merchant wanted ___ order him out ___ the shop.
5. Purcell sighed ___ sudden relief.
6. He was holding the cage shoulder-high, staring ___ his purchase.

6) Say whether the statement is true or false:

1. Purcell was a tall, imposing man.
2. Every morning he would read the morning papers.
3. The customer agreed to buy rats.
4. Purcell refused to make a discount for him.
5. The man told Purcell that he spent ten years at hard labour.
6. Mr. Purcell was surprised at the man's behavior.

Then in Triumph

(*F.L. Parke*)

There were cars in front of the house. Four of them. Clifford Oslow cut across the lawn and headed for the back steps. But not soon enough. The door of a big red car opened and a woman came rushing after him. She was a little person, smaller even than Clifford himself. But she was fast. She reached him just as he was getting through the hedge.

"You're Mr. Oslow, aren't you?" she said. She pulled out a little book and a pencil and held them under his nose. "I've been trying to get her autograph all week," she explained. "I want you to get it for me. Just drop the book in a mail-box. It's stamped and the address is on it."

And then she was gone and Clifford was standing there holding the book and pencil in his hand.

He put the autograph book in his pocket and hurried up the steps.

There was a lot of noise coming from the living-room. Several male voices, a strange woman's voice breaking through now and then, rising above the noise. And Julia's voice, rising above the noise, clear and kindly and very sure.

"Yes," she was saying. And, "I'm very glad." And, "People have been very generous to me."

She sounded tired.

Clifford leaned against the wall while he finished the sandwich and the beer. He left the empty bottle on the table, turned off the kitchen light and pushed easily on the hall door.

A man grabbed him by the arm and pushed him along the hall and into the parlor. «Here he is,» somebody shouted. "Here's Mr. Oslow!"

There were a half-a-dozen people there, all with notebooks and busy pens. Julia was in the big chair by the fireplace, looking plumper than usual in her new green dress.

She smiled at him affectionately but, it seemed to him, a little distantly. He'd noticed that breach in her glance many times lately. He hoped that it wasn't superiority, but he was afraid that it was.

"Hello, Clifford," she said.

"Hello, Julia," he answered.

He didn't get a chance to go over and kiss her. A reporter had him right against the wall. How did it seem to go to bed a teller at the Gas Company and to wake up the husband of a best-selling novelist? Excellent, he told them. Was he going to give up his job? No, he wasn't. Had he heard the news that "Welcome Tomorrow" was going to be translated into Turkish? No, he hadn't.

And then the woman came over. The one whose voice he'd heard back in the kitchen where he wished he'd stayed.

"How", she inquired briskly, "did you like the story?"

Clifford didn't answer immediately. He just looked at the woman. Everyone became very quiet. And everyone looked at him. The woman repeated the question. Clifford knew what he wanted to say. "I liked it very much," he wanted to say and then run. But they wouldn't let him run. They'd make him stay. And ask him more questions. Which he couldn't answer.

"I haven't," he mumbled, "had an opportunity to read it yet. But I'm going to," he promised. And then came a sudden inspiration. "I'm going to read it now!" There was a copy on the desk by the door. Clifford grabbed it and raced for the front stairs.

Before he reached the second flight, though, he could hear the woman's voice on the hall phone. "At last", she was

saying, "we have discovered an adult American who has not read "Welcome Tomorrow". He is, of all people, Clifford Oslow, white, 43, a native ,of this city and the husband of..."

On the second floor Clifford reached his study, turned on the light over the table and dropped into the chair before it. He put Julia's book right in front of him, but he didn't immediately open it.

Instead he sat back in the chair and looked about him. The room was familiar enough. It had been his for over eighteen years. The table was the same. And the old typewriter was the one he had bought before Julia and he were married.

There hadn't been many changes. All along the bookcase were the manuscripts of his novels. His rejected novels. On top was his latest one, the one that had stopped going the rounds six months before.

On the bottom was his earliest one. The one he wrote when Julia and he were first married.

Yes, Clifford was a writer then. Large W. And he kept on thinking of himself as one for many years after, despite the indifference of the publishers. Finally, of course, his writing had become merely a gesture. A stubborn unwillingness to admit defeat. Now, to be sure, the defeat was definite. Now that Julia, who before a year ago hadn't put pen to paper, had written a book, had it accepted and now was looking at advertisements that said, "over four hundred thousand copies."

He picked up "Welcome Tomorrow" and opened it, as he opened every book, in the middle. He read a paragraph. And then another. He had just started a third when suddenly he stopped. He put down Julia's book, reached over to the shelf and pulled out the dusty manuscript of his own first effort. Rapidly he turned over the crisp pages. Then he began to read aloud.

Clifford put the manuscript on the table on top of the book. For a long time he sat quietly. Then he put the book in his lap and left the manuscript on the table and began to read them, page against page. He had his answer in ten minutes.

And then he went back downstairs. A couple of reporters were still in the living-room. "But, Mrs. Oslow, naturally our readers are interested," one was insisting. "When," he demanded, "will you finish your next book?"

"I don't know," she answered uneasily.

Clifford came across the room to her, smiling. He put his arm around her and pressed her shoulder firmly but gently. "Now, now, Julia," he protested. "Let's tell the young man at once."

The reporter looked up.

"Mrs. Oslow's new novel," Clifford announced proudly, "will be ready in another month."

Julia turned around and stared at him, quite terrified.

But Clifford kept on smiling. Then he reached into his pocket and brought out the autograph book and pencil that had been forced on him on his way home.

"Sign here," he instructed.

Exercises

1) Answer the following questions:

1. Who do you think was the woman Clifford met in front of the house?
2. What was going on in the house?
3. Both Clifford and Julia were writers. Which one of them was more successful?
4. What did Clifford discover in his study?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. Just drop the book in a mail-box. It's **stamped** and the address is on it.
2. Julia was in the big chair by the fireplace, looking **plumper** than usual in her new green dress.
3. He hoped that it wasn't **superiority**, but he was afraid that it was.
4. And the old **typewriter** was the one he had bought before Julia and he were married.
5. On top was his latest one, the one that had stopped **going the rounds** six months before.
6. Finally, of course, his writing had become merely a **gesture**.

4) Put verbs in the right form to complete the text:

Clifford Oslow's wife, Julia, (be) a successful writer. Clifford himself (be) one years ago. One day he (come) home and (hear) noise from the living room; he (enter) the room and (see) several reporters (to interview) Julia about her book. Clifford (go) into his study and (begin) to (read) Julia's book. Something (do not) (seem) right to him. He (reach) for an old manuscript of his own novel and (began) (read) them, page against page...

5) Fill in gaps with prepositions:

1. She pulled ___ a little book and a pencil and held them ___ his nose.
2. Julia was ___ the big chair ___ the fireplace, looking plumper than usual in her new green dress.

3. On the second floor Clifford reached his study, turned ___ the light over the table and dropped ___ ___ the chair before it.
4. He put Julia's book right ___ front of him, but he didn't immediately open it.
5. Yes, Clifford was a writer then. Large W. And he kept ___ thinking of himself ___ one for many years after
6. Then he put the book ___ his lap and left the manuscript ___ the table and began to read them, page against page.

6) Say whether the statement is true or false:

1. The woman from the outside asked Clifford to get Julia's autograph.
2. Julia sounded extremely enthusiastic in her interview.
3. Clifford was not a writer.
4. Clifford has not read his wife's latest novel.
5. Julia started writing a long time ago.
6. Julia was writing her novels by herself.

Art for Heart's Sake

(R. Goldberg)

"Here, take your juice," said Koppel, Mr. Ellsworth's servant and nurse.

"No!" said Collis P. Ellsworth.

"But it's good for you, sir!"

"No!"

"The doctor insists on it."

"No!"

Koppel heard the front door bell and was glad to leave the room. He found Doctor Caswell in the hall downstairs.

"I can't do a thing with him," he told the doctor. "He doesn't want to take his juice. I can't persuade him to take his

medicine. He doesn't want me to read to him. He hates TV. He doesn't like anything!"

Doctor Caswell took the information with his usual professional calm. This was not an ordinary case. The old gentleman was in pretty good health for a man of seventy. But it was necessary to keep him from buying things. His financial transactions always ended in failure, which was bad for his health.

"How are you this morning? Feeling better?" asked the doctor. "I hear you haven't been obeying my orders."

The doctor drew up a chair and sat down close to the old man. He had to do his duty. "I'd like to make a suggestion," he said quietly. He didn't want to argue with the old man.

Old Ellsworth looked at him over his glasses. The way Doctor Caswell said it made him suspicious. "What is it, more medicine, more automobile rides to keep me away from the office?" the old man asked with suspicion. "Not at all," said the doctor. "I've been thinking of something different. As a matter of fact I'd like to suggest that you should take up art. I don't mean seriously of course," said the doctor, "just try. You'll like it."

Much to his surprise the old man agreed. He only asked who was going to teach him drawing. "I've thought of that too," said the doctor. "I know a student from an art school who can come round once a week. If you don't like it, after a little while you can throw him out." The person he had in mind and promised to bring over was a certain Frank Swain, eighteen years old and a capable student. Like most students he needed money. Doctor Caswell kept his promise.

He got in touch with Frank Swain and the lessons began. The old man liked it so much that when at the end of the

first lesson Koppel came in and apologized to him for interrupting the lesson, as the old man needed a rest, Ellsworth looked disappointed.

When the art student came the following week, he saw a drawing on the table. It was a vase. But something was definitely wrong with it.

"Well, what do you think of it?" asked the old man stepping aside.

"I don't mean to hurt you, sir...", began Swain.

"I see," the old man interrupted, "the halves don't match. I can't say I am good at drawing. Listen, young man," he whispered. "I want to ask you something before Old Juice comes again. I don't want to speak in his presence."

"Yes, sir," said Swain with respect.

"I've been thinking... Could you come twice a week or perhaps three times?"

"Sure, Mr. Ellsworth," the student said respectfully.

"When shall I come?"

They arranged to meet on Monday, Wednesday and Friday.

As the weeks went by, Swain's visits grew more frequent. The old man drank his juice obediently. Doctor Caswell hoped that business had been forgotten forever.

When spring came, Ellsworth painted a picture which he called "Trees Dressed in White." The picture was awful. The trees in it looked like salad thrown up against the wall. Then he announced that he was going to display it at the Summer Show at the Lathrop Gallery. Doctor Caswell and Swain didn't believe it. They thought the old man was joking.

The summer show at the Lathrop Gallery was the biggest exhibition of the year. All outstanding artists in the United States dreamt of winning a Lathrop prize.

To the astonishment of all "Trees Dressed in White" was accepted for the Show.

Young Swain went to the exhibition one afternoon and blushed when he saw "Trees Dressed in White". Upon seeing the strange picture, Swain rushed out. He was ashamed that a picture like that had been accepted for the show.

However Swain did not give up teaching the old man. Every time Koppel entered the room he found the old man painting something. Koppel even thought of hiding the brush from him. The old man seldom mentioned his picture and was usually cheerful.

Two days before the close of the exhibition Ellsworth received a letter. Koppel brought it when Swain and the doctor were in the room. "Read it to me," asked the old man putting aside the brush he was holding in his hand. "My eyes are tired from painting."

The letter said: "It gives the Lathrop Gallery pleasure to announce that Collis P. Ellsworth has been awarded the First Landscape Prize of ten thousand dollars for his painting "Trees Dressed in White".

Swain became dumb with astonishment. Koppel dropped the glass with juice he was about to give Ellsworth. Doctor Caswell managed to keep calm. "Congratulations, Mr. Ellsworth," said the doctor. "Fine, fine... Frankly, I didn't expect that your picture would win the prize. Anyway I've proved to you that art is more satisfying than business."

"Art is nothing. I bought the Lathrop Gallery," said the old man highly pleased with the effect of his deception.

Exercises

1) Answer the following questions:

1. Was old Ellsworth hard for Koppel to deal with? Why?

2. What did Doctor Caswell suggest that Ellsworth take up?
3. Was the old man enthusiastic about his art lessons?
4. Why was Ellsworth's awful picture awarded the prize?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. His **financial transactions** always ended in failure, which was bad for his health.
2. The way Doctor Caswell said it made him **suspicious**.
3. He got **in touch** with Frank Swain and the lessons began.
4. The old man drank his juice **obediently**.
5. The old man **seldom** mentioned his picture and was usually cheerful.
6. Swain became dumb with **astonishment**.

4) Put verbs in the right form to complete the text:

The old man (agree) to the doctor's offer. He only (ask) who (be) (go) to (teach) him drawing. "I've thought of that too," (say) the doctor. "I know a student from an art school who can come round once a week. If you don't like it, after a little while you can throw him out." The person he (have) in mind and (promise) to bring over was a certain Frank Swain, eighteen years old and a capable student. Like most students he (need) money. Doctor Caswell (keep) his promise. He (get) in touch with Frank Swain and the lessons (begin). The old man (like) it so much that when at the end of the first lesson Koppel (come) in and (apologize) to him for (interrupt) the lesson, as the old man (need) a rest, Ellsworth (look) (disappoint).

5) Fill in gaps with prepositions:

1. The doctor drew ___ a chair and sat ___ close to the old man.
2. Much ___ his surprise the old man agreed.
3. He got ___ touch with Frank Swain and the lessons began.
4. As the weeks went ___, Swain's visits grew more frequent.
5. He was ashamed that a picture like that had been accepted ___ the show.
6. Koppel dropped the glass with juice he was ___ to give Ellsworth.

6) Say whether the statement is true or false:

1. Old Ellsworth was hard for the doctors to deal with.
2. Taking up art was Ellsworth's own suggestion.
3. The old man didn't like Swain's lessons.
4. Ellsworth's picture "Trees Dressed in White" was dreadful.
5. Swain has given up on teaching Ellsworth after the exhibition.
6. The old man cheated his way to the Lathrop prize.

Jimmy Valentine's Reformation

(O. Henry)

Jimmy Valentine was released that day.

"Now, Valentine," said the warden, "you'll go out today. Make a man of yourself. You are not a bad fellow really. Stop breaking open safes and be honest."

"Me?" said Jimmy in surprise. "Why, I've never broken a safe in my life." The warden laughed. "Better think over my advice, Valentine."

In the evening Valentine arrived in his native town, went directly to the cafe of his old friend Mike and shook hands with Mike. Then he took the key of his room and went upstairs. Everything was just as he had left it. Jimmy removed

a panel in the wall and dragged out a dust-covered suitcase. He opened it and looked fondly at the finest set of burglar's tools. It was a complete set made of special steel. The set consisted of various tools of the latest design. Over nine hundred dollars they had cost him.

A week after the release of Valentine there was a new safe-burglary in Richmond. Two weeks after that another safe was opened. That began to interest the detectives. Ben Price, a famous detective, got interested in these cases.

"That's all Jimmy Valentine's work. He has resumed business. He has got the only tools that can open any safe without leaving the slightest trace."

One afternoon Jimmy Valentine came to Elmore, a little town in Arkansas. A young lady crossed the street, passed him at the corner and entered a door over which was the sign "The Elmore Bank". Jimmy Valentine looked into her eyes, forgot what he was and became another man. She lowered her eyes and blushed slightly. Young men of Jimmy's style and looks were not often met in Elmore. Jimmy called a boy who was standing on the steps of the bank and began to ask him questions about the town and the people of the town. From this boy he learnt that this girl was Annabel Adams and that her father was the owner of the bank.

Jimmy went to a hotel and registered as Ralf Spencer. To the clerk he said that he had come to Elmore to start business. The clerk was impressed by the clothes and manner of Jimmy and he was ready to give Jimmy any information. Soon Jimmy opened a shoe-store and made large profits. In all other respects he was also a success. He was popular with many important people and had many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams and she fell in love with him too. Annabel's father, who

was a typical country banker approved of Spencer. The young people were to be married in two weeks. Jimmy gave up safe-burglary forever. He was an honest man now. He decided to get rid of his tools.

At that time a new safe was put in Mr. Adams bank. The old man was very proud of it and insisted that everyone should inspect it. So one day the whole family with the children went to the bank. Mr. Adams enthusiastically explained the workings of the safe to Spencer. The two children were delighted to see the shining metal and the funny clock. While they were thus engaged Ben Price, the detective, walked into the bank and stood at the counter watching the scene. He told the cashier that he was just waiting for the man he knew. Suddenly there was a loud scream from the women. Unseen by the elders, May, the smallest girl had shut herself in the vault.

"It's impossible to open the door now," said Mr. Adams in a trembling voice, "because the clock of the safe hasn't been wound. Oh, what shall we do? That child – she can't stand it for long because there isn't enough air there!"

"Get away from the door, all of you," suddenly commanded Spencer. And it must be mentioned that Jimmy happened to have his suit-case with him because he was going to get rid of it that day. Very calmly he took out the tools and in ten minutes the vault was opened. The others watched him in amazement. The little girl, crying, rushed to her mother.

Jimmy took his suit-case and came up to Ben Price whom he had noticed long before. "Hello, Ben", he said, "Let's go. I don't think it matters much now." And then suddenly Ben Price acted rather strangely. "I guess, you are mistaken Mr. Spencer," he said. "I don't seem to recognize you. I think your

fiancée is waiting for you, isn't she?" And Ben Price turned and walked out of the Bank.

Exercises

1) Answer the following questions:

1. What was Jimmy imprisoned for?
2. How has Jimmy decided to become a honest man?
3. Who was Mr. Adams?
4. Why do you think Ben didn't arrest Jimmy on the spot? Did he recognize the burglar?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. In the evening Valentine arrived in his **native** town.
2. A week after the release of Valentine there was a new **safe-burglary** in Richmond.
3. He has got the only tools that can open any safe without leaving the **slightest trace**.
4. And he accomplished the **wish of his heart**.
5. Mr. Adams enthusiastically explained the **workings** of the safe to Spencer.
6. I think your **fiancée** is waiting for you, isn't she?

4) Put verbs in the right form to complete the text:

One afternoon, Jimmy (be) (pass) the Elmore Bank when he (see) a young lady. He (look) into her eyes and (forget) what he (be) before. He (decide) to (become) an honest man and soon (open) a shoe-store. He (meet) the woman soon after and they (fall) in love. Two weeks before they would be (marry), Jimmy (take) his suitcase to (get rid) of it. The woman's father (invite) him to his bank, where he (show) him a

new safe. But unseen by everyone, a small girl (have) unwittingly (shut) herself inside...

5) Fill in gaps with prepositions:

1. Everything was just ___ he had left it.
2. A young lady crossed the street, passed him ___ the corner and entered a door ___ which was the sign "The Elmore Bank".
3. Jimmy went to a hotel and registered ___ Ralf Spencer.
4. He decided to get rid ___ his tools.
5. Unseen ___ the elders, May, the smallest girl had shut herself ___ the vault.
6. Jimmy took his suit-case and came ___ to Ben Price.

6) Say whether the statement is true or false:

1. Jimmy was imprisoned for assault.
2. Jimmy has resumed business shortly after his release.
3. Annabel was the daughter of Ben Price.
4. Jimmy decided to become an honest man and opened his own shoe-store.
5. Mr. Adams owned the bank.
6. Ben recognized Jimmy, but didn't give it away.

Lautisse Paints Again

(H.A. Smith)

Everybody knows by this time that we met Lautisse on board a ship, but few people know that in the beginning, Betsy and I had no idea who he was.

At first he introduced himself as Monsieur Roland, but as we talked he asked me a lot of questions about myself and my business and finally he asked me if I could keep a secret and said: "I am Lautisse."

I had no idea who he was. I told Betsy and after lunch we went up and talked to the ship's librarian, asked him a few questions. And then we found out that my new friend was probably the world's best living painter. The librarian found a book with his biography and a photograph. Though the photograph was bad, we decided that our new acquaintance was Lautisse all right. The book said that he suddenly stopped painting at 53 and lived in a villa in Rivera. He hadn't painted anything in a dozen years and was heard to say he would never touch the brush again.

Well, we got to be real friends and Betsy invited him to come up to our place for a weekend.

Lautisse arrived on the noon train Saturday, and I met him at the station. We had promised him that we wouldn't have any people and that we wouldn't try to talk to him about art. It wasn't very difficult since we were not very keen on art.

I was up at seven-thirty the next morning and I remembered that I had a job to do. Our vegetable garden had a fence around it which needed a coat of paint. I took out a bucket half full of white paint and a brush and an old kitchen chair. I was sitting on the chair thinking, when I heard footsteps and there stood Lautisse. I said that I was getting

ready to paint the garden fence but now that he was up, I would stop it. He protested, then took the brush from my hand and said, "First, I'll show you!" At that moment Betsy cried from the kitchen door that breakfast was ready. "No, no," he said. "No breakfast, – I will paint the fence." I argued with him but he wouldn't even look up from his work. Betsy laughed and assured me that he was having a good time. He spent three hours at it and finished the fence. He was happy the whole day. He went back to town on the 9.10 that evening and at the station he shook my hand and said that he hadn't enjoyed himself so much in years.

We didn't hear anything from him for about 10 days but the newspapers learnt about the visit and came to our place. I was out but Betsy told the reporters everything and about the fence too. The next day the papers had quite a story and the headlines said: LAUTISSE PAINTS AGAIN. On the same day three men came to my place from different art galleries and offered 4.000 dollars for the fence. I refused. The next day I was offered 25.000 and then 50.000. On the fourth day a sculptor named Gerston came to my place. He was a friend of Lautisse. He advised me to allow the Palmer Museum in New York to exhibit it for a few weeks. He said that the gallery people were interested in the fence because Lautisse had never before used a bit of white paint. I agreed. So the fence was put in the Palmer Museum. I went down myself to have a look at it. Hundreds of people came to see the fence, and I couldn't help laughing when I saw my fence because it had a fence around it.

A week later Gerston telephoned me and asked to come to him. He had something important to tell me. It turned out that Lautisse visited the exhibition and signed all the thirty sections of my fence. "Now," said Gerston, "you have really got something to sell." And indeed with Gerston's help, 29 of

the 30 sections were sold within a month's time and the price was 10.000 each section. I didn't want to sell the 30th section and it's hanging now in our living-room.

Exercises

1) Answer the following questions:

1. How did the couple initially meet Lautisse?
2. Why did they promise not to talk to Lautisse about art?
3. What happened in the weeks following Lautisse's departure?
4. What was funny about the fence's exhibition at the museum?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. At first he introduced himself as **Monsieur** Roland.
2. We decided that our new **acquaintance** was Lautisse all right.
3. Our **vegetable** garden had a fence around it which needed a **coat** of paint.
4. Betsy laughed and assured me that he was **having a good time**.
5. At the station he shook my hand and said that he hadn't enjoyed himself so much **in years**.
6. He advised me to allow the Palmer Museum in New York to **exhibit** it for a few weeks.

4) Put verbs in the right form to complete the text:

Lautisse (arrive) on the noon train Saturday, and I (meet) him at the station. We (have) (promise) him that we wouldn't (have) any people and that we wouldn't (try) to (talk)

to him about art. It (not to be) very difficult since we (not to be) very keen on art. I (be) up at seven-thirty the next morning and I (remember) that I (have) a job to do. Our vegetable garden (have) a fence around it which (need) a coat of paint. I (take) out a bucket half full of white paint and a brush and an old kitchen chair. I (be) (sit) on the chair (think), when I (hear) footsteps and there (stand) Lautisse.

5) Fill in gaps with prepositions:

1. And then we found ___ that my new friend was probably the world's best living painter.
2. He hadn't painted anything ___ a dozen years and was heard to say he would never touch the brush again.
3. I was sitting ___ the chair thinking, when I heard footsteps and there stood Lautisse.
4. I argued with him but he wouldn't even look ___ from his work.
5. So the fence was put ___ the Palmer Museum.
6. I didn't want to sell the 30th section and it's hanging now ___ our living-room.

6) Say whether the statement is true or false:

1. Lautisse initially introduced himself with a fake name.
2. Lautisse's career was still going strong when he met the couple.
3. The couple mostly talked to Lautisse about art.
4. Lautisse volunteered to paint the fence himself.
5. Lautisse didn't show up at the exhibition.
6. The fence was sold for 50.000 to an art gallery.

Footprints in the Jungle

(W.S. Maugham)

It was in Malaya that I met the Cartwrights. I was staying with a man called Gaze who was head of the police and he came into the billiard-room, where I was sitting, and asked if I would play bridge with them. The Cartwrights were planters and they came to Malaya because it gave their daughter a chance of a little fun. They were very nice people and played a very pleasant game of bridge. I followed Gaze into the cardroom and was introduced to them.

Mrs. Cartwright was a woman somewhere in the fifties. I thought her a very agreeable person. I liked her frankness, her quick wit, her plain face. As for Mr. Cartwright, he looked tired and old. He talked little, but it was plain that he enjoyed his wife's humour. They were evidently very good friends. It was pleasing to see so solid and tolerant affection between two people who were almost elderly and must have lived together for so many years.

When we separated, Gaze and I set out to walk to his house.

"What did you think of the Cartwrights?" he asked me.

"I liked them and their daughter who is just the image of her father."

To my surprise Gaze told me that Cartwright wasn't her father. Mrs. Cartwright was a widow when he married her. Olive was born after her father's death.

And when we came to Gaze's house he told me the Cartwrights' story.

"I've known Mrs. Cartwright for over twenty years," he said slowly. "She was married to a man called Bronson. He was a planter in Selantan. It was a much smaller place than it is now, but they had a jolly little club, and we used to have a very

good time. Bronson was a handsome chap. He hadn't much to talk about but tennis, golf and shooting; and I don't suppose he read a book from year's end to year's end. He was about thirty-five when I first knew him, but he had the mind of a boy of eighteen. But he was no fool. He knew his work from A to Z. He was generous with his money and always ready to do anybody a good turn.

One day Mrs. Bronson told us that she was expecting a friend to stay with them and a few days later they brought Cartwright along. Cartwright was an old friend of Bronson's. He had been out of work for a long time and when he wrote to Bronson asking him whether he could do anything for him, Bronson wrote back inviting him to come and stay till things got better. When Cartwright came Mrs. Bronson told him that he was to look upon the place as his home and stay as long as he liked. Cartwright was very pleasant and unassuming; he fell into our little company very naturally and the Bronsons, like everyone else, liked him."

"Hadn't the Bronsons any children at that time?" I asked Gaze.

"No," Gaze answered. "I don't know why, they could have afforded it. Bronson was murdered," he said suddenly.

"Killed?"

"Yes, murdered. That night we had been playing tennis without Cartwright who had gone shooting to the jungle and without Bronson who had cycled to Kabulong to get the money to pay his coolies their wages and he was to come along to the club when he got back. Cartwright came back when we started playing bridge. Suddenly I was called to police sergeant outside. I went out. He told me that the Malays had come to the police station and said that there was a white man with red hair

lying dead on the path that led through the jungle to Kabulong. I understood that it was Bronson.

For a moment I didn't know what to do and how to break the news to Mrs. Bronson. I came up to her and said that there had been an accident and her husband had been wounded. She leapt to her feet and stared at Cartwright who went as pale as death. Then I said that he was dead after which she collapsed into her chair and burst into tears.

When the sergeant, the doctor and I arrived at the scene of the accident we saw that he had been shot through the head and there was no money about him. From the footprints I saw that he had stopped to talk to someone before he was shot. Whoever had murdered Bronson hadn't done it for money. It was obvious that he had stopped to talk with a friend.

Meanwhile Cartwright took up the management of Bronson's estate. He moved in at once. Four months later Olive, the daughter, was born. And soon Mrs. Bronson and Cartwright were married. The murderer was never found. Suspicion fell on the coolies, of course. We examined them all – pretty carefully – but there was not a scrap of evidence to connect them with the crime. I knew who the murderer was..."

"Who?"

"Don't you guess?"

Exercises

1) Answer the following questions:

1. Where did the author meet the Cartwrights?
2. Who is Mr. Cartwright?
3. What happened to Bronson? How?
4. Who do you think was the murderer?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. I liked her **frankness**, her quick wit, her plain face.
2. It was a much smaller place than it is now, but they had a **jolly** little club.
3. Bronson was a handsome **chap**.
4. He **knew his work from A to Z**.
5. Cartwright was very pleasant and **unassuming**; he fell into our little company very naturally.
6. For a moment I didn't know what to do and how to **break the news** to Mrs. Bronson.

4) Put verbs in the right form to complete the text:

When we (arrive) to Gaze's house, he (explain) that he (have) (know) Mrs. Cartwright for over twenty years and she (be) (marry) to Bronson. He (find out) that Bronson (be) murdered one night when a police officer (approach) him and (say) that Malays (have) (come) to the police station and (say) that they (see) a white man (to lie) dead on the road to Kabulong, where Bronson (be) (to head) that night. He (say) he (do not) initially (know) how to (break) the news to Mrs. Cartwright and the murderer (be) never (find), but he now (realize) who the murderer (be)...

5) Fill in gaps with prepositions:

1. I followed Gaze ___ ___ the cardroom and was introduced to them.
2. He hadn't much ___ talk about but tennis, golf and shooting; and I don't suppose he read a book ___ year's end to year's end.
3. Cartwright was an old friend ___ Bronson's. He had been ___ of work for a long time.

4. The Malays said that there was a white man with red hair lying dead ____ the path that led through the jungle ____ Kabulong.
5. Then I said that he was dead after which she collapsed ____ her chair and burst ____ ____ tears.
6. Meanwhile Cartwright took ____ the management of Bronson's estate.

6) Say whether the statement is true or false:

1. Mrs. Cartwright was a pretty agreeable woman.
2. Mr. and Mrs. Cartwright didn't get along well.
3. Bronson worked at the police station.
4. Olive was born while Bronson still lived.
5. Mr. Cartwright was Bronson's old friend.
6. The murderer hasn't ever been found.

Hunting for a Job

(S.S. McClure)

I reached Boston late that night and got out at the South Station. I knew no one in Boston except Miss Bennet. She lived in Somerville, and I immediately started out for Somerville. Miss Bennet and her family did all they could to make me comfortable and help me to get myself established in some way. I had only six dollars and their hospitality was of utmost importance to me.

My first application for a job in Boston was made in accordance with an idea of my own. Every boy in the Western states knew the Pope Manufacturing Company, which produced bicycles. When I published my first work "History of Western College Journalism" the Pope Company had given me an advertisement, and that seemed to be a "connection" of some kind. So I decided to go to the offices of the Pope

Manufacturing Company to ask for a job. I walked into the general office and said that I wanted the president of the company.

"Colonel Pope?" asked the clerk.

I answered, "Yes, Colonel Pope."

I was taken to Colonel Pope, who was then an alert energetic man of thirty-nine. I told Colonel Pope, by way of introduction, that he had once given me an advertisement for a little book I had published, that I had been a College editor and out of a job. What I wanted was work and I wanted it badly.

He said he was sorry, but they were laying off hands. I still hung on. It seemed to me that everything would be all up with me, if I had to go out of that room without a job. I asked him if there wasn't anything at all that I could do. My earnestness made him look at me sharply.

"Willing to wash windows and scrub floors?" he asked.

I told him that I was, and he turned to one of his clerks.

"Has Wilmot got anybody yet to help him in the downtown' rink?" he asked.

The clerk said he thought not.

"Very well", said Colonel Pope. "You can go to the rink and help Wilmot out for tomorrow."

The next day I went to the bicycle rink and found that what Wilmot wanted was a man to teach beginners to ride. I had never been on a bicycle in my life nor even very close to one, but in a couple of hours I had learnt to ride a bicycle myself and was teaching other people.

Next day Mr. Wilmot paid me a dollar. He didn't say anything about my coming back the next morning, but I came and went to work, very much afraid that I would be told I wasn't needed. After that Mr. Wilmot did not exactly engage me, but he forgot to discharge me, and I came back every day

and went to work. At the end of the week Colonel Pope sent for me and placed me in charge of the uptown rink.

Colonel Pope was a man who watched his workmen. I hadn't been mistaken when I felt that a young man would have a chance with him. He often used to say that "water would find its level", and he kept an eye on us. One day he called me into his office and asked me if I could edit a magazine.

"Yes, sir," I replied quickly. I remember it flashed through my mind that I could do anything I was put at; that if I were required to run an ocean steamer I could somehow manage to do it. I could learn to do it as I went along. I answered as quickly as I could get the words out of my mouth, afraid that Colonel Pope would change his mind before I could get them out.

This is how I got my first job. And I have never doubted ever since that one of the reasons why I got it was that I had been "willing to wash windows and scrub floors". I had been ready for anything.

Exercises

1) Answer the following questions:

1. Who is Colonel Pope?
2. What did the Colonel mean by asking if the young man was "willing to wash windows and scrub floors"?
3. Was the young man skilled at his assigned jobs?
4. What is the reason the young man states for getting an editor job in the end?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. Miss Bennet and her family did all they could to make me comfortable and help me to get myself **established** in some way.
2. I was taken to Colonel Pope, who was then an **alert** energetic man of thirty-nine.
3. He said he was sorry, but they were **laying off hands**.
4. It seemed to me that **everything would be all up with me**, if I had to go out of that room without a job.
5. After that Mr. Wilmot did not exactly engage me, but he forgot to **discharge** me, and I came back every day and went to work.
6. He often used to say that "**water would find its level**", and he kept an eye on us.

4) Put verbs in the right form to complete the text:

The young man (arrive) in Boston and (stay) with Miss Bennet's family in Somerville, who (be) the only person he (know) there. He (be) desperate in (search) for a job and (decide) to (apply) to Pope Company, who (have) (give) him an advertisement for his work earlier. The company (be) (lay) off hands and (do not) (have) work available, but the young man (persist) and Colonel Pope reluctantly (send) him to (help) in the downtown rink. The man (continue) (work) after that, eventually (earn) himself an editor job.

5) Fill in gaps with prepositions:

1. My first application for a job in Boston was made ___ accordance with an idea of my own.
2. So I decided ___ go to the offices of the Pope Manufacturing Company to ask ___ a job.
3. I had never been on a bicycle ___ my life nor even very close to one.

4. At the end of the week Colonel Pope sent ___ me and placed me ___ charge of the uptown rink.
5. He often used to say that "water would find its level", and he kept an eye ___ us.
6. I remember it flashed through my mind that I could do anything I was put ___.

6) Say whether the statement is true or false:

1. The young man moved in into his own flat in Boston.
2. The Pope Manufacturing Company produced bicycles.
3. The reason why the young man went to Pope Company is because they gave him an advertisement earlier.
4. The young man knew how to ride bicycles.
5. Colonel Pope kept an eye on the young man.
6. The young man was eventually promoted.

Parties in the US

(from Just English by Y.L.Gumanova et al.)

The constitution says nothing about political parties, but over time the US has in fact developed a two-party system. The two leading parties are the Democrats and the Republicans. There are other parties besides these two, but foreign observers are often surprised to learn that among these are also a Communist party and several Socialist parties. Minor parties have occasionally won offices at lower levels of government, but they do not play a role in national politics. In fact, one doesn't need to be a member of a political party to run in an election at any level of government. Also, people can simply declare themselves to be members of one of the two major parties when they register to vote in a district.

Sometimes, the Democrats are thought of as associated with labour, and the Republican with business and industry.

Republicans also tend to oppose the greater involvement of the federal government in some areas of public life which they consider to be the responsibility of the states and communities. Democrats, on the other hand, tend to favour a more active role of the central government in social matters.

To distinguish between the parties is often difficult, however. Furthermore, the traditional European terms of “right” and “left”, or “conservative” and “liberal”, do not quite fit the American system. Someone from the “conservative right”, for instance, would be against a strong central government. Or a Democrat from one part of the country could be very “liberal”, and from another part, quite “conservative”. Even if they have been elected as Democrats or Republican, Representatives or Senators are not bound to a party programme, nor are they subject to any discipline when they disagree with their party.

While some voters will vote a “straight ticket”, in other words, for all of the Republican or Democratic candidates in an election, many do not. They vote for one party’s candidate for one office, and another’s for another. As a result, the political parties have much less actual power than they do in other nations.

In the US, parties cannot win seats which they are then free to fill with party members they have chosen. Rather, both Representatives and Senators are elected to serve the interests of the people and the areas they represent, that is, their “constituencies”. In about 70% of legislative decisions, Congressmen will vote with the specific wishes of their constituencies in mind, even if this goes against what their parties might want as national policy. It is quite common, in fact, to find Democrats in Congress voting for a Republican

President's legislation, quite a few Republicans voting against it, and so on.

Exercises

1) Answer the following questions:

1. What the Democrats and the Republicans are usually associated with?
2. Are party members obligated to vote for their party?
3. Why can distinguishing between the parties be difficult?
4. Whose interests do Congressmen represent?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. There are other parties besides these two, but **foreign observers** are often surprised to learn that among these are also a Communist party and several Socialist parties.
2. In fact, one doesn't need to be a member of a political party to **run in an election** at any level of government.
3. Also, people can simply **declare** themselves to be members of one of the two major parties when they register to vote in a district.
4. Republicans also tend to oppose the greater **involvement** of the federal government in some areas of public life.
5. Representatives or Senators are not bound to a party programme, nor are they subject to any **discipline** when they disagree with their party.
6. It is quite common, in fact, to find Democrats in Congress voting for a Republican President's **legislation**, quite a few Republicans voting against it, and so on.

4) Put verbs in the right form to complete the text:

Political parties are important for the (to function) of Congress. Party programs, policies, and interests influence the votes of members of Congress. The Constitution (leave) to the states the right to (fix) “the times, places and manner of holding elections for Senators and Representatives.” Each house, however, must (judge) on its own the qualifications and fitness of its members, and may (punish) and (expel) them for cause. Members of Congress (cannot) (be) (sue) for utterances (make) in Congress, and, while (attend) congressional sessions, senators and representatives also (enjoy) immunity from arrest, except in cases that (involve) “treason, felony and breach of the peace.”.

5) Fill in gaps with prepositions:

1. The constitution says nothing about political parties, but over time the US has ___ fact developed a two-party system.
2. Minor parties have occasionally won offices ___ lower levels of government, but they do not play a role ___ national politics.
3. Sometimes, the Democrats are thought of ___ associated with labour, and the Republicans with business and industry.
4. Someone from the “conservative right”, ___ instance, would be against a strong central government.
5. ___ a result, the political parties have much less actual power than they do ___ other nations.
6. In about 70% of legislative decisions, Congressmen will vote with the specific wishes of their constituencies ___ mind.

6) Say whether the statement is true or false:

1. There are several other parties besides the main two.
2. You need to declare yourself a member of a party if you want to run in an election.
3. Republicans favour greater governmental involvement in public life.
4. It can be hard to distinguish between members of different parties.
5. Congressmen usually serve their own or their parties' interests.
6. It is quite common to find members of one party voting against the party's interests.

Elections

(Y.L. Gumanova et al.)

Anyone who is an American citizen, at least 18 years of age, and is registered to vote may vote. Each state has the right to determine registration procedures. A number of civic groups, such as the League of Women Voters, are actively trying to get more people involved in the electoral process and have drives to register as many people as possible. Voter registration and voting among minorities has dramatically increased during the last twenty years, especially as a result of the Civil Rights Movement.

There is some concern, however, about the number of citizens who could vote in national elections but do not. In the national election of 1984, for instance, only 53.3 per cent of all those who have voted actually did. But then, Americans who want to vote must register, that is put down their names in register before the actual elections take place. There are 50 different registration laws in the US - one set for each state. In the South, voters often have to register not only locally but also at the county seat. In European countries, on the other hand,

"permanent registration" of voters is most common. Of those voters in the United States who did register in the 1984 presidential elections, 73 per cent cast their ballots.

Another important factor is that there are many more elections in the US at the state and local levels than there are in most countries. If the number of those who vote in these elections (deciding, for example, if they should pay more taxes so a new main street bridge can be built) were included, the percentage in fact would not be that much different from other countries.

Certainly, Americans are much more interested in local politics than in those at the federal level. Many of the most important decisions, such as those concerning education, housing, taxes, and so on, are made close to home, in the state or county.

The national presidential elections really consist of two separate campaigns: one is for the nomination of candidates at national party conventions. The other is to win the actual election. The nominating race is a competition between members of the same party. They run in a succession of state primaries and caucuses (which take place between March and June). They hope to gain a majority of delegate votes for their national party conventions (in July or August). The party convention then votes to select the party's official candidate for the presidency. Then follow several months of presidential campaigns by the candidates.

In November of the election year (years divisible by four, e.g. 1988, 1992, 1996, etc.), the voters across the nation go to the polls. If the majority of the popular votes in a state go to the Presidential (and vice-presidential) candidate of one party, then that person is supposed to get all of that state's "electoral votes." These electoral votes are equal to the number

of Senators and Representatives each state has in Congress. The candidate with the largest number of these electoral votes wins the election. Each state's electoral votes are formally reported by the "Electoral College." In January of the following year, in a joint session of Congress, the new President and Vice-President are officially announced.

Exercises

1) Answer the following questions:

1. What are the universal requirements for voting?
2. What are the two main differences between American and European voting systems?
3. How does the presidential election work? What are the two stages of it?
4. What are "electoral votes"?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. A number of **civic** groups are actively trying to get more people involved in the electoral process.
2. Voter registration and voting among **minorities** has dramatically increased.
3. Of those voters in the United States who did register in the 1984 presidential elections, 73 per cent **cast their ballots**.
4. They run in a **succession** of state primaries and caucuses.
5. Then follow several months of presidential **campaigns** by the candidates.
6. In November of the election year the voters across the nation **go to the polls**.

4) Put verbs in the right form to complete the text:

The governmental system in the United States - federal, state, county, and local - (be) quite easy to (understand), that is, if you (grow up) with them and (study) them in school before. There still (be), however, several basic principles which (be) (find) at all levels of American government. One of these is the "one person, one vote" principle which (say) that legislators (be) (elect) from geographical district directly by the voters. Under this principle, all election districts must (have) about the same number of residents.

5) Fill in gaps with prepositions:

1. Another important factor is that there are many more elections in the US ___ the state and local levels than there are ___ most countries.
2. In European countries, ___ the other hand, "permanent registration" of voters is most common.
3. Certainly, Americans are much more interested in local politics than in those ___ the federal level.
4. One is for the nomination of candidates ___ national party conventions. The other is ___ win the actual election.
5. The party convention then votes to select the party's official candidate ___ the presidency.
6. Each state's electoral votes are formally reported ___ the "Electoral College."

6) Say whether the statement is true or false:

1. Registration procedures are the same in every state.
2. Voter registration has declined during the last twenty years.
3. Americans who want to vote must register.
4. Many important decisions are made at the state level.
5. The nomination stage is a competition between members of the same party.

6. Only popular votes determine the outcome of the election.

Federal Departments

(Y.L.Gumanova et al.)

The Department of State, headed by the Secretary of State, advises the President on foreign relations. This department handles all peaceful dealings with other countries, and issues passports to American citizens who wish to travel abroad, and visas to visitors to the United States.

The Treasury Department manages government finances, collects taxes, mints coins and prints paper money. The Secret Service, which protects the President and the Vice President, their families and some other dignitaries, is also part of the Treasury Department. So are the Bureau of Customs and the Internal Revenue Service.

The Department of Defence is responsible for the nation's security. The Secretary of Defence is assisted by the Secretaries of the Army, Navy and Air Force.

The Department of Justice, headed by the Attorney General, acts for the government in legal matters and moves against violators of federal laws. The FBI and federal prisons are under his jurisdiction.

The Department of the Interior protects and develops the nation's natural resources and manages the national parks. It also enforces federal hunting and fishing laws, checks on the safety of mines and is responsible for the welfare of the Indian tribes.

The Department of the Agriculture aids food production and looks after the interests of farmers. It issues numerous reports on the supply and prices of farm products, conducts scientific studies of agriculture and lends money to build rural electric systems. Most farms today are served by electricity.

The Department of Labour is concerned with the working conditions, safety and welfare of the nation's nonfarm workers. It enforces, among others, the laws on minimum wages and maximum hours for workers. The department's mediation and conciliation service helps employers and workers to settle labour disputes.

The Department of Commerce helps develop domestic commerce as well as trade with other countries, particularly in the mining, manufacturing and transportation industries. One of its important branches issues patents for new inventions; other test products to be sure they meet high standards and report on weather conditions.

In 1979 the Department of Health, Education and Welfare was reorganized into two separate agencies: the Department of Health and Human Services (HHS) and the Department of Education. HHS administers many of the nation's social services programmes on a federal level. The Department of Education administers and co-ordinates more than 150 federal aid-to-education programmes.

The Cabinet-level Department of Housing and Urban Development was created in 1965 to help provide adequate housing, particularly for low-income groups, and to foster large-scale urban renewal programmes.

In 1966 President Lyndon Johnson proposed, and Congress approved, the establishment of a Department of Transportation to co-ordinate transportation activities previously carried on by several government agencies.

The Department of Energy, created in 1977 to address the nation's growing energy problems, consolidated the major federal energy functions into a single Cabinet-level department. It is responsible for research, development and demonstration of energy technology; energy conservation; the nuclear

weapons programme; regulation of energy production and use; pricing and allocation; and a central energy data collection and analysis programme.

In addition to the executive departments, there are numerous independent agencies charged with special functions. Largest of these is the Postal Service, directed by an 11 - member board of governors, which was created in 1979 to replace the Post Office Department. It operates post offices, is responsible for handling and delivery of mail and issues stamps.

Other independent regulatory agencies set rules and standards in such fields as rail and air transportation, domestic trade practices, broadcasting licenses and telephone and telegraph rates, investment trading, some banking practices, and equal employment opportunities.

Exercises

1) Answer the following questions:

1. Which department is the Secret Service part of?
2. What is the Department of Labour concerned with?
3. Who is responsible for creation of the Department of Transportation?
4. Which department governs the nuclear weapons programme?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. The Treasury Department **mints** coins and prints paper money.
2. The Department of the Interior protects and develops the nation's **natural resources**.

3. The Department of the Agriculture lends money to build **rural** electric systems.
4. The Department of Labour is concerned with the **working conditions**, safety and **welfare** of the nation's nonfarm workers.
5. The Cabinet-level Department of Housing and Urban Development was created in 1965 to **foster** large-scale **urban renewal** programmes.
6. The Department of Energy **consolidated** the major federal energy functions into a single Cabinet-level department.

4) Put verbs in the right form to complete the text:

The United States executive departments are the primary units of the executive branch of the Federal government. They somewhat (resemble) ministries in parliamentary or semi-presidential systems but they (be) (lead) by a head of government who (be) also the head of state. The heads of the departments (receive) the title of Secretary of their respective department. The heads of the executive departments (be) (appoint) by the President and (take) office after confirmation by the United States Senate, and (serve) at the pleasure of the President. The heads of departments (be) members of the Cabinet of the United States, an executive organ that normally (act) as an advisory body to the President.

5) Fill in gaps with prepositions:

1. The Department of State, headed ___ the Secretary of State, advises the President ___ foreign relations.
2. The Department of Justice, headed ___ the Attorney General, acts ___ the government in legal matters.
3. The Department of the Agriculture aids food production and looks ___ the interests ___ farmers.

4. It issues numerous reports ___ the supply and prices of farm products.
5. The Cabinet-level Department of Housing and Urban Development was created ___ 1965 to help provide adequate housing.
6. Other independent regulatory agencies set rules and standards in such fields ___ rail and air transportation.

6) Say whether the statement is true or false:

1. The Department of Transportation issues passports to American citizens who wish to travel abroad.
2. The Treasury Department handles tax collection.
3. The Department of Health and Human Services is responsible for the welfare of the Indian tribes.
4. The Department of Education oversees and coordinates aid-to-education programmes.
5. The Department of Energy is responsible for the nuclear weapons programme.
6. The Post Office Department replaced the Postal Service in 1979.

Federalism: State and Local Governments

(Y.L.Gumanova et al.)

The fifty states are quite diverse in size, population, climate, economy, history, and interests. The fifty state governments often differ from one another, too. Because they often approach political, social, or economic questions differently, the states have been called "laboratories of democracy". However, they do share certain basic structures. The individual states all have republican forms of government with a senate and a house. (There is one exception, Nebraska, which has only one legislative body of 49 "senators"). All have

executive branches headed by state governors and independent court systems. Each state has also its own constitution. But all must respect the federal laws and not make laws that interfere with those of the other states (e.g., someone who is divorced under the laws of one state is legally divorced in all). Likewise, cities and local authorities must make their laws and regulations so that they fit their own state's constitution.

The Constitution limits the federal government to specific powers, but modern judicial interpretations of the Constitution have expanded federal responsibilities. All others automatically belong to the states and to the local communities. This has meant that there has always been a battle between federal and state's rights. The traditional American distrust of a too powerful central government has kept the battle fairly even over the years. The states and local communities in the US have rights that in other countries generally belong to the central government.

All education at any level, for example, is the concern of the states. The local communities have the real control at the public school level. They control administration of the schools. They elect the school board officials, and their local community taxes largely support the schools. Each individual school system, therefore, hires and fires and pays its own teachers. It sets its own policies within broad state guidelines. Similarly, there is no national police force, the FBI influence being limited to a very few federal crimes, such as kidnapping. Each state has its own state police and its own criminal laws. The same is true with, for example, marriage and divorce laws, driving laws and licenses, drinking laws, and voting procedures. In turn, each city has its own police force that it hires, trains, controls, and organizes. Neither the President nor the governor of a state has direct power over it. By the way,

police departments of counties are often called "sheriffs departments". Sheriffs are usually elected, but state and city police officials are not.

Most states and some cities have their own income taxes. Many cities and counties also have their own laws saying who may and may not own a gun. Many airports, some of them international, are owned and controlled by cities or counties and have their own airport police. Finally, a great many of the most hotly debated questions, which in other countries are decided at the national level, are in America settled by the individual states and communities. Among these are, for example, laws about drug use, capital punishment, abortion, and homosexuality.

A connecting thread that runs all the way through governments in the US is the "accountability" of politicians, officials, agencies, and governmental groups. This means that information and records on crimes, fires, marriages and divorces, court cases, property taxes, etc. are public information. It means, for example, that when a small town needs to build a school or buy a new police car, how much it will cost (and which company offered what at what cost) will be in the local newspaper. In some cities, meetings of the city council are carried live on the radio.

As a rule, politicians in the US at any level pay considerable attention to public opinion. Ordinary citizens participate actively and directly in decisions that concern them. In some states, such as California, in fact, citizens can petition to have questions (i.e., "propositions") put on the ballot in state elections. If the proposition is approved by the voters, it then becomes a law. This "grass roots" character of American democracy can also be seen in New England town meetings or at the public hearings of local school boards.

Adding this up, America has an enormous variety in its governmental bodies. Its system tries to satisfy the needs and wishes of people at the local level, while at the same time the Constitution guarantees basic rights to anyone, anywhere in America. This has been very important, for instance, to the Civil Rights Movement and its struggle to secure equal rights for all Americans, regardless of race, place of residence, or state voting laws. Therefore, although the states control their own elections as well as the registration procedures for national elections, they cannot make laws that would go against an individual's constitutional rights.

Exercises

1) Answer the following questions:

1. What do all states have in common?
2. Are there conflicts between federal rights and state rights? Why/why not?
3. What does “accountability” of various groups mean?
4. Can a citizen participate in the state’s decisions?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. The fifty states are quite **diverse** in size, population, climate, economy, history, and interests.
2. Modern **judicial interpretations** of the Constitution have expanded federal responsibilities.
3. All education at any level is the **concern** of the states.
4. It sets its own policies within broad state **guidelines**.
5. A **connecting thread** that runs all the way through governments in the US is the " accountability"

6. As a rule, politicians in the US at any level pay considerable attention to **public opinion**.

4) Put verbs in the right form to complete the text:

A fundamental principle of American government is that it is a matter of necessity, not choice, to (compromise) in politics. For example, the House of Representatives (control) spending and finance, so the President must (get) it to (agree) to his proposals. He (cannot) (declare) war, either, without the approval of Congress. In foreign affairs, he (be) also strongly (limit). Any treaty must first (be) (approve) by the Senate. What a President (want) to do, therefore, is often a different thing from what a President (be) able to do.

5) Fill in gaps with prepositions:

1. The fifty state governments often differ ___ one another.
2. All have executive branches headed ___ state governors.
3. All education ___ any level, ___ example, is the concern of the states.
4. Each school system sets its own policies ___ ___ broad state guidelines.
5. A great many ___ the most hotly debated questions are in America settled ___ the individual states and communities.
6. America has ___ enormous variety ___ its governmental bodies.

6) Say whether the statement is true or false:

1. The fifty states' structures have nothing in common between them.
2. Each state has a Constitution of its own.
3. Education and police are the states' concerns.

4. The President does not have direct power over a state's police force.
5. Information on politicians, officials, agencies and governmental groups is public.
6. Citizens cannot participate in their state's decisions.

The Sovereign

(Y.L.Gumanova et al.)

“Her Most Excellent Majesty Elizabeth the Second by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland and of Her other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith.”

The Queen is the official Head of State and, for many people, a symbol of the unity of the nation. For a thousand years England (and later the whole of the United Kingdom) has been united under one sovereign, a continuity broken only after the Civil War, by the republic of 1649 to 1660. The hereditary principle still operates and the Crown is passed on to the sovereign's eldest son (or daughter if there are no sons).

The Queen has a central role in state affairs, not only through her ceremonial functions, such as opening Parliament, but also because she meets the Prime Minister every week and receives copies of all Cabinet papers.

The Queen is really a figurehead representing the country, but she has the power to prevent any politician from establishing a dictatorship. The Queen and her family are a symbol that people can identify with. The British public is obsessed with the details of the royal family life, and when people feel that the Queen has problems with her children, or her sister, they see her as a "real person" with the same worries and anxieties as themselves.

The monarchy has not always been popular. During the late 19th century there was a growing republican sentiment, but the personality and family image of the Queen, her father and grandfather have removed that feeling. The Queen is probably the wealthiest woman in the world, most of the money coming from family investments rather than the state. Her state salary (the Civil List) pays for her servants and transport.

In recent years the Queen has become a roving ambassador for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

Exercises

1) Answer the following questions:

1. How does one address the Queen?
2. On what principle is the crown passed on?
3. Does the Queen have political power?
4. What was the Queen up to in recent years?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. For a thousand years England has been united under one **sovereign**.
2. The **hereditary** principle still operates.
3. The Queen is really a **figurehead** representing the country.
4. During the late 19th century there was a growing republican **sentiment**.
5. In recent years the Queen has become a roving **ambassador** for Britain.

6. If we calculate the increase in trade after a **royal visit** abroad, the nation probably makes a profit from her activities.

4) Put verbs in the right form to complete the text:

In theory, the constitution (have) three branches: Parliament, which (make) laws, the government, which (execute) laws, i.e. (put) them into effect, and the law courts, which (interpret) laws. Although the Queen officially (rule) of all three branches, she (have) little direct power. The monarch also (have) the power to (give) a Bill of Royal Assent, however since 1707 no sovereign (have) (refuse) a Bill. Any Public Bill (pass) by the Commons in two successive parliamentary sessions may (be) (present) for the Royal Assent.

5) Fill in gaps with prepositions:

1. The Queen is the official Head of State and, ___ many people, a symbol ___ the unity ___ the nation.
2. ___ a thousand years England, and later the whole ___ the United Kingdom, has been united ___ one sovereign.
3. The Queen has a central role ___ state affairs.
4. The Queen has the power ___ prevent any politician ___ establishing a dictatorship.
5. The Queen is the wealthiest woman ___ the world.
6. Her state salary pays ___ her servants and transport.

6) Say whether the statement is true or false:

1. The United Kingdom operates on a republican system of rule.
2. The hereditary principle is still in place.
3. The Queen holds significant political power.

4. British people do not pay much attention to the royal family life.
5. The monarchic system wasn't always popular.
6. The Queen began traveling around the world in recent years.

Political Parties in the UK

(Y.L.Gumanova et al.)

The main parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative party goes back to the Tories, or Royalists, who originated in King Charles' reign (1660-1685). The Tories were the party that supported Church and King; the other main party at the time were the Whigs, who were a group eager for political reform. The Tory party gave way to its successor, the Conservative party, in around 1830.

The Conservative party believes in free enterprise and the importance of a capitalist economy, with private ownership preferred to state control.

In 1899 the Trade Union Congress summoned a special conference of trade unions and socialist bodies to make plans to represent labour in Parliament. The proposal for such a meeting had come from Thomas Steels, a member of the Independent Labour Party which had been formed in 1893. The conference met in February 1900 in London and has always been looked on as the foundation of the Labour Party. The Labour party believes that private ownership and enterprise should be allowed to flourish, but not at the expense of their traditional support of the public services.

There has been a Liberal party in Great Britain since 1868 when the name was adopted by the Whig party. The

Whig party was created after the revolution of 1688 and aimed to subordinate the power of the Crown to that of Parliament and the upper classes. In 1981 a second centre party was created by 24 Labour MPs. It was called the Social Democratic party, and soon formed an alliance with the Liberal party. They formed a single party which became the Liberal Democrats after the 1987 election.

The Liberal Democrats believe that the state should have some control over the economy, but that there should be individual ownership.

There are other political parties within the UK. The Green party offers economic and industrial policies that relate directly to the environment. The Scottish Nationalist Party wants independence for Scotland within the European Community. Plaid Cymru - the Welsh Nationalist Party - is determined to preserve the Welsh language and culture as the foundation of a distinctive Welsh identity within the UK. Its radical wing has resorted to arson attempts as a means of protest.

Exercises

1) Answer the following questions:

1. How many main parties exist in the UK?
2. What does the Conservative Party believe in?
3. What are the Labour Party's beliefs?
4. What do the Liberal Democrats stand for?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

1. The Conservative party believes in free **enterprise**.

2. In 1899 the Trade Union Congress **summoned** a special conference.
3. The conference has always been looked on as the **foundation** of the Labour Party.
4. The Labour party believes that private enterprise should be allowed to **flourish**.
5. The Whig party aimed to **subordinate** the power of the Crown to that of Parliament and the upper classes.
6. Plaid Cymru's radical wing has **resorted** to **arson** attempts as a means of protest.

4) Put verbs in the right form to complete the text:

Before political parties were (birth) in the seventeenth century, the English parliament (consist) of aristocrats who (form) alliances (base) on specific factors or loyalties. It (be) not until after the English Civil War that the first English political parties (begin) to (take) shape. During the years from 1678 to 1681, most members of the English parliament (form) into two "parties" named Whigs and Tories. The descendants of these two original parties (be) now the two parties that (form) the coalition government from 2010 to 2015. Until the early 20th century, these two political parties in turn (result) in successive British governments, (depend) on the results of parliamentary elections.

5) Fill in gaps with prepositions:

1. The Conservative party goes back to the Tories who originated in King Charles' reign.
2. The Tory party gave way to its successor in around 1830.
3. In 1899 the Trade Union Congress summoned a special conference to make plans to represent labour in Parliament.

4. The conference met ___ February 1900 ___ London and has always been looked ___ as the foundation ___ the Labour Party.
5. The Whig party was created ___ the revolution ___ 1688.
6. The Scottish Nationalist Party wants independence ___ Scotland.

6) Say whether the statement is true or false:

1. There are two main parties in the UK.
2. The Conservative Party goes back to the Royalists.
3. The Conservative Party prefers state control to private ownership.
4. The Labour Party is believed to have been founded in 1900.
5. The Liberal Democrats originally began as two separate parties.
6. The Scottish Nationalist party has an active radical wing.

Members of Parliament in the UK

(Y.L.Gumanova et al.)

Each Member of Parliament (MP) represents one of 650 constituencies in the UK. British elections are usually fought between political parties, not individuals. Therefore, people who want to be elected to Parliament need to be nominated by one of the main political parties.

There is nothing to stop unconventional candidates from standing for election, however. A candidate has only to put down a deposit of 500 pounds and collect ten signatures from residents in the constituency where he wants to stand. A candidate who gets less than 5 per cent of the total votes loses his deposit. For somebody who is standing for election for publicity purposes, this is a small price to pay.

Although MPs will support a particular party, they are not controlled by that political party and theoretically do not have to vote with their party in Parliament. MPs represent everyone in the constituency, not just the people who voted for them.

A lot of MPs' work has nothing to do with voting in Parliament. There are hundreds of things MPs have to deal with in the day-to-day business of constituency life, such as housing or health care. MPs are there to help people and to try to make sure their rights under the law are not violated.

Some MPs hold an advice bureau in their constituencies, where people can go for advice. Anyone who feels that he has been unfairly treated by the central government can complain to their local MP who will do his best to see that the problem is solved.

Members of Parliament have been paid salaries since 1911. The rate has lately been nearly twice the average industrial worker's wages. Since 1965 the allowances for travel, living in London, and paying part-time secretaries and research assistants, have all been increased. Still many MPs insist that they need to have outside earnings, through journalism, work in the law courts or business, to enable them to live up to the standard they expect.

Exercises

1) Answer the following questions:

1. What or who do Members of Parliament represent?
2. What does a candidate need to do in order to stand for an election?
3. Are Members of Parliament obligated to vote with their party?
4. Is Member of Parliament a paid position?

2) Make 4 questions about the text yourself.

3) What do the highlighted words mean?

1. British elections are usually **fought** between political parties, not individuals.
2. There is nothing to stop **unconventional** candidates from standing for election.
3. A candidate has only to put down a **deposit** of 500 pounds.
4. Members of Parliament have been paid **salaries** since 1911.
5. Since 1965 the **allowances** for travel have been increased.
6. Still many MPs insist that they need to have outside earnings to **live up to the standard** they expect.

4) Put verbs in the right form to complete the text:

Parliament (consist) of two parts: the House of Commons and the House of Lords. Members of the House of Commons (be) (elect) by the voters of 650 constituencies. They (be) known as Members of Parliament. The functions of Parliament are: (to make) laws; (to provide) money for the government though taxation; (to examine) government policy and (to debate) political questions.

Every year Parliament (pass) about a hundred laws directly, by (to make) Acts of Parliament. Because this can be a long process, Parliament sometimes (pass) a very general law and (leave) a minister to (fill) in the details.

5) Fill in gaps with prepositions:

1. Each MP represents one ___ 650 constituencies ___ the UK.
2. A candidate who gets less ___ 5 per cent ___ the total votes loses his deposit.

3. MPs represent everyone ___ their constituency.
4. MPs are not only concerned ___ voting in Parliament.
5. A MP will do his best ___ see that their people's problems are solved.
6. Many MPs insist that they need ___ have outside earnings.

6) Say whether the statement is true or false:

1. Candidates not affiliated with a party cannot stand in an election.
2. A candidate must get at least 5% of total votes to keep his deposit.
3. MPs are “bound” to their party and must vote with them.
4. MPs represent the people who voted for them.
5. MPs are not solely concerned with voting and have other things to do.
6. MPs' salaries are meager at best.

The Executive

(Y.L.Gumanova et al.)

The executive branch of the UK's system of government can be divided into three parts.

The Privy Council: The Privy Council developed from a small group of royal advisers at court into the chief source of executive authority. But its position was weakened in the eighteenth and nineteenth centuries as more of its functions were transferred to a developing parliamentary Cabinet.

Today its main role is to advise the monarch on a range of matters, like the resolution of constitutional issues and the approval of Orders in Council, such as the granting of Royal Charters to public bodies. The most important task of the Privy Council today is performed by its Judicial Committee. This serves as the final court of appeal from those dependencies and

Commonwealth countries which have retained this avenue of appeal. It may also be used as an arbiter for a wide range of courts and committees in Britain and overseas, and its rulings can be influential.

The office of Privy Councillor is an honorary one, conferred, for example, on former Prime Ministers.

The Ministry: The Ministry is the government of the moment. The head of the Ministry is the Prime Minister. The functions of the Prime Minister are: leading the majority party; running the Government; appointing Cabinet Ministers and other ministers; representing the nation in political matters.

Upon accepting office the Prime Minister must form a government, that is, select a cabinet and ministry from among the Members of Parliament of his own party. The Cabinet constitutes the centre of the government and is composed of about 20 of the most important ministers. All major decisions of the Government are made by the Cabinet, and therefore it is the Cabinet which forms Government policy. Decisions made by the Cabinet must be unanimous. It makes its decisions collectively and is collectively responsible to Parliament.

After the Prime Minister has formed his cabinet, he selects the rest of his ministry. Most of these ministers are the political heads of Government Departments and are members of one of the Houses.

Government Departments: Government departments are responsible for implementing Government policy. Each department is headed by two people: a political head who is usually the minister, and an administrative head from the Civil Service, called a permanent secretary. They are responsible for a permanent staff which is part of the Civil Service. There are many such departments, for example the Home Office, the Department of Education, the Ministry of Defence, etc. The

most important department is the Treasury, and the Prime Minister is usually its political head. It is the Department which controls the economy of the nation.

As well as government departments there are government agencies formed to operate public services, e.g., the Post Office, British Rail, etc. Most of these agencies are subject to the control of one of the government departments.

Exercises

1) Answer the following questions:

1. What is the most important task of the Privy Council?
2. Does the Prime Minister lead the government alone?
3. How many people run each governmental department?
4. Who is usually appointed to head the National Treasury?

2) Make 4 questions about the text yourself.

3) What do the *highlighted* words mean?

The Privy Council developed from a small group of royal **advisers at court**.

The office of Privy Councillor is an **honorary** one.

It is the Cabinet which forms Government **policy**.

Decisions made by the Cabinet must be **unanimous**.

They are responsible for a permanent **staff** which is part of the Civil Service.

Most of these agencies are **subject to the control** of one of the government departments.

4) Put verbs in the right form to complete the text:

The Prime Minister, or leader of the Government, usually (serve) as the leader of the political party with a majority in the House of Commons. The Prime Minister (be)

(advise) by a Cabinet of other ministers. The Cabinet (include) the ministers that (rule) major government departments or ministries. Departments and ministries (be) (run) by civil servants, who (be) permanently (assign) to their duty. Even if the Government (change) after an election, the same civil servants (be) employed.

5) Fill in gaps with prepositions:

1. The executive branch can be divided ___ ___ three parts.
2. The Privy Council's main role is ___ advise the monarch ___ a range ___ matters.
3. The office of Councillor is ___ honorary one, conferred ___ former Prime Ministers.
4. The Prime Minister must select a cabinet and ministry ___ among the Members ___ Parliament of his own party.
5. Departments are responsible ___ implementing Government policy.
6. Most of these agencies are subject ___ the control ___ one of the government departments.

6) Say whether the statement is true or false:

1. There are three main parts of the UK's executive branch.
2. The Privy Council's position strengthened during the 18th and 19th century.
3. The Privy Council's main role is to represent the nation in political matters.
4. The Prime Minister makes all major decisions by himself.
5. Each Government Department is run by two people.
6. The National Treasury's political head is usually the monarch herself.

Supplementary Materials

(V.E. Abramov, monography)

Make the following

1. Set up 5 questions to each text.
2. Make a brief description of each text.
3. Ask your speaking partner to describe...
4. Build your own true/false sentences.

1. Exploration of North America

To the end of his life Columbus believed that his discoveries were part of Asia. The man who did most to correct this mistaken idea was Amerigo Vespucci. Vespucci was an Italian sailor from the city of Florence. During the late 1490s he wrote some letters in which he described two voyages of exploration that he had made along the coasts of South America. He was sure, he wrote, that these coasts were part of a new continent.

Some years later Vespucci's letters were read by a German scholar who was revising an old geography of the world. The letters convinced the scholar that Vespucci was correct, and that the lands beyond the Atlantic were a new continent. To honor Vespucci the scholar named them America, using the feminine form of Vespucci's first name as the other continents had female names.

To sixteen century Europeans America was a land of marvels, a place where nothing was impossible. Some even believed that there they might discover a way to regain their lost youth.

Ponce de León was a Spanish conquistador who came to the New World with Columbus on the explorer's second

voyage. He became the governor of the Caribbean island of Puerto Rico. The Amerindian people of Puerto Rico told de León that to the north lay a land rich in gold. This northern land, they said, also had an even more precious treasure—a fountain whose waters gave everlasting youth to all those who drank from it. In the spring of 1513 de León set off in search of the magic fountain. He landed in present day Florida and sailed all round its coast searching for the miraculous waters.

Ponce de León never found the Fountain of Youth. But he did claim Florida for Spain. In 1565 Spanish settlers founded St. Augustine there, the first permanent European settlement on the mainland of North America.

2. European Explorers of the 16th Century

It was the Spanish who began the lasting European occupation of America. When Columbus returned to Spain he took back with him some jewelry that he had obtained in America. This jewelry was important because it was made of gold. In the next fifty years thousands of treasure-hungry Spanish adventurers crossed the Atlantic Ocean to search for more of precious metal. It was a lust for gold that led Hernán Cortés to conquer the Aztecs in the 1520s. The Aztecs were a wealthy, city-building Amerindian people who lived in what is today Mexico. In the 1530s the same lust for gold caused Francisco Pizarro to attack the equally wealthy empire of Incas of Peru. A stream of looted treasure began to flow across the Atlantic to Spain from a new empire built up by such conquerors—“conquistadores”—in Central and South America.

In the years that followed, other spanish conquistadores took the search for gold to North America. Between 1539 and

1543 Hernando de Soto and Francisco Coronado, working separately, explored much of the southern part of what is now the United States. De Soto landed in Florida from Cuba. He led his expedition westward, discovering the Mississippi River and traveling beyond it into Texas and Oklahoma. Coronado traveled north from Mexico, searching for the “Seven Cities of Gold” that Amerindian legends said lay hidden somewhere in the desert. He never found them. But he and his men became the first Europeans to see the Grand Canyon of the Colorado River and they journeyed as far east as Kansas before returning to Mexico.

The journeys of men such as de Soto and Coronado gave Spain a claim to a large amount of land in North America. They also led to the founding of some of the earliest permanent European settlements there. In 1565 Spanish settlers founded St. Augustine on the coast of present-day Florida. In 1609 other settlers founded Santa Fe in New Mexico.

The growing wealth of Spain made other European nations envious. They became eager to share the riches of the New World. In 1497 King Henry VII of England hired an Italian seaman named John Cabot to explore the new lands and to look again for a passage to Asia. Cabot sailed far to the north of the route Columbus had followed. Eventually he reached the rocky coast of Newfoundland. At first Cabot thought that this was China. A year later he made a second westward crossing of the Atlantic. This time he sailed south along the coast of North America as far as Chesapeake Bay.

Cabot found no gold and no passage to the East. But his voyages were valuable for the English. In later years English governments used them to support their claims to own most of the east coast of North America.

The French also sent explorers to North America. In 1524 the French king, Francis I, sent an Italian sailor named Giovanni Verrazano for the same purpose as Columbus and Cabot—to find lands rich in gold and a new sea route to Asia. Verrazano sailed the full length of the east coast of America, but found neither. However, he anchored his ship in what is now the harbor of New York. Today a bridge which carries his name, the Verrazano Narrows Bridge, is one of the city's most impressive sights.

Ten years later another French explorer, a fisherman from Normandy named Jacques Cartier, discovered the St. Lawrence River. He returned to France and reported that the forests lining the river's shores were full of fur-bearing animals and that its waters were full of fish. The next year he sailed further up the river, reaching the site of the present-day city of Montreal. Cartier failed to find the way to Asia that he was looking for, but he gave France a claim to what would later become Canada.

Claiming that you owned land in the New World was one thing. Actually making it yours was something quite different. Europeans could only do this by establishing settlements of their own people. By the seventeenth century plenty of people in Europe were ready to settle in America. Some hoped to become rich by doing so. Others hoped to find safety from religious or political persecution. In the hundred years after 1600, Europeans set up many colonies in North America for reasons like these.

3. *The Mayflower*

It was in 1620, in the time of King James I. English people did not like their king and they called him “The Foolish King of England”.

In September 1620 a small ship the *Mayflower* left England. There were about one hundred people on board the ship, but even for this hundred the ship was too small. For seven long weeks the *Mayflower* sailed through the storms of the Atlantic Ocean, and at last the people saw land. It was North America.

It was raining and a cold wind was blowing. Sixteen men left the *Mayflower* and went ashore. In the evening they came back to the ship and brought some corn with them. They found the corn on the coast where the Indians had left it. Nobody in Europe had seen corn then, but when the people on board the *Mayflower* tried it they liked it very much.

Next day was Sunday and everybody on the *Mayflower* had a rest. On Monday some men went ashore again and this time they took some women with them. The women went to wash the clothes. Since that time Monday has been wash-day in America.

During the next five weeks the men from the *Mayflower* left the ship every day. Sometimes they did not come back for many days: they were walking along the coast and looking for a good place to live. The weather was very cold, more and more men fell ill but at last they found a good place. There was a good harbor for ships there, some fields and forests near it and even a small river. The people began to build a village there.

By January 1621 there were already two streets in this village, and they called it “New Plymouth”. It was winter now. The people were tired and cold. They did not have enough to

eat. More and more of them fell ill. There was a time when only seven men were quite well. Many people died. Sometimes two or three died in a day. When the houses were ready, the life of the people became easier: they had warm houses where they could live.

One day the people of the village suddenly saw a tall Indian who was walking along the street. They were frightened very much, but this Indian came up to them, smiled and said, "Hello, Yankee! Hello, Yankee!"

This Indian could speak English a little. He had learned the language from the sailors of a ship, which had come to this part of America a few years before. He called all Englishmen "Yankee" because he could not say the word "Englishmen".

A few days later this Indian came to the village again together with some other Indians. They came as friends and helped the white men very much. In spring the Indians showed the white men how to plant corn. But the white men forgot about this help very quickly; a few years later, when many people from England came to America, they began to take the land away from the Indians and to kill them.

All the Indians who came to the village of New Plymouth called the Englishmen "Yankee", and since that time "Yankee" has been the name of a white man in America.

At last summer came. The harvest was very good and the people of New Plymouth wanted to make a holiday dinner. They asked the Indians to this dinner, and the red men brought some wild turkeys as a present. The turkey was an American bird. Very few people in Europe had ever heard about it, but when they ate it at this dinner they liked it very much.

The people of New Plymouth called their holiday "Thanksgiving Day". Since that time Thanksgiving Day has been a national holiday in the United States of America and

since that day Americans always have turkeys for the Thanksgiving Day.

4. *Minuit Buys Manhattan*

In the 1620s settlers from Holland founded a colony they called New Netherlands along the banks of the Hudson River. At the mouth of the Hudson lies Manhattan Island, the present site of New York City. An American people called the Shinnecock used the island for hunting and fishing, although they did not live on it.

In 1626 Peter Minuit, the first Dutch governor of the New Netherlands, “bought” Manhattan from the Shinnecock. He paid them about twenty–four dollars’ worth of cloth, beads and other trade goods. Like all Amerindians, the Shinnecock believed that land belonged to all men. They thought that what they were selling to the Dutch was the right to share Manhattan with themselves. But the Dutch, like other Europeans, believed that buying land made it theirs alone.

These different beliefs about land ownership were to be a major cause of conflict between Europeans and Amerindians for many years to come. And the bargain price that Peter Minuit paid for Manhattan Island became part of American folklore.

5. How they talk

The first people to arrive in America from Holland built a town named New Amsterdam to honor the capital of their country in Europe. But in forty years Holland was at war with

England and the English fleet under command of the Duke of York occupied the town and renamed it New York.

Still it used to be the North of the US and although, as American culture later became more national and less regional, the opposition between North and South started to diminish. But the basic differences in speech remained.

Where Southerners say “ah” for I, Northerners say “ah-ee.” Where Southerners pronounce “pen” as if it were spelled “pin”, Northerners keep it penned in with the “short e” vowel. Where Southerners often drop the “r” sound after vowels, Northerners rarely do, except for certain ones along the Atlantic coast. And when Southerners say: y’all, Northerners say plain: you or the two words: – or you guys.

For certain the first settlers in North America used to talk their home language basically. But all of them needed a language to communicate and it was English to understand. Still initially it used to be Dutch English, Scottish, Irish, Gottish or German English with their special features and structures.

The first people who came to America did not attempt to invent new names for the settlements and towns they built but often gave the new place a name of the place they arrived from. Along the East coast of the US you can find such English names as: Plymouth, Cambridge, London, Boston or New England, New Britain etc.

6.. *The “Melting Pot”*

This is the part of the United States which most visitors see, and the part that is most often described. The skyscrapers of New York, the steel mills of Pittsburgh, the automobile

assembly lines of Detroit—these symbols of industrial America belong to this region.

Into this area of industry came millions of Europeans who made of it what became known as the “melting pot,” the fusion of people from many nations into Americans. More than any other part of the country, this section reflects European culture and traditions.

Seeing this great area today, it is hard to realize that it was wilderness only three centuries ago. The effect of that wilderness upon the colonists was a powerful force in developing the United States. As soon as permanent settlements were made in the new land, subtle changes occurred in the people. Faced with the problems of a new and uncharted land, these settlers had to give up many of the traditional behavior patterns of Europe. In order to survive, they developed a cooperative and democratic life-style that laid the foundations of the American political system and pragmatic philosophy.

Even today, the visitor who expects only factories, apartment houses, and crowded streets is surprised. In the Northeast, he sees more wooded hills than factory chimneys, more fields than concrete roads, more farmhouses than office buildings.

The features of the land over most of this region are on a small and gentle scale. It is a country of many brooks, of low mountain ridges, of rolling hills, of orchards, pastures and vegetable gardens. In only a few places is a visitor so much as 40 kilometers distant from rich farms. There are areas of true wilderness such as the forests on the northern part of the State of Maine, where to this day the only way of crossing great stretches of land or water is by foot or canoe. Everywhere, the outer reaches of cities mingle with farms, and in many towns

there are old farmhouses and barns, changed into dwellings, now crowded close by taller buildings.

The observant visitor quickly guesses that he is in a relatively old farming region on which a pattern of cities and industries has grown and spread. What he cannot see is how the look of the countryside has changed with this growth of industry. A few generations ago the majority of these farms produced grain to be sold, and a variety of plants, meats and poultry for the farm families itself. Today, most of the farms are devoted primarily to one type of farming: dairy cattle, or vegetables, or chickens, or fruit. Most specialize in products that can be rushed fresh to the cities nearby. Thus, the nature of agricultural production has changed to meet the needs of the region's industrial economy.

This change in agricultural production illustrates a very important factor in American geography: the "market." In economic-geographic terminology, the market means all the people and organizations in an area that are able to buy goods. And, in examining the industries of the U.S. Northeast, we find that many of them are there because the area is a good market, because there is an industrial and agricultural population financially able to buy clothing, goods, equipment and services. The manufacturers of these items find it cheaper to bring in raw materials and produce these goods near a large market than to ship the finished items and arrange their sale from a distance. Furthermore, when these industries are established in the market area, more workers are employed, thus further adding to its economy.

Why has this region become a center of heavily developed trade and industry? One of the most important reasons is the sea.

7. *The Base of Industry*

The greatest part of America's heavy industry depends upon three resources: iron ore from the Lake Superior area, coal from the Allegheny hills of western Pennsylvania and West Virginia, and transportation across the Great Lakes. From Wheeling and Pittsburgh to Milwaukee and Duluth, every urban center plays a part in the production of heavy industrial goods. Steelmaking is basic, but there are many other related industries in this area too—glass, nonferrous metals, chemicals, rubber and machinery.

Pittsburgh, in the heart of coal fields was the first of the great steel cities, for it was cheaper to bring the ore to the coal than the coal to the ore. From the Pittsburgh area came much of the steel for the railroads that opened America's West, for the bridges that spanned the rivers, and for the girders that went into the construction of skyscrapers. Today, the Pittsburgh area still produces about one-fifth of the nation's steel, and also ships coal to the other great steelmaking centers—Chicago, Youngstown, Detroit, Toledo, Cleveland, Erie, Buffalo, Wheeling, Gary.

Several of the cities on the great Lakes grew up first as grainmilling centers, and even today grain is a major cargo of Lakes freighters. Detroit, heart of the automobile industry, had a rather special start. It began as a wagonmaking town, using wood from the forests that covered the peninsula between Lake Michigan and Lake Huron. Its founders even laid out the streets of the city to resemble a giant wagon wheel. It was fortunate that when, early in the 20th century, the makers of wagon and carriages turned to making automobiles, they found a new raw materials they needed close at hand.

An almost unbelievable quantity of freight is carried across the Great Lakes, and most of the shipments are raw materials.

The cargo tonnage which passes between Lake Superior and Lake Huron equals about the combined capacity of the Panama and Suez Canals.

8. *Colonial Life*

By the year 1733 the English owned thirteen separate colonies along the atlantic coast of North America. The colonies stretched from New Hampshire in the north to Georgia in the south. Most people divided them into three major groups. Each group had its own way of life and character.

In the far north was the New England group, centered on Massachusetts. Since the time of the Pilgrims the people of New England had spread inland and along the coast. Most were small farmers or craftsmen, working the stony soil and governing themselves in small towns and villages.

Other New Englanders depended on the sea for a living. They felled the trees of the region's forests to build ships. In these they sailed to catch cod or to trade with England and the west Indies. Boston and other coastal towns grew into busy ports. Their prosperity depended on trade.

The nearest colonies to the south of New England were called the Middle Colonies. The biggest were New York and Pennsylvania. As in New England, most of their people lived by farming. But in the cities of New York and Philadelphia there were growing numbers of craftsmen and merchants. Philadelphia was the capital of Pennsylvania. By 1770 it was the largest city in America, with 28,000 inhabitants.

The people of Middle Colonies were usually more tolerant of religious and other differences than New Englanders. Many

of them also had German, Dutch or Swedish ancestors rather than English ones.

The Southern Colonies of Virginia, the Carolinas and Georgia formed the third group. In their hot and fertile river valleys wealthy landowners farmed large plantations. They lived in fine houses, with wide, cool verandahs from which they could look out over their fields of tobacco or cotton. Most of the work in the field was done by black slaves. Slavery was rare in the other American colonies. But the prosperity of the plantation-owning southerners was already beginning to depend upon it.

The houses of the southern plantation owners had expensive furniture, much of it imported from Europe. Close by stood groups of smaller, more simple buildings—stables, washhouses, blacksmiths' shops and the little huts in which the black slaves lived. And almost always a river flowed nearby, with a wharf where sea-going ships could be loaded to carry the plantation's crop to England.

In all three groups of colonies most people still lived less than fifty miles from the coast. This was called "the tidewater" period of settlement. Those people furthest inland had travelled up tidal rivers like the James and the Hudson, clearing the trees and setting up farms along their banks.

During the fifty years after 1733 settlers moved deeper into the continent. They travelled west into central Pennsylvania, cutting down forests of oak trees to make hilly farms. They spread westward along the river valleys in Virginia, the Carolinas and Georgia. They moved north along the fertile valley of the Mohawk River of New York.

9. *Cities and Trade*

In 1760 most Americans were farmers. But important towns had grown up whose people earned their living by trade and manufacturing. Philadelphia, with its 28,000 inhabitants, was the largest. An English visitor marveled at the speed with which it had grown. "It is not a hundred years since the first tree was cut where the city now stands," he wrote, "and now it has more than three thousand six hundred houses."

The size of Philadelphia was not the only thing that impressed visitors. Long before most English cities, its streets were paved with brick and street lamps were lit every night. The only exception to this was when the moon was shining, for the citizens of Philadelphia did not believe in wasting money!

The next biggest cities after Philadelphia were New York and Boston, with about 25,000 people each. All three towns owed much of their prosperity to the profits of the transatlantic trade that they carried on with England. Their ships exported furs, timber, tobacco, and cotton, and brought back fashionable clothes, fine furniture, and other manufactured goods. Their merchants also traded with one another.

This inter-American trade helped to produce a feeling between the cities that they all belonged to the same American nation.

10. §8 *Revolution Rebels*

In the eighteenth century Britain and France fought several major wars. The struggle between them went on in Europe, Asia and in North America.

In North America, France claimed to own Canada and Louisiana. Canada, or New France, extended north from the St. Lawrence River and south towards the frontier areas of the English colonies on the Atlantic coast. Louisiana, named for the French king, Louis XIV, stretched across the center of the continent. It included all the lands drained by the Mississippi River and its tributaries.

In the middle of the eighteenth century most of the forests and plains of both of these vast areas were still unexplored by Europeans. The French claim to own them was based upon journeys made in the previous century by two famous explorers.

The first of these explorers was Samuel de Champlain. From 1603 onwards, Champlain explored the lands on both sides of the St. Lawrence River and set up trading posts there. The two most important of these posts later grew into the cities of Quebec and Montreal.

The other French explorer was René La Salle. La Salle was a fur trader, explorer and empire builder all in one. In the 1670s he explored the valley of the Mississippi. "It is nearly all so beautiful and so fertile," he wrote. "So full of meadows, brooks and rivers; so abounding in fish and venison that one can find here all that is needed to support flourishing colonies. The soil will produce everything that is grown in France."

La Salle paddled for thousands of miles down the Mississippi. At last he reached the Gulf of Mexico, where the great river empties into the sea. Some years later the French set up a trading post there. In future years this became the city of New Orleans.

The French claim that Louisiana belonged to them worried both the British government and the American colonists. A glance at a map explains why. Suppose France sent soldiers to

occupy the Mississippi valley. They would be able to keep the colonists to the east of the Appalachian Mountains and stop them from moving westwards.

After several wars earlier in the eighteenth century, in 1756 Britain and France began fighting the Seven Years War. This is known to Americans as the French and Indian War.

Led by their forceful Prime Minister, William Pitt the Elder, the British sent money and soldiers to North America. In 1758 British and colonial forces captured the French strongholds of Louisburg on the Gulf of St. Lawrence and Fort Duquesne on the Ohio River. In 1759 they took Quebec. In 1760 Montreal fell to them. The war was ended by the Peace of Paris, which was signed in 1763. France gave up its claim to Canada and to all North America east of the Mississippi River.

Britain had won an Empire. But its victory led directly to conflict with its American colonies. Even before the final defeat of the French, colonists in search of better land began to move over the Appalachian Mountains into the Ohio valley. To prevent war with the Amerindian tribes who lived in the area, the English king, George III, issued a proclamation in 1763. It forbade colonists to settle west of the Appalachians until the proper treaties had been made with the Amerindians.

11. The Stamp Act Consequences

In 1765 the British Parliament passed another new law called the Stamp Act. This too was intended to raise money to pay for the defence of the colonies. It said that the colonists had to buy special tax stamps and attach them to the newspapers, licenses, and legal papers such as wills and mortgages.

Ever since the early years of the Virginia settlement Americans had claimed the right to elect representatives to decide the taxes they paid. Now they insisted that as “freeborn Englishmen” they could be taxed only by their own colonial assemblies. We have no representatives in the British Parliament, they said, so what right does it have to tax us? “No taxation without representation” became their demand.

In 1765 representatives from nine colonies met in New York. They formed the “Stamp Act Congress” and organized opposition to the Stamp Act. All over the colonies merchants and shopkeepers refused to sell British goods until the Act was withdrawn. In Boston and other cities angry mobs attacked government officials selling the stamps. Most colonists simply refused to use them.

All this opposition forced the British government to withdraw the Stamp Act. But it was determined to show the colonists that it had the right to tax them. Parliament passed another law called the Declaratory Act. This stated that the British government had “full power and authority (over) the colonies and people of America in all cases whatsoever.”

In 1767 the British placed new taxes on tea, paper, paint, and various other goods that the colonies imported from abroad. A special customs office was set up in Boston to collect the new duties. Again the colonists refused to pay. Riots broke out in Boston and the British sent soldiers to keep order. It was not until 1770, when the British removed all the duties except for the one on tea, that there was less trouble.

But some colonists in Massachusetts were determined to keep the quarrel going. In December 1733, a group of them disguised themselves as Mohawk Amerindians. They boarded British merchant ships in Boston harbor and threw 342 cases of

tea into the sea. “I hope that the King George likes salt in this tea,” said one of them.

The British reply to this “Boston Tea Party” was to pass a set of laws to punish Massachusetts. Colonists soon began calling these laws the “Intolerable Acts.” Boston harbor was closed to all trade until the tea was paid for. More soldiers were sent there to keep order. The powers of the colonial assembly of Massachusetts were greatly reduced.

On June 1, 1774, British warships took up positions at the mouth of Boston harbor to make sure that no ships sailed in or out. A few months later, in September 1774, a group of colonial leaders came together in Philadelphia. They formed the First Continental Congress to oppose what they saw as British oppression.

The Continental Congress claimed to be loyal to the British king. But it called upon all Americans to support the people of Massachusetts by refusing to buy British goods. Many colonists went further than this. They began to organize themselves into groups of part-time soldiers, or “militias,” and to gather together weapons and ammunition.

12. The New Western Lands

Long before the Indian Removal Act the federal government had begun to organize the new western lands for settlement. It ordered that the lands should be surveyed and divided into square units called “townships.” Each township was to be six miles by six miles in size and each was to be further divided into smaller square units, one mile by one mile, called “sections.”

As each township was surveyed and marked out in sections the land was sold by auction. Land dealers sometimes

bought whole townships. They usually sold the land later, at a higher price, to settlers arriving from the East.

Every year more settlers moved in. Many floated on rafts down the westward-flowing Ohio River. They used the river as a road to carry themselves, their goods and their animals into the new lands. Others moved west along routes like the Wilderness Road that Daniel Boone's axmen had cut through the Cumberland Gap in the Appalachians. Such roads were simply rough tracks, just wide enough for a wagon and full of holes, rocks and tree stumps. The average speed at which travelers could move along them was about two miles an hour.

For purposes of government the federal authorities divided the lands between the Appalachians and the Mississippi into two. The Ohio River marked the boundary between them. The area south of the Ohio was called the Southwest Territory and that to the north the Northwest Territory.

As the number of people living in them increased, each of these two big territories was divided again into smaller ones. Ohio, Indiana, Illinois, Michigan, and Wisconsin were eventually made out of the Northwest Territory. As each was formed it was placed under the rule of a governor appointed by Congress. When the number of white males living in a territory reached 5,000 it could elect its own law-making body. It could also send a representative to give its point of view in Congress. When the population of a territory reached 60,000 it became a new state, with the same rights and powers as the original thirteen states.

These arrangements for governing new territories were first introduced by the Northwest Ordinance of 1787. The plan that the Ordinance laid down for controlling the growth of the United States has been followed ever since. The importance of the plan is that it made sure that the original thirteen states

were not able to control for their own benefit lands that were settled later. This meant that as the United States grew bigger it went on being a democratic union of equals.

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