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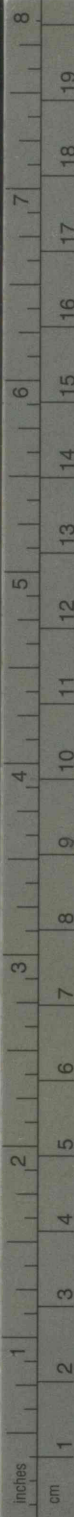
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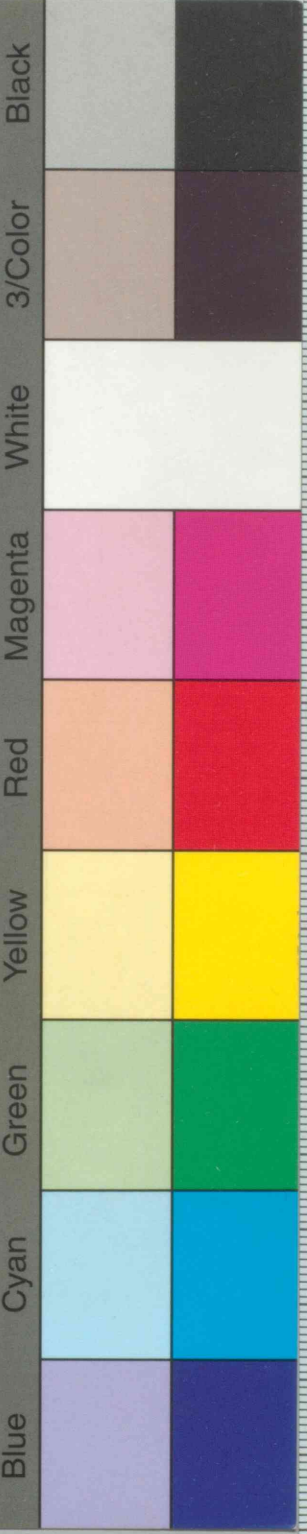
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文部省検定済教科書

# HIGH SCHOOL ENGLISH

## STEP BY STEP

### Vol. 2

広島大学図書

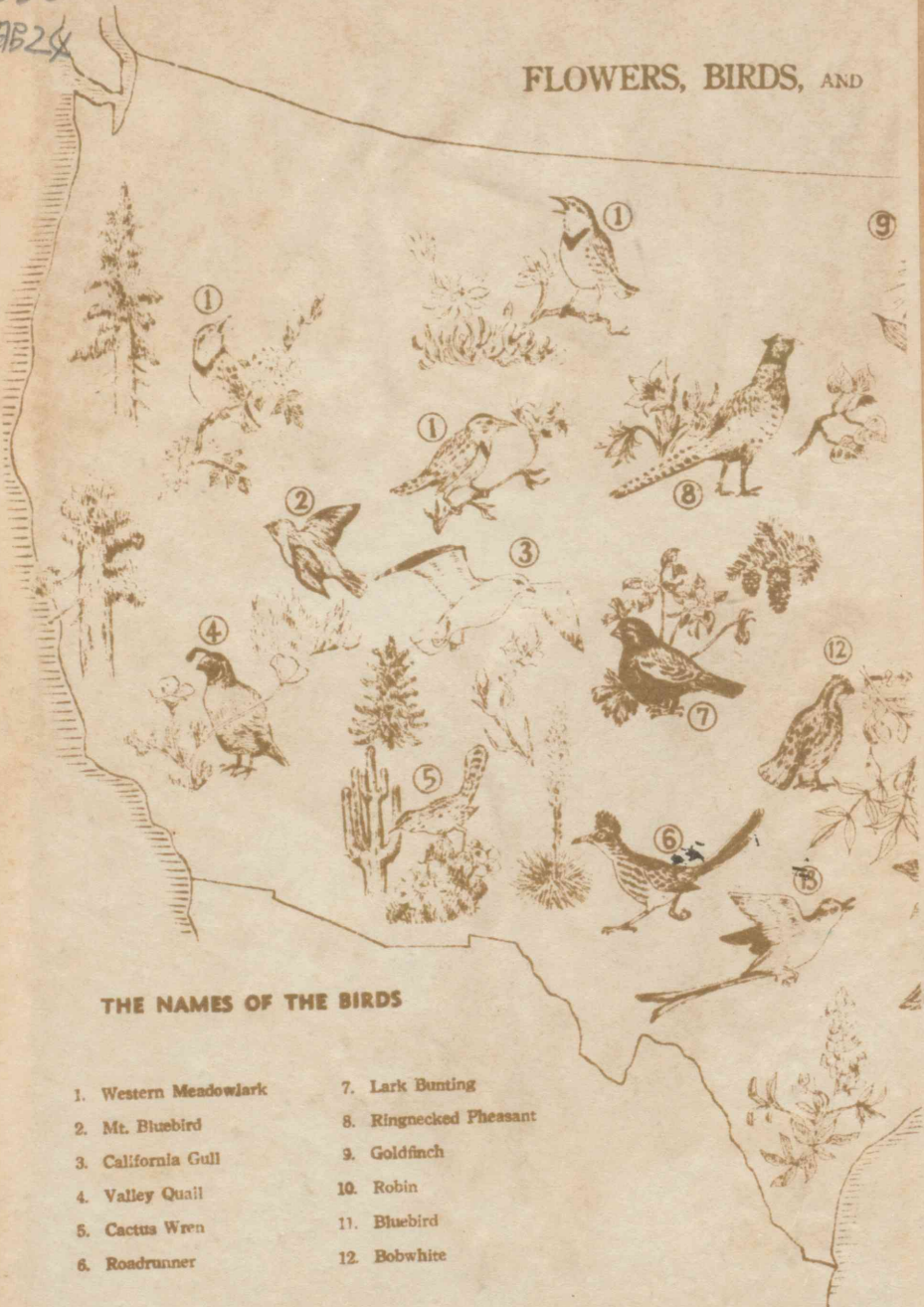
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FLOWERS, BIRDS, AND



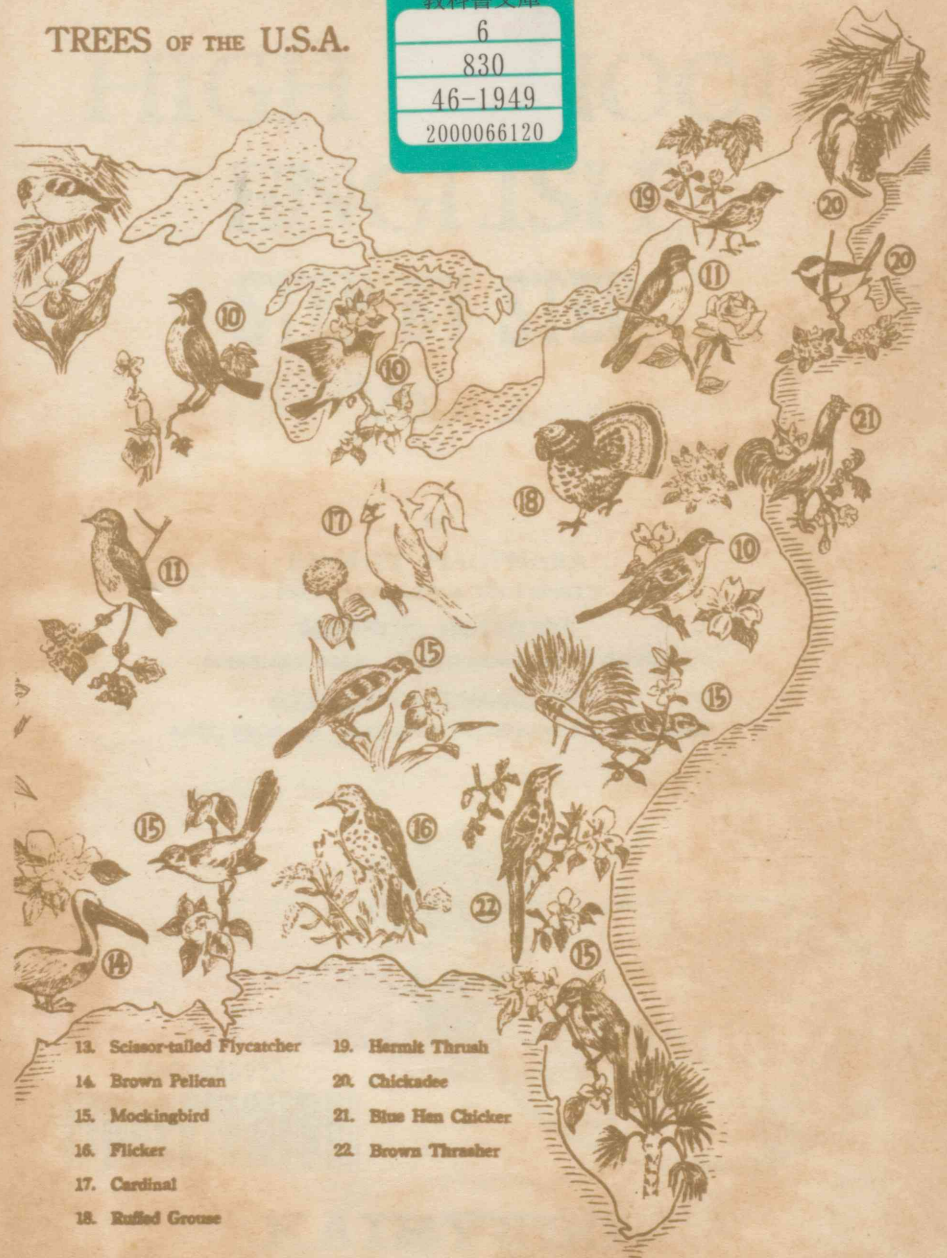
THE NAMES OF THE BIRDS

- |                       |                        |
|-----------------------|------------------------|
| 1. Western Meadowlark | 7. Lark Bunting        |
| 2. Mt. Bluebird       | 8. Ringnecked Pheasant |
| 3. California Gull    | 9. Goldfinch           |
| 4. Valley Quail       | 10. Robin              |
| 5. Cactus Wren        | 11. Bluebird           |
| 6. Roadrunner         | 12. Bobwhite           |

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| 13. Scissor-tailed Flycatcher | 19. Hermit Thrush    |
| 14. Brown Pelican             | 20. Chickadee        |
| 15. Mockingbird               | 21. Blue Hen Chicker |
| 16. Flicker                   | 22. Brown Thrasher   |
| 17. Cardinal                  |                      |
| 18. Ruffed Grouse             |                      |

昭和二十四年十月十日  
文部省検定済  
高等学校外国語科用

# HIGH SCHOOL ENGLISH STEP BY STEP

VOL. 2

by

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広島大学図書

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**KAIRYUDO**  
TOKYO

TABLE OF CONTENTS  
IN ORDER OF DIFFICULTY

1. Observe! Remember! Compare!.....	1
2. A Good Father.....	6
3. A Simple Experiment You Can Easily Try .....	9
4. Franklin—a Practical Scientist .....	11
5. The Clover .....	14
6. The Beaver, a Skillful Engineer and Architect ..	18
7. Silas Marner Finds a New Treasure. ....	31
8. Little Lord Fauntleroy .....	40
9. Across the Atlantic in a Rowboat.....	70
10. How the West of America Was Explored.....	77
11. Language Teaching in Postwar America .....	94
12. Atomic Power for Peace .....	98
13. The United Nations and What It Means .....	103
14. The Wild Turkey .....	24
15. Little Women .....	57
16. A Day on a South Pacific Island—Tahiti— .....	88
17. <i>Pioneers</i> .....	85

FOREWORD

In choosing and organizing the materials for this textbook the following were the most important considerations that have guided the authors:

1. To arouse interest in and develop facility in the use of English.
2. To familiarize the student with as many different fields of life in the world of today and yesterday as may interest him.

Due attention has been paid throughout the three volumes to the practical side of language learning. Some sections are provided, for instance, in Vol. I on letter writing and daily conversation. On the other hand, the cultivation of the ability to read literature, is not neglected. For instance, the student is introduced in Vol. II to adaptations of standard literary works and, in Vol. III, to extracts from the masterpieces of famous authors.

The reading materials have been arranged with two standards in mind:

1. The logical basis; i. e., the degree of difficulty experienced in reading by the Japanese learner.
2. The psychological basis; i. e., the nature of the subject-matter.

So far as difficulty in language is concerned, the first volume of this series carries forward where the last parts of the English textbook, "Jack and Betty," by the same authors, leave off. Consequently there is no sharp demarcation between the end of the Junior High Course and the beginning of the Senior High Course. In each volume, great care has been taken to arrange the lessons on the

“simple-to-complex” principle.

The materials have been grouped in units according to the nature of the subject-matter, so that each unit may have a center of interest which the student is expected to look at from various angles. It is hoped that the units contained in this three-volume textbook will present a representative cross-section of life as a whole.

With a few exceptions all the lessons have been provided with “Activities.” These are designed to provide means which not only may enable the learner to grasp important points, both in subject-matter and in language, that he has studied in the preceding lesson, but may encourage him to take an “active” attitude toward the language by using it in his speech and writing.

The “Activities” are divided into A, B, and, sometimes, C and D, so as to give the instructor a wide range of choice. The ideal to be hoped for would be to take up all the exercises that are provided, but if necessary he can skip some of them according to the ability of his pupils. In most cases the “Activities” are arranged in order of difficulty.

Where the understanding of texts is likely to be helped by illustrations, pictures have been freely inserted. And the foot-notes may be of some help to the student in preparing for classwork, while the index at the end of each volume will help him check useful information about the uses of phrases and clauses as well as the topics dealt with in the texts.

—The Authors

- 1. Silas Marner Finds a New Treasure .. .. . G. Eliot .. 31
- 2. Little Lord Fauntleroy .. .. . F. E. H. Burnett .. 40
- 3. Little Women .. .. . L. M. Alcott .. 57

CONTENTS

Foreword .. .. . i

UNIT I: OBSERVATION AND EXPERIMENT  
—THE GATEWAY TO KNOWLEDGE

- 1. Observe! Remember! Compare! .. .. . 1
- 2. A Good Father .. .. . 6
- 3. A Simple Experiment You Can Easily Try .. 9
- 4. Franklin, a Practical Scientist .. .. . 11

UNIT II: NATURE STUDY

- 1. The Clover .. .. . 14
- 2. The Beaver, a Skillful Engineer and Architect .. 18
- 3. The Wild Turkey .. .. . J. J. Audubon .. 24

UNIT III: READINGS FROM AUTHORESSSES  
—BRITISH AND AMERICAN

- 1. Silas Marner Finds a New Treasure. .. .. . G. Eliot .. 31
- 2. Little Lord Fauntleroy .. .. . F. E. H. Burnett .. 40
- 3. Little Women .. .. . L. M. Alcott .. 57

UNIT IV: ADVENTURES AND EXPLORATIONS

- 1. Across the Atlantic in a Rowboat . . . . . 70
- 2. How the West of America Was Explored. . . 77  
*Pioneers* . . . . . *W. Whitman* . . . 85
- 3. A Day on a South Pacific Island—Tahiti—  
. . . . . *C. Darwin* . . . 88

UNIT V: NEW DEVELOPMENTS IN VARIOUS  
FIELDS

- 1. Language Teaching in Postwar America . . . . . 94
- 2. Atomic Power for Peace . . . . . 98
- 3. The United Nations and What It Means . . . . . 103

Index of Useful Expressions, Proper Names and  
Grammatical References . . . . . 109

UNIT I

OBSERVATION AND EXPERIMENT

THE GATEWAY TO KNOWLEDGE

1. OBSERVE! REMEMBER! COMPARE!

Most people think that research means a lot of test tubes and bubbling retorts in a laboratory. This is not at all the true meaning of research. Research may need all these things or may not.

Research is a matter of principle and everybody can apply it to his own life. It is an attitude toward one's experience to try to draw out of it as much correct knowledge as possible.

One is not quite satisfied with oneself, or with what one is doing or has been doing. For instance, ask yourself if you are perfectly satisfied with what you have done during a certain day; if you find you are not satisfied, ask yourself what the unsatisfactory

---

1. **research**, careful search for new facts in any branch of knowledge. 2. **retort**, glass or metal vessel with a long, narrow neck sloping downward from the rounded part. *It is used in getting something in a very pure form by means of heating it and then cooling it.*

points are.

Now, write them down one by one on a piece of paper and try to find some way of correcting or improving them.

If one of them is too difficult to solve, try others. You will find that each one solved makes others easier to solve, and you will be surprised to know how closely the solution of one is related with that of others. If you do this kind of thing, you are beginning to be a  
10 researcher.



15 A. G. BELL

Alexander Graham Bell (1847-1922), the famous American scientist who invented the telephone, once talked to a friend of his on how to learn and study things.

“The education of the mind is, after all, not a mere question of remembering facts which someone else gives us. The mind should conduct its own education. And it cannot do this unless it thinks for itself. A mind  
20 that does not reason is comparatively useless.

4. improve, make better. 8. solution, solving. 11. Alexander Graham Bell [æligzárnde gréiam bel]. 18. conduct, carry out. 19. for itself, independently.

“I have evolved what you might call a ‘Rule of Three’ in regard to it. The rule is simply this: ‘Observe! Remember! Compare!’

“The very first essential of any real education is to observe concrete facts. Without that you have no  
5 material out of which to manufacture knowledge. Remember what you have observed. Compare the facts you remember; and you will find yourself thinking out conclusions. These conclusions are your own.

“That is the foundation of all education. And the  
10 wonderful thing about it is that gaining an education in this way is not a penance, but a delight.

“As an illustration: What is a detective story, if it is not a record of observing, remembering and comparing facts, and then of drawing conclusions?  
15

“Practically all of us enjoy reading these books because, while we read, we ourselves are all the time observing, remembering, comparing, and trying to draw the correct conclusion.

2. in regard to, concerning. 4. first essential, important thing. 5. concrete, that can be found in the world of things, not in the world of ideas. 9. conclusion, judgment reached as the result of reasoning or discussion. 12. penance, punishment one gives oneself to show sorrow for sin.

"We can pursue knowledge in just the same way, and can have even more pleasure doing it. The great advantage in pursuing knowledge is that we may capture something that will contribute to the welfare of the world.

"In dealing with children, the main essential is not to tell them things but to encourage them to find out things for themselves. Ask them questions, but leave them to find out the answer.

"If they arrive at the wrong answer, do not tell them they are mistaken; and do not give them the right answer. Ask them other questions, which will show them their mistake, and so make them push their inquiry further.

"For example: Suppose you wanted to teach a child about moisture and condensation. You could state to him that there are minute particles of water vapor in the air exhaled from the lungs, and that this water vapor will be condensed under certain conditions. In

16. **moisture**, slight wetness, water, etc. spread in very small drops in the air or on a surface. **condensation**, [kondenséifən]. **condense**, make (or get) denser. 17. **minute** [m(a)injút], very small. **particle**, very little bit. **vapor**, moisture floating in the air in the form of steam, mist, etc. 18. **exhale**, breathe out.

other words you give him a general conclusion which other people have reached and ask him to memorize it.

"Now suppose you tell him nothing, but simply ask him to breathe into a glass. He sees the moisture on the glass. Ask him where it came from. Have him breathe against the outside of the glass. Have him try the experiment with a glass that is hot and with one that is ice cold. Have him try it with other surfaces.

"And don't do his thinking for him. Make him observe what takes place, stimulating him to REMEMBER the different results he OBSERVED and, by COMPARING them, to arrive at conclusions."

To a scientist in the true sense of the word, the word "impossible" is much like a spur to a horse.

#### ACTIVITIES

A. Write short sentences using the following phrases:

- a. for instance    b. after all    c. in other words

B. Write short sentences using the following constructions:

- a. may...or may not.    b. too...to

- c. as much...as possible    d. unless...

- e. The wonderful thing about it is that...

8 ice cold, cold like ice. 10 stimulate, encourage; make more active.



## 2. A GOOD FATHER

(William James, 1842—1910)



W. JAMES

Scientists are usually good letter writers. They are so very much interested in life that they train themselves to see everything that is going on around them. They help other people to see well, too.

William James, the psychologist, was a particularly good letter writer.

His best letters have been collected in two books. All of them are worth reading, but the ones to his children are particularly good, for they show the kind of man that he was.

James was one of the best teachers of psychology at Harvard University. The students in his classes learned to observe and to think for themselves.

A letter to one of his children is shown below.

7 William James, a famous American psychologist and philosopher. (His brother, Henry James, was a novelist.)

Sweetest of Living Pegs,

Your letter made my heart glad the day before yesterday.

I marveled to see what an improvement had come over your handwriting in the short space of six weeks. "Orphly" and "ofly" are good ways to spell awfully, too.

I went up to a high mountain yesterday and saw all the kingdoms of the world spread out before me. The sky glowed and made the earth look like a stained glass window. The mountains are bright red. All the flowers and plants are different from

4. marvel, be filled with wonder. 6. in the space of, in the period of; during. 13. stained glass, colored glass, as is seen in church windows.

those at home.

There is an immense mastiff in my house here. I think even you would like him. He is so tender and gentle and mild, although fully as big as a calf. His ears and face are black.

His eyes are yellow. His paws are magnificent, and his tail keeps wagging all the time. He makes on me the impression of an angel hid in a cloud. He longs to do good.

I must go now to hear two other men lecture. Many kisses also to Tweedy.

From your ever loving,

*Dad*

#### ACTIVITIES

In Peg's last letter to James the word "awfully" must have been spelled "orphly" here and "ofly" there, but never correctly. What do you think James meant when he said, "'Orphly' and 'ofly' are good ways to spell awfully"?

2. mastiff, a kind of large, strong dog.

### 3. A SIMPLE EXPERIMENT YOU

#### CAN EASILY TRY

Liquid exerts pressure on anything placed in it. The pressure acts not only downward, but sideways and upward as well.

You know that when you push a block of wood or a corked, empty bottle down into a tub of water, you feel the upward push.

One result of this pressure is that any object in a liquid is made lighter in weight. Archimedes, a great mathematician and physicist who lived in Greece in the third century B.C., discovered the law that governs floating and sinking. It is said that while he was bathing in the public baths, he noticed that his body appeared to become lighter when it was placed in water.

So thrilled was he at finding out this fact that he ran home at once to test the idea further, even forgetting to put on his clothes in his excitement.

1. exert pressure on..., press... exert, put into action.
8. Archimedes [a:kimí:diz]. 10. B.C., Before Christ. that governs floating and sinking, according to which floating and sinking take place.

When a diver goes down, air must be pumped into his suit in order to balance the pressure of the water.

A submarine relies on the strength of its hull to withstand the pressure of the sea. If it goes too deep it may be crushed like an egg shell. The greater the depth, the greater the pressure. At the deepest spot in the ocean (about 35,000 feet) the water presses with a force of nearly eight tons on every square inch of surface exposed to it.

Here is an interesting way to know for yourself how water pressure increases in proportion to the depth. Punch several holes down the side of a can with a nail. If you put the can under falling water and keep it full, you will see streams of water shoot from the holes. Notice that the jets shooting from the lower holes reach out farther, showing that the pressure of the water is greater near the bottom.



3. hull, frame of a ship. 4. to withstand..., not to be beaten by ... 12. in proportion to, e.g. "Each man's pay must be in proportion to his work." 13. Punch, Cut (a tiny hole). 17. jet, stream coming with great force out of a small opening.

#### 4. FRANKLIN, A PRACTICAL SCIENTIST



B. FRANKLIN

Benjamin Franklin was no cloistered professional scientist or research worker. His contributions to science were made in the midst of a very active public life. Intelligent, alert, civilized, courageous, and a keen judge of men, he took a leading part in the struggles of his day on the side of liberty and individual rights. He was, so to speak, a citizen-scientist.

To him social responsibility was as much his business as trying to discover whether the ant possessed some system of thought communication or to understand how sea shells could be found in the rocks of mountains a mile above the surface of the sea.

He was not only a deep and clear thinker, but a practical utilizer of scientific facts and principles. When

2. cloistered, living away from society. 3. his contributions, the helps he gave. 6. alert, wide-awake. 13. thought communication, the passing of thought on to one another.

he proved a certain fact he lost no time in putting it to practical use.

His demonstration of the identity of electricity and the lightning flash by means of a kite, and its practical application, the lightning rod, are too well known to need repetition here.

Here we shall write about an experiment he conducted when he was 23 years old on the effect of heat on objects of different colors. In a letter to an acquaintance of his, Franklin wrote:

"I took a number of square pieces of broadcloth of various colors. I laid them all out upon the snow on a bright sunshiny morning. In a few hours the black, being warmed most by the sun, was sunk so low as to be below the stroke of the sun's rays; the dark blue almost as low, the lighter blue not quite so much as the dark, the other colors (green, purple, red and yellow) less as they were lighter; and the quite white remained on the surface of the snow, not having entered it at all."

1. lost no time in putting, at once put. 3. identity, sameness. 11. broadcloth, smooth, cotton or silk cloth, used in making shirts and dresses. 12. laid them out, spread them in an orderly manner. 19. entered it, sunk into the snow.

Then he added, "What does philosophy signify that does not apply to some use? May we not learn from hence that black clothes are not so fit to wear in a hot sunny climate or season as white ones? May we not learn from hence that soldiers and seamen, who must march and labor in the sun, should have uniforms of white? that summer hats for men and women should be white, as they repel the heat which gives a headache to many and a fatal stroke to some?"

To us this seems quite a commonplace to say, yet it took almost a century for this advice to be generally followed by millions of people around the world.

\* \* \*

When Michael Faraday first demonstrated electricity to Gladstone, the British prime minister remarked, "Yes, but what earthly good is it?" "Why, sir," answered Faraday, "there is every probability that you will soon be able to tax it."

It is well worth remembering that lots of things in the universe are not useless; they are merely unused.

2. from hence, from this fact. 8. repel, push away. 9. stroke, sunstroke, a sudden illness caused by too much heat of the sun. 13. Michael Faraday [máikl fáradí], (1791—1867) British scientist. Gladstone, (1809—98) British statesman.

## UNIT II: NATURE STUDY

### 1. THE CLOVER

Bees droning; white clouds sailing in a bright sea of blue; and the sweet scent of the clover, reminding one of all the summers gone by—that is July.

The clover is such a common plant that nobody praises it as it deserves to be praised, yet the place to look for the astonishing in Nature is among common things.

So fragrant, yet so hardy and common, this plant is a wonder-worker for the farmer. A clover-field may give two or more cuttings a year of

hay for cows. The roots of the clover, reaching very deep down into the soil, keep colonies of bacteria.

These bacteria fix nitrogen from the air and make nitrogenous food



COLONIES OF BACTERIA

1. **drone**, make a deep, continuous sound like that of an airplane flying high in the sky. 14. **nitrogen**, a gas without color, taste, or smell, which forms about four-fifths of the air by volume. 15. **nitrogenous**, containing nitrogen.

### 1. THE CLOVER

15

for the clover; and, if plowed into the ground, the clover leaves this food for other plants to be planted there later.

The clover, with its dense head of two-lipped flowers exactly suited to the long tongues of butterflies and some bees, sustains a symbiotic relationship with insects, that is, they help one another to live. The clover furnishes tempting



RED CLOVER

sweets for the insects and in return the insects carry pollen from flower to flower for the clover.

When the red clover was transplanted from Europe to Australia, it grew and blossomed, but no seed formed. Scientists soon found that the red clover's special friend,



BUMBLEBEE

7. **symbiotic** [simbaiōtik] **relationship**, relations of two unlike organisms living together for mutual benefit. 15. **transplant**, remove a plant from one place to another.

the bumblebee, had been left behind.

It is this bee, with its long neck, that sips the nectar in the deep cups of the flowers and thus spreads pollen for the red clover.

- 5 Little noticed and praised, the clover creeps over the surface of the world, leaving the soil richer than it found it, nourishing cattle, alluring bees and butterflies, and brightening up the dusty roadsides where haughtier flowers disdain to grow.

### ACTIVITIES

#### A. Fill in the blanks:

1. The scent of the clover reminds me (            ) all the summers gone by.
2. The clover flowers are exactly suited (            ) the long tongues of butterflies.
3. The clover brightens (            ) the dusty roadsides.
4. The clover is (            ) a common plant that nobody praises it as it deserves to be praised.
5. The clover leaves this food for other plants (            ) be planted there later.
6. The insects carry pollen (            ) flower to flower (            ) the clover.

2. nectar, something very nice to drink. 7. allure, attract by offering some reward. 9. disdain to grow, are too proud to grow.

B. Suppose there are two boys; one used to play in a clover-field when he was a child, while the other has never had such an experience. Which boy do you think is more likely to be reminded of all his past summers by the sweet scent of the clover?

- C. 1. Rewrite in your own words "the place to look for the astonishing in Nature is among common things."  
 2. What is meant by "the astonishing in Nature"? Give an example you know well.  
 3. Give an example of symbiotic relationship, if possible, in English, but if not, in Japanese.

## 2. THE BEAVER, A SKILLFUL ENGINEER AND ARCHITECT

The beaver is one of the rodents, or gnawing animals. An adult beaver is from 30 to 45 inches long from his nose to the tip of his tail. His coat is made of long, reddish-brown outer hair and soft, brown underfur.

Being exceedingly close and fine, the beaver's underfur has been highly valued in the world's fur trade.



1. rodents, animals such as rabbits, rats, and mice. 2. adult, grown-up.

## 2. THE BEAVER, A SKILLFUL ENGINEER AND ARCHITECT 19

The beaver has well-developed front teeth, as sharp as steel chisels. Its hind feet are large and webbed. Although slow-moving on land, the beaver is a splendid swimmer and diver, and can remain under water as long as 10 minutes. Small and handlike, its front feet can pick up and carry things. His broad and flat tail, about 10 inches long, serves as a prop when the beaver sits upright and as a rudder and scull when he swims.

Beavers live in a colony. When the colony gets too much crowded, a pair of young beavers leave it in autumn to found a new colony.

First the pair locate a fairly deep, slow-moving forest stream, then they start digging a tunnel into the bank. The tunnel starts below the surface of the water and slants upward.

Above the level of high water it is enlarged into a chamber, in which will be placed a bedding of grass. By and by babies are born. But this is only a temporary home. Not until the following autumn do the couple

2. hind, back. 7. prop, support. 8. scull, what we call in Japanese "ro." 13. locate a stream, find out where a stream is. 16. slant, slope. 19. temporary, used just for the time being.

set about building their permanent home.

It is built in a pond which they create by building a dam across a stream. As the site for their dam the father and mother first choose a narrow place in the stream where the water is not more than two and a half feet deep and the bottom is fairly firm.

Next, they cut down trees, such as aspen, birch, willow, by gnawing round and round the stems, and cut them up into such small portions as they can manage to roll or drag to the water's edge. Then they float them to the chosen spot. There the beavers bury the tips of the sticks in the mud, leaving the thicker ends pointing upstream.

On this foundation they pile more sticks, adding mud and sometimes stones, until a strong dam is built. The chief purpose of the dam is to create a pond in which the water level will not change much so that they may not be disturbed.

Next, they set about building their house. This house, consisting of a platform and a roof, is usually constructed some distance from the bank.

1. set about, start. permanent, lasting for a long time.

Branches, twigs, grass, moss, and mud are woven together to form a sort of platform; when it has been built up a few inches above the water, the beavers build a dome-shaped roof over it by weaving sticks together.

Before the coming of winter it is plastered with mud. The room inside may measure ten feet in diameter and three feet in height. The entrance to it is found well under the water, so that even if the surface is frozen all over in winter the beavers may freely pass in and out.

As the water level of the pond does not change, the entrance is never exposed above the water.

Beavers feed mainly on the bark of poplar, aspen, willow and birch trees. When the construction of their house is finished, whole groves of trees are cut down, brought to the pond, sunk to the bottom, and stored for the coming winter. After an autumn of hard work, they spend their winter at rest, swimming out of their warm, dry house only to pluck a twig from the store

1. twigs, small branches 6. plaster, cover with a soft mixture of lime, sand and water that hardens when it dries. Here "mud" is thought of as a sort of "plaster". 13. expose, uncover. 16. grove, group of trees standing together. 20. pluck, pull out.



under the ice, and returning to chew it contentedly inside.

### ACTIVITIES

#### A. Answer in English:

1. About how many inches long is an adult beaver?
2. Does a pig give us good fur?
3. How long can you remain under water?
4. How sharp are the beaver's front teeth?
5. Which do a couple of beavers build first, their dam or their permanent home?

#### B. Which is the correct answer?

Beavers feed mainly on

- (a) bread and butter.
- (b) the bark of some trees.
- (c) worms.
- (d) the seeds of weeds.

#### C. The beaver's underfur is very much valued. Name some other animals from which we get fur.

- D. 1. Write, as much in your own words as possible, about how beavers construct their dam. The picture on p. 18 and the following outline will be of some help: (a) Where do they build it? (b) What do they build it with? (c) How do they carry the material? (d) How do they stick it into the river-bed? (e) the object of building a dam—What do they build it for?

### 2. THE BEAVER, A SKILLFUL ENGINEER AND ARCHITECT 23

2. In the same way, write about how beavers construct their house. First, write down an outline of your composition, such as is given above for the dam.

(Just copying out whole lines from the text you have read above is no good. For instance, don't write, "ten feet in diameter and three feet in height." Write, instead, "ten feet across and three feet high.")

### 3. THE WILD TURKEY

J. J. Audubon

#### — Introduction —

From the Pilgrims' first Thanksgiving Day, when Indians brought wild turkeys for the feast, no Thanksgiving dinner has been complete without its roast turkey. The turkey was once found from southern Ontario, Canada, west to the North and South Dakotas and south to Florida and Central America. Today few wild turkeys are found, except in the South and Southwest, and many states are restocking their wooded areas with wild turkeys to provide game for hunters.



J. J. AUDUBON

Audubon (1785—1851), born in Haiti of French parents, went to France, where he was educated. Coming to his father's estate in Philadelphia, he enjoyed hunting, fishing, and sketching birds.

He failed in business, but became one of the greatest experts on birds in America.

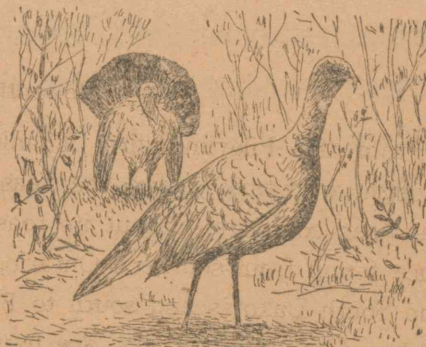
1. Thanksgiving Day, the last Thursday in November, the day for thanking God for His favor. 7. restock, put fresh stock into. 11. Haiti, second largest island in the West Indies.

### 3. THE WILD TURKEY

25

#### (1) How Wild Turkeys Migrate

About the beginning of October, wild turkeys assemble in flocks and gradually move toward the rich bottom lands of the Ohio and Mississippi rivers. The



WILD TURKEYS

males associate in parties, each of from ten to a hundred, and search for food apart from the females. The females are seen either advancing singly, each with its own brood of young, or together with other families, forming large parties. Old and young, all go on foot in the same direction, unless their march is interrupted by a river, or hunters' dogs force them to fly away. When they come to a river, they go up the highest hills, and often remain there a whole day, or sometimes two days, as if for consultation.

During this time the males are heard gobbling loudly,

migrate, move from one place to settle in another. 18. consultation, talking with one another over something. 19. gobble, make a deep sound in the throat.

and are seen strutting about, as if to raise their courage in preparation for the adventure ahead. Even the females and young get somewhat extravagant in behavior, spreading out their tails, or running around each other.

At length, when the weather appears settled, the whole party fly up to the tops of the highest trees. By and by the leader gives a single cluck; this is the signal for the start, and the whole flock begin flying for the opposite shore. Even if the river happens to be a mile in breadth, the older and stronger birds easily get across, while the younger and less strong often fall into the water. But they are not drowned, as might be imagined.

They bring their wings close to their body, spread out their tail as a support, stretch their neck forward, and vigorously striking out their legs, proceed rapidly toward the shore.

If they find the shore too steep for landing, they let themselves float down the stream for a little while. When they come to a less steep part of the shore,

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3. extravagant, wild and uncontrolled. 8. cluck, sound made by a hen calling her chickens. 17. vigorously, energetically.

they make a violent effort to jump from the water and generally succeed in landing. Immediately after this crossing of a large stream, they ramble about for some time, as if bewildered. In this state, they are easily caught by hunters. When the turkeys arrive in parts where lots of acorns, chestnuts and beechnuts are found on the ground, they separate into smaller flocks and devour them all as they march on.

All this happens about the middle of November. So gentle do they sometimes become after such a long journey that they even approach farm-houses, mingle with the domestic fowls and enter stables in search of food. Thus, roaming about the forests and feeding chiefly on acorns and nuts, they pass the autumn and part of the winter.

#### ACTIVITIES

Of the sentences below, cross out those which have errors in fact:

1. On Thanksgiving Day nobody eats roast turkey.
2. Today not so many wild turkeys are found in the United States as before.

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3. ramble, walk about aimlessly. 4. bewildered, puzzled. 8. flocks groups of sheep or birds. devour, eat up greedily.

## (2) How Wild Turkeys Breed

As early as the middle of February, they begin to experience the impulse of propagation. The females separate from the males; the males strenuously pursue the females and begin to utter notes of exultation.

5 Both sexes sleep apart, but at no great distance from each other. When a female utters a call-note, all the males within hearing respond to it, uttering note after note as rapidly as if they intended to utter the last and the first together.

10 If the call of the female comes from the ground, all the males immediately fly toward the spot. The moment they reach it, whether the female is in sight or not, they spread out and erect their tail, draw the head back, press their wings down with a trembling motion, and strut proudly about.

At the same time they utter a succession of puffs from the lungs, and stop now and then to listen and look about. While thus occupied, the males often

---

2. propagation [propə'geiʃən] *propagate*, increase in number by producing offspring. 3. *strenuously*, making great efforts. 4. *exultation*, great joy. 7. *within hearing*, near enough to hear. 15. *strut*, walk about contentedly. 16. *succession*, coming of one thing after another.

encounter each other. In that case desperate battles take place and end in bloodshed and often in the loss of many lives, the weaker falling under the repeated blows inflicted upon their head by the stronger.

About the middle of April, when the season is dry, 5 the females begin to look about for a place in which to lay their eggs. This place must be concealed as much as possible from the eye of the crow. The crow often watches the female turkey when going to her nest, and, waiting in the neighborhood until she has left, 10 goes up to the nest and eats the eggs.

The nest, consisting of a few withered leaves, is placed in a hollow scooped out in the ground; it may be by the side of a log, or under a thicket of plants, such as briars, but is always in a dry place. 15

The eggs are of a dull cream color and sprinkled 20 with red dots; sometimes they number twenty, although the more usual number is from ten to fifteen. Just before laying her eggs, the female always approaches her nest with extreme caution, seldom taking

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4. *inflict*, give (a blow etc.) 14. *thicket*, bushes and young trees growing close together. 16. *sprinkled with red dots*, having red dots here and there. 20. *caution*, great carefulness.

the same course twice.

Before leaving the eggs she covers them carefully with leaves, so that it is very difficult to discover the nest. Indeed, few turkeys' nests are found unless the female has been suddenly started from them, or a cunning lynx, fox, or crow has sucked the eggs and left their shells scattered about.



LYNX

### ACTIVITIES

Of the following sentences, cross out those which have factual errors:

1. When wild turkeys fall into the water while flying across a river, they are always drowned.
2. Immediately after crossing a large stream, they fly up to the tops of the highest trees.
3. Sometimes wild turkeys become so gentle that they even approach farm-houses.
4. In a desperate battle taking place between males many lives are often lost.
5. A wild turkey always builds its nest in a damp place.
6. It is quite easy to discover a wild turkey's nest.

7. lynx, a wild cat living in North America and elsewhere.  
—factual, concerning fact.

## UNIT III READINGS FROM AUTHORESSSES

### BRITISH AND AMERICAN

#### 1. SILAS MARNER FINDS A NEW TREASURE.

— Introduction —



GEORGE ELIOT

Mary Ann Evans, better known under her pen name, George Eliot, was born in 1819 in Warwickshire, England. In her childhood she was an active child full of eager, passionate longings for knowledge; in her school days she was a bright pupil, distinguishing herself in

English, French, German, drawing, and music.

She spent a year in European travel and in 1851, at the age of thirty-two, she became assistant editor of the "Westminster Review."

This brought her to London, where she soon became acquainted with Tennyson, Browning, Dickens, Thackeray, and other eminent writers. She began her literary career as a writer of reviews and essays, but since the publication in 1858 of "Scenes of Clerical Life" she wrote a number of novels, the most important of which are "Silas Marner" (1861), "Adam Bede," and "The Mill on the Floss."

They were exceedingly popular and made her one of the most prominent literary figures of the day. She died in 1880.

The passages you are going to read in the following pages are an adaptation of a part of "Silas Marner."

#### Outline

8 Silas Marner was a poor weaver who once was happy with his church friends; but his best friend, William Dane, stole the church money and said it was Silas who had stolen it. The men of the church decided that the weaver and William should draw lots to see who was guilty.

10 The lots declared that Silas had stolen the money. As the result of this bitter experience he had no friends, and he lost all his love for God.

A man must love something, so Silas loved his gold. He became a miser, but one day his money was stolen from him.

12 Silas was perfectly lonely until one evening a beautiful baby girl with yellow curls wandered into his barren cottage.

She was an orphan child, people thought, so Silas adopted her and loved her as his very own. He called her Eppie.

\* \* \*

9. **lots**, things used to decide something by chance. 10. **The lots declared that...**, as the result of drawing lots it was known that... 14. **miser**, man or woman who loves money for its own sake. 17. **orphan**, (child) without parents. **adopted her**, made her his daughter.

1. They were exceedingly popular and made her one of the most prominent literary figures of the day. She died in 1880.

"You'll have to punish Eppie, sometimes, Mr. Marner," said Dolly Winthrop one day. "She is three years old, and she knows when she is being naughty."

Silas looked at Dolly for a long time. She was his best neighbor, and he did not want to hurt her; so he began very slowly, "But, Mrs. Winthrop, is it necessary to punish a child? I want Eppie to love me. I can't whip her; don't tell me to do that."

"Well, she must know that she can't do just as she pleases all the time, unless she pleases to do what is right. You must help her to know that, Mr. Marner. She must learn to mind you. I was silly over my youngest child myself. I couldn't whip him; so I put him in the coal hole. He didn't like the place, so it did him just as much good as a whipping."

Silas knew that little Eppie's toddling legs were giving

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3. **is being naughty**, is naughty for some time ("is being naughty" does not mean "is habitually naughty"). 9. **just as she pleases**, just the way she likes. 10. **unless she pleases to do**, unless she is willing to do. 14. **coal hole**, a closet (a small room) where coal is stored. **it did him just as much good**, it was just as good a lesson to him. 16. **toddle**, walk with short, unsteady steps.

him much trouble. But should he try to stop her? He tied her to the leg of his loom. Was that not enough? No, he couldn't punish her.

One morning his scissors were carelessly left on the chair while Silas was treading his loom. Eppie took them and snipped away until the string that tied her to the loom was cut in two. Then she ran out of the cottage as fast as her baby legs could carry her.

Silas was so busy with his work that he did not notice for some time that she was gone. When he saw that she was not there, he called loudly, "Eppie! Eppie!"

But no answer came. He groaned aloud. His first thought was of the pit of water that was near his cottage. Could she have fallen into it? He hurried to the pit as fast as his trembling legs could take him. He looked down into the water which seemed to mock him as he called, "Eppie! Eppie! Eppie!"

The frightened man hurried on. He must find her.

2. loom, machine for weaving cloth. 5. tread, push down repeatedly. 6. snipped away, went on cutting with a small, quick stroke. 14. His first thought was of..., First he thought of....

Great drops stood out on his brow. She was not in the next field, nor the next. A lake of water caught his eye and fear blinded him. He stumbled on. What could he see? It was his own baby using her shoe for a bucket to carry water to a hole.

In a moment she was in his trembling arms, and he was stroking her golden curls tenderly and covering her bright face with thankful kisses.

#### ACTIVITIES

A. Of each pair of sentences below, which is the correct one?

- a. Silas Marner's wife died and left Eppie with him.
- b. Eppie wandered into his cottage and Silas Marner adopted her.
- c. Dolly Winthrop was one of Silas Marner's neighbors.
- d. Dolly Winthrop was one of Silas Marner's cousins.
- e. Dolly was of opinion that Eppie was old enough to be punished sometimes.
- f. Dolly was of opinion that Eppie was still too young to be punished.

B. Answer in English:

1. Did Eppie run out of the cottage while Silas Marner was asleep, or while he was busy with his work?

3. fear blinded him, he was almost blind with fear. stumbled on, went along with unsteady steps.

2. When Silas Marner noticed that Eppie was gone, where did he go?—to his neighbors' houses? to the pit of water? to the seashore? or to what?

3. When he found her, what was Eppie doing?

C. Which of the sentences below gives you the better picture?

1. In a moment Eppie was in his trembling arms.

2. He held Eppie in his arms.

Spare the rod and spoil the child. — *Proverb.*

\* \* \*

2.

Silas took his baby to the house. He washed her muddy feet and hands and put clean clothes on her. Then he held her in his arms for a long time. He was thinking—"She must be punished. She must not run away and fall into the water. I must punish her."

Silas began to talk hurriedly, because he wanted to get through with it. "Eppie is a naughty girl to run away. She is a very naughty girl. She must go into the coal hole, a very dark place. 'Dad-Dad' must put her there."

Silas thought Eppie would cry, but she jumped down

7. get through with, finish. 9. Dad-Dad, Daddy; Father.

and ran over to the door and tried to open it. He opened it for her and put her inside. He held the door shut for fully half a minute, but his hand was trembling all the while.

His baby was very still for a second or two and then she called out gleefully, "Opy Dad-Dad! opy."

"She's been punished long enough," Silas thought; so he opened the door and let her out, saying, "Now you must not run away or you'll have to go into the coal hole again. See, it is a black dirty place."

Of course, Eppie was dirty, very dirty, so the father cleaned her up again. He thought, while he was changing her clothes, "It might have been better if she had cried."

At first Silas thought he would tie her to the loom. But she had been punished. She would not run away again. He threw down the string, and turned around to put her in her little chair.

He could not see her. Where was she?

Silas hurried to the door. But at that moment a cheery little voice called out, "Dad-Dad, Eppie's in de

1. the door, the door of the coal hole. 6. gleefully, merrily. opy, open. 21. cheery, cheerful; pleasant. de tole hole, the coal hole.



tole hole. Eppie's in de tole hole, Dad-Dad." She put up her chubby black hands to Father Silas.

Silas laughed in spite of himself. His weaving stood untouched a long time that day. After he had washed his baby again and changed her clothes, he took her out into the lovely, green fields. The man and the child played together. They gathered wild flowers and tall grasses. They breathed in the sweet perfume of the flowers, while they watched gaily colored birds as they hopped and sang around them. "I don't believe it does any good to punish Eppie," Silas said to Mrs. Winthrop the next day. "She takes it all in fun, and I can't hurt her. She is so sweet."

"Yes, she is sweet, Mr. Marner," agreed Dolly. "But if you can't punish her, you must keep the scissors and things out of her way. I've raised four children, and I know."

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2. **chubby**, attractively round and fat. 3. **laughed in spite of himself**, could not help laughing. 4. **stood untouched**, stopped. 8. **perfume**, sweet smell. 9. **gaily colored birds**, birds with bright colors. 10. **I don't believe it does any good to**, I believe it is no good to. 12. **takes it all in fun**, thinks it to be quite amusing. 16. **out of her way**, where she can't reach them.

### ACTIVITIES

A. Rewrite the following sentences, changing the tense:

- Silas thought Eppie would cry.  
Silas *thinks*...
- It might have been better if she had cried.  
It *might be* better...
- After he had washed his baby again and changed her clothes, he took her out into the lovely, green fields.  
After he *has washed*...

B. Compose short sentences, using—

- get through with
- all the while
- run away
- turn around
- out of one's way

## 2. LITTLE LORD FAUNTLEROY

— Introduction —



F. E. H. BURNETT

Frances E. Hodgson Burnett (1849—1924) was an American novelist, whose greatest literary success was "Little Lord Fauntleroy" (1886). What you are going to read below is an adaptation from the story. This story was also popular as a play.

### 1.

Captain Cecil was the second son of the Earl of Dorincourt; he had incurred his father's bitter anger because he had married a young American lady; the Earl wrote to his son, saying, "You may live where you please, and die where you like, for I am done with you." The result was that Captain Cecil left the army, and went to live in New York with his young wife.

When their only child Cedric was between six and seven, Captain Cecil took fever and was so ill that

8. incurred his father's bitter anger, made his father very angry.  
11. am done with, will have nothing to do with; will have no connection with.

[ 40 ]

## 2. LITTLE LORD FAUNTLEROY

41

Cedric was sent away for a time. When he was brought home again, his mother looked pale and thin, and she was dressed in black.

"Dearest," (his father had always called his mother by that name) "Dearest, is my papa better? Is he well?"

"Yes, darling, he is well, quite well. But we have no one left but each other now. No one at all."

Then, young as he was, he knew that his papa would not come back any more.

One day Mr. Havisham, the Earl of Dorincourt's legal adviser, called on Mrs. Cecil. He had come to New York to take Cedric back with him to England.

"Must he be taken away from me? He is all I have. You don't know what he has been to me."

"I am sorry to have to tell you, Mrs. Cecil, that the Earl is not very friendly toward you. He proposes that his grandson shall live with him at Dorincourt. He offers to you Court Lodge, a very nice house, not far from the Castle; he also proposes to

3. dressed in black (dress), This shows that she was in mourning.  
8. but, except. 9. young as he was, though he was a little boy.  
12. legal, concerning law. 15. what he has been, what a valuable treasure he has been.

he must read the book

settle upon you a suitable income.) The only stipulation is that while his grandson may visit you at Court Lodge, the Earl does not wish you to call at the Castle. Not very hard terms, I think, Mrs. Cecil."

5 "My husband was very fond of England. It will be best for my little boy, and so I think he'd better go to the Castle. So long as we see each other I ought not to suffer very much."

At that moment Cedric came into the room, and  
10 ran up to his mother. "And so this is little Lord Fauntleroy!"

After the lawyer had left, the story Mrs. Cecil told Cedric was a very curious and singular one. In the first place, his grandfather was the Earl of Dorincourt;  
15 then his uncle, if he had not been killed by a fall from his horse, would have been the Earl of Dorincourt in time; and then his papa, had he lived, might have been the Earl of Dorincourt, but since they had both died, little Cedric was the heir to the title.

20 Next morning his young lordship stepped in to see

1. settle upon you, allow you; give you regularly. stipulation, condition. 13. singular, unusual; strange. 16. in time, by and by. 19. heir to....., person who has the right to receive..... 20. his young lordship, This expression is used in speaking of a young nobleman.

his old friend Mr. Hobbs, the grocer.

"Hello, Cedric! Mornin'!"

"Good morning, Mr. Hobbs! Do you remember what we were talking about yesterday?"

"Wal, seems to me, Cedric, 'twas 'bout England an'  
5 the aristocracy."

"Yes, and I think you said you wouldn't have any earls sitting around on your biscuit boxes?"

"That's so, Cedric, and I meant it, too! Let'em try it, that's all."  
10

"Do you know, Mr. Hobbs, one is sitting on this box now?"

"Eh! What's that?"

"Well, I'm one, or going to be."

"Got any pain? How do you feel?"  
15

"Thank you, I'm all right."

"One of us has got a sunstroke."

"Oh, no, we haven't! You see it's this-way; the lawyer came all the way from England to tell us; my grandpapa sent him."

2. Mornin', Good morning. 5. Wal, seems to me, Well, it seems to me. 5. 'twas 'bout, it was about. 6. aristocracy, the class of noblemen as a whole. 9. 'em, them. 11. one, (here) an earl. 18. it's this way, the story is as follows.

"Who is your grandfather?"

"He's the Earl of Dorincourt, you know."

"And what's your name, Cedric?"

"Well, the lawyer said I was Lord Fauntleroy."

5 "The lawyer said you was Lord Fauntleroy?"

"Yes, he just said, 'And so this is little Lord Fauntleroy!'"

"Great Caesar's ghost!"

\* \* \*

10 "Do you know, Mr. Havisham," he said to the lawyer, "I don't know what an earl is?"

"Don't you?"

"No, I think when a boy is going to be an earl he ought to know. Don't you?"

"Well, yes."

15 "Would you mind 'splaining it? What made my grandpapa an earl?"

"The first Earl of Dorincourt was made four hundred and fifty years ago."

8. Great Caesar's ghost! a phrase to express great surprise. 15. 'splaining, explaining. You come across "Don't you?" twice on this page. The first time it means "Don't you know?" and the second time it means "Don't you think so?"

"Well, well; that's a long time since. And what else do earls do besides being made?"

"Well...well, some earls have been very brave men."

"I'm glad of that. My papa was a soldier, and Dearest says he was a very brave man."

"Then some earls have a great deal of money."

"That's a good thing to have—I wish I had a great deal of money."

"Do you? And why?"

"Because Dearest says a person can do so much 10 with money. If I were rich I'd buy Dearest all sorts of beautiful things; and then there's Dick, a bootblack, one of the nicest bootblacks you ever knew. I've known him for years."

"Oh, indeed! and if you were rich what would you 15 do for him?"

"I'd buy Jake out."

"And who is Jake?"

"Jake's Dick's partner, you know; but Jake isn't square."

"Oh, Jake isn't square!"

12. bootblack, one who blacks and shines other people's shoes and boots for money. 20. square, honest and fair in one's relations with others.

"No; he cheats, and that's what makes Dick so wild, you know. If you were blacking boots all day and your partner wasn't square it would make you wild, too."

5 "I daresay it would. But—ah—what would you buy for yourself, now, if you were rich?"

"Lots of things; but first I'd give Mary some money."

"And who's Mary?"

10 "A particular friend of mine. She has twelve children and a husband and he has the fever, and they're very badly off."

"This is the most singular boy I ever came across. Ah, Mrs. Cecil, I'm very glad you've come in. Before I left England, Lord Dorincourt said, 'Make my grand-  
15 son understand he can have anything he wants.'"

And thus it was that before little Lord Fauntleroy left New York for the home of his ancestors, he was able to give Mary and Dick enough money to keep them out of all their troubles.

1. "No" which you find on line one must not be translated "iie"; it must be translated "ee." Can you tell why? 5. I daresay, probably. 11. are badly off, are living a poor life. 17. ancestors, father, mother, grandfathers, grandmothers, great-grandfathers, great-grandmothers, and so on back.

Just before the steamer sailed, Dick, the bootblack, came panting on board.

"I've run all the way t' see ye off. Wear this when ye git among the swells. It's a red silk handkerchief. Hulloh! thar's the bell! Good-bye, Cedric."

He rushed along the gangway and stood waving his cap, as the steamer moved slowly away. Dick saw nothing but that bright face and golden hair that the sun shone on, and heard nothing but that sweet, childish voice calling, "Good-bye, Dick, good-bye."

### ACTIVITIES

A. In each of the following sentences cross out the part which you think is incorrect:

- (1) Cedric's mother was (a) a Spanish lady, (b) an English lady, (c) an American lady.
- (2) Mr. Hobbs was (a) the Earl of Dorincourt's legal adviser, (b) a grocer, (c) Cedric's uncle who had been killed by a fall from his horse.
- (3) Mr. Havisham came (a) to attend the funeral ceremony for Captain Cedric, (b) to buy land in New York

2. pant, breathe hard and quickly. 4. ye git, you get. swells, fashionable persons. 5. thar's the bell, the bell is ringing. 6. gangway, movable bridge placed between a ship and the shore.

for the Earl of Dorincourt, (c) to take Cedric with him to England.

B. Rewrite in the direct narration the lines 13 to 19 on p. 42 (In the first place...to the title.)

(Example) She told him that he might take it home.

She said to him, "You may take it home."

## 2.

He spent his first night in England with his mother at Court Lodge.

"Will you tell the Earl, Mr. Havisham, that I would rather not have the money?"

"The money? Mrs. Cecil, you can't mean the—er—  
income the Earl proposes to settle upon you?"

"Yes; if I took it I should feel as if I were selling my boy to him. I am giving him up only because I love him enough to forget myself for his good, and  
because—because his—father—would have wished it to be so."

"I shall deliver your message, Mrs. Cecil."

When Mr. Havisham called at the Castle, he found

5. **you can't mean**, surely you don't mean. 9. **enough to forget myself for his good**, so dearly that I do not think of myself for the happiness of Cedric. 12. **deliver your message**, tell him what you say.

the Earl of Dorincourt recovering from an attack of his old complaint, the gout.

"Well, Havisham, tell me what sort of a lad he is."

"Well, it's rather difficult to say, mi lord."

"Ah—a foolish or a clumsy cub?"

"No, I don't think so. You will find him different, I daresay, from most English children."

"I haven't a doubt of it, little beggars. These Americans call it smartness and precocity. I call it  
downright cheek and impudence."

"Mrs. Cecil has asked me to say that she would rather not accept the income you...."

"Ah—she wants to wheedle me into seeing her, does she? But I won't see her! I hate to think of her!  
A mercenary woman!"

"You can hardly call her mercenary, mi lord. She has asked for nothing, and won't even accept the money

2. **his old complaint**, the disease from which he had been suffering for a long time. 5. **mi lord** [mi lɔrd], my lord. 6. **cub**, boy, 10. **precocity**, being too clever for one's age. 11. **cheek**, impudence; lack of modesty. 14. **wheedle me into seeing her**, try by flattery or smooth words to make me see her. 16. **mercenary**, doing things only for money.

you offer her."

"All done for effect, Havisham; all done for effect."

"I have another message from Mrs. Cecil. She asks you not to tell her son the reason she is not allowed  
5 to live with him."

"Come, now, Havisham, you don't mean to tell me she hasn't told him the reason?"

"Not a syllable."

"I'll be sworn she has poisoned his mind against me,  
10 though!"

"She has not, mi lord; you misjudge her entirely."

"He'll forget her in a week; he'll forget her in a week, he's only seven."

"Yes, he is only seven, mi lord, but he has spent  
15 these seven years at his mother's side, and I know she has all his affection."

As he stepped into the room in his black velvet suit, white lace collar and flowing golden locks, the little fellow looked a perfect picture.

20 "Are you the Earl? I'm your grandson, you know."

8. not a syllable, not a bit, 9. I'll be sworn she has poisoned his mind against me, Certainly she must have tried to make him hate me. 15. she has all his affection, she is the only person he loves.

I hope you are quite well. I'm very glad to see you!"

The old Earl could hardly believe his eyes or ears.

"I've been wondering if you would look like my papa. Well, I was very, very young when he died, and I mayn't remember exactly how he looked, but I don't  
5 think you look like him."

"Ah, you're disappointed, I suppose?"

"Oh, no; you can't help your oll look, you know; and of course you would love your grandpapa even though he wasn't like your papa, 'specially one who  
10 has been so kind as you."

"Ah, I've been kind, have I?"

"Yes, very. I'm ever so much obliged to you about Mary and Dick."

"Mary and Dick?"

"Yes, they're particular friends of mine. Michael had the fever."

"Michael, who's Michael?"

"Michael's Mary's husband. When a man has the fever, and twelve children, you know how it is. But the  
20

8. oll, old, 9. you would love your grandpapa even though he wasn't like your papa, anybody would love his grandpapa even if his grandpapa wasn't like his papa. 10. 'specially, especially. 13. I'm ever so much obliged to you, I thank you very much.

money you sent me made them all right," and then there was Dick. You'd like Dick; Dick's so square, you know!"

"Square? What do you mean by square?"

"It means Dick wouldn't cheat."

"And who is Dick?"

"Dick's a bootblack."

"Oh, Dick's a bootblack!"

"Yes; I've known him for years, and the money you sent me bought out Jake, his partner, who wasn't square at all. So you see you made Mary and Michael and their twelve children and Dick very happy."

"Ah, have I?"

"Yes. Dearest says that's the best kind of goodness, and I hope when I grow up I shall be just like you."

"Ah, just like me?"

"Yes; if I can, I am going to try."

Dinner was now announced.

"You're lame, Grandpapa; shall I help you?"

"Do you think you could do it, Fauntleroy?"

13. have I? have I made them very happy? 18. Dinner was announced, (A servant came in and) said that dinner was now ready. 19. lame, not able to walk well.

"I think I could; you could lean on your stick on the one side and me on the other. Dick says I've a good deal of muscle for a boy that's only seven."

"Well, Fauntleroy, well, you may try."

"Lean on me, Grandpapa, I'm all right—if it isn't a very long way. ...It's a warm night, isn't it?"

"Well, you have been doing some hard work, you know."

"Oh, it wasn't exactly hard, you know; but a person will get warm in summer. ...This is a very big house for just two people to live in, isn't it?"

"Do you find it is large, Fauntleroy?"

"Well, I was thinking that if just two people lived here who weren't very fond of each other, they might feel a little lonely sometimes. I wish Dearest was with us."

"Dearest? Who's Dearest, Fauntleroy?"

"My mama; you know, my papa always called her Dearest."

He looked wistfully into the fire. As the old man sat watching the child, visions of a wasted, selfish life

2. a good deal of, quite a lot of, 11. just two people, only two people. 19. wistfully, longingly. 20. vision, something seen by the power of the imagination. wasted, uselessly spent.



came up before him, and a pang of self-reproach pierced him like a knife.

"Fauntleroy, tell me what you are thinking about."

"I was thinking about Dearest. But she isn't very  
5 far away. She told me to remember that; and I can  
always look at the picture she gave me. My papa used  
to wear it. You see, you touch this spring. She is  
then—ah, and there she is, Grandpapa."

The sweet, loving face that lookēd up from the  
10 picture was very like the child's.

"And that is your mama, Fauntleroy?"

"Yes, that's Dearest."

"Are you very fond of her, Fauntleroy?"

"Yes, Grandpapa, very. You see, my papa left her  
15 to me to take care of, and when I am a man I'm going  
to work and earn money for Dearest."

"And do you miss her very much, Fauntleroy?"

"Yes, Grandpapa; but Dearest told me she would  
put a light in her window when it got dark. I see it,  
20 Grandpapa, I see it twinkling through the leaves, and

1. pang, sharp pain. self-reproach, the feeling that one has done wrong. 5. remember that, remember the fact that she isn't very far away. 17. do you miss her? do you feel lonely because she is not with you?

I know what it says."

"What does it say, Fauntleroy?"

"Good-night, God keep you all the night. And I know  
I am quite safe, Grandpapa."

"Quite safe, Fauntleroy, my boy, quite safe." 5

\* \* \*

The room was very still. A large St. Bernard dog  
had gone to sleep on the rug. Little Lord Fauntleroy  
was asleep also, his head lying on the dog's shoulder;  
his mother's picture still in his hand. The Earl sat  
watching him; many new, strange thoughts were pass- 10  
ing through the old man's mind.

By and by Mr. Havisham was shown in. "Havisham,  
I'm glad to see you. You were right, Havisham, and I  
was wrong, utterly wrong. Call on Mrs. Cecil in the  
morning, and say I ask her to forgive me, and bring 15  
her with you here, Havisham, to take her place as  
Little Lord Fauntleroy's mother and as my daughter.  
Look at him, Havisham, look at him. That child has  
taught me more tonight than I have learned in all my

6. St. Bernard-dog, a big brown-and-white dog with a large head and strong shoulders, originally used on the St. Bernard passes in the Alps to rescue travelers lost in the snow.

misspent life. The dear, noble, little fellow. God bless him!"

### ACTIVITIES

A. Fill in the blanks with prepositions:

1. She wants to wheedle me \_\_\_\_\_ seeing her.
2. She has poisoned his mind \_\_\_\_\_ me.
3. I'm ever so much obliged \_\_\_\_\_ you.
4. This is a very big house for two people to live \_\_\_\_\_.
5. My papa left her to me to take care \_\_\_\_\_.

B. There are several adjectives below. Cross out those which you think do not apply to Cedric's character:

kind	frank	wasteful	cunning
selfish	friendly	noble	loving
generous	faithful	wicked	dishonest

C. As the story goes on, do you find any change in the Earl of Dorincourt's attitude toward Cedric's mother? If any, tell briefly about it, either in English or Japanese.

D. Answer in English:

1. Why wouldn't Cedric's mother accept the income which the Earl proposed to settle upon her?
2. When he noticed his grandpapa was lame, what did Cedric say to him?
3. When the Earl sat watching Cedric who had gone to sleep, what was happening to his mind?

1. misspent, spent in a wrong or useless way.

### 3. LITTLE WOMEN

— Introduction —



L. M. ALCOTT

Louisa May Alcott (1832–88), from whose "Little Women" (1868) the following passage is taken, was a famous American authoress.

She first attracted attention by "Hospital Sketches," the record of her experience as an army nurse in the Civil War (1861–65).

"Little Women," a story of four young sisters and their mother during their father's service as army chaplain at the front, is the best-known of all her works and has been translated into almost every language.

\* \* \*

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

12. Jo, Josephine. 13. Meg, Margaret. 17. sniff, drawing air noisily through the nose in short, quick breaths. injured sniff, sniff expressive of her injured feeling.

"We've got father and mother and each other," said Beth contentedly from her corner.

The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly:

"We haven't got father, and shall not have him for a long time." She didn't say "perhaps never," but each silently added it, thinking of father far away, where the fighting was.

Nobody spoke for a minute; then Meg said in an altered tone:

"You know the reason mother proposed not having any presents this Christmas was because it is going to be a hard winter for every one; and she thinks we ought not to spend money for pleasure, when our men are suffering so in the army. We can't do much, but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don't." And Meg shook her head, as she thought regretfully of all the pretty things she wanted.

"But I don't think the little we should spend would do any good. We've each got a dollar, and the army

16. so, so much. 17. it, *Here means* "making our little sacrifices."

wouldn't be much helped by our giving that. I agree not to expect anything from mother or you, but I do want to buy a book for myself; I've wanted it so long," said Jo, who was a bookworm.

"I planned to spend mine in new music," said Beth, with a little sigh, which no one heard but the hearth-brush and kettle-holder.

"I shall get a nice box of Faber's drawing pencils; I really need them," said Amy decidedly.

"Mother didn't say anything about our money, and she won't wish us to give up everything. Let's each buy what we want, and have a little fun; I'm sure we work hard enough to earn it," cried Jo, examining the heels of her shoes in a gentlemanly manner.

"I know *I* do,—teaching those tiresome children nearly all day, when I'm longing to enjoy myself at home," began Meg, in the complaining tone again.

"You don't have half such a hard time as I do," said Jo.

"How would you like to be shut up for hours with

4. bookworm, person who is very fond of reading. 8. Faber, name of a famous German manufacturer of pencils. 12. have a little fun, have a little good time.

a nervous, fussy old lady, who keeps you trotting, is never satisfied, and worries you till you're ready to fly out of the window or cry?"

"It's naughty to fret; but I do think washing dishes and keeping things tidy is the worst work in the world. It makes me cross; and my hands get so stiff, I can't practise well at all;" and Beth looked at her rough hands with a sigh that any one could hear that time.

"I don't believe any of you suffer as I do," cried Amy; "for you don't have to go to school with impertinent girls, who plague you if you don't know your lessons, and laugh at your dresses, and insult you when your nose isn't nice."

As young readers like to know "how people look," we will take this moment to give them a little sketch of the four sisters, who sat knitting away in the twilight, while the December snow fell quietly without, and the

1. fussy, paying too much attention to some petty matters. 8. that time, Remember that on the preceding page Beth is described as having uttered "a little sigh, which no-one heard..." 18. without, outside

fire crackled cheerfully within.

It was a comfortable old room, though the carpet was faded and the furniture very plain; for a good picture or two hung on the walls, books filled the recesses, chrysanthemums and Christmas roses bloomed in the window, and a pleasant atmosphere of home peace pervaded it.

Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft, brown hair, a sweet mouth, and white hands, of which she was rather vain. Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt; for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp, grey eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty; but it was usually bundled into a net to be out of her way. Round shoulders had Jo, big hands and feet, a fly-

5. Christmas rose, *helleborus niger*; a kind of short plant which blooms about Christmas, with white flowers and thick, smooth leaves. 9. plump, attractively fat. 13. colt, young horse. 19. to be out of her way, so that it may not trouble her.

away look to her clothes, and the uncomfortable appearance of a girl who was rapidly shooting up into a woman, and didn't like it. Elizabeth—or Beth, as every one called her—was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice, and a peaceful expression, which was seldom disturbed. Her father called her "Little Tranquillity," and the name suited her excellently; for she seemed to live in a happy world of her own, only venturing out to meet the few whom she trusted and loved.

Amy, though the youngest, was a most important person—in her own opinion at least. A regular snow maiden, with blue eyes, and yellow hair curling on her shoulders; pale and slender, and always carrying herself like a young lady mindful of her manners. What the characters of the four sisters were, we will leave to be found out.

The clock struck six; and, having swept up the hearth, Beth put a pair of slippers down to warm. Somehow the sight of the old shoes had a good effect

1. fly-away, (of articles of dress) loose. 2. shoot up, grow up very quickly. 12. regular snow maiden, girl with a thoroughly white and lovely complexion. 20. old shoes, (Here) the "slippers" just mentioned.

upon the girls; for mother was coming, and every one brightened to welcome her.

Meg lighted the lamp, Amy got out of the easy-chair without being asked, and Jo forgot how tired she was as she sat up to hold the slippers nearer to the blaze.

"They are quite worn out; Marmee must have a new pair."

"I thought I'd get her some with my dollar," said Beth.

"No, I shall!" cried Amy.

"I'm the oldest," began Meg, but Jo cut in decidedly:

"I'm the man of the family now papa is away, and I shall provide slippers, for he told me to take special care of mother while he was gone."

"I'll tell you what we'll do," said Beth. "Let's each get her something for Christmas, and not get anything for ourselves."

"That's like you, dear! What will we get?" exclaimed Jo.

Every one thought soberly for a minute; then Meg announced, as if the idea was suggested by the sight

6. Marmee, Mommy; Mother. 13. now, now that; since.

of her own pretty hands, "I shall give her a nice pair of gloves."

"Army shoes, best to be had," cried Jo.

"Some handkerchiefs, all hemmed," said Beth.

"I'll get a little bottle of cologne; she likes it, and it won't cost much, so I'll have some left to buy my pencils," added Amy.

"Glad to find you so merry, my girls," said a cheery voice at the door, and the girls turned to welcome a tall, motherly lady, with a "can-I-help-you" look about her which was truly delightful. She was not elegantly dressed, but was a noble-looking woman, and the girls thought the grey cloak and unfashionable bonnet covered the most splendid mother in the world.

"Well, dearies, how have you got on today? There was so much to do, getting the boxes ready to go tomorrow, that I didn't come home to dinner. Has

3. Supply "I shall give her" before "Army shoes,..." and "Some handkerchiefs,..." 4. hem, make an edge by folding over the cloth and sewing it down so that there is a double thickness of cloth. 5. cologne [kəloun], a sort of sweet-smelling liquid, not so strong as perfume.

any one called, Beth? How is your cold, Meg? Jo, you look tired to death. Come and kiss me, baby."

While making these maternal inquiries, Mrs. March got her wet things off, her warm slippers on, and, sitting down in the easy-chair, drew Amy to her lap, preparing to enjoy the happiest hour of her busy day.

The girls flew about, trying to make things comfortable, each in her own way. Meg arranged the tea-table; Jo brought wood, and set chairs, dropping, overturning, and clattering everything she touched; Beth trotted to and fro between parlor and kitchen, quiet and busy, while Amy gave directions to every one, as she sat with her hands folded.

As they gathered about the table, Mrs. March said, with a particularly happy face, "I've got a treat for you after supper."

A quick, bright smile went round like a streak of sunshine.

Beth clapped her hands, regardless of the biscuit she held, and Jo tossed up her napkin, crying, "A

2. tired to death, very tired. 3. maternal, motherlike; motherly. 13. with her hands folded, without doing anything. 15. treat, entertainment; something that gives special pleasure.

letter! A letter! Three cheers for father!"

"Yes, a nice long letter. He is well, and thinks he will get through the cold season better than we feared. He sends all sorts of loving wishes for Christmas, and  
 5 an especial message to you girls," said Mrs. March, patting her pocket as if she had got a treasure there.

"It must be very disagreeable to sleep in a tent, and eat all sorts of bad-tasting things, and drink out of a tin mug," sighed Amy.

10 "When will he come home, Marmee?" asked Beth, with a little quiver in her voice.

"Not for many months, dear, unless he is sick. He will stay and do his work faithfully as long as he can, and we won't ask for him back a minute sooner than  
 15 he can be spared. Now come and hear the letter."

They all drew to the fire, mother in the big chair with Beth at her feet, Meg and Amy perched on either arm of the chair, and Jo leaning on the back, where  
 20 no one would see any sign of emotion if the letter should happen to be touching.

9. mug, drinking cup with a handle. 15. he can be spared, they can do without him; they do not need him any longer. 17. perch, sit as a bird does on a branch.

Very few letters were written in those hard times that were not touching, especially those which fathers sent home.

In this one little was said of the hardships endured, the dangers faced, or the home sickness conquered; it  
 5 was a cheerful, hopeful letter, full of lively descriptions of camp life, marches, and military news; and only at the end did the writer's heart overflow with fatherly love and longing for the little girls at home.

"Give them all my dear love and a kiss. Tell them  
 10 I think of them by day, pray for them by night, and find my best comfort in their affection at all times. A year seems very long to wait before I see them, but remind them that while we wait we may all  
 work, so that these hard days need not be wasted.  
 15 I know they will remember all I said to them, that they will be loving children to you, will do their duty faithfully, fight their bosom enemies bravely, and conquer themselves so beautifully, that when I come  
 back to them I may be fonder and prouder than ever  
 20

4. hardships, things hard to bear. 15. need not be wasted, may not be spent in a useless way. 18. bosom enemies, enemies within oneself.

of my little women."

While old Hannah cleared the table the four little work-baskets came out, and the needles flew as the girls made sheets for Aunt March. It was uninteresting sewing, but tonight no one grumbled. They adopted Jo's plan of dividing the long seams into four parts, and calling the quarters Europe, Asia, Africa, and America, and in that way got on capitally, especially when they talked about the different countries as they stitched their way through them.

At nine they stopped work, and sang, as usual, before they went to bed. No one but Beth could get much music out of the old piano; but she had a way of softly touching the yellow keys, and making a pleasant accompaniment to the simple songs they sang. Meg had a voice like a flute, and she and her mother led the little choir. Amy chirped like a cricket, and Jo wandered through the airs at her own sweet will, always

2. *Hannah, name of the maid of the family* 6. seam, line formed by sewing two pieces of cloth together. 8. capitally, very well. 17.1 choir [kwáir], group of singers, especially used in a church. 18. airs, melodies.

coming out at the wrong place with a croak or a quaver that spoilt the most pensive tune. They had always done this from the time they could lisp:

"Crinkle, crinkle, 'ittle 'tar," and it had become a household custom, for the mother was a born singer. The first sound in the morning was her voice, as she went about the house singing like a lark; and the last sound at night was the same cheery sound, for the girls never grew too old for that familiar lullaby.

(Abridged)

#### ACTIVITIES

- In the passages above four sisters are named. What are their names? Write them down in order of age.
- Rewrite the following sentence in the passive voice:  
In his letter Mr. March said little of the hardships which he endured, the dangers which he faced, or the home-sickness which he conquered.
- Give a reason or reasons why in the above sentence the passive construction is preferable.

1. croak, low, deep sound, as of a frog. 4. crinkle, twinkle. 'ittle, little. 'tar, star. 5. a household custom, one of the customs of the family.



## UNIT IV: ADVENTURES AND EXPLORATIONS

### 1. ACROSS THE ATLANTIC IN A ROWBOAT

In 1896 two daring Norwegian immigrants in New York City, one a 30-year-old man named George Harbo, the other a 26-year-old man by the name of Frank Samuelson, crossed the vast Atlantic Ocean—the full  
5 3,259 miles from New York to France—in an open rowboat.

Some time before this, Samuelson told Harbo, “If anybody rowed across the Ocean, he would make a fortune. People would pay to see the boat. Let’s try  
10 it.” Both had spent their lives at sea and had confidence in themselves as oarsmen. So, after some consultation, the two stout young men decided on the enterprise.

Harbo, a licensed pilot, calculated that the safest  
15 thing to do would be to row eastward by way of the

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1. **immigrant**, foreigner who comes into a country to settle there.  
9. **fortune**, very large sum of money.

### 1. ACROSS THE ATLANTIC IN A ROWBOAT

71

Gulf Stream and the North Atlantic drift. In the first place, these currents would add considerably to the speed of a boat going in their direction.

In the second place, there would be more chance of help in case of disaster, as this route was followed by  
5 a great many ships.

After two years of planning and preparations, they constructed a little white-oak boat, 18 feet in length, 5 feet in beam-length, with water-tight compartments and tanks for drinking water at both ends.  
10

The boat was loaded with five pairs of oars, a compass, a sextant, an anchor, signal lights, five gallons of kerosene for the small stove fixed in the bow, and provisions including 250 eggs, 100 pounds of biscuit, nine pounds of coffee and considerable canned meat.  
15

The day for their departure was set for June 6, 1896. On that afternoon about two thousand people gathered at the Battery, the south end of Manhattan Island, New York City, to see them off.

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1. **Gulf Stream**, current of warm water in the Atlantic flowing north from the Gulf of Mexico. 2. **add to**, increase. 5. **disaster**, unfortunate accident. 9. **compartment**, separate division. 12. **sextant**, an instrument to find longitude and latitude. 13. **kerosene**, thin oil used in lamps and stoves.

There was an air of gloom about the crowd, who whispered among themselves, "This is suicide."

The two intrepid adventurers, however, laughed and shouted cheerfully, and harbor whistles saluted the boat as it started on its ambitious voyage.

Once out at sea, they fell to rowing in earnest. According to their careful calculations, each of them had to row fifteen and a half hours a day.

"Something bumped us!" cried Harbo, sitting up. He had been asleep under the canvas shelter astern. Again it came—a bump, followed by a scrape across the bottom. Then they saw something white flash in the dark water. It was a shark.

Undisturbed, the young oarsmen rowed on and on for the horizon. This was a little incident on their fourth night out.

On the morning of the eighth day they met with their first bad weather. With a heavy gale blowing up from the east, the waves rose higher and higher till at last they had to give up rowing at 9 a.m. When Harbo

3. intrepid, fearless. 6. fell to, set about; began. 9. bumped us, struck against us. 10. astern, at the back part (of a ship). 18. gale, considerably strong wind.

calculated at 5 p.m. their boat had traveled 25 miles backward!

Two days later they encountered the Fuerst Bismarck, a famous German liner. Astonished, the captain shouted, "Shipwrecked?" "No," answered the young men in the boat. "Bound for Europe."

"Are you mad?"

"No, not a bit."

Passengers thronged at the rail and cheered as the tiny boat pulled away eastward.

On July 7 a violent storm came on. After a grim battle with furious winds and mountainous waves, during which they had to bail water countless times, the boat was overturned by a towering wave. The next moment the two men were struggling in icy water.

In anticipation of such an emergency they had put on life-belts, fastened to the boat by rope. Also, the keel of the boat had been provided with a rail so that they



keel

3. encounter, meet with. 12. furious, that cannot be easily controlled. 13. bail, throw water out with a pail or scoop. 17. in anticipation of, foreseeing.

could cling to it.

After several unsuccessful attempts, they could set the boat right and crawled aboard. Shivering with cold, they took off and wrung out their soaked clothes.

5 Soon the sea became calmer and the sun began to smile again.

But an unexpected trouble began to worry them. Wind, sun and salt water had turned the backs of their hands into raw flesh.

10 Another trouble was that their food supply was running short.

So it was small wonder that the tired and hungry oarsmen almost wept for joy when on July 15 they espied a bark in the distance. At once they tied a piece of cloth to an oar and waved it. Taking notice of it, the bark came near. It turned out to be a Norwegian vessel bound for Canada. Harbo and Samuelson were taken aboard for a meal and a rest. How glad they were to find themselves among seamen like themselves!

After loading the boat with fresh provisions and

3. **shiver**, tremble. 11. **run short**, become less than enough. 14. **espied**, caught sight of. **bark**, sailing-ship with three masts.

filling her tanks with water, they thanked the Norwegians for their hospitality and left the vessel.

Since then, favored with continuous fair weather, they averaged 65 miles a day. At last, on August 1, they came in sight of land—the Scilly Isles, a group of 5 small islands lying at the western entrance to the English Channel.

They went ashore on one of the islands, but only for one day, during which Harbo informed the New York "World" by letter of their safe arrival in Europe. Then 10 they left for Le Havre, France, 250 miles distant.

There, on August 7, the transatlantic voyage of this tiny rowboat came successfully to an end, and 63 days after leaving New York the two enterprising young men stepped ashore at their destination amid the cheers 15 of thousands who came out to welcome them.

2. **hospitality**, treating guests or strangers kindly, giving them food and rest. 7. **English Channel**, the sea between England and France. 10. "**World**," name of a paper. 11. **Le Havre**, seaport in northwest France. 15. **destination**, the place to which a person wants to go.

## ACTIVITIES

A. Of each pair of lines below, which is correct, *a* or *b*?

1. After their boat was overturned
  - a. they were swallowed by the waves and never came up.
  - b. they set the boat right and crawled aboard.
2. The bark they espied turned out to be
  - a. a Norwegian vessel bound for Canada.
  - b. a Spanish vessel bound for Iceland.

B. Answer in English:

1. Look at the first paragraph of the text above.  
How many people crossed what in what kind of ship in which year?
2. Give two reasons why "by way of the Gulf Stream and the North Atlantic drift" was considered the safest course to take.
3. Where did they start from? In which month?
4. What was the little incident that occurred on their fourth night out?
5. Where did they go ashore before coming to Le Havre?
6. How many days did the voyage take?

C. Some adjectives and adjective phrases are given below. Which of them can be applied to those two young men you have read about?

intrepid   cheerful   timid   cruel   strong  
enterprising   fond of fame   fond of money

D. Rewrite the lines 4-8 on p. 73 in the indirect narration.  
(Example) He shouted to her, "Tired?"

He asked her in a loud voice if she was tired.

## ACTIVITIES

## 2. HOW THE WEST OF AMERICA WAS EXPLORED.

The West of North America was explored for the first time in 1804 by two young Americans. They were Meriwether Lewis, a tall, blond, neat, brave young man, and his friend, William Clark, a big, vigorous red-head. Lewis was secretary to Thomas Jefferson, third president of the U.S.A., and Clark was the owner of a large farm in Kentucky.

In the preceding year the United States had bought from Napoleon all the land west of the Mississippi River and north of Mexico. Thus, Lewis and Clark became the captains of the most famous expedition in American history, commonly known as the "Lewis and Clark expedition."

In those days the American flag had only seventeen stars, and there were only a few inhabitants living west of the Alleghenies. No white men except a few

4. **redhead**, person with red hair. 16. **Alleghenies**, [æligeniz] mountain range in the east of America, running through Pennsylvania, Maryland, Virginia and West Virginia.

hunters had gone farther west than St. Louis by land. Hunters coming back east reported that the wild country was inhabited by a fierce and tricky tribe of American Indians, the Sioux.

5 Leading an expedition into this unknown land in those days was like boarding a rocket ship for the moon today. In spite of all the expected dangers and difficulties, the two brave captains planned to go up the Missouri River to its very source, cross the steep  
10 Rockies, and find and go down the Columbia River as far as the Pacific coast.

The captains assembled a company of about thirty young men and boys, eager, tough-muscled, afraid of nothing. They had a big, 22-oared boat built in Pitts-  
15 burgh. As the Missouri was known to be full of half sunken logs, the boat needed a keel stout enough to act as a bumper.

In May, 1804, the party set out from St. Louis with the boat, two canoes, two horses, a cargo of beans,  
20 pork, corn meal, coffee, guns and ammunition, trinkets

4. **Sioux** [sur] 14. **Pittsburgh** [píttsbɜ:rg] city in southwest Pennsylvania. 17. **bumper**, bar that protects the main body of a car or a boat. 20. **ammunition**, bullets, shells, gunpowder, etc. **trinkets**, small, trifling ornaments such as jewels of little value.



for the Indians and many other things.

As they started on their expedition the muddy waters of the wide Missouri rolled against the prows of the boats with sullen anger. Broken boughs, and sometimes whole trees, floated in the current and knocked  
5 against the boats and the banks.

The north and south sides of the river were both dangerous, the former with its crumbling banks and the latter with its shifting sandbanks, the only safe channel being the middle of the river. Often twenty-  
10 two backs bent at the oars of the boat could make no

8. **crumbling**, breaking into small pieces. 9. **shifting**, changing. 11. **make headway**, go forward.

headway against the strong pull of the current.

Then they would go on the slippery banks and tow the boats till their hands and shoulders blistered and their backs all but broke. On good days, with a wind and a sail to help, they went eighteen miles. On bad days they went only three or four.

For many weeks the party moved on upstream, without seeing one human being besides themselves, and by and by they came into the country of the proud Sioux.

The Sioux painted their faces with black streaks of coal and grease, and wore buffalo robes. As they were a very influential tribe of American Indians, Lewis and Clark had to make friends with them, if they were to get through to the Rockies.

So the captains, through a man who could speak a little Sioux, agreed to go to a big feast given by the Sioux on shore at night. The feast was magnificent, with wild dances and singing by Sioux warriors and maidens, music of drums and deerskin rattles, freshly

2. tow, pull with a rope. 3. blister, (*n.*) small swelling on the skin, (*v.*) become covered with blisters. 12. buffalo, wild ox. 20. rattle, toy that makes a noise when shaken.

hung scalps of Indians who had tried to fight the Sioux, and dried buffalo and dog to eat.

But that night the American explorers did not have much sleep, for word had come secretly from captured Sioux women that the Indians were planning an attack in the morning. At dawn the red-eyed watchers saw a band of tough warriors sitting on the ropes that tied the boats to shore; the rest of the tribe were ready to draw bows. It looked as if war was about to begin.

But Captain Lewis, who was always a good diplomat, spoke with a smile on his face to the boastful chieftain, named Black Buffalo, "You say you are a great man. Show me! If you can make those fellows let go the ropes, I shall believe you are great."

Black Buffalo proudly commanded the young warriors to drop the ropes. They obeyed. And before the astonished eyes and the dropped jaws of the warriors, the laughing Americans moved swiftly and safely upstream.

After pulling upward through Nebraska and the North

1. scalp, the skin and hair cut off from the top and back of the head as a token of victory. 4. word, news. 15. command, order.

and South Dakotas, the party decided to spend the winter about where the city of Bismarck, capital of North Dakota, is located today.

Near the villages of friendly Indians they built log huts and a stockade and spent a winter of bitter cold and short rations.

Through the bitter weather, which went as low as forty-five degrees below zero, the men hunted buffaloes and came home with frosted hands and feet. The blacksmiths mended pots for the Indians and were paid in corn and beans.

At last the winter was over, and the thick ice on the Missouri broke up and began to float downstream. When the ice was gone, the Americans started to move again. Because the Missouri was becoming a narrow, rocky, mountain stream, they now paddled their canoes.

The spring of 1805 was the most pleasant period during the expedition. The voyage upstream was constant toil, as heavy as ever, but the game was plentiful here. They enjoyed hunting black masses of

5. **stockade**, defense made of large, strong posts set upright in the ground. 6. **short**, not enough. **ration**, [rāʃən, réiʃən], fixed amount of food etc. given to a man.

buffaloes roaming about and antelopes whose soft necks smelled of the upland shrubs among which they browsed.

There was fun in bear-hunting, rousing a brown bear from his sleep and risking life to shoot him at close range through the heart, the only sure way to kill him.

By and by they came to the falls of the Missouri, and here they had to carry their loads on carts made of cottonwood, a variety of American poplar tree. The way was over uneven ground, the axles of their carts often broke and the wheels split easily, and they had a really hard time.

When they came to the Missouri again, the party followed the river to its cold, clear source in the foothills. Hugh McNeal from Pittsburgh planted his feet on both sides of the little stream and shouted, "Thank God, I've lived to straddle the Missouri!"

This was in July, 1805.

Then, after a rest, the party began their climb up the Rockies. They had to get across in summer while the snow on the peaks was not too deep. There

1. **antelope**, [æntiloup], animal that looks like a deer. 2. **upland**, high land. **browse**, feed. 4. **at close range**, from very near. 13. **foothill**, low hill at the foot of a mountain or mountain range. 16. **straddle...**, put one's feet on both sides of...

seemed to be no end to the stiff climbing. Horses slipped off the narrow trail and plunged over hundred-foot cliffs. Even in July the snow was deep and thick, but with the typical American pluck they struggled on and on.

They were afflicted by unknown diseases, they almost starved, but they did not give up.

At length they found the source of the Columbia River and started down a small mountain stream. Then one day they found that the water of the Columbia River tasted salty and knew that they were not far from their goal. The coastal rainy season was now on and their clothes were rotten with rain, but they kept on. At last they saw the wide gray waters of the Pacific. They had got there!

The way back was even tougher than the way out. Their trading goods were almost gone and they had to give away buttons plucked from their shirts in order to get food from Indians.

By the summer of 1806, however, the thin and wasted crew reached the upper Missouri, the land of plenty.

1. stiff, very hard. 4. pluck, courage. 6. were afflicted by, suffered from. 12. was on, had begun. 20. wasted, tired-out.

After that travel was much easier and in September, 1806, the party pulled back into St. Louis. The town, which had long since given them up for dead, roared a welcome. And well it might. These enterprising, hardy, young men had carried America to the Pacific!

They had explored half a continent for their country.

At length they found the source of the Columbia River and started down a small mountain stream. Then

PIONEERS! O PIONEERS!

Come my tan-faced children,

Follow well in order, get your weapons ready;

Have you your pistols? have you your sharp-edged axes?

Pioneers! O pioneers!

For we cannot tarry here,

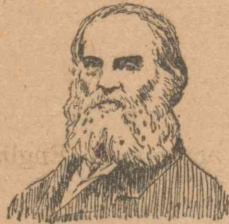
We must march my darlings, we must bear the brunt of danger,

We the youthful sinewy races, all the rest on us depend,

Pioneers! O pioneers!

3. given them up for dead, thought them to be dead. 4. well it might, it was quite natural that it roared a welcome. enterprising, ready to try new plans. 8. tan-faced, brown-faced. "tan-faced children" and "my darlings" here mean "pioneers," whom the poet is addressing. 13. bear the brunt of danger, take dangerous tasks on ourselves. 14. sinewy, tough and vigorous.





W. WHITMAN

All the past we leave behind,  
 We debouch upon a newer mightier world,  
 varied world,  
 Fresh and strong the world we seize, world  
 of labor and the march,  
 Pioneers! O pioneers!

We detachments steady throwing,  
 Down the edges, through the passes, up the mountains steep,  
 Conquering, holding, daring, venturing as we go the unknown ways,  
 Pioneers! O pioneers!

On and on the compact ranks,  
 With accessions ever waiting, with the places of the dead quickly  
 fill'd,  
 Through the battle, through defeat, moving yet and never stopping,  
 Pioneers! O pioneers!

— W. Whitman

2. **debouch** [dibú:] upon, go out into. 4. **Fresh and strong**, refers to  
 "seize," not "the world." 8. *Supply* "we go" before "Down the edges..."  
 9. **holding**, keeping what we have gotten. 11. *Supply* "go" after  
 "On and on..."

## ACTIVITIES

Read over the text carefully. Give oral answers in English to the following questions:

1. The West of North America was explored for the first time in 1804. About how many years ago was it?
2. What route did they follow on their expedition?  
 (The small map on P. 79 will help you.)
3. About how many people were in the party?
4. How many women joined the party?
5. When did the expedition begin?
6. From which town did they start?
7. After many weeks they came into an unknown country. What kind of people were living there?
8. The morning after the feast what were the Indians planning?
9. When winter came, where did they stay?
10. Why was the spring of 1805 such a pleasant period for them?
11. What fun did they have?
12. In July they reached the source of the Missouri. Soon after that they began their climb up the Rockies. Why were they in such a hurry?
13. They sailed down the Columbia River. How did they know that their goal was near?
14. In which month of which year did the party come back to St. Louis?
15. How long did the expedition take?

each side of the river; and the glimpses of the lofty central peaks, seen as through an avenue, with here and there a waving coconut tree on one side, were extremely picturesque. The valley soon began to narrow, and the sides to grow lofty and more precipitous.

### 3. A DAY ON A SOUTH PACIFIC ISLAND—TAHITI

—Charles Darwin.

November 18th, 1835.



CHARLES DARWIN

In the morning I came on shore early, bringing with me some provisions in a bag, and two blankets for myself and servant.

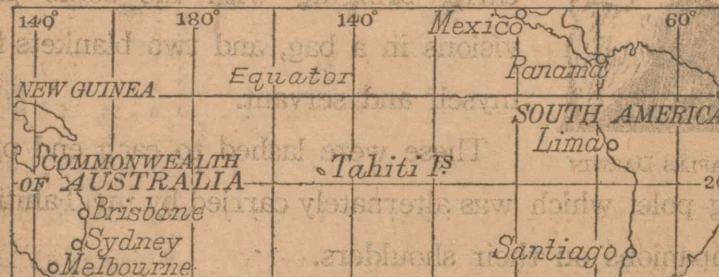
These were lashed to each end of a long pole, which was alternately carried by my Tahitian companions on their shoulders.

These men are accustomed thus to carry, for a whole day, as much as fifty pounds at each end of their poles. I told my guides to provide themselves with food and clothing; but they said that there was plenty of food in the mountains, and for clothing, that their skins were sufficient.

Our road, at first, lay through woods which bordered

Tahiti, [to:hi:ti] one of the Society Islands. 6. lashed, tied with a cord. 7. alternately, by turns. 11. provide themselves with, get...for themselves.

each side of the river; and the glimpses of the lofty central peaks, seen as through an avenue, with here and there a waving coconut tree on one side, were extremely picturesque. The valley soon began to narrow, and the sides to grow lofty and more precipitous. After having walked between three and four hours, we found that the width of the ravine scarcely exceeded



that of the bed of the stream. On each hand the walls were nearly vertical; yet from the soft nature of the volcanic strata, trees and a rank vegetation sprang from every projecting ledge.

These precipices must have been some thousand feet high; and the whole formed a mountain gorge far

5. precipitous, [prisipitəs], very steep. 7. ravine, long, deep, narrow valley worn by running water. 9. vertical, straight up and down. 10. strata (pl.) stratum, (sing.), layer. rank, growing richly. 11. ledge, narrow shelf of rock.

more magnificent than anything which I had ever before beheld. Until the midday sun stood vertically over the ravine, the air felt cool and damp, but now it became very sultry. Shaded by a ledge of rock, we ate our dinner.

My guides had already procured a dish of small fish and fresh-water prawns. They carried with them a small net stretched on a hoop; and where the water was deep and in eddies; they dived, and like otters, with their eyes open, followed the fish into holes and corners, and thus caught them.

On each side of the ravine there were great beds of the mountain-banana, covered with ripe fruit. Many of these plants were from twenty to twenty-five feet high, and from three to four in circumference. By the aid of strips of bark for rope, the stems of bamboos for rafters, and the large leaf of the banana for a thatch, the Tahitians in a few minutes built us an excellent house, and with withered leaves made a soft bed.

They then proceeded to make a fire, and cook our

9. eddy, water moving round and round. 16. strip, long, narrow, flat piece. 17. rafter, sloping beam of a roof.

meal. A light was procured, by rubbing a blunt-pointed stick in a groove made in another, as if with intention of deepening it, until by the friction the dust became ignited. A peculiarly white and very light wood is alone used for this purpose. The fire was produced in a few seconds, but to a person who does not understand the art, it requires the greatest exertion.

The Tahitians, having made a small fire of sticks, placed a score of stones, of about the size of cricket-balls, on the burning wood. In about ten minutes the sticks were consumed, and the stones hot. They had previously folded up in small parcels of leaves, pieces of beef, fish, ripe and unripe banana, and the tops of the wild arum. These green parcels were laid in a layer between two layers of the hot stones, and the whole then covered up with earth, so that no smoke or steam could escape.

In about a quarter of an hour, the whole was most deliciously cooked. The choice green parcels were now laid on a cloth of banana leaves, and with a coconut shell we drank the cool water of the running stream;

2. groove, long, narrow channel. 4. ignite, set on fire. 14. arum [særom], a kind of plant with heart-shaped or sword-shaped leaves.

and thus we enjoyed our rustic meal. They themselves certainly partook of it largely; indeed I never saw any man eat so much. I suppose such enormously capacious stomachs must be the effect of a large part of their diet consisting of fruit and vegetables, which contain, in a given bulk, a comparatively small portion of nutriment.

#### ACTIVITIES

A. Write short sentences, using the following words and phrases:

- |                                |                                |                        |
|--------------------------------|--------------------------------|------------------------|
| <i>a.</i> alternately          | <i>b.</i> vertical             | <i>c.</i> picturesque  |
| <i>d.</i> come on shore        | <i>e.</i> are accustomed to    |                        |
| <i>f.</i> as much as           | <i>g.</i> provide oneself with |                        |
| <i>h.</i> with their eyes open | <i>i.</i> covered with         |                        |
| <i>j.</i> cover.....up with    | <i>k.</i> fold up              | <i>l.</i> a large part |
| <i>m.</i> consist of           |                                |                        |

B. Write short sentences, using the following constructions:

- |   |
|---|
| <i>a.</i> more...than anything which I had ever before... |
| <i>b.</i> as if... <i>c.</i> so that...could              |

1. **rustic**, belonging to the country; simple and plain. 2. **partook of it largely**, ate a large portion of it. 4. **capacious**, large. 7. **nutriment**, nourishment.

C. What you have read above was taken from Charles Darwin's diary which he kept during his travel in the South Pacific. Do one of the three things suggested below. You may find useful phrases in the text above.

1. If you keep a diary in Japanese, translate some interesting part of it into English.
2. Or, write an English composition on some mountain or hill you have climbed.
3. Or, write an English composition on how you cooked your meals while camping or how you caught small fish on one of your picnics.

#### HOW TO INCREASE YOUR VOCABULARY

- (1) First, you must know the meaning of each new word or phrase you come across.
- (2) Second, you must use it actually in speech or in writing.
- (3) Third, if you repeat it often enough, it will become a part of your vocabulary.

## UNIT V: NEW DEVELOPMENTS IN VARIOUS FIELDS

### 1. LANGUAGE TEACHING IN POSTWAR AMERICA

As a direct result of their wartime experiences, many colleges and universities throughout the United States have introduced revised or modified methods of teaching foreign languages, based on the 'direct approach' made popular by the Army and Navy. Greater emphasis is now placed on the student's ability to speak, rather than to master grammar.

A survey of 30 typical institutions of higher learning indicates that the armed services have had considerable, and possibly lasting, influence in the field of modern language teaching.

A majority of the schools report that a sharp break from the traditional method of teaching, in effect before the outbreak of World War II, has taken place.

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3. **modified**, somewhat changed. 4. **approach**, road by which a place is reached; way in which an object is attained. 13. **in effect**, which was in use.

### 1. LANGUAGE TEACHING IN POSTWAR AMERICA 95

There appears to be a renaissance in the study of languages of all kinds in America today: many new tongues, such as Russian, Chinese, Portuguese and Italian have been added at schools where formerly only French and German, or possibly Spanish, were taught.

Everywhere colleges and universities report that the old classical way of learning foreign languages, with the emphasis on verb conjugations, mastery of not very useful lists of words, and detailed analysis of complicated sentences, is rapidly on the way out.

Instead, the bulk of students' work is now conducted in conversation; and all modern aids to teaching, such as foreign motion pictures, phonograph records, radio and other devices, are utilized wherever possible.

Many institutions now concede that a language should not be taught primarily for its disciplinary value. They insist that French, Italian, Spanish, or any other language, should be taken from the museum shelf and made a part of everyday life. In a sense, then, the revolution that is now taking place in language teaching goes

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8. **conjugation** "go, went, gone," is called the conjugation of the verb "go" 11. **the bulk**, the largest part. 15. **concede**, admit. 16. **its disciplinary value**, the value which it may have for training the student's mind.

beyond simple teaching procedures.

Although new devices are being introduced, such as visual aids, phonograph records, smaller classes and longer study periods, the important development is one  
5 of attitude.

Educators now agree that the primary value of foreign language learning is the ability of students to profit from it in actual conversation in his own community or in travel abroad.

10 To some extent returning veterans are responsible for the present changed attitude. Many ex-service men, stationed in foreign countries for two or three years, discovered that knowledge of another language can be extremely useful.

15 The University of Pennsylvania can be cited as an illustration of what is taking place. A department of linguistic analysis has been established to provide instruction in foreign languages in accordance with newly developed linguistic techniques and to train  
20 instructors in the use of these techniques.

3. **visual aids**, For example, showing pictures or movies is one of the visual aids. 10. **veteran**, ex-service man or woman who has served in a war.

In this department an intensive course in elementary German, during which students spent ten hours weekly in classes instead of the usual five, has been given on an experimental basis.

Other experimental courses offering instruction in  
5 Spanish and French at elementary level were conducted, with five hours of class work prescribed instead of the customary three or four hours.

Similar experiments are now under way or have recently taken place at many other institutions. 10

#### ACTIVITIES

Of each pair below, which is the correct line, *a* or *b*?

- I. In the revised methods of teaching foreign languages,
  - a. emphasis is placed on the student's ability to master grammar.
  - b. emphasis is placed on the student's ability to speak.
- II. In the field of modern language teaching in the United States today,
  - a. the armed services have had considerable influence.
  - b. the armed services have had very little influence.

1. **intensive**, Doing a certain work 30 hours a week is more intensive than doing it 10 hours a week. 3. **on an experimental basis**, as an experiment. 7. **with five hours of class work prescribed**, during which students have to do five hours of classroom work a week. 9. **are under way**, are being carried out.

## 2. ATOMIC POWER FOR PEACE

Atoms are the basic divisions of all matter—you, me, the clothes we wear, the earth we walk on. They are so small that it takes from 20,000,000,000,000,000,000 to 100,000,000,000,000,000,000 of them to weigh an ounce; yet locked inside them is a quantity of energy that staggers the imagination.

Man has now found a way to unlock the atom and release that energy. In the atomic bomb, the energy is released in one great blast of heat, light, and motion, in other words, in temperatures of hundreds of thousands of degrees, a dazzling flash of light, and shock waves knocking down everything for miles around.

The use of atomic power for military purposes makes it fairly certain that if another war should come civilization would suffer a fatal blow. The only way of preventing this tragedy is to prevent wars, and so we must take all possible steps to this end.

---

1. the basic divisions of all matter, the smallest parts into which all matter can be divided. 3. takes, needs. 6. that staggers the imagination, that can never be imagined. 8. release, let go. 9. blast, strong, sudden rush.

In the meanwhile, the facts about atomic power are gradually becoming known. Some of them are:

1) This new source of energy is of such a huge magnitude that nothing we have hitherto known can ever hope to rival it.

Pound for pound, atomic bombs explode with a power more than a million times as great as that of ordinary explosives.

2) Although during World War II the greatest emphasis was naturally placed on the military use of atomic energy, it may also be a new source of industrial power.

3) The basic scientific facts about the release of atomic energy are widely known to the world of science.

4) There is no defense that would offer adequate protection against the atomic bomb.

The history of man has been the history of an endless effort to wrest from nature the necessities, comforts and luxuries of life. Man succeeded in con-

---

4. magnitude, size. hitherto, until now. 6. Pound for pound, Here means: "If one pound of atomic bombs is compared with one pound of ordinary explosives..." 16. offer adequate protection, protect us satisfactorily.

quering his environment in proportion to the amount of energy he was able to command.

First he had only his own muscles as a source of energy and all his time was taken up by his struggle to obtain the necessities. When he learned to tap new sources of energy, such as coal, water power, and petroleum, it became possible for him to obtain a great many comforts and luxuries; at the same time he increased his hours of leisure.

But atomic power will make our present coal-oil-and-water-power civilization look as crude as the caveman's muscle civilization looks to us today. Releasing the energy of the atom promises eventually to give us a vastly increased supply of industrial power.

There are, of course, a great many technical problems yet to be solved before atomic power is made abundant enough and cheap enough for widespread industrial application.

Rome was not built in a day and we must not expect

---

2. **command**, master. 5. **tap**, open up. 11. **caveman**, man who lived in a cave, thousands of years ago, before history began. 12. **muscle civilization**, civilization depending on (*or*, made possible by) muscles. 19. "**Rome was not built in a day**," a familiar proverb, meaning, "A great work cannot be carried out in a short time."

to build a new civilization overnight; neither must we forget, however, that an entirely new civilization is on the visible horizon.

For example, we can now foresee a time when everyone can have an air-conditioned house which is heated, lighted, and cooled entirely by atomic power. We shall some day ride in automobiles which never have to be refueled, fly in huge airplanes which will travel many times faster than sound and bring Paris or Moscow as close to New York as Washington is to Baltimore. There is almost no dream of man which atomic power does not promise a chance to attain.

And we can have leisure unheard of. The work of the world will be done in fewer days of the week, fewer hours of the day, fewer minutes of the hour. Thus, we can double the period of education for our children, or even triple it.

We can, if we like, set half the people on earth to work on how to get rid of the diseases, or to prolong life.

---

5. **air-conditioned house**, house in which the temperature and moisture are controlled so as to make people comfortable. 10. **Baltimore**, [bɔ:lɪtmə] city in the State of Maryland, U. S. A., on the Atlantic coast.



At long last we are going to have a chance to realize a world in which no man will want for anything and in which every man will be able to live up to his concept of himself as the dominant creature on earth.

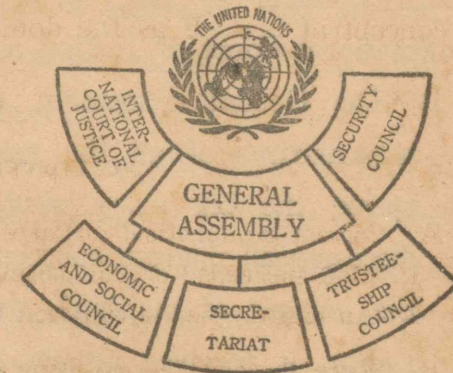
### ACTIVITIES

- A. Correct grammatical mistakes:
1. Man succeeded on conquering his environment.
  2. An entirely new civilization is in the visible horizon.
- B. Write short sentences, using —
- a. take all possible steps
  - b. emphasis is placed on
  - c. in proportion to
  - d. get rid of
- C. Give some concrete examples of
- a. the necessities of life
  - b. the comforts of life
  - c. the luxuries of life
- D. What are some of the facts about atomic power which are now gradually becoming known? Write about them in as easy English as possible.

2. no man will want for anything, every man will get enough of everything he needs. 3. live up to, act according to. 3. his concept of himself as the dominant creature on earth, It is well known that, rightly or wrongly, man has regarded himself as the most influential being on earth, ruling over all the other creatures.

### 3. THE UNITED NATIONS AND WHAT IT MEANS

The United Nations is one of the most important organizations that have developed in the postwar world. It came into existence when its Charter was signed by the representatives



SIX PRINCIPAL ORGANS OF THE UNITED NATIONS

of fifty nations in San Francisco on June 26, 1945.

The United Nations is an organization of states which have agreed to join their efforts in order to maintain international peace and security, to co-operate in the solution of economic, social and cultural problems of international importance, and to promote human rights for all people without distinction as to race, sex, language

8. Charter, Here means almost the same thing as Constitution, a system of fundamental principles according to which an organization is governed.

or religion.

Its six principal organs are: 1) the General Assembly, 2) the Security Council, 3) the Economic and Social Council, 4) the Trusteeship Council, 5) the International Court of Justice, and 6) the Secretariat.

1) The General Assembly, composed of the representatives of all the member nations is, so to speak, the big town meeting of the world. It discusses all matters concerning peace and security, the welfare of mankind, the promotion of human rights; it receives reports from other organs, approves the budget, and performs many other important functions. It meets once every year and in special session, when required.

2) The Security Council is composed of five permanent members and six non-permanent members. The former are the so-called Big Five, i.e. U.S.A., Great Britain, U.S.S.R., China and France, while the latter are selected once every two years by the

---

4. **trusteeship**, position of trustee. *trustee*, a person or a people responsible for the protection of another, usually more backward. 13. **meets.....in special session**, has a meeting or meetings besides its annual one. 14. **when required**, when necessary. 18. **U. S. S. R.**, Union of Soviet Socialist Republics; the Soviet Union.

General Assembly. It plays the role of both peacemaker and policeman. As a peacemaker, it tries to prevent any strained international relations from developing into a serious crisis, and as a policeman, it mobilizes its international armed forces to punish any aggressor nation.

3) Expressed in the simplest words, the task of the Economic and Social Council is to make life better for us all. It is composed of eighteen members elected by the General Assembly and its most important function is to prepare recommendations on economic, social, educational, health and other matters connected with the welfare of mankind. For this purpose it establishes special commissions, each of which has its own tasks to carry out.

4) The object of the Trusteeship Council is the protection of peoples or races which, for some reason or other, are not ruling themselves. It consists of the representatives of all the countries now administering such dependent peoples, the Big Five,

---

11. **recommendations**, written reports in which things are recommended to be done. 14. **commission**, group of people appointed or elected to carry out certain tasks.

and those countries which are elected by the General Assembly.

5) As might be easily imagined, the International Court of Justice is an organ where nations are tried in court. Consisting of fifteen judges from different nations elected by the General Assembly and the Security Council, the Court settles all legal disputes concerning relations between nations. It has its permanent headquarters at the Hague, Holland.

6) The Secretariat is a body of men and women who keep the United Nations going. It is, so to speak, a standing civil service for the United Nations. Headed by the Secretary-General, it has the power to draw the attention of the Security Council to any situation that may endanger international peace and security.

Already some people are doubtful of the success of the United Nations. But we must be realistic—nothing but trouble could have followed a total war on a

---

13. standing, lasting; permanent. a civil service, a whole body of civilian officials. 16. endanger, cause danger to. 20. total war, war in which all the fields of human activities are affected.

world-wide scale. We are not facing the facts if we think that such a devastating war could have led to good things. That is too optimistic.

We cannot expect that the mere existence of the United Nations Charter will bring about an automatic change in the attitude of the nations. The old habits and jealousies still block co-operation, and national egos are still very strong.

But if we accept the fact that the world is closely inter-related, that the world is overshadowed by the threat of the atomic bomb, and that the nations therefore must get along together or die, then it is our duty to roll up our sleeves to make the United Nations work somehow. It is our duty to develop it eventually into an effective organ for the maintenance of world peace.

We must remember that whether the United Nations will collapse or grow into a world organization depends on what every individual and every government in the world is doing now and will be doing in future for the cause of world peace.

---

9. accept the fact that, say "yes" to the fact that. 13. roll up our sleeves, get ready to make special efforts. 14. eventually, in the end.

ACTIVITIES

A. Answer in English:

1. When did the United Nations come into existence?
2. Of how many members is the Security Council composed?
3. Which countries are meant by the so-called "Big Five"?
4. In which town of which country are the headquarters of the International Court of Justice?
5. What do you think is blocking the smooth development of the United Nations?

B. Write in English what you know about each of the six principal organs of the United Nations.

INDEX OF USEFUL PHRASES, PROPER NAMES, AND GRAMMATICAL REFERENCES

	Page	Line		Page	Line
<b>A</b>					
"Adam Bede" . . . . .	31	17	Baltimore . . . . .	101	10
after all . . . . .	2	16	Battery, the . . . . .	71	18
a great deal of . . . . .	45	6	B.C. . . . .	9	10
Alcott . . . . .	57	1	Being..., . . . . .	18	5
Alleghenies . . . . .	77	16	Bell, Alexander Graham . . . . .	2	11
all sorts of . . . . .	45	11	Beth . . . . .	58	2
all the way . . . . .	47	3	Big Five . . . . .	104	17
am done with . . . . .	40	11	Bismarck, Fuerst . . . . .	73	3
Amy . . . . .	57	17	Black Buffalo . . . . .	81	12
a pair of . . . . .	19	11	Browning . . . . .	31	13
Archimedes . . . . .	9	8	Burnett, F. E. H. . . . .	40	1
as he was, young . . . . .	41	9	by and by . . . . .	26	8
	25	18	by means of . . . . .	12	4
as if . . . . .	26	1	by turns . . . . .	61	17
	28	8	<b>C</b>		
as might be imagined . . . . .	26	13	Canada . . . . .	24	4
as much.....as . . . . .	11	11		74	17
as much as . . . . .	29	7	Captain Cecil . . . . .	40	7
...as well . . . . .	9	3	Cedric . . . . .	40	15
Atlantic Ocean . . . . .	70	4	Central America . . . . .	24	5
at length . . . . .	26	6	China . . . . .	104	18
at the same time . . . . .	28	16	Chinese . . . . .	95	3
Audubon . . . . .	24	10	Christmas rose . . . . .	61	5
Australia . . . . .	15	16	Clark, William . . . . .	77	4
<b>B</b>					
badly off . . . . .	4	11	Columbia River . . . . .	78	10
			conditions, under certain . . . . .	4	19
			contribute to . . . . .	4	4

could hardly . . . . . 51 2  
could...have fallen...? . . . . . 34 16

**D**

Dickens . . . . . 31 13  
did him good . . . . . 33 15  
different from . . . . . 7 15  
Dorincourt . . . . . 40 8  
during which . . . . . 75 9

**E**

Economic and Social Council . 104 3  
Eliot, George . . . . . 31 2  
emphasis was placed on . . . . . 99 10  
English Channel . . . . . 75 7  
Europe . . . . . 15 16  
Evans, Mary Ann . . . . . 31 1

**F**

Faber . . . . . 59 8  
Faraday, Michael . . . . . 13 13  
feed on . . . . . { 21 14  
                                  { 27 13  
Florida . . . . . 24 5  
for example . . . . . 4 15  
France . . . . . { 24 12  
                                  { 70 5  
Franklin, Benjamin . . . . . 11 1  
French . . . . . 24 11

**G**

General Assembly . . . . . 104 2  
German . . . . . 73 4  
Gerund (*without being asked*) 63 4  
          (*without seeing*) . . . . . 80 7

(*consisting of*) . . . . . 92 5  
get through with . . . . . 36 7  
Gladstone . . . . . 13 13  
God bless him! . . . . . 56 1  
Great Britain . . . . . 104 18  
Greece . . . . . 9 9  
Gulf Stream . . . . . 71 1

**H**

had to . . . . . 72 7  
Hague, the . . . . . 106 9  
Haiti . . . . . 24 11  
happens to . . . . . 26 10  
Harbo, George . . . . . 70 2  
have, ('ve, has) got . . . . . { 43 17  
                                  { 58 1  
haven't got . . . . . 58 6  
Havisham . . . . . 41 11  
"Hospital Sketches" . . . . . 57 4  
How would you like.....? . . . . . 59 20

**I**

if they were to . . . . . 80 14  
I hope . . . . . 51 1  
I'll be sworn . . . . . 50 9  
in anticipation of . . . . . 73 17  
in case of . . . . . 71 5  
in dian.eter . . . . . 21 7  
in height . . . . . 21 8  
in order to . . . . . 10 2  
in other words . . . . . 5 1  
in preparation for . . . . . 26 2  
in proportion to . . . . . 10 12  
in search of . . . . . 27 12  
in sight . . . . . 28 12

in spite of . . . . . 38 3  
in that case . . . . . 29 1  
in the true sense of the word . 5 13  
Indians . . . . . 24 1  
International Court of Justice . 104 5  
Inversion, (*only at the end did  
the writer's heart*) . . . . . 67 7  
is being . . . . . 33 3  
Italian . . . . . 95 4  
I thought I'd . . . . . 63 8  
it is said that . . . . . 9 11  
it is.....that . . . . . 16 2

**J**

James, William . . . . . 6 7  
Jefferson, Thomas . . . . . 77 5  
Jo . . . . . 57 12

**K**

keep -ing . . . . . 8 8  
Kentucky . . . . . 77 7

**L**

Le Havre . . . . . 75 11  
Lewis, Meriwether . . . . . 77 3  
"Little Lord Fauntleroy" . . . . . 40 3  
"Little Women" . . . . . 57 2  
live up to . . . . . 102 3  
lost no time in -ing . . . . . 12 1  
lot of, a . . . . . 1 1

**M**

Manhattan Island . . . . . 71 18  
may.....or may not . . . . . 1 3

McNeal . . . . . 83 14  
Meg . . . . . 57 13  
Mexico . . . . . 77 10  
might have been . . . . . { 37 13  
                                  { 42 17  
Mississippi River . . . . . { 25 7  
                                  { 77 9  
Missouri River . . . . . 78 9  
Mořcow . . . . . 101 9  
must have been . . . . . 89 12

**N**

Napoleon . . . . . 77 9  
Nebraska . . . . . 81 20  
neither must we . . . . . 101 1  
New York . . . . . { 40 13  
                                  { 46 17  
                                  { 70 1  
no one but . . . . . 59 6  
North America . . . . . 77 1  
North Atlantic drift . . . . . 71 1  
North Dakota . . . . . { 24 4  
                                  { 81 20  
Norwegian . . . . . { 70 1  
                                  { 74 17  
nothing but . . . . . 47 9  
not....., nor . . . . . 35 1  
not only.....but . . . . . { 9 2  
                                  { 11 16  
not so much as . . . . . 12 16  
not so...as . . . . . 13 3  
not until . . . . . 19 20  
now and then . . . . . 28 17

O

obliged to . . . . .	51	13
Ohio River . . . . .	25	6
only because . . . . .	48	8
Ontario . . . . .	24	4
ought not to . . . . .	42	7
ought to . . . . .	44	13
out of her way . . . . .	38	16

P

Pacific . . . . .	78	11
Paris . . . . .	101	9
partook of . . . . .	92	2
Passive Participle ( <i>being warm-</i> <i>ed</i> ) . . . . .	12	14
	7	5
	16	1
	32	7
Past Perfect ( <i>had come, etc.</i> )	37	16
	55	7
	90	1
Pennsylvania . . . . .	96	15
Perfect Participle ( <i>having en-</i> <i>tered</i> ) . . . . .	12	19
Philadelphia . . . . .	24	14
Pilgrims . . . . .	24	1
Pittsburgh . . . . .	78	14
	83	14
Portuguese . . . . .	95	3
Present Perfect ( <i>has been</i> )	18	6
	45	3
Present Perfect Progressive		
( <i>'ve been wondering, etc.</i> )	51	3
	53	7

put to use . . . . . 12 1

R

regardless of . . . . .	65	19
remind.....of . . . . .	14	2
Rockies, the . . . . .	78	10
	80	15
Rule of Three . . . . .	3	1
Russian . . . . .	95	3

S

Samuelson, Frank . . . . .	70	3
San Francisco . . . . .	103	10
satisfied with, is . . . . .	1	9
"Scenes of Clerical Life" . . . . .	31	15
Scilly Isles . . . . .	75	5
Secretariat . . . . .	104	5
Secretary-General . . . . .	106	14
Security Council . . . . .	104	3
set about . . . . .	20	1
should . . . . .	13	6,7
	48	7
should happen to . . . . .	66	20
"Silas Marner" . . . . .	31	17
Sioux . . . . .	80	10
small wonde that . . . . .	74	12
so long as . . . . .	42	7
so...that . . . . .	9	14
so that.....could . . . . .	91	16
so that.....is . . . . .	30	3
so that.....may . . . . .	20	17
so to speak . . . . .	11	9
South Dakota . . . . .	24	5
	82	1
Spanish . . . . .	95	5

St. Bernard . . . . . 55 6

St. Louis . . . . . 78 1

Subjunctive Past (*if I were,*

etc.) . . . . .	45	11
	53	13

Subjunctive Past Perfect (*if he*

<i>had not, etc.</i> ) . . . . .	42	15
	17	

Suppose . . . . . 4 15

T

Tahiti . . . . . 88 —

take care of . . . . .	54	15
	63	14

take.....in fun . . . . . 38 12

take place . . . . .	5	10
	29	2

Tennyson . . . . . 31 13

Thackeray . . . . . 31 13

Thanksgiving Day . . . . . 24 1

the greater....., the greater . 10 5

"The Mill on the Floss" . . . 31 18

the moment....., . . . . . 28 11

..., though. . . . . 50 10

to and fro . . . . . 65 10

too.....to . . . . . 2 5

Trusteeship Council . . . . . 104 4

U

United Nations . . . . . 103 1

U. S. S. R. . . . . 104 18

W

Warwickshire . . . . . 31 3

Washington . . . . . 101 10

way, in the same . . . . . 4 1

"Westminster Review" . . . . 31 10

wheelde.....into . . . . . 49 14

where.....from . . . . . 5 5

whether.....or not . . . . . 28 12

which, in . . . . .	19	18
	20	16

which of . . . . . 61 11

which, on, . . . . . 58 3

which, out of . . . . . 3 6

I wish I had, . . . . . 45 7

wonder if . . . . . 51 3

World War II . . . . . 99 9

	8	3
would . . . . .	37	15
	41	9
	46	3,5

	42	16
would have . . . . .	48	10
	48	3
would rather not . . . . .	49	12

	44	15
--	----	----

	44	15
--	----	----

would you mind -ing? . . . . .	44	15
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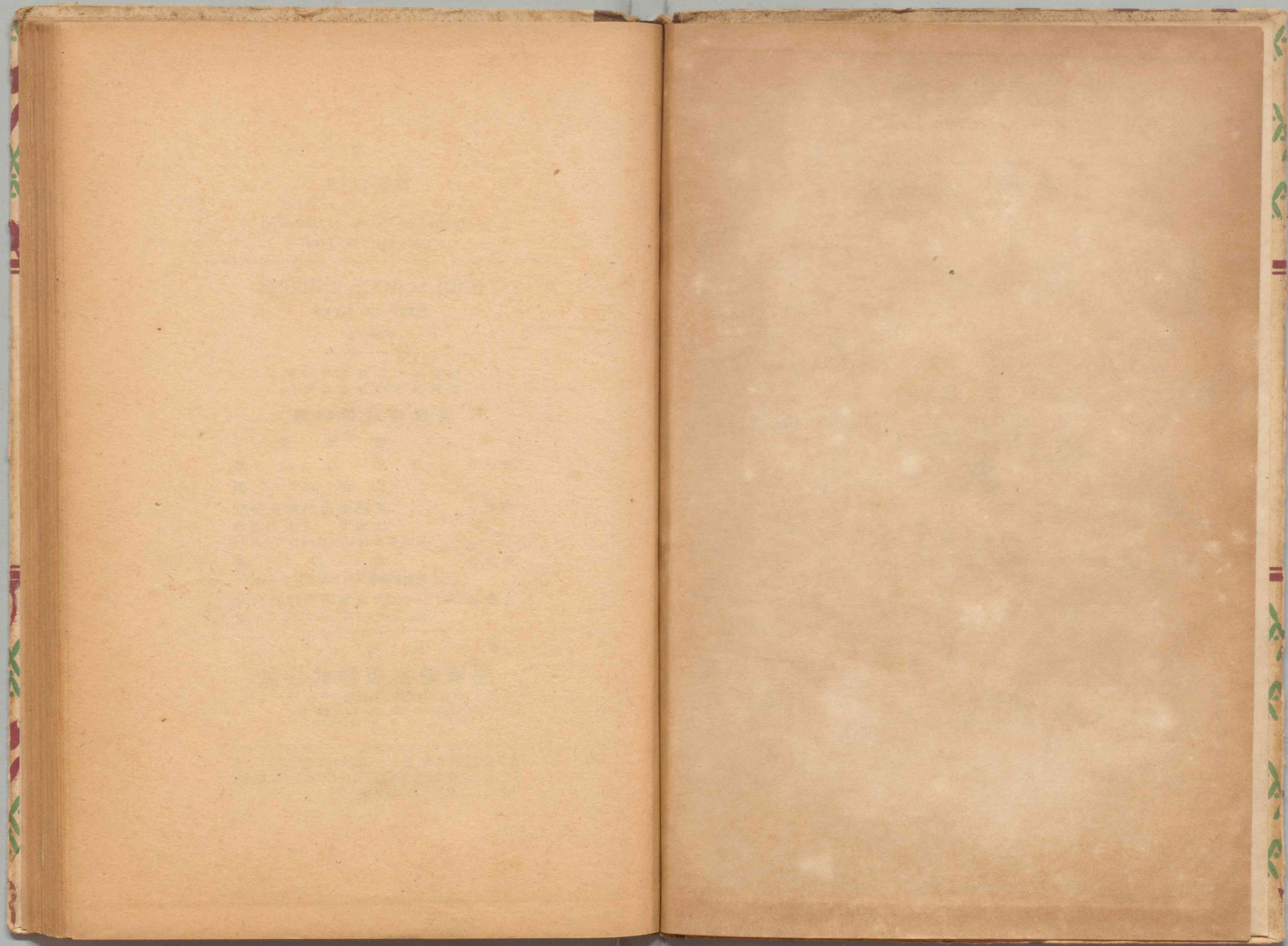
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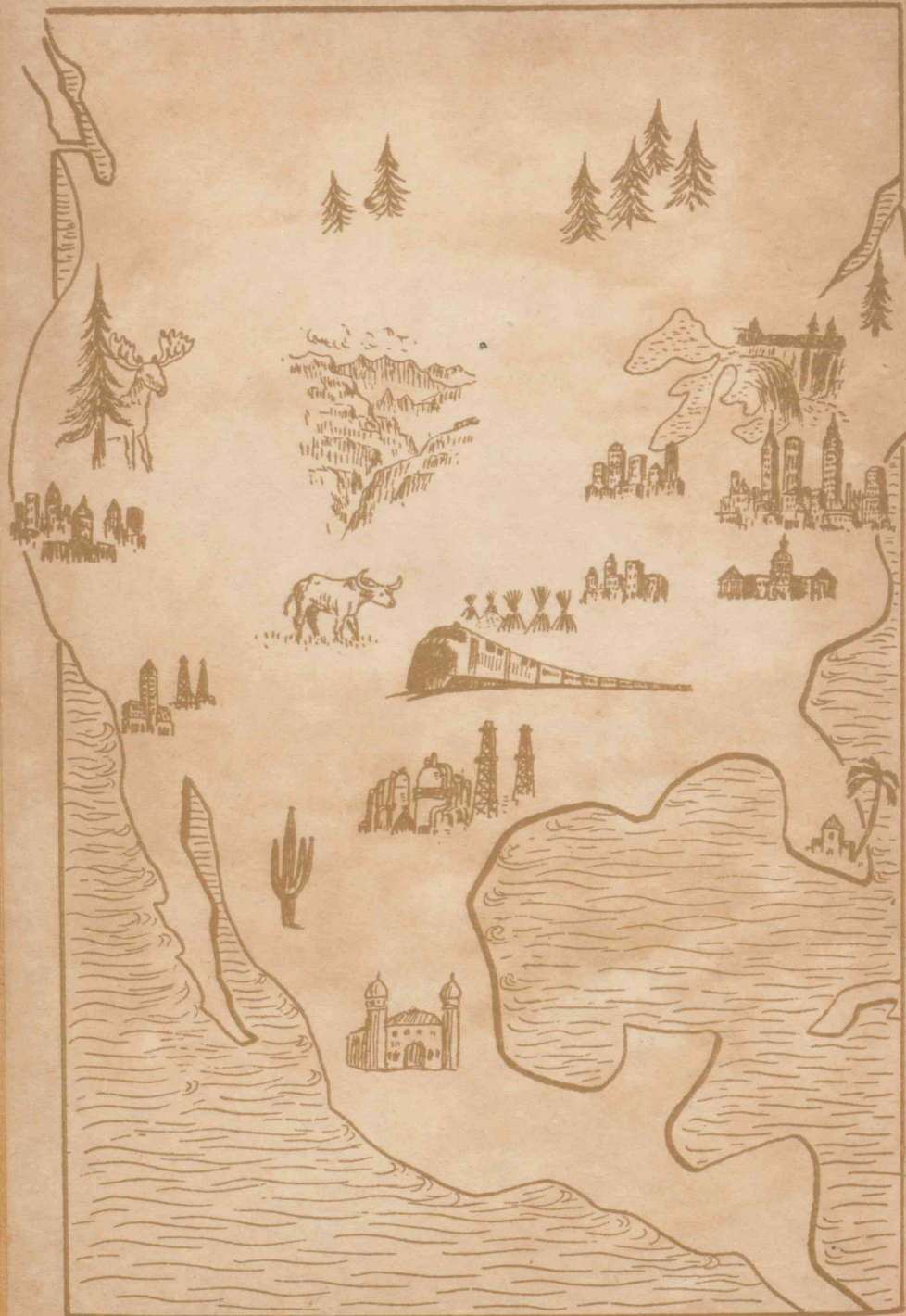
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KEIICHIRO TAKEZAWA

KAIRYUDO

TOKYO



教  
4  
20

32  
16

Page	Foreignwords	Pronunciation	Japanese
	justice		
	composed		
	member		
	town		
	meeting		
	discusses		
	matters		
	concerning		
	welfare		
	mankind		
	propnotion		

lawyer	(lɔ: jə)	辯護士
curious	(kjʊəriəs)	奇妙な
singular		唯一のもの
uncle	(ʌŋkl)	伯父
killed		殺した
fall		落ちた
might		力
since		今迄
died		死んだ
title		表題
lordship		支配地
grocer		食料品商
wal		
aristocracy	(əristəkɹəsi)	貴族

been going to (市) 去 ~ the 12th

い、完る

ぬ、たり、り、たり

(四) 打消ず、まじ、

(三) 推量べし、ろし、せ、

(二) 過去、さ、り、けん、

(一) 未来、む、

(イ) 詠嘆、けり、なり

(川) 断定、なり