

Ключи к учебнику Аракина за 4 курс + сам учебник 2:1(указатели номера страниц в units 1,2,3,5 - отсутствует) - выполнено студенткой филологического факультета С. Дилетто, будьте внимательны, **неисправленные ошибки есть**, так как опубликование данных ключей произведено для возможности самоконтроля студентов и чтобы студент, в случае сомнений, мог убедиться, что он правильно понял суть заданий!!!! Частично материал (только!!!) переводов текстов первых 4 частях взят из ранее распространяемых в интернете “ключей” (выполненных студентом Аркадием Куракиным, г. Николаев), но ввиду частого несоответствия выполненных заданий учебным требованиям, мой вариант выполнения упражнений более корректен.

Unit One

TEXT

From: DOCTOR IN THE HOUSE

By R. Gordon

Richard Gordon was born in 1921. He has been an anaesthetist [əˈniːsθætɪst] at St. Bartholomew's Hospital,¹ a ship's surgeon and an assistant editor редактор of the British Medical Journal. He left medical practice in 1952 and started writing his "Doctor" series.

"Doctor in the House" is one of Gordon's twelve "Doctor" books and is noted for witty остроумный description of a medical student's years of professional training.

To a medical student the final examinations are something like death: an unpleasant inevitability неизбежность to be faced поставлен перед необходимостью sooner or later, one's state after which is determined by care spent in preparing for the event.

An examination is nothing more than an investigation исследование of a man's knowledge, conducted in a way that the authorities власти have found the most fair and convenient to both sides. But the medical student cannot see it in this light. Examinations touch off вызывать his fighting spirit; they are a straight contest соперничать between himself and the examiners, conducted on well-established твердо установившийся rules for both, and he goes at them like a prize-fighter.

There is rarely any frank cheating жульничество in medical examinations, but the candidates spend almost as much time over the technical details of the contest соперничество as they do learning general medicine from their textbooks.

Benskin discovered that Malcolm Maxworth was the St. Swithin's representative on the examining Committee and thenceforward впредь we attended уделять внимание all his ward rounds палатный обход, standing at the front and gazing at him like impressionable впечатлительный music enthusiasts at the solo violinist. Meanwhile между тем, we despondently печально ticked делать отметку the days off the calendar, swotted up зазубривать the spot помеченный questions, and ran сбить a final breathless sprint down the well-trodden проторенный paths of medicine.

The examination began with the written papers писчая бумага. A single invigilator² "надсмотрщик" sat in his gown халат and hood капюшон on a raised platform высокая платформа to keep an eye open for flagrant cheating ужасное мошенничество. He was helped by two or three uniformed porters привратник who stood by the door and looked dispassionately down at the poor victims, like the policemen that flank прикрыва фланг the dock скамья подсудимых at the Old Bailey Центральный уголовный суд.³

Three hours were allowed позволен for the paper. About half-way through the anonymous examinees экзаменующийся began to differentiate приспособляться themselves. Some of them strode up перешагнуть for an extra дополнительный answer book, with an awkward неуклюжий expression of self-consciousness самосознание and superiority превосходство in their faces. Others rose to their feet, handed in подавать their papers and left. Whether these people were so brilliant they were able to complete the examination in an hour and a half or whether this was the time required назначенный for them to set down unhurriedly неспеша their entire полный knowledge of medicine was never apparent видимый, кажущийся, очевидный from the nonchalant air бесстрастное выражение лица with which they left the room. The invigilator

"надсмотрщик" tapped ударять his bell half an hour before time; the last question was rushed through быстро проводить, then the porters began tearing papers away from gentlemen dissatisfied недовольный with the period allowed for them to express themselves and hoping by an incomplete sentence to give the examiners the impression of frustrated прерванное brilliance великолепие.

I walked down the stairs feeling as if I had just finished an eight-round fight. In the square outside the first person I recognized was Grimsdyke.

"How did you get on?" I asked.

"So-so," he replied. "However, I am not worried. They never read the papers anyway. Haven't you heard how they mark the tripos⁴ экзамен для получения отличия (в Кембридже) at Cambridge, my dear old boy? The night before the results come out появляться the old don преподаватель totters колебаться bade цена, from hall and chucks цаплёнок, пища, еда the lot down the staircase лестница. The ones that stick on включить, добавлять, держаться the top flight полёт are given firsts,⁵ most of them end up on the landing посадка and get seconds, thirds go to the lower flight, and any reaching the ground floor are failed. This system has been working admirably for years without arousing any comment."

The unpopular oral examination was held a week after the papers. The written answers have a certain remoteness отдалённость about them, and mistakes and omissions упущение, like those of life, can be made without the threat опасность of immediate punishment. But the viva устный экзамен is judgement day. A false answer, and the god's brow threatens угрожать like imminent надвигающийся thunderstorm. If the candidate loses his nerve in front of this terrible displeasure he is finished: confusion breeds вызывать confusion and he will come to the end of his interrogation допрос struggling бороться like a cow in a bog трясина.

I was shown to a tiny крошечный waiting-room furnished with hard chairs, a wooden table, and windows that wouldn't open, like the condemned cell тюремная камера. There were six other candidates waiting, to go in with me, who illustrated the types fairly ясно commonly обычно seen in viva устный экзамен waiting-rooms. There was the Nonchalant, lolling back сидеть развалившись; стоять (облокотясь) в ленивой позе on the rear legs задняя стойка of his chair with his feet on the table. Next to him, a man of the Frankly Worried class sat on the edge на краю of his chair tearing little bits кусочки off his invitation card and jumping irritatingly раздражённо every time the door opened. There was the Crammer репетитор, натаскивающий к экзамену, fondling лаская the pages of his battered потрепанный textbook in a desperate безысходный farewell прощальный embrace объятие, and his opposite противоположность, the Old Stager тёртый калач, who treated относиться the whole thing with the familiarity of a photographer at a wedding. He had obviously failed the examination so often he looked upon the viva устный экзамен simply as another engagement приглашение to be fitted into быть готовым his day.

The other occupant of the room was a woman. Women students - the attractive ones, not those who are feminine only through inescapable неизбежный anatomic arrangements компоновка — are under disadvantage невыгодное положение in oral examinations. The male examiners are so afraid of being prejudiced favourably снисходительно by their sex they usually adopt towards относиться с пристрастием them an attitude позиция of undeserved незаслуженный sternness суровость. But this girl had given care to her preparations for the examination. Her suit was neat опрятный but not smart изящный; her hair tidy чистый but not striking производящий

впечатление; she wore enough make-up to look attractive, and she was obviously practising, with some effort, a look of admiring submission послушание to the male sex. I felt sure she would get through.

"You go to table four," the porter told me.

I stood before table four. I didn't recognize the examiners. One was a burly плотный, elderly man like a retired отставной prize-fighter профессиональный боксёр; the other was invisible, as he was occupied in reading the morning's *Times*.

"Well, how would you treat a case случай of tetanus [ˈtɛtəˌnʌs] столбняк?" My heart leaped прыгнуть hopefully. This was something I knew, as there had recently been a case at St. Swithin's. I started off взять старт confidentially по секрету, reeling out разматывая the lines of treatment and feeling much better. The examiner suddenly cut me short прервать.

"All right, all right," he said impatiently, "you seem to know that A girl of twenty comes to you complaining жаловаться of gaining пост weight, what would you do?" I rallied сосредоточить my thoughts and stumbled through запинаясь the answer...

The days after the viva устный экзамен were black ones. It was like having a severe accident. For the first few hours I was numbed оцепенелый, unable to realize what had hit me. Then I began to wonder if I would ever make a recovery удерживаться and win through преодолеть трудности. One or two of my friends heartened воодушевлять me by describing equally беспристрастно depressing тягостный experiences опыт that had overtaken овладевать them previously заранее and still всё же allowed them to pass. I began to hope. Little shreds капля of success collected together and weaved вплетаться themselves into a triumphal garland венок...

"One doesn't fail exams," said Grimsdyke firmly. "One comes down опускаться, one muffs промахиваться, one is ploughed пробиться с трудом, plucked провалиться, or ripped провалиться. These infer [ɪnˈfɜː] обозначать a misfortune that is not one's own fault. To speak of failing is bad taste дурной тон. It's the same idea as talking about passing away скончаться and going above instead of plain простой dying." The examination results were to be published at noon.

We arrived in the examination building to find the same candidates there, but they were a subdued м, muttering бормочущий crowd, like the supporters of a home team who had just been beaten in a cup tie матч на кубок.

We had heard exactly what would happen. At midday полдень precisely the Secretary of the Committee would descend спускаться the stairs and take his place, flanked примыкая by two uniformed porters. Under his arm would be a thick толстый, leather-covered book containing the results. One of the porters would carry a list of candidates' numbers and call them out, one after the other. The candidate would step up closely to the Secretary, who would say simply "Pass" or "Failed". Successful men would go upstairs to receive the congratulations and handshakes of the examiners and failures would slink красться miserably out of the exit to seek the opiate наркотический oblivion забвение.

One minute to twelve. The room had suddenly come to a frightening, unexpected silence and stillness, like an unexploded неразорвавшийся bomb. A clock tingled звенеть twelve in the distance вдали. My palms were as wet as sponges. Someone coughed, and I expected the windows to rattle трещать, проталкивать. With slow scraping скрипящий, шуршащий feet поступь that could be heard before they appeared the Secretary and the porters came solemnly торжественно down the stairs. The elder porter raised his voice.

"Number one hundred and sixty-one," he began. "Number three hundred and two. Number three hundred and six." Grimsdyke punched бить кулаком me hard in the ribs ребро, "Go on," he hissed шипеть. "It's you!"

I jumped and struggled протиснуться my way to the front of the restless беспокойный crowd. My pulse shot стрелять in my ears. My face was burning hot and I felt my stomach had been suddenly plucked выдёргивать from my body. Suddenly I found myself on top of the Secretary.

"Number three оһыр six?" the Secretary whispered, without looking up поднять глаза from the book. "R. Gordon?" "Yes," I croaked [krəʊk] квакать.

The world stood still. The traffic stopped, the plants ceased [si:s] перестать growing, men were paralysed [pə' ræləsi:z], the clouds hung in подвиснуть the air, the winds dropped упасть, the tides прилив и отлив disappeared, the sun halted остановиться in the sky.

"Pass," he muttered бормотать.

Blindly вслепую, like a man just hit by a blackjack дубинка, I stumbled спотыкаться upstairs.

Для студента-медика выпускные экзамены – нечто, подобное смерти/смерти подобны: неприятная/скучная неизбежность/неотвратимость, с которой рано или поздно сталкиваешься лицом к лицу, и состояние после которых определяется/ обуславливается [усилиями]/тщательностью, за-/потраченной на подготовку к этому событию.

Экзамен – не что иное, как [проверка] знаний [студента], проводимая таким способом, который власти считают наиболее справедливым и удобным для обеих сторон. Увы/Однако студенты-медики не могут видеть это в таком свете/так не считают. Экзамены вызывают/[пробуждают] боевой дух/настрой; они – обычное/традиционное соревнование/состязание между ним и экзаменаторами, проводимое по твёрдо установленным правилам для обоих, и он идёт ходит на них как [на ринг]/боксёр-профессионал.

На экзаменах по медицине какое-либо отрытое/откровенное мошенничество случается нечасто/редко, но претенденты мусолят!/проводят/тратят почти столько же времени за изучением технических подробностей состязания сколько и на изучение по учебникам общей медицины.

Бенскин выяснил, что Малькольм Максворт был в экзаменационной комиссии представителем от больницы Св. Свитина и с того времени мы сопровождали его/(следили за) обходом им палат, стоя впереди/напротив и установившись/глазея на него как впечатлительные/чувствительные/[экзальтированные] [поклонники] музыки на солирующего скрипача. (Тем временем)/(между тем) мы печально/уныло отмечали галочкой/[перелистывали] дни в календаре, зазубривая затруднительные вопросы и добегая [на последнем дыхании]/запыхавшись/задыхаясь последний рывок/бросок по проторённому/ протоптанному дорожкам медицины.

Экзамен начитался с письменн(ой его части)/(-ых работ).

Инверсия: To a medical student + subj. + pred.
an unpleasant inevitability to be faced sooner or later

the most fair and convenient touch off smb's fighting spirit straight contest

frank cheating spend much time over

thenceforward, gazing

tick the days off the calendar

swot up the spot

invigilator/смотритель-одиночка сидел в мантии и шапочке [с кисточкой] на возвышении/трибуне, следя/смотря/глядя в оба за явным мошенничеством/жульничеством. Ему помогали два или три ассистента в униформе, которые стояли у двери и свысока хладнокровно/бесстрастно взирали на бедные живые существа/жертвы, подобно полицейским/охранникам, располагающимся по обе стороны скамьи подсудимых с Центральном суде Старого Бейли.

questions
final breathless
sprint down the
well-trodden paths
of
to keep an eye
open for
fragrant cheating
to look
dispassionately
down
at the poor victims

На письменную часть отводится три часа. Примерно на полпути [безликие]/анонимные/безымянные экзаменуемые начинают [выделяться на фоне остальных]/различаться. Некоторые из них идут большими шагами за дополнительным справочником?, с труднопреодолимым выражением неловкости/застенчивости и превосходства на своих лицах. Другие – поднимаются /встают, подают свои бумаги и удаляются. То ли они столь выдающиеся/блистательны, что смогли закончить экзамен за полтора часа, толи это именно то время, что требуется для неспешного/неторопливого ~~письменного~~ —изложения своих совершенных познаний в медицине – никак нельзя было разглядеть по бесстрастному выражению лиц, с которыми они покидали зал/помещение. Наблюдатель вынимает и звонит в колокольчик за полчаса до [истечения отпущенного] времени; последний вопрос спешно/торопливо дописывается/протаскивался, когда помощники начинают вырывать бумаги у джентльменов, раздосадованных сроком, им предоставленным для самовыражения, в надежде, что незаконченное предложение/оборванная фраза создаст у экзаменаторов ощущение сорванного блеска/подавленной гениальности.

with an awkward
expression of self-
consciousness
and superiority of
their faces
to rise on their feet,
hand in
they were able to
complete
to set down
unhurriedly their
entire knowledge
to rush through
tear away
to give the
impression
... feeling as if I had
just finished

Я спускался вниз по лестнице с ощущением, будто только что выдержал восемь раундов (боксёрского матча)/(на ринге). Гримсдайт был первым, кого я встретил в сквере на улице.

«Как твои успехи?» – спросил я.

«Так себе, неважно/сносно» – ответил он. «Тем не менее/однако/(не смотря на это) я не беспокоюсь. В любом случае они же никогда не проверяют/читают работы. Разве! ты не слышал, как они оценивают экзамен на получение отливия в Кембридже, дружище? Ночь перед появлением/оглашением результатов, престарелый преподаватель

I am not worried.
They never read
the papers
anyway.
Haven't you heard

(из университетской коллегии) неверной походкой (ковыляет вниз)/спускается из зала и бросает работы вниз на лестницу. Застрявшие/остановившееся в верхнем пролёте/ступеньках, получают «отлично»/первую степень, большинство из них достигает лестничной площадки, и получают оценку «хорошо»/вторую степень. «Удовлетворительно»/Третью степень получают на нижнем пролёте, а достигшие/на земли, не проходят экзамен/признаются несдавшими. Эта система замечательно/превосходно работает годами, не вызывая каких-либо замечаний/замечаний.

how

has been working admirably for years. ... without arousing any comments

Через неделю после письменного проводится непопулярный/ненавистный устный экзамен. Письменные ответы имеют некоторую от-/удалённость, ошибки и упущения, как и в жизни, можно допустить без угрозы немедленного наказания/кары/[расплаты]. Но устный экзамен – это Судный день. один неверный/неправильный ответ, и бровь Судии предвещает неизбежную/неминуемую грозу. Если (у) претендент(а) теряет самообладание/(сдают нервы) перед этим ужасным проявлением недовольства -- он сходит с дистанции/проиграл/(его песенка спета). Волнение/Смятение вызывает смятение/путаницу, и он добирается до конца повествования/борьбы-допроса, завязнув как бегемот в болоте.

certain remoteness mistakes and omissions like those of life

Мне показали крошечную приёмную, меблированную тяжёлыми/ массивными стульями, деревянным столом, с неоткрывающимися окнами, подобно камере смертников. Там были ещё шестеро претендентов, ожидавшие [приглашения] войти вместе со мной, являвших [своим видом]/воплощавших яркие типы, которые обыкновенно можно увидеть в таких приёмных [устного экзамена]. Там был Безразличный/Равнодушный/Невозмутимый, качающийся на задних ножках стула, «ноги на стол». Следующий за ним, представитель класса Откровенной Озабоченности/, сидевший на краешке стула, отрывая маленькие кусочки от своего пригласительного билета и раздражительно/[нервно] подскакивающий всякий раз, когда дверь открывалась. Был там и Зубрила, теребящий /ласкающий страницы своего потёртого/потрёпанного учебника в прощальных отчаянных объятиях, а напротив – Ветеран/Бывалый/Тёртый калач, который воспринимал происходящее с бесцеремонностью/фамильярностью фотографа на свадьбе. Он так часто и явно/очевидно про-/заваливал экзамен, что (смотрел на)/считал устный экзамен просто как на ещё одно дело/обязанность, выпавшее/(ожидающую его) на/в этот день.

furnished with condemned cell

lolling back on the rear legs of his chair with his feet on the table. tearing little bits off jumping irritatingly

Old Stager

Ещё один обитатель этой комнаты – девушка. Привлекательные студентки, а не просто особы, принадлежащие к женскому полу в

силу неизбежных причин анатомического характера, находятся на устном экзамене в невыгодном положении. Экзаменаторы-мужчины настолько опасаются/боятся быть расположенными благосклонно по отношению к [прекрасному] полу, что (по отношению к ним проявляют)/(обычно даже обретают славу) незаслуженной/излишней суровости. Но эта девушка явно позаботилась о подготовке к экзамену. Её костюм был изящен, но не сверхмоден, волосы – [уложены] аккуратно, но не [бросались в глаза]/[обращали на себя внимание]. Ещё немного косметики, чтобы выглядеть привлекательно. И она явно упражнялась, с определёнными/некоторыми усилиями, вызвать? восхищённое/очарованное послушание/покорность мужского пола. Я был уверен, что она пройдёт.

are so afraid of
being prejudiced
favourably by ...

undeserved
sternness
?

wear – wore – worn
?

she was practising
a look of admiring
submission

«Вам к столу номер четыре» – сказал мне помощник/ассистент.

Я стоял перед номером четыре. Экзаменаторов я не узнавал/[не видел]. Один из них был плотный пожилой мужчина, похожий на [бывшего] боксёра-[профессионала]; другого не было видно, так как он был занят чтением утренней Таймс.

«Итак, как же вы будете проводить курс лечения в случае столбняка?» Моё сердце радостно/(с надеждой) забилося/запрыгало в груди. Это было то, что я знал, поскольку как раз недавно был такой случай в больнице Св. Свитина. Я начал говорить доверительно(?), без запинки чётко излагая этапы лечения, чувствуя себя много лучше. Вдруг экзаменатор меня прервал.

how would you
treat
tetanus
leaped hopefully
start off

«Хорошо, хорошо!» – сказал он нетерпеливо, «кажется вы это знаете. К вам приходит девушка двадцати лет с жалобами (на прибавку в)/избыточный весе. Что бы вы предприняли?» Я собрался с мыслями и, спотыкаясь/запинаясь, отвечал/начал.

a girl of twenty ;
complaining of
gaining weight
stumble through the
answer

Дни после устного экзамена – чёрные дни. Как будто после крушения/ несчастного случая. В течение первых нескольких часов я находился в оцепенении, неспособный понять/осознать, что так поразило меня. Тогда я начал интересоваться, восстановлюсь ли я когда-нибудь и пробьюсь ли? Пара моих друзей ободряла меня, [делясь]/описывая [похожим/аналогичный] гнетущим/тягостным/горьким опытом/впечатлением, охватывавшем их ранее и, всё же/тем не менее, позволившим им пройти/сдать экзамен. [Надежда затеплилась во мне]. Капельки/проблески/шансы успеха собирались вместе сливаясь в триумфальный/лавровый венок...

The days after were
black ones.
what had hit me.

«Никто не терпит неудачи на экзаменах»/"Экзамен нельзя завалить" -- говорил Гримсдик, преисполненный решимости. «Один спускается, другой проваливается, третий – пробивается с трудом, силой выхватывает, или задыхается. Они [предполагают]/подразумевают беду/неудачу, которая не является чьей-либо личной ошибкой. Говорить о неудаче –

I began to hope.
triumphal garland

firmly
?

These infer a
misfortune that

безвкусица/дурной тон. Это то же самое, что говорить об смерти и ходить вокруг да около, вместо простой смерти». Результаты экзамена (всегда) оглашаются в полдень.

to speak of -ing is
bad taste.

Мы пришли в здание, где проводятся экзамены, чтобы отыскать там таких же претендентов, но это была подавленная, бормочущая толпа, подобная толпе сторонников/[болельщиков] за хозяев поля/местную команду, только что побитую на кубковом финале.

were to be
published

[Мы точно знали, что будет]/(Мы уже были наслышаны о том, что случится, в точности). Точно в полдень секретарь экзаменационного комитета спуститься по лестнице в сопровождении двух помощников в униформе по сторонам и займёт своё место. Под мышкой у него будет тонкая, отделанная кожей книжечка с результатами. Один из помощников принесёт список/перечень номеров претендентов и будет из выкрикивать/объявлять один за другим. Претендент подойдёт прямо/вплотную к секретарю, который скажет только «прошёл», «не прошёл». Те [счастливчики], кому улыбнулась удача, поднимутся по лестнице для получения поздравлений и рукопожатий экзаменаторов, а неудачники печально пройдут крадучись к выходу искать успокоительного забытья.

subdued, muttering
crowd

under one's arms
containing the =
with the
one after the other
closely
go upstairs

opiate oblivion

Без одной минуты двенадцать. Внезапной/Неожиданно помещение наполняется устрашающей/пугающей/гнетущей тишиной и спокойствием, подобно ещё неразорвавшейся бомбе. Вдалеке/(где-то на расстоянии) часы звенят двенадцать раз. Мои ладони мокрые, как губка. Кто-то кашлянул, а я ожидаю дребезга окон. С медленным пошаркиванием, которое можно услышать до их появления, секретарь и помощники торжественно спускаются по лестнице. Один из помощников, постарше, (возвышает голос)/(громко объявляет):.

frightening
unexpected
silence and
stillness like an
unexploded bomb
palms were as wet
as spongers
slow scraping feet
came solemnly
down the stairs

«Номер сто шестьдесят первый» -- начал он. «Номер триста второй. Номер триста шестой». Гримсдик сильно толкнул меня [в бок]/под ребро, -- «Иди», -- прошипел/прошептал он. -- «Это тебя».

punched me hard in
the ribs

Я подпрыгнул/подскочил и пробился через беспокойную толпу вперёд. Пульс стучал/[отдавался] в ушах, лицо горело, было такое ощущение, будто желудок вдруг сжался в комок. Не помню, как я оказался/(пришёл в себя уже) наверху возле секретаря.

"Go on"
struggle smb's way
my pulse shot in my
hear,

«Номер триста шесть?» -- прошептал секретарь, не отрываясь от своей книжечки. «Р. Гордон?» «Да» - прохрипел/[буркнул/выдавил] я.

my face was
burning hot

Мир замер. Движение остановилось, растения перестали расти, люди -- были парализованными, облака зависли/замерли/застыли в воздухе, ветер стих/(припал к земле), волны улеглись, солнце на небе остановилось.

The world stood
still. men were
paralysed, the
clouds hung in the

«Прошёл» - пробормотал/проворчал он. Ошарашено/Вслепую, как [пришибленный]/(после удара дубиной), спотыкаясь, я

поднимался/карабкался наверх.

air, the sun halted
in the sky.
like a man just hit
by a blackjack

Commentary

- ¹ St Bartholomew's, St. Swithin's Hospitals: medical schools in London.
- ² invigilator: a person who watches over students during examinations.
- ³ Old Bailey: Central Criminal Court, situated in London in the street of the same name.
- ⁴ the tripos: examination for an honours degree in Cambridge University.
- ⁵ firsts, seconds, thirds: a system of grading degrees.
- ⁶ the viva: an oral examination.

SPEECH PATTERNS

1. However, I'm not worried. They never read the papers **anyway**.
— You needn't worry about the meals. She never has anything for breakfast **anyway**.
— I'm sure she is perfect for you. **Anyway**, I didn't mean to imply she was deficient.
2. "His father will **have** заставить **him go in** for medicine," the housemaster said.
None can **have him wear** a formal dress for any function".
The examiner will **have him give** the proper answer.
3. **Now that** you are well again, you can travel.
Now that you are through with this problem you can do anything.
Now that he's become a graduate student, he can go in for research.

Phrases and Word Combinations

to cheat in exams жульничать на экзамене
to tick smth off отмечать что-л.
to swot up colloq. for to study зазубривать чтоб выучить
to keep an eye open for smth/smb наблюдать с особым вниманием
to mark and grade the papers маркировать и сортировать документы
to come out (about results) не выйти
to adopt an attitude of... принять позицию
...towards по отношению к
to get through выдержать экзамен
to cut smb short оборвать кого-л. на полуслове
to rally one's thoughts собраться с мыслями
to call out names выкрикивать имена
to raise one's voice повышать голос

ESSENTIAL VOCABULARY

1. **annoy vt/i** ; надоедать, раздражать, докучать, донимать, допекать, 1) to make a little angry, especially by repeated acts; to disturb and nervously upset a person, *e. g.* Wilfred did not want to pay too much attention to Fleur, he was afraid of annoying her.
Syn. vex, irk, bother

2) persistent interrupting, interrupting with or intruding on until the victim is angry, or upset, *e. g.* Clouds of flies annoyed our horses.

Syn. worry, harass, plague, pester, tease .

Ant. soothe, comfort

to be annoyed at/over smth быть раздражённым, *e. g.* He was annoyed at the boy's stupidity.

to be annoyed with сердиться, злиться на кого-л., *e. g.* The old woman was annoyed with the noisy children.

annoying раздражающий; досадный; надоедливый *a* causing one to feel annoyed, as annoying manners, *e. g.* How annoying...! The annoying thing about it is that I keep thinking about Lizzy.

Syn. bothersome, irritating, troublesome, harassing, tormenting, nagging, vexatious.

2. chatter болтать, пустозвонить; щебетать; стрекотать, стучать зубами *vi* 1) to talk quickly or foolishly or without a stop, *e. g.* The two gids chattered merrily unaware of Roger's presence. 2) to make quick indistinct sounds, *e. g.* The sparrows were chattering on the roof of the cottage. 3) to strike the lower and upper teeth together from cold or fever, *e. g.* She was so frightened that her teeth chattered.

chatterbox болтун, болтушка *n* a person who chatters.

chatter щебетание; журчание, шелест *n* sounds of the kinds described by the verb *to chatter*, *e.g.* The chatter of the birds could be heard everywhere.

chattering *n e. g.* The cheerful chattering of children came from the nursery.

to chatter like a magpie трещать как сорока

3. cheer становиться счастливым, полным надежд, приветствовать громкими возгласами, ободрять, аплодировать *vt/i* 1) to fill with gladness, hope, high spirits; comfort, *e. g.* Everyone was cheered by the good news. He cheered up at once when I promised to help him. Cheer up! Your troubles will soon be over. 2) to give shouts of joy, approval, or encouragement, *e. g.* The speaker was loudly cheered. Everybody cheered the news that peace had come.

to cheer for (cheer on) ободрять to support (a competitor) with cheers, to encourage, *e. g.* Let's go to the football game and cheer for our favourite team. Please come to the sports meeting to cheer on our team.

cheer настроение; источник хорошего настроения, одобрительное, приветственное восклицание *n* 1) state of hope, gladness; words of cheer, of encouragement; 2) shout of joy or encouragement used by spectators to encourage or show enthusiasm or support for their team, *e. g.* The cheers of the spectators filled the stadium.

to give three cheers for кричать трижды ура (в честь кого-л.) ; да здравствует to cry, or shout "Hurrah!" three times, *e. g.* The team members gave three cheers for their captain.

cheerful радостный, весёлый; живой, энергичный, неунывающий, вызывающий радость; рассеивающий сумрак, яркий; снимающий тревогу *a* 1) happy and contented, *e.g.* He kept throughout his life his youthful optimism and his cheerful trust in men.

Syn. glad, happy, light-hearted, joyful, joyous

Ant. gloomy

2) bright, pleasant, bringing joy, *as* a cheerful room, sound, conversation; cheerful surroundings, *e. g.* Mary's cheerful talk encouraged her friends.

Ant. cheerless, gloomy

cheery весёлый, живой; оживлённый, радостный *a* is a rather trivial colloquialism for cheerful.

cheerio 1) за ваше здоровье! (тост) 2) будь(те) здоров(ы)! всего хорошего! (при прощании) *interj* *a* colloquial word used as farewell, *e. g.* Cheerio, old friends!

cheers за ваше здоровье!, будем здоровы! (тост), пока! 1) is used as a toast "Your health!", *e. g.* Does everybody have beer? Yes, cheers. 2) a modern informal use of cheers in British English is to mean *good-bye* or *thank you*, *e. g.* I'll give you a hand tomorrow. Cheers, that'll be great.

4. **contest** опровергать, оспаривать; опротестовывать, спорить, бороться, добиваться премии, места в парламенте *vt* 1) to argue; debate, dispute, *as* to contest a statement (a point); to try to show that it is wrong, *as* to contest smb's right to do smth.; 2) to take part in a struggle or competition (with or against srab or smth.), *as* to contest a match (a race), *e. g.* Jim had to contest against the world's best winners in the Games and did well to come third. 3) to fight or compete for, to try to win, *as* to contest a seat in Parliament, *e. g.* The soldiers contested every inch of the ground.

Syn. contend

contest спор, соперничество, соревнование *n* struggle, fight; competition, *as* a keen contest for the prize; a contest of skill; a musical contest; a close contest, *e. g.* The ice-hockey championship was a close contest between Canada, Sweden and Russia.

contestant соперник, участник соревнования *n* one who contests

Syn. contender

contestable оспариваемый; спорный *a* open to argument, *e. g.* That's a contestable statement, you can't prove it.

5. **emerge** появляться; всплывать; выходить, вставать, возникать (о вопросе), выясняться *vi* 1) to come forth into view from an enclosed and obscure place, *e. g.* The moon emerges from beyond the clouds. 2) to rise into notice and esp. to issue, (come forth) from suffering, subjection, danger, embarrassment, etc., *e. g.* New artistic developments emerged after the revolution. 3) to come out as the result of investigation, discussion (of a fact, a principle), *e. g.* At last there emerged Einstein's Theory of Relativity.

Syn. to turn up, to show up

emergency непредвиденный случай; крайняя необходимость; крайность, авария *n* a sudden happening requiring prompt action; one to be used in an emergency, *as* an emergency exit (door); an emergency fund; an emergency (forced) landing, *e. g.* These stairs are to be used only in an emergency. The plane was caught in a snowstorm and had to make an emergency landing.

Syn. juncture, contingency, pinch, crisis

6. **go** *vt* with *adv* and *prp*

go about расхаживать, ходить туда и сюда, начать что-л. 1) to move or travel around, *e. g.* The quickest way to go about the city is by underground train. 2) to start (smth or doing smth), *e. g.* I wanted to make a dress but didn't know how to go about it.

go along продолжать, идти вперёд to proceed, make progress, *e. g.* You may have some difficulties at first, but you'll find it easier as you go along.

go at бросаться на к.-либо, энергично браться за что-л. (smth or smb) to rush at, attack (*informal*), *e. g.* They went at each other furiously.

go back возвращаться, нарушить обещание 1) to return, *as* in conversation (to smth), *e. g.* Let us go back to what the chairman was saying. 2) to fail to fulfil (a promise, agreement, etc.), *e. g.* You should never go back on your promise to a child.

go behind to пересматривать, рассмотреть заново *examine a deeper level of smth*, *e. g.* You have to go behind the poet's words to see what she really means.

go by проходить мимо, руководствоваться (of fault, etc.) 1) to pass without being noticed (*informal*), *e.g.* I know you were late again this morning, but we'll let it go by. 2) to base one's judgement on smb, *e. g.* You can't go by what he says, he's very untrustworthy.

go down быть одобренным, опускаться 1) to be received, *esp.* with approval, to be liked (by someone), *e. g.* How did your speech go down (with the public)? 2) to be considered less worthy, *e. g.* He went down in my opinion.

go down the drain бесследно исчезнуть, пропасть; быть истраченным впустую (о деньгах) to be wasted; to fail completely, *e. g.* All my attempts to help him went down the drain.

go easy вести себя спокойно, бережно относиться, беречь (*informal*) 1) to behave calmly (*usu. imper.*), *e. g.* Go easy, dear, there's nothing to get excited about. 2) to treat someone kindly, not severely (on, with), *e. g.* Go easy on the child, will you, she is too young to understand what she did.

go as/so far as так далеко, настолько (*informal*) to be bold or direct enough (to do smth), to declare the truth,

e. g. I wouldn't go so far as to say she is a liar.

go into расследовать, тщательно осматривать to examine, *e. g.* The police went into the man's story to see if he was telling the truth.

go over изучать в деталях to examine, to see that it is correct, *e.g.* The counsellor went over his story in detail and suggested some improvements.

go round вращаться, появляться в обществе to move around, to be publicly noticed (doing smth), *e. g.* You can't go round saying nasty things like that about him.

7. hint намёк, подсказка *n* slight or indirect indication or suggestion, *e. g.* She gave him a hint that she would like him to leave. I know how to take a hint. "Hints for housewives" (as the title of an article giving suggestions that will help housewives)

to drop a hint намекнуть, *e. g.* I dropped him hints on the impropriety of his conduct.

to give a person a gentle (broad) hint дать тонкий (прозрачный, "толстый") намёк, *e. g.* Martin gave Joe a gentle hint but it was lost upon him.

hint намекать *vi* to suggest, to mention casually, *e. g.* The woman hinted at her urgent need of money. He hinted at my impudence. He hinted that I ought to work harder.

Syn. suggest, imply, intimate, insinuate

8. rattle трещать, греметь *vt/i* 1) (cause to) make short, sharp sounds quickly, one after the other, *e. g.* The windows were rattling in the strong wind. The hail rattled on the roof.

to rattle off оттабабанить (*colloq.*) to talk, to say or repeat smth quickly; to repeat (words) quickly and too easily from memory; to perform (an action) with ease and speed, *e. g.* What is the point of teaching the children to rattle off the names of the kings and queens of England if they know nothing about history?

to rattle away/on говорить быстро, громко, болтать, волновать, пугать; смущать, приводить в замешательство to talk rapidly and at some length and uninterestingly, *e. g.* At every meeting of the women's club, Mrs White rattles on for hours.

2) to annoy, cause to feel angry, *e. g.* My persistent questioning of his story rattled him, and he refused to answer my queries. She was rattled by the hypothetical eyes spying upon her.

Syn. embarrass, discomfit, abash, faze

rattled вышедший из себя *a* annoyed, *e. g.* In the end he got rattled, (or: We got him rattled.).

9. **reduce** ослаблять, понижать, сокращать, уменьшать, превращать *vt/i* 1) to take (smth) smaller or less; being smth (such as a price, size, or amount) down to a lower level or smaller size, *e. g.* Your speed must be reduced to the city speed limit as soon as you cross the border. Taxes should be reduced to an amount that people can afford to pay. The book will have to be reduced to 300 pages. The whole town was reduced to ashes in the bombing. 2) to bring or get to a certain condition, *e. g.* The new teacher was quickly able to reduce the noisy class to silence. Hunger had reduced the poor dog to skin and bone. His opponent's clever speech reduced the speaker's argument to nonsense.

to reduce by/to сокращать на, приводить к; доводить до, *e. g.* We have been able to reduce our tax bill by 10%. The price of the chair has been reduced to \$ 10.

to reduce someone to tears доводить до слёз to make someone weep, *e. g.* You may choose to scold this child, but there's no need to reduce him to tears.

Syn. decrease, lessen, diminish, abate, dwindle

reduction снижение, понижение, сокращение *n* reducing or being reduced, *e. g.* The goods are sold at a great reduction in price.

Syn. discount

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and practise the pronunciation of the following words:

authority; contest *n*, prize-fighter; enthusiastic; solo; despondently; paths; invigilator; flagrant; dispassionately; anonymous; nonchalant; frustrated; recognize; tripes; admirably; remoteness; viva; imminent; irritatingly; desperate; photographer; prejudice; admiring; tetanus; previously; triumphal; plough; opiate *a*; sponge.

b) Listen to your partners' reading of the exercise. Correct their mistakes, if they have any.

2. Practise the pronunciation of the following words paying attention to:

a) two principal stresses;

b) the secondary and principal stresses. Beat the time:

a) well-established; thenceforward; meanwhile; well-trodden; self-consciousness; unhurriedly; dissatisfied; undeserved; un-exploded; blackjack.

b) examination; inevitability; investigation; representative; differentiate; superiority; interrogation; invitation; familiarity; inescapable; anatomic; disadvantage; preparation; congratulation; disappear.

3. Read the following word combinations paying attention to the phonetic phenomena of connective speech (assimilation, lateral and nasal plosions, the loss of plosion, the linking "r").

Mind the pronunciation of the vowels and observe proper rhythm:

that the authorities have found the most fair and convenient to both sides; they are a straight contest between himself and the examiners; there is rarely any frank cheating in

medical examinations; standing at the front and gazing at him; like the policemen that flank the dock at the Old Bailey; they were able to complete the examination in an hour and a half; the last question was rushed through; I walked down the stairs; in the square outside; without the threat of immediate punishment; who treated the whole thing; he looked upon the viva simply as another engagement; she would get through; reeling out the lines of treatment; but they were a subdued, muttering crowd; a clock tingled twelve in the distance; I expected the windows to rattle; the clouds hung in the air.

4. Read the following passages:

a) from "I walked down the stairs" up to "... without arousing any comment";

b) from "... I stood before table four" up to "... and stumbled through the answer...";

c) from "... The elder porter raised his voice..." up to the end of the text.

Use proper intonation groups and observe the rhythm. Bear in mind the character of the passage.

5. Make the following sentences complete using the patterns (p. 10)

1. You can just leave. I'm about to tell Bucky to forget it anyway. 2. I'm done for the moment and ready to join you. I've rinsed my plate and my spoon and run a damp sponge across the kitchen counter. I didn't intend to do any more cleaning anyway. 3. I'll write you a check. We're still trying to get my dad's affairs sorted out. Anyway we do appreciate your help. 4. — Do you want me to make a quick run to the market? — I'd surely appreciate it. Since we're low on milk, I have to do it myself anyway.

6. Paraphrase the following sentences, using the patterns:

1. — I'm sure he was trying to be helpful. Anyway, there's probably no harm done. 2. Rawson went right on: "Anyway, in the late eighties I started writing to this woman I met through a pen pal ad." 3. — Can I lend you a hand? — No, thanks. I'm almost done. I never hoped to find anything here so anyway. 4. If a man shows signs of nervous tension or being under stress you must have him consult a doctor. 5. The teacher must have his children develop a critical way of thinking. 6. If you want to help a worried person under stress you, must be patient and have him be encouraged to talk. 7. His behavior in those trying circumstances does him honor. You must have him write about it. 8. You explained that "trying to keep up with the Joneses" means to have yourself have as much as one's neighbors (the Joneses) and, if possible, even more. 9. Now that you have promised to take the children for a drive, you must keep your word. 10. Now that the professor drew their attention to the difference between the two theories, the students can distinguish them.

7. Make up five sentences on each pattern.

8. Pair work. Make up and act out a dialogue, using the patterns.

9. Translate the following sentences into English:

1. Well. I admit your refusal. Anyway I'm glad we met. I hope, you'll take a rain check.
2. I didn't hope to find Johnny at home this time anyway. 3. Not try to have her work for you. Anyway, she'll do everything you ask.

1. Finally Jass had Ray employ him. 2. Till I wear the breeches I have you all do as I tell you! 3. This is no fault of mine you can't understand me, but I will have you listen to common sense. Wednesday Mrs. Higgins received guests and Mr. Higgins had he invite Elise.

1. Now that your exams are all over you can become a real lawyer. 2. Now that Tom have convinced everyone Simon was innocent we have to find the true criminal. 3. Now that Pamela didn't worry what people spoke of her they stopped gossiping about her.

10. Note down from the text (p. 6) the sentences containing the phrases and word combinations (p. 11) and translate them into Russian.

11. Complete the following sentences, using the phrases and word combinations:

1. If you are smart enough to cheat in this exam then you are an intelligent but very lazy person. 2. Tick the names off on the list, please .3. I hate swotting up before exams I fail to learn everything off. 4. Keep an eye open for this scamp. 5. Young teachers have always mark and grade the papers. 6. The results of the written test will come out tomorrow . 7. None adopted such an attitude towards people. 8. He get through. 9. He's just the sort of person that can always cut you short. 10. Ann rallied her thoughts. 11. The chairperson called out the names of the students who had managed their graduation thesis. 12. Never raise your voice during the lesson.

12. Pair work. Make up and act out situations, using the phrases and word combinations:

1. Imagine that you are sharing your experience in the technique of taking examinations with a freshman. You are not exactly a hardworking student.

2. Imagine you are instructing a young teacher who is to be an invigilator at the written exam.

13. Translate the following sentences into English, using the phrases and word combinations:

1. Everyone persuaded him to cheat in exams, but he stood his ground in his will to get through by himself. 2. Practical Diana looked through the guest list for the farewell dinner and ticked off the people she didn't consider necessary to invite. 3. Mike, did you really swotted up before exams? I never believe you are able to do it. 4. Keep an eye open for this fellow, please, he is capable of cheating in exams. 5. Usually, it takes a week to mark and grade examination papers at college. 6. The results of interlocution come out in a week. 7. Dorothy rallied her thoughts, assumed a severe air and opened the board meeting. 8. He managed to get through, even if he pushed for time for swotting up medical terms. 9. Chester began to explain the situation, but Ray cut him short. 10. The tutor call out names of participants and they stood out. 11. He never rose his voice at his people, but they were ready to comply any his request.

14. Explain what is meant by:

1. Examinations touch off his fighting spirit. Экзамены вызывают боевой настрой. 2. A single invigilator sat on a raised platform to keep an eye open for flagrant cheating. Единственный надсмотрщик сидел на возвышении чтобы предотвратить вопиющее жульничество. 3.... hoping by an incomplete sentence to give the examiners the impression of frustrated brilliance. Надеясь незаконченным предложением внушить экзаменаторам ощущение сорванного блеска подавленной гениальности. 4. Confusion breeds confusion and he will come to the end of his interrogation struggling like a cow in a bog. Замешательство порождает замешательство и он завязнет к концу своего опроса как корова в трясине. 5. "It's the same idea as talking about passing away and going above instead of plain dying." «Это то же самое, что говорить о смерти и преодолеть её, вместо того чтоб просто умереть».

15. Answer the following questions and do the given assignments:

a) 1. Why does Gordon equate the final examinations with death? How does he define an examination? 2. What is the usual way medical students prepare for examinations? 3. Why were the students so particular to humour Malcolm Maxworth? 4. Describe the procedure of the written examination as presented by the author. 5. In Gordon's opinion why are oral examinations so unpopular with the students? 6. Describe the psychological types fairly commonly seen in viva waiting-rooms. 7. Why were the days after the oral examination black ones for the students? 8. What was Grimsdyke's theory about failing exams? 9. In what way are the examination results usually announced? 10. How did Gordon feel when he learned that he had passed the exams?

b) 1. What is the general slant of the story? 2. What imagery is employed by the writer in describing the student's anticipating the examinations? 3. By commenting on six cases of simile chosen from the text explain and bring out the effectiveness of this stylistic device in the description of the examinations. 4. Explain and discuss the effectiveness of the allusion "judgement day" for conveying the students' fear of the examinations. 5. How does the author describe the difference between the psychological types of students at the examinations? What makes the description convincing? 6. Show how the writer conveys a sense of futility and despair in the description of the aftereffect of the examination on the students. Bring out the effectiveness of the sustained metaphor in creating the sense of futility Richard had after the examinations. 7. In what way is the atmosphere of growing suspense created? Show its function in conveying the sense of anticipation and excitement which is generated towards the end of the extract. 8. What contrast in mood and atmosphere do you detect between the whole text and the last paragraph? 9. By referring to four examples from the text, comment on the writer's sense of humour. 10. What impressions of Gordon's character do you derive from this passage?

16. Give a summary of the text (p. 6) dividing it into several logical parts.

17. Use the phrases and word combinations and act out the dialogues between:

1. Benskin and Richard Gordon on the technical details of the coming examinations. 2. Richard and his friend discussing the written examinations they've been through. 3.

Richard and Grimsdyke discussing the psychological types of students taking examinations. 4. Gordon and his friend in anticipation of the coming examination results.

18. As you read the following paragraph a) try to observe its structure, point out the topic sentence, the details of various kinds, the transitional devices used to move from one example to the other and the paragraph terminator:

1. In the United States any person who completes elementary and secondary school (grades 1 to 12) has a variety of advanced educational opportunities from which to choose. 2. For those people interested in a four year general education in preparation for work or further university study in such professional schools as law, medicine, or dentistry, there are hundreds of liberal arts colleges throughout the country, with widely varying curricula. 3. For those who want a four year technical education in one of the arts or sciences, there are specialized schools in, for example, music or engineering or architecture. 4. For the person who wants to enter the labour force in a particular vocation and with modest preparation in general education, most cities provide two year community colleges. 5. Increasingly important in recent years are technical institutes sponsored by various businesses and industries solely for the training of their own employees. 6. The brief summary of educational opportunities available to high school graduates in the United States suggests that organized learning can continue for several years beyond the basic twelve grades.

As you have observed, the plan of the paragraph is the following: the topic sentence (1) states the main idea of the whole paragraph; sentences (2, 3, 4, 5) — example sentences that give details to support the main idea of the topic sentence; the paragraph terminator, or a restatement sentence (6) reaffirms the central idea of the topic sentence.

b) Think about the educational opportunities in Russia. Write a paragraph about educational alternatives in Russia for people who have completed their basic education. The paragraph should contain six sentences: a topic sentence, four developers, and a restatement.

19. Write a ten paragraph essay on the Russian and American systems of higher education, specifying the following: admission requirements, students grants and financial aid, academic calendar, courses, political and cultural activities.

VOCABULARY EXERCISES

1. Study the essential vocabulary. Give the Russian equivalents for every unit and translate the examples into Russian.

2. Translate the following sentences into Russian:

A

1. «Ты слишком много суетишься из-за меня, не беспокойся», сказал он с улыбкой, пытаясь скрыть раздражение.
2. Я редко видел его таким. Он, кажется, в самом деле злится на меня из-за того, что я задал ему этот вопрос.
3. Его раздражал тот способ, которым она пыталась главенствовать/(держатъ верх) на всём собрании/заседании.

4. Я хочу, чтобы вы, леди Виллард, выяснили для меня точно, сколько тут газетных сплетен/уток, и как много, можно сказать, основано на фактах.
5. The woman kept chattering in and out as she prepared the table. Продолжая болтать, женщина, бегая туда-сюда, в то время как накрывала на стол. На близлежащем дереве трещала белка.
6. Шум/жужжание/визг старых ~~компьютерных~~ принтеров сразу вызвал у меня головную боль.
7. Тогда лихорадка подступила снова напала и его зубы застучали.
8. Друзья его ободрили, когда он почти готов был сдаться.
9. Никто не мог удержаться, чтобы не поаплодировать вердикту «невиновен». «Ну увидимся сегодня вечером. Поздравляю!» -- сказал я и положил телефонную трубку.
10. Аплодисменты толпы слышно за две мили от футбольного поля.
11. Он одарил меня радостным приветствием.
12. Его энергичное/живое принятие/признание обязательств ободрило всех нас.
13. Ты никогда не сможешь быть несчастливой в таком светлом доме.
14. В камине горел яркий огонь.
15. «Это соревнование не по борьбе, не состязание в силе» – сказал он.
16. Она отстаивала пять из семи титулов.
17. Между администрацией и профсоюзами всегда есть противоборство.
18. Она победила во множестве танцевальных конкурсов.
19. Теперь семь атлетов отчаянно пытаются выиграть??? чемпионат.
20. На сегодняшнюю вечернюю викторину съехались участники со всей страны для борьбы за титул «Супермозга».
21. Борьба за лидерство в партии набирает обороты.
22. Он дошёл до серьёзной депрессии, и до мысли о самоубийстве и обратился за срочной психотерапией.
23. Она выплыла из моря озябшей, но оживлённой и энергично вытерлась полотенцем.
24. Метод такого всестороннего обучения должен выдвинуть спорные вопросы, которые появились в жизни университета в 1960-м году.
25. Президент вышел из скандала незапятнанным?
26. Он, казалось, выходил из задумчивости.
27. Его профессиональное воспитание дало ей возможность действовать быстро и решительно, когда она столкнулась лицом к лицу с опасностью.
28. Моя жена была вынуждена вскрыть консервы, которые мы хранили на крайний случай.
29. Выяснилось, что между двумя компаниями шли полным ходом секретные переговоры.

В.

1. Он хотел, чтобы его оставили в покое, чтобы продолжать заниматься своими делами.
2. Его новая книга продвигалась хорошо.
3. Завтрак прибыл, и он побежал на него, как голодный беженец.
4. Я буду стараться руководствоваться разумом, насколько это возможно. Мне очень жаль, сударыня, но мы должны руководствоваться правилами.
5. "Я думаю, что моё представление приняли хорошо, ты как думаешь?"

6. Несмотря на низкие оценки критиков, фильм имел огромный коммерческий успех.
7. Я бы не хотел обсуждать это в данный момент.
8. Не подписывайте ничего, пока вы не просмотрели это тщательно.
9. Поменьше налегай на соль, это вредно для твоего сердца.
10. Некоторые шутки распространяются с каждым годом.
11. Я могу выпить стакан воды, чтобы запить/проглотить эти таблетки?
12. Они смотрели с минуту на едва появляющуюся зелень на ветвях на фоне неба.
13. Хотя был сырой мартовский день, с признаками надвигающегося в тумане сумерек, о окно у него было открыто настежь.
14. Я вежливо кашлянул, когда она зажигала сигарету, но она не поняла намёк.
15. В соусе только капелька коньяка, так что я не думаю, что вы опьянеете.
16. Это была большая комната с низким потолком, с грохочущими машинами, за которыми работали люди в белых жилетах и синих передниках.
17. Драет громко хвастался о своих недавних победах и Герствуд становился все больше и больше возмущённым.
18. Тихие неторопливые шаги приближающиеся к двери испугали меня.
19. Казалось, она была напугана моим присутствием/вопросом.
20. Я поймал такси, в котором гремело вниз по дороге.
21. Он остался один, за исключением Рейчел, гремящей кастрюлями на кухне.
22. Доведённый до крайней нищеты, попрошайничая, иногда голодая, иногда ночуя в парках, Герствуд признался себе, игра проиграна.
23. Департамент образования пригрозил директору сокращением персонала, что значило больше работы и снижения зарплаты оставшимся учителям и ему самому.
24. Каждый дом в этом районе превратился в руины.
25. Капитан был разжалован в солдаты за его позорный поступок.
26. Подрядчик снизил свою цену с 60 до 40 тысяч долларов.
27. Г-н Лам возмутился этими узурпациями/вмешательствами и сократил их до минимума.
28. Они были вынуждены продать автомобиль, чтобы оплатить счет за телефон.
29. Они добились существенного сокращения затрат на рабочую силу.
30. В, конце интервью Мартин был доведён до почти безмолвного бешенства.

3. Give the equivalents for:

досаждать кому-л. до смерти to annoy smb. to death; наскучить, надоедать to annoy (worry, harass, plague, pester, tease); было досадно (неприятно) it was annoying; недовольный голос annoyed voice; раздраженный тон annoyed tone;

стучать зубами to chatter; болтуны chatterboxes; щебетанье птиц chatter of the birds;

радостные мысли cheerful thoughts; веселое лицо cheerful face; веселая комната cheerful room; яркий, светлый день cheerful day; бодрое настроение cheerful spirit; жизнерадостный человек cheerful man; приятная беседа cheerful chat; веселье, оживление cheer; возгласы одобрения cheers; поддержка, утешение cheer; аплодисменты cheers;

спор, состязание, борьба contest; международное соревнование international contest; музыкальный конкурс musical contest; бороться за каждую пядь земли to

contest every inch of one's land; соперничать to contest; добиваться избрания в парламент to contest;

внезапно появиться to emerge; неприкосновенный запас emergency; запасной выход emergency escape; стоп-кран emergency brake; крайняя необходимость emergency; критическое положение emergency; вынужденная посадка emergency landing; чрезвычайные меры emergency measure; чрезвычайное положение case of emergency; непредвиденный случай emergency; спасательная шлюпка emergency boat; чрезвычайные полномочия emergency powers;

расхаживать to go about; продолжать go along; предшествовать go before; пересматривать to go behind to; проанализировать заново to go behind to; посредник go-between; пасть, быть побежденным go down;

оставаться в веках to go on for ages; быть принятым, одобренным (кем-л.) to go down;

бросаться, нападать на кого-то to go at; возвращаться к чему-л. to go back to smth.;

основывать свое мнение на чём-л. to go by; платить (за обед) поровну, (пополам) go halves; продать дешево (даром) to go for nothing;

нравиться (о чем-то) to go for; потерять сознание to go off; просмотреть что-л. (бегло ознакомиться) to go over;

слегка намекнуть to drop a hint ; прозрачно намекнуть to give a person a gentle hint, намекать на что-л. to hint at; грубо намекнуть to give a person a broad hint; быть признаком (надвигающейся грозы) to give a hint of a coming storm;

трещать, грохотать, греметь to rattle; барабанить (о дожде) to rattle; болтать, трещать, говорить без умолку to rattle away/on; мчаться с грохотом to rattle past/along; отбарабанить урок to rattle off one's lesson; погремушка rattle; гремущая змея rattler;

снижать цены to reduce prices; снижать зарплату to reduce wages; укоротить юбку to reduce the length of a skirt; уменьшить влияние to reduce one's fluence; довести до крайности to reduce to extreme; довести до нищеты to reduce to begging; довести до минимума to reduce to a minimum; довести до абсурда to reduce to an absurdity; сократить военные расходы to reduce military expenditure; сбавить скорость to reduce speed, понижать температуру to reduce temperature.

4. Paraphrase the following sentences using the essential vocabulary:

1. The girls chattered like magpies as if unaware of my presence. 2. The cheers of the audience filled the theatre. 3. Don't be sad, I've got cheerful news for you. 4. You shouldn't argue a point or a statement trying to show that it is wrong, when you don't go by facts. 5. Let's go back to this scene again. 6. How did you happen to find out about it? There wasn't even a slight hint at it in his letter. 7. An old cart passed rattling by quickly. 8. If you don't want to get some lung disease you must give up smoking or reduce it to a minimum.

5. Use the essential vocabulary in answering the following questions. Give full answers repeating the words of the question:

1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say

when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if serious problems with the plane's engine arise midflight? 6. Do you agree that failing health too often accompanies old age? 7. Do students have to examine a deeper level of the writer's words while preparing for the interpretation of the text? 8. What kind of cars usually move noisily and not very quickly? 9. Why did Hurstwood have to start to beg for his living?

6. Mike up and act out short dialogues or stories using the essential vocabulary.

7. Replace the phrases in bold type by suitable phrasal verbs based on the verb "to go":

1. I'll have **to examine** – **to go into** those papers closely before I can say anything definite. 2. I had the idea of making a raft but couldn't figure out how **to start** – **to go about** it. 3. The engineers **examined** – **went into** the machine carefully trying to establish the cause of trouble. 4. In his report the speaker **attacked** – **went at** the hedgers who were forever trying to shift the responsibility onto somebody else. 5. As you **get better** – **went along** in English, you'll find it easier to communicate. 6. I hope I can **base my** – **go by judgement** of these events on your information. 7. He **didn't fulfil** – **went back his promise** to work harder. 8. How did your pupils **accept** – **go down** your first lesson? 9. My opinion of him **dropped considerably** – **went down** when I found out the truth. 10. **Be kind to** – **go easy on** the dog, he didn't mean to hurt you. 11. I **wouldn't dare** – **go so far as** criticise him to his face. 12. You shouldn't **make** - **go round** your feelings so obvious to everyone.

8. Supply the appropriate word chosen from those at the end of the exercise:

1. A lamb bleats. 2. A mouse squeaks. 3. A pigeon cooes. 4. A bird chirps. 5. An owl hoots. 6. A crow croaks. 7. A tiger roars. 8. A rattlesnake rattles. 9. A nightingale warbles. 10. A monkey chatters.

9. Supply the appropriate word chosen from those at the end of the exercise:

1. The brakes grated as the driver brought the car to a sudden stop. 2. The dry leaves rustle in the wind. 3. The hail rattles on the roof. 4. Old Thomas heard little feet pattered down the corridor and then stopping at his door. 5. The clock chimed twelve. 6. The bells jingle merrily as the horses drawing the carriage broke into a steady trot. 7. His teeth chattered with cold. 8. The air hiss as it escaped the punctured tyre. 9. She heard the door bang and sighed in relief.

10. Which words given in brackets denote:

1. a clumsy, awkward person – butter-fingers; 2. an offensively inquisitive person – Nosy Parker; 3. an impudent person who thinks he is clever – smart alec; 4. a person who doubts everything – doubting Thomas; 5. a person who discourages hope, enthusiasm or pleasure – wet blanket; 6. a person who's always in the company of others even when he is not wanted – a hanger-on

11. Translate the following sentences into English using the essential vocabulary:

a) 1. Close the window, please, the noise annoys me. 2. The water was so cold that Tom started to chatter with cold. 3. In the silence of the wood the chatter of the birds was heard. 4. Cheerless thoughts kept him awake all the night. 5. He carried youthful optimism and cheerful faith in people through his life. 6. A young unknown musician, who took part in an international Tchaikovsky Competition, became a great pianist later on. 7. The fish, finally, emerged on the surface of the water. The old man was astonished by its size. 8. He emerged in town when he was least expected. 9. The lawyer went to the witness, asking him endless questions, so that eventually the witness began to contradict himself. 10. Mr. Walter went along the bank. Everything was calm. 11. "I know that you have lied to me now, but I'm not going to be annoyed with you, I am sure you tell me everything by yourself," - said Gerald wearily.

b) 1. I hinted that some money was due to him, but to my surprise, my words have not got him. 2. They gave Dally a broad hint that they were no longer in need of her services, but she continued to come every day. 3. The windows rattled in the wind. 4. I do not understand why you reduce my words to absurdity. 5. Long illness of Mrs. Heartwood's husband and lack of job have reduced Mrs. Heartwood to abject poverty. 6. You should reduce the speed. We have driven into town. 7. Colonel was reduced to the ranks for the fact that he rendered up the town.

12. a) Give the Russian equivalents for the following English proverbs:

Familiarity breeds contempt. Близкое знакомство чревато взаимной потерей уважения, чем больше знаешь, тем меньше ценишь.

Experience is the best knowledge. Опыт – лучшее знание.

Who chatters to you will chatter of you. Тот, кто сплетничает с вами, будет сплетничать и о вас.

b) Make up and act out the stories illustrating the given proverbs.

CONVERSATION AND DISCUSSION

HIGHER EDUCATION IN THE UNITED STATES OF AMERICA

TOPICAL VOCABULARY

1. Who is who:

applicant/prospective student абитуриент; **freshman** студент первого курса; **sophomore** (студент-)второкурсник, **junior** предпоследний (класс, курс - при четырехлетнем обучении), первый, второй (при трехлетнем обучении); первый (при двухлетнем обучении), **senior** выпускной, последний (о классе, курсе, семестре), **undergraduate student** 1. студент Учащийся колледжа или университета, еще не получивший диплома бакалавра [bachelor's degree]. **undergraduate, undergrad** студент-выпускник Учащийся выпускного курса колледжа или университета; **graduate (grad) student** 1. аспирант (человек, который получил университетскую степень бакалавра и продолжает научную работу, чтобы получить учёную степень магистра), 2. последипломный студент;

part-time student студент, обучающийся в режиме неполного дня; **transfer student** студент, перешедший из другого колледжа; **night student** вечерник; **faculty** профессорско-преподавательский состав; **teaching assistant** помощник преподавателя, **assistant professor** старший преподаватель. Обычно имеет диплом бакалавра или магистра, а в крупных университетах - и доктора. Относится к категории высшего преподавательского состава, но имеет большую и менее престижную учебную нагрузку (вводные курсы, практические занятия и т.п.), чем профессор [full professor]. Во многих университетах на этой должности разрешено работать не более 8-9 лет, по истечении которых следует повышение или увольнение, **associate professor** адъюнкт-профессор примерно соответствует доценту в странах Европы, обычно имеет степень магистра [master's degree] и работает над докторской диссертацией [doctor of philosophy]. Назначение утверждается советом опекунов [board of trustees] после рекомендации специальной комиссии. Ему обычно дается постоянный статус [tenure], но иногда начальный контракт ограничивается несколькими годами, **(full) professor** профессор (должность преподавателя в американском вузе, соответствует должности профессора в российском вузе); **counselor** консультант.

2. Administration:

dean декан, **assistant dean** помощник декана, **department chairman** председатель факультета; **President of the University** ректор (университетского колледжа или университета); **academic vice-president** зам. ректора по уч. части; **student government** студенческое самоуправление, студенческий совет; **board of trustees** совет попечителей (опекунов, регентов) Коллегиальный орган управления колледжа или университета, на который возложено решение финансовых и общественно значимых вопросов (решения по вопросам учебного процесса принимаются профессорско-преподавательским составом [faculty]). Обычно состоит из известных или состоятельных граждан (иногда это выпускники, очень редко - педагоги по специальности). Количество членов - от 10 до 60. В государственных учебных заведениях попечители назначаются губернатором штата [governor], или выбираются голосованием законодательного органа, или всенародно (срок службы - в среднем 1-3 года). В частных колледжах и университетах новых попечителей выбирают уже работающие попечители. Студенты и преподаватели в большинстве случаев не знают имен попечителей.

3. Structure:

college (college of Arts and Sciences); **school** (school of Education педагогический центр (районная организация, часто при университете; контролировала работу отделений педагогической подготовки [department of education] при университетах; такие центры существовали до 1975)), **evening school** вечерняя школа; вечерние курсы; **grad** выпускной **school**; **summer school** 1) летние курсы для студентов и всех желающих 2) летние курсы профессионального усовершенствования; **college of continuing education** дальнейшего образования; **department** факультет; кафедра; **career development and job placement office** учреждение по профессиональному развитию и трудоустройству.

4. Academic calendar

пед.календарь:

fall **spring** term/semester осеннее-весенний семестр; **fall**, **winter**, **spring**, **summer** **quarter** четверть; **school/academic** year учебный год; **exam** period/days

экзаменационная сессия — **reading days/period** время для подготовки к экзаменам; **break/recess** каникулы; **deadline** последний день для сдачи (fall term break; winter recess or winter holidays, summer vacation).

5. Academic programs:

course (a one / three credit зачётный course); **to take a course** проходить курс, **to give a lecture** читать лекцию; **pass-fail course** курс занятий с итоговой оценкой "зачёт-незачёт";¹ **elective** факультативный курс, а **major/to major** профилирующая дисциплина (what's your major?); **a minor** непрофилирующий предмет (second in importance); **discussion session** семинарское занятие; **seminars** семинар; **a more academic class** более теоретическое занятие, usually with grad students; **a student-teacher** студент-практикант.

6. Grades уровни:

to get/to give a grade поставить кому-л оценку; **pass-fail grading** система оценки учащихся по принципу "сдал-не сдал", "зачёт-незачёт" (e. g.: to take grammar pass-fail); **grades A, B, C, D, E**; **A-student** студент уровня; **to graduate with straight A** оканчивать ВУЗ на отлично; **a credit** "зачёт", **to earn a credit** получить зачёт; **education record** карточка сведения о студенте.

7. Tests испытания:

quiz экзамен; короткий тест; **to take/to give an exam** сдавать экзамен; **to retake an exam (a retake)** пересдавать экзамен; **to flunk a course** провалить курс; **to flunk smb** завалить кого-л.; **to drop out/to withdraw** бросать (учёбу, работу); **a pass-fail test** система оценки знаний студентов, "сдал-не сдал", "зачёт-незачёт"; **multiple choice test** письменный тест, в котором учащийся из нескольких ответов выбирает правильный; **essay test** сочинение; **SAT** Scholastic Aptitude Test экзамен на выявление академических способностей, **PSAT** (preliminary предварительный SAT) **ACT** "Тест американского колледжа" Один из тестов в системе тестирования студентов при поступлении в университет или переходе из одного университета в другой. Определяет общий образовательный уровень абитуриентов по английскому языку, математике, гуманитарным и естественным наукам American College Test Program; **GPA** средний академический балл.

8. Red Tape:

to register (academically and financially) журнал; **to enroll for admission** вносить в список допущенных; **to interview** проводить собеседование ; **to sign up for a course** записываться на курс; **to select classes/courses** выбирать занятия; **to drop a course** бросить курс, **to add a course** взять внезачётный отдельно оплачиваемый курс по интересам, **a student I.D.** студенческий билет, **library card** библиотечный формуляр; **transcript** дубликат, копия; **degrees**: **B.A.** Bachelor of Arts бакалавр гуманитарных наук, **M.A.** master of arts магистр гуманитарных наук (искусств) Ученая степень. Требуется двухгодичного обучения, **Ph.D.** Doctor of Philosophy доктор философии; **to confer a degree** присвоить степень; **to confer tenure** присвоить постоянную должность, заключается университетом с профессором, **thesis** диссертация, **paper** документ; официальная бумага, **dissertation** диссертация; трактат, труд.

9. Financing:

full-time fees плата за полную ставку; **part-time fees** плата за совместительство (неполную нагрузку); **grants** субсидии; **student financial aid** финансовая помощь студенту на образование; **to apply for financial aid** подавать заявление о

финансовой помощи студенту на образование; **to be eligible for financial assistance** иметь право на получение финансовой помощи; **scholarship** стипендия; **academic fees** академические сборы (Взнос включает в себя плату за обучение, экзамены, регистрацию и вклад в стоимость услуг студентам. Не включает плату за проживание, питание и другие личные вещи) **housing fees** плата за проживание в общежитии; **a college work-study job** программа "работа-учеба" Учеба в университете, график которой позволяет студенту работать на территории университетского городка. При этом колледж или университет помогают студенту в трудоустройстве. Изучение очных программ по частям в растянутые сроки вызвано ростом числа студентов, совмещающих учебу с работой.

Higher Education

Out of more than three million students who graduate from high school each year, about one million go on for higher education. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply. Successful applicants at such colleges are usually chosen on the basis of a) their high school records; b) recommendations from their high school teachers; c) their scores on the Scholastic Aptitude Tests (SATs).

The system of higher education in the United States comprises three categories of institutions: 1) the university, which may contain a) several colleges for undergraduate students seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree, 2) the technical training institutions at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; and 3) the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Some universities and colleges have, over time, gained reputations for offering particularly challenging courses and for providing their students with a higher quality of education. The factors determining whether an institution is one of the best or one of the lower prestige are quality of the teaching faculty; quality of research, facilities; amount of funding available for libraries, special programs, etc.; and the competence and number of applicants for admission, i. e. how selective the institution can be in choosing its students.

The most selective are the old private north-eastern universities, commonly known as the Ivy League, include Harvard Radcliffe, (Cambridge, Mass., in the urban area of Boston), Yale University (New Haven, Conn. between Boston and New York), Columbia College (New York), Princeton University (New Jersey), Brown University, Cornell University, Dartmouth College, University of Pennsylvania. With their traditions and long established reputations they occupy a position in American university life rather like Oxford and Cambridge in England, particularly Harvard and Yale. The Ivy League Universities are famous for their graduate schools, which have become intellectual elite centers.

In defence of using the examinations as criteria for admission, administrators say that the SATs provide a fair way for deciding whom to admit when they have ten or twelve applicants for every first-year student seat.

In addition, to learning about a college/university's entrance requirements and the fees, Americans must also know the following:

Professional degrees such as a Bachelor of Law (LL.A.) or a Bachelor of Divinity (B.D.) take additional three years of study and require first a B.A. or B.S. to be earned by a student.

Graduate schools in America award Master's and Doctor's degrees in both the arts and sciences. Tuition for these programs is high. The courses for most graduate degrees can be completed in two or four years. A thesis is required for a Master's degree; a Doctor's degree requires a minimum of two years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-hour-a-week courses every semester. (Semesters usually run from September to early January and late January to late May.) Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in Linguistics, for example, could involve one hour of lectures plus two hours of seminars every week. Most students complete 10 courses per an academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

In the American higher education system credits for the academic work are transferable among universities. A student can accumulate credits at one university, transfer them to a second and ultimately receive a degree from there or a third university.

1. As you read the text a) look for the answers to the questions:

1. What are the admission requirements to the colleges and universities? 2. What are the three types of schools in higher education? 3. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of these degrees? 4. What are the peculiarities of the curricula offered by a college or a university? 5. What is a credit in the US system of higher education? How many credits must an undergraduate student earn to receive a bachelor's degree? How can they be earned?

b) Find in the text the factors which determine the choice by an individual of this or that college or university.

c) Summarize the text in three paragraphs.

2. Use the topical vocabulary and the material of the Appendix (p. 262) in answering the following questions:

1. What steps do students have to take to enroll in a college/ university for admission? Speak about the exams they take — PSAT, SAT, ACT. 2. What financial assistance are applicants eligible for? What is college scholarship, grants, loan? Explain and bring out

the essence of student financial aid. 3. Speak about the academic calendar of a university. How does an academic year differ from the one in Russia? 4. How many credit hours does a student need to graduate? What type auricular courses and how many does a student have to take to earn a degree? 5. What is a GPA (grade point average) ? 6. What is there to say about a college faculty? What is a tenure? 7. What is the role of a student's counsellor? Specify the function of career development and job placement within a university. 8. Should there be an age limit for university full-time students? What are your attitudes to mature students? 9. What are the sources of funding for universities and colleges (both public and private)? 10. What is an undergraduate student ? A graduate student ?

3. a) Study the following and extract the necessary information:

Average Academic Fees per Quarter (public university)		
	Tuition	
	non-residential	
	students	
Colleges		
residential		
students		
Two Year Colleges	\$ 753	\$ 1796
College of Applied Science	\$ 753	\$ 1796
University College	\$ 63	\$ 150
(part-time rates per cr. hour)		
<i>Baccalaureate Colleges</i>		
Art & Science, College-Conservatory	\$ 753	\$ 1796
School of Education, Evening College, Business Administration, etc.	\$ 63	\$ 150
(part-time rates per cr. hr.)		
<i>Graduate and Professional Programs</i>		
Medicine (M.D.)	\$ 2188	\$ 4204
(part-tame per cr. hr.)	\$ 182	\$ 350
Law J.D.)	\$1192	\$2323
(part-tame per cr. hr.)/	\$ 99	\$ 194
Graduate programs	\$1171	\$2303
(part-tame per cr. hr.)	\$98	\$ 192
Room	\$642	
Board (10 meals a week)	\$ 1045	

**Average College Expenses
(University of Pennsylvania — private)**

Tuition and General Fee	\$ 11,976
Room and meals	\$ 4,865
Books and supplies	\$ 380
Educational Technology Fee	\$ 200
Personal expenses (e. g. clothing, laundry, recreation)	\$ 1,009

Total: \$ 18,430

b) Comment on the given information and speak about the financial aspect of getting a higher education in the US A.

4. Read the following dialogue. The expression in bold type show the way people can be persuaded. Note them down. Be ready to act out the dialogue in class:

Molly. Yolanda, I have big news to tell you. I've made a very big decision.

Yolanda: **Well, come on.** What is it?

M.: I'm going to apply to medical school.

Y.: You're what? But I thought you wanted to teach.

M: I've decided to give that up. Teaching jobs are being cut back now at many universities.

Y.: **Yes,** and I've read that a number of liberal arts colleges have been closed.

M: I have a friend who finished his Ph. D. in history last year. He's been looking for a teaching position for a year, and he's been turned down by every school so far.

Y.: I suppose a Ph.D. in the humanities isn't worth very much these days.

M: No, it isn't. And even if you find a teaching job, the salary is very low.

Y.: Yeah, college teachers should be paid more. **But, Molly,** it's very difficult to get into medical school today.

M.: I know. I've been told the same thing by everyone.

Y.: How are you going to pay for it? It costs a fortune to go to medical schools now.

M.: Maybe I can get a loan from the federal government.

Y.: That's an interesting possibility **but it doesn't** solve the financial problem entirely **even if** you get the student financial aid. You will graduate owing money. Medical students, especially, acquired heavy debts. Recently I read of one who owed \$ 60,000. **Won't you** be facing sufficient other problems without starting life in debt? **Aren't** many college graduates having trouble even finding jobs? When they find them, **don't** they begin at relatively modest salaries ?

M.: I don't know, but...

Y.: **It's foolish** for a student to acquire debt, a negative dowry, **unless** it's absolutely imperative. Students sometimes become so excited about college that they forget there's life afterwards.

M: Maybe you're right. Life is a series of compromises, I'll have to consider career possibilities in the light of college costs...

5. In trying to persuade others, people use different tactics which can be classified into 3 basic strategies — hard, soft, and rational. Hard tactics alienate the people being influenced and create a climate of hostility and resistance. Soft tactics —

acting nice, being humble —may lessen self-respect and self-esteem. People who rely chiefly on logic reasons and compromise to get their way are the most successful.

1) As you read the extracts below pay attention to the difference between the 3 different strategies of persuasion — hard, soft and rational:

a) (*parent to child*) Get upstairs and clean your room! Now. (hard); b) (*professor to student*) I'm awfully sorry to ask you to stay late but I know I can't solve this problem without your help, (rational); c) (*professor to student*) I strongly suggest that you work this problem out, if not, I will have to write a negative report about you. (hard); d) (*teacher to freshman*) That was the best essay I ever read. Why don't you send it to the national competition? You could do very well there, (soft).

2) Turn the given situation below into four possible dialogues by supplying the appropriate request of the first speaker:

John, a high school undergraduate, asks his Latin teacher to write a recommendation for him to apply to the University of Pennsylvania for admission.

a) J.:

T.: Sure, John.

b) J.:

T.: Of course, John.

c) J.:

T.: I suppose that's all right, John.

d) J.:

T.: Yeah, that's OK, John.

3) In the text below: The teacher is giving Jeff, talented but a very lazy student, his advice, a) Decide if the teacher's strategies are hard, soft or rational:

I guess there is nothing more I can say or do to persuade you to try harder, Jeff. At this point it is crucial that you decide what you really want to do in order to know the language well. It's important to start early. You are very bright but it is still essential that you practise on a daily basis. It is also very important for you to come to class regularly. No one can do these things for you and no one should. It's necessary that you decide yourself whether to make these changes in your attitude or to give up your future as a teacher of English.

b) Act out a dialogue based on the above given situation. Vary the teacher's strategies by changing the Subjunctive Clauses to Infinitive Clauses and the Infinitive Clauses to Subjunctive Clauses.

6. Pair work. 1) From the dialogue in Ex. 4 Use the problems which young people face choosing a career in the USA. Team up with another student and discuss the problem of a career choice. Try to be convincing in defending your views. 2) Use the art of persuasion in making your son apply to the university of your choice which does not appeal to him. Vary the strategies from soft to hard.

7. In some US universities and high schools there are summer schools where high school students may repeat the courses to improve their grades or they may take up

some additional courses to get better opportunities while applying for admission to a university. College students attend summer schools for the above mentioned reasons and also to speed up getting a degree by earning additional credits. (The classes are paid for on per hour basis). There have been years of debate to introduce a year-round compulsory schooling. Below is the text about an experiment which was made in Los Angeles.

a) Read it carefully and note down the arguments for and against the idea of a year-round compulsory schooling.

Year-Round Schooling Is Voted In Los Angeles

The L.A. board of education, has voted to put all its schools on a year-round schedule. This decision does not necessarily increase the number of school days, but it is expected to save money on new construction and allow more efficient use of existing school facilities. Students would go to school for the same total 180 days a year, but they would have more, shorter vacations. In crowded schools, vacations would be staggered to ease the demand for space. Educational experts would study closely whether the benefits of a year-round program are worth the sacrifice of the traditional summer vacation. If it is proven that test scores of students are improved and performance is up, other cities will emulate the program.

The supporters of year-round education believe educators simply cannot justify that long three-month summer vacation any more. The nine-month schedule was never designed for education. It is a 19th century agricultural-economic schedule. Supporters, many from Hispanic and black inner-city areas, contend that the year-round schedules are the only economically practical way to cope with continuing influx of new students into schools that are already strained beyond capacity.

But there is a lot of opposition simply because it's a change. It's a deep-seated tradition that kids don't go to school in the summer and teachers don't teach.

The decision in Los Angeles was driven primarily by a need to alleviate overcrowding in the schools. Besides many educators also back the theory that children learn and retain more when breaks from class-room work are shorter and academic performance often improves in year-round schools. The exact calendar to be used is still under study, but most students will either go to school on a cycle of 60 weekdays of class followed by 20 weekdays of vacation, or 90 weekdays of class followed by 30 weekdays of vacation. For example students would have one-month vacation in August, December and April. In most crowded schools students would be broken into "tracks", or groups that would follow overlapping schedules to ensure that school facilities are in constant use with a minimum of overcrowding.

Parents in Los Angeles had jammed hearing on the issue for several years with many protesting that vacations would be hard to coordinate, especially if children in different schools were in different schedules, and that it would be difficult for older children to find summer jobs. Others say that they would just as soon have vacation time to ski in the winter as they would have time off in the summer.

b) The issue of putting your school on a year-round schedule is to be debated at the sitting of the school board of education. Pair work. Enact a dialogue between a

parent and a teacher on the issue offering valid arguments noted down from the text above.

c) Work in groups of 3 or 4 (buzz groups) and assign one of the views on the issue of a year-round schooling to each group.

d) Spend a few minutes individually thinking of further arguments you will use to back up the opinion you have been assigned.

e) Enact the debates on a year-round schooling at the sitting of the school board of education. Do your best to support those who share a similar point of view and try to persuade those who disagree (use phrases of persuasion and agreement/disagreement given in the Appendix).

8. Below are the extracts bringing out some problems American higher education is faced with at present. Read the selections carefully and comment on the way constitutional statement guaranteeing the theory equality of educational opportunities to the people of the USA is carried out the practice:

1. "After ten years of affirmative action and federal legislation prohibiting sex discrimination, women are still second class citizens on the campus, but women are a new advocacy group — this is how we have to think of ourselves in the 1990s."

2. "Having come with too little too late to the slums, our country has failed to provide lower educational resources through which many of our young black Americans may realize their potential. We have failed to provide adult-learning institutions effectively addressed to the backwash of racism and slavery."

3. "... Deep split in American life transcends black and while, rich and poor, educated and ignorant, slum and suburb.

Black America is the testing ground for our moral crisis. There is no more prevailing American tradition than having our black do the dirty, messy, difficult business of society. In those institutions where people can be hurt — in bad schools, in inferior and demeaning occupations, in wars — the black people have manned the front lines."

9. Group discussion. Read the following selections. The issue discussed is the role of the student in the university. Consider each of the categories presented below and discuss the position of the Russian students at the institute in view of the recent changes in the Russian system of higher education:

1. "Is the student's role similar to that of an apprentice — studying the master and gradually becoming a master? Or is the proper relationship one of a ward of the university, which is responsible for the student's welfare and moral and intellectual training? Or is the student a client of the university — where the student seeks out professors to help in areas of interest and need?

2. "It is probably safe to say that in England, Canada and the United States, until recent years, there has always been a sharp distinction between the role and status of the teacher and the role and status of the student — a simple recognition of the fact that the

former by virtue of his knowledge, age and experience should exercise some domination and direction over the latter."

3. "A person's role in any given situation is defined not only by the individual but by other people and institutions in the environment. Up to 1950 there seemed few differences in the views of students, professors, or the university in respect of the student's role in the university.

Quite clearly the student was not a member of the university if membership is defined as having a shared responsibility for the program, regulations, welfare of the institution. In these respects the student was without status or recognition.

The attitude of the university was paternalistic and authoritarian; this was accepted by all concerned."

4. "It was obvious in the seventies that student protest had altered the ethos of the campus in many significant ways. There was, for example, the relaxation of admission requirements, the adoption of pass-fail grading in many courses, the increasing provisions for independent study, the emphasis on creative art; the growth of work-study programs, the free choice of a wide variety of subjects.

There was now no argument: students did share the power. The vital question was to what extent and in what areas?

But in respect of the student's role in the university, a significant point in the history of the university was turned. Students could no longer be considered children, they were adults with responsibility for their own behaviour and conduct; they were franchised members of the university with voting rights on some issues and potentially on all issues within the university community."

10. Enact a panel discussion:

A panel discussion programme appears on TV. Four members of the public are invited to give their opinions. The questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel.

a) Open the group discussion by describing the members of the panel and the chairperson.

b) Split into groups of four students. Pretend you are the TV panel. Elect a chairperson and decide which of the four roles each of you will take: Mrs/Mr Terrie/John Hill, the academic vice president: Mrs/Mr Lilian/Joseph Ubite, a professor in the department of education; Mrs/Mr Denis/Gary Bell, a grad student in education: Florence/Donald Burrell, an undergraduate.

c) Consider the questions under discussion and enact the panel:

1. How should higher education be organized, governed, directed? How much, if any, freedom and autonomy should there be for universities and institutes? 2. Students should share the responsibilities in a university and enjoy equal rights with the faculty. The vital question is to what extent and in what ways? 3. Pros and cons of written and oral examinations.

11. Do library research and write an essay on one of the given topics:

1. Education for national minorities. The problem of bilingualism in the USA and Russia.
2. The principal tasks of higher education.
3. Teacher training in the USA.
4. Problems in higher education in the USA and in Russia.

Unit Two

TEXT

From: TO KILL A MOCKINGBIRD

By Harper Lee

Harper Lee was born in 1926 in the state of Alabama. In 1945-1949 she studied law at the University of Alabama. "To Kill a Mockingbird" is her first novel. It received almost unanimous [jʊˈnænɪməs] единодушный critical acclaim одобрение and several awards, the Pulitzer Prize among them (1961). A screen play adaptation of the novel was filmed in 1962.

This book is a magnificent [mægˈnɪfɪsənt] изумительный, powerful novel in which the author paints a true and lively picture of a quiet Southern [ˈsʌðən] town in Alabama rocked потрясенный by a young girl's accusation обвинение of criminal assault [əˈso:lt] насилие.

Tom Robinson, a Negro, who was charged with отвечать за raping изнасилование a white girl, old Bob Swell's daughter, could have a court-appointed defence назначенный судом защитник. When Judge Taylor appointed назначать Atticus Finch, an experienced опытный smart lawyer and a very clever man, he was sure that Atticus would do his best. At least Atticus was the only man in those parts решение who could keep a jury¹ присяжные не позволять out so long in a case bite ухватиться that. Atticus was eager to take браться up this case in spite of the threats of the Ku-Klux-Klan [ˌku:klʌksˈklæn] Ку-клукс-клан.²

He, too, was sure he would not win, because as he explained it to his son afterwards впоследствии: "In our courts суд, when it is a white man's word against a black triad's, the white man always wins. The one place, where a man ought to get a "square deal честная сделка, is in a court-room, be he any color* of the rainbow, but people a way of carrying their resentments негодование right into the jury box скамья присяжных. As you grow

* Please note that the American spelling is used throughout the text. However, in the questions and exercises the British spelling is retained and it is recommended that you continue to use this.

older, you'll see white men cheat надувать black men every day of your life, but let me tell you something and don't you forget it — whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash отребье...

There is nothing more sickening отвратительный, to me than a low-grade низкосортный white man who'll take advantage выгода of a Negro's ignorance. Don't fool обманывать yourselves — it's all adding up сводиться, складываться and one of these days we're going to pay the bill for it".

Atticus's son Jem aged thirteen and his daughter Jean Louise, nicknamed Scout, aged seven were present at the trial судебный процесс and it is Jean Louise, who describes it...

Atticus was half-way through his speech to fee вознаграждение jury присяжных. He had evidently pulled тянуть some papers from his briefcase портфель feat проделка rested beside рядом his chair, because they were on his table. Tom Robinson was toying игрушечный, флиртуя wife them. "

"...absence of any corroborative подтверждающий evidence, this man was indicted обвинён on a capital charge обвинение в преступлении, наказуемое смертной казнью and is now on trial for his life..."

I punched ударить кулаком Jem. "How long's he been at it?"

"He's just gone over fee нанятый evidence свидетельское показание, улика," Jem whispered... We looked down again. Atticus was speaking easily, wife the kind of detachment беспристрастность he used when he dictated a letter. He walked slowly up and down in front of fee jury, and fee jury seemed to be attentive: their heads were up, and they followed Atticus's route путь with what seemed to be appreciation положительная оценка. I guess it was because Atticus wasn't a thunderer трещотка.

Atticus paused, then he did something he didn't ordinarily do. He unhitched отцеплять his watch and chain and placed them on fee table, saying, "With the court's permission —"

Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap клочок of his clothing until he undressed at bedtime, and to Jem and me, this was fee equivalent of him standing before us stark naked совершенно голый. We exchanged обменяться horrified glances.

Atticus put his hands in his pockets, and as he returned to the jury, I saw his gold-collar button and the tips кончик of his pen and pencil winking мерцающий in fee light.

"Gentlemen," he said. Jem and I again looked at each other: Atticus might have said "Scout". His voice had lost its aridity сухость, its detachment отстранённость, and he was talking to fee jury as if they were folks родня on fee post office corner.

"Gentlemen," he was saying. "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting фильтрация of complicated трудный для понимания, facts, but it does require you to be sure beyond по ту сторону all reasonable разумный doubt as to the guilt виновность of the defendant обвиняемый. To begin with, this case should never have come to trial. This case is as simple as black and white.

"The state состояние has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with обвинён ever took place. It has relied instead upon можно не сомневаться the testimony свидетельское показание of two witnesses свидетель whose evidence has not only been called into serious question on cross-examination перекрёстный допрос, but has been flatly категорически contradicted противоречить by the defendant обвиняемый. The defendant is not guilty, but somebody in this court is.

"I have nothing but pity in my heart for the chief основной witness свидетель for the state, but my pity does not extend простираться so far as to her putting a man's life at stake столб, which she had done in an effort to get rid of her own guilt.

"I say guilt, gentlemen, because it was guilt that motivated her. She has committed совершить no crime, she has merely broken a rigid непреклонный and time-honored освящённый веками code свод законов of, our society, a code so severe that whoever breaks it is hounded преследовать from our midst середина as unfit to live with. She is the victim of cruel тяжкий poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent последующий reaction is something that all of us have known at one time or another. She did something every child has done — she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out набрасываться at her victim — of necessity she must put him away from her — he must be removed from her presence, from this world. She must destroy the evidence of her offense.

"What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted соблазнять a Negro.

"She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

"Her father saw it, and the defendant ответчик; обвиняемый, has testified свидетельствовать as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely варварски by someone who led almost exclusively with his left. We do know in part what Mr Ewell did: he did what any God-fearing богобоязненный, persevering настойчивый, respectable white man would do under the circumstances — he swore out присягнуть a warrant ордер, свидетельство, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath [эуθ] клятва, присяга with the only good hand he possesses обладать — his right hand.

"And so a quiet, respectable, humble простой Negro who had the unmitigated абсолютный temerity безрассудство to 'feel sorry' for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand на суд — you saw them for yourselves. The witness свидетель for the state, with the exception кроме мнения of the sheriff of Maycomb County, have presented themselves to you, gentlemen, to this court, in the cynical confidence that their testimony свидетельское показание would not be doubted, confident that you, gentlemen, would go along with them on the assumption допущение — the evil assumption — that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber широта ума.

"Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women — black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this court-room who has never told a lie, who has never

done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped вытирать them, and we saw another "first": we had never seen him sweat — he was one of those men whose face! never perspired потеть, but now it was shining tan зарар.

"One more thing, gentlemen, before I quit. Thomas Jefferson³ once said that all men are created equal, a phrase that the Yankees⁴ and the distaff side женская линия⁵ of the Executive branch исполнительная ветвь власти in Washington are fond of hurling бросать at us. There is a tendency in this year of grace ear of grace год нашей эры, 1935, for certain people to use this phrase out of context вне контекста, to satisfy удовлетворять all conditions. The most ridiculous example I can think of is that the people who run public education promote выдвигать the stupid and idle бесполезный along with the industrious прилежный — because all men are created equal, educators педагог will gravely tell you, the children left behind позади suffer страдание terrible feelings of inferiority неполноценность. We know all men are not created equal in the sense some people would have us believe — some people are, smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others — some people are born gifted beyond the normal scope границы of most men.

"But there is one way in this country in which all men are created equal — there is one human institution учреждение that makes a pauper неимущий the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president ректор колледжа. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest простой J.P. court in the land, or this honorable court which you serve. Our courts, have their faults, as does any human institution, but in this country our courts are the great levelers уравниватель, and in our courts all men are created equal.

"I'm no idealist to believe firmly in the integrity честность of our courts and in the jury system. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up быть частью. I am confident that you, gentlemen, will review пересмотреть without passion the evidence you have heard, come to a decision решение, and restore восстанавливать this defendant to his family. In the name of God, do your duty."

Atticus's voice had dropped упасть, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem.

"What'd he say?"

"In the name of God, believe him, I think that's what he said."...

What happened after that had a dreamlike мифический quality: in a dream I saw the jury return, moving like underwater swimmers, and Judge Taylor's voice came from far away вдали and was tiny малюсенький. I saw something only a lawyer's child could be expected to see, could be expected to watch for, and it was like watching Atticus walk into the street, raise a rifle винтовка to his shoulder and pull the trigger спусковой крючок, but watching all the time knowing that the gun was empty.

A jury never looks at a defendant it has convicted виновен, and when this jury came in, not one of them looked at Tom Robinson. The foreman старшина присяжных handed a piece of paper to Mr Tate who handed it to the clerk who handed it to the judge.

...

I shut my eyes. Judge Taylor was polling подсчёт голосов the jury: "Guilty ... guilty ... guilty ... guilty..." I peeked взглянуть украдкой at Jem: his hands were white from gripping [grasp] сжатие the balcony rail, and his shoulders jerked вздрагивать as if each "guilty" was a separate stab удар between them.

Judge Taylor was saying, something. His gavel молоток was in his fist, but he wasn't using it. Dimly смутно, I saw Atticus pushing papers from the table into his briefcase. He snapped защёлкнуть it shut; went to the court reporter докладчик and said something, nodded to Mr Gilmer, and then went to Tom Robinson and whispered something to him. Atticus put his hand on Tom's shoulder as he whispered. Atticus took his coat off the back of his chair and pulled it over his shoulder. Then he left the courtroom, but not by his usual exit. He must have wanted to go home the short way, because he walked quickly down the middle aisle проход toward the south exit. I followed the top of his head as he made his way to the door. He did not look up.

Someone was punching me, but I was reluctant неохотно to take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle.

"Miss Jean Louise?"

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Sykes's voice was as distant as Judge Taylor's: "Miss Jean Louise, stand up. Your father's passing."

.....Аттикус сказал половину своей речи к присяжным. Какие-то бумаги, очевидно, он вытащил их из своего портфеля, который оставался возле стула, лежали у него на столе. Том Робинсон вертел их в руках.

- ...отсутствие подтверждающих улик, этот человек обвиняется в преступлении, наказуемом смертной казнью, и теперь предстал перед судом за свою жизнь...

Я сильно толкнула Джима. - Давно он там?

- Он только тщательно рассмотрел улики, - прошептал Джим. Мы снова посмотрели вниз. Аттикус говорил легко, с некоторой отстранённостью, часто применяемой им во время диктовки писем. Он медленно прохаживался взад и вперед (туда-сюда) перед присяжными, а присяжные, казалось, слушали внимательно: их лица были приподнятыми и они следили за передвижением Аттикуса, казалось, оценивающе/понимающе. Полагаю, потому, что Аттикус он не трещал.

Аттикус остановился/сделал паузу, затем он сделал то, что он обычно не делал. Он отцепил [ремешок] часов от цепочки на положил их на стол, говоря: - С разрешения суда -

- Судья Тейлор кивнул одобрительно, и тогда Аттикус сделал то, чего я никогда не видела, чтобы он не делал раньше, или после этого, ни открыто/публично, ни в частной жизни/дома: расстегнул жилет, расстегнул воротничок, развязал галстук и снял пиджак. Он никогда не снимал ни клочка своей одежды, раздевался только перед сном, и для нас с Джимом это было равноценно тому, будто он стоит перед нами совершенно голый. Мы в обменялись шокированными взглядами/переглянулись в ужасе. Аттикус положил руки в карманы и когда вернулся к присяжным, на свету я увидела мерцание его золотой запонки и кончика ручки и карандаша.

- Джентльмены, - сказал он. Мы с Джимом снова посмотрели друг на друга: Аттикус мог бы сказать "разведчик". Голос у него перестал быть сухим и отстранённым, он обращался к присяжным, будто к родным на углу возле почты.

- Джентльмены, - говорил он, - я буду краток, но я бы хотел употребить оставшееся у меня время для вас, чтобы напомнить вам, что дело это не относится к сложным: ни минуты не требуется для перебора/перекладывания запутанных обстоятельств, но требуется, чтобы вы были уверены/убедились без каких-либо обоснованных сомнений, виновен ли подсудимый. Начать с того, что дело это вообще не должно было дойти до суда. Дело это такое же простое, как отличить чёрное от белого.

Обвинение не предъявило ни на йоту каких-либо медицинских свидетельств/доказательств относительно того, что преступление, в котором обвиняется Том Робинсон, (вообще) когда либо имело место. Обвинитель полагается/основывается лишь на утверждениях двух свидетелей, чьи показания не только вызвали серьёзные сомнения на перекрестном допросе, но и обвиняемый их категорически/решительно опровергает. Обвиняемый не виновен, но виновен кто-то в этом зале .

В моём сердце нет ничего, кроме жалости/сожаления за главную свидетельницу, но моя жалость/ сожаление не простирается настолько, чтобы поставить на карту жизнь человека, которую она погубила попыткой избавиться от своей собственной вины.

Я говорю "вина", джентльмены, потому что свидетельница виновата. Она не совершила преступления, она просто нарушила суровый, освященный временем закон нашего общества, закон столь непреклонный, что всякого, кто его нарушил, изгоняют из нашей среды, как недостойного. Она жертва жестокой нужды и невежества, но я не могу ее жалеть: она белая. Она прекрасно знала, как непозволительно то, что она совершает, но желание оказалось для нее важнее закона - и, упорствуя в своем желании, она нарушила закон. Она уступила своему желанию, а затем повела себя так, как хоть раз в жизни ведет себя каждый. Она поступила так, как поступают дети, - пыталась избавиться от обличающей ее улики. Но ведь перед нами не ребенок, который прячет краденое лакомство: она нанесла своей жертве сокрушительный удар - ей необходимо было избавиться от того, кто обо всем знал. Он не должен больше попадаться ей на глаза, не должен существовать. Она должна уничтожить улику. Что же это за улика? Том Робинсон, живой человек. Она должна избавиться от Тома Робинсона. Том Робинсон своим существованием напоминал ей о том, что она совершила. Что же она совершила? Она хотела соблазнить негра.

Она - белая - хотела соблазнить негра. Она совершила поступок, который наше общество не прощает: поцеловала черного. И не какого-нибудь старика негра, а молодого, полного сил мужчину. До этой минуты для нее не существовало закона, но, едва она его преступила, он безжалостно обрушился на нее. Ее отец увидел это. Что он на это сказал, мы знаем из показаний обвиняемого. Что же сделал ее отец? Мы не знаем, но имеются косвенные улики, указывающие, что Мэйелла Юэл была зверски избита кем-то, кто действовал по преимуществу левой рукой. Отчасти мы знаем, что сделал мистер Юэл: он поступил так, как поступил бы на его месте каждый богобоязненный христианин, каждый почтенный белый человек. Он добился ареста Тома Робинсона, дав соответствующие показания, которые, несомненно, подписал левой рукой, и вот Том Робинсон оказался на скамье подсудимых, и вы все видели, как он присягал на библии, видели, что у него действует только одна рука - правая.

И такой тихий, порядочный, скромный негр, который имел явную неосторожность "пожалеть" белую женщину, вынужден оспаривать слова двух белых людей. Не стану вам напоминать, как они выглядели и как вели себя, когда давали показания, - вы сами это видели. Свидетели обвинения, за исключением шерифа округа Мейкомб, предстали перед вами, джентльмены, перед судом, в циничной уверенности, что их показания не вызовут сомнений, уверенные, что вы, джентльмены, пойдёте с ними заодно в предположении - порочном предположении - что все негры лгут, все негры – безнравственные существа, всех негров-мужчин должны опасаться наши женщины.

А это по самой сути своей, джентльмены, есть ложь, черная, как кожа Тома Робинсона, и вы не хуже меня знаете, что это ложь. А между тем вам известна и правда, вот она: некоторые негры лгут, некоторые негры безнравственны, некоторых негров должны опасаться женщины - и белые и черные. Но ведь то же самое можно сказать обо всем человечестве, а не только об одной какой-то расе. В этом зале не найдется ни одного человека, который бы ни разу за всю свою жизнь не солгал, ни разу не поступил безнравственно, и нет на свете мужчины, который хоть раз не посмотрел бы на женщину с вожделением. Аттикус замолчал и достал носовой платок. Потом снял очки и протер их, и мы сделали еще одно открытие: никогда до этой минуты мы не видели, чтобы он вспотел, - он был из тех, на чьем лице никогда не увидишь испарины, а сейчас оно блестело, как от загара. - Еще одно, джентльмены, и я заканчиваю. Томас Джефферсон сказал однажды, что все люди созданы свободными и равными; янки и моралисты из вашингтонских департаментов вечно нам об этом твердят. Ныне, в тысяча девятьсот тридцать пятом году, есть люди, которые склонны повторять эти слова к месту и не к месту по любому поводу. Вот вам один из самых нелепых примеров: педагоги переводят из класса в класс тупиц и лентяев наравне со способными учениками и пресерьезно объясняют, что иначе нельзя, ибо все люди созданы равными и дети, оставляемые на второй год, невыносимо страдают от сознания своей неполноценности. Но мы знаем, люди не созданы равными в том смысле, как кое-кто хочет нас уверить: одни выделяются умом, у других по воле случая больше возможностей, третьи умеют больше заработать, иным женщинам лучше удаются пироги, - короче говоря, некоторые люди рождаются значительно более одаренными, чем остальные. Но в одном отношении в нашей стране все люди равны, есть у нас одно установление, один институт, перед которым все равны - нищий и Рокфеллер, тупица и Эйнштейн, невежда и ректор университета. Институт этот, джентльмены, не что иное, как суд. Все равно, будь то верховный суд Соединенных Штатов, или самый скромный мировой суд где-нибудь в глуши, или вот этот почтенный суд, где вы сейчас заседаете. У наших судов есть недостатки, как у всех человеческих установлений, по суд в нашей стране великий уравниватель, и перед ним поистине все люди равны.

Я не идеалист, чтобы свято верить честность наших судов и системы суда присяжных. Суд в целом, джентльмены, не лучше, чем каждый из вас, присяжных, сидящих передо мной. Суд совершенен лишь настолько, насколько совершенны присяжные, а присяжные совершенны лишь настолько, насколько совершенен каждый из них. Я уверен что вы, джентльмены, рассмотрите показания беспристрастно, которые вы здесь слышали, вынесете решение и вернете обвиняемого его семье. Бога ради, исполните свой долг. Последние слова Аттикус

произнес едва слышно и, уже отвернувшись от присяжных, сказал еще что-то, но я не расслышала. Как будто он говорил не суду, а сам себе. Я толкнула Джима в бок.

- Что он сказал? - По-моему, он сказал - бога ради, поверьте ему.

Дальше все было как во сне: вернулись присяжные, они двигались медленно, будто пловцы под водой, и голос судьи Тейлора доносился слабо, словно издалека. И тут я увидела то, что замечаешь, на что обращаешь внимание, только если у тебя отец адвокат, и это было все равно, что смотреть, как Аттикус выходит на середину улицы, вскидывает ружье, спускает курок, - и все время знать, что ружье не заряжено. Присяжные никогда не смотрят на подсудимого, если они вынесли обвинительный приговор. Когда эти присяжные вернулись в зал, ни один из них не взглянул на Тома Робинсона. Старшина передал мистеру Тейту лист бумаги, мистер Тейт передал его секретарю, а тот - судье. Я зажмурилась. Судья Тейлор читал: "Виновен... виновен... виновен... виновен". Я украдкой поглядела на Джима: он так вцепился в перила, что пальцы побелели, и от каждого "виновен" плечи у него вздрагивали, как от удара. Судья Тейлор что-то говорил. Он зачем-то сжимал в руке молоток, но не стучал им. Будто в тумане я увидела - Аттикус собрал со стола бумаги и сунул в портфель. Щелкнул замком, подошел к секретарю суда, что-то ему сказал, кивнул мистеру Джилмеру, потом подошел к Тому Робинсону и стал ему что-то шептать. И положил руку ему на плечо. Потом снял со спинки стула свой пиджак и накинул его. И вышел из зала, но не в ту дверь, как всегда. Он быстро прошел через весь зал к южному выходу - видно, хотел поскорей попасть домой. Я все время смотрела на него. Он так и не взглянул вверх. Кто-то легонько толкнул меня, но мне не хотелось оборачиваться, я не отрываясь смотрела на людей внизу, на Аттикуса, который одиноко шел по проходу. - Мисс Джин Луиза. Я оглянулась. Все стояли. Вокруг нас и по всей галерее негры вставали с мест. Голос преподобного Сайкса прозвучал издалека, как перед тем голос судьи Тейлора: - Встаньте, мисс Джин Луиза. Ваш отец идет.

Commentary

1. **a jury**: a body of persons, in the USA and Great Britain, 12 in number, who have to decide the truth of a case tried before a judge. The jury brings in a verdict of guilty (not guilty). The verdict is valid only if the decision of the jurors is unanimous. If not, the jury is dismissed and a new jury is made up. That procedure may be repeated several times until the jury comes to the unanimous decision.

2. **Ku-Klux-Klan**: a reactionary organization, was formed by Southern planters when slavery was prohibited throughout the United States by the thirteenth (1865) amendment to the Constitution of the USA (which was ratified in 1888. More than 20 amendments have been adopted since that time. The first ten amendments are commonly referred to as the Bill of Rights). Members of the K.K.K. met in secret places. They wore white robes and white masks through which only the eyes could be seen. They lynched blacks on the slightest suspicion without any trial. The organization was so ferocious and aroused such terror and indignation that it was outlawed. But every now and then traces of its activities can be seen even nowadays.

3. **Thomas Jefferson**: (1743-1826), third President of the USA (1801-1809), drafted the Declaration of Independence, which was adopted and proclaimed on July 4th, 1776 to the whole world that a great new nation was born after a heroic peoples' War for

Independence that lasted more than six years. The former 13 English Colonies had won their independence and set up their new United States Government.

4. **Yankee**: originally, this term meant "a native of New England". During the Civil War, however, the Southerners used it to refer, often derisively, to inhabitants of any Northern States. Nowadays the term is used outside the US to natives of the US. In the South of the USA, it is still used (derisively) to refer to Northerners, and in New England it is still used in reference to Native New Englanders (non-derisively).

5. **the distaff side**: the female branch in a family as opposed to the male branch. The Executive branch is the legislative body of the government. Here, the distaff side means the women members of the US government, the more sentimental and moralistic part of the staff, who are fond of hurling the phrase "all men are created equal" in order to be brought to the notice of the public.

SPEECH PATTERNS

1. **a) Whenever** a white man does that to a black man, **no matter who he is**,... that white man is trash.

No matter who the man might be, you had no right to act in this way.

No matter who the boy is, they shouldn't have been so rude.

No matter who she is, she oughtn't to have done it.

b) **No matter what** she says, don't take it for granted.

No matter what she said, they seldom agreed.

No matter what Betsy may suggest, they usually find fault with it.

No matter what he might do, you shouldn't interfere.

c) **No matter how** hard the boy tried, he could find no job.

d) **No matter how** dull the book seemed, he always read it through.

2. I have **nothing but** ничего кроме pity... for the chief witness for the state.

He deserves nothing but sympathy.

We heard nothing but a slight noise.

He felt nothing but despair.

Mary's son gave her nothing but trouble.

Phrases and Word Combinations

smb's word against another's (it's your word against mine)

in private and in public наедине и публично

stark naked (stark raving mad) нагишом (в состоянии полного безумия)

the (one's) remaining time (money, etc.) (formal) чьё-то оставшееся время...

(at) one time or another (formal) рано или поздно

in part (formal) частично

under the circumstances при данных обстоятельствах

to get a square deal (a fair deal) получить справедливое обхождение

(to be) half way (through, down, up)

in itself от природы, по сути

no better (worse, etc.) than... ничуть не лучше, чем

to be reluctant to do smth. (formal) быть вынужденным сделать что-л.

ESSENTIAL VOCABULARY

1. smart живой, энергичный; быстрый; проворный, расторопный, разумный, остроумный, находчивый *a* 1) quick in movement, brisk, as a smart walk (pace, trot, etc.), *e. g.* He gave him a smart rap over the knuckles.

2) clever, quick-witted, skilful, as a smart man (boy, lad, writer, student, lawyer, businessman, talker); a smart idea (retort, saying, device, invention, etc.), *e. g.* He's too smart for me. I can't prove his guilt. You are smarter than I am, I suppose. You know more about the world than I do. You've made a smart job of it.

3) clever, often in an impudent way, shrewd, as a smart answer (reply, etc.), *e. g.* Don't get smart with me, young man, or I'll slap your face. 4) bright in appearance, new looking, as a smart house (car, garden, ship, etc.), *e. g.* They've painted their cottage yellow and it looks so smart 5) elegant, as a smart dress (hat, shoes), smart clothes (society), *e. g.* I say, you do look smart.

a smart alec(k) самоуверенный наглец, нахал, развязный субъект an impudent person who thinks he is clever, *e. g.* He's a smart alec(k).

smarten up работать усерднее, прилежнее *v* to get you act together, *e. g.* The manager told the workers to smarten up and increase their weekly output.

2. exchange обмен *n* giving one thing and receiving another in its place, *e. g.* That was a fair exchange. There was an exchange of notes between the two countries. Our flat was small, so we got an exchange.

in exchange вместо; взамен, *e. g.* You've lost my book, so I'll take yours in exchange.

to get (give) smth in exchange (for smth), *e. g.* Roberta expected to get Fred's obedience in exchange for all her care. They were given a better flat in exchange for their old one.

exchange обменивать; менять *v* to give one thing and receive another thing for it, as to exchange glances (views, classes, greetings, opinions, prisoners, etc.), *e. g.* As the coat was a bad fit, he decided to exchange it. Let's exchange seats.

to exchange words (blows) перемолвиться словом (обменяться ударами) to quarrel, to fight, *e. g.* The boys exchanged blows and went their ways.

Syn. swap/swap (*informal*), *e. g.* I want to sit where you're sitting. Shall we swap round?

3. guilt вина, виновность *n* the fact of having done wrong, *e. g.* There is no evidence of his guilt. A strong sense of guilt was written all over his face.

a guilt complex, *e. g.* With such strict parents it's no surprise that the boy has a guilt complex.

Syn. blame, *e.g.* He is the kind of man who always tries to shift the blame onto the others.

Syn. fault, *e. g.* She loves him in spite of his faults.

to find fault with smb (smth) придираться к кому-л., чему-л. to find smth wrong with smb, *e. g.* She's always finding fault (with everybody).

Syn. to pick on smb for smth wrong, *e. g.* Whose fault is it? It is entirely your fault that we are late. You are picking on me.

through no fault of one's own не по своей вине, *e. g.* It happened through no fault of my own.

through no fault of mine (hers, his, ours, etc.), *e. g.* Your Honour, I've been out of work through no fault of mine for two years.

Ant. merits.

guilty виновный *a* having committed a crime, having done wrong, *e. g.* It is better to risk saving a guilty person than to condemn an innocent one.

Ant. innocent, guiltless

to be guilty of (doing) smth быть виновным в, *e. g.* The woman was guilty of giving false testimony.

to find smb guilty (innocent) признать кого-л. виновным (невиновным), *e. g.* the jury found the prisoner guilty.

(to have) guilty conscience совесть, страдающая от сознания вины, **a guilty look, smile, etc.**, *e. g.* No matter how hard he tried to prove that he was innocent, his guilty look betrayed him.

to look выглядеть (**feel, sound, etc.**) **guilty** виновным, *e. g.* Though Tom did not look guilty, Aunt Polly was sure he was telling a lie.

to plead (not) guilty признавать себя виновным (not) to admit the charge at a law-court, *e. g.* Why should I plead guilty to something I didn't do? The defendant pleaded (not) guilty.

4. **trust** верить, доверять, трест n 1) belief in the goodness, justice, strength of a person or thing.

to have (put, repose) trust in smb (smth) вверяться, надеяться, *e. g.* A child usually has complete (perfect) trust in his mother. Put no trust in him.

Ant. mistrust

2) a combination of business or commercial firms, *e. g.* "Shell Oil" is a powerful oil trust.

betray smb's trust обмануть чьё-л. доверие, **win smb's trust**

trust верить *vt/i* 1) to have faith and confidence in, *e. g.* I trust him completely. He's not a man to be (who is to be) trusted too far. Don't trust him an inch. I don't trust him at all.

to trust to chance верить в удачу (**to luck**), *e. g.* Don't trust to chance.

to trust to one's memory полагаться на память, *e. g.* A forgetful man should not trust to his memory but should write things down in his notebook. 2) to give into the care of
Syn. to entrust

to entrust smth to smb доверять, вверять (*formal*), *e. g.* Can I (en)trust the keys to Jack? We entrusted our life to a physician.

to entrust smb with smth поручать, доверить без сомнений (*formal*), *e. g.* Can we entrust him with the task?

3) to give as a task or duty, *e. g.* I am afraid he is too young to be entrusted with the job. Can we entrust the task to him?

4) to allow a person without misgivings or feeling of doubt to do smth

to trust smb to do smth доверять сделать, *e. g.* Can we trust him to finish the experiment?

trustful доверчивый *a* full of trust; not suspicious, *e. g.* It's a good thing to be trustful, but only up to a point.

Syn. trusting

trustingly доверчиво *adv* in a trustful manner, *e. g.* The child trustingly put his hand in mine.

trustworthy заслуживающий доверия; надёжный *a* worthy of trust; reliable, *e. g.* He is an honest and trustworthy fellow. You can always rely on him.

5. **effect** эффект, влияние n 1) immediate result, that which is produced by a cause, *e. g.* She turned pale at his words and he was frightened by the effect they had produced. 2) influence, *e. g.* The children were suffering from the effects of the heat Scientists study the effect of chemicals on each other.

to be of little (much, no) effect, *e. g.* The protest was of no effect.

to be to no effect безрезультатно, *e. g.* My persuasion was to no effect; she refused to go.

to have (produce) an effect оказывать действие на **on smb**, *e. g.* I think the medicine will have no effect (a good effect) on him.

3) performance, execution, as to take effect, go into effect, *e. g.* The law (treaty) will take effect in May.

to be in effect быть в силе, действовать to be in operation (of a rule or law), *e. g.* The law is still in effect.

to bring (carry) into effect осуществлять (about a plan, a law, a decision, etc.), *e. g.* The plan was brought (carried) into effect.

4) impression produced, as a pretty effect (of a painting); wonderful cloud effects

to be calculated for effect рассчитанный на внешний эффект to be intended to impress people, *e. g.* His whole behaviour is calculated for effect.

to talk for effect to impress the hearers, *e. g.* Don't lay much store by his words, he only talked for effect.

effective эффективный, эффектнй *a* 1) having effect, as effective measures, an effective action, remedy, *e. g.* The method has proved effective. 2) producing a striking impression, as an effective picture (hat, scheme of decoration, etc.).

Ant. ineffective

efficient знающий своё дело *a* competent, performing duties well, as: an efficient secretary (workman, officer, army, staff of teachers, etc.)

efficiently рационально; разумно *adv*, *e. g.* The business is efficiently run.

6. jerk резко толкать, дёргать, двигаться резкими толчками; дёргаться, биться (в конвульсиях) *vt/i* to pull or move suddenly, *e. g.* The door jerked open. The boy jerked the fish out of the water.

Ant. shove пихать; толкать, *e.g.* He shoved the door open and walked in. The fisherman shoved the boat into the water.

Syn. twitch дёргать, тащить, дёргаться, подёргиваться; конвульсивно сокращаться *vt/i* to move jerkily and usually uncontrollably, to pull at smth with a sudden jerk, *e. g.* Jane's face twitched with terror at the sight of the crazy woman. The wind twitched the paper out of her hand. Jane's lip twitched angrily.

jerk резкое движение, толчок *n* a sudden quick pull; spasmodic movement, *e. g.* The old car started with a jerk. The train made a jerk and stopped.

physical jerks зарядка, гимнастика (*colloq.*) physical exercises, *e. g.* Do you do your physical jerks regularly?

Ant. shove *n* a vigorous push, *e. g.* Fred gave the boat a shove which sent it far out into the water.

Syn. twitch *n* a sudden pull or jerk, a sudden and usually uncontrollable movement of some part of the body, *e. g.* The twitch of her lips suggested a state of extreme annoyance.

jerkyдвигающийся резкими толчками; тряский, отрывистый *adv* (with sudden stops and starts), *e. g.* He walked down the street in a queer jerky way. *Ant.* smooth, even.

7. promote выдвигать; продвигать; повышать в чине, способствовать, помогать *vt* 1) to give higher position or rank, *e. g.* He was promoted lieutenant (or to be lieutenant). A pupil is promoted from one form (grade, class) to the next if his progress is satisfactory. 2) to encourage; to support; to help to grow or develop, *e. g.* We promoted the campaign for banning nuclear tests. I think we ought to promote that scheme.

promotion продвижение по службе; повышение в звании, поощрение, стимулирование *n* 1) advancement to higher rank, *e. g.* He was given a promotion and

an increase in salary. He hopes to get (win, gain) a promotion soon. 2) support, helping along to success, *e. g.* The doctors were busy in the promotion of a health campaign.

8. sound прочный, надежный, доброкачественный *a* 1) healthy; in good condition, *as* a sound mind, body, heart, person, constitution; sound teeth, fruit, etc, *e. g.* A sound mind in a sound body. In spite of her age every tooth in her head is sound. James Forsyte was composed of physiological mixture so sound that if he had an earache he thought he was dying.

(as) sound as a bell вполне здоровый, в полном здравии (здоров как бык) quite healthy, *e. g.* There's nothing the matter with me, I'm as sound as a bell.

safe and sound цел(ый) и невредим(ый), верный, надёжный, безопасный, надёжный, not harmful or injured, *e. g.* We reached home safe and sound. Her father returned safe and sound from the war.

2) not worn out; free from injury or defect, *as* a sound ship, wine, wall, construction, machine, etc., *e. g.* The building is of sound construction. 3) dependable; reliable; free from error, *as* sound morals, views, people, relationships, criticism, common sense; a sound person, reason, etc., *e. g.* My friend gave me a piece of sound advice. Soames had a reputation for sound judgement. I am convinced that sound-thinking citizens will never vote for this candidate. 4) safe, *as* a sound economy, business, business firm, financial position, investment, etc., *e. g.* The economy of the country is sound. 5) capable and careful; competent, *as* a sound lawyer, scholar, tennis player, etc. 6) complete; thorough, *as* a sound whipping, (thrashing, flogging), sleep, knowledge, etc., *e. g.* I am such a sound sleeper that sometimes I don't hear the alarm clock.

soundly обоснованно, серьёзно; умело, хорошо, беспробудно, крепко, вполне, полностью, совершенно *adv* in a sound manner, *e. g.* I slept soundly all night.

9. stake столб, кол; стойка *n* that which is pledged, *e. g.* In this dangerous affair the stake was his own life.

to put smth at stake (very rare) to expose to the possibility of injury or loss, *e. g.* The accusation put the man's life at stake.

to be at stake быть поставленным на карту, находиться под угрозой to be risked, *e. g.* Keith Darrant knew that his own career was at stake. I cannot do it, my reputation is at stake.

stake ставить на карту, рисковать *v* to stake one's life on smth, *e. g.* I know he is guilty but I wouldn't stake my life on it.

10. look *v*; also, look here *interj.* used for drawing attention before making a statement, often angry, *e. g.* Look here, I don't mind you borrowing my books, but you ought to ask me first.

to look about оглянуться вокруг to look in several different directions, *e. g.* Looking about (the room) I could see no sign of life.

to look down on/upon смотреть на кого-л. свысока to have or show low opinion, *e. g.* The school looks down on such behaviour.

to look on наблюдать (со стороны; не вмешиваясь) to watch instead of doing something, *e. g.* Two men stole the jewels while a large crowd looked on.

to look out быть настороже to take care, *e. g.* You'll catch cold if you don't lookout.

one's own look-out (*informal*) smb's own concern отношение or responsibility ответственность, *e. g.* It's your own look-out whether you pass or fail. .

to look up навещать (*informal*) to find and visit someone, *e. g.* If I'm ever here on business again I'll look you up.

to look up to уважать to respect someone, e. g. Every child needs someone to look up to and copy.

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and transcribe the following words from the text. Practise their pronunciation paying attention to stresses:

unanimous, corroborative, appreciation, naked, aridity, iota, subsequent, contraband, sheriff, circumstantial, persevering, unmitigated, aisle, exit, caliber, perspire, distaff, executive, inferiority, gavel, conduct (v, n), minute, indict, loosen.

b) Listen to your partners' reading of the above exercise. Correct their mistakes.

2. Read out the following word combinations paying attention to the phonetic phenomena of connected speech (assimilation, the linking "r", the sonorant between two vowels, lateral and nasal plosions, the loss of plosion):

where a man ought to get a square deal; the enormity of her offense; so long in a case like that; putting a man's life at stake; the jury seemed to be attentive; to get rid of her own guilt; no doubt signing it with his left hand; white men cheat black men; and placed them on the table; I was reluctant to take off my eyes; received almost unanimous critical acclaim; unbuttoned his vest, loosened his tie; it came crashing down on her afterwards; one more thing before I quit; watching Atticus walk into the street; indicted on a capital charge.

3. Single out the communicative centres and make them prominent by tone and stress in the following sentences:

1. When Judge Taylor appointed Atticus Finch, an experienced smart lawyer and a very clever man/he was sure that Atticus would not win the case, he could not win it... 2. "In our courts, when it is a white man's word against a black man's, the white man always wins." 3. "... whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash..." 4. "The defendant is not guilty, but somebody in this court-room is." 5. "I have nothing but pity in my heart for the chief witness for the state." 6. "We know all men are not created equal in the sense some people would have us believe — some people are smarter than others, some people have more opportunity because they were born with it, some men make more money than others, some ladies make better cakes than others, some people are born gifted beyond the normal scope of most men."

4. Complete the following sentences:

1. No matter who he is, he made me suffer. 2. No matter who told you that stupid thing, it's not true. 3. You never come to much no matter who you are. 4. No matter what I do, I do it for you. 5. No matter what it may seem, let him anything that he please. 6. He is wrong all the same no matter how well he knows the facts. 7. No matter how fine the weather was, it was in the evening. 8. You shouldn't be afraid, no matter what it might

be. 9. No matter how hard she tried, she failed to take her driving test. 10. I feel nothing but a pity of the wasted afternoon. 11. The girl was conscious of nothing but astonishment. 12. They were afraid they would have nothing but outstanding accounts.

5. Combine the following sentences into one:

a) 1. No matter who told you about it, you shouldn't believe it. 2. No matter who may come, you must be ready to receive him. 3. No matter which of you will carry out this task, it must be done without delay. 4. No matter who tell her about these facts, she has to take them for granted. 5. No matter who helps her with her work, she never feels obliged.

b) 1. No matter how late Andrew would come, his wife would always sit up for him. 2. No matter how many things he does, he always does them thoroughly. 3. No matter what I do, she always find fault with everything. 4. No matter what you may suggest, he will always object.

6. Paraphrase the following sentences. Use the speech patterns (p. 45):

1. No matter how complicated topic it was, Atticus Finch was never afraid to speak with his children on it. 2. No matter who comes to see her, she is very glad to see him. 3. Atticus Finch said that no matter who would tried to take advantage of a Negro's ignorance, he would be trash. 4. No matter how much money they spend, they could not save enough money. 5. No matter what you may say, he will have his own way. 6. No matter who will call me, I'm not at home. 7. I'm afraid nothing but the dark. 8. He knew nothing but some points which were of no importance. 9. I'd like to have nothing but a cup of very hot strong tea.

7. Make up two sentences of your own on each pattern. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work).

8. Translate the following sentences into English using the speech patterns:

1. No matter who this man was, he had no right to do this. 2. No matter who sees him, no matter how odd his complaint may be, the doctor have to be always attentive. 3. No matter who asks her for help, she is always ready to help him. 4. No matter what you may say, I don't believe you. 5. No matter how Atticus Finch tried to make out that Tom Robinson is innocent, he knew he would fail in the suit. 6. No matter how she is tired, she cleans the apartment before going to bed. 7. His face expressed nothing but anger. 8. Your son can be saved by nothing, but operation. 9. You must tell him nothing, but the truth. 10. We heard nothing, but a slight noise.

9. Note down from the text (p. 40) the sentences containing the phrases and word combinations (p. 46) and translate them into Russian.

10. Complete the following sentences:

I. 1 understand that it's only his word against mine but he can twist the facts to suit his own purpose. 2. The accused is eager to get a square deal in this court. 3. Douglas was half way through his presentation when the bell rang. 4. Her opinion, founded on

observation of him in private was not the best one. 5. You must be stark raving mad to reject such advantageous offer. 6. You should make the most efficient use of your remaining time. 7. At one time or another we graduate from the university. 8. I understood in part the main idea of the film. 9. Under the circumstances we shall not be able to do anything more about this. 10. In itself the cat is a very independent creature. 11. This sort of tea no better than that one. 12. She was reluctant to read the diary of her daughter.

II. Make up two or three sentences of your own on each phrase and word combination.

12. Using the phrases make up a suitable dialogue and act it out in front of the class.

13. Translate the following sentences into English using the phrases and word combinations:

1. You oppose him, but it's your word against his. 2. Finch wanted that the accused would get a square deal. 3. Do not tell off your son in public, talk to him in private. 4. One must be stark raving mad to give up such an opportunity. 5. I'd like to use the remaining time to take the matter with you in private. 6. I agree in part with you that one time or another I have to do it, but under the circumstances I'd not like to make use of his difficult situation. 7. In itself, his proposal is interesting, but it is no better than your one. 8. What of do you accuse him? - He has lied but he is reluctant to admit it, that is bad in itself, moreover, he insists on repeating his lie.

14. Answer the questions and do the given assignments:

a) 1. Where is the scene set? 2. What was Tom Robinson charged with? 3. Why did Judge Taylor appoint Atticus Finch to defend him? 4. In what way did Atticus Finch speak to the jury and why? 5. What did Atticus Finch say about the case? 6. What did Atticus Finch say about Mayella Ewell? 7. What did the girl do to get rid of her own guilt? 8. What were the witnesses for the state sure of when giving their testimony? 9. What was the evil assumption of the witnesses for the state? 10. What did Atticus Finch say about people not being created equal? 11. Why didn't Atticus Finch believe firmly in the integrity of their courts and in the jury system?

b) 1. To what literary mode does this excerpt belong, *e. g.* the realistic novel, science fiction, fantasy, etc.? 2. Point out the sentences employed in the text to convey concise information compactly. 3. List the words from the passage which belong particularly to the vocabulary of a lawyer. 4. How would you describe the basic style of the passage, *e. g.* formal, colloquial, etc.? 5. Select some of the words or phrases which are slightly unexpected in the present context thus giving a personal character to the narration. 6. Point out details which add a dramatic flavour to the extract. 7. What is the purpose of oratory? What is Atticus's aim? 8. Sum up your observations and say what peculiarities of the text testify to its belonging to oratorical style. What devices help the author keep the reader in the state of expectation?

c) 1. As you know, in its leading features oratorical style belongs to the written variety of language, though it is modified by the oral form of the utterance. Say what features of 1) the written variety, 2) the spoken variety of language are present in Atticus's speech.

2. Find points of opposition between concepts. What do they call this device employed by the author?
3. How are the details piled up to create a state of suspense and to prepare the reader for the only logical conclusion of the utterance?
4. What kinds of repetition does Atticus resort to? Observe how the oratorical character of the writing is assisted by the repetition.
5. How is emotional appeal achieved? (metaphors, similes, periphrasis, epithets, etc.)
6. Make your specific interpretation of "first".
7. Point out the sentences employed in the text to convey concise information about the jury system at the time of the writing of the text.

15. Explain what is meant by:

with what seemed to be appreciation — с тем, что, казалось, было пониманием/
признательностью

this was the equivalent of him standing before us stark naked – это было равноценно
тому, будто он стоит перед нами совершенно голый.

requires no minute sifting of complicated facts – ни минуты не требуется для
перебора/перекладывания запутанных обстоятельств

you to be sure beyond all reasonable doubt – вы должны быть уверены без каких-либо
обоснованных сомнений

whose evidence has not only been called into serious question on cross-examination –
чьи показания не только вызвали серьёзные сомнения на перекрестном
допросе

my pity does not extend so far as to her putting a man's life at stake – моя жалость не
простирается настолько далеко, чтобы поставить на карту жизнь человека

had the unmitigated temerity – явная неосторожность

confident that you, gentlemen, would go along with them on the assumption — the evil
assumption — that all Negroes lie – уверен, что вы, господа,

согласились бы с ними на предположении, - дурном предположение - что все негры
лгут

16. Give a summary of the text.

17. Retell the text a) close to the text; b) as if you were one of the characters present in the court-room.

18. a) Make up and act out dialogues between:

1. Atticus Finch and Judge Taylor before the trial.
2. Atticus Finch and Judge Taylor after the trial.
3. Scout and Jem discussing the trial.

b) Legality is only one aspect of the question of right and wrong . Everyone has his or her own beliefs which do not always conform to current laws. Can Judge's personal beliefs interfere in interpretation and application of the law? Write an account of your findings.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

A. 1. Когда Джин и Генри покинули ночной клуб на своей шикарной машине, они поехали по дороге, лежащей через лес. 2. Энтони видел, как Джин ехала на высокой скорости на своём двухместном авто. 3. Капитан Николас взглянул на это как на значительный кусок работы над Стрик-Лэндской частью, которую он разложил по полочкам, нарисовав портрет Таф Билла. 4. Долго стояла тишина. Когда Андрю и Бен снова заговорили, это был просто обмен военным опытом. 5. Стив обменял дом в пригороде Лондона на квартиру в престижном районе. 6. "Я едва ли знаю её, действительно" сказал Черни. "Только обменивались время от времени некоторыми условностями". 7. На обычный вопрос: "Ты признаёшь себя виновным?" Энтони ответил тихим и размеренным голосом "Не виновен, господа". 8. Не пытайся перекладывать ответственность, это не моя вина. 9. Недостатком одинаково является как верить всем, так и не верить никому. 10. Старик Лен случилось, говаривал: "Положитесь на Господа". 11. Элизабет не могла полагаться на себя, что не засмеётся. 12. Предоставь ему делать ошибки! 13. С маленького Джека нельзя спускать глаз. Он такой шаловливый!

B. 1. Демонстрация богатства была рассчитана на эффект. 2. Это было действенное возражение, заставившее оппонента замолчать. 3. Вы можете сказать о влиянии спроса на предложение? 4. Джейн быстрым рывком отдернула занавес в сторону, распахнула окно и высунулась наружу. 5. Питер отдернул голову и с гневом ушел. 6. Его рот подернулся от сдавленного смеха. 7. За год его повысили с помощника продавца до экспедитора. 8. Коммивояжеры компании и другие движущие факторы подняли объём продаж. 9. У неё организм богатырского здоровья, болезнь никогда и не появлялась рядом с ней. 10. Его поведение основывалось не на здравом смысле. 11. Как бы тяжела не была ситуация, Лизе никогда не предпринимала чего-либо, что поставило бы на карту её репутацию. 12. Не зная броду, не суйся в воду. (Семь раз отмерь, один раз отрежь.) 13. После недели тяжёлого труда, Поль с нетерпением ожидал приличествующего ночного сна. 14. "Если ты приедешь в Англию загляни к нам, адрес ты знаешь", настаивал Стив. 15. Речел только безучастно смотрела, ничего не предпринимая. 16. В их компании дела улучшаются. 17. В душе Маргарет смотрела свысока на каждого, у кого нет титула. 18. "Ты знаешь, что я имею ввиду. Ты замечательно выглядишь", сказала Мэри со счастливой улыбкой. 19. Старуха Эмили будет стоять на крыльце, высматривая почтальона. 20. Он был уверен, что вспомнит через час.

3. Give the English equivalents for the following phrases:

быстрая ходьба smart walk, энергичная атака, фешенебельное общество smart society/set, элегантная женщина smart woman, шикарная машина smart car, сообразительный парень smart fellow, ловкая сделка smart deal, толковый ответ smart answer, шустрый ребенок smart baby, расторопный слуга smart servant, самоуверенный наглец smart aleck, дерзкий ответ smart answer, аристократический район smart neighbourhood;

обменять покупку to exchange the purchase, взамен in exchange, поменять квартиру to exchange the flat, обменяться взглядом (мнениями) to exchange glances (opinions), обмен информацией exchange of information;

чувствовать себя виноватым to feel guilty, казаться виноватым to look guilty, виноватая улыбка guilty smile, нечистая совесть guilty conscience, виноватый вид guilty look, признать кого-то виновным to find smb. guilty;

доверять кому-л. to have/put/repose trust in smb., поручить что-то кому-л. to entrust smb. (with smth.), доверить свою жизнь врачу to entrust a doctor with one's life, оставить (доверить) ключи соседям to entrust the keys to the neighbours, полагаться на память to trust to one's memory, полагаться на случай to trust to chance, доверчивый человек trustful man, заслуживающий доверия trustworthy;

хорошо (плохо, мало, сильно, быстро) подействовать на кого-л. (что-л.) to have (produce) a good (bad, little, much, immediate) effect on smb, действие жары (света, холода) на кого-л. (что-л.) effect of heat (light, cold) on smb., вступить в силу to be in effect, оставаться в силе to remain in effect, ввести в действие to bring (carry) into effect, осуществить план to bring (carry, put) plan into effect, рассчитанный на эффект calculated for effect, эффективный метод effective method, effective remedy сильнодействующее лекарство, действенные меры effective measures, эффективное платье effective dress, квалифицированный секретарь efficient secretary, квалифицированный преподавательский состав efficient faculty/teaching staff, умелый работник efficient workman;

рывком открыть дверь to jerk the door, выдернуть рыбу из воды to jerk the fish out of the water, дернуться (о поезде) to make a jerk, трогаться с места рывком to start with a jerk, to get off with a jerk, отдернуть руку to jerk back the arm, нервное подергивание лица jerking of the face, подергиваться (о частях лица) jerks in the face, рот дрогнул в улыбке the mouth jerked with smile, лицо исказилось от гнева (ужаса) the face jerked with anger (terror), засунуть что-л. в карман to jerk smth. into the pocket, столкнуть лодку в воду to jerk boat into the water, отодвинуть стол к стене to jerk table to the wall, толкаться to jerk;

получить повышение to be given a promotion, способствовать реализации плана to promote the plan to be put into effect, содействовать проведению (избирательной) кампании, развитию дружбы и сотрудничества to promote an (election) campaign (a development of friendship and cooperation);

крепкий организм sound body, здоровое сердце sound heart, в здоровом теле здоровый дух a sound mind in a sound body, крепкие зубы ; sound teeth, целый и невредимый safe and sound, прочная конструкция sound construction, прочное основание (фундамент) sound ground, здравый совет a piece of sound advice, обоснованный довод (причина) sound reason, здравые взгляды sound views, правильная мысль sound thought, здравомыслящий человек sound-thinking man, правильная оценка положения sound estimate of the situation, здравая политика sound politics, твердое финансовое положение sound financial situation, глубокий сон sound sleep, основательные знания sound knowledge;

рисковать жизнью to put smb.'s life at stake, за его честность я ручаюсь своим добрым именем I'll stake my good name on his honesty, быть кровно заинтересованным в чем-то, рисковать всем, биться о заклад to have a stake in smth;

побереги себя look out!, потупить взор to look down, рассматривать проблему to look into a matter, "Берегите себя" (при прощании) look after yourself, заняться вопросом to look into a question, отступать поздно once started, there is no looking

back, осматривать дом to look round the house, он лезет на рожон he looks for trouble, выходить на набережную (о фасаде, окнах) to look seafront, отвести взгляд to look aside; turn away, просмотреть тесты (бумаги, газету и др.) to look over / through tests (papers), искать таланты to look for gifted persons, обратиться к кому-л. за помощью to look to smb. for help, смотреть свысока to look down on/upon.

4. Paraphrase the following sentences using the essential vocabulary:

1. Bob Ewell found Tom Robinson guilty. 2. He is a smart aleck who thinks he is clever. 3. Are you sure our arguments will produce an effect on him? 4. World festivals, congresses, give help in exchange for to further understanding between nations, 5. I think his advice is smart and sound. 6. He jerked out the knife that was stuck in the wood. 7. You should look out for him, he's dishonest. 8. You look very smart in that new shirt. 9. Mary and Ann didn't actually fight but they certainly exchanged words very rudely. 10. Your only bad point is that you won't carry into effect your plans. 11. The firemen acted smartly because lives depended on what happened. 12. He looked her up when he got into town.

5. Choose the right word:

guilt – 1) вина; чувство вины 2) виновность; наказуемость

blame – 1) порицание; неодобрение, осуждение, упрек 2) виновность 3) вина, грех 4) ответственность

fault – 1) а) недостаток б) ошибка, недочет, промах г) нарушение, неправильность, порок 4) вина, проступок

jerk I – 2. 1) а) резко толкать, дергать б) резко бросить (что-л.), швырнуть 2) двигаться резкими толчками; дергаться, биться (в конвульсиях) 3) говорить отрывисто (тж. jerk out) 4) разливать газированную воду

shove I – 2. 1) а) пихать; толкать; резко отодвигать б) выталкивать; сталкивать (напр., с обрыва) в) пихаться; толкаться 2) совать; засовывать; рассовывать 3) уходить; отпраляться; убираться 4) протолкнуть, протащить (напр., закон)

twitch I – 2. 1) а) дергать, тащить (at - за что-л.) б) выдергивать 2) а) подергивать б) дергаться, подергиваться; конвульсивно сокращаться 3) стянуть, стащить, украсть 4) щипать, ущипнуть 5) а) причинять боль б) схватывать, (о боли)

1. John's attempt to shift the onto his companion met no response. 2. His blame are accepted as the necessary compliment to his merit. 3. The colonial system bears the blame for the present-day backwardness of some African states. 4. The boy is punished for the slightest fault . 5. If anything had gone wrong, I would have had to take the blame. 6. The evidence against the accused was so incontrovertible that he had to admit his guilty.

1. The boys shoved the chairs and tables from the centre of the room. 2. The train made a sudden jerk and stopped. 3. The dog's nose twitched as it passed the butcher's shop. 4. A strong gust of wind twitched the letter from the girl's hand. 5. Jane's face jerked with terror at the sight of the crazy woman.

6. Fill in the correct form of the phrasal verb:

1. Look out for the rain. 2. Look about before crossing the street. 3. Ella asked her mother to look after her home and children while she was going to Exeter to look for a suitable job. 4. I hate his way of looking down on people. 5. She was absorbed in a book 'and didn't even look up when I called her. 6. Ann was looking about to meeting her old fellow-students whom she had not seen for many years.

7. Review the essential vocabulary and translate the following sentences into English:

1. The examiner liked smart answers of students. All the girls look very smart dressed in their light-coloured dresses at the school-leaving party. 2. Tourists like to give pins in exchange for something new. 3. A terrible sound was heard in the room - Douglas and Ken were exchanging words. 4. I have guilty conscience, I was trying your patience for such a long time. 5. You find me guilty me of my late arrival, but you set it by yourself, so it happened through no fault of my own. 6. You find her guilty of shortcoming, but who isn't! 7. You find fault with me again but it happened through no fault of my own. 8. The aim of defence is to to prove the innocence of the guilty person in the case of his guiltlessness. 9. This child repose trust touchingly in his new-found adult friend. 10. I think I have lost the key. -That's exactly like you! 11. I hope everyone is safe and sound. 12. Do not take these words on trust. 13. Unfortunately, the medicine was of little effect. 14. When Eileen heard Frank's coarse words, her face jerked with anger. 15. The car and stopped with a jerk, the fugitive jerked out and disappeared into the next yard. 16. Having his head jerked up, Frank jumped into the fray. 17. The other day, Dave was promoted, the whole family were very proud of him. 18. On the first days of the war Peter was promoted sergeant. 19. The success of marketing feasibility of new goods depends to a large degree on the effect of promotional materials. 20. The Dozen's offer was sound, as the case stood the Board of Directors couldn't choose but accept it. 21. "Come home home safe and sound", the mother asked her son, seeing him off on the long journey. 22. Kauvervud was aware that staked his future, but he had no choice. 23. Arnold had a stake in the commercial success of this deal. 24. Little Jane has learned to look up the unfamiliar words in the dictionary and was very proud of it. 25. The spare room in the house of Mr Linvhana looks the sea. 26. Mr. Hickman did not even look up when the chief accountant entered the room. 27. In two weeks the time of trial period be up, and Linda become a full member of the company. She has been looking for this day so much!

8. Give the Russian equivalents for the following:

a) A fair exchange is no robbery мена - не грабёж (шутливое оправдание слишком выгодного обмена)

A fault confessed is half redressed. "за признание - половина наказания"; ≈ повинную голову меч не сечёт

b) Make up and act out the stories illustrating the given proverbs.

CONVERSATION AND DISCUSSION

COURTS AND TRIALS

TOPICAL VOCABULARY

1. Courts суды:

trial Courts суды первой инстанции, **common pleas courts** суды общих тяжб, **municipal and county courts** муниципальные/городские суды и окружные суды, **mayors' courts** суды мэра, **courts of claims** претензионные суды, **courts of appeals** апелляционные суды/суды высшей инстанции, **the State Supreme Court** United Верховный суд Штата. **The Federal courts** федеральные суды, **district courts** окружные суды, **the US Supreme Court** Верховный суд США, **juvenile court** суд по делам несовершеннолетних.

2. Cases дела:

lawsuit судебный процесс, **civil cases** гражданские дела, **criminal cases** уголовные дела, **framed-up cases** сфабрикованные дела.

3. Offences правонарушения/ преступления:

felony тяжкое уголовное преступление, **misdemeanour** мисдиминор (категория наименее опасных преступлений, граничащих с административными правонарушениями), **murder** преднамеренное убийство, **manslaughter** непредумышленное убийство, **homicide** убийство, **rape** изнасилование, **assault** словесное оскорбление. Умышленное унижение чести и достоинства личности, выраженное в неприличной форме, **arson** поджог, **robbery** ограбление (с применением насилия), грабёж; разбой, **burglary** незаконное проникновение в помещение (с преступными целями); квартирная кража со взломом, **theft/larceny** воровство, похищение имущества, **kidnapping** похищение людей, особенно детей (с целью получить выкуп), **embezzlement** растрата, хищение; присвоение (денег, имущества; обманным путём), **bribery** дача или получение взятки, взяток, **forgery** подлог, подделка, подделывание (документа, денег, произведений искусства и т. д.), **fraud** мошенничество, **swindling** жульничество, **perjury** лжесвидетельство, **slander** устная клевета; опорочивание, **blackmail** шантаж; вымогательство, **abuse of power** злоупотребление властью; превышение служебных полномочий, **disorderly conduct** поведение, нарушающее общественный порядок; нарушение общественного порядка, **speeding** превышение дозированной скорости, езда с недозированной скоростью, **petty offence** мелкое, малозначительное преступление, **house-breaking** "взлом дома" (проникновение с преодолением физического препятствия в чужое помещение и совершение в нём фелонии или оставление с преодолением физического препятствия чужого помещения после совершения в нём фелонии), **shoplifting** кража в магазине, **mugging** уличный грабёж; ограбление прохожего, **contempt of court** уличный грабёж; ограбление прохожего, **subpoena** повестка о явке в суд (под страхом наказания или штрафа в случае неявки); вызов в суд (под угрозой штрафа).

4. Participants of the legal procedure участники судопроизводства:

1) **parties to a lawsuit** стороны по делу;: **claimant/plaintiff (in a civil case)** истец в гражданском деле; **defendant** ответчик по делу в суде, подсудимый, обвиняемый, **offender (first/repeat)** лицо, впервые совершившее преступление/ рецидивист; **attorney for the plaintiff (in a civil case)** адвокат, представляющий интересы истца; **prosecutor (criminal)** прокурор в криминальном процессе; **attorney for defence** адвокат; 2) **jury** коллегия присяжных, **Grand jury** большое жюри; присяжные, решающие вопрос о предании суду, **to serve on a jury** исполнять обязанности

присяжного заседателя, **to swear the jury** привести присяжных к присяге, **to convene** созывать, собирать (заседание, встречу); вызывать в суд; 3) **witness — a credible witness** свидетель, заслуживающий доверия; 4) **a probation officer** должностное лицо, осуществляющее надзор за условно осуждёнными; 5) **bailiff** управляющий делами; поручитель; бейлиф (почетное звание некоторых судей), помощник шерифа.

5. Legal procedure судебный процесс, судопроизводство:

to file a complaint/a countercomplaint заявить; подать жалобу/ встречный иск; подшить жалобу к делу **to answer/challenge the complaint** реагировать/отклонить жалобу; **to notify the defendant of the lawsuit** уведомить обвиняемого/ответчика о судебном разбирательстве; **to issue smb a summons** направить повестку о явке в суд; **to issue a warrant of arrest (a search warrant)** выдать ордер на арест/на обыск; **to indict smb. for felony** предъявлять обвинение в тяжком преступлении; **to bring lawsuit** возбуждать судебное дело; **to take legal actions** возбуждать судебное дело; предъявить иск; **to bring the case to court** представить дело на рассмотрение суда; **to bring criminal prosecution** привлечь к уголовной ответственности; **to make an opening statement** выступать с вступительной речью; **the prosecution** судебное преследование, предъявление иска; **the defence** защита; **to examine a witness** опрашивать или допрашивать свидетеля — **direct examination** первоначальный допрос; первоначальный допрос свидетеля выставившей стороной, **cross-examination** перекрёстный допрос (свидетеля противной стороны); **to present evidence** предъявлять доказательства — (**direct** прямые улики; непосредственное доказательство, **circumstantial** косвенные доказательства или улики; косвенное доказательство, **relevant** релевантное доказательство (относящееся к делу), **material** вещественное доказательство; существенное доказательство; **incompetent** не принимаемое судом доказательство; недопустимое доказательство, **irrelevant** не относящееся к делу доказательство, **admissible** допустимое доказательство; показание, допустимое в качестве доказательства в суде, **inadmissible** не принимаемое судом доказательство; недопустимое доказательство, **corroborative** подкрепляющее доказательство, **irrefutable** неопровержимое доказательство, **presumptive** опровержимое доказательство, **documentary** письменное доказательство); **to register** выражать (**to rule out** отклонить **to sustain** поддерживать) **an objection** возражение; **circumstances** обстоятельства (**aggravating** отягчающее, **circumstantial** побочные, **extenuating** смягчающие); **to detain a person** задержать/арестовать, **detention** заключение под стражу; **to go before the court** предстать перед судом.

6. Penalties or sentences штрафы и меры наказания:

bail залог Освобождение под залог допускается в период между арестом подозреваемого [suspect] и судом, а также до вынесения приговора [sentencing] или до рассмотрения апелляции - как гарантия явки подсудимого в суд в нужный момент. Восьмая поправка [Eighth Amendment] к Конституции запрещает устанавливать "чрезмерный залог" [" excessive bail", Bail Reform Act of 1966]. Институт залога основан на презумпции невиновности [" innocent until proven guilty"], **to release smb on bail** освободить кого-л. под залог; **to bring in (to return, to give) a verdict of guilty/not guilty** признать виновным/невиновным; **a jail sentence** приговор к краткосрочному тюремному заключению; **send smb to the penitentiary/jail** отправить в заключение; **to impose a sentence on smb** вынести

кому-л. приговор; **to serve a sentence** отбывать наказание (по приговору суда); **a penitentiary term = a term of imprisonment** срок тюремного заключения (**life, from 25 years to a few months imprisonment** от нескольких месяцев до 25 лет содержания под стражей); **hard labour** каторжные работы, каторга, **manual labour** ручной труд; **probation** пробация (вид условного осуждения, при котором осуждённый остаётся на свободе, но находится под надзором сотрудника службы пробации), **to be on probation** быть на испытании, **to place an offender on probation** приговорить осуждённого к испытательному сроку, **to grant probation/parole** освободить условно-досрочно; **parole** временное или досрочное условное освобождение заключённого из тюрьмы, **to release smb on parole** условно-досрочно освобождать под честное слово, **to be eligible for parole** иметь право на условно-досрочное освобождение; подлежать условно-досрочному освобождению.

7. A court room зал судебного заседания:
the judge's bench место судьи в зале для заседаний, **the jury box** скамья присяжных; **the dock** скамья подсудимых, **the witness' stand/box** место для дачи свидетельских показаний в суде; **the public gallery** места для публики.

The US Court System¹

The courts are the overseers of the law. They administer it, they resolve disputes under it, and they ensure that it is and remains equal to and impartial for everyone. In the United States each state is served by the separate court systems, state and federal. Both systems are organized into three basic levels of courts — trial courts, intermediate

¹ For the US Court structure see Appendix (p. 271).

courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law.

Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there.

The trial courts in each state include: common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts.

The common pleas court is the most important of the trial courts. It is the court of general jurisdiction — almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies (a felony is a serious crime for which the penalty is a penitentiary term or death). In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody.

The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a

juvenile (any person under 18) is accused of an offence, whether serious, or minor, the juvenile division has exclusive jurisdiction over the case.

The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied.

The supreme court of each state is primarily a court of appeal and the court of last resort.

The federal court structure is similar to the structure of the state court system. The trial courts in the federal system are the United States district courts. The United States courts of appeal are intermediate courts of appeal between the district courts and the United States Supreme Court.

The US Supreme Court is the highest court in the nation and the court of last resort. It consists of a chief justice and eight associate justices, all of whom are appointed for life by the President with the Advice and Consent of the Senate. The duty of the Supreme Court is to decide whether laws passed by Congress agree with the Constitution. The great legal issues facing the Supreme Court at present are Government involvement with religion, abortion and privacy rights, race and sex discrimination.

1. As you read the text a) look for the answers to these questions:

1. What is the dual court system existing in the USA? What three levels of courts does it consist of? 2. What is the jurisdiction of the trial court? Define the jurisdiction of the common pleas court. 3. What kind of civil matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters. 4. Speak about the jurisdiction of state and federal courts of appeals and state supreme courts. 5. What is the duty of the US Supreme Court?

b) Summarize the text in 3 paragraphs, specifying the following: 1) the dual system of the US courts; 2) trial courts — courts of general Jurisdiction; 3) the US Supreme Court — the court judging the most explosive issues in American life.

2. Study the following text, a) Extract the necessary information about law enforcement in the USA:

A criminal case begins when a person goes to court and files a complaint that another person has committed an offence. This is followed by issuing either an arrest warrant or a summons. A criminal case is started when an indictment is returned by a grand jury before anything else happens in the case. Indictments most often are felony accusations against persons, who have been arrested and referred to the grand jury. After an accused is indicted, he is brought into court and is told the nature of the charge against him. He can plead guilty, which is the admission that he committed crime and can be sentenced without a trial. He can plead guilty and be tried.

As a general rule the parties to civil suits and defendant criminal cases are entitled to "trial by jury of 12 jurors. But a jury is not provided unless it is demanded in writing in advance of the trial; in this case a civil or a criminal case is judge alone, greater criminal cases are tried to a three-judge panel.

In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case.

The attorney for the defence pleads the case of the accused, examines his witnesses and cross-examines the witnesses for the prosecution. Both, the prosecution and the defence, try to convince the jury. When all the evidence is in, the attorneys make their closing arguments to the jury with the prosecutor going first. Both attorneys try to show the evidence in the most favourable light for their sides. But if one of them uses improper material in his final argument the opponent may object, the objection may be ruled out by the judge who will instruct the jury to disregard what was said or may be sustained. After this the judge proceeds to instruct the jury on its duty and the jury retires to the jury room to consider the verdict. In civil cases at least three-fourths of the jurors must agree on the verdict. In a criminal case there must not be any reasonable doubt as to the guilt of the accused, the verdict must be unanimous.

The next stage is for the judge to decide, in case of a verdict of guilty, what sentence to impose on the convict.

b) Use the material of the text and the topical vocabulary in answering the following questions:

1. Who are the participants in the legal procedure? 2. In what way does a legal procedure start a) in civil cases, b) in criminal cases? 3. Describe the procedure of the trial in the American court of common pleas. 4. What kind of offences are known to you? Specify the felony and misdemeanor. 5. What penalties and sentences are imposed in the US courts?

3. Do library research and a) speak about the structure of the Russian courts. The following terms might be useful:

the electivity of the people's court; social lawfulness; city courts; regional courts; supreme courts; people's courts; hearing of cases in courts of law; people's judge; people's assessor; courts of first instance; legal assistance; presumption of innocence.

b) Give brief information on Russian law enforcement. Consider the following:

1. the jurisdiction of the Russian court; 2. the legal procedure of the trial; 3. the joint trial by a judge and two people's assessors; 4. the basic principle of the legal procedure — "presumption of innocence".

4. Juvenile delinquency is an issue about which people all over the world are concerned.

a) Read the extracts given below which present information on the gravity of the problem:

a) Youth gangs have been a part of Los Angeles since the fifties. Back then their activities were largely confined to petty crimes and small-scale marijuana dealing. But lately the numbers of gangs have become staggering totalling from about 5,000 members to 10,000. Almost all the gangs are involved in the cocaine trade. "A typical gang might have 200 kids from 13 to 26 years of age," says Steven Strong, the L.A. Police department's detective. "Two weeks ago 30-year-old David Thompson and his wife were stopped by three armed teenagers, who rushed the couple, robbed them and then casually

shot Thompson in the head. The gang members pushed the dying man's wife out of the car, got in and drove away."

b) Every night — and in many areas day and night, thousands of police cars patrol the streets of American towns. The list of crimes starts with petty crimes, goes through house-breaking, shoplifting, mug0ng to be topped by homicide. Entire neighbourhoods are terrorized by mobsters and thugs, many of them are quite young.

c) Just think about how teenagers run away from homes, their own, from caring as it seems mothers, fathers, grandmothers. Why do they choose to look and act aggressive and tough? Take rockers who startle passers-by by the flashing lights of their roaring night motorbikes. Why do they, with their high-school background, have such a lack of thoughtfulness? Self-assertion? Then why at other people's expense?

b) Pair work. Team up with another student, work out the reasons for Juvenile delinquency as they are presented to the extract and discuss the extracts in pairs.

c) Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:

1. Are juvenile offenders usually found among children from broken homes or large unhappy poor families? 2. Is being unemployed an important enough reason to push somebody onto the path of crime? 3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency? 4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

5. Below is an interview with a judge on crime and punishment. The judge says why he gives help in some cases and punishment in others.

a) Work in groups of 3 or 4 and assign different opinions on the problem of the punishment to each member of the group:

Interviewer. Are there ever times when you just feel desperate, you know, you realize there's absolutely nothing that can be done for this person?

Judge: Oh, yes, very often.

Interviewer. And what do you do in such cases?

Judge: Well, it depends how anti-social their action has been. If a person needs help one wants to give it to him or her, but on the other hand you always have to consider at the same time: the effect on society in general of too much kindness to too many people.

Interviewer. You mean if such a person were let free he might cause far more trouble to other people than he could cause to himself while he's inside prison.

Judge: Yes, indeed. And also if people were never punished I think undoubtedly crime would increase.

b) Spend a few minutes individually thinking of further arguments you will use to back up your own opinion on the usefulness and types of punishment.

c) Now discuss the issue with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. (Use clichés of persuasion, agreement/disagreement).

6. In arguments involving suggestions, partial agreement and disagreement certain functional phrases of attack and response¹ are used. The tactics of attack may be tentative or direct.

a) As you read the extracts below pay attention to the difference between the two:

- Isn't it just possible that new evidence will throw quite a different light on the case? -
- Might it not be true that the boy didn't mean any harm. (*tentative*)
- Surely you'd admit that the offender has violated the basic principle. (*direct*)
- Don't you think that the prosecutor has built his case on the erroneous assumption? (*direct*)
- All of these things are racial slurs, aren't they? (*direct*)

b) Complete each of the following conversations below by supplementing the appropriate tactics of attack of the first speaker:

1. ...
Possibly (maybe so) I'd agree with you to a certain extent.
2. ...
I see your point.
3. ...
That may well be.
4. ...
I see what you mean, but...

c) As you read the text below note down the functional phrases of attack and response:

Juror 1: It's a tough decision to make, isn't it? Don't you think that it's an awful responsibility to have the future of that lad in our hands? I feel so sorry for him, he's not yet 21.

Juror 2: Come off it! You can't be serious! He didn't just take the money, he also beat up the old lady. He's guilty, it's written all over his face. It's our social duty to keep our streets safe at night.

Juror 3: I agree with your last statement, but surely you admit the evidence for convicting this young man is rather flimsy? Wouldn't you say that we need something more definite?

¹ See Appendix (p. 289).

Juror 2: Ideally that's quite true, but there weren't any other witnesses. As I see it he had the motive, he has no alibi and the old lady recognized him...

Juror 1: Hang on a minute. I'd like to point out that she only thought she recognized him. Isn't it just possible that a scared old lady of 76 could have been mistaken?

Juror 2: Fair enough, but it's all we have to go on. All the fingers seem to point at him.

Juror 3: That may well be, but strong suspicion isn't enough to put someone away in prison. If you ask me, even if he is guilty, the shock of arrest and coming to trial will be enough to stop him making the same mistake again.

Juror 4: I see what you mean, but the punishment's not our problem. We're here only to decide whether he's guilty or not. And the point is he was carrying a knife when the police picked him up, wasn't he?

d) Act out the situation similar to the one given above. Use various tactics of attack and response.

7. In a students' debating club the motion is "punks, heavy metal fans, rockers, nostalgists, green hippies and others should be prosecuted by law."

a) Make a list of arguments for and against any legal sanctions against such groups of young people.

b) Define your own attitudes to these groups. Do you think they pose a threat to public order?

c) Participate in the discussion. Use the technique of defending your views by being forceful in presenting your arguments. Use the functional phrases of attack and response.

8. The success of a lawyer, especially a prosecutor, among other things depends on a skill in making a capital speech, based in some cases on the ability to attack, to force his opinion on the Jury. Act as an attorney for the state in an imaginary case and prove at least one piece of evidence against the accused. Exercise your ability to ask the right kind of question, to be forceful in proving your point in attacking the counterarguments.

9. Panel discussion:

Suppose the fundamentals of a new criminal code of Russia are being worked out. Six experts are invited to a panel discussion to your University. They are Dr. Kelina (LL.D.), a leading researcher with the Institute of State and Law of the Russian Academy of Sciences, Dr. Orlov (LL.D.), the same Institute, Dr. Stem (LLJD.), professor of the Cincinnati University, Mr D. Fokin, a people's assessor, Mr S. Panin, a people's judge and a criminal reporter for the national newspaper.

a) Open group discussion. Describe the members of the panel and elect the chairperson.

b) Split into groups of 5-6 students and assign the roles of the panel.

c) Before the beginning of the panel read the following selections carefully and extract the necessary information:

— It's a time-honoured misconception that the stricter the punishment, the lesser the crime rate. This misconception has long been debated by history and science. Law cannot, and must not take revenge: punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education. This concept should form the guidelines of the new legislation.

— Law is developing: it has no impunity in the court of time. A number of offences should be altogether excluded from the criminal law since administrative measures are quite sufficient against them. Say a driver violates some traffic regulations, and in the accident no one is hurt...

— Unjust law warps and handicaps a nation's morale. Remember when in the not-so-distant past families of the "enemies of the people" hurriedly renounced their relations fully aware that the charges were false.

— We used to say that we had neither drug addiction nor prostitution. As long as there were no such problems any legal responsibility was out of the question. Now it is widely claimed that we need criminal laws against both drug addiction and prostitution.

— Could we make, say, prostitution a criminal offence? What could the evidence be? Who could bear witness?

— The violation of law would be extremely difficult to prove and the punishment would necessarily be selective.

— Some would be charged, others would be spared, and a selective application of law is arbitrary rule.

— But the real problem is elsewhere. Is immorality a breach of law? Don't we have to distinguish between a moral and a criminal code? I think we must be weary of the naive desire to make law relieve us of the pains of responsible choice. If every act were dictated by an article of the Criminal Code, rather than one's conscience and moral sense, human beings would become legal objects.

— Prostitution should be fought but the judges should be kept out of it.

— Drug addiction should not entail legal prosecution. Otherwise we may be in for disastrous consequences. People would be afraid to solicit medical help; it would be an impenetrable wall between the drug addicts and those who are able to save them.

— Are changes to come in the types of punishment?

— The reformatory function of jail is little-more than fiction. Rather the opposite is true. The first "jolt" makes an inveterate criminal who won't stay in society for long.

— Even in an ideal penitentiary — if such could be imagined — serving one's time causes serious problems. A cooped-up individual loses friends, family, profession, familiar environment and finds himself or herself a member of a group that is anything but healthy.

— But that's not the whole story. Imprisonment, particularly if it is prolonged, undermines one's capacity to make decisions, to control oneself. Set free after long years in jail, one is unfit for freedom, normal life seems incomprehensible and unbearable. One might be unconsciously drawn to the habitual way of life. Around 30 per cent of former inmates are brought back behind bars after new offences, and half of them during their first year at large.

— According to sociologists, less than 5 per cent of those sentenced for the first time consider their life in the colony as "normal", whereas the correspondent figure for those serving a second sentence (or more) is 40 per cent.

— New penitentiary principles must be introduced. It is real as well as imperative. I believe the solution lies with a differentiation between convicts and separate confinement

according to different categories. First time offenders should be kept separately from those with long "case histories"; convicts serving time for particularly grave crimes must not mix with petty delinquents.

— Another urgent problem is that of the maximum term of confinement. Scholars propose that the maximum serving time envisaged by the code and by each article be reduced.

— The legal profession and sociologists know that the arrest itself, the curtailing of personal freedom, is increasingly perceived as the greatest shock by the offender. It is a traumatic, shameful psychological experience. Hence, petty delinquency, such as hooliganism, should entail not a year or two in jail but up to 6 months in a detention home.

d) The following issues are to be discussed:

1. If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects.
2. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education.
3. Should drug-addiction entail legal prosecution?
4. The reformatory function of imprisonment is little more than fiction.

10. Write an article (3 paragraphs). In the newspaper to contribute to the discussion of a new Criminal Code. The topic can be chosen from the list of the problems given in exercise 9 (d).

11. Give a brief talk to the ten graders on the Criminal Law and its role in combatting Juvenile delinquency.

12. Enact a role play "Trying a criminal case". You are the Jury and must decide whether to acquit the accused or sentence them to a term of imprisonment (minimum 3 months/maximum life). Or could you think of a more appropriate punishment?

Case 1. A driver while speeding hit a cyclist off her bike. She was badly injured and confined to a wheelchair for the rest of her life. The driver didn't stop so he's charged with hit and run.

Case 2. The accused is a doctor who gave an overdose to an 87-year-old woman. She had a terminal illness, was in constant pain and had asked for the overdose. Her family are accusing the doctor of murder.

Case 3. A. and B. mug Mr X., take his money and leave him for dead. B. later returns alone and pushes the body in the river. An autopsy reveals that the man was still just alive when pushed in the water and subsequently drowned.

13. Do some library research and write an essay on one of the given topics:

1. The stricter the punishment, the lesser the crime rate, or is it?
2. Law is developing: it has no impunity in the course of time.
3. What is the best way to combat juvenile delinquency? Historical survey.

Unit Three

TEXT

From: W.S.

By L. P. Hartley

Leslie Poles Hartley (1895-1972), the son of a solicitor [sə'lisitə] адвокат (дающий советы клиенту, подготавливающий дела для барристера и выступающий только в судах низшей инстанции) was educated at Harrow and Balliol College, Oxford and for more than twenty years from 1932 was a fiction reviewer обозреватель художественной литературы for such periodicals as the *Spectator*, *Sketch*, *Observer* and *Time and Tide*. He published his first book, a collection of short stories entitled "Night Fears" in 1924. His novel "Eustace and Hilda" (1947) was recognized immediately as a major contribution вклад to English fiction беллетристика; "The Go-Between" (1953) and "The Hireling" наёмник (1957) were later made into internationally successful films. In 1967 he published "The Novelist's Responsibility", a collection of critical essays.

Henry James was a master he always revered почитаем; and, like James, he was frequently possessed by ideas of guilt and solitude and evil. As a contemporary reviewer remarked, "not only does he portray the exterior наружность of social life with a novelist's sharp eye for detail, but he also explores исследовать the underworld of fears and fantasies through which we wander in our ugliest dreams."

L.P.Hartley was a highly skilled narrator and all his tales are admirably значительно told. "W.S." comes from "The Complete Short Stories of L.P.Hartley" published posthumously посмертно in 1973.

The First postcard came from Forfar. "I thought you might like a picture of Forfar," it said. "You have always been so interested in Scotland, and that is one reason why I am interested in you. I have enjoyed all your books, but do you really get to grips иметь дело с with people? I doubt it. Try to think of this as a handshake from your devoted admirer, W.S."

Like other novelists, Walter Streeter was used to getting communications from strangers. Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious [ˌkɒnʃi'ɛnʃəs] добросовестный. But answering them took up отнимать the time and energy he needed for his writing, so that he was rather relieved облегчить that W.S. had given no address. The photograph of Forfar was uninteresting and he tore it up порвать. His anonymous correspondent's criticism, however, lingered [ˈlɪŋgə] залёг in his mind. Did he really fail to come to grips вступить в борьбу with his characters? Perhaps he did. He was aware that in most cases they were either projections проект of his own personality or, in different forms, the antithesis противоположность of it. The Me and the Not Me. Perhaps W.S. had spotted обнаружить, определить this. Not for the first time Walter made a vow клятва to be more objective.

About ten days later arrived another postcard, this time from Berwick-on-Tweed. "What do you think of Berwick-on-Tweed?" it said. "Like you, it's on the Border

граница между Англией и Шотландией. I hope this doesn't sound rude грубо. I don't mean that you are a borderline case пограничный инцидент! You know how much I admire your stories. Some people call them otherworldly не от мира сего. I think you should plump ляпнуть for one world or the other. Another firm handshake from W.S."

Walter Streeter pondered over размышлять над this and began to wonder about the sender. Was his correspondent a man or a woman? It looked like a man's handwriting — commercial, unselfconscious раскованный — and the criticism was like a man's. On the other hand, it was like a woman to probe исследовать — to want to make him feel at the same time flattered польщённый and unsure of himself. He felt the faint смутное stirrings побуждение of curiosity but soon dismissed прогнать от себя them: he was not a man to experiment with acquaintances знакомый. Still it was odd to think of this unknown person speculating размышляя about him, sizing him оценивая up. Other-worldly не от мира сего, indeed! He re-read the last two chapters he had written. Perhaps they didn't have their feet firm on the ground. Perhaps he was too ready to escape, as other novelists were nowadays, into an ambiguous [æm'bigjuəs] двусмысленный world, a world where the conscious здравый mind did not have things too much its own way. But did that matter? He threw the picture of Berwick-on-Tweed into his November fire and tried to write; but the words came haltingly хромая, as though contending борясь with an extra-strong barrier of self-criticism. And as the days passed he became uncomfortably aware of self-division, as though someone had taken hold хватать of his personality and was pulling it разрывать apart. His work was no longer homogeneous [ˌhəʊmə'dʒiːniəs] однородный, there were two strains натяжение in it, unreconciled нестыковка and opposing противопоставление, and it went much slower as he tried to resolve the discord. Never mind иметь против, he thought: perhaps I was getting into a groove привычка. These difficulties may be growing pains усилия, I may have tapped перехватывать a new source of supply источник снабжения. If only I could correlate находиться в связи the two and make their conflict fruitful плодотворный, as many artists have!

The third postcard showed a picture of York Minster. "I know you are interested in cathedrals," it said. "I'm sure this isn't a sign of megalomania [ˌmegəleu'meɪniə] мания величия in your case, but smaller churches are sometimes more rewarding. I'm seeing a good many churches on my way south. Are you busy writing or are you looking round for ideas? Another hearty handshake from your friend W. S."

It was true that Walter Streeter was interested in cathedrals. Lincoln Cathedral² had been the subject of one of his youthful юношеский fantasies and he had written about it in a travel book. And it was also true that he admired mere просто size and was inclined расположен to under-value недооценивать parish приходской churches. But how could W.S. have known that? And was it really a sign of megalomania? And who was W.S. anyhow?

For the first time it struck him that the initials were his own. No, not for the first time. He had noticed it before, but they were such commonplace банальный initials; they were Gilbert's³ they were Maugham's, they were Shakespeare's — a common possession. Anyone might have them. Yet now it seemed to him an odd coincidence and the idea came into his mind — suppose I have been writing postcards to myself? People did such things, especially people with split personalities раздвоение личности. Not that he was one, of course. And yet there were these unexplained developments обстоятельства — the cleavage расхождение in his writing, which had now extended простирались from

his thought to his style, making one paragraph languorous ['læŋgəreəs] томный with semicolons [ˌsemi'kəʊləŋ] точка с запятой and subordinate clauses придаточное предложение, and another sharp and incisive [ɪn'saɪsɪv] колкий, язвительный with main verbs and full stops точка.

He looked at the handwriting рукопись again. It had seemed the perfection совершенство of ordinariness посредственности — anybody's hand — so ordinary as perhaps to be disguised [dɪs'gaɪzd] замаскированный. Now he fancied полагать he saw in it resemblances to his own. He was just going to pitch бросить the postcard in the fire when suddenly he decided not to. I'll show it to somebody, he thought.

His friend said, "My dear fellow, it's all quite plain. The woman's a lunatic. I'm sure it's a woman. She has probably fallen in love with you and wants to make you interested in her. I should pay no attention whatsoever совсем не. People whose names are mentioned in the papers are always getting letters from lunatics. If they worry you, destroy them without reading them. That sort of person is often a little psychic ['saɪkɪk] мелиум,⁴ and if she senses that she's getting a rise out вывести из себя of you she'll go on."

For a moment Walter Streeter felt reassured успокоен. A woman, a little mouse-like creature, who had somehow taken a fancy влюбиться to him! What was there to feel uneasy about in that? It was really rather sweet and touching, and he began to think of her and wonder what she looked like. What did it matter if she was a little mad? Then his subconscious [səb'kɒnʃəs] mind подсознание, searching for something to torment досаждать him with, and assuming допускаемое the authority of logic источник логики, said: Supposing those postcards are a lunatic's, and you are writing them to yourself, doesn't it follow that you must be a lunatic too?

He tried to put the thought away выбросить из головы from him; he tried to destroy the postcard as he had the others. But something in him wanted to preserve it. It had become a piece of him, he felt. Yielding ['jɪ:ldɪŋ] подчиняясь to an irresistible [ˌɪrɪ'zɪstəbl] непреодолимое compulsion принуждение, which he dreaded ['dredɪd] испытывать благоговейный страх, he found himself putting it behind the clock on the chimney-piece полка над камином. He couldn't see it but he knew that it was there. He now had to admit признавать to himself that the postcard business had become a leading factor in his life. It had created a new area of thoughts and feelings and they were most unhelpful. His being was strung up взвинчен in expectation of the next postcard.

Yet when it came it took him, as the others had, completely by surprise. He could not bring himself рука не поднимается to look at the picture. "I hope you are well and would like a postcard from Coventry," he read. "Have you ever been sent to Coventry прекратить общение с к.л.?"⁵ I have — in fact you sent me there. It isn't a pleasant experience, I can tell you. I am getting nearer. Perhaps we shall come to grips вступить в конфликт after all. I advised you to come to grips with your characters, didn't I? Have I given you any new ideas? If I have you ought to thank me, for they are what novelists want, I understand. I have been re-reading your novels, living in them, I might say. Another hard handshake. As always, W.S."

A wave of panic surged up подняться in Walter Streeter. How was it that he had never noticed, all this time, the most significant fact about the postcards — that each one came from a place geographically closer to him than the last? "I am coming nearer." Had his mind, unconsciously бессознательно self-protective, worn завешенный blinkers шорами? If it had, he wished he could put them back. He took an atlas and idly лениво

traced out наметить W.S.'s itinerary [aɪ'tɪnərəri] маршрут. An interval of eighty miles or so seemed to separate the stopping-places. Walter lived in a large West Country town about ninety miles from Coventry.

Should he show the postcards to an alienist ['eɪliənɪst] психиатр? But what could an alienist tell him? He would not know, what Walter wanted to know, whether he had anything to fear from W.S.

Better go to the police. The police were used to dealing with poisonpens . If they laughed at him, so much the better. They did not laugh, however. They said they thought the postcards were a hoax [həʊks] розыгрыш and that W.S. would never show up in the flesh показываться во плоти. Then they asked if there was anyone who had a grudge [ɡrʌdʒ] иметь зуб against him. "No one that I know of," Walter said. They, too, took the view that the writer was probably a woman. They told him not to worry but to let them know if further дальнейший postcards came.

Commentary

1. Other-worldly, indeed! "Other-worldly" means more concerned with spiritual matters than with daily life. The exclamation "indeed" is used to express surprise, annoyance or lack of belief.

2. Lincoln Cathedral is in the ancient town of Lincoln, North Midlands. The magnificent Cathedral Church of St.Mary, rising to 271 ft, was built between the 11th and 14th centuries and its honey-coloured stone is said to change colour in varying light.

3. Gilbert, William Schwenck: (1836-1911), an English dramatist and poet.

4. psychic: having the alleged power of seeing objects or actions beyond the range of natural vision.

5. to send smb to Coventry: to refuse to speak to someone as a sign of disapproval or punishment.

SPEECH PATTERNS

1. He was just going to pitch the postcard in the fire when suddenly he **decided not to** решил не делать этого.

David was just about to order a plane ticket when suddenly he decided not to.

The little boy seemed ready to jump into the icy cold water but then he decided not to.

2. It isn't a pleasant experience, **I can tell you** и не спорь.

It isn't easy to get tickets to the Bolshoi, I can tell you. That's not the first time he has acted this way, I can tell you.

3. **How was it that** как так he had never noticed the most significant fact about the postcards...?

How was it that he was home all day, but didn't answer any of our phone calls?

How is it that we can put a man in space, but we can't cure the common cold?

Phrases and Word Combinations

to get/come to grips with smb/smith (informal) сходиться (в схватке/ борьбе) с...

to take up time and energy занимать / требовать времени и сил

to linger in the mind запасть в душу

a borderline case крайний случай, пограничный случай/инцидент
to plump for smth (informal) решительно поддерживать, выступать "за"
to ponder over smth вдуматься, думать, по-, размышлять
to feel the faint stirrings of curiosity/hatred, etc. ощущать чувствовать еле уловимые признаки раздражения
to size smb up (informal) оценивать, составлять мнение (о ком-л., чем-л.)
to have one's feet (firm) on the ground иметь почву под ногами, иметь основание
to have things (too much) one's own way стоять на своём, по-своему
to get into a groove/rut (informal) войти в привычную колею (рутину)
to look round for ideas взвесить планы/намерения
an odd coincidence случайное совпадение
to feel reassured чувствовать неуверенность / недоверие
to send smb to Coventry (informal) бойкотировать, [игнорировать]
in the flesh живым, воплоти
to have/bear a grudge against smb иметь зуб против (кого-л.)

ESSENTIAL VOCABULARY

1. come доходить до *vi (esp. up to, down to) to reach, e. g. The water came (up) to my neck. –*
come about происходить, случаться *to happen, e. g. I'll never understand how it came about that you were an hour late on such a short journey.*
come along (on) выздоравливать, поправляться *to advance, to improve, e. g. Mother's coming along nicely, thank you.*
come by проходить мимо *to obtain, e. g. Jobs were hard to come by with so many people out of work.*
come down потерять состояние, положение; опуститься; *to lose position, respect or social rank, e. g. John came down in my opinion after his bad behaviour at the dance*
come in входить в моду *to become fashionable, e. g. When did the short skirt first come in?*
come off отрываться, отклеиваться, отваливаться, иметь успех; удаваться, проходить с успехом *1) to cease being joined to smth, e. g. I tried to pick up the bucket, but the handle came off in my hand. 2) (informal) to succeed, e. g. It was a bold idea, but it still came off.*
come on приближаться *(informal) to start, e. g. I can feel a cold coming on.*
come out выходить, обнаруживаться; проявляться *to become clear or known, e. g. The truth came out at the inquiry.*
come to прийти в себя, очнуться *to regain consciousness, e. g. The girl fainted, but she came to when we threw drops of water on her face.*
come up – возвыситься, вырасти (в чьих-л. глазах, мнении), подниматься, повышаться; усиливаться, увеличиваться
2. objective 1 а) объективный, реальный (существующий независимо от нашего сознания) б) предметный; вещественный в) 2) объективный; действительный, реальный 3) беспристрастный, непредвзятый, объективный *a not influenced by personal feelings; fair, e. g. The writer tried to be as objective as possible in evaluating his latest work.*

objective цель; стремление *n* (C) something which you plan to do or achieve, *e. g.* His main/primary objective now is simply to stay in power.

object 1) предмет; вещь 2) объект (нечто материальное или абстрактное, на которое направлены мысли, чувства, действия) 3) а) цель б) причина, основание беспокойства *n* 1) a material thing, *e. g.* What is that dark object over there? 2) smth or smb that is the focus of feeling, thought, or action, as an object of pity, admiration, ridicule, delight, curiosity, fear, etc., *e. g.* She was the object of his love. 3) purpose; aim. *e. g.* The object of his visit was not clear.

object 1) возражать, протестовать; выдвигать возражения 2) относиться неодобрительно, неприязненно; не любить *vi* to be against smth or someone, *e. g.* I object to the whole thing on principle.

objection неодобрение, порицание *n* a statement or feeling of dislike, disapproval, or opposition, *e. g.* Have you any objection to his coming

3. ground земля, основание *n* 1) (C) a piece of land for a special use; a football ground; picnic grounds, a playground, *e. g.* The school grounds were planted with trees and flowers. 2) a reason, *e. g.* He left on the grounds of ill-health.

to cover much/a lot of ground 1) (много) путешествовать 2) сделать большую часть (чего-л.) 1) to travel a certain distance; 2) to deal with many different subjects, *e. g.* I'll try to cover all the ground in a short speech of half an hour. – 2) To process a great deal of information and various facts.

to suit someone down to the ground подходить кому-л. полностью, во всех отношениях (*informal*) to be just what one wants or likes, *e. g.* This house will suit us down to the ground.

groundless безосновательный, беспочвенный, беспричинный, необоснованный, неосновательный *a* (of feelings, ideas) without base or good reason

well-grounded обоснованный; подкрепленный фактами *a* based on fact аргументами

forbidden ground – запретная тема

common ground точка соприкосновения *a* shared area of agreement or understanding; an overlap of aims or interests

4. thing вещь, предмет, носильные вещи; одежда, сущность, создание, дело, случай, личные вещи, собственность, ситуация, положение дел *n* 1) (C) any material object, *e. g.* What's that thing you've got on your head? 2) (C) a piece of clothing, *e. g.* I've not got a thing to wear. 3) (C) that which is not material, *e. g.* What a nasty thing to say to your sister! 4) (C) a subject, matter, *e. g.* There's one more thing I wanted to say. 5) (C) a person or animal regarded as an object of pity, affection, or contempt, *e. g.* Your daughter's such a sweet little thing. You stupid thing! 6) (C) happening, event, *e. g.* A funny thing happened yesterday. 7) *pl* possessions, belongings, *e. g.* Have you packed your things for the journey? 8) *pl* the general state of affairs, *e. g.* Things are getting worse and worse.

(not) quite the thing последний крик моды (*informal*) what is considered socially correct, fashionable, *e. g.* It's not quite the thing to wear an open-necked shirt to a formal evening dinner. – the socially proper thing to do.

the thing is the most important point is, *e. g.* The thing is can we get there in time? – But the thing is that she's my girl. — Дело, видишь ли, в том, что она моя девушка.

have a thing about быть очень заинтересованным кем-л. (или чем-л.) (*informal*) — a peculiar attitude or feeling toward smth, *e. g.* She has a thing about cats.

old thing – голубушка, дружок

5. oppose быть против, возражать *v* to be or act against, *e. g.* His father did not oppose his plan to study medicine.

to be opposed to возражать, *e. g.* He is opposed to sex education in schools.

opposite противоположность *n* a person or thing that is as different as possible, *e. g.* Black and white are opposites.

opposite диаметрально противоположный по природе, натуре, характеру и т.д. *a* 1) totally different; 2) across from where you are, *e. g.* He sits opposite.

opposition противодействие, сопротивление, создание препятствий; неприятие, вражда, оппозиция *n* 1) (*U*) action against, *e. g.* His opposition to the plan surprised his friends. 2) the political parties opposed to the government.

6. initial прописная буква; инициал *n*, *usu. pl* first letters of a person's name.

initial начальный; исходный, отправной, первоначальный; начинающийся, зарождающийся *a* coming at the beginning, as the initial advantage, attempt, stage, step, symptoms, etc., *e. g.* His initial response to the question was "no".

initiative 1) инициатива, первый шаг, почин 2) предприимчивость, инициативность, способность к самостоятельным активным действиям *n* 1) (*C*) the first step in an undertaking (*esp. in the phr.* to take the initiative), *e. g.* Jean took the initiative at the party by introducing herself to the people she didn't know. 2) (*U*) the ability to do things before others; enterprise, *e. g.* Did you do this on your own initiative?

7. attention внимание, внимательность *n* 1) (*U*) active focusing of the mind, (*oft. in the phr.* to pay attention to, to attract/to draw smb's attention to), *e. g.* Do not let your attention wander. 2) (*U*) thoughtful consideration, care, *e. g.* A good mother gives equal attention to each of her children.

attend 1) уделять внимание, быть внимательным (*to* - к кому-л., чему-л.), 2) посещать; присутствовать 3) заботиться, следить (*to* - за чем-л.); выполнять 3) ходить, ухаживать (за больным) *vt/i* 1) to give one's attention, *e. g.* Are you attending to what is being said? 2) to be present at, *e. g.* The meeting was well attended. 3) to look after, *e. g.* I have a good doctor attending me.

attentive 1) внимательный 2) заботливый 3) вежливый, предупредительный *a* 1) paying attention; 2) courteous, considerate, as an attentive host.

Ant. inattentive

8. reassure заверять, уверять, убеждать *vt* to restore confidence or courage, *e. g.* The doctor reassured the sick man (about his health).

reassurance 1) уверение, заверение, подтверждение 2) утешение; подбадривание *n* (*C; U*), *e. g.* She won't believe it in spite of all our reassurance.

assure 1) уверять; заверять кого-л.; убеждать 2) убеждаться *vt* 1) to promise; try to persuade, *e. g.* He assured us of his ability to work. 2) to make certain, *e. g.* Before going to bed she assured herself that the door was locked.

assured а) самоуверенный; наглый; дерзкий, нахальный б) самоуспокоенный, самодовольный *a* **also self-assured**, – self-possessed, confident, as an assured manner.

assurance гарантия, заверение *n* — promise, statement made to give confidence

9. yield 1) приносить урожай, давать плоды; давать такой-то результат, приводить к чему-л. 2) поддаваться, сдаваться *vt* 1) to give, produce, bear, *e. g.* That tree yields plenty of fruit 2) to give up control (of), *e. g.* We did not yield (up) our position to the enemy.

Syn. surrender сдаваться (*v*), give up

yield а) плоды, урожай (тж. сбор урожая) б) прибыль, доход (от финансовой деятельности, от сбора налогов и т.д.) *n* that which is produced, *e. g.* The tree gave a high yield this year.

yielding . 1) податливый, покладистый, уступчивый 2) мягкий, податливый (о материале), *a* 1) likely to agree with or give in to others, *e. g.* He has a yielding character and will soon change his mind. 2) tending to give way *esp.* under pressure, as yielding materials

READING COMPREHENSION EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words. Pay attention to the stresses:

conscientious, photograph, anonymous, antithesis, ambiguous, homogeneous, megalomania, coincidence, cleavage, languorous, incisive, psychic, itinerary.

2. Read out the passage beginning with "For the first time..." up to TB show it to somebody, he thought" using proper tone groups and observing the rhythm. Convey proper attitudes and all the phonetic phenomena of connected speech.

3. a) Practise this brief conversation:

Student A expresses either annoyance at Walter Streeter or criticizes him. He suggests irritability and sounds reprovingly critical. Remember what rate of utterance may be associated with negative emotions.

Student B defends Walter Streeter. Mind that expressing disagreement you might sound challenging, persuasively reassuring, be reluctantly or defensively dissenting; for the purpose make use of the intonation patterns "Fall-Rise" and "Rise-Fall".

Student C asks for reasons and expresses his own personal verdict. Be aware of the change in attitudes.

b) Now in pairs talk about the pros and cons of judging a person by his/her handwriting. Impart your own attitude. Use proper intonation patterns which the argument or discussion require.

4. Substitute one of the speech patterns (p. 77) for the parts of the sentence in bold type.

M o d e 1 s: a) She **wanted** to put a coin into the slot but **changed her mind as she** had very little money.

She was just going to put a coin into the slot when she remembered that she had very little money and **decided not to**.

b) He could not understand why he had never noticed before that Bilson was left-handed.

How was it that he had never noticed that Bilson was left-handed?

c) It was painful, believe me. It was painful, **I can tell you.**

1. **Ben was on the point** of dialing his telephone number to have the matter out with his brother, but-then he **thought better of it**. 2. The tickets were sold out a month ago. **Why on earth was** the theatre half empty? 3. Daniel has a very good memory for names and dates. **How did it happen** that he forgot about my birthday? 4. The weather forecast was "cloudy with occasional showers". He was about to start off when suddenly he **decided to stay at home**. 5. Jane **was just about** to throw the old envelope into the waste-paper basket when suddenly she **changed her mind**. 6. So you are a professional singer. How **could it have happened** that you had never told me about this before? 7. **How can you account for the fact** that we have lived in the same town for two years and have never met? 8. We had an awful time getting back, **believe me**. 9. **I assure you**, I broke out in goosebumps all over. 10. You've got something on your hands there, lad, **I'm sure about it**.

5. Translate the following sentences into English using the speech patterns:

That's not the first time I hear such an excuse, I can tell you. 2. How is it that you never have any possibility to meet? 3. How is it that I don't meet Jain at yours anymore? 4. How was it that two little boys went to sail along across the river? 5. Their talk wasn't so innocent, I can tell you. 6. He wrote us he was going to visit us in September when suddenly he decided not to. 7. We were going to buy a new TV set when suddenly we decided not to.

6. Make up two sentences of your own on each pattern.

7. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work)

8. Note down from the text (p. 73) the sentences containing the phrases and word combinations (p. 78) and translate them into Russian.

9. Paraphrase the following sentences using the phrases and word combinations:

1. The speaker talked a lot, but never dealt in the flesh with the subject. 2. It took her up time and energy to gain a full understanding of the idea. 3. The memory of this marvellous week-end lingered in his mind. 4. At last she got to grips with the problem in favour of the new dress. 5. The policeman quickly size the man's character up and decided he must be innocent. 6. While pondering over their last meeting he began to realise that he was falling in love. 7. Your younger brother is spoilt, nobody can stop him from having things his own way. 8. After the first examination the student's position was unclear. He needed to be tested some more. 9. It was an odd coincidence that the two contestants were both born on the same day and were both called James. 10. After ten years of working in the same place Jim got into a groove and needed a change. 11. The child told tales to the teacher and so the rest of the class send him to Coventry. 12. He bore a grudge against his enemy until his dying day. 13. He's nicer in the flesh than in his photographs. 14. It took me up time and energy to find material for my research paper in the library.

10. Make up two sentences of your own on each phrase and word combination.

11. Make up and practise a suitable dialogue using the phrases and word combinations.

12. Translate the following sentences into English using the phrases and word combinations:

1. We should ponder over this problem. 2. The beautiful melody lingered in my mind. 3. The doctor himself is not sure, he said that my case is a borderline one. 4. I plump for the idea that we should go to the one-day walking-tour. 5. He felt the faint stirrings of hatred. 6. I can't size him up, he is always a sphinx to me. 7. If you want to have things your own way, you have to work a lot. 8. The well-known director in the flesh is in our town, he looks for material for his new picture. 9. At first feeling the faint stirrings of anxiety, the dog to get into a groove when felt the kindness of the new owner. 10. I'm tired to have dealings with him over the phone, I want to see him in the flesh. 11. I always feel that she has a grudge against me, although I do not know what wrong I did. 12. He pondered over this problem all day long, but failed to solve it.

13. Pair work. Make up and act out situations using the phrases and word combinations.

14. Explain what is meant by:

projections of his own personality or, in different forms, the antithesis of it отображение его собственной индивидуальности или, в различных формах, её полная противоположность; to experiment with acquaintances экспериментировать со знакомствами; other-worldly, indeed, загадочный в самом деле; too ready to escape into an ambiguous world слишком готовый сбежать в мирнеопределённости; the words came haltingly слова приходили сбивчиво; gnawing pains растущее страдание; inclined to under-value parish churches быть склонным недооценивать приходские церкви; languorous with semicolons and subordinate clauses отягощенный точками с запятой и придаточными предложениями; sharp and incisive with main verbs and full stops колкий и резкий смысловыми глаголами и точками; so ordinary as perhaps to be disguised настолько обычный, что возможно, обманчивый; if she senses that she's getting a rise out of you she'll go on если она почувствует, что ей удалось вывести тебя из себя, она продолжит это дело; he could not bring himself to look at the picture он не мог себя заставить взглянуть на изображение.

15. Answer the questions and do the given assignments:

A. 1. What was written hi the first postcard? 2. Wriy was Walter Streeter glad that he did not have to answer the postcard? Should a writer grudge the time and energy to answer letters? 3. What impression did the second postcard make on Walter Streeter? Why did he dismiss the faint stirrings of curiosity? Should a writer avoid making new acquaintances? 4. What difficulties did the writer have with his work and how did he try to reassure himself? 5. What did Walter Streeter do with the first two postcards and why did he keep the third? 6. What odd coincidence did Walter Streeter notice? Do you happen to know of any odd coincidences? 7. What thoughts and feelings did the third postcard provoke? What did his friend say? 8. Why did a wave of panic surge up in him when Walter Streeter read the fourth postcard? 9. What was the outcome of his visit to the police?

B. 1. Speak on the overall tone of the passage, specifying the setting and the time, span of the story, plot development and the characters involved. Observe the stylistic means the author employs to keep the reader in suspense: a) the words and phrases denoting emotional reaction; b) the incongruity between the banal contents of the postcards and the importance Walter Streeter attaches to them; c) the contrast in mood and length between the passages separating one postcard from another; d) the word order.

2. Analyse the content of the postcards and bring out the message that they have in common. Comment on the specific intonation of the postcards (which are supposed to reveal the character of the anonymous correspondent and his attitude towards Walter Streeter): a) absence of greeting, b) the vocabulary and set expressions, c) lexical and syntactical repetition (chiasmus in the first postcard), d) negative and interrogative sentences, e) the play on words (in the second and fourth postcards).

3. Indicate the lexical and syntactical devices used to depict the character of Walter Streeter: a) which words and phrases help the reader to understand his character? Is the description a complete one? b) what does Walter Streeter himself feel about his own work? Enlarge on the function of inner reported speech and various repetitions (anaphora, anadiplosis, synonym repetition), c) is there a lot of figurative language in the story? Give examples of the epithet, metaphor, simile, d) what is the author's attitude towards Walter Streeter? Sympathetic? Indifferent? Unsympathetic? Justify your answer.

16. Give a summary of the text.

17. Make up and act out dialogues between: 1) Walter Streeter and his friend whom he showed the postcard from York Minster; 2) Walter Streeter and the police officer about the postcard business.

18. Trace out on the map of Great Britain W.S.'s itinerary and do library research on the geographical names mentioned.

19. Write your own ending of the story. Share it with the students of your group and decide which of the different possible endings seems most likely.

20. Read the story "W.S." by L.P. Hartley to the end (p. 275), and say whether it has come up to your expectations. What do you think is the point of the story?

21. Write an essay praising your favourite contemporary novelist and advancing reasons why other members of the class would enjoy this writer's novels/ stories.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

A. 1. С тех пор как был назначен новый преподаватель, у моего сына начал сильно улучшаться французский. **2.** Попытка удалась не так хорошо, мы надеялись. **3.** Фото, на которой я сфотографировал ребенка, не вышла. **4.** Он деградировал в конце концов. **5.** Старая тётушка хорошо поправляется. **6.** Еда не оправдала моих

ожиданий. 7. Я хотел бы знать, как она приобрела эту дурную репутацию. 8. Я пробовал немного шутить, но безуспешно. 9. Я нисколько не возражаю против приглашения девочек Смит. 10. Она против грязных ботинок в доме. 11. Все наши цели были достигнуты. 12. Для такого как он миллионера, деньги – не цель. 13. Не упоминайте о его здоровье: это запретная тема. 14. Как только мы нашли некоторые точки соприкосновения, в которые мы очень поладили друг с другом. 15. Планируя вечеринку, она не ничего не упускала из виду. 16. Иногда Джуна ходила туда, чтобы подбодрить дружочков. 17. Это было недоброй вещью, сказать так. 18. Она одержима быстрыми автомобилями. 19. У меня есть проблема с концентрацией внимания - меня тревожит пара вещей.

В. 1. Первоначально она выступала против плана, но позже она изменила своё мнение. 2. Она оказалась полной противоположностью тому, что от неё ожидали. 3. Мы сидели по разные стороны стола напротив друг друга. 4. Она вышила красным свои инициалы. 5. После первоначальной застенчивости молодой человек имел в значительный успех в обществе. 6. Я подписал инициалами документы, чтобы показать, что я их одобряю. 7. Когда она начала работу, она проявила инициативу и была повышена до менеджера спустя год. 8. Я не обязан каждый раз говорить вам, что делать, проявите инициативу хоть раз! 9. Я меня были очень внимательные и любящие родители. 10. Спустя час мое внимание стало рассеянным. 11. Нет никакого смысла посещении вами моих занятий, если вы не собираетесь уделять внимание тому, что я говорю. 12. Встреча предназначалась для того, чтобы ободрить родителей, дети которых сдавали экзамены этим летом. 13. Медсестра пыталась ободрить испуганного ребенка. 14. Он говорил в своём привычном уверенном тоне. 15. Налогообложение за прошлое десятилетие выросло, несмотря на неоднократные заверения правительства в обратном. 16. За последние 50 лет урожайность неуклонно повышалась на 1-2 % в год. 17. Детские игрушки обычно делают из мягких материалов. 18. Во время войны они были вынуждены уступить часть своих земель.

3. Give the English equivalents for:

входить в моду to come in; оторваться/отскочить to come off; случайно встретить to come across; возвращаться to come back; очнуться to come; доходить до колен (*о платье*) to come to knees; подходить к концу come to an end; кончатся to come out; упасть в глазах to come down in one's opinion; удаваться to come off; обнаруживаться (о факте) to come out; трудно получить it's hard to come by; решить проблему to come through with the problem;

непредвзятое мнение objective opinion; отдаленный предмет distant object; объект насмешек an object of derision; не иметь цели в жизни to have no object in life; не любить сырую погоду to object to the wet weather; возражать из принципа насилия to object to the thing on principle; не одобрять грубость to object to rudeness; быть против to object to violence; футбольное поле football ground; запретная тема forbidden ground; стоять на своем to stand one's ground; устраивать во всех отношениях to suit smb. down to the ground; чувствовать твердую почву под ногами to be on firm ground; затрагивать много вопросов to cover much ground; не иметь оснований беспокоиться to have no ground for anxiety; пройти большое расстояние to cover ground; беспричинные страхи groundless fears; обоснованные опасения well-grounded fears;

чайная посуда tea things; сладости sweet things; духовные ценности spiritual/cultural things; положение дел the state of things; бедняжка poor thing; крошка little thing; тупица; сказать не то, что надо say the wrong thing; дело в том, что the thing is; как раз то, что нужно just the thing; нечто не совсем подходящее unsuitable thing; единственное only thing;

возражать против плана oppose the plan; не одобрять чей-л. брак to not oppose the somebody's marriage; (сильно) противиться переменам to be opposed to changes; полная противоположность direct opposite; дом напротив the house opposite; быть в оппозиции to oppose; выступать против законопроекта (в парламенте) to oppose a bill; сидеть друг против друга to sit opposite each other;

начальная стадия initial stage; ранние симптомы заболевания initial symptoms of a disease; одинаковые инициалы the same initials; первоначальное преимущество initial advantage; брать на себя инициативу в чём-л. to take the initiative in something; сделать по собственной инициативе to do on own initiative; проявить инициативу to take the initiative; первый шаг initiative; инициативный человек man of initiative;

уделять внимание to give attention to; следить за воспитанием своих детей attend to the education of one's children; ухаживать за больным to attend up/on the sick man; присутствовать на лекциях to attend lectures; посещать школу to attend school; обращать внимание на to pay attention to; привлечь чье-л. внимание к to draw smb.'s attention to smth.; внимательно относиться к кому-л. to be attentive to smb.; оказать помощь пострадавшему to lend attention to the hurt; обслужить клиента attend to a customer; невнимательный ученик inattentive pupil;

успокоить пациента to reassure the patient; убедить кого-л. не беспокоиться о своем здоровье to assure somebody not to be worry about his health; чувствовать себя уверенным to feel reassured; удостовериться в том, что to assure oneself of; утешительные вести reassuring news; успокаивающий голос reassuring voice; уверенные манеры assured manner; говорить уверенно speak with assurance; заверять кого-л. в своей преданности to assure smb. of one's fidelity; твердый доход assured income;

давать хороший урожай to yield a good harvest; приносить большой доход to give a high yield; сдать свои позиции to yield; поддаться искушению to yield to temptation; уступить перед силой to yield to force; испугаться угроз to yield to treat; поддаваться лечению to yield to treatment; податливый характер yielding character.

4. Paraphrase the following sentences using the essential vocabulary:

1. Can you tell me how the accident came about? 2. A good job that you enjoy doing is hard to come across. 3. She held a large round object in her hand. 4. Your suggestion suit me down to the ground. 5. I can't do a thing with him. 6. I object to this trip. 7. His first reaction was one of shock and objection. 8. Are you paying attention to what is being said? 9. I was reassured to hear his words. 10. Do you have a well-grounded reason for thinking that he is to blame?

5. Answer the following questions. Use the essential vocabulary:

1. What do we say about a patient who is doing well? 2. What do we say about a doctor who gives his attention to the patient? 3. What sort of person tries to be unaffected by personal feelings or prejudices? 4. What is another way of saying that we disapprove

of rudeness? 5. What does one say to reassure a person who is frightened? 6. What is another way of saying that people sit facing each other? 7. What do they call a political party opposed to the government? 8. What is the usual affectionate way of referring to a small child or an animal? 9. What phrase is often used to emphasize an important remark which follows? 10. Is it considered socially correct nowadays to call people by their first names? 11. What do we call capital letters at the beginning of a name? 12. What do we say about a person who does things according to his own plan and without help? 13. What is the teacher likely to say to an inattentive pupil? 14. How is one likely to feel on hearing that he is out of danger? 15. How can one inquire about the amount of fruit gathered (produced)?

6. Fill in the blanks with prepositions and postlogues:

1. When I lifted the jug up, the handle came off. 2. The child loved to watch the stars come down at night. 3. Her hair came down to her shoulders. 4. Come on, child, or we'll be late! 5. The meaning comes out as you read further. 6. I've just come across a beautiful poem in this book. 7. How did this dangerous state of affairs come about? 8. At this point, the water only comes up to your knees. 9. Can you help me to open this bottle? The cork won't come out. 10. I came across an old friend in the library this morning. 11. I'm going away and I may never come back. 12. I hope he came by all that money honestly. 13. It was a good scheme and it nearly came out. 14. When he came back he could not, for a moment, recognize his surroundings. 15. How's your work coming on? 16. Will you come out for a walk after tea?

7. Choose the right word:

object(s) объект, предмет, цель — **subject(s)** тема, предмет разговора, объект, предмет, дисциплина, повод, причина; **to object** возражать, протестовать, не любить, не переносить — **to oppose** быть против, возражать, оказывать сопротивление, сопротивляться, противиться, препятствовать; противодействовать, противопоставлять, противоположать; сопоставлять, бороться, соперничать (с кем-л.); **to obtain** получать, добывать, добиваться, достигать, приобретать, существовать; применяться; иметь место, — **to come by** заходить, заглядывать, проходить мимо; доставать, приобретать напр., возможность купить; **to happen** случаться, происходить — **to come about** появляться, возникать, происходить, случаться; **to yield** приносить урожай, давать плоды; давать результат, приводить (к чему-л.), приносить доход, сдавать(ся), уступать; соглашаться (на что-л.), поддаваться; подаваться; пружинить — **to give in** уступить, сдаваться, поддавать (заявление, отчёт, счёт); вписывать; регистрировать.

1. How did you come by that scratch on your cheek? 2. I haven't been able come by that record anywhere; can you obtain it for me? 3. The accident happened last week. 4. How did it come about that you did not report the theft until two days after it occurred? 5. After months of refusing, Irene yielded to Soames and agreed to marry him. 6. Mr. Davidson had never been known yielded to temptation. 7. He became an object of ridicule among the other children. 8. There were many subjects of delight and interest claiming his attention. 9. My favourite subjects at school were history and geography. 10. The subject of the painting is the Battle of Waterloo. 11. Ruth had object his writing because it did not earn money. 12. Like many of the scientists he had been actively opposed to the use of the bomb. 13. I objected most strongly to this remark.

8. Review the essential vocabulary and translate the following sentences into English:

1. We were going to go to the theater, but it did not come off. 2. How did you come by this amazing picture? 3. How does come along your work? 4. He often did his sister the object of ridicule. 5. The object of his call was to invite me to come to see him. 6. The teacher covered a lot of ground in an hour. 7. Your opinion is well-grounded. 8. The American colonists opposed the expansionary fiscal policy of the British government. 9. No matter what I ask for she does the opposite. 10. He used to say that the initial stage of work is the most important one. 11. The initial talks was the ground of the further agreement. 12. The President was came along by three secretaries on his trips. 13. It was he who drew my attention to this picture. 14. Do not pay attention to what he says. 15. He assured me of the honesty of his friend. 16. His words were a great reassurance for me. 17. The talk with the doctor reassured me. 18. We were forced to yield.

9. a) Find the Russian equivalents for the following English proverbs:

1. Easy come, easy go. Что легко достаётся, то легко тратится, легко нажито - легко прожито.
2. Everything comes to him who waits. Кто ждёт, тот дождётся; терпение и труд всё перетрут.
3. A bad penny always comes back. Не плюй в колодец - пригодится воды напиться.
4. Christmas comes but once a year. Рождество раз в год бывает, но когда оно приходит — с собой веселие приносит. Смысл: праздник бывает не каждый день.
5. Curses, like chickens, come home to roost. Что посеешь, то и пожнёшь..
6. Tomorrow never comes. Завтра никогда не наступит. Когда рак на горе свистнет.
7. A thing of beauty is a joy for ever. Прекрасное создание всегда являет радость.
8. A little learning is a dangerous thing. Малые знания хуже незнания.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

CONVERSATION AND DISCUSSION

BOOKS AND READING

TOPICAL VOCABULARY

1. Categorisation классификация:

Children's and adult's books книги для детей и взрослых; **travel books and biography** туристическая литература и биография; **romantic and historical novels** романтический и исторический роман; **crime/thrillers** криминальный/сенсационный роман (приключенческий, детективный); **detective stories** детективные романы; **war/adventure** военный/приключенческий роман; **science fiction/fantasy** научная фантастика/ ненаучная фантастика; **literary fiction and genre fiction** «интеллектуальная проза» и беллетристика; **feon-fiction** документальный роман; **pulp fiction** бульварная литература.

Absorbing захватывающий, увлекательный; **adult** зрелый, непристойный; **amusing** забавный, занимательный, занятный; **controversial** вызывающий спор; дискуссионный; **dense** вопиющий; **depressing** гнетущий, тягостный; унылый; наводящий тоску; **delightful** восхитительный, очаровательный; **dirty** вульгарный, непристойный; **disturbing** беспокоящий, волнующий; **dull** скучный, занудный; **fascinating** обворожительный, очаровательный, пленительный; **gripping** захватывающий, всепоглощающий, увлекательный, поразительный, потрясающий, удивительный, изумительный; **moralistic** поучающий, **nasty** вульгарный, грязный, неприличный, непристойный; **obscene** непристойный, непотребный, неприличный; вульгарный, грязный; порнографический; грубый; **outrageous** жестокий, возмутительный; оскорбительный; вопиющий, скандальный; **profound** глубокий, основательный; мудрый; **whimsical** фантастический, причудливый; необычный; **unputdownable** захватывающий.

2. Books and their parts книги и их составляющие:

paperback and hardback книга "карманного" формата, книга в мягкой обложке/книга в жёстком, твёрдом переплёте; **binding** переплёт; **cover** обложка; **spine** корешок; **jacket** суперобложка; **title** название, заглавие; **epigraph** эпитафия; **preface** пролог; **the contents list** содержание; **fly leaf** форзац; **bookplate** книжный знак, наклеиваемый владельцами библиотек на книгу; **blurb** издательское рекламное объявление; реклама (обыкн. на обложке или суперобложке книги); **a beautifully printed book** красиво оформленная книга; **a tome bound in leather/with gilt edges** большая книга переплетённая в кожу/с позолочёнными углами; **a volume with a broken binding** том с повреждённым переплётом; **a book with dense print/with loose pages** книга, со плотно расположенными словами, напечатанными мелким шрифтом/с оторванными страницами; **a well-thumbed book** замусоленная книга.

3. Reading habits читательские привычки:

to form a reading habit early in life сформировать вкус к чтению в детстве; **to read silently/incessantly/greedily/laboriously** читать молча/беспрерывно/жадно/напряжённо; **to read curled up in a chair** читать, свернувшись калачиком в кресле; **to read a child/oneself to sleep** читать ребёнку/себе чтобы быстрее заснул/заснуть; **to make good bed-time reading** хорошо провести время в кровати за чтением; **to be lost/absorbed in a book** быть поглощённым/крайне увлечённым книгой, **to devour books** проглатывать книги; **to dip into/glance over/pore over/thumb through a book** поверхностно прочесть/бегло просмотреть/сосредоточенно изучать/пролистать книгу; **to browse through newspapers and periodicals** просматривать газеты и периодику; **to scan/skim a magazine** пристально разглядывать/бегло просматривать журнал; **a bookworm** любитель книг, библиофил; **an avid/alert/keen reader** жадный до книг/бдительный/любопытный читатель.

4. Library facilities библиотечные средства:

reading rooms and reference sections читальный зал библиотеки и отдел справочной литературы; **the subject/author/title/on-line catalogue** предметный, алфавитные, заглавий, онлайн каталоги; **the enquiry desk** стол заказов; **computer assisted reference service** компьютеризированная справочная служба; **to borrow/renew/loan books, CDs and video tapes** взять на время/продлить срок пользования/взять напрокат книги, компакт-диски и видеоленты; **rare books** редкие книги; **to keep books that are overdue** держать просроченные книги; **books**

vulnerable to theft книги, имеющие риск быть украденными; to suspend one's membership приостановить чьё-л. членство; to be banned from the library быть лишённым права пользоваться библиотекой.

MURIEL SPARK

Many professions are associated with a particular stereotype. The classic image of a writer, for instance, is of a slightly demented-looking person, locked in an attic, scribbling away furiously for days on end. Naturally, he has his favourite pen and notepaper, or a beat-up old typewriter, without which he could not produce a readable word.

Nowadays we know that such images bear little resemblance to reality. But are they completely false? In the case of at least one writer it would seem not. Dame Muriel Spark, who is 80 this month, in many ways resembles this stereotypical "writer". She is certainly not demented, and she doesn't work in an attic. But she is rather neurotic about the tools of her trade.

She insists on writing with a certain type of pen in a certain type of notebook, which she buys from a certain stationer in Edinburgh called James Thin, in fact, so superstitious is she that, if someone uses one of her pens by accident, she immediately throws it away.

As well as her "fetish" about writing materials, Muriel Spark shares one other characteristic with the stereotypical "writer" — her work is the most important thing in her life. It has stopped her from remarrying; cost her old friends and made her new ones; and driven her from London to New York, to Rome. Today, she lives in the Italian province of Tuscany with a friend.

Dame Muriel discovered her gift for writing at school in the Scottish capital, Edinburgh. "It was a very progressive school," she recalls. "There was complete racial [and] religious tolerance."

Last year, she acknowledged the part the school had played in shaping her career by giving it a donation of £10,000. The money was part of the David Cohen British Literature Prize, one of Britain's most prestigious literary awards. Dame Muriel received the award for a lifetime's writing achievement, which really began with her most famous novel, *The Prime of Miss Jean Brodie*. It was the story of a teacher who encouraged her girls to believe they were the "creme de la creme". Miss Jean Brodie was based on a teacher who had helped Muriel Spark realise her talent.

Much of Dame Muriel's writing has been informed by her personal experiences. Catholicism, for instance, has always been a recurring theme in her books — she converted in 1954. Another novel, *Loitering with Intent* (1981), is set in London just after World War II, when she herself came to live in the capital.

How much her writing has been influenced by one part of her life is more difficult to assess. In 1937, at the age of 19, she travelled to Rhodesia (now Zimbabwe), where she married a teacher called Sydney Oswald Spark. The couple had a son, Robin, but the marriage didn't last. In 1944, after spending some time in South Africa, she returned to Britain, and got a job with the Foreign Office in London.

Her first novel *The Comforters* (1957) was written with the help of the writer, Graham Greene. He didn't help with the writing, but instead gave her £20 a month to support herself while she wrote it. His only conditions were that she shouldn't meet him or pray for him. Before *The Comforters* she had concentrated on poems and short stories. Once it was published, she turned her attentions to novels, publishing one a year for the next six

years. Real success came with *The Prime of Miss Jean Brodie*, which was published in 1961, and made into a film. By this time she was financially secure and world famous.

(from BBC English, February 1998)

1. As you read the text:

a) Look for the answers to these questions:

1. What profession stereotypes are there? What is a stereotypical "student"? "lecturer"? "poet"? 2. Is the "classic image of a writer" completely false? Be specific. 3. Would you agree that artistic people are often superstitious? 4. Who is given the title of "Dame" in Britain? 5. What suggests that Dame Muriel Spark is rather neurotic about the tools of her trade? 6. What part did the school play in shaping her career? 7. How did Graham Green help the young writer? 8. What are the scanty biographical details given in the profile?

b) Find in the text the facts to illustrate the following:

1. For Muriel Spark writing is the most important thing in her life. 2. Dame Muriel Spark is a stereotypical writer. 3. "The Prime of Miss Jean Brodie" is a great novel.

c) Summarize the text in three paragraphs.

2. In spite of the Russian proverb one can argue about taste: everybody does, and one result is that tastes change. If given a choice what would you rather read a novel or short stories in book form? Why? Try to substantiate your point of view. Use some of the ideas listed below.

"A novel appeals in the same way that a portrait does — through the richness of its human content."

"It is not only an author's characters that endear him to the public: it is also his ethical outlook that appears with greater or less distinctness in everything he writes."

"A volume of short stories contains more ideas, since each story is based on an idea; it has much greater variety of mood, scene, character and plot."

3. a) What do children want to read about? This is a question that teachers and parents have been asking for a long time. Read the texts below and prepare to give your view on the problem.

One person who had no doubts about what youngsters wanted to read was the children's author Enid Blyton. Although she died in 1968, and many of her stories are today rather dated, her books continue to be hugely popular with children. They have been translated into 27 languages, and they still sell over eight million copies a year, despite tough competition from television and computer games.

Blyton, was not only a gifted children's author, she was also incredibly prolific. During her lifetime, she wrote over 700 books for children of all ages. Her best-known creations are the *The Famous Five* series, about a group of teenagers who share exciting

adventures, and the *Noddy* books, about a little boy who lives in a world where toys come to life.

But if children love Blyton's books, the same cannot be said for adults. All her stories have one thing in common: a happy ending. And this, combined with predictable plots, has led many grown-ups to dismiss Blyton's stories as boring. After her death, her critics went further and accused her of racism and of negative stereotyping — the villains in her *Noddy* books were "golliwogs", children's dolls representing black people. Many of her books were also denounced as sexist because of the way she treated female characters — girls were usually given a secondary role, while the boys had the real adventures.

Enid Blyton firmly believed in the innocence of childhood. She offered her young readers imaginary worlds, which were an escape from harsh realities of life. In Blyton's books, baddies were always defeated and the children who defeated them were always good.

(BBC English, August 1997)

Once many years ago, in anticipation of the children we would one day have, a relative of my wife's gave us a box of Ladybird Books from the 1950s and 60s. They all had titles like *Out in the Sun* and *Sunny Days at the Seaside*, and contained meticulously drafted, richly coloured illustrations of a prosperous, contented, litter-free Britain in which the sun always shone, shopkeepers smiled, and children in freshly pressed clothes derived happiness and pleasure from innocent pastimes — riding a bus to the shops, floating a model boat on a park pond, chatting to a kindly policeman.

My favourite was a book called *Adventure on the Island*. There was, in fact, precious little adventure in the book — the high point, I recall, was finding a starfish suckered to a rock — but I loved it because of the illustrations (by the gifted and much-missed J.H. Wingfield). Lyras strangely influenced by this book and for some years agreed to take our family holidays at the British seaside on the assumption that one day we would find this magic place where summer days were forever sunny, the water as warm as a sitz-bath, and commercial blight unknown.

When at last we began to accumulate children, it turned out that they didn't like these books at all because the characters in them never did anything more lively than visit a pet shop or watch a fisherman paint his boat. I tried to explain that this was sound preparation for life in Britain, but they wouldn't have it and instead, to my dismay, attached their affections to a pair of irksome little clots called Topsy and Tim.

(Bill Bryson "Notes From a Small Island", 1997)

b) Use the topical vocabulary in answering the questions:

1. Can you remember at all the first books you had? 2. Did anyone read bedtime stories to you? 3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer? 4. What English and American children's books can you name? Have you got any favourites? 5. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"? 6. How do you select books to read for pleasure? Do you listen to advice? Do the physical characteristics matter? Such as bulky size, dense print, loose pages, notations on the margins, beautiful/gaudy illustrations etc.? 7. Do you agree with the view that television is gradually replacing reading? 8. Is it possible for television

watching not only to discourage but actually to inspire reading? 9. Some teachers say it is possible to discern among the young an in-sensitivity to nuances of language and an inability to perceive more than just a story? Do you think it's a great loss? 10. What do you think of the educational benefits of "scratch and sniff" books that make it possible for young readers to experience the fragrance of the garden and the atmosphere of a zoo? 11. What kind of literacy will be required of the global village citizens of the 21st century?

c) There is some evidence to suggest that the concentration of young children today is greatly reduced compared with that of similar children only 20 years ago. Do you agree with the view that unwillingness to tackle printed texts that offer a challenge through length and complexity has worked its way up through schools into universities? Discuss in pairs.

4. Read the interview with *Martin Amis (MA.)*, one of the most successful writers in Britain today. He talks to a *BBC English* reporter (*R*) about his work.

R: As the son of a famous writer, how did your own writing style develop?

MA.: People say, you know, "How do you go about getting: your style?" and it's almost as if people imagine you kick off by writing a completely ordinary paragraph of straightforward, declarative sentences, then you reach for your style pen — your style highlighting pen — and jazz it all up. But in fact it comes in that form and I like to think that it's your talent doing that.

R: In your life and in your fiction you move between Britain and America and you have imported American English into your writing. Why? What does it help you do?

MA: I suppose what I'm looking for are new rhythms of thought. You know, I'm as responsive as many people are to street words and nicknames and new words; And when I use street language, I never put it down as it is, because it will look like a three-month-old newspaper when it comes out. Phrases like "No way, Jose" and "Free lunch" and tilings like that, they're dead in a few months. So what you've got to do is come up with an equivalent which isn't going to have its street life exhausted. I'm never going to duplicate these rhythms because I read and I studied English literature and that's all there too. But perhaps where the two things meet something original can be created. That's where originality, if it's there, would be, in my view.

R: You have said that it's no longer possible to write in a wide range of forms — that nowadays we can't really write tragedy, we can't write satire, we can't write romance, and that comedy the only form left.

MA: I think satire's still alive. Tragedy is about failed heroes and epic is, on the whole, about triumphant or redeemed heroes. So comedy, it seems to me, is the only thing left. As illusion after illusion has been cast aside, we no longer believe in these big figures — Macbeth, Hamlet, Tamburlaine — these big, struggling, tortured heroes. Where are they in the modern world? So comedy's having to do it all. And what you get, certainly in my case, is an odd kind of comedy, full of things that shouldn't be in comedy.

R: What is it that creates the comedy in your novels?

M.A: Well, I think the body, for instance, is screamingly funny as a subject. I mean, if you live in your mind, as everyone does but writers do particularly, the body is a sort of disgraceful joke. You can get everything sort of nice and crisp and clear in your mind, but the body is a chaotic slobber of disobedience and decrepitude. And think that is

hysterically funny myself because it undercuts us. It undercuts our pomposities and our ambitions.

R: Your latest book *The Information* is about two very different writers, one of whom, Gwyn, has become enormously successful and the other one, Richard, who has had a tiny bit of success but is no longer popular. One of the theories which emerges is that it's very difficult to say precisely that someone's writing is better by so much than someone else's. It's not like running a race when somebody comes first and somebody comes second.

MA: No, human beings have not evolved a way of separating the good from the bad when it comes to literature or art in general. All we have is history of taste. No one knows if they're any good — no worldly prize or advance or sales sheet is ever going to tell you whether you're any good. That's all going to be sorted out when you're gone.

R: Is this an increasing preoccupation of yours?

MA.: No, because there's nothing I can do about it. My father said. "That's no bloody use to me, is it, if I'm good, because I won't be around."

R: Have you thought about where you might go from here?

MA: I've got a wait-and-see feeling about where I go next. One day a sentence or a situation appears in your head and you just recognise it as your next novel and you have no control over it. There's nothing you can do about it. That is your next novel and I'm waiting for that feeling.

(BBC English, August 1995)

a) Express briefly in your own words what the talk is about. What makes it sound natural and spontaneous?

b) What "does Martin Amis emphasise about his style of writing? What does, he say about modern literary genres? Do you agree that "comedy is the only form left"? Is it really impossible to separate "the good from the bad when it comes to literature or art in general"? How do you understand the sentence "all we have is a history of taste"?

c) Do library research and reproduce a talk with an important writer.

5. Read the following extract and observe the way literary criticism is written:

Jane Austen saw life in a clear, dry light. She was not without deep human sympathies, but she had a quick eye for vanity, selfishness, but vulgarity, and she perceived the frequent incongruities between the way people talked and the realities of a situation. Her style is quiet and level. She never exaggerates, she never as it were, raises her voice to shout or scream. She is neither pompous, nor sentimental, nor flippant, but always gravely polite, and her writing contains a delicate but sharp-edged irony.

L.P. Hartley is one of the most distinguished of modern novelists; and one of the most original. For the world of his creation is composed of such diverse elements. On the one hand he is a keen and accurate observer of the process of human thought and feeling; he is also a sharp-eyed chronicler of the social scene. But his picture of both is transformed by the light of a Gothic, imagination that reveals itself now in fanciful reverie, now in the mingled dark and gleam of a mysterious light and a mysterious darkness... Such is the vision of- life presented in his novels.

Martin Amis is the most important novelist of his generation and probably the most influential prose stylist in Britain today. The son of Kingsley Amis, considered Britain's best novelist of the 1950s, at the age of 24 Martin won the Somerset Maugham Award for his first novel *The Rachel Papers* (his father had won the same prize 20 years earlier). Since 1973 he has published seven more novels, plus three books of journalism and one of short stories. Each work has been well received, in particular *Money* (1984), which was described as "a key novel of the decade." His latest book is *The Information* (1995). It has been said of Amis that he has enjoyed a career more like that of a pop star than a writer.

a) Turn the above passages into dialogues and act them out.

b) Choose an author, not necessarily one of the greats, you'd like to talk about. Note down a few pieces of factual information about his life and work. Your fellow-students will ask you questions to find out what you know about your subject.

6. Pair work. Discussing books and authors involves exchanging opinions and expressing agreement and disagreement. Team up with another student to talk on the following topics (Use expressions of agreement and disagreement (pp.290).

"A man ought to read just as inclination leads him; for what he reads as a task will do him little good."

(Samuel Johnson)

"A classic is something that everybody wants to have read and nobody wants to read."

(Mark Twain)

"There's an old saying that all the world loves a lover. It doesn't. What all the world loves is a scrap. It wants to see two lovers struggling for the hand of one woman."

(Anonymous)

"No furniture is so charming as books, even if you never open them and read a single word."

(Sydney Smith)

"Books and friends should be few but good."

(a proverb)

7. Group discussion.

Despite the increase in TV watching, reading still is an important leisure activity in Britain. More than 5,000 titles were nominated in a national survey conducted in 1996. The public was invited to suggest up to five books. It was later suggested that the votes either came from English literary students or from people who were showing off. What do you think? Can you point out a few important names that failed to make it into the top 100 list?

1. **The Lord of the Rings** J.R.R. Tolkien

2. **1984** George Orwell

3. **Animal Farm** George Orwell

4. **Ulysses** James Joyce
5. **Catch-22** Joseph Heller
6. **The Catcher in the Rye** J.D. Salinger
7. **To Kill a Mockingbird** Harper Lee
8. **One Hundred Years of Solitude** Gabriel Garcia Marquez
9. **The Grapes of Wrath** John Steinbeck
10. **Trainspotting** Irvine Welsh
11. **Wild Swans** Jung Chang
12. **The Great Gatsby** F. Scott Fitzgerald
13. **Lord of the Flies** William Golding
14. **On the Road** Jack Kerouac
15. **Brave New World** Aldous Huxley
16. **The Wind in the Willows** Kenneth Grahame
17. **Winnie-the-Pooh** A. A. Milne
18. **The Color Purple** Alice Walker
19. **The Hobbit** J. R. R. Tolkien
20. **The Outsider** Albert Camus
21. **The lion, the Witch and the Wardrobe** C. S. Lewis
22. **The Trial** Franz Kafka
23. **Gone with the Wind** Margaret Michell
24. **The Hitchhiker's Guide to the Galaxy** Douglas Adams
25. **Midnight's Children** Salman Rushdie
26. **The Diary of Anne Frank**
27. **A Clockwork Orange** Anthony Burgess
28. **Sons and Lovers** D.S. Lawrence
29. **To the Lighthouse** Virginia Woolf
30. **If this is a Man** Primo Levi
31. **Lolita** Vladimir Nabokov
32. **The Wasp Factory** Iain Banks
33. **Remembrance of Things Past** Marcel Proust
34. **Charlie and the Chocolate Factory** Roald Dahl
35. **Of Mice and Men** John Steinbeck
36. **Beloved** Toni Morrison
37. **Possession** A. S. Byatt
38. **Heart of Darkness** Joseph Conrad
39. **A Passage to India** E. M. Forster
40. **Watership Down** Richard Adams
41. **Sophie's World** Jostein Gaarder
42. **The Name of the Rose** Umberto Eco
43. **Love in the Time of Cholera** Gabriel Garcia Marquez
44. **Rebecca** Daphne du Maurier
45. **The Remains of the Day** Kazuo Ishiguro
46. **The Unbearable Lightness of Being** Milan Kundera
47. **Birdsong** Sebastian Faulks
48. **Howards End** E. M. Forster
49. **Brideshead Revisited** Evelyn Waugh
50. **A Suitable Boy** Vikram Seth
51. **Dune** Frank Herbert

52. **A Prayer for Owen Meany** John Irving
53. **Perfume** Patrick Susskind
54. **Doctor Zhivago** Boris Pasternak
55. **The Gormenghast Trilogy** Mervyn Peake
56. **Cider with Rosie** Laurie Lee
57. **The Bell Jar** Sylvia Plath
58. **The Handmaid's Tale** Margaret Atwood
59. **Testament Of Youth** Vera Brittain
60. **The Magus** John Fowles
61. **Brighton Rock** Graham Greene
62. **The Ragged Trousered Philanthropist** Robert Tressell
63. **The Master and Margarita** Mikhail Bulgakov
64. **Tales of the City** Armistead Maupin
65. **The French lieutenant's Woman** John Fowles
66. **Captain Corelli's Mandolin** Louis de Bernieres
67. **Slaughterhouse 5** Kurt Vonnegut
68. **Zen and the Art of Motorcycle Maintenance** Robert Pirsig
69. **A Room with a View** E.M. Forster
70. **Lucky Jim** Kingsley Amis
71. **If** Stephen King
72. **The Power and the Glory** Graham Greene
73. **The Stand** Stephen King
74. **All Quiet on the Western Front** Erich Maria Remarque
75. **Paddy Clarke Ha Ha Ha** Roddy Doyle
76. **Matilda** Roald Dahl
77. **American Psycho** Bret Easton Ellis
78. **Fear and Loathing in Las Vegas** Hunter S. Thompson
79. **A Brief History of Time** Stephen Hawking
80. **James and the Giant Peach** Roald Dahl
81. **Lady Chatterley's Lover** D. H. Lawrence
82. **The Bonfire of the Vanities** Tom Wolfe
83. **The Complete Cookery Course** Delia Smith
84. **An Evil Cradling** Brian Keenan
85. **The Rainbow** D. H. Lawrence
86. **Down and out in Paris and London** George Orwell
87. **2001 — A Space Odyssey** Arthur C. Clarke
88. **The Tin Drum** Gunther Grass
89. **One Day in the Life of Ivan Denisovich** Alexander Solzhenitsyn
90. **Long Walk to Freedom** Nelson Mandela
91. **The Selfish Gene** Richard Dawkins
92. **Jurassic Park** Michael Crichton
93. **The Alexandria Quartet** Lawrence Durrell
94. **Cry, the Beloved Country** Alan Paton
95. **High Fidelity** Nick Hornby
96. **The Van** Roddy Doyle
97. **The BFG** Roald Dahl
98. **Earthly Powers** Anthony Burgess
99. **I, Claudius** Robert Graves

8. Compile your own list "Favourite Books of the Century."

9. Alexander Herzen called public libraries "a feast of ideas to which all are invited". Read the text below and say how the modern libraries differ from those of the old days. Use the topical vocabulary.

MY FAVOURITE LIBRARY

There are many libraries which I use regularly in London, some to borrow books from, some as quiet places to work in, but the Westminster Central Reference Library is unique, in a small street just off Leicester Square, it is run by the London borough of Westminster. You don't need a ticket to get in, and it is available to foreign visitors just the same as to local residents. You simply walk in, and there, on three floors, you can consult about 138,000 reference books and they include some very remarkable and useful items.

As you come in, the first alcove on the right contains telephone directories of almost every country in the world — Argentina, Australia, Austria, Belgium, and so on, besides directories of important addresses in each country. There is also a street directory of every British town of any size, with the streets in alphabetical order, and the residents' names, as a rule, against their number in the street, while in another section the residents themselves are listed in alphabetical order.

Next there are technical dictionaries in all the principal languages. I counted 60 specialised technical dictionaries for Russian alone. Then there is a section which, besides the best world atlases, contains individual atlases of a great many countries, some of them almost too heavy to lift. Seven hundred periodicals, mostly technical, are taken by the library, and the latest issues are put out on racks nearby. By asking at the enquiry desk you can see maps of the whole of Britain on the scale of 1/60,000 and 1/24,000, and smaller-scale maps of nearly every other country in Europe.

Around the walls, on this floor and the floor above, are reference books on every possible subject, including, for instance, standard works of English literature and criticism. Foreign literature, however, is represented mainly by anthologies.

Finally, on the top floor of all, is a wonderful art library, where you can take down from the shelves all those expensive, heavy, illustrated editions that you could never really afford yourself. The librarian at the desk can direct you to answers for almost any query you may have about the plastic arts. There is in fact a busy enquiry desk on each floor, and the last time I was there they had just received a letter from a distinguished medical man. He had written to ask for information about sword-swallowing. He was very interested in the anatomy of sword-swallowers, and had failed to find anything either in medical libraries or in the British Museum Library! (Anglia, 1972)

10. Prepare to give a talk on an important library, its history and facilities.

11. Group work. Work in groups of three or four to discuss the pros and cons of reading detective novels and thrillers. Consider the following:

"It has been estimated that only 3 percent of the population in Britain read such classics as Charles Dickens or Jane Austen; Agatha Christie's novels have sold more than 300 million copies."

(Longman Britain Explored)

"As thoughtful citizens we are hemmed in now by gigantic problems that appear as insoluble as they are menacing, so how pleasant it is to take an hour or two off to consider only the problem of the body that locked itself in its study and then used the telephone..."

(J.B. Priestley)

"There is nothing either good or bad, but thinking makes it so."

(W.Shakespeare)

"The world loves a spice of wickedness."

(H. Longfellow)

"If *Jonathan Wild the Great* had been written today, I think he would have been the hero of it, not the villain, and we should have been expected to feel sorry for him. For compassion is the order of the day ...

Detective stories have helped to bring this about, and the convention that the murderess is always an unpleasant person, better out of the way."

(L.P.Hartley)

"The crime novel is developing moral equivalency: unpleasant detectives and charismatic criminals."

(The Guardian, Oct. 8 1997)

"If the question 'Wither Fiction?' is raised, the novelist will have to make up his mind which side he is on. Is he to write: 'She was a beautiful woman, witty, clever, cultivated, sympathetic, charming, but, alas, she was a murderess? Or is he to write: 'She was a beautiful woman, witty, clever, etc., and to crown it all, was a murderess'?"

(L.P. Hartley)

Unit Four

TEXT

From: **RAGTIME**¹

By **E.L. Doctorow**

Ragtime is a novel set in America at the beginning of this century. Its characters reflect all that is most significant and dramatic in America's last hundred years. One character, Coalhouse Walker Jr., a black pianist love affair with young Sarah and abandoned her to later reunite. But who bore his child was resentful [rɪ'zentfl] обижен when he came to rectify исправлять his actions. The novel will take you through the tragedy of their lives.

The author E.L. Doctorow, an American writer, is famous for his other novels which include *Welcome to Hard Times* and *The Book of Daniel*, which was nominated for a National Book Award.

One afternoon, a Sunday, a new model T-Ford² slowly came up the hill and went past the house. The boy, who happened to see it from the porch веранда, балкон (амер.), ran down the steps and stood on the sidewalk тротуар. The driver was looking right and left as if trying to find a particular address; he turned the car around at the corner посетитель, пришелец and came back. Pulling останавливаться up before the boy, he idled работать вхолостую his throttle дроссель and beckoned [bi'klaʊd] затемнять with a gloved hand. He was a Negro. His car shone. The brightwork начисто обработанная деталь gleamed мерцать... I am looking for a young woman of color whose name is Sarah, he said. She is said to reside проживать in one of these houses.

The boy realized he meant the woman in the attic мансарда. Site's here. The man switched off the motor, set the brake тормоз and jumped down.

When Mother came to the door the colored man was respectful, but there was something disturbingly resolute непоколебимый and self-important с большим самомнением in the way he asked her if he could please speak with Sarah. Mother could not judge his age. He was a stocky приземистый man with a red-complected shining brown face, high cheekbones ['tʃi:kbəʊn] скулы and large dark eyes so intense сильный as to suggest they were about to cross перекрещиваться. He had a neat изящный moustache [mə'sta:ʃ]. He was dressed in the affection of wealth to which colored people lent прибегать themselves.

She told him to wait and closed the door. She climbed to the third floor. She found the girl Sarah not sitting at the window as she usually did but standing rigidly ['rɪdʒɪdli] неподвижно, hands folded сложенный in front of her, and facing the door. Sarah, Mother said, you have a caller посетитель. The girl said nothing. Will you come to the kitchen? The girl shook her head. You don't want to see him? No, ma'am, the girl finally said softly, while she looked at the floor. Send him away прогнать, please. This was the most she had said in all the months she had lived in the house. Mother went back downstairs and found the fellow not at the back door but in the kitchen where, in the warmth [wɔ:mθ] тепло of the corner near the cookstove, Sarah's baby lay sleeping in his carriage коляска. The black man was kneeling стоять на коленях beside the carriage and staring at the child. Mother, not thinking clearly, was suddenly outraged оскорблена that he had presumed позволить себе to come in the door. Sarah is unable to see you, she said and she held the door open. The colored man took another glance at the child, rose, thanked her and departed.

Such was the coming of the colored man in the car to Broadview Avenue. His name was Cualhouse Walker Jr. Beginning with that Sunday he appeared every week, always knocking at the back door. Always turning away without complaint недовольство upon Sarah's refusal to see him. Father considered the visits a nuisance неудобство and wanted to discourage отбивать охоту them. I'll call the police, he said. Mother laid her hand on his arm. One Sunday the colored man left a bouquet [bu'keɪ] of yellow chrysanthemums [krə'sænθɪməm] which in this season had to have cost him a pretty penny.

The black girl would say nothing about her visitor. They had no idea where she had met him, or how. As far as they knew she had no family nor any friends from the black

community in the downtown section деловой район of the city. Apparently очевидно she had come by herself from New York to work as a servant. Mother was exhilarated [ɪg'zɪləreɪtɪd] развеселена by the situation. She began to regret Sarah's intransigence [ɪn'trænsɪdʒəns] непримиримость. She thought of the drive езда from Harlem, where Coalhouse Walker Jr. lived, and the drive back, and she decided the next time to give him more of a visit. She would serve tea in the parlor. Father questioned the propriety [prə'praɪəti] уместность of this. Mother said, he is well-spoken and conducts himself as a gentleman. I see nothing wrong with it. When Mr Roosevelt³ was in the White House he gave dinner to Booker T. Washington. Surely we can serve tea to Coalhouse Walker Jr.

And so it happened on the next Sunday that the Negro took tea. Father noted that he suffered страдать no embarrassment смущение by being in the parlor with a cup and saucer блюдце in his hand. On the contrary, he acted as if it was the most natural thing in the world. The surroundings [sə'raʊndɪŋz] окрестности did not awe [ɔ:] внушать благоговение him nor was his manner deferential. He was courteous ['kɜ:tɪəs] учтивый and correct. He told them about himself. He was a professional pianist and was now more or less permanently located in New York, having secured [sɪ'kjʊəd] надёжный a job with the Jim Europe Clef Club Orchestra, a well-known ensemble [ɒn'sɒmbəl] that gave regular concerts at the Manhattan⁴ Casino on 155th Street and Eighth Avenue. It was important, he said, for a musician to find a place that was permanent, a job that required нуждаться no travelling... I am through travelling, he said. I am through going on the road. He spoke so fervently ['fɜ:vntli] that Father realized the message was intended предназначен for the woman upstairs. This irritated him. What can you play? he said abruptly резко. Why don't you play something for us?

The black man placed tea, on the tray. He rose, patted his lips with the napkin салфетка, placed the napkin beside his cup and went to the piano. He sat on the piano stool табуретка and immediately rose and twirled it till the height was to his satisfaction. He sat down again, played a chord [kɔ:d] аккорд and turned to them. This piano is badly in need of a tuning настройка, he said. Father's face reddened. Oh, yes, Mother said, we are terrible about that. The musician turned again to the keyboard ['ki:bɔ:d] клавиатура. "Wall Street⁵ Rag," he said. Composed by the great Scott Joplin.⁶ He began to play. Ill-tuned or not the Aeolian [i'ævliən] had never made such sounds. Small clear chords hung in the air like flowers. The melodies were like bouquets [bu'keɪ]. There seemed to be no other possibilities for life than those delineated [dɪ'lnɪeɪtɪd] описываемый by the music. When the piece was over Coalhouse Walker turned on the stool and found in his audience the entire family: Mother, Father, the boy, Grandfather and Mother's Younger Brother, who had come down from his room in shirt рубашка and suspenders подтяжки to see who was playing. Of all of them he was the only one who knew ragtime. He had heard it in his nightlife ночная жизнь period in New York. He had never expected to hear it in his sister's home.

Coalhouse Walker Jr. turned back to the piano and said "The Maple Leaf". Composed by the great Scott Joplin. The most famous rag обрывок of all rang звенеть through the air. The pianist sat stiffly натянуто at the keyboard, his long dark hands with their pink nails seemingly with no effort producing the clusters гроздь of syncopating ['sɪŋkəpeɪt] chords and the thumping ['θʌmpɪŋ] ударяющий octaves ['ɒktɪv]. This was a most

robust [rəʊ'bast] трудный composition, a vigorous ['vɪɡərəs] энергичный music that roused the senses and never stood still a moment. The boy perceived ощущать it as light touching various places in space, accumulating [ə,kju:mjə'leɪt] intricate ['ɪntrɪkət] замысловатый patterns узор until the entire room was made to glow накаляться with its own being. The music filled the stairwell ['steəweɪ] лестничный колодец to the third floor where the mute and unforgiving неумолимый Sarah sat with her hands folded and listened with the door open.

The piece was brought to a conclusion. Everyone applauded [ə'plɔ:d]. Mother then introduced Mr Walker to Grandfather and to Younger Brother, who shook the black man's hand and said I am pleased to meet you. Coalhouse Walker was solemn ['sɒləm] серьёзный. Everyone was standing. There was a silence. Father cleared his throat. Father was not knowledgeable хорошо осведомлённый in music. His taste ran to Carrie Jacobs Bond.⁷ He thought Negro music had to have smiling and cakewalking пустячная. Do you know any coon енот, негритянский (презр.) songs?⁸ he said. He did not intend to be rude — coon songs was what they were called. But the pianist responded with a tense напряжённый shake of the head. Coon songs are made for minstrel ['mɪnstrel] исполнители негритянских песен shows,⁹ he said. White men sing them in black face. There was another silence. The black man looked at the ceiling. Well, he said, it appears as if Miss Sarah will not be able to receive me. He turned abruptly and walked through the hall to the kitchen. The family followed him. He had left his coat on a chair. He put it on and ignoring them all, he knelt and gazed at the baby asleep in its carriage. After several moments he stood up, said good day and walked out of the door.

Commentary

1. **Ragtime:** the form of music, song and dance of black US origin, popular in the 1920's in which the strong note of the tune comes just before the main beat of the music played with it (syncopation)
2. **a new model T-Ford:** the model T-Ford, of which 15 million were sold, was the automobile that changed the pattern of life in the United States. It first appeared in 1908 and was one of the first cars to be made by assembly line methods and was the first gasoline-operated car sold at a price that many Americans could afford. The name of its builder, Henry Ford, became a household word around the world.
3. **Theodore Roosevelt:** (1858-1919), twenty-sixth president of the United States of America (1901-1909).
4. **Manhattan:** one of the five boroughs that make up New York City. Reputation as the cultural centre of the nation.
5. **Wall Street:** a street in New York city, extending from Broadway to the East River, financial center of the United States.
6. **Scott Joplin:** (1868-1917), American composer of ragtime music, who was known as the "King of Ragtime". The son of a railroad laborer who had been a slave, Joplin showed musical ability by the time he was seven. He taught himself to play the piano and eventually became an itinerant musician, playing in cafes and honky-tonks and learning the music of the blacks in the Mississippi Valley.
7. **Carrie Jacobs Bond:** (1862-1946), songwriter, author of about 170 published songs, including "I Love You Truly" and "The End of a Perfect Day".
8. **coon songs:** White American Negro (Black) folksongs.

9. minstrel show: stage entertainment featuring comic dialogue, song and dance, in highly conventionalized patterns. Performed by a troupe of actors in blackface comprising of an interlocutor, two end men, and a chorus; developed in the United States in the early and mid-19th century.

SPEECH PATTERNS

1. **... there was something** есть что-то disturbingly resolute and self-important **in the way** в том как he asked her...

There was something strange in (about) the way he greeted me that morning.

There was something disturbing (in) about the way the girl entered the room.

There is something special in the way she dresses on Sundays.

2. He was a stocky man with large dark eyes so intense as to suggest **they were about to** собираться **cross**.

I think the speaker is about to conclude his speech.

I have a strange feeling that something terrible is about to happen.

The satellite launch is about to commence.

3. **This was the most** это самое **she had said** in all the months she had lived in the house.

This was the most he had eaten in a long time.

This was the most I had heard from my family all year.

While your pupil is recovering he can only read the book.

This will be the most you can expect of him.

4. **... tuned or not** или нет the Aeolian had never made such sounds.

Clumsy or not she was a good basketball player.

Busy or not Mr Jones always finds time for his students.

Phrases and Word Combinations

to go past пройти мимо

(to look) right and left осмотреться по сторонам

to judge one's age оценить возраст

to presume to do smth отважиться сделать

to regret smth сожалеть о

to question the propriety of smth осведомляться об уместности

to suffer (no) embarrassment замешательство, смущение

on the contrary наоборот

(to do smth) to one's satisfaction к чьему-л. удовольствию, удовлетворению

to bring to a conclusion завершить, закончить

to clear one's throat прочищать горло (откашливаться)

to be knowledgeable in/about smth быть хорошо осведомлённым, информированным о, понимать в

ESSENTIAL VOCABULARY

1. **set** vt/i 1) привести в опр. состояние, как то открыть клетку и освободить птичку; поджечь бумаги (деревню, дом); назначить или определить (правило, время,

стандарт), как то назначить день свадьбы, to set a new land, speed, record; 2) назначить/выделить кому-то участок работы, e. g. Кто устанавливает вопросы на экзамен? Учитель задал классу различные упражнения. 5) затвердеть 6) писать музыку на слова

1) to make to be in a specified condition, as to open the cage and set the bird free; to set the papers (a village, a house) on fire; to fix or determine (a rule, time, standard), as to set a wedding day, to set a new land, speed, record; 2) to give (a piece of work) for (someone) to do, e. g. Who sets the questions for the examination? The teacher sets the class various exercises. 3) to fix firmly (a part of the body, esp. regarded as showing one's intentions, feelings, etc.), e. g. He set his jaw and refused to agree to anything I said. She's set against her daughter's marriage. 4) to put into action, e. g. He set the machine going with a push; to set the ball rolling; 5) to cause (a liquid, paste, soft material, etc.) to become solid, e. g. Set the jelly by putting it in a cold place. 6) to write or provide (music) for a poem or other words to be sung, e. g. The poem was set to an old working song tune.

to set eyes on останавливать взгляд на – to see, e. g. I hope I never set eyes on that fellow again.

to set one's teeth on edge стиснуть зубы от напряжения – to make one disgusted; to make one feel annoyed or irritated by a remark, a sound or an action. 1. To have a sharp sour taste that makes you rub your teeth together. 2. To make one feel nervous or annoyed. – вызывать досаду, раздражение замечанием, звуком, действием

to set one's heart (mind, hopes) on страстно желать чего-л.; стремиться к чему-л. – to be filled with strong desire for, e. g. The boy has set his heart on becoming an engineer. – to be intent on; to be determined about, want very much

set решительный а 1) determined, e. g. He is very set on going and I can't make him see that it's a bad idea. 2) given or fixed for study, e. g. The examination will have questions on the set books (texts). 3) (of part of the body, manner, state of mind, etc.) fixed in position, unmoving, e. g. She greeted her guests with a set smile. 4) ready, prepared, e. g. Are you all set? Then let's go.

set n 1) (informal) a group of people of a special type: – круг людей, связанных своим статусом, общими интересами, привычками или занятием: группа, компания, шайка и т. п. (the jet set – элита, сливки общества; "денежные мешки"). 2) (not pl) natural position of part of the body – положение, позиция частей тела (случайная или постоянная), e. g. From the set of her shoulders it was clear that she was tired. 3) setting of the hair – б) укладка (волос), e. g. "Shampoo and set, please," she said abruptly.

2. abandon покидать, оставлять; самовольно уходить, отказываться (от чего-л.), прекращать (что-л., делать что-л.) vt 1) to leave completely and forever, desert, e. g. The sailors abandoned the sinking ship. 2) to leave (a relation or friend) in a thoughtless (необдуманно) or cruel (жестоко) way, e. g. He abandoned his wife and went abroad. 3) to give up, esp. without finishing, e. g. The search was abandoned when the night came though the child had not been found.

N.B. **to abandon** may be used with far more negative reasons than **to give up** сдаться, отказаться.

3. resent негодовать, возмущаться; обижаться vt to show or feel indignation at, as to resent smb's behaviour (smb's words, an insult, smb's manner, etc.), e. g. Anyone would resent such treatment. The child resented being made fun of. *Note:* the pattern **smb resents smth.** Compare with the Russian patterns: кого-л. возмущает что-л.; что-л. возмущает кого-л.

resentful 1) обиженный; возмущённый (about, at, of) 2) обидчивый, a feeling or showing resentment, as to be resentful of smb (smth), *e. g.* The boy was resentful of the remark. – **resentment** негодование, возмущение; чувство обиды *n* a feeling of indignation or annoyance; a deep sense of injury, as to (have) bear no resentment against smb (smth), *e. g.* His conduct aroused everybody's resentment. – негодование, возмущение; чувство обиды (about; against; at, towards)

4. suggest *vt* 1) предлагать, советовать 2) внушать, вызывать; подсказывать (мысль); намекать; наводить на мысль; говорить о, означать

1) to cause to come to the mind, *e. g.* The open window suggested that somebody else had got into the house. 2) to bring itself to the mind, *e. g.* An idea suggested itself, Harry has bad manners. Lack of proper home training suggests itself.

3) to give signs (of), *e. g.* Her expression suggested anger/(that) she was angry.

suggestion предложение, совет, намёк *n* a slight sign, *e. g.* Her face held a suggestion of anger.

5. hand исполнитель, мастер *n* 1) a performer; a practiser of a skill

an old hand опытный (в чём-л.), знаток (чего-л.), мастер своего дела; бывалый человек; ≈ стреляный воробей, тёртый калач – An experienced and highly skilled expert at some particular job.,

be good hand at smth быть мастером в – To be talented, gifted, or skilled in some activity.

Ant. not much of a hand at smth, *e. g.* I am not much of a hand at making pastry.

2) encouragement given by clapping the hands, as to give a (good, big) hand to, get a (big, good) hand; 3) help (lend a helping hand to); 4) control (get/become out of hand), *e. g.* The meeting is getting out of hand — will everybody stop talking at once!

at hand под рукой, близко (*formal*) near in time or place, *e. g.* She always keeps her dictionary at hand. – находящийся под рукой; близкий (тж. о времени)

by hand 1) руками; ручным способом 2) самолично by a person, not a machine or organisation, *e. g.* These rugs are made by hand.

to eat out of someone's hand безоговорочно подчиняться кому-л.; становиться совсем ручным – to be ready to do everything someone wants, *e. g.* I'll soon have him eating out of my hand. – To trust someone fully; believe or obey someone without question.

to give smb a free hand давать кому-л. свободу действий – to allow smb to do things in his/her own way

hand in glove (with) в приятельских отношениях, на короткой ноге, не разлей вода – closely connected (with someone), *esp.* in smth bad, *e. g.* They were found to be hand in glove with enemy agents. – Very close or friendly; working together; in very close agreement or cooperation, especially for bad purposes.

hat in hand подобострастно – to beg, look for smth, *e. g.* He went to his employer, hat in hand, for a pay-rise (повышение заработной платы). – In a humble and respectful manner.

on the one/other hand с одной стороны (used for comparing different things or ideas), *e. g.* I know this job of mine isn't much, but on the other hand I don't feel tied down.

to try one's hand (at) попробовать свои силы в чём-л.; попытаться впервые сделать что-л. to attempt (an activity), *e. g.* I tried my hand at swimming though it was the first time I'd been in the water.

to wash one's hands of умыть руки (не иметь больше отношения к чему-либо)

(affair)– to refuse to be concerned with or responsible for, *e. g.* He washed his hands of the entire affair.

6. clear очищать, убираться из, оправдывать *vt/i* 1) to cause to become clear, *e. g.* After the storm the sky cleared. He cleared his throat. 2) to (cause to) go away, *e. g.* Soldiers! Clear the people away from the palace gates. 3) to remove, take away, get rid of, *e. g.* Whose job is it to clear snow from the road? 4) to free from blame (a person wrongly thought to have done smth wrong), *e. g.* The judge cleared the prisoner of any crime and set him free.

clear светлый, ясный; безоблачный, прозрачный, чёткий, отчётливый, ясный, понятный, недвусмысленный *a* 1) bright, free from anything that darkens, *as* clear sky, clear eyes. 2) certain, confident, *e. g.* She seems quite clear about her plans. 3) free from guilt or blame, untroubled, *as* a clear conscience, clear of guilt. 4) open, free from blocks, danger or obstructions, *as* a clear road, clear view, *e. g.* The road's clear of snow now.

the coast is clear путь свободен, препятствий нет, опасности нет; (*informal*) all danger has gone, *e. g.* When the coast was clear the two thieves escaped. – no danger is in sight, no one can see you – No enemy or danger is in sight; there is no one to see you.

7. conduct 1) руководство, управление; командование 2) поведение (обычн. связывается с моральными принципами)

n (*formal*) behaviour, *e. g.* I'm glad to see your conduct at school has improved.

conduct 1) сопровождать, сопутствовать, быть чьим-л. проводником 2) вести, руководить 3) дирижировать (оркестром, хором и т. п.) 4) вести себя (о манере, поведении) 5) проводить; служить проводником 6) вести (о дороге, проходе и т. п.) *vt* 1) (*formal*) to behave (oneself), *e.g.* I like the way your children conduct themselves. Their behaviour is very good. 2) to direct the course of (a business, activity, etc.). 3) to lead or guide (a person, tour, etc.). 4) to stand before and direct the playing of musicians or a musical work. 5) to act as the path for (electricity, heat, etc.), *e. g.* Plastic and rubber won't conduct electricity. 6) to collect payments from the passengers (on a public vehicle), *e. g.* She's conducted on London buses for 20 years.

conductor *n* 1) a person who directs the playing of a group of musicians. 2) a substance that readily acts as a path for electricity, heat, etc., *e. g.* Wood is a poor conductor of heat. 3) (AE) a railroad employee in charge of a train and train crew.

8. compose 1) сочинять, писать (музыкальное или литературное произведение) 2) набирать 3) улаживать, успокаивать (ссору, разногласия); успокаиваться 4) составлять *vt/i* 1) to write (music, poetry, essays, etc.), *e. g.* It is very time-consuming to compose a good essay. 2) to make up (smth), form (smth), *e. g.* The chemistry teacher asked the pupils what water was composed of.

Syn. comprise составлять, consist of, include, be made up of

3) to make (*esp.* oneself) calm, quiet, etc., *e. g.* The students couldn't stop laughing so the teacher asked them to compose themselves. 4) to make or form (smth) by putting parts together, *e. g.* The artist composed an interesting picture by putting the variously-coloured shapes together.

composer *n* a person who writes music.

composition составление, построение, сочинение; написание *n* 1) act of putting together parts to form smth, act of composing, *as* a piece of music of his own composition. 2) an example of this, *as* a piece of music or art or a poem, *e. g.* I like his earlier poems but not his later compositions.

9. abrupt 1) внезапный; неожиданный, непредвиденный 2) крутой, обрывистый 3) резкий, грубый (о манерах и т. п.) 4) отрывистый, неровный (о стиле) 5)

скачкообразный (об изменении и т. п.) 1) sudden and unexpected, *e. g.* The train came to an abrupt stop, making many passengers fall off their seats. 2) (of behaviour, speech, character, etc.) rough and impolite, not wanting to waste time being nice, *e. g.* Everybody resented his abrupt answer.

abruptly вдруг, внезапно, неожиданно; без подготовки, с перерывами, с промежутками; прерывисто, грубо, резко, отрывисто *adv* in an abrupt manner, *e. g.* "No," said Roger abruptly, "I'm staying here."

abruptness 1) крутизна, обрывистость 2) внезапность; неожиданность 3) резкость (движений); резкость, грубость (ответа) 4) отрывистость, неровность (стиля) *n e. g.* His abruptness was really impolite.

10. ignore игнорировать, пренебрегать, не придавать значения *vt* not to take notice of, *e. g.* Ignore the child if he misbehaves and he will soon stop.

to ignore smth to pretend not to know or see it, *e. g.* She saw him coming but she ignored him. *Ant.* to consider, to regard

Note: The Russian for **to ignore** is *игнорировать, не замечать*. **Ignore** does not correspond to the Russian *пренебрегать, не заботиться о чём-л., упускать из виду* which is expressed by the verb **to neglect**, as to neglect one's duties, one's children.

ignorant 1) невежественный, необразованный, безграмотный 2) несведущий, не знающий (of, in; that) 3) вульгарный, невоспитанный 1) lacking knowledge, not aware, as ignorant of even simplest facts, *e. g.* He is quite ignorant of these facts. She was ignorant of his presence. (She didn't know he was there.) 2) rude, impolite esp. because of lack of social training, *e. g.* He is an ignorant person — he always goes through a door in front of a girl (lady). She is an ignorant girl: she knows nothing about her country's history.

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and practise the pronunciation of the following words:

rigidly, nuisance, bouquet, chrysanthemums, transient, exhilarate, intransigence, awe, ensemble, casino, chord, delineate, syncopate, octave, vigorous, intricate, coon, minstrel.

b) Get together with another student. Listen to his/her reading. What recommendations would you give to correct any mispronunciations?

2. a) Read out aloud the following sentences from the text; divide them into intonation groups using proper intonation patterns; observe stresses, strong and weak forms. Make them sound rhythmically correct:

1. I am looking for a young woman of color whose name is Sarah, he said. 2. She is said to reside in one of these houses. 3. He was a stocky man with a red-complected shining brown face, high cheekbones and large dark eyes so intense as to suggest they were about to cross. 4. Mother, not thinking clearly, was suddenly outraged that he had presumed to come in the door. 5. The colored man took another glance at the child, rose, thanked her and departed. 6. One Sunday the colored man left a bouquet of yellow chrysanthemums which in this season had to have cost him a pretty penny. 7. Mother said he was well-spoken and conducts-himself as a gentleman. 8. It was important, he said, for a musician to find a place that was permanent, a job that required no travelling. 9. He had heard it in

his nightlife period in New York. 10. Well, he said, it appears as if Miss Sarah will not be able to receive me.

b) Get together with your partner. Listen to his/her reading, analyse possible variants in the intonation group division.

3. Complete the following sentences:

1. There is something nice in the way she tells us the tales. 2. There is something exciting about going to the party. 3. There was something unusual in his appearance. 4. This is the most the girl has said him. 5. This was the most the man could stand. 6. This will be the most the children should do today. 7. Delicious or not the dinner has to be eaten. 8. Pleasant or not he helped us a lot. 9. She was about to shout at me. 10. We are about to study.

4. Paraphrase the following sentences using the speech patterns (p. 108):

1. There is something special in the way he looks at her. 2. There is something poetical in the way she speaks. 3. This was the most meal David Copperfield had eaten for a week. 4. This was the most unpleasant she had ever said to him. 5. Tired or not she was always ready to give a helping hand. 6. Expensive or not we shall buy the piano. 7. She was about to leave the house when the telephone rang. 8. She was about to burst into tears when he suddenly appeared in the doorway.

5. Make up and act out dialogues using the speech patterns.

6. Translate the following sentences into English using the speech patterns:

1. There is something strange in the way she dresses. 2. There was something amazing in the way he said it. 3. There was something attractive in the way the child handed flowers. 4. She'll call him by all means. But this is the most she can do. 5. She ate a piece of bread and went to sleep again. It was the most she had eaten in two days. 6. Interesting or not, the stories should be read. 7. Painful or not the surgery is required. 8. She was about to say something, but then but then she decided not to. 9. She was about to take a vacation when her father became ill. 10. She was about to play the piano when the phone rang.

7. Note down the sentences containing the phrases and word combinations (p. 109) and translate them into Russian.

8. Paraphrase the following sentences:

1. We are flush with money. 2. Day succeeded day without any news. 3. Estimate its size, please. 4. He had the courage to tell his manager how the work ought to be done. 5. I don't mind living in the city but I'm sorry about being without my horse. 6. I would never doubt his honesty. 7. She felt lack of her pupils' respect. 8. "I believe you like your job." "Other way around, I hate it" 9. It's been proved to my delight that you are telling the truth. 10. "He shows discrimination in flowers," he said harrumphing.

9. Make up and set out dialogues using the phrases and word combinations (pair work).

10. Translate the following sentences into English:

1. Kids went past. 2. She presumed to go behind the counter, because she was in a hurry. 3. I find it hard to judge his knowledge of physics. 4. I always regret the lost time. 5. I never questioned his honesty. 6. To my great surprise, he suffers no guilty conscience. 7. Today it is cold, isn't it? - On the contrary, it is warm today. 8. To my great satisfaction, she applied for Institute. 9. He brought brilliantly his study to a conclusion.

11. Answer the questions and do the given assignments:

a) 1. Who was the man who arrived one Sunday afternoon to the house? 2. Why was the man looking for the young woman of colour? 3. Why was the girl Sarah accustomed to sitting at the window? 4. What made Sarah ask Mother send the visitor away? 5. Why was Mother outraged when she returned downstairs? 6. Why did Mother decide to give him more of a visit next time? 7. Why did the Negro suffer no embarrassment in the parlour? 8. How did the Negro describe his career as a pianist? 9. What was the source of Father's irritation when he finally asked the Negro to play the piano? 10. Why did the Negro agree to play the piano for them? 11. What was it in the music he played that changed the mood of the family. 12. Do you think the Negro accomplished what he had hoped for from the visit?

b) The title "Ragtime" is supposed to be the symbolic representation of the atmosphere which characterizes the scene of the novel. Do you feel that the rhythm and the intonation of E. Doctorow's prose imitate those of ragtime? (whose characteristic features are syncopation, swing, high tension, fluctuation between the regular rhythm of sharp harmonic accents and a lively irregular ragged melodic line, the incongruity, that is a special charm of the music).

c) 1. Discuss the stylistic means the author uses to create tension:

1) the incongruity of the sensational plot and the dry tone in which it is described, 2) the common situation and the formal tone, 3) the contrast of different styles, 4) the contrast of actions and their implications.

2. Describe how the author contrasts the young man's behaviour and appearance with the music he plays. Pay attention to the epithets, similes, metaphors, repetitions and gradation, abrupt changes from short sentences to long ones, and then back again. Observe the proportion of short sentences, the telegraphic style, the use of asyndeton, polysyndeton, inversion and parallel constructions; how is the compact, dynamic way in the speech of the characters presented? Pay attention to the fact that the characters have no names. What effect is achieved by this? Should proper names have been used, in your opinion? Justify your answer, whose voice is the narration of the story? Where do the narrator's sympathies lie?

12. Explain what is meant by:

1. He was dressed in the affection of wealth to which coloured people lent themselves. Он был одет в пристрастии к достатку, к чему приспособились цветные. 2. She is said to reside in one of these houses. Она, говорят, живёт в одном из этих домов. 3. A bouquet of yellow chrysanthemums which in this season had to have cost him a pretty

penny. – Букет желтых хризантем, которые в это время года, должно быть, стоили ему немалых денег. 4. The surroundings did not awe him nor was his manner deferential. Окрестности ни внушали уму благоговения ни влияли на его манеры. 5. Oh, yes, Mother said, we are terrible about that. О, да, сказала Мать, мы серьёзно обеспокоены этим. 6. There seemed to be no possibilities for life than those delineated by the music. Казалось, не существовало возможности для жизни, чем это выражено музыкой. 7. This was a most robust composition, a vigorous music that roused the senses and never stood still a moment. Это была самая трудная композиция, энергичная музыка, которая будила чувства и никогда не останавливалась ни на мгновение. 8. ... until the entire room was made to glow with its own being. ...пока вся комната не засветилась всем своим существом. 9. His taste ran to Carrie Jacobs Bond. Его вкус тяготился к Керри Джейкобсу Бонду. 10. He thought Negro music had to have smiling and cakewalking. Он считал музыка негров должна быть веселенькой и пустячной.

13. Give a summary of the text (p. 104).

14. Make up and act out dialogues between:

1. Mother and Father before the tea.
2. Mother and Sarah after the visit of the Negro pianist.
3. Father and Mother's Younger Brother about the pieces the pianist had played.

15. Sometimes we accept invitations to go to the event, just to be polite, so we don't hurt other people's feelings. Write about an experience you didn't enjoy, but which you felt obliged to participate in.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

A. 1. О получил немного денег и, время от времени, из духа приключения, он, бывало, отправлялся исследовать город. 2. Вам следует откладывать немного денег на чёрный день. 3. Он пытался положить конец своей неприязни в отношении жениха своей дочери. 4. Чтобы добраться туда вовремя нам следует отправиться до рассвета. 5. Сокращение работников вызвало забастовки по всему региону. 6. Банк оказывает содействие людям, желающим начать свой бизнес. 7. Он намеревался покорить Эверест. 8. Чтобы желе застыло, поместите его в холодильник. 9. Мы все готовы. 10. Мне нравится художественное оформление спектакля. 11. Он страстно желает танцевать в балете. 12. Они не ложились спать до предрассветных часов, приводя жизнь в порядок. 13. Дом подожгли преднамеренно? 14. Дай никогда прежде не был Италии. 15. Джилл совершенно закоснела в своих взглядах;. 16. Стивен вызвал неодобрение тем, что установил для своих студентов-первокурсников экзаменационные работы в конце каникул. 17. Водитель, сожалея, отказался от своих планов провести день на рельсах. 18. Энтони не мог обвинить Стива, даже негодуя, что он тогда решил оставить своего брата перед ужасной борьбой, которая должна была начаться. 19. Форсайты обижались за

посягательство на их собственность. 20. Кита уже раз вызывали в течение ночи и его организм протестовал повторному беспокойству. 21. Он был крупным мужчиной, который был недоволен пуговицами своей рубашки.

В. 1. Говорили, что в прозе слова должны прежде всего излагать; а в поэзии не только это, но и (а иногда – прежде всего) наводить на мысль. 2. Белые перчатки до локтя предложила Партия Роял Гадн. 3. Было бы чудовищно, если бы случилось что-нибудь ужасное, меня бы не было под рукой. 4. Он говорил по-немецки без какого-либо намёка на французский акцент. 5. Господа, поаплодируем оркестру. 6. "Я достаточно взрослый, чтобы играть в покер и приложить к этому руку. Я попробую себя сегодня вечером, " думал Херствуд. 7. Мои сомнения на этот счёт, если они и были, вскоре рассеялись. 8. Это обсуждение проводилось в гнетущей атмосфере полупустой Палаты. 9. Сопровождение зрителя по музею было информативным. 10. Пианист, руководитель джаз-оркестра, композитор и аранжировщик, Дюк Эллингтон, обладал основным влиянием на сочинение и исполнение джаза. 11. Это – нагорье, ближайшее к побережью, которое обрывается наиболее отвесно. 12. Когда прилагательное "резкий" употребляется применительно к словам и манерам, подразумевается, что они неожиданны и несвязны. 13. Говорят, что не знать о своём невежестве – болезнь невежд. 14. Он работал в больнице так долго, что он не придавал значения вывеске «Не курить».

3. Give the English equivalents for:

приводить в определенное состояние, в движение to set; освобождать to set; пускать в ход машину to set going a car; начать дело to set to start a business; сосредоточить мысль на чём-л. to set mind on; твердеть to set/set solid; заживать to set up; положить на музыку to set to music; задерживать to set back; бросить привычку abandon a habit; бросить курить to abandon smoking; бросить жену to abandon wife; оставить (потерять) надежду to abandon hope; оставить друга в беде to abandon a friend in trouble; покинуть свой пост to abandon one's post; отказаться от усилий to abandon efforts; покинуть тонущий корабль to abandon the sinking ship;

возмущаться чьим-л. поведением to resent someone's behaviour; негодовать на чье-л. отношение to resent someone's treatment; обижаться на замечание to be resentful of the remark; затаить обиду to harbour resentment;

внушать to suggest; вызывать to suggest; подсказывать (мысль) to suggest; намекать to suggest; наводить на мысль to suggest; говорить о to suggest; говорить само за себя to suggest itself;

рабочий сцены stage hand; из первых рук at first hand; продолжительные аплодисменты big hand; сделанный ручным способом hand; имеющийся в распоряжении; на руках on hand; руки прочь hands off; с одной/другой стороны on the one/other hand; убирать со стола to clear the table; откашливаться to clear one's throat; распутывать дело to clear up; проясняться (о погоде) to clear up; вести разговор to conduct talk; дирижировать оркестром to conduct; вести дела to conduct the affairs; вести переговоры to conduct negotiations; водить группу туристов to conduct a group of tourists; проводить урок to conduct lesson; проводник conductor; кондуктор conductor; писать музыку to compose; улаживать ссору to compose; успокаиваться to compose oneself; крутой поворот abrupt change; резкие манеры abrupt manners; отрывистый стиль abrupt style; крутая тропинка abrupt path; сказать что-л. резко (отрывисто) to say something in an abrupt manner; не принять к

сведению чей-л. совет to ignore ones advice; пропустить замечание мимо ушей to ignore remark; не обратить внимание to ignore; игнорировать чье-л. присутствие to ignore ones present; ничего не понимать в искусстве to be ignorant in art; не подозревать о существовании кого-л. (чего-л.) to be ignorant of smb.'s smthh.'s existence; невежественный человек ignorant person; держать кого-л. в неведении to keep smb. in ignorance of; пренебречь обязанностями to ignore someone's duties; запустить дом (дела) to ignore (chores) business; не заботиться о детях to ignore kids; запустить занятия to ignore studies.

4. Paraphrase the following sentences using the essential vocabulary:

1. Please, will somebody set about the discussion? 2. Mrs Cassidi was fully set to give her son a good education. 3. If you don't want to get some lung disease you must abandon smoking altogether. 4. Is there any wonder she felt resentful about your criticism, it was so bitter. 5. Let's clear up this problem once and for all. 6. After many attempts the scientist eventually managed to conduct his experiment successfully. 7. The path was so abrupt that we could hardly make it. 8. She was good hand at so many things that the average girl of eight couldn't be suggested to know. 9. She ignored the hint. 10. The bad mistakes you sometimes make suggest bad knowledge of grammar. 11. When working he always keeps his tools at hand. 12. Get yourself in hand, and start from the very beginning.

5. Use the essential vocabulary in answering the following questions:

1. When do people carry a chip on their shoulder? 2. What do some people do when they are in a tight corner and they can see no way out? 3. Why didn't you have a chance to tell him what you think of the whole situation before he left? 4. Why hasn't the orchestra played yet? 5. Why does the man keep working when he must be in so much pain after the accident? 6. What did his poor answer imply about his knowledge of the subject? 7. What do you do with your test paper after finishing it? 8. Why can't you put these questions on the examination paper? 9. When did the robbers manage to escape? 10. Why wasn't Mary able to express herself clearly?

6. Choose the right word: to ignore, to neglect or their derivatives.

to ignore игнорировать, пренебрегать, не учитывать, отклонять, **(to) neglect** пренебрегать (чем-л.) ; не заботиться (о чём-л.), игнорировать, не обращать внимания (на кого-л., что-л.), упускать, не делать (чего-л.) нужного; не выполнять, не выполнять своего долга, запускать, забрасывать, пренебрежение, игнорирование, небрежность, заброшенность, запущенность

1. The easiest way is to just ignore the letter, act as if I've never get it. 2. Sometimes he was so busy that he ignored to shave for a day, often his shirts needed changing and he ignored these too. 3. She neglect him, and let him standing with an outstretched hand. 4. The children were suffering from neglect. 5. For a week afterwards he neglect the financial pages. 6. He is also absorbed in sports to the neglect of his studies. 7. If any exceptions to these rules occurred, they were quite simply ignored. 8. The house was in a neglected state. 9. The young officer decided that he could safely ignore the whole thing. 10. Ignoring of the truth he committed the crime.

7. Fill in the blanks with postlogues:

1. It was a popular tune of the day set with new words. 2. The bad weather will set off our building plans. 3. There is no one to set against him as an actor. 4. The judge set out the decision of the lower court. 5. She set about her house work straight after breakfast. 6. The pupils cleared up when they saw the teacher. 7. Clear out of the room, I want some peace and quiet. 8. Clear . your desk before you leave school.

8. Make up short situations or a story using the essential vocabulary.

9. Translate the following sentences into English:

1. She swore not to set foot in this house. 2. The teacher set the pupils a difficult sum . 3. He cleared his throat and continued his story. 4. The coast was clear, it was possible to act immediately. 5. Children, let's hand artists. 6. On the one hand, the work was difficult, on the other - very tempting. 7. A few minutes later the ship was supposed to go to the bottom, and the captain ordered the team to leave it. 8. The driver turned the car abruptly not to collide with the coming bus. 9. The old lady was shocked by the abrupt manners of the young doctor. 10. Get yourself in hand and start the answer from the very beginning. 11. A few words he let fell suggested that all the story was pure fiction. 12. She had a terrible headache, but she continued to work ignoring the pain. 13. Grace felt resentment when they called her a child .

10. a) Give the Russian equivalents for the following English proverbs:

1. He who pays the piper calls the tune. "кто платит волынщику, тот и заказывает песни". Кто платит, тот и музыку заказывает.
2. Don't take your harp to the party. Не ходи в гости со своей арфой. Незачем в гости, у кого болят кости. У кого что болит, тот о том и говорит.
3. A bird in the hand is worth two in the bush. Лучше синица в руках, чем журавль в небе.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

CONVERSATION AND DISCUSSION

MAN AND MUSIC

TOPICAL VOCABULARY

1. Musical genres (styles) музыкальные стили:

classical music классическая музыка (**instrumental** инструментальная, **vocal** вокальная, **chamber** камерная, **symphony** симфоническая музыка), **opera** опера, **operetta** оперетта, **musical** мюзикл, **ballet** балет, **blues** блюз, **ragtime** рэгтайм (синкопированный танцевальный ритм); джазовый ритм, **jazz** джаз (музыкальный жанр, состоящий из множества стилей, объединённых идеей импровизации), **pop** попса, песни в стиле "поп", **rock** рок, **folk** фолк (поп-музыка, основанная на народных мелодиях) (**country** - музыка "кантри") **music**, **electronic music** музыка,

исполняемая на электронных инструментах, **background music** музыкальное сопровождение, **incidental music** музыка к спектаклю, фильму.

2. **Musical forms** музыкальные формы:

piece музыкальное произведение, **movement** (часть (музыкального произведения)), **sonata** соната, **aria** ария, **fantasy** фантазия, экспромт, импровизация, **suite** сюита, **rhapsody** рапсодия, **concerto** концерт (музыкальное произведение), **solo** произведение для исполнения соло, **duet** дуэт, **trio** а) трио (музыкальное произведение для трёх инструментов или трёх голосов) б) трио, терцет (ансамбль из трёх исполнителей: музыкантов или певцов) в) трио (средняя часть музыкального произведения чёткого ритма - танца, марша, скерцо - более спокойная, чем главная тема), **quartet** квартет, **quintet** квинтет, **sextet** секстет(etc.), **chorus** музыкальное произведение для хора.

3. **Musical rhythms** музыкальные ритмы:

polka полька (танец), **waltz** вальс (танец и музыкальное произведение), **march** марш, **blues** блюз, **ragtime** рэгтайм, **jazz** джаз, **swing** свинг (разновидность джазовой музыки), **bassanova** стиль бразильской музыки, представляющий своеобразную смесь прохладного джаза с различными местными ритмами, среди которых — байау и, в первую очередь, самба, **samba** бразильский жанр музыки, возникший в результате слияния африканских и европейский элементов, **disco** диско (стиль современной музыки), **rock** рок.

4. **Musical instruments** музыкальные инструменты:

(**string group** струнные): **violin** скрипка, **viola** альт, **cello** виолончель, **bass** контрабас, **harp** арфа; (**wind group** духовые): **flute** флейта, **oboe** гобой, **clarinet** кларнет, **bassoon** фагот; (**brass group** — медные духовые): **trumpet** труба, **French horn** валторна, **tuba** туба; (**percussion** ударные), **piano** фортепьяно, **accordion** аккордеон; гармоника, **guitar** гитара, **saxophone** саксофон, **synthesizer** синтезатор, **acoustic** акустический, неэлектронный, **electronique** электроника, **electric instruments** электромusикальный инструмент.

5. **Music makers** создатели музыки:

composer композитор, **conductor** дирижёр, **musician** музыкант; оркестрант, **soloist** солист, **virtuoso** виртуоз, **minstreller group** исполнители негритянских песен (загримированные неграми), **team** группа, **band** музыкальная группа, **orchestra** оркестр.

6. **Music making** музицирование:

to write authentically Russian, Afro-American, etc. music писать истинно русскую, афро-американскую и др. музыку, **to compose** сочинять, **to arrange** переложить (о музыкальном произведении), **to transcribe** аранжировать, **to make music** музицировать, **to perform** играть, **to improvise** создавать вариации на тему чего-л., **to interpret** трактовать, **to accompany** аккомпанировать, **to complete** завершить.

7. **Musical equipment** музыкальное оборудование:

tape-recorder магнитофон, звукозаписывающее устройство, **video cassette-recorder** кассетный видеомангнитофон, **tuner** тюнер, регулятор; настроенное устройство, **amplifier** усилитель устройство, устройство, например повторитель, повышающее мощность электрических сигналов, **player** плеер, проигрыватель, **equalizer** эквалайзер (устройство в звуковоспроизводящей аппаратуре, позволяющее регулировать частоту звука), (**loud**) **speaker** громкоговоритель; репродуктор, **turntable** диск проигрывателя.

8. **Musical events**:

(**made up**) **concert** (устроенный) концерт, **recital** сольный, концерт или программа, состоящие из произведений одного композитора, **jam session** – джем-сейшен особый тип джазового мероприятия, на котором музыканты совместно импровизируют, **festival** фестиваль, **competition** конкурс.

9. **Miscellany** разное:

major мажор, мажорный лад, специализация **flat** бемоль, **baton** дирижёрская палочка, bow поклон, **drum sticks** барабанные палочки, **under the baton** под управлением дирижёра, **single** пластинка с записью шлягера (на 45 оборотов; переписывается с долгоиграющей пластинки с песнями одного исполнителя), **album** (музыкальный) альбом (пластинка, диск), **track** дорожка магнитный диск представляет собой совокупность магнитных дорожек, каждую из которых можно представить в виде кольца, оставляемого неподвижной головкой чтения/записи на поверхности вращающейся пластины (тарелки) диска. Дорожки нумеруются от края к центру начиная с нуля. Каждая дорожка при форматировании диска разбивается на секторы. Если дисковод имеет несколько головок, то набор дорожек на всех магнитных поверхностях под ними называется цилиндром. Дорожки используются и в компакт-дисках, только там они образуются последовательностью микроуглублений (питов), **record jacket** футляр для грампластинки (**sleeve** конверт для грампластинки), **score** партитура, **spiritual** негритянский религиозный гимн, **beat** такт, ритм; движение дирижёрской палочки, дирижирование, **video-clip** видеоклип, **syncopation** синкопа, джазовый ритм, **harmony** гармония, созвучие.

Names of Notes

Russian	до	ре	ми	фа	соль	ля	си
English	C	D	E	F	G	A	B

Understanding Music

If we were asked to explain the purpose of music, our immediate reply might be "to give pleasure". That would not be far from the truth, but there are other considerations.

We might also define music as "expression in sound", or "the expression of thought and feeling in an aesthetic form", and still not arrive at an understanding of its true purpose. We do know, however, even if we are not fully conscious of it that music is a part of living that it has the power to awaken, in us sensations and emotions of a spiritual kind.

Listening to music can be an emotional experience or an intellectual exercise. If we succeed in blending the two; without excess in either case, we are on the road to gaining the ultimate pleasure from music. Having mastered the gift of listening to, say, a Haydn symphony, the ear and mind should be ready to admit Mozart, then to absorb Beethoven, then Brahms. After that, the pathway to the works of later composers will be found to be less bramblestrewn than we at first imagined.

Music, like language, is a living, moving thing. In early times organised music belonged to the church; later it became the property of the privileged few. Noble families took the best composers and the most talented performers into their service.

While the status of professional musicians advanced, amateur musicians found in music a satisfying means of self-expression, and that form of expression broadened in scope to embrace forms and styles more readily digested by the masses.

It is noteworthy that operas at first were performed privately, that the first "commercial" operatic venture took place early in the seventeenth century, this leading to the opening of opera houses for the general public in many cities.

By the middle of the nineteenth century, composers were finding more and more inspiration of their heritage. The time had come to emancipate the music of their country from the domination of "foreign" concepts and conventions.

One of the first countries to raise the banner was Russia, which had various sources of material as bases of an independent musical repertory, Russian folk songs and the music of the old Russian Church.

The composer to champion this cause was Glinka, who submerged Western-European influences by establishing a new national school.

Glinka's immediate successor was Dargomizhsky, then Balakirev. His own creative output was comparatively small; he is best remembered as the driving force in establishing "The Mogutschaya Kuchka", a group which included Borodin, Cui, Moussorgsky and Rimsky-Korsakov.

Tchaikovsky (1840-1893) worked independently and was the first Russian composer to win widespread international recognition.

It is a narrow line that divides Operetta from Musical Comedy, both blending music and the spoken word. When we think of operetta, such titles come to mind as *The Gipsy Baron* (Johann Strauss), *The Merry Widow* and *The Count of Luxembourg* (Lehar). Of recent years these have been replaced in popular labour by "Musicals" which placed more emphasis on unity and theatrical realism, such as *Oklahoma*, *My Fair Lady*, *The Sound of Music* and *West Side Story*.

In early times instrumental music broke away from occasion associated with worship into secular channels. In succeeding generations instrumental players were engaged to provide music for various public functions. Humble bands of players developed into small orchestras, these in time to symphony orchestras. Later, orchestras of the cafe type assumed increased numerical strength and more artistic responsibility, while "giving the public what it wants".

For many generations Band Music — music played by military bands, brass bands, and pipe bands on the march, in public parks, and in concert halls — has held its place in public favour, especially in Great Britain.

At the turn of the present century American popular music was still clinging to established European forms and conventions. Then a new stimulus arrived by way of the Afro-Americans who injected into their music-making African chants and rhythms which were the bases of their spirituals and work songs.

One of the first widespread Afro-American influences was Ragtime, essentially a style of syncopated piano-playing that reached its peak about 1910. Ragtime music provided the stimulus for the spontaneous development of jazz, a specialized style in music which by the year 1920 had become a dominating force in popular music, and New Orleans, one of the first cities to foster it.

In the early twenties America became caught up in a whirl of post-war gaiety. The hectic period would later be known as the Jazz Era. Soon jazz had begun its insistent migration across the world, while Black musicians of America were recognised as the true experts in the jazz field, the idiom attracted white musicians, who found it

stimulating and profitable to form bands to play in the jazz style. Prominent among these white band-leaders were Paul Whiteman and George Gershwin, whose 1924 *Rhapsody in Blue* was the first popular jazz concerto.

While many self-appointed prophets were condemning jazz as vulgar, and others smugly foretelling its early death, some notable European composers attempted to weave the jazz idiom into their musical works. These included Debussy, Ravel, Stravinsky, Shostakovich.

(Here one is reminded of several composers, including Debussy, Ravel, Liszt, Bizet and Richard Strauss, befriended the much-maligned saxophone, invented about the middle of the nineteenth century, and introduced it into the concert hall)

Before we leave George Gershwin, we should mention his *Porgy and Bess* which brought something daringly different to opera: the music, Gershwin's own, sounds so authentically Afro-American, that it is surprising that this rich score was written by a white American.

We are forced to contemplate the fact, that notwithstanding the achievements of Debussy, Stravinsky and many others, the experience of music in the western art tradition remains essentially unchanged. It's still composed by highly trained specialists and played by professional musicians in concert halls.

There was a time in the sixties when it looked as if the situation was about to be broken up by a new and revolutionary popular music of unprecedented and unexpected power. The so-called "Rock Revolution" began in fact in the mid-fifties, and was based firmly on the discontent of the younger generation who were in revolt against the values of their elders; naturally they espoused new musical values, and equally naturally these values represented a negation of everything in the musical world their elders inhabited — the virtual elimination of harmony, or at least its reduction to the few conventional progressions of the blues, an emphasis on the beat, new type of voice production owing much to sophisticated use of amplification and simplification of instrumental technique.

There followed rapidly an extraordinary musical eruption based on the percussive sound of the electric guitar, the rock'n'roll beat and blues harmony.

We should remember that the Beatles, the Rolling Stones, and many other leading groups and individual performers from the early sixties onward based their music on the sound of electric guitars and percussion.

Now what? In this technological age it is not surprising that electronics should have invaded the field of music. This new phase has brought experiments intended to give music of the popular genre a new sound. Though many may be alarmed at such explorative tampering with sound, it must be admitted that the possibilities of electronically-produced music are immense. Never before has music — all kinds of music — been so popular. Never before has the world had greater need of its stimulation and comfort. We find the ultimate satisfaction in music, be it "classical" or "popular", when we have learnt how to reject the spurious and accept the genuine; when we have learnt how to listen.

1. As you read the text a) took for the answers to these questions:

1. What is the purpose of music in your opinion? Can music be defined in only one way?
2. In what genres did the music develop?
3. What was the Russian contribution to the art of music?
4. In what way did instrumental music become engaged for various functions?
5. What created the development of jazz and who facilitated the development?
6. How

did the youth of the 60-s respond to the highly trained specialist and professional music? 7. In your opinion should musicians have musical training? 8. What do you know about the Beatles and their contribution to the pop-music world? 9. In-your opinion how will the technological age through radio, television and video influence the world of music ?

b) Find in the text the facts the author gives to illustrate the following:

1. Music like language is a living moving thing. 2. Music may be used as the lines of communication between people. 3. Jazz does not cling to dance rhythms any longer, as the 20th century European music reflects African rhythms.

c) Summarize the text in five paragraphs specifying the development of 1) opera, 2) operetta and musicals, 3) instrumental music, 4) Jazz and 5) rock.

2. Use the topical vocabulary in answering the following questions:¹

1. What musical genres do you know and what role does folk music play in all of them? 2. What is meant by the terms classical or serious music, pop, rock, jazz and contemporary music? 3. Do you think the different musical genres named above are strictly separated or do they overlap in some ways? In what ways? What genre do you prefer? 4. What role does music play in your life? Do you want music just to make you happy or does the music that you prefer vary with your mood? How does it vary? 5. Do you think that at school music should be given the same emphasis as subjects such as maths, literature, etc.? 6. Of which instruments does a symphony/chamber orchestra consist? What are the most popular instruments of pop groups, jazz or rock? 7. Why has the guitar become a very popular instrument in recent years? Do you prefer V. Vysotski's performances with an entire orchestra or simply with a guitar? Why? 8. What is your favourite instrument? Can you play it? Does it help you to

¹ You may wish to bring in record jackets (sleeves), tapes, and advertisements for concerts or programmes, which depict current popular or classical music. These can serve as supplementary materials for several activities in the unit.

understand music? 9. The human voice is regarded as a most refined instrument the proper use of which requires a great deal of training. How do you feel about this characterization? Who are your favourite singers? 10. Do you like opera? Do you agree with the opinion that operas are hard to follow while musicals are more up-to-date and easier to understand? What other forms have appeared of late? 11. How can you account for the large scale popularity of rock? Is it only an entertainment to young people or does rock music represent their values? What values? 12. Why are some rock fans less interested in the music of the past? Can you think of any similar examples when people attracted by a new style of music forget about the past? 13. What do you know about video clips? How do they affect music? 14. What do you know about the International Tchaikovsky Competitions? How often are they held and on what instruments, do

contestants perform? Can you give some names of prize winners or laureates of the Tchaikovsky Competitions? What do you know about their subsequent careers?

3. Give your impressions of a concert (recital) you have recently attended. Use the topical vocabulary. Outline for giving impressions:

1. Type of event. 2. What orchestra, group performed? 3. Programme. Were the musical pieces well-known, popular, new, avant-guard, etc.? 4. Who was the conductor? 5. Was the event interesting and enjoyable in your opinion? 6. Name the soloists. 7. What did critics say about the event? Do you share their points of view? 8. What impression did the event make on you? Did you take a solemn oath never to attend one/again ?

4. Pair work. Make up and act out a dialogue. (Use the clichés of agreement, disagreement and reacting to opinion or persuasion (pp. 287, 290, 291):

1. You are at a concert of contemporary music, about which you are not very knowledgeable. Your friend tries to initiate you in it. 2. Your father/mother cannot stand rock music and he/she never listens to it. You try to convince him/her that rock music is important in your life. 3. You are talking on the telephone with your friend who wants you to accompany her to a piano recital. You are reluctant to join her. 4. You are an accomplished jazz musician. But you never participated in jazz sessions. Your friend urges you to be more daring and try your hand at it. 5. Your sister has just come back from the Bolshoi Theatre where she heard Glinka's *Ruslan and Ludmilla*. She tries to describe how much she enjoyed the opera, but you, being no great lover of opera music, turn a deaf ear. 6. You are fond of Tchaikovsky's music and always ready to talk about it. Your friend asks you to tell him/her more.

5. Below are opinions on the development of music.

a) Spend a few minutes individually thinking of further arguments you will use to back up one of the opinions:

1. The line between serious music and jazz grows less and less clear.
2. A certain amount of so-called avant-guard music in our modern art tries to shock and be original for originality's sake.
3. In any age the advanced of today in music may become the commonplace of tomorrow.
4. Soviet composers have contributed as much as Russian composers to the World of Music.
5. Radio, television, cinema and video bring "new sounds" into our homes.

b) Now discuss the opinions with your partner. One of the students is supposed to play the role of a student who is not knowledgeable in music. The other — to present a student whose hobby is music. Keep interrupting each other with questions. Use the topical vocabulary.

6. Group work. Split into buzz groups of 3—4 students each.

Discuss the following, using the expressions of agreement or disagreement (p. 290):

1. "Some people prefer only classical music and find contemporary music to be cacophony." "Stop being conservative," say others. "We need something 'far out' to shock the audience."

Which side do you agree?

Composer A. Ribnikov says: "Ours is an age of great technological progress and accompanying emotional stress, which requires new forms of expression in music."

Can his opinion help you formulate your answer?

2. As you know composers sometimes arrange (transcribe) music which is written for one group of instruments and apply it to another.

One brilliant transcription is R. Schedrin's approach to G. Bizet *Carmen* in which he uses only string and percussion groups, thus adding to the music the incomparable colour range and bringing the 19th century music into the present day.

What other examples of transcription do you know and what is your opinion of this art?

3. Many modern composers and performers change the sound of live instruments by making technical adjustment (for example "prepared piano"¹) a) What other examples of changing instruments do you know and do you find such change necessary? b) Will musicians have to sell their instruments in order to pay for tuition as engineers?

4. In the opinion of D. Kabalevski there are two kinds of beauty in the world. One is passed on from generation to generation, the other is temporary. The most important thing is to differentiate between them. In order to do this one needs to develop taste which is acquired first of all through the study of established classics. How is your opinion different from that of D. Kabalevski?

7. When you criticize you normally try to find faults rather than virtues, but it certainly does not exclude the expressions of virtue. Read the following dialogue where the characters make comments about themselves and others. Note down the expressions in bold type. Be ready to use them in dialogues in class:

Liz and Michael on the way home from a jazz concert.

Michael: Perhaps you might consider me a bit of a fanatic about jazz ... but that was a fantastic concert, wasn't it?

Liz: I'm not exactly — how shall I say? I suppose I'm not crazy about jazz, and the melodies were hard to follow. Could you perhaps help me to understand it better?

Michael: I've tried to help many people... I've done my best to open a jazz club, so I've become quite good at interpreting jazz, though I had no one to rely on. Anyway, in the first place there are two elements in jazz. One is the playing of instruments so that they sound like the half-shouted, half-sung blues of Negro folksong. The other is the steady, unchanging 1-2-3-4

¹ "prepared piano" involves stuffing the inside of the piano with a variety of paraphernalia, including units and bolts in order to alter the normal piano timbre.

beat initiated from the French military marching music the blacks heard in New Orleans where jazz was born around 1900.

Liz: **Well, I'm an easy-going person really unless of course you start discussing jazz. Then I'm a bit vicious.** Basically **I'm receptive to** any music that has harmony and melody. **That's me.** But I didn't even recognize any of the tunes, though I have heard some jazz music before.

Michael: Well, that's riot surprising, since another important feature of jazz is "improvisation" or "making it up as you go along", therefore tunes can sound different each time you hear them.

Liz: **Well, I think I've kept myself — yes, I've kept myself respectable — that's the word I'd use — respectable and dignified on** my appreciation of jazz. The musicians played with great skill and speed. And when they improvised they played a completely new variation of the basic tune every time.

Michael: Absolutely. That's one of the greatest thrills of a jazz session. Tunes are not the most important feature of jazz. It's not the composer but the performer who makes a good piece of jazz. In fact it's almost impossible to write down much of a jazz in musical notes!

Liz: In that case jazz is rather elicit and separate from other kinds of music, if only the performer knows what's being played. I say, **get rid of** these thugs who call themselves professional musicians — **get rid of them.**

Michael: Professional or not, you leave the musician out of it for a while/As for jazz, it has influenced many kinds of music, particularly pop which still borrows from jazz its beat, its singing style and its improvisation.

Liz: **You shouldn't be asking me what I think of jazz... But what I think of rock music... this music is a mess.**

Michael: But how do you explain the fact that hundreds and thousands of young people simply go mad over rock music? For example, I listened to Schubert's messes. **I'm not saying that I didn't understand them.** As a matter of fact I enjoyed listening to them. But music like that isn't able to give me anything new, whereas rock music feels a thousand times nearer, more immediate.

Liz: No, Michael, **I'm unable to understand it. And that's probably my main fault, I should say. Then...** Professional musicians are always neatly dressed... But heavy metal rock players! **Well... you'd have to see them to believe it. There is only one hope for it** — a special section (department) for rock music at the Composer's Union that will do something about the situation.

Michael: **So you're the sort of ordinary decent person who wants** to restore the position of classical music.

Liz: Yes and no... But I'll let you have the last word on jazz and I'll stick to my own opinion on rock.

1. Have you ever been to a live jazz concert/rock music concert? What is your impression of them?
2. Do you agree with all that is said in the dialogue? In what statements concerning jazz or rock music do you find the criticism appropriate?

8. When criticising someone, describe, don't judge. Always focus on, and confine criticism to observable behaviour.

For instance, telling your pupil who is not practising his music "Of late you've been practising less than usual and we need you in the concert" is more likely to encourage practice than snapping "You are irresponsible and lazy. Practise more from now on."

a) Below are statements about music which express different opinions. Imagine that they are your opinions and change them into subjective arguments. (Use the expressions showing criticism.):

1. "There is only one way to come to understand music by learning to play a musical instrument whether an external one like the piano or flute or by training the human voice to become an instrument."
2. "However good recorded music might be, it can never really take the place of a live performance. To be present at an actual performance is half the enjoyment of music."
3. "I find I have to defend jazz to those who say it is low class. As a matter of fact all music has low class origin, since it comes from folk music, which is necessarily earthly. After all Haydn minuets are only a refinement of simple, rustic German dances, and so are Beethoven scherzos. An aria from a Verdi opera can often be traced back to the simplest Neapolitan fisherman."

b) Team up with your partner who will be ready to give critical remarks on the statements given above. Use the clichés expressing criticism.

c) As a group, now decide which event you will all attend together. When giving your criticism try to be honest, but tactful.

9. Group work. Discuss the effect of rock music on young people. After a proper discussion each group presents its critical remarks. First read this:

There are world-wide complaints about the effect of rock. Psychologists say that listening to rock music results in "escapism" (abandoning social responsibilities). They also add that some rock music (for example certain heavy metal songs) affect young people like drugs. There are well-known cases of antisocial and amoral behaviour on the part of young "music addicts". How do you feel about this opinion?

10. Most of the expressions which you found in the dialogue (Ex. 7) are used to criticise something or somebody.

**Below is a review of the Russian Festival of Music in which a Scottish journalist extolls the virtues of Russian music, a) Read the text and note down any useful expressions in giving a positive appraisal of music,
b) Discuss the text with your partner.**

A Feast of Russian Arts

The strong and impressive Russian theme at this year's Edinburgh Festival commemorates the 70th anniversary of the Russian Revolution.

The festival opened on August 9 with three **giant companies**, the Orchestra of the Bolshoi Theatre in Moscow and Leningrad's Gorky Drama Theatre, and **the spectacular young traditional folk music and dance group** Siverko, from the arctic city of Arkhangelsk.

Other musicians in the first week included the Bolshoi Sextet, and the final week sees the arrival of the Shostakovich Quartet.

The first of the four programmes by the Orchestra of the Bolshoi Theatre, in an Usher Hall draped with garlands, was a **fascinating demonstration of Russian tone quality and Russian interpretation**. After the two national anthems the rustling, atmospheric opening movement of the suite from Rimsky-Korsakov's *Invisible City of Kitezh*, with some **particularly expressive strands** of oboe tone, was **sufficiently promising** to make the thought of even a familiar piece of Tchaikovsky **seem exciting**.

Nobody, at any rate, could have called the Rimsky familiar. Though it was performed in an arrangement by Maximilian Steinberg, this **did not prevent** the brazen battle scene, with its ferocious side-drum, **from being a sensational display** of Russian strength, or the woodwind passages in other movements from being an **exquisite display of Russian sweetness**.

The account of the symphony was quite remarkable. It was played with **thrilling velocity** (yet with **sufficient breathing-space** where Tchaikovsky asked for it), with **beautifully characterized woodwind, keenly defined textures** and a penchant for highlighting inner parts, especially if they happened to involve the horns. The conductor, Mark Ermler was more in **his** element in Tchaikovsky's fifth symphony.

Whether or not one actually liked the horn tune **was beside the point**. It was **authentically Russian**, and though, at the start of the slow movement, it sounded like an amplified saxophone, **its eloquence was not to be gainsaid**. In small details — such as the effect of the cellos and basses doing entirely different things at points in the finale — just as in the symphony's grand design, this was a **stunning performance** and perhaps, after all, **a Festival event**.

What one did expect and received was a **performance of massive vocal integrity and a grand convincing enunciation of the music** by Irina Arkhipova, with a recurring arm movement — hand stretched towards the audience.

In the event, the curtains of the Playhouse Theatre opened to reveal a company that were the **epitome of everything we have come to expect** from a Russian folk dance group — vast numbers, and **endless variety of colourful and beautifully-embroided costumes**, and — most important of all — **boundless energy and infectious enthusiasm**. The musicians, **all extremely accomplished**, performed on zither and some remarkable varieties of shawm.

It all finished with the entire company lined up in front of the stage singing Auld Lang Syne — a characteristically warmhearted gesture to end a programme that was irresistibly good-natured, impeccably presented, skilfully performed, entertaining and enjoyable — and which left the audience clamouring insatiably for more.

(From: "The Scotsman," August 11, 1987)

11. Group discussion. Discuss the role of music in Russia. After a proper discussion each group presents brief information on music use in Russia. Consider the following:

1. Russian music of the 18th and 19th centuries.

2. Music of the 30s-40s.
3. Contemporary music.

12. Do some library research and write an essay on:

The development of music in the multinational countries (Russia, the USA, Canada).

Unit Five

TEXT

From: THE LUMBER-ROOM чулан

By H. Munro

Hector Munro (pseudonym ['sju:dənɪm] Saki, 1870-1916) is a British novelist and a short-story writer. He is best known for his short stories. Owing to the death of his mother and his father's absence abroad he was brought up during childhood, with his elder brother and sister, by a grandmother and two aunts. It seems probable that their stem род and unsympathetic methods account for Munro's strong dislike of anything that smacks иметь привкус of the conventional традиционный and the self-righteous самодовольный. He satirized things that he hated. Munro was killed on the French front during the first world war.

In her *Biography of Saki* Munro's sister writes: "One of Munro's aunts, Augusta, was a woman of ungovernable необузданный temper, of fierce неприятный, лютый likes and dislikes пристрастия и предубеждения, imperious властный, a moral coward, possessing владение no brains worth speaking of, and a primitive ['prɪmətɪv] disposition манера." Naturally the last person who should have been in charge заведующий of children. The character of the aunt in *The Lumber-Room* is Aunt Augusta to the life.

The children were to be driven, as a special treat угощение, to the sands at Jagborough. Nicholas was not to be one of the party группа; he was in disgrace быть в опале. Only that morning he had refused to eat his wholesome полезный bread-and-milk on the seemingly frivolous легкомысленный ground that there was a frog in it. Older and wiser and better people had told him that there could not possibly be a frog in his bread-and-milk and that he was not to talk nonsense; he continued, nevertheless, to talk what seemed the veriest nonsense, and described with much detail the coloration and marking of the alleged подозреваемый, утверждаемый frog. The dramatic part of the incident was that there really was a frog in Nicholas's basin of bread-and-milk; he had put it there himself, so he felt entitled давать право to know something about it. The sin грех of taking a frog from the garden and putting it into a bowl of wholesome bread-and-milk was enlarged on распространяться at great length, but the fact that stood out clearest in the whole affair, as it presented itself to the mind of Nicholas, was that the older, wiser, and better people had been proved to be profoundly in error in matters about which they had expressed the utmost assurance убежденность.

"You said there couldn't possibly be a frog in my bread-and-milk; there was a frog in my bread-and-milk," he repeated, with the insistence of a skilled tactician тактик who does not intend to shift перемещаться from favourable благоприятный ground.

So his boy-cousin and girl-cousin and his quite uninteresting younger brother were to be taken to Jagborough sands that afternoon and he was to stay at home. His cousins' aunt, who insisted, by an unwarranted [ʌn'wɒrəntɪd] необоснованный stretch напряжение of imagination, in styling называя herself his aunt also, had hastily ['heɪstɪli] поспешно, опрометчиво invented the Jagborough expedition in order to impress on Nicholas the delights удовольствие that he had justly forfeited ['fɔːfɪt] поплатиться by his disgraceful недостойное conduct at breakfast-table. It was her habit, whenever one of the children fell from grace приличие, to improvise something of a festival ['festəvl] nature from which the offender would be rigorously ['rɪɡərəs] сурово debarred [dɪ'baː] лишён, if all the children sinned согрешить collectively they were suddenly informed of a circus ['sɜːkəs] in a neighbouring town, a circus of unrivalled [ʌn'raɪvld] не имеющий себе равных merit заслуга and uncounted elephants, to which, but for their depravity [dɪ'prævəti] порочность, they would have been taken that very day.

A few decent приличный tears-were looked for on the part of Nicholas when the moment for the departure of the expedition arrived. As a matter of fact, however, all the crying was done by his girl-cousin, who scraped her knee rather painfully against the step of the carriage as she was scrambling вскарабкиваться in.

"How did she howl [haʊl] выть," said Nicholas cheerfully as the party drove off without any of the elation приподнятое настроение of high spirit that should have characterized it.

"She'll soon get over пережить that," said the aunt, "it will be a glorious чудесный afternoon for racing about over those beautiful sands. How they will enjoy themselves!"

"Bobby won't enjoy himself much, and he won't race much either," said Nicholas with a grim мрачный chuckle; "his boots are hurting him. They're too tight."

"Why didn't he tell me they were hurting?" asked the aunt with some asperity [æ'sperəti] резкость.

"He told you twice, but you weren't listening. You often don't listen when we tell you important things."

"You are not to go into the gooseberry крыжовник garden," said the aunt, changing the subject.

"Why not?" demanded Nicholas.

"Because you are in disgrace наказан," said the aunt loftily надменно.

Nicholas did not admit the flawlessness ['flɔːləsnəs] безупречность of the reasoning; he felt perfectly capable of being in disgrace and in a gooseberry garden at the same moment. His face took an expression of considerable obstinacy. It was clear to his aunt that he was determined to get into the gooseberry garden, "only," as she remarked to herself, "because I have told him he is not to."

Now the gooseberry garden had two doers созидатель by which it might be entered, and once a small person like Nichplas could slip in there he could effectually disappear from view amid the masking growth растительность of artichokes, raspberry canes малинник, and fruit bushes. The aunt had many other things to do that afternoon, but she spent an hour or two in trivial gardening operations among flowerbeds and shrubberies кустарник, whence откуда she could keep a watchful бдительный eye on the two

doors that led to forbidden paradise. She was a woman of few ideas, with immense огромный power of concentration.

Nicholas made one or two sorties вылазка into the front garden, wriggling изгибаться his way with obvious stealth хитрость of purpose towards one or other of the doors, but never able for a moment to evade ускользать the aunt's watchful eye. As a matter of fact, he had no intention of trying to get into the gooseberry garden, but it was extremely convenient for him that his aunt should believe that he had; it was a belief that would keep her on self-imposed [im'pəʊz] возложенный на самого себя sentry караульный-duty for the greater part of the afternoon. Having thoroughly ['θʌrəli] совершенно confirmed and fortified ['fɔ:tɪfaɪ] укреплять her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated ['dʒɜ:mɪneɪt] порождён in his brain. By standing on a chair in the library one could reach a shelf on which reposed покоиться a fat, important-looking key. The key was as important as it looked; it was the instrument which kept the mysteries [mɪ'stiəriəs] таинственность of the lumber-room чулан secure from unauthorized [ʌn'ɔ:θəraɪzd] неправомерный intrusion [ɪn'tru:ʒn] вторжение, which opened a way only for aunts and such-like privileged ['prɪvəlɪdʒd] persons. Nicholas had not had much experience of the art of fitting keys into keyholes and turning locks, but for some days past he had practised with the key of the school-room door; he did not believe in trusting too much to luck and accident. The key turned stiffly туго in the lock, but it, turned. The door opened, and Nicholas was in an unknown land, compared with which the gooseberry garden was a stale избитый delight, а явный mere material pleasure.

* * *

Often and often Nicholas had pictured to himself what the lumber-room might be like, that region ['ri:dʒən] страна that was so carefully sealed запечатан from youthful eyes and concerning [kən'sɜ:nɪŋ] относительно which no questions were ever answered. It came up доходить to his expectations [ˌekspek'teɪʃn] ожидание. In the first place it was large and dimly lit, one high window opening on to the forbidden garden being its only source of illumination. In the second place it was a storehouse of unimagined treasure. The aunt-by-assertion утверждение was one of those people who think that things spoil by use and consign [kən'saɪn] отправлять them to dust and damp by way of preserving them. Such parts of the house as Nicholas knew best were rather bare and cheerless, but here there were wonderful things for the eyes to feast on любоваться. First and foremost самый выдающийся there was a piece of framed tapestry гобелен that was evidently meant to be a fire-screen каминный экран. To Nicholas it was a living breathing story; he sat down on a roll of Indian hangings драпировки, glowing in wonderful colour beneath внизу a layer ['leɪə] слой of dust and took in all the details of the tapestry picture гобелен. A man, dressed in the hunting costume of some remote отдалённый period, had just transfixed пронзать a stag with олень an arrow стрела, it could not have been a difficult shot because the stag was only one or two paces шага away from him; in the thickly густо growing vegetation that the picture suggested предлагать it would not have been difficult to creep up подкрадываться to a feeding stag, and the two spotted пятнистая dogs that were springing forward to join in the chase преследование had evidently been trained to keep to heel till the arrow стрела was discharged освобождён. That part of the picture was simple, if interesting, but did the

hunter охотник see, what Nicholas saw, that four galloping wolves were coming in his direction through the wood? There might be more than four of them hidden behind the trees, and in any case would the man and his dogs be able to cope совладать with four wolves if they made an attack? The man had only two arrows стрела left in his quiver колчан, and he might miss with one or both of them; all one всё равно knew about his skill искусство in shooting was that he could hit a large stag at a ridiculously short range [reɪndʒ] предел. Nicholas sat for many golden minutes revolving обдумывая the possibilities of the scene; he was inclined [ɪnˈklaɪnd] расположен to think that there were more than four wolves and that the man and his dogs were in a tight corner чёткозагнан в угол.

But there were other objects of delight and interest claiming [kleɪm] требующий his instant attention: there were quaint [kweɪnt] причудливый twisted изгибающийся candlesticks подсвечник in the shape of snakes змея, and a teapot fashioned like a china duck, out of whose open beak [bi:k] клюв the tea was supposed to come. How dull [dʌl] скучный and shapeless the nurseryдетский teapot seemed in comparison! Less promising in appearance was a large square book with plain black covers; Nicholas peeped заглянуть into it, and, behold замечать, it was full of coloured pictures of birds. And such birds! A whole portrait gallery of undreamed-of creatures. And as he was admiring the colouring of the mandarin duck and assigning [əˈsaɪn] определять a life-history to it, the voice of his aunt came from the gooseberry garden without снаружи. She had grown suspicious at his long disappearance, and had leapt прыгать to the conclusion that he had climbed over the wall behind the sheltering прикрытый screen ширма of lilac bushes; she was now engaged [ɪnˈgeɪdʒ] привлечён in energetic and rather hopeless search for him among the artichokes [ˈɑ:tɪtʃəvks] and raspberry canes [ˈrɑ:zbəri keɪn] малинник.

"Nicholas, Nicholas!" she screamed, "you are to come out of this at once. It's no use trying to hide there; I can see you all the time."

It was probably the first time for twenty years that any one had smiled in that lumber-room.

Presently вскоре the angry repetitions of Nicholas' name gave way to a shriek, and a cry for somebody to come quickly. Nicholas shut the book, restored it carefully возвращать на прежнее место to its place in a corner, and shook some dust from a neighbouring pile куча of newspapers over it. Then he crept ползти from the room, locked the door, and replaced the key exactly where he had found it. His aunt was still calling his name when he sauntered [ˈsɔ:ntə] прогуливаться into the front garden.

"Who's calling?" he asked.

"Me," came the answer from the other side of the wall; "didn't you hear me? I've been looking for you in the gooseberry garden, and I've slipped into the rain-water tank цистерна. Luckily there's no water in it, but the sides are slippery and I can't get out. Fetch сходить за the little ladder [ˈlædə] верёвочная лестница from under the cherry tree —"

"I was told I wasn't to go into the gooseberry garden," said Nicholas promptly.

"I told you not to, and now I tell you that you may," came the voice from the rain-water tank, rather impatiently.

"Your voice doesn't sound like aunt's," objected Nicholas; "you may be the Evil One tempting me to be disobedient. Aunt often tells me that the Evil One tempts me and that I always yield [ji:ld] сдаваться. This time I'm not going to yield."

"Don't talk nonsense," said the prisoner in the tank; "go and fetch the ladder."

"Will there be strawberry [ˈstrɔ:bəri] jam for tea?" asked Nicholas innocently.

"Certainly there will be," said the aunt, privately [ˈpraɪvətli] про себя resolving решая that Nicholas should have none of it.

"Now I know that you are the Evil One and not aunt," shouted Nicholas gleefully ликующе; "when we asked aunt for strawberry jam yesterday she said there wasn't any. I know there are four jars банка of it in the store запас cupboard [ˈkʌbəd] буфет, because I looked, and of course you know it's there, but she doesn't because she said there wasn't any. Oh, Devil, you *have* sold надуть yourself!" There was an unusual sense of luxury [ˈlʌksəri] большое удовольствие in being able to talk to an aunt as though one was talking to the Evil One, but Nicholas knew, with, childish discernment [dɪˈsɜ:nmənt] проницательность, that such luxuries were not to be over-indulged [ˌəʊvəɪnˈdʌldʒəns] злоупотреблять in. He walked noisily сопя away, and it was a kitchen-maid, in search of parsley [ˈpɑ:slɪ] петрушка, who eventually [ɪˈventʃʊəli] в конце концов rescued [ˈreskju:] вызволить the aunt from the rain-water tank.

Tea that evening was partaken отведать of in a fearsome грозный silence. The tide волна had been at its highest when the children had arrived at Jagborough Cove бухточка, so there had been no sands to play on — a circumstance that the aunt had overlooked не учесть in the haste спешке of organizing her punitive [ˈpju:nətɪv] карательный expedition. The tightness of Bobby's boots had had disastrous гибельный effect on his temper the whole of the afternoon, and altogether the children could not have been said to have enjoyed themselves. The aunt maintained [meɪnˈteɪn] сохранять the frozen muteness [ˈmju:tnəs] немота of one who has suffered undignified недостойно and unmerited незаслуженный detention арест in a rain-water tank for thirty-five minutes. As for Nicholas, he, too, was silent, in the absorption погружённость of one who has much to think about; it was just possible, he considered, that the huntsman would escape with his hounds гончая while the wolves feasted пировать on the stricken пораженный stag.

SPEECH PATTERNS

1. Older and wiser and better people had told him that **there could not possibly** пожалуй нельзя **be** a frog in his bread-and-milk.¹ How can I possibly могу возможно do it? Do it if you possibly can если осилишь. The child couldn't possibly возможно не сможет have done it alone.

2. She was **a woman of few ideas**, with immense power of concentration.

She was a woman of few words.

She has always been a woman of fashion.

He is a man of property.

3. a) ... there was a piece of tapestry **that was** evidently **meant to be** подразумеваться **a** fire-screen.

The door is meant to be used in case of emergency.

He was meant to be an artist.

b) **They were meant** предназначен for each other.

Are these flowers meant for me?

What I said wasn't meant for your ears.

4. That part of the picture was **simple if** хотя **interesting**.

That part of the play was entertaining забавный if long.

The concert was enjoyable if loud.

The dress was unattractive if new.

Phrases and Word Combinations

to be in disgrace быть в немилости

to describe with much detail (in great detail) описывать подробно

as a matter of fact фактически, на самом деле

to picture to oneself (literary) представлять себе, воображать

to come up to one's expectation (BE), to meet one's expectations (AE) отвечать ожиданиям, удовлетворять требованиям, соответствовать, подходить

in the first (second, last) place во-первых

to open on to (smth) (of a window, door) вести, открываться на

to be one pace (mile) away from smb or smth на шаг (милю) дальше от

to change the subject переменить тему разговора

(for) the greater part of the day (the time; the year; of one's time) (more literary) большая часть

(to look, to come, etc.) in one's direction/in the direction of по направлению к

to be inclined to do smth быть склонным, расположенным делать что-л.

to be in a tight corner (spot) быть в трудном положении

to claim one's attention требовать к себе чьего-л. внимания

in comparison with в сравнении с

to be in search of smb or smth быть в поисках

in one's haste of (doing) smth делать впопыхах

¹ The pattern is mostly used in interrogative and negative sentences.

ESSENTIAL VOCABULARY

1. **shift** перемещаться; передвигаться *vt/i* to change the place, position or direction of, *e. g.* The boy shifted from one foot to the other. He kept on shifting his plate on the table until his mother looked at him. The wind has shifted to the west.

to shift the blame on to smb else перекладывать ответственность на кого-то другого to make another person bear the blame, *e. g.* Don't try to shift the blame onto me. It's not my fault.

to shift one's ground переменить позицию в споре, изменить точку зрения в ходе дискуссии to change one's point of view, especially during an argument, *e. g.* He shifted his ground whenever it seemed to his advantage to do so.

shift сдвиг; смещение, рабочая смена *n* 1) a change in the position or direction, as a shift in the wind, in political opinion. 2) a group of workers which takes turns with one or more other groups, *e. g.* I work on the day/ night shift at the factory.

shifty ловкий, изворотливый, хитрый; нечестный a showing a tricky and deceitful nature, *e. g.* He had a shifty look in his eye that made me wary of him.

2. elate поднимать настроение, ободрять, воодушевлять *vt (usu. pass.)* to fill (smb) with pride and joy, *e. g.* He was elated by his son's success.

elated в приподнятом настроении, ликующий a filled with elation, *e. g.* The people were elated by the victory.

elation приподнятое настроение, восторг, бурная радость, ликование; энтузиазм; эйфория *n (U)* the state or quality of being filled with pride and joy, as the people's elation at the good news, *e. g.* The parents were filled with great elation on hearing their child's results.

3. concentrate 1) сосредоточивать(ся); фокусировать(ся) 2) концентрировать, сосредоточивать; собирать *vt* 1) to keep or direct (all one's thoughts, efforts, attention) (on, upon), *e. g.* If you don't concentrate more on your work you'll make no progress. 2) to (cause to) come together in or around one place, *e. g.* The large buildings were concentrated in the centre of the town near the monument. Population tends to concentrate in cities.

concentration 1) сосредоточенность 3) сосредоточение, кучность *n* 1) close or complete attention, *e. g.* The book will need all your concentration. 2) (C) a close gathering, *e. g.* There is a concentration of industry in the East of the country.

4. evade 1) ускользать (от преследования и т.п.) 2) избегать; уклоняться (от уплаты, от ответственности); обходить (закон, вопрос; уловками, хитростью) 3) избегать *vt* 1) to get out of the way of or escape from, as evade an enemy, *e. g.* The lion evaded the hunters. 2) (*derog.*) to avoid or avoid doing (smth one should do), as to evade one's duty, paying one's taxes, debts, military service, police, rules, *e. g.* Criminals try to evade the law. 3) (*derog.*) to avoid answering (a question) properly, *e. g.* The clever politician easily evaded the awkward question.

evasion *n* 1) уклонение (от удара, снаряда, преследования) 2) увиливание, уклонение 3) отговорка, увертка, уловка, ухищрение, предлог 1) (*U*) the act of evading, as the fox's clever evasion of the dogs. 2) (*C/U*) (*derog.*) an action or lack of action which evades, *e. g.* George is in prison for tax evasion. 3) (*C*) (*derog.*) a statement which evades, *e. g.* The minister's speech was full of evasions.

evasive уклончивый a (*derog.*) which evades or tries to evade, as evasive answer, *e. g.* They had all been evasive about their involvement in the firm.

to take evasive action уклоняться, маневрировать (*formal*) (of a ship, aircraft, etc. in war) to get out of the way or try to escape, *e. g.* During the Second World War many planes had to take evasive action while crossing the channel.

5. confirm 1) подтверждать, подкреплять 2) одобрять *vt* 1) to support, make certain; give proof (of), *e. g.* Please confirm your telephone message in writing. The delegate confirmed that the election would be on June 20th. 2) to give approval to (a person, agreement, position, etc.), to agree to, *e. g.* When do you think the President will confirm you in office?

confirmation 1) подтверждение; поддержка, одобрение 2) утверждение, принятие

n 1) the act of confirming, *e. g.* The confirmation of the agreement was received with satisfaction by the public. 2) proof, smth that confirms, *e. g.* Your news was really confirmation for my beliefs.

confirmed закоренелый, неисправимый, убежденный *a* firmly settled in a particular way of life, as confirmed drunkard, bachelor, opponent of (reforms), *e. g.* He will never get married: he is a confirmed bachelor.

6. store 1) снабжать, оснащать; наполнять 2) хранить, сохранять 3) запасать, откладывать (тж. store up, store away) 4) а) убирать на хранение б) отдавать на хранение, хранить на складе *vt* 1) to make up and keep a supply of, as to store food in the cupboard. 2) to keep in a special place (warehouse), as to store one's furniture. 3) to fill with supplies, as to store one's cupboard with food. 4) to put away for future use, as to store one's winter clothes, *e. g.* Where do you store your fur coat for the summer?

store а) запас, резерв б) запасы, припасы; имущество *n* 1) *a* supply for future use, *e. g.* This animal makes a store of nuts for the winter. 2) a place for keeping things, *e. g.* My food store is in the kitchen.

in store наготове, про запас, грядущий; предстоящий (кому-л.); предназначенный (для кого-л.) 1) kept ready (for future use), as to keep a few pounds in store for a rainy day. 2) about to happen, *e. g.* Who knows what is in store for us?

– (or in reserve) 1. Saved up in case of need; ready for use or for some purpose.

Compare: in reserve, in stock, on hand 2. Ready to happen; waiting. - Often used in the phrase "hold in store" or "have in store". [*AmIdioms*]

set much (great, small, little) store by smth, smb придавать (не)большое значение кому-л./чему-л. to feel to be of (the) stated amount of importance, *e. g.* He sets great store by his sister's ability

storehouse склад; хранилище; амбар; кладовая *n* (*used lit. and fig.*), *e. g.* The storehouse was a large grey building stuffed with any kind of furniture. He is a storehouse of information.

7. overlook 1) возвышаться (над городом, местностью и т. п.) 2) не заметить, просмотреть, пропустить 3) не обращать внимания, не придавать значения, игнорировать; смотреть сквозь пальцы, прощать *vt* 1) to have or give a view of (smth or smb) from above, *e. g.* Our room overlooked the sea. 2) to look at but not see; not notice, *e. g.* Every time the question of promotion came up, Smythe was always overlooked. 3) to pretend not to see; forgive, *e. g.* I overlooked that breach of discipline as you were concentrating on a very important job.

Syn. open on, give on, face, miss

8. absorb 1) всасывать, впитывать; абсорбировать; поглощать 2) понимать, постигать 3) поглощать (внимание); впитывать (знания) *vt* 1) to take or suck in (liquids), *e. g.* A sponge absorbs water. Some materials absorb sound. 2) to take in (privilege, ideas, etc.), as to absorb smth from smth, *e. g.* He absorbed all the information on the text and was easily able to repeat it. 3) to take up all the attention, interest, time, etc. (in, by), *e. g.* I was totally absorbed in a book and didn't hear her call. His film absorbed all his attention.

absorbing 1) абсорбирующий, впитывающий, всасывающий 2) всепоглощающий, захватывающий, увлекательный *a* 1) that absorbs, as a sound-absorbing surface. 2) taking all one's attention; very interesting, as absorbing tale of adventure, *e. g.* It was such an absorbing mystery that I could not put it down.

absorption 1) всасывание, впитывание; абсорбция, поглощение 2) погруженность (в мысли, работу и т. п.); поглощенность, сосредоточенность 3) поглощение, включение в число членов, присоединение; ассимиляция

n 1) the act or action of absorbing or being absorbed, *e. g.* The absorption of different materials varies greatly. 2) the taking up of all one's attention, interest, time, etc., *e. g.* Their total absorption in the project lasted for three months. 3) the taking over of little countries, businesses, etc., by big ones, *e. g.* It took very little time for the absorption of the town's small enterprises into one big business.

9. **way** путь; дорога *n* 1) a road or track (used *lit. and fig.*), *e. g.* Are you going my way? **to block the way** преградить путь к чему-л to make movement difficult or impossible, *e. g.* Will you step aside, you're blocking the way.

to clear the way подготовить почву (for smth or smb), *e. g.* Clear the way for the car.

to make way потесниться, дать место (for smth or smb) to allow freedom to pass, *e. g.* All traffic must make way for a fire-engine.

to feel (grope) one's way 1) пробираться ощупью 2) действовать осторожно 3) выяснять обстановку to feel about with the hands; to search for in a hesitating way, *e. g.* We groped our way through the dark streets. "Have you come to any definite conclusion yet?" "No, I'm still feeling my way."

to give way уступать, сдаваться, давать волю отчаянию, давать дорогу (1) to break; to fail to hold up, *e. g.* The branch gave way and I fell into the stream. His legs gave way and he fell on his side, *e. g.* The army gave way (= retired) before the advance of the enemy. (2) to surrender oneself to smth, *e. g.* Don't give way to despair. (3) to be replaced by smth, *e. g.* His anger gave way to curiosity.

to go out of one's way стараться изо всех сил to do smth, to make a special effort to do smth, *e. g.* He went out of his way to do me a kindness ['kindnis] (a favour, an injury).

out-of-the-way отдалённый; далёкий; труднодоступный remote, *e. g.* Students come to Moscow from the most out-of-the-way parts of the county.

2) путь direction (used *lit. and fig.*), *e. g.* I was so ashamed, I didn't know which way to look.

to know (see, find out) which way the wind blows to know знать, куда ветер дует what the state of affairs is, *e. g.* He always seems to know which way the wind blows (is blowing).

3) ход, движение вперёд progress; advance, as to make (push, fight, feel, force, elbow, shoulder, pick, etc.) one's way (along, forward, to, towards, back, home, etc.), *e. g.* He pushed (elbowed, forced, etc.) his way through the crowd.

4) способ, образ действий a method or plan; a course of action, *e. g.* Don't change anything, I like it that way.

to know one's way about знать все ходы и выходы to know one's course of action *e. g.* You needn't worry about her, she knows her way about and can take care of herself.

all (quite, just) the other way about всё как раз наоборот (*AE around*) quite the opposite, *e. g.* "As far as I know he denied what he had said before." "Quite the other way about. He confirmed everything."

(in) one way or another (other, the other) так или иначе, *e. g.* You'll have to do it one way or another, there's no getting away from it.

5) образ жизни a characteristic method or manner of behaving, *e. g.* I don't like his ways at all.

to have a way with smb иметь подход к кому-л. to be able to win the confidence and affection of people, *e. g.* She'll make a good teacher, she has a way with children.

it (this) is always the way with smb, it is always the case with smb это обычно, характерно для него (для неё и т. д.), *e. g.* Tom failed me again, this is always the way with him.

6) отношение respect, degree, *e. g.* In one way that explanation is satisfactory, but in another way it is not.

in no way никоим образом, *e. g.* The photos are in no way similar.

by way of в виде, через: 1) as a substitute for, *e. g.* He said something by way of apology. 2) via, *e. g.* He went to town by way of the old road.

underway, as restructure underway, *e. g.* With the election campaign underway the candidates began giving a great deal of speeches.

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and practise the pronunciation of the following words. Pay attention to stresses:

pseudonym, imperious, frivolous, depravity, asperity, obstinacy, effectually, artichoke, raspberry, paradise, germinate, tapestry, ridiculously, mandarin, discernment, disastrous.

b) Get together with another student. Listen to his/her reading of the exercise. What recommendations would you give to correct any mispronunciations?

2. Read the following words observing: a) two primary stresses; b) the secondary and the primary stress; c) a primary stress:

a) self-righteous, nevertheless, uninteresting, uncounted, unauthorized, unsympathetic, undignified, unmerited;

b) disposition, imagination, expedition, concentration, execution, illumination, vegetation, energetic, disobedient;

c) ungovernable, unwarranted, unrivalled, forfeited, satirize, characterize, fortify, privilege.

3. a) Read out aloud the following word combinations and phrases paying attention to the phonetic phenomena of connected speech (all types of assimilation, the linking "r", all kinds of plosions, etc.):

on the seemingly frivolous ground; older and wiser and better people; seemed the veriest nonsense; the dramatic part; he felt entitled to know; you said there couldn't possibly be; you are in disgrace; he felt perfectly capable; in the first place; and consign them; bare and cheerless; hidden behind the trees; were in a tight corner; quaint twisted candlesticks in the shape of snakes; behind the sheltering screen; the gooseberry garden; while the wolves feasted on the stricken stag.

b) Ask your partner to read the exercise aloud; write down all cases of erroneous pronunciation; correct them.

4. Complete the following sentences:

a) 1. I can't possibly take a holiday until I've paid back the money I owe him. 2. How can I possibly read this book? 3. We couldn't possibly think Ann took our money. 4. You can't possibly get there on time. 5. How could we possibly get the whole picture? 6. Clean the room if you possibly can.

b) 1. This textbook is meant to be your homework. 2. I wonder who the letters meant for? 3. Her hysterics is evidently meant for her husband. 4. The secret wasn't meant for Joan's ears.

c) 1. That part of the house was nice if cramped. 2. The lecture was educational if boring. 3. The meeting was useful if uncommon.

5. Make up five sentences on each pattern (p. 140).

6. Pair work. Make up and act out a dialogue using the speech patterns.

7. Translate the following sentences and word combinations into English:

a) 1. How can I possibly do it if you refuse to help me? 2. Wash up the dishes, please. – I am afraid, I can't possibly do it. 3. I can't possibly keep them waiting, they have a lot of other things to do. 4. We can't possibly leave right now, I have not bought everything. 5. I can't possibly do two things at the same time, wait a bit.

b) a woman of taste, a man of action, a woman of character, a man of courage, a man of feeling, a man of his word, a woman of means; woman of science, a man of experience, a man of few words, a man of genius; a man of many words, a woman narrow mind, a man of great possessions.

c) 1. There are many different exercises meant to develop skills in oral speech. 2. This building is not meant to be a house, there will be an institution here. 3. The money meant to be spent on your new coat. 4. They were meant for each other. 5. It was meant to be a pianist. 6. The garden was beautiful if neglected. 7. The lesson was good, but boring. 8. The flat was comfortable if small.

8 Note down from the text (p. 134) the sentences containing the phrases and word combinations (p. 140) and translate them into Russian.

9. Complete the following sentences using the phrases and word combinations:

1. After it was discovered that the politician had stolen others' speeches he was in disgrace in the public eye for a long time. 2. I can write you a letter of recommendation any time as a matter of fact. I'll do it right now. 3. In answer to my question she said nothing and I found it best to change the subject. 4. Every time that Mary sat in her dingy city apartment she would picture to herself a nice suburban home. 5. All her friends in Moscow had told her that visiting the Bolshoi Theatre would be her most exciting experience and as a matter of fact it came up to her expectation. 6. In the first place you are on the wrong bus, as a matter of fact, the road to your destination is closed. 7. The bay window in her sea-side apartment opens on to the harbour. 8. On the bus this

morning there was a man who kept looking the greater part of the time, but when Hooked back at him he would turn away. 9. Try as he might, Smith couldn't describe with much detail his rigorous work schedule. 10. I would be inclined to pay the painters later so that the work gets done properly. 11. Down 3 to 1 (3-1) in the final period, it looked like the Canadian hockey team was in a tight corner. 12. As you walked into Isabella's house the Shagal hanging in her living-room immediately one pace away from you. 13. In comparison with other great cities Moscow has many more parks. 14. All day we rummaged through the office in search of the old manuscript and only at five o'clock did we find it. 15. The builders worked day and night in their haste of finishing the new metro station.

10. Paraphrase the following sentences using phrases and word combinations:

1. We spent the greater part of the day discussing our plans for the holidays. 2. He told a lie and is in disgrace. 3. Henry always looks so conceited; as a matter of fact he is very shy. 4. We've discussed the problem fully, let's change the subject. 5. The woman travelled the greater part of the country in order to find the child. 6. Try to picture to oneself the beauty of the ocean on a bright sunny day. 7. He is inclined to do business. 8. The ballet came up to my expectation. 9. The two rooms open on to the garden. 10. There are several urgent matters that claimed my attention. 11. The wood is one pace mile away from distance from the cottage. 12. I see someone coming in our direction. 13. In the first place, your story lacks confirmation, in the second place, I very much doubt it could have happened at all. 14. As a matter of fact I won't be able to deal effectively with all these difficulties.

11. Translate the following sentences into English using the phrases and word combinations:

1. I didn't want to talk to Bob, because he was in disgrace for bad behavior. 2. What do you do the greater part of your spare time? 3. James complained that he was nobody says anything, but as a matter of fact he was aware of all events. 4. The student read Pushkin in the original for the first time, and the beauty of the verse of the poet claimed his attention. 5. Jane tried to picture to herself the man whom she knew only by correspondence. 6. When she saw him, he did not meet her expectations. 7. In the first place, he was pretty old, in the second place, fussy and irritable. 8. I can describe in great detail what was happened. 9. At that moment I was one pace away from the place where the accident happened. 10. The windows of my room open on to the courtyard. 11. Who is the girl who looks in our direction? 12. This house seems to be tiny in comparison with the new. 13. I rummage through everything in search of tickets to the theater, where could I put it? 14. In the haste of departure no one noticed that the old man was left on the bridge.

12. Pair work. Make up and act out situations using the phrases and word combinations.

13. Explain what is meant by:

the fact that stood out clearest in the whole affair факт, который ясно очевиден в этом деле; an unwarranted stretch of imagination неоправданный полёт фантазии; the delights that he had justly forfeited радости, которых он лишился по своим заслугам; a circus of unrivalled merit and uncouned elephants цирк непревзойдённых

достоинств и бесчисленных слонов; without any of the elation of high spirits that should have characterized it без какого-либо восторга, вызванного хорошим настроением; (did not) admit the flawlessness of the reasoning (не)признать безупречность основания; wriggling his way with obvious stealth of purpose петляя по пути с явно задуманной уловкой; self-imposed sentry duty наложенная на себя караульная обязанность; having thoroughly confirmed and fortified her suspicions тщательно подтвердив и укрепив её подозрения; the aunt by assertion тётя по убеждениям; there were wonderful things for the eyes to feast on там были замечательные вещи радующие глаз; such luxuries were not to be over-indulged in нельзя злоупотреблять такой роскошью; the children could not have been said to have enjoyed themselves о детях нельзя было сказать, что они повеселились; (of) one who has suffered undignified and unmerited detention того, кто незаслуженно и недостойно пострадал от содержания под стражей.

14. Answer the following questions and do the given assignments:

a) 1. What made the boy commit the offence thus bringing the punishment upon himself? 2. What was the aunt's method of bringing up the children and what did it result in? How are the ideas of punishment and pleasure treated in the story in general? 3. Had the trip to the sands any appeal to the boy and what did he think of the pleasures promised by the aunt? What is his idea of a "treat"? 4. The author calls the boy "a skilled tactician" and not for nothing. What strategy did Nicholas work out to get into the lumber-room unnoticed and leave it without trace? 5. At the same time the author evaluates the aunt as "a woman of few ideas with immense power of concentration". How does this feature of her character define her actions in the story? What motivates her actions — strong faith or false piety? 6. The lumber-room in spite of its dust and desolation came up to the boy's expectations. What role does the lumber-room play in the evaluation of his character? 7. It was a kitchen-maid who came to the aunt's rescue. What was wrong in the family that made its members so indifferent to each other? 8. For what reasons were the members of the family silent at tea that evening? Why does the author lay special emphasis on the cause of their silence? 9. How did Nicholas manage to fight the aunt with her own weapon and finally disarm her? Speak on the conflict between the boy and the aunt: a) Does the punishment of the aunt at the hands of Nicholas suggest anything to you? b) On what issues are they opposed? 10. Speak on the story in terms of unchangeable conventional reality versus poetry and intellectual freedom. 11. On whose side do the author's sympathies lie? Based on your interpretation of the story say a few words about the author.

b) 1. In what vein is the story written? 2. What are the butts of the author's irony? What does he ridicule through the character of the aunt? 3. How is irony achieved on a verbal plane? How does the ironic intention of the author affect his style (wording and syntax)? 4. Is the vocabulary employed by the author in keeping with the subject-matter or out of place? If it is out of place what is the author's criteria for word-choice? Account for the frequent use of a) military terms; b) religious words; c) judicial phrases; d) scientific arguments. 5. Is the author straightforward and direct in presenting the characters and telling the story or is he evasive and ambiguous? What is the device he resorts to, when saying: "a woman of few ideas", "prisoner in the rain-water tank", etc.? 6. How does the syntax contribute to the ironic effect? Is it formal or informal, bookish or colloquial?

What turns of a phrase strike you as formal and pompous? What are the grammatical constructions favoured by the author? What does the story gain through them? 7. Besides verbal, there is dramatic irony that lies in the story, the plot, the complications of the story, the relationship of the characters. Say something about the story, the turns and twists of the plot, the ending in terms of dramatic irony. 8. The theme of the story is the conflict between prose and poetry, dogmatic, pedantic, philistine mind and poetic imagination. How does the theme affect the tone and the style of the story? 9. When does the story shift to a more poetic plane? What is presented in poetic terms? Dwell upon the description of the lumber-room. What stylistic devices are employed by the author? 10. Explain the title of the story in the light of your observation on the theme, the point and the style of the story.

15. Give a summary of the text, dividing it into several logical parts.

16. Make up and act out dialogues between:

1. The aunt and Nicholas.
2. The two aunts after the tea.
3. Nicholas and the children after they all went to bed.

17. Suppose Nicholas turned up at the same house 20 years later after his aunt's death. Describe his reactions to his childhood surrounding.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

1. Джеймс, которому было очень неудобно сидеть на этом низком стуле, с трудом передвинул ноги, и наступил одной из них на кота, лежащего рядом со стулом.
2. Законы изменяются от поколения к поколению.
3. Вдруг всё исчезло, энтузиазм покинул меня, вышел как воздух из проколотого воздушного шарика.
4. Здоровье нации в стране оказалось сосредоточено в немногих семьях.
5. Если факты однажды раскроются, им будет невозможно уйти от ответственности.
6. Несмотря на все его усилия, ему не удавалось подобрать ключ для расшифровки кода.
7. Каждый мог восхищаться его прекрасными качествами, но избегать его компании.
8. Пожалуйста, отвечай на вопрос, не увиливай.
9. Все избегали смотреть в глаза друг другу.
10. Последние донесения подтвердили сведения, полученные им ранее.
11. Думаем, с таким же успехом мы можем отказаться от квартиры и хранения наших вещей, на лето мы уйдем.
12. Казалось, будущее не таит в себе столько опасений.
13. Мы хорошо продвигаемся с публикацией этого учебника.
14. "Я могу вас подбросить". "Нет, спасибо, мне надо в другую сторону".
15. Ночь была непроглядно тёмной и он двигался на ощупь.
16. Он знает подход к студентам и его на его лекциях полно народу.
17. Нет ничего необычного в письме, ничего странного.
18. Моя жена закатила истерику при упоминании о полиции, но я твёрдо стоял на своём и, наконец, она уступила.
19. Я позабочусь обо всём, всё, что вам необходимо делать, это не мешать.
20. Они из кожи вон лезут, чтобы сделать тебе

приятное ..., а ты чувствуешь себя как дурак. 21. Я покинул его, потому что не хотел стоять на его пути. 22. Помни, если есть что-то, чем я могу тебе помочь, для меня это будет в удовольствие. 23. Я пробивался в курительную. 24. Теперь они были склонны пойти на компромисс. 25. Я дал волю неудержимой печали. 26. И так мы вместе пошли по нашему пути к большому счастью. 27. Путь к школе был достаточно прост; игра заключалась в поиске некоторого пути, который не прост, отправляясь на десять минут раньше в некотором почти безнадежном направлении, и прокладывая себе путь через незнакомые улицы к моей цели. 28. Часть пути домой он шел со мной. 29. Она ничего не сказала но уступила нам дорогу. 30. По его расчётам, они были на полпути к городу. 31. В отличие от того, чем она была прежде, теперь она была просто пожилой женщиной. 32. Наш сад обзревается из соседних окон. 33. Он жалуется, что его работе работодатели не придают значения. 34. Угольная кислота образуется при поглощении водой углекислого газа. 35. Никакого изумления не было, но только впечатление, напоминающее о чём-то счастливом, которое каким-то странным образом было упущено.

3. Give the English equivalents for:

перекидывать в другую руку to shift; свалить вину на кого-л. to shift the blame on to smb else; менять точку зрения в споре to shift one's ground; ночная смена night shift;

поднимать настроение to elate; быть в приподнятом настроении to be elated; приподнятое настроение elation;

сосредоточить внимание на чём-л. to concentrate; сосредоточить усилия to concentrate force; сосредоточить власть в чьих-л. руках to concentrate power in one's hands;

уклоняться от ответа evade a question; обойти закон to evade the law; уклоняться от ответственности to evade responsibility; уклоняться от воинской обязанности to evade military service; уклониться от сути to evade the point;

подтвердить сообщение to confirm message; подтвердить слухи to confirm a rumour; ратифицировать договор to confirm a treaty; утвердить to confirm;

иметь про запас to have in store; запастись на зиму to lay in store for the winter; отдавать (меха) на хранение to store (furs); снабдить экспедицию продуктами to store expedition with food; придавать чему-л. большое значение to set much store by smth; склад store; запасы оружия arms store;

дать дорогу to make way; уступить to make way; дать волю (слезам) give way to tears;

необыкновенный, незаурядный out of the way; иметь подход к кому-л. to have a way with smb.;

постараться изо всех сил to go out of one's way; в виде, в качестве by way of;

комната с видом на море a room overlooked the sea; смотреть сквозь пальцы на чье-л. плохое поведение to overlook one's bad behaviour ; проглядеть самое важное to overlook the most important things;

пропустить ошибку to overlook a mistake; упустить из виду обстоятельство to overlook a thing;

поглощать to absorb, впитывать влагу to absorb moisture; впитывать знания to absorb knowledge; поглощать звук to absorb sound; быть поглощенным работой to be

absorbed in work; увлекательный рассказ an absorbing story; быть захваченным книгой to be absorbed in a book.

4. a) Give the Russian equivalents for:

airway – воздушная линия, воздушная трасса, авиалиния

archway – проход под аркой; сводчатый проход

carriage way – проезжая часть дороги

doorway – вход в помещение; портал

driveway – дорога, проезд, путь,

gangway – проход (в театре, церкви и т. д.)

getaway – место для отдыха, отпуска

highway – большая дорога, шоссе

midway – полпути

motorway – автострада, автомагистраль

railway – железная дорога; железнодорожный путь,

runway – взлетно-посадочная полоса

sideway – пешеходная дорожка

stairway – лестница

waterway – водный путь

b) Give the opposite of the following statements using combination with the word "way":

1. He didn't stir a finger to help us – **to give us the doorway**. 2. The car will clear the way – **driveway**. 3. I'm sure he is at a loss – **gave way** and doesn't know what to do. 4. Do you think they will never agree to a compromise – **meet us halfway**? 5. What you suggest is quite common – **it is always the case with him**. 6. Are you going in the opposite direction - **the other way**? 7. The pictures are similar in every way – **in one way or another**.

5. Paraphrase the following sentences using the essential vocabulary:

1. It was unfair of him to shift the blame on to me. 2. As soon as he realized his plan had failed, he immediately shift his ground. 3. She became too elated to act wisely and committed an error. 4. I'm so tired, I am unable to concentrate. 5. His responses were intentionally vague so as to evade answering directly. 6. The lion evaded the hunters. 7. The letter confirmed the truth of the story. 8. Their support confirmed my determination to put the plan into execution. 9. Since we were leaving town for the summer, we decided to store our winter clothing. 10. She did not know what the future hold in store for her. 11. Don't give way. 12. There are some people who make a special effort to confirm others. 13. I overlooked the printer's error. 14. The people concentrate to building a dam in the brook.

6. Use the essential vocabulary in answering the following questions:

1. What does one usually do if he is tired of standing on his feet (of holding smth in his hand)? 2. What can a dishonest person do if he does not want to take the responsibility for his fault? 3. What do you say of one who suddenly changes his opinion in an

argument? 4. How do you feel if you get an excellent mark in an examination? 5. What must one do if he wants to solve a difficult problem? 6. What does one do if he does not want to give a direct answer to a question? 7. Why is an experiment necessary if one is not quite sure of the truth of his theory? 8. What do you call a man who is opposed to marriage? 9. What do you call a place where goods are kept? 10. What do you say of a person who makes a special effort to be nice to somebody? 11. What do you say of a person who is able to win the trust and affection of animals? 12. What do you say if you've missed a mistake in a dictation?

7. Make up and practise short dialogues or stories using the essential vocabulary.

8. Review the essential vocabulary and translate the following sentences into English:

The boy was shifting from foot to foot, not knowing how to answer the question. 2. It does not pay to argue with you, you always shift your ground. 3. Don't try to shift the blame on to me, you are to blame for this. 4. When Lizzy got to know she had been admitted to the university, she was so elated that running all the way home to let her mother know about it fast. 5. One should not to concentrate attention on the child's fault. 6. Why did you evade direct answer to my question? 7. Mr. Broun was locked up for tax evasion. 8. His behaviour at the court confirmed my suspicions. 9. The contract will be confirmed after meeting at the summit. 10. He always has in store all sorts of funny stories and jokes. 11. At the beginning of competition the jury didn't set great store by the competitor but he had the lead. 12. He had a way with children. 13. Martin knew (see, which way the wind blows and what future has in store for him. 14. Do not give way to despair, things will work out. 15. You have overlooked the salient facts.

9. a) Give the Russian equivalents for the following English proverbs:

1. When children stand quiet they have done some ill. "Если дети притихли, значит, они набедокурили". Вина голову клонит.
2. He that cannot obey cannot command. Кто не умеет сам подчиняться, не сможет и другими командовать. Всякое дело о двух концах.
3. Where there is a will there is a way. Где есть желание, там есть и путь. Где хотение, там и умение. Было бы желание, а возможность найдётся.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

CONVERSATION AND DISCUSSION

DIFFICULT CHILDREN

TOPICAL VOCABULARY

A happy child is счастливый ребёнок это:

a) **kind-hearted** – мягкосердечный, добросердечный, **good-natured** – добродушный, добрый, **loving** – верный, любящий, нежный, преданный, **friendly** – дружелюбный,

готовый помочь, **affectionate** – любящий; нежный; **confident** – самоуверенный, **balanced** – уравновешенный, **secure** – безмятежный, спокойный; **getting along (comfortably) with others** – ладающий, имеющий хорошие отношения; **gregarious** – контактный, общительный; **sociable** – коммуникабельный, контактный, общительный, **communicative** – общительный, разговорчивый; **outgoing** – дружелюбный; коммуникабельный, общительный; **unselfish** – бескорыстный, неэгоистичный; **hard-working** – работающий, трудолюбивый, усердный, **industrious** – работающий, старательный, трудолюбивый; **self-disciplined** – собранный, **self-possessed** – имеющий самообладание, хладнокровный, сдержанный

b) **alert** – живой, проворный, **motivated** – целеустремлённый; **conscientious** – добросовестный, сознательный, честный, **active** – живой; деятельный, энергичный, **persevering** – настойчивый, упорный; **enthusiastic** – восторженный, увлеченный; **polite** – вежливый, любезный, благовоспитанный, **courteous** – вежливый, обходительный, учтивый, **considerate** – внимательный к другим, тактичный, **thoughtful** – заботливый, чуткий, внимательный, **helpfully able to cope with difficulties** – охотно готовый справиться с трудностями.

2. **An unhappy problem child is** – несчастливый, трудный ребёнок – это:

a) **obedient** – покорный, послушный, готовый подчиняться, **prone to obey** – склонный подчиняться, **submissive** – покорный; послушный, **disciplined** – послушный, дисциплинированный, **repressed** – подавленный, скованный, **depressed** – подавленный, угнетенный, **distressed** – подавленный, страдающий, **mixed-up** – трудный, **confused** – растерянный, поставленный в тупик, **frustrated** – разочарованный, расстроенный, **disturbed** – взбудораженный, взволнованный, возбужденный; **neglected** – запущенный ребенок, **self-centred** – эгоистичный, **unsociable** – необщительный; скрытный, нелюдимый, **lonely** – одинокий; страдающий от одиночества; **timid** – робкий; застенчивый, **shy** – застенчивый, робкий, стеснительный **fearful** – боязливый, пугливый, **indifferent** – безразличный, равнодушный, **impersonal** – лишенный индивидуальности, **listless** – апатичный, безразличный, вялый; **irresponsive** – неотзывчивый; невнимательный, **insensitive** – равнодушный, невнимательный, безразличный, **hurt** – обиженный, оскорблённый, **humiliated** – униженный, оскорблённый, **stubborn** – упрямый, неподатливый, **uninterested** – безразличный, равнодушный, **unmotivated** – незаинтересованный, **dull** – вялый, бездеятельный, **inactive** – пассивный, вялый, малоподвижный, **bored** – скучающий, незаинтересованный, **unable to cope with difficulties** – неспособный справиться трудностями, проблемами

b) **irritable** – несдержанный, раздражительный, восприимчивый, **annoyed** – раздосадованный, раздраженный, **anxious** – обеспокоенный, **restless** – неугомонный, беспокойный; тревожный, **naughty** – непослушный, капризный, **wilful** – упрямый; своенравный; несговорчивый, **inconsistent** – противоречивый, непостоянный, **impulsive** – легко поддающийся воздействию, легко возбудимый, **undisciplined** – распушенный, расхлябанный, **unruly** – непокорный, непослушный, недисциплинированный, **misbehaving** – ведущий себя плохо, **disobedient** – непокорный, непослушный, **resentful** – обидчивый, злопамятный, **arrogant** – высокомерный, наглый, бесцеремонный, **insolent** – высокомерный, дерзкий, беспардонный, **impudent** – наглый, дерзкий; бесстыдный; **inconsiderate** – невнимательный к другим, бесцеремонный, **intolerant** – нетерпимый, фанатичный, **disrespectful** – непочтительный, дерзкий, **unrestrained** – неумеренный, необузданный, несдержанный, **destructive** – разрушительный, вредный, **belligerent**

–агрессивный, драчливый, **rude** – грубый, невоспитанный, неделикатный, **coarse** – грубый, невежливый, вульгарный, **offensive** – обидный, оскорбительный, агрессивный, **wrong-doing** – преступный, нарушающий порядок, **delinquent** – нарушитель дисциплины, преступный, **unable to cope with difficulties, problems** – неспособный справиться трудностями, проблемами.

3. **A happy parent is** счастливый родитель это:

loving –любящий, нежный, преданный, **caring** – внимательный, заботливый, **affectionate** – любящий, нежный, ласковый, **kind** – добрый, сердечный, **kind-hearted** – добрый, добросердечный, **good-natured** – добродушный, добрый, **friendly** – дружелюбный, дружески расположенный, доброжелательный, готовый помочь, **approving** – одобряющий, **reassuring** – утешительный, ободряющий, **responsive** – чуткий, быстро откликающийся, **thoughtful** –заботливый, чуткий, внимательный, **considerate** – внимательный к другим, деликатный, тактичный, доброжелательный, **understanding** – понимающий, разумный, отзывчивый, **sensitive** –нежный, чуткий, деликатный, **sympathetic** –благожелательный, отзывчивый, **sensible** – здравомыслящий, толковый, умный, **self-restrained** – сдержанный, **patient** – терпеливый, снисходительный, **tolerant** – терпимый, **open** – открытый, откровенный; искренний, **outgoing** – отзывчивый, чуткий; дружелюбный, общительный, **firm** –твёрдый, решительный, настойчивый, **just** – справедливый, беспристрастный.

4. **An unhappy difficult parent is** несчастливый трудный родитель это:

а) **impulsive** – порывистый, действующий под влиянием импульса, **indulging** – потворствующий, потакающий, **pampering** – балующий, потакающий, изнеживающий, **babying** – балующий, **unreasonable** – безрассудный, неблагоприятный, **selfish** –себялюбивый, **self-indulging** – потворствующий своим желаниям, **self-interested** – эгоистичный, корыстный, **self-willed** – своевольный, упрямый, **wilful** –своенравный; несговорчивый, **inconsistent** – нелогичный, противоречивый, **partial** –пристрастный, необъективный, **sentimental** – сентиментальный, чувствительный, **permissive** –снисходительный, потакающий
б) **loveless** – нелюбящий, **indifferent** – безразличный, равнодушный, **impersonal** – лишенный человеческих чувств, тепла, душевности, **insensitive** –невосприимчивый, равнодушный, бестактный, **disapproving** – неодобрительный, **unjust** – несправедливый, **unfair** –несправедливый, пристрастный, нечестный; **impatient** – нетерпимый, нетерпеливый, раздражительный, **intolerant** – нетерпимый, фанатичный, **insensible** –безразличный, равнодушный, **unreasonable** – необоснованный, несправедливый, **unwise** – неблагоприятный, **inconsistent** – непоследовательный, противоречивый, **nagging** – ворчливый, придирчивый, **fussy** – суетливый; нервный, **cold** – холодный, неприветливый, безучастный, равнодушный, **hard** –упрямый, чёткий, бесчувственный, бессердечный, **harsh** – агрессивный, грубый, **cruel** – жестокий; жестокосердный, беспощадный; **bullying** – агрессивный, издевающийся, **aggressive** –агрессивный, враждебный, **destructive** – разрушающий, уничтожающий, **violent** – вспылчивый, яростный, жестокий, **repressing** – подавляющий, **demanding** – требовательный, придирчивый, **restraining** – ограничивающий, **moralising** – поучающий, **uncompromising** – не идущий на компромиссы, неуступчивый, **tough** – несговорчивый, упрямый, закоренелый, не идущий на компромиссы, грубый, крутой нравом.

The Difficult Child

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home.

The moulded,¹ conditioned, disciplined, repressed child — the unfree child, whose name is a Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is docile, prone to obey authority, fearful of criticism, and almost fanatical in his desire to be conventional and correct. He accepts what he has been taught almost without question; and he hands down all his complexes and fears and frustrations to his children.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet a life as possible. Hence the importance attached to obedience, to manner, to docility.

¹ People who use this argument do not realize that they start with an unfounded, unproved assumption — the assumption that a child will not grow or develop unless forced to do so.

The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to serve under a boss? How will they ever be able to exercise self-discipline?

To impose anything by authority is wrong. Obedience must come from within — not be imposed from without.

The problem child is the child who is pressured into obedience and persuaded through fear.

Fear can be a terrible thing in a child's life. Fear must be entirely eliminated — fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear.

The happiest homes are those in which the parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are pals. Love can thrive. In other homes love is crushed by fear. Pretentious dignity and demanded respect hold love aloof. Compelled respect always implies fear.

The happiness and well-being of children depend on a degree of love and approval we give them. We must be on the child's side. Being on the side of the child is giving love to the child — not possessive love — not sentimental love — just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is the natural source of affection, the place where he can live with the sense of security; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of providing an affectionate background for childhood and adolescence has never been more important than it is today.

Child study has enabled us to see how necessary affection is in ensuring proper emotional development; and the stresses and strains of growing up in modern urban society have the effect of intensifying the yearning for parental regard.

The childhood spent with heartless, indifferent or quarrelsome parents or in a broken home makes a child permanently embittered. Nothing can compensate for lack of parental affection. When the home is a loveless one, the children are impersonal and even hostile.

Approaching adolescence children become more independent of their parents. They are now more concerned with what other kids say or do. They go on loving their parents deeply underneath, but they don't show it on the surface. They no longer want to be loved as a possession or as an appealing child. They are gaining a sense of dignity as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

From their need to be less dependent on their parents, they turn more to trusted adults outside the family for ideas and knowledge.

In adolescence aggressive feelings become much stronger, in this period, children will play an earnest game of war. There may be arguments, roughhousing and even real fights! Is gunplay good or bad for children?

For many years educators emphasized its harmlessness, even when thoughtful parents expressed doubt about letting their children have pistols and other warlike toys. It was assumed that in the course of growing up children have a natural tendency to bring their aggressiveness more and more under control.

But nowadays educators and physicians would give parents more encouragement in their inclination to guide children away from violence of any kind, from violence of gunplay and from violence on screen.

The world famous Dr. Benjamin Spock has this to say in the new edition of his book for parents about child care:

"Many evidences made me think that Americans have often been tolerant of harshness, lawlessness and violence, as well as of brutality on screen. Some children can only partly distinguish between dramas and reality. I believe that parents should flatly forbid programs that go in for violence. I also believe that parents should firmly stop children's war-play or any other kind of play that degenerates into deliberate cruelty or meanness. One can't be permissive about such things. To me it seems very clear that we should bring up the next generation with a greater respect for law and for other people's rights."

1. As you read the text: a) Look for the answers to the following questions:

1. What makes a child unhappy? 2. Why do you think, a child who, according to the text "sits at a dull desk at school" will later sit "at a duller desk in his office"? What is implied here? 3. Why do many adults attach such importance to obedience? Is it really in the child's interests? 4. What are the usual arguments put forward against giving more freedom to the child? Are the arguments well-founded? 5. Why is it wrong to press; sure a child into obedience? 6. What kinds of fear does a child experience? 7. What kind of atmosphere is necessary for child's proper emotional development? 8. What new traits

and habits emerge in adolescence? 9. How and why did Dr Spock's attitude change regarding the adolescents' games of war? 10. Why is it so dangerous for children to be exposed to violence? 11. How should the new generation be brought up?

b) Summarize the text in three paragraphs specifying the following themes:

1. The prime importance of home in the upbringing of children. 2. The negative and harmful role of fears in a child's life. 3. The impact of aggressive gun-play on children's character.

2. Use the topical vocabulary in answering the following questions:

1. What traits of character would you name as typical for a normal happy child? Consider the following points with regard to his attitudes to: a) his family, parents; b) the school, teachers, studies, rules and regulations; c) his classmates; d) his friends.
2. What traits of character would you consider prominent in a difficult child, a problem child? Consider the points given above. 3. What traits of character are brought about by excessively harsh discipline and pressure? 4. What traits of character would be brought about by lack of discipline and control, by pampering or permissiveness? 5. How would you describe a good parent? 6. What traits of a parent would you consider most favourable for a child? 7. What are the dangerous symptoms of a problem child? 8. What kind of parents' attitude may make a child irresponsible, and unable to cope with difficulties? 9. Under what circumstances would a child grow confident, self-possessed, able to cope with difficulties?

3. Below are the statements expressing different opinions. Imagine that you are expressing these opinions, try to make them sound convincing:

1. The parents' permissiveness breeds contempt in children. 2. The child is born selfish and he will need the best part of his life to get over it. 3. Popularity and success in life seldom come to totally self-centered people. 4. Enjoying things is essential to a child's development. 5. True enjoyment comes mostly from using skills for real achievement. 6. Enjoyment may come not only from personal experience but also from passive enjoyment.

4. Read the text:

The Bell Family Charter

Homework: All members of the family must do an equal share of the housework according to age and ability. A list of duties will be put up each week.

Free Time: Children and parents have an equal right to free time.

Visitors: Children have a right to bring friends home whenever they like.

Bedtime: Bedtime will be fixed according to age. Children of 15 may go to bed when they like.

Rules for parents: Parents must not break promises. Parents must not cancel plans suddenly. Parents must not criticize their children in public.

N.B. Parents are not always right.

a) What is your opinion of the charter?

b) What does it imply?

c) Do you agree or disagree with the following statements? What are the arguments for and against each one?

1. Boys should do so much work as girls. 2. Small children should be given jobs too. 3. Children should be given as much free time as adults. 4. Parents must not do anything to upset their children.

d) Talk it over:

1. What duties do parents have that children don't? 2. How will you bring up your children?

5. Team up with your partner and discuss the following rules for parents. Extend on the items given below:

1. Take a good look at yourself; consciously or unconsciously children pattern themselves on their parents. If you have certain traits you don't want your children to inherit, make a constant effort to get rid of these qualities. In other words, one of the most effective ways to child control is self-control.
2. Be relaxed. If you are ill at ease with children, they know it and become uneasy themselves. Children are very sensitive to tension.
3. Assert your authority. From the beginning try to make it clear to the children that while you love them and make any reasonable sacrifices for them, they are not rulers and have limited privileges and definite obligations.
4. Don't expect miracles. The rule is particularly important in trying to cope with children. It is both unfair and unwise to expect miracles in dealing with children. Unfair, because very often they simply haven't reached that level of achievement yet. And unwise because if you constantly demand more than a child can give, you damage his confidence and may even end by making him doubt his value as a human being. Modern children grow physically and mentally very fast. But their rate of emotional growth is the same as it always was.
5. Be consistent. Few things upset a child more than indecisive and erratic treatment from two people who represent law and order and stability in his world — his parents.

(From: "The Secret World of Kids" by A. Ldnkletter)

6. Work in pairs or in small groups. Discuss problems of child upbringing outlined in the extracts below:

1. Timidity is another common personal defect in children. A reasonable amount of timidity is normal enough. But some children are more fearful than others. Don't force the child to face his fears! Most children outgrow their timidity.
2. Selfishness. Many parents complain that their children are self-centered, never think of anyone but themselves. Have no sense of responsibility. Won't share things and so on...

Selfishness is often prolonged in kids by parents who tend to make slaves of themselves for the children's benefit.

3. It is high time to stop being permissive to children. It is urgent to change your attitude and learn to take a stand and be tough in your love.

7. Work in groups of three or four. Decide which of the following statements you agree or disagree with. Discuss these with the other members of your group. Be ready to report your discussion to other groups:

1. There's never a problem child, there are only problem parents. 2. Anyone who expects quick results in child upbringing is an incurable optimist. 3. Under dictatorial control adolescents work submissively, show little initiative. 4. Happiness may be defined as the state of minimal repression. 5. Healthy children do not fear the future, they anticipate it gladly. 6. The adults who fear that youth will be corrupted by freedom are those who are corrupt themselves.

8. The text below is an extract from a TV discussion on a burning problem of today "Horror Films and Children" — a matter of great concern to many people in the world:

Guests participating in the discussion use expressions that convey respect to one another, and though at times they completely disagree with something they remain tactful and do not let the discussion degenerate into quarrelling.

Read the text. The expressions in bold type show how people react to opinion. Note them down:

TV Host: What were you saying?

Woman: I was saying that **in my view**, and **I'd like to emphasize it**, kids today got used to all kinds of violence. We scared much easier in my days.

Teacher: **Exactly. My personal opinion is that it goes even further than that.** The children can take so much more violence now and unfortunately not even think about it.

Man: **True.** They even laugh at scenes which horrified us.

Psychiatrist: **Don't you think** that documentaries about war and hostilities showing awful violence may have something to do with that?

Film director: **I'm not sure you are right** about it! I would find it difficult to link violence to documentaries.

Art critic: **As for me**, I can certainly give the idea my backing. The young people are easily affected by violence on screen.

Woman: **You have my whole support!** Cartoons and TV films have become so much worse. There is an awful lot of violence and horror everywhere.

TV Host: **The question is whether** we have a community in Hollywood which goes for a young audience with their horror films in a gross and socially harmful way.

Art critic: **I must say I can see no reason to oppose.**

Psychiatrist: But Walt Disney had a lot of horror in his films which also scared kids, things like kids turned into donkeys in "Pinocchio".

Woman: Coming from you... I can't believe it! **As far as I am able to judge** "Pinocchio" bears no relation to horror films.

Teacher: **You are quite right!** Disney has done so much good for the children!

TV Host: Do we have in this greedy arena of film-making to rely too much on effect, illusion, technology which can make horrors beyond imagination, such as visualization of a man blown up, a man decapitated in front of your eyes?

Film director: **I am inclined to think** that kids are looking for fantasies, aren't they? And we are giving them to kids. **All the same** they are having horror in their minds.

Man: **Here I differ with you!** The visualization of horror deadens children's souls. That's what is so dangerous about it!

TV Host: What kind of grown-ups our kids are going to be if today they are already used to all kinds of film horrors and are not terrified by the awful sights and especially human suffering!

9. When reacting to opinion we may state our agreement, approval as well as complete solidarity with what has been said, or we may express only a partial agreement. One may be straightforward in stating his view, or cautious, or even evasive. Here are some comments that may be used to express one's positive response:

Right; You are quite right; True; Exactly; I am all out for it; I am in favor of it. You have my full support; I am giving it my backing; I can see no reason to oppose.

When stating our negative response or partial disagreement we can use the following:

I am afraid not; No, you are not right here; I can't approve it (accept); No, it bears no relation to; I would find it difficult to (accept it).

The following phrases may be used to introduce either agreement or disagreement:

My personal opinion is; I am inclined to think that; It goes further than that; That's one way of looking at it, but....

a) From the dialogue above (Ex. 8) make up a list of phrases expressing response to opinion differentiating between 1) agreement and disagreement; 2) phrases worded in a straightforward way and those worded in a less categorical, polite way.

b) Be ready to act out the dialogue in class.

10. Here is a letter expressing concern, opinion and advice. Please note its respectful tone and polite wording.

a) Write a letter in response stating your agreement or disagreement.

b) Using both the letter and the answer as a basis turn the contents into a dialogue and act it out in class:

Dear Helen,

I have just received your letter and I feel that I should let you know what I think of your plans for the future. I hope you won't take offence, but will accept what I say here as fatherly advice.

I was very surprised when I read in your letter that you had decided not to finish your studies at the University. I realize that Peter wants you to marry him this summer. But with only one year to go, you would be well advised to finish the course. A year is really a very short time, and later you will be glad you took my advice.

As you know, my reaction to Peter was extremely favourable when I met him, he is an exceptionally fine young man and should make a good husband. But I urge you to complete your education first.

You are twenty-one and old enough to make up your own mind. This is something you'll have to work out for yourself. As your uncle, I have always tried not to interfere in your affairs and I don't intend to begin now. But, my dear, please, do consider my words very carefully before you decide. Whatever you do, though, Ellen, you know I only want one thing for you, and that is your happiness.

Affectionately, uncle Tom

11. Pair work. Agree or disagree with the statements below. Be sure to provide sound arguments. Consider the following points and extend them whenever possible:

1. Children are not supposed to have their opinion, but if they do, the adults ignore them.
2. The difference between a child and an adult amounts to achieving the state of independence.
3. The most painful time is adolescence with intense feelings, lack of confidence and rebellion against authority.
4. The essence of happiness is complete freedom from care.
5. Most adults think of their childhood as being most happy time.

12. Group discussion. "New Prospects in Education". Here are a number of predictions which have been made by futurologists:

1. In his book Alvin Toggler suggests that in the future there will be advertisements like the one on the right.

Don't worry about parenthood!
We'll bring out your children
and make them into responsible, successful adults.

1. Excellent food and education.
2. Just visit your children once a week.
3. Minimum five-year contract.

Would you like your children to be brought up by professional "parents"?

What would be some advantages and disadvantages?

2. Alvin Toggler also suggests that children won't go to school. They will study at home instead with video-tape, cassettes, other electronic aids.

Would you like this arrangement? What do you think of such "electronic cottage" school? Imagine what some of the consequences might be.

3. In what way, do you think, the advertisement above reflects the new trends in child rearing?

13. Below are some quotations dealing with family life and children. Illustrate them with a short story:

1. When children are doing nothing they are doing mischief. (H. Fielding)
2. Teach your child to hold his tongue and he will learn to speak fast. (Benj. Franklin)
3. Anger is never without a reason, but seldom without a good one. (Benj. Franklin)
4. If children grew up according to early indications, we should have nothing but geniuses. (Goethe)
5. We are all geniuses up to the age of ten. (A. Huxley)
6. Children begin by loving parents, as they grow older they judge them, sometimes they forgive them. (O. Wilde)

Unit Six

TEXT

GROWING UP WITH THE MEDIA

By P.

G.Aldrich

What do you remember most about your childhood? Running through the long dewy [ˈdjuːɪ] grass of a meadow [ˈmedəʊ] or the Saturday morning TV cartoons [kɑːˈtuːn]? Sitting in the kitchen watching your mother cook supper or sitting in the living-room watching *Captain Kangaroo* [ˌkæŋgəˈruː]?¹ Which came first on Sunday morning — breakfast or the comics?

Now bring your memories [ˈmeməri] up to date ввести в курс дела. What did you and your friends talk about, at least part of the time, before class? An item from a newspaper? An ad объявление that you noticed in a magazine or a television commercial? An episode from a popular TV series? A movie? Or a new record that you heard on the radio?

If your answers parallel [ˈpærəlel] аналог those of most young people, you add to the proof доказательство that mass media play a large and influential

¹Captain Kangaroo — a children's morning television programme.
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part in your life. Your answers also prove just how casually [ˈkæʒuəli] обыденно you accept the media, just as you accept the house you live in, cars, electricity [ɪˌlekˈtrisəti], telephones, your school, and your family as part of your environment [ɪnˈvaɪrənmənt]. Parents and teachers agree that all young people growing up with the media [ˈmiːdiə] learn from them sometimes more than adults wish you to. (And this is the cause for alarm [əˈlɑːm].)

If the use of *them* referring [rɪˈfɜː] to *media* in the last sentence seems strange, remember that the word *media* linguistically is plural. When people make a fuss

[fæs] беспокойство about *the media* being a bad influence ['ɪnfluəns], they usually are talking about television, the most powerful *medium* средство ['mi:diəm] of all. Maybe calling television *the media* can be justified оправданно technically because, as a *medium*, it embraces functions of several *media* such as newspapers, magazines, movies, and recordings.

The major media ['mi:diə] can be divided into two kinds, print and electronic [ˌelek'trɒnɪk]. The print media — newspapers, magazines, books, pamphlets ['pæmflet] брошюры, catalogues ['kætələg], circulars проспекты, brochures ['brəʊʃə], anything you read — are the oldest, dating back вести начало to the invention of the printing press in the fifteenth century. The electronic media — radio, television, films of all kinds, records, tapes, anything that is transmitted [trænz'mɪtə] by the use of electricity [ɪˌlek'trɪsəti] — are less than a hundred years old.

One of the problems facing us today is being reached by the media when we really don't choose to be. Do you sometimes find it difficult to locate a moment of complete silence in your environment or a time when your eyes are not presented with signs, billboard ['bɪlbɔ:d], or pictures demanding [dɪ'ma:ndɪŋ] attention?

Another meaning the word *mass* [mæs] suggests [sə'dʒest] is "the people", a phrase too often associated [ə'sæsʃieɪtɪd] with adjectives like dull-witted [dʌl-'wɪtɪd] слабоумный, credulous ['kredjʊləs], ill-informed [ɪn'fɔ:md] маловседующий, uncritical [ʌn'krɪtɪkl], and passive ['pæsɪv]. Or are the *mass* [mæs] of people well-informed, sophisticated [sə'fɪstɪkeɪtɪd] утончённый, thoughtful, and active? Which are you? How much of what you know about yourself has been taught you by the media? You may not realize how greatly ['greɪtli] the media ['greɪtli] influence you because in your lifetime they have always been there, hi fact, short of deliberate isolation on a mountain top or being lost in a forest and reared by wolves, no one will ever again grow up without the presence and influence ['ɪnfluəns] of the mass [mæs] media ['mi:diə].

Is this good or bad?

An experiment recently conducted in Europe by the Society for Rational ['ræʃnəl] Psychology showed that watching television is psy-
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chologically addictive [ə'dɪktɪv] склонный. The idea of becoming addicted to television brings up questions involving subtle ['satl] искусный conditioning [kən'dɪʃnɪŋ] доведение до состояния and brainwashing that could be friendly or vicious ['vɪʃəs] порочный, altruistic [ˌæltrʊ'ɪstɪk] or self-serving.

In a commercial society the media's ['mi:diə] ability to stimulate ['stɪmjəleɪt] motivation to buy — almost as though people were puppets ['pʌpɪt] on strings —

builds other people's power. It can be power for good or power for bad, but it is always power for control [kən'trəʊl].

All these negative aspects ['æspekt] of growing up with the media ['mi:diə] need consideration [kən'sɪdə'reɪʃn], at the same time you are enjoying the positive aspects of immediately knowing what's going on in the world, sharing great entertainment [ˌentə'teɪnmənt] and historical events [ɪ'vent] with everyone else in our "global village", and having the fun of trying out a new product ['prɒdʌkt] that you wouldn't have known about without advertising.

According to a recent research report, more than a third of all children by the age of three are viewing TV with some regularity [ˌregjʊ'lærətɪ] and more than half are listening to books read to them. Before they are old enough for school — a third of the children are looking through magazines [ˌmægə'zi:n], 40 percent [pə'sent] are listening to radio, and 80 percent are viewing television. At age seven, newspapers enter a child's life, usually through the comic strips [straɪp]. You are one of these children. As you grew [gru:], you absorbed [əb'sɔ:b] uncritically, as children do.

And what did you absorb? Hundreds of items of information, most of them accurate ['ækjʊrət] *as far as they went*. Increasing sophistication [sə'fɪstɪ'keɪʃn] *искушённость* of taste and appreciation [ə'pri:ʃɪ'eɪʃn] *высшая оценка* of technical skills. High standards of performance by talented musicians and actors that sometimes make your teachers despair of competing effectively for your attention.

With all this, you also absorbed ideas about behaviour, about right and wrong, good and bad, the permissible [pə'mɪsəbl] and the forbidden [fə'bɪdn] *запрещённый*. These ideas were presented to you — and still are — directly and indirectly with the entertainment [ˌentə'teɪnmənt] *развлечение*, advertising ['ædvətaɪzɪŋ] *реклама*, and information. The most powerful ideas are the ones you absorb [əb'sɔ:b] indirectly. They are digested *усваиваться* emotionally at psychological depths *сила* that we still know little about, although we can tell that the effect of reaching those depths is particularly strong and long lasting from behaviour patterns that emerge [ɪ'mɜ:dʒ] *возникать*.

... Another indicating of media influence ['ɪnflʊəns] is in the language we use. Whole new vocabularies come into existence with new
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inventions. Look back at the first two paragraphs of this chapter ['tʃæptə]. How many expressions can you identify that came into popular usage with the development of a medium ['mi:diəm]? How about *TV cartoons* [kɑ:'tu:n]? Or the abbreviated [ə'bri:vɪəɪt] version of the word *television*? In this country, we say TV and spell it several different ways: tv, T.V., TV, teevee. In Britain, it's the *telly* ['teli], as everyone who watches the British "stand-up" comedian *эстрадный*

артист-сатирик will know. That term, *stand-up comic*, seems to be another media invention. Actually, a comedian [kə'mi:diən] does sit sometimes, whenever the action of a skit шутка, скетч demands, but there is always that string последовательность of jokes, or would-be jokes, delivered доставленный standing up, first at a stationary microphone during early radio days, now just standing or wandering about a stage, mike in hand микрофон. In advertising, the stand-up commercial was the first kind used, hi this, the announcer or star of the program would grasp the product firmly in hand, making sure the name faced the camera, and as persuasively [pə'sweisi] as possible, recite [ri'sait] or read the copy written about it at an advertising agency.

Words introduced in the media ['mi:diə] frequently ['fri:kwənt] enlarge [in'la:dʒ] into meanings far beyond слишком далеко the scope originally intended for them. How many meanings do the words *Mickey Mouse* have today? Which show approval [ə'pru:vəl] одобрение? Which disapproval?

The impact ['impækt] влияние of the mass media is very strong. It changes our language, stimulates ['stimjələit] our emotions, informs our intellect influences our ideas, values, and attitudes отношение. When you were young and absorbing uncritically, you could not possibly know that the majority [mə'dʒɔrəti] of the material you saw and heard was designed to produce specific [spə'sifik] responses [ri'spɒns] from you. Some adults ['ædʌlt], for that matter, either do not know or refuse to admit the following basic fact of media production: the MAJORITY [mə'dʒɔrəti] of material is chosen or designed to produce a predetermined [pri:di'tɜ:mɪn] определённый response. Even that part of media output продукция called "entertainment" [entə'teɪnmənt] развлечение is chosen to keep you quiet, unquestioning, available, and receptive восприимчивый to commercial messages inserted throughout повсюду. This is evident очевидно whether the entertainment is a TV drama with commercials every few minutes or a newspaper or magazine article with columns of type wrapped [ræp] around the advertisements.

The journalism ['dʒɜ:nə,lɪzəm], urgent ['ɜ:dʒənt] issues ['ɪʃu:], news, or information-giving portion of media ['mi:diə] output продукция is selected, edited ['edit], produced, placed in time slots временные интервалы or positioned in the newspaper or magazine to reflect and support the owner's policies ['pɒləsi] политика. These policies are sometimes intricate ['ɪntrɪkət] запутанный and interwoven [ɪntə'wəʊn] сплетённый strands нити, difficult to isolate individually,

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because ownership собственность is a giant ['dʒaɪ ənt] conglomerate скопление [kən'glɒməɾət] made up of intertwining [ɪntə'twain] сплетение sections of the current commercial-military-governmental complex. However, no reporter

[rɪ'pɔ:tə], photographer [fə'tɒgrəfə], film or copy editor ['editə] редактор текста, script сценарий or continuity [ˌkɒntɪ'nju:əti] writer сценарист in either print or electronic media ['mi:diə] has ever needed to be told specifically определённо what the boss's policies ['pɒləsi] are. You pick them up ухватить through your pores [pɔ:] within a week or two of accepting a job, and you work accordingly.

The owner's policies ['pɒləsi], therefore, determine the response [rɪ'spɒns] that the media ['mi:diə] wish from you even if it's only to keep quiet and accept. Then the material is written, staged организован, photographed with or without audio, printed and/or broadcast. We — counted in the millions, the mass audience of mass media — are then programmed to buy, vote, contribute делать вклад, believe, and support other people's interests, interests which may be commercial, political, charitable ['tʃærɪtəbl], philosophical [ˌfɪlə'sɒfɪkl], or educational. Sometimes these interests will coincide with your own; sometimes they won't. Most of the time, the response [rɪ'spɒns] comes in as programmed; occasionally it doesn't, or there is an additional, unexpected response. Some of the media's output продукт has long lasting value and worth; some is not only cheap, tawdry ['tɔ:dri] мишурный, and superficial stuff, but physically, emotionally, and intellectually harmful.

SPEECH PATTERNS

1. What I really lacked was experience.

What he suffered from was inferiority complex.

2. I will say this for Sue, she was a kind soul.

I will say this for Ann, she taught me a lot. Об Анне я бы сказал(а), что она меня многому научила.

3. Little did she guess what he had on his mind. Она мало догадывалась о том, что было у него на уме.

Little did they realize why he was being so nice to them. Они мало понимали, почему он был так добр к ним.

Phrases and Word Combinations

to come first (second, ...) приходить первым, вторым, быть самым важным

up to date современный, новейший

to date back to восходить ко времени

ill-informed (ill-mannered, ill-bred, etc.) неосведомлённый (невежливый, грубый)

to become addicted to пристраститься к

to come into existence (being, usage) возникнуть, обрести существование

for that matter что касается этого, если уж на то пошло

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ESSENTIAL VOCABULARY

1. bring vt (with prepositions and adverbs) 1) приносить, доставлять 2)

заставлять, принуждать

to bring about осуществлять, вызывать, влечь за собой to cause smth, *e. g.* What brought about this quarrel?

to bring back to 1) вызывать, воскрешать в памяти, напоминать 2) приносить обратно, вернуть; recall

to bring to mind (things of the past) вспоминать, припоминать; воскрешать или вызывать в памяти, *e. g.* The snapshot brought back to me my childhood.

to bring down 1) свалить; сломать 2) снижать (цену) ; заставлять кого-л. снижать цены 3) подстрелить 5) победить (врага, политического оппонента) 6) сносить цифры при делении или умножении столбиком 1) to cause smth or smb to fall or come down, *e. g.* The hunter brought down a deer. 2) to reduce (a price), *e. g.* Shopkeepers have been asked to bring down their prices.

to bring someone down to earth (with a bang/bump) заставить кого-л. спуститься с небес на землю (*colloq.*) to make someone face reality, unpleasant truth, etc., *e. g.* He had no idea how food prices had risen, so a day's shopping soon brought him down to earth with a bump!

to bring forward 1) выдвигать (предложение) 2) делать перенос итоговой суммы в колонке цифр в начало соответствующей колонки на следующей странице баланса (в бухгалтерском учёте)) представлять (что-л.) к определённой 4) перенести на более ранний срок 5) представлять 6) способствовать развитию to suggest (an idea), as to bring forward a proposal.

to bring home to разъяснить что-л. кому-л., заставить кого-л. понять, почувствовать to persuade smb to believe smth, *e. g.* You must bring the difficulty home to John.

to bring in 1) вводить 2) вносить 3) импортировать 4) выносить 1) to yield (money), as profit or earnings, *e. g.* He does odd jobs that bring him in ten to twelve pounds a week. 2) to introduce (an idea), as to bring in a bill

to bring in a verdict (in a court of law) вынести вердикт to give a judgement

to bring on to cause (to happen) 1) навлекать, вызывать 2) способствовать развитию *e. g.* You've brought the trouble on yourself. , .

to bring out 1) выявлять, обнаруживать 2) показывать 3) производить (что-л.) 4) снять с фронта, отвести в тыл 5) помочь преодолеть застенчивость 6) вызывать забастовку, призывать к забастовке; бастовать 1) to reveal (smth) to be seen or known, *e. g.* Difficulties can bring out a person's best qualities. 2) to publish (a book, etc.), *e. g.* When are the publishers bringing out his new book?

to bring round 1) приводить (кого-л.) в сознание 2) изменять направление (чего-л.) 3) убедить кого-л. изменить мнение 4) осуществлять; вызывать to persuade smb to change his opinion, *e. g.* We must bring the rest of the committee round to our point of view.

to bring smb to one's or to his senses привести кого-либо в чувство

to bring smb round 1) приводить (кого-л.) в сознание 2) изменять направление (чего-л.) 3) убедить кого-л. изменить мнение to cause smb to regain consciousness or remember his surroundings, *e. g.* Some cold water on her face might bring her round (bring her to herself/to her senses). The sudden sound of the train whistle brought me to myself; I had not known how far I had been walking, deep in thought.

to bring up 1) вскармливать, воспитывать 2) поднимать (вопрос) ; заводить (разговор) 3) привлекать к суду 4) вырвать, стошнить ...>> 1) to educate; raise (a child), *e. g.* My aunt brought up four children. 2) to mention or introduce (a subject), *e. g.* Your suggestion will be brought up at the next meeting.

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to bring up to date 1) ставить в известность; вводить в курс дела 2) модернизировать to advance the knowledge of smb, to bring smth. level, *esp.* in time, *e. g.* We must try to bring Mother more up to date with modern styles, and persuade her not to wear such old-fashioned clothes.

2. alarm *n* 1) тревога, сигнал тревоги 2) = alarm clock будильник 3) аварийная сигнализация, тревожная сигнализация 4) смятение, страх 1) a call to arms or action; a warning of danger, *e. g.* When the people in the street noticed the clouds of smoke coming out of the window, they gave the alarm. 2) a sudden feeling of fear and excitement because of the possible approach of danger, *e. g.* The mother rushed out of the house in alarm when she heard her son crying loudly in the yard.

an alarm bell, *e. g.* 1) набатный колокол 2) сигнальный звонок 3) аварийный сигнал The soldiers were roused from their sleep by the sound of the alarm bell.

an alarm clock будильник a clock that will ring and wake up a person at any time he wishes, *e. g.* I didn't hear the alarm clock and overslept.

a false alarm) ложный аварийный сигнал 2) ложно найденная неисправность (в действительности отсутствующая) 3) сигнал ложной тревоги 4) false alarm ложная тревога а hoax, *e. g.* There is nothing to be panicky about, it was a false alarm.

a fire-alarm, 1) пожарная тревога 2) сирена 3) автоматическая пожарная сигнализация *e. g.* No sooner had they seen the flame than they sounded the fire-alarm. **to raise an alarm**, поднимать тревогу *e. g.* Those who raise false alarms will get no help when help is needed.

alarm *vt* 1) поднять тревогу, дать сигнал тревоги; предупредить об опасности 2) поднять по тревоге 3) встревожить, взволновать; напугать; насторожить; вызвать тревогу 4) вспугнуть (кого-л.) *e. g.* The whole world is alarmed by these events.

alarming *a* волнующий, тревожный exciting fear or anxiety, *e. g.* The news was alarming.

alarmist *n* паникёр; распространитель тревожных слухов a panic-monger, *e. g.* He's often subject to panic.

An alarmist, that's what he is.

3. fuss (often **about**) *vi* 1) а) = fuss about, = fuss over суетиться, волноваться из-за пустяков б) = fuss over излишне опекать, чрезмерно заботиться 2) жаловаться (на что-л.)

fuss *n* 1) а) возражение, протест, несогласие б) ссора, спор 2) а) суета, беспокойство из-за пустяков; суматоха, неразбериха б) ажиотаж, шумиха (намеренно созданная вокруг кого-либо) 3) нервное, возбуждённое состояние unnecessary or irritating activity, especially in small matters, *e. g.* Why make a fuss!

to make a fuss about (over) smtb to суетиться вокруг к.-либо show too much anxiety or nervousness about smth. *e. g.* Why make all that fuss about trifles?

to make a fuss of smb носить на руках кого-л to pay all sorts of little attentions to a person, *e. g.* They made a fuss of their guest, eager to please him.

fussy *a* 1) суетливый; нервный 2) вычурный; аляповатый paying too much attention to little, unimportant things, *e. g.* The old lady was so fussy, nothing seemed to satisfy her. She's a fussy housewife.

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to be fussy about smth беспокоиться об, привередничать в *e. g.* Should we be fussy about our clothes or food?

4. lose *vt/i* 1) не сохранять, терять (что-л.) ; утрачивать, лишаться (чего-л., кого-л.) 2) а) избавляться, отделяться, освобождаться (от чего-л.) б) отрываться, оставлять позади (кого-л) 3) (lose oneself) потеряться, затеряться, пропасть 4) исчезнуть, пропасть, погибнуть; потерпеть крушение (о корабле) ; разрушиться (о здании) 5) терять, упускать (время) , не воспользоваться (возможностью) 6) а) недослышать, не разглядеть, недопонять, пропустить б) опоздать, не успеть; пропустить (поезд, автобус) 7) проигрывать, уступать 8) а) терпеть ущерб; нести убытки, потери б) стоять, лишать (чего-л.) 9) потерять (что-л.) ; затерять, задевать (что-л. куда-л.) 10) отставать (о часах) to have no longer; to be deprived of, *as to lose one's money* (life, mind, balance, job, etc.), *e. g.* The boy lost his parents in the war. The poor man has lost a leg in the battle. The boy lost 5 pence in a bet. I've lost the key to my suitcase.

to lose sight (track) of smb (smth) 1) (smb.) долго не видеть, потерять кого-л. из виду, потерять след 2) (smth.) забыть, упустить что-л. из виду, потерять нить not to know where smb (smth) is, *e. g.* I lost sight of the boy in the crowd. The policemen lost track of the thief.

to lose one's temper рассердиться, потерять самообладание to get angry or impatient, *e. g.* Don't lose your temper, try to control yourself.

to lose one's place (in a book, etc.) быть уволенным; потерять место (в книге); потерять очередь to be unable to find the line, paragraph, etc. at which one stopped reading, *e. g.* "Go on reading!" "I beg your pardon I lost my place. I'll be ready in a moment."

to be lost in thought (wonder, admiration) погрузиться в размышления (изумление, восхищение) to be absorbed in, *e. g.* The girl was gazing at the picture, lost in admiration.

to be lost upon smb пропасть даром для кого-л., не достигнуть чьей-л. цели to fail to impress or attract the attention of smb, *e. g.* My hints were lost upon my friend, he failed to notice any of them.

to lose one's head to become confused or excited, *e. g.* She lost her head at the sight of the fire and started screaming instead of acting (being useful).

to lose one's heart to smb отдать свое сердце кому-л (влюбиться в кого-л) to fall in love with smb, *e. g.* Do you know that Jack has lost his heart to Gwendolen ?

to lose heart падать духом; впадать в уныние; отчаиваться to feel discouraged; to lose courage, *e. g.* Jim lost heart after his failing the exam for the third time.

loss *n* 1) а) потеря, лишение б) утрата (смерть близких, друзей) 2) гибель; крушение 3) а) проигрыш, поражение the act or fact of losing or having lost smth, *e. g.* The death of Jim's friend was a great loss to him. Loss of health is worse than loss of wealth. The soldier died from loss of blood. Do it without any loss of time. The regiment suffered heavy losses.

to be at a loss быть неспособным сказать или сделать (что-л.) to be puzzled and perplexed, not to know what to do, *e. g.* Nellie was seldom or never at a loss.

5. addict *n* 1) наркоман 2) заядлый любитель; приверженец a person who is unable to free himself from a harmful habit, *05* a drug addict, a TV addict, a coffee addict

addicted (to) *a* склонный (часто к дурному) ; предающийся (чему-л.) ; постоянно делающий (что-л.) в силу привычки in need or in the habit of having, *e. g.* She's addicted to reading detective stories.

addiction *n* склонность к чему-л., пагубная привычка the state of being addicted or an example of this, *e. g.* Does he have any other addictions besides smoking?

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addictive *a* вызывающий привычку, привыкание causing addiction, habit-forming, *e. g.* Drinking coffee or eating chocolate can be addictive.

6. involve *vt* 1) а) привлекать, вовлекать, втягивать б) касаться, затрагивать 2) запутывать 3) вызывать; приводить (к чему-л.) 4) а) погружаться (в размышление, решение задачи) , увлекаться (чем-л.) б) увлекаться (кем-л.) 5) окутывать, покрывать 1) to cause smb or smth to take part or be mixed up (in trouble, a difficult condition, etc.), *e. g.* Don't involve me in your fights, please. They are deeply involved in debt 2) to have as a necessary result, *e. g.* The new design is involving me in a lot of extra work.

involvement *n* 1) а) путаница, запутанность б) затруднительное положение 2) вовлечённость; участие 3) условность the condition of being involved-, *e. g.* His involvement with that woman brought him nothing but trouble.

involved *a* 1) запутанный, сложный 2) связанный, вовлечённый, участвующий 1) complicated in form, etc., *e. g.* It's a very involved story and I kept getting confused. 2) (of people) closely concerned in relationships and activities with others, esp. in a personal relationship, *e. g.* He's deeply involved with her and wants to get married.

7. sophisticated *a* 1) а) лишённый простоты, естественности, наивности; изощрённый, утончённый б) искушённый, умудрённый 2) предназначенный для людей с тонким вкусом 3) а) сложный б) сложный; современный, передовой 1) having lost natural simplicity through experience of the world, as with sophisticated taste, sophisticated clothes, *e. g.* I feel rather gauche among all these sophisticated people. She wears very sophisticated clothes. Some sophisticated device was used to defuse the bomb. 2) (of mental activity) cultured, elaborate, as a sophisticated discussion/argument

sophistication *n* 1) изощрённость, изысканность, утончённость 2) искушенность, опыт 3) а) сложность (оборудования) б) соответствие (оборудования) современным требованиям 4) усложнение;

усовершенствование; модернизация 5) а) мошенничество, подделка, фальсификация б) фальшивка, подделка 6) занятия софистикой the state of being sophisticated or an example of this, *e. g.* She entered the room with an air of great sophistication.

8. value *n* 1) а) (values) достоинства, ценности б) важность, ценность, полезность 2) а) стоимость, цена; рыночная цена б) стоимость 3) значение, смысл (о слове) 4) , величина, значение 5) длительность (ноты) 6) а) сочетание света и тени в картине б) яркость, насыщенность (о цвете) 7) название единицы в какой-л. системе мер; именованный класс объектов, обладающих общими свойствами 1) the worth of smth. in money or as compared with other goods for which it might be changed, *e. gr.* The value of the British pound is less than it was 50 years ago. Jewels are articles of value; they are articles of great value. 2) worth compared with the amount paid (often in the value for money), *e. g.* If your coat wore out in less than a year it certainly wasn't good value; it was poor value for money. 3) the (degree of) usefulness of smth, *esp.*, in comparison with other things, *e. gr.* You'll find this instrument of great value in making certain kinds of measurement.

value *vt* 1) а) оценивать, производить оценку, устанавливать цену (в денежном эквиваленте) б) оценить, высказать мнение, дать характеристику 2) дорожить, ценить, быть высокого мнения, отдавать должное 1) to calculate the value, price, or worth of, *e. g.* He valued the house and its contents at 42,000 pounds. 2) to consider smb or smth to be of great worth, *e. g.* Young people don't always value the advice given them by their parents.

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valuable *a* 1) ценный; дорогой, дорогостоящий, драгоценный 2) полезный, ценный; высоко ценимый of great value or use, having value , as a valuable book; valuable property, furniture; valuable advice, initiative, information, *e. g.* The book didn't cost much but it is very valuable to me.

valued *a* regarded as of great value (уважаемый, достойный уважения; такой, которым дорожат); as a valued possession, a valued friend (servant, correspondent); valued advice, help

invaluable *a* бесценный, неоценимый exceedingly valuable, as invaluable assistance, invaluable treasure

valueless *a* ничего не стоящий, не имеющий ценности; бесполезный having no value, as valueless good, *e. g.* You are too late with your advice, it's valueless now.

valuables *n pl*, ценные вещи, ценности; драгоценности *e. g.* Jewellery and other valuables are usually kept in a jewel-box.

9. urgent *a* 1) срочный, неотложный, безотлагательный 2) необходимый 3) настойчивый, добивающийся, упорный 1) pressing, very important, requiring immediate action, or attention, as to be in urgent need of smth; urgent repairs; an urgent call (letter, business, telegramme etc.), *e. g.* What are the urgent issues of the day? The matter is urgent. 2) earnest and persistent in making a demand, as an urgent creditor, *e. g.* The girl's urgent entreaties had their effect.

urge vt 1) гнать, подгонять, подстёгивать 2) заставлять, побуждать 3) убеждать, советовать to ask earnestly, to plead with, to recommend strongly, e. g. We urged him to go. All his friends are urging him to join in.

urgency n 1) безотлагательность, срочность 2) настойчивость; назойливость 3) крайняя необходимость 4) (urgencies) настойчивые просьбы 5) актуальность

10. **stuff** n (*informal*) 1. 1) а) материал, состав, вещество (из чего что-л. состоит) 2) материал для вязания (особенно шерсть) 3) а) дрянь, хлам, чепуха, болтовня 4) штука, штукovina 5) а) doctor's stuff состав, лекарство б) , наркота 6) набивка, наполнитель 7) а) запасы продовольствия (особенно зёрна) б) личная собственность; имущество, вещи 8) а) обращение, поведение б) характер, натура, внутренние качества, свойство (о человеке) 9) продукты, напитки (всё, что употребляется в пищу) 10) наличные (о деньгах) 11) а) что-л. украденное или провезённое контрабандой б) оборудование, оснащение, оснастка; военное снаряжение (*informal*) the material of which anything is made, usually solid substance, e. g. What is this stuff? What kind of stuff is it made of? Only very serious stuff interests him. The building was made of some funny white stuff. He is not of the stuff poets are made of.

stuff vt 1) а) набивать; запихивать, засовывать б) заполнять грузом контейнер 2) служить набивкой, использоваться для набивки 3) а) набивать чучело животного или птицы б) начинять, фаршировать 4) пломбировать зуб 5) а) объедаться, жадно есть б) закармливать, кормить на убой 7) а) переполнять, перегружать б) втискивать, засовывать 7) толпиться, тесниться; заполнять (какое-л. пространство) 8) а) мистифицировать, разыгрывать; обманывать, вешать лапшу на уши. б) наполнять избирательные урны фальшивыми бюллетенями to pack tightly and untidily; to press tightly into smth, as to stuff a bag full, to stuff someone's head with nonsense, to stuff one's mouth full, e. g. Don't stuff anything else in, or the bag will burst. Don't stuff the child with food. She stuffed the chicken with breadcrumbs, herbs and onion.

stuffy 1) душный, спёртый 2) затрудняющий дыхание, заложенный 3) нудный, скучный 4) сердитый; надутый; в дурном настроении 5) ханжеский; костный; консервативный a lacking ventilation; close or oppressive, e. g. Do you mind opening the window? The room is stuffy.

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READING COMPREHENSION EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words: dewy, meadow, cartoon, Captain Kangaroo, episode, mass media, influential, environment, catalogue, brochure, credulous, sophisticated, deliberate, addictive, subtle, vicious, altruistic, stimulate, control, advertise, permissible, digest, identify, abbreviate, programme, persuasively, agency, intellect, design, available, intricate, isolate, giant, conglomerate, audio, contribute, charitable.

2. Practise the pronunciation of the following polysyllabic words paying attention to the principal and secondary stresses:

magazine, influential, psychologically, altruistic, motivation, consideration, entertainment, regularity, information, sophistication, appreciation, disapproval, individually, intertwining, governmental, philosophical, educational, intellectually.

3. a) Read out the following observing all the phonetic phenomena of connected speech (assimilation, lateral and nasal plosions, the loss of plosion, the linking "r").

you accept the media; at the same time; with all this; the permissible and the forbidden; look back at the first two paragraphs; words introduced in the media; even that part of media output; commercial messages inserted throughout; or a newspaper or magazine article; around the advertisements; in either print or electronic media; what the boss's policies are.

b) Practise the pronunciation of the following word combinations containing the nasal sonant [ŋ] in the intervocalic position:

sitting in the kitchen; involving subtle conditioning and brain-washing; all these negative aspects of growing up with the media; what's going on in the world; the fun of trying out a new product; but there is always that string of jokes; just standing or wandering about a stage; when you were young and absorbing uncritically; accepting a job.

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c) Read the following passages: 1) from "the major media can be divided..." up to "... or pictures demanding attention?" and 2) from "whole new vocabularies come into existence..." up to "... at an advertising agency." Observe the intonation group division, stress, rhythm and tempo.

4. Change the sentences below according to the models:

Model 1: The lady lacked tact and manners.

What the lady lacked was tact and manners.

1. He longed for the title of a champion. What he longed was the title of a champion. 2. The man didn't care to go back to his wife. He was afraid she'd talk him to death. What he was afraid was being talked to death by his wife. 3. The doctor should have tested him for suicidal tendencies. What the doctor was concerned was the patient's suicidal tendencies.

Model 2: We had no idea where he had come from.

Little did we know where he had come from.

1. We had no suspicion what he was involved in. Little did we suspected what he was involved in. 2. She had no idea what made him lose his temper. Little did she know what made him lose his temper. 3. We did not understand why she was so annoyed. Little did we understand why she was so annoyed. 4. We could not see the point of his coming here. Little did we see the point of his coming here.

5. Translate the following sentences into English:

1. Чего ему действительно не хватало, так это чувства меры. What he really lacked was sense of harmony. 2. Что меня больше всего удивило в Джейн, так это ее самообладание. What I was most amazed with Jane, was her composure. 3. Ему просто не хватало знаний по истории этой страны. What he really lacked was knowledge on the history of this country. 4. Надо отдать ей должное, она была на редкость трудолюбива. I will say this for her, she was uncommonly

hard-working . 5. Надо отдать ему должное, он сделал все, чтобы овладеть испанским языком. . I will say this for him, he made every effort to acquire the Spanish language. 6. Надо отдать ей должное, она очень интересуется благополучием своих родных. I will say this for her, she care for her relatives' wellbeing. 7. Надо отдать ему должное, он с любым европейцем может говорить на его родном языке. I will say this for him, he can speak to any European his native language. 8. Я и понятия не имел, куда он метит. Little did I realize, what he meant. 9. Он и не подозревал, что ей нужно. Little did he suppose, what she wanted. 10. Она и не догадывалась, чем все это кончится. Little did she guess, how all this would end.

6. Make up two sentences of your own on each pattern (p. 169).

7. Make up a short situation using the speech patterns.

8. Note down from the text (p. 165) the sentences containing the phrases and word combinations (p. 169) and translate them into Russian.

9. Paraphrase the following sentences using the phrases and word combinations:

1. Who won the race? Who come first at the race? 2. This is the latest information on the situation. This information on the situation is up to date. 3. His illness started after that awful accident he was

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involved in. His illness dates back to that awful accident he was involved in. 4.

Teachers are always complaining that many of their pupils have no manners.

Teachers are always complaining that many of their pupils are ill-mannered . 5.

Once she'd started eating junk food she couldn't stop. Once she'd started eating

junk food she became addicted to it. 6. The new one-pound coin was first used in 1984. The new one-pound coin came into being in 1984.

10. Consult a dictionary and make up a list of adjectives beginning with "ill-", e. g. "ill-bred". Give the Russian equivalents.

11. Make up two sentences of your own on each phrase and word combination.

12. Translate the following sentences into English using the phrases and word combinations:

1. Когда мне нужно принять какое-либо решение, я всегда сначала думаю о семье, а потом уже о карьере. When I need to make a decision, the family always comes first, and career comes second. 2. Они используют самое современное

оборудование и вычислительные машины. They use up to date equipment and computers. 3. Эта рукопись восходит к XIII веку. This manuscript comes into

existence in XIII century. 4. Учителя в Англии жалуются на то, что им мало платят и к ним плохо относятся. The teachers in Great Britain complain of being ill-paid and ill-treated. 5. К сожалению, вас неверно информировали.

Unfortunately, you are ill-informed. 6. Сначала он был уверен, что сможет

бросить курить, как только захочет, но потом понял, что он уже очень сильно пристрастился к сигаретам. At first he was sure that he could drop smoking as

soon as he want, but then realized that he became addicted to cigarettes. 7. Закон

вступил в действие в 1976 году. The law came into usage t in 1976. 8. Я не умею шить, да и к тому же я не вяжу. I can't sew, for that matter I can't knit.

13. Pair work. Make up and practise a dialogue using the phrases and word combinations.

14. Explain what is meant by:

watching television is psychologically addictive; questions involving subtle conditioning and brainwashing; friendly or vicious, altruistic or self-serving; increasing sophistication of taste and appreciation of technical skills; they (ideas) are digested emotionally at psychological depths; behaviour patterns; words introduced in the media frequently enlarge their meanings far beyond the scope originally intended for them; a predetermined response.

15. Answer the following questions and do the given assignment.

a) 1. How influential a part does the TV play in children's lives? Do recollections of TV programmes provide the most part of the majority of young people's childhood memories? 2. Why do you think people often refer to "the media" when talking

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about television? 3. Why do the modern media tend to cause more problems than the printed media? 4. Are the additional implications of the word "mass" accurate? 5. How do you think watching television can become addictive? 6. Comment on the meaning of "global village" and how it's connected with the TV. 7. What does television impart to an uncritical audience? 8. How is it known that some attitudes are absorbed indirectly from the television and then retained? 9. Does the television always achieve its intended predetermined response from its audience? Is it more successful than the other forms of media? 10. How independent are those people working for the television companies? 11. In the last sentence the pros and cons of television are put rather bluntly. Which outweigh the other?

b) The text under discussion is an essay. Behind the essay lie the traditions of oratory and debate. From them all essays inherit their persuasive techniques. The essay may usually be identified by certain characteristics of tone, language, and structure. Keeping all the above mentioned in mind, study the text and providing illustrations from it discuss the main characteristics of the essay: 1) tone: personal and conversational or highbrow and formal; 2) language: informal and colloquial or official and stylized; 3) structure: loose, flexible or strictly and logically organized.

What persuasion techniques does the author use?

10. Give a summary of the text.

17. I) Media inventory.

a) List all the media you observe in an hour or two in the following places:

1. in the community in general — in the shopping centre or downtown area that you use the most, in the supermarket or grocery store, in any clothing or department store, at the cafe where you stop for meals or snacks. Include signs, billboards, posters, magazines, displays, radios, TVs, and public address system. 2. at school or college/institute, in classrooms, in general areas such as the cafeteria

and hallways. (Don't include the library. We all know how loaded it is.) 3. at home — in your bedroom, living-room, kitchen.

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b) Bring your information to class; sort the material into groups and compile your information. Write a list of categories, such as TVs, radios, newspapers, magazines, signs, posters, displays — whatever you discovered — and record the number of each, regardless of where you noticed them. When you have completed the whole inventory, add the number in each category, then add them all for a grand total of the media in your life.

2) Discussion While you were compiling your inventory, answers to the following questions no doubt presented themselves. Now is a good time to share them with the whole class.

1. Was it difficult to remember to notice each medium? 2. Did you find more than you anticipated? 3. Where did you find the most? 4. Which medium predominates in your inventory — print or electronic? 5. What general conclusions did you reach about media?

3) Written Work/Assignment/Task

Respond to the following situation either in a short story using dialogue and description or in essay form. Without using any escape device like running away to a deserted island or the middle of a desert, describe how, within the context of your normal life, you could or could not screen or seal yourself from all media messages. (The tone can be either serious or satirical.)

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

1. How a few words can bring it all back! Как несколько слов способно вернуть все это обратно! 2. Clocks and watches should be brought forward one hour from midnight tonight. Сегодня в полночь часы должны быть переставлены на час вперед. 3. In his speech he tried to bring out all the salient features of the author's career. В своей речи он попытался привести все характерные признаки карьеры автора. 4. Nothing that she could have done, nothing that she had done, brought home to him like this the inner significance of her act. Ничего, из того, что она могла сделать, ничего, что она сделала, не заставило его понять, каково внутреннее значение ее поступка. 5. The punishment cell was a dark, damp, filthy hole under ground. Карцере был темной, сырой, грязной дырой под землей. Instead of bringing Arthur "to reason" it thoroughly exasperated him. Вместо того, чтобы «вразумить» Артур это полностью окончательно взбесило его. 6. Nick played so well at the concert that he brought the house down. Ник играл так хорошо на концерте, что покори́л весь зал. 7. That scolding should bring him to his senses. Этот нагоняй должен был привести его в чувство. 8. Mr. Brown,

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who is on the editorial board, announced that the case would be brought before the committee the next Tuesday. Г-н Браун, который входил в редакционную

коллегию, объявил, что дело будет направлено Комитету в следующий вторник. 9. Clyde's work at the hotel brought him into contact with different people. Работа Клайда в отеле обеспечивала ему контакты с разными людьми. 10. Soames had never seen such an expression on Irene's face. Сомс никогда не видел такого выражения на лице Ирэн. And since it is always the unusual which alarms, Soames was alarmed. А так как это всегда что-то нетипичное, что вызывает тревогу, Сомс был встревожен. 11. Luckily a passer-by heard the burglar-alarm ringing in the jewellery store. К счастью, прохожий слышал охранную сигнализацию, сработавшую в ювелирном магазине. 12. The world's forests are shrinking at an alarming rate. Леса в мире сокращаются тревожными темпами. 13. She set the alarm to go off at five. Она завела будильник, чтобы уйти в пять часов. 14. She must be very nervous, she fusses about all the time. Она, должно быть, очень нервничает, суетится повсюду всё время. 15. I bet it was Bassington who went to that doctor and made all that fuss about having cancer. Бьюсь об заклад, что это был Бассингтон, кто пошел к тому доктору и поднял всю эту шумиху с раком. 16. "I really don't see what you're making such a fuss about," said Larry coldly. "Я действительно не понимаю, с чего вы подняли такой шум вокруг", сказал Ларри холодно. 17. Why fuss so much about this trip? Зачем поднимать такой ажиотаж вокруг этой поездки? The things are already packed, the accounts paid. Вещи уже упакованы, счета оплачены. 18. She doesn't see her grandchildren very often so she tends to make a real fuss of them when she does. Она не видится с внуками очень часто, поэтому она стремится сделать из этого грандиозное событие, когда встречается с ними. 19. George Smith had put on weight and got heavier in his movements, began to go grey and lose his temper now and then. Джордж Смит набрал вес приобрёл неуклюжесть в движениях, начал седе́ть и стал выходить из себя время от времени. 20. The want of sympathy on the part of the world made George sell his banjo at a great loss. Желание взаимопонимания с миром заставило Джорджа продать свое банджо с большими убытками. 21. Tom seemed lost in thought. Том казался погружённым в размышления. 22. There are losses that cannot be made up for. Бывают потери, восполнить которые невозможно. 23. They lost no time in telling me I was wrong. Они не теряли времени на то, чтобы сказать, что я был неправ. 24. No great loss without a small gain (proverb). Нет худа без добра (поговорка). 25. He is a TV addict. Он ярый любитель ТВ. 26. Susan was afraid of becoming addicted to tranquillizers. Сьюзан боялась стать зависимым от транквилизаторов. 27. Drug addiction is a plague of the 20th century. Наркомания - чума 20-го века. 28. The problem with video games is that they are addictive. Проблемой видео-игр - является то, что они вызывают привыкание. 29. We don't know the extent of his involvement in the affair. Мы не знаем, насколько он замешан в этом деле. 30. Fagin and his friends involved Oliver in a robbery. Феджин и его друзья, привлекли Оливера к участию во граблении. 31. He had been taught that modern physics involved the manipulation of minute quantities of matter. Он уяснил, что современная физика вовлечена в управление малыми количествами вещества. 32. The accident involved two cars and a lorry. В аварии участвовали

две машины и грузовик.33. She didn't feel like getting involved in a long argument on the phone so she hung up. Она не чувствовала, что длинные споры по телефону её привлекают, так что она повесила трубку. 34. Travel tends to sophisticate a person. Путешествия имеют обыкновение совершенствовать человека. 35. Some pieces of modern music can be appreciated only by a very sophisticated audience. Некоторые разновидности современной музыки могут быть оценены по достоинству только по очень подготовленной аудитории. 36. She was a country girl, shy and unsophisticated, so different from her rich cousin in New York. Она была деревенская девушка, застенчивая и простая, так сильно не похожей на своего богатого кузена в Нью-Йорке. 37. The experiment involved sophisticated technologies. В эксперименте использовались сложные технологии. 38. Soames' most valued possession - his daughter — was of medium height and colour, with short, dark-chestnut hair. Самое ценное, что имел Сомс - его дочь - была среднего роста и цвета, с короткими, темно-каштановыми волосами. 39. A thing not being valuable or having no commercial value cannot be costly; nevertheless it may be precious to us on account of the giver. Вещь не будучи ценной или не имеющей коммерческой ценности не может быть дорогостоящей, тем не менее она может быть дорога нам в память о дарителе.40. You should have learned to value other people's time. Вы должны научиться ценить время других людей. 41. I will say it to John, his services to us are invaluable. Я скажу это Джону, что его услуги бесценны для нас. 42. The value of life lies not in

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the length of days, but in the use we make of them; a man may live long, yet get little from life (M. Montaigne). Ценность жизни заключается не в продолжительности дней, но в том, как мы их используем; человек может жить долго, но получить немного от жизни (М. Монтень). 43. Though he prided himself on trusting no one, he always accepted at face value any friendly gesture that was offered to him. Хотя он гордился тем, что никому не доверял, он всегда принимал за чистую монету любой проявленный ему дружеский жест. 44. While the New Yorker can appreciate the beauties of nature where he can forget the urgent problems of the day, he seems to be unaffected by the joys of country life. Хотя житель Нью-Йорка может оценить красоту природы, где он может забыть актуальные проблемы, он, кажется, будет безучастен к радостям сельской жизни. 45. The expedition was in urgent need of supplies. Экспедиция испытывала острую нужду в продовольствии. 46. Everything urgent had been dealt with by her efficient secretary. Все срочные дела были разрешены ее расторопным секретарём. 47. Old Jolyon could hardly resist June's urgent requests. Старый Джолион с трудом противостоял настоятельным просьбам Джуны. 48. "Well, a good novel is real, far more significant than most of the highbrow stuff — so-called", he said, taking a little time to answer. "Ну, хороший роман реально, гораздо более значим, чем большинство заумной ерунды, так сказать," — ответил он, немного подумав. 49. "He knows his stuff", said Monsier Poirot with evident approval. "Он знает свое дело", сказал Мистер Пуаро с явным одобрением. 50. My father was a

stuffy man. He always wore dark suits and ugly ties, and was for ever pursing his lips and wrinkling up his forehead before he said anything. Мой отец был ханжой. Он всегда носил темные костюмы и уродливые галстуки, и вечно поджимающим губы и морщащим лоб, прежде чем сказать что-либо. 51. He stuffed his ears with cotton wool not to be distracted by the noise. Он заткнул уши ватой, чтобы не отвлекаться на шум.

3. Give the English equivalents for:

вызвать горячие споры to bring about hot discussions; добиться перемен to bring about changes; вызывать воспоминания о to bring back smth to memory; снизить налоги bring down taxes; сбить температуру to bring down the temperature; выдвинуть возражение to bring forward an objection; выносить вердикт to bring in a verdict; подчеркивать (выделять) детали to bring details home; издать книгу to bring out a book; быть хорошо (дурно) воспитанным to be well (ill) brought up;

встревоженный взгляд an alarmed look; обеспокоенная мать the alarmed mother; испугнутая птица an alarmed bird; тревожная ночь an alarming night; тревожные признаки alarm signs; поднять тревогу to alarm/ to give the alarm/ to raise an alarm;

волноваться из-за пустяков to fuss; суетиться по дому to fuss about the house; носиться с кем-л. (чем-л.) to fuss over smb (smth); привередливый больной a fussy patient; быть разборчивым (привередливым) в еде to be fussy about the meal; суматошный человек a fussy man;

потерять ключ от квартиры, чемодана to lose key to the apartment, the suitcase; проиграть сражение, игру to lose battle, game; заблудиться to lose one's way, потерять кого-л. из виду to lose sight of smb; растеряться to lose one's head; не дойти до кого-л. (о намеке, словах, юморе) to be lost upon smb, потерять равновесие to lose one's balance; глубоко задуматься to be lost in thought; выйти из себя, рассердиться to lose one's temper; нести потери to suffer losses; потеря крови loss of blood;

наркоман an addict; пристраститься к чему-л. to addict oneself to smth.; склонность an addiction; пагубная привычка an addiction;

влечь за собой расходы to involve expenses; втянуть кого-л. в неприятности to involve smb in troubles; быть втянутым во что-л. to be involved in smth; затрагивать чьи-л. права to involve one's rights; ввести кого-л. в большие расходы to involve smb in heavy expenses;

изысканный, утонченный вкус a sophisticated taste; изощренный аргумент a sophisticated argument; светская дама a sophisticated lady; искушенная публика sophisticated public; усложненная технология a sophisticated technique;

ценная вещь a valuable thing; ценная инициатива a valuable initiative; ценные сведения valuable information; неоценимая помощь an invaluable help; представлять большую ценность to be of great value; моральные ценности moral values; оценить что-л. в... to value smth at...;

крайняя необходимость an urgency; срочный ремонт urgent repair; срочный вызов an urgent call; неотложное дело an urgent matter; насущная проблема an urgent problem; настойчивая просьба an urgent request;

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сладости sweet stuff; зелень green-stuff; фаршированная рыба stuffed fish; пичкать ребенка to stuff a child; запихивать вещи в чемодан to stuff one's clothes into a suitcase; совать что-л. в карман to stuff something into the pocket.

4. Paraphrase the following sentences using the essential vocabulary:

1. I could never understand what caused their quarrel. I could never understand what brought about this quarrel? 2. Very often an emergency reveals a person's main qualities. Very often an emergency brings out a person's main qualities 3. The noise of the gun scared hundreds of birds. The noise of the gun alarmed hundreds of birds. 4. She is very difficult to please, always complaining or worrying when she is ill. She is fussy about everything when she is ill. 5 My hints failed to impress Sally. My hints were lost upon Sally. 6. He can't tear himself away from TV. He was addicted to TV. 7. He was drawn into a smuggling ring. He was involved in a smuggling ring. 8. Camping trips require/call for hard work. Camping trips involve hard work. 9. She is a woman of worldly knowledge and refinement. . She is a woman of worldly knowledge and sophistication. 10. These are really very elaborate and complicated instruments. These are really sophisticated instruments. 11. Your opinion is of great importance to me. Your opinion is valuable to me. 12. This apparatus is to be used only in case of emergencies that demand quick action. This apparatus is to be used only in case of urgency. 13. "SOS" is a message requiring immediate action. "SOS" is a message requiring urgent action. 14. Don't pack the girl's head with fancies. Don't stuff the girl's head with fancies.

5. Answer the following questions. Use the essential vocabulary:

1. What will a mother feel if her child is late in returning? She will feel alarm. 2. What do you say when a room wants ventilation? The room is stuffy. 3. What kind of news will cause fear or anxiety? Alarming news. 4. What would you say of a woman of worldly knowledge and refinement? This woman is sophisticated. 5. What would you say of grandparents when they try to please their grandchildren in every way? They make a fuss about grandchildren. 6. What would you call a person who is in the habit of constantly watching TV? He is a TV-addict. 7. What would you advise a person who is very particular about all kinds of little things? Don't be fussy. 8. What would you call a present that may not be expensive but is very dear to you? This present doesn't cost much but it is very valuable to me.

6. Fill in the blanks with prepositions or adverbs:

1. Seeing you brought back many memories. 2. The new dress brought out her hidden beauty. 3. How can we bring home to him the seriousness of his mistake? 4. The cool air outside soon brought her round. 5. He has just brought out a new book. 6. All children should be brought up to respect their parents. 7. The proposal brought forward seemed a foolish one. 8. You must bring home to John that it is a matter of great urgency. 9. His remark brought out a lot of misunderstanding. 10. I did enjoy his lecture. And I think that a slightly sceptical audience brings in

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the best in him. 11. They gave him an injection but it did not bring him round. 12. She wants to bring back all the old customs.

7. Choose the right word:

a) fear 1) боязнь, страх; испуг; смятение; ужас 2) опасение, **alarm** 1) тревога, сигнал тревоги 2) смятение, страх, **dismay** испуг, беспокойство, волнение, смятение, **panic** паника, переполох, тревога

1. Robinson Crusoe was seized with alarm when he saw the footprint on the sand. 2. There is always a danger of panic when a theatre catches fire. 3. The thought that she might fail the examination filled her with fear. 4. He lived in constant dismay of his neighbours.

b) value 1) важность, ценность, полезность 2) а) стоимость, цена; рыночная цена б) стоимость 3) значение, смысл (о слове) (**valuable**) ценный; дорогой, дорогостоящий, драгоценный 2) полезный, ценный; высоко ценимый, **invaluable** бесценный, неоценимый), **price** 1) цена 2) ценность 3) жертва, цена (**priceless** бесценный; неоценимый), **worth** 1) ценность, значение, значимость 2) достоинство 3) цена, стоимость, (денежная) сумма

1. Some works of art have no price for they are unique and, therefore, priceless. 2. The value of a good education cannot be measured in money. In Great Britain public education is free. It costs nothing. The worth of books may seem high, but their value to a student who is educating himself may be great.

8. Review the essential vocabulary and translate the following sentences into English:

1. В наше время средства массовой информации ежедневно поднимают вопросы, требующие неотложного решения. These days the mass media brings up urgent issues every day. 2. Белая шляпа с широкими полями оттеняла (подчеркивала) красоту ее больших темно-синих глаз. White cartwheel hat bring out the beauty of her big dark blue eyes. 3. То, что подобное путешествие вводило семью в большие расходы, вызвало горячий спор. The fact that such a trip involved the family in heavy expenses brought on hot discussion. 4. Некоторые политики в Англии выступают за то, чтобы вернуть смертную казнь. Some English politicians bring forward a proposal to resume the legal killing. 5. Мысли Джейн становились все тревожнее, она ускорила шаг. Jain's thoughts grew more alarming, she quickened her step. 6. У него было какое-то тревожное предчувствие, от которого он не мог отделаться, как ни старался alarming. He had an alarming premonition he couldn't get of whatever he did. 7. Многие родители встревожены тем, что дети просто не могут оторваться от телевизора alarmed addicted Many parents are alarmed with the fact their children are TV-addicts. 8. Столько было суеты в связи с моим приездом, что я чувствовала себя просто неловко. There was so much fuss about my arrival that I felt ill at ease. 9. Пожалуйста, не поднимай шума, это просто царапина. Please, don't make fuss, it's just an abrasion. 10. Больной ребенок часто капризничает, ему все не так, но родители не должны терять терпения. A sick child often grizzles, but the parents shouldn't lose their patience. 11. Я в затруднении объяснить его отсутствие. I'm at a loss to account for his absence. 12. Он несколько раз намекал на свою крайнюю нужду в деньгах, но его намеки не дошли до редактора. He hinted at his urgent need of money some times but his hints were lost upon the editor. 13. Алкогольная зависимость —

это трагедия для семьи. The alcohol addiction is a tragedy for the family. 14. Многие, начав смотреть мыльные оперы, просто не могут оторваться от них addict. Many people, when they start to watch soap operas, become the addicts. 15. Наркоманы теряют голову, пытаясь достать наркотики. The addicts lose their head trying to get their drugs. 16. В скандале были замешаны известные политики, и это вызвало правительственный кризис Well-known politics were involved in the scandal and it brought on a cabinet crisis. 17. На вашем месте директора школы я бы больше привлекала родителей к решению всяких проблем. If I were a headmaster like you, I would more get involved parents in solution of any problems. 18. По-моему, некоторые телевизионные програм-
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мы создаются для искушенной (подготовленной) аудитории It seems to me, some TV programming are created for sophisticated audience. 19. Все признавали, что миссис Ерлинг имела утонченный вкус. Everyone admitted Mrs. Erling had sophisticated taste. 20. Вы оказали мне неоценимую услугу. You rendered me an invaluable service. 21. Я ценю ваше мнение больше чем чье-либо другое. I value your opinion more than someone's another. 22. Ценность некоторых вещей не может быть измерена деньгами. The value of some things can't be measured by money. 23. Неотложный вызов заставил врача отправиться к больному в такую ночь. An urgent call brought the doctor to go to the patient in such a night. 24. Она попросила не беспокоить ее, если не было крайней необходимости. She asked me not to disturb her unless in case of urgency. 25. У меня голова забита всякими тревожными мыслями. I have my head stuffed with some alarming thoughts. 26. Индейка, обычно фаршированная, — обязательное блюдо в американской семье в День Благодарения. Turkey, usually stuffed, is a necessary dish in an American family in Thanksgiving Day.

9. a) Give the Russian equivalents for the following English proverbs:

Lost time is never found again. Потерянного времени не воротишь.

Grasp all, lose all. За многим погонишься - последнее потеряешь; многого желать - добра не видать.

b) Explain in English the meaning of the proverbs.

c) Make up a dialogue to illustrate them.

CONVERSATION AND DISCUSSION TELEVISION

TOPICAL VOCABULARY

1. Television теле вещание: TV; telly (*colloq.*), the box (*BE*) телик; the tube (*AE*) телик, portable television (set); colour television (set); video ['vidiəʊ] видео, телевидение; video tape-recorder (VT/VTR) видеомэгнитофон; cable television кабельное ТВ; satellite television [ˌsætəlaɪtˈteləvɪzən] спутниковое ТВ; network телевизионная сеть; viewer телезритель; viewing просмотр ТВ; peak viewing hours пиковые часы просмотра ТВ; prime time (8-11 p.m.) лучшее эфирное время (когда максимальное количество телезрителей смотрят телевизор); theme tunes [tju:n] музыкальная тема; TV addict любитель ТВ; compulsive viewing патологическое увлечение телепросмотром.

2. Operating TV set управление телеприёмником: to switch on/off вкл..выкл.; to turn on/off; to turn the sound up/down; to switch (over)/change to another programme/channel; to watch television; to see smth on television; a test card сетка (на экране телевизора во время отсутствия вещания); to correct the picture устранять помехи в изображении; to have the TV set fixed иметь отрегулированный/починённый телеприёмник.

3. Personnel [ˌpɜːsəˈneɪl]/**People in television** кадры/люди на ТВ: to be in television быть на ТВ; announcer ведущий новостных программ; диктор; newsreader/newscaster диктор программы новостей; anchorman [ˈæŋkəˌmæn] /woman (AE) ведущий программы; presenter ведущий (программы); TV reporter/correspondent [ˌkɒrəˈspɒndənt]; commentator [ˈkɒmentətə]; interviewer [ˈɪntəvjʊːə]; speaker диктор; quizmaster ведущий телевикторины; camera man/operator; editor редактор/монтажёр; producer режиссёр-постановщик; technician [tekˈnɪʃn] техник; soundman звукооператор; a film crew съёмочная группа; a programme crew съёмочная группа телепередачи.

4. Programmes: programme; show; daily; weekly; monthly; the news; current affairs programme информационная программа; special report материал спецкорреспондента; factual re-

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portage репортаж о фактическом положении; live footage (AE) отснятый материал, идущий прямо в эфир, talk (chat) show; discussion, panel discussion групповое обсуждение (проблемы); interview [ˈɪntəvjʊː]; documentary [ˌdɒkjʊˈmentəri] документальный фильм; magazine programme тележурнал;¹ children's programme; cartoon [kɑːˈtuːn]; educational programme; wild/ nature life programme;¹ sports programme; the weather report/ forecast; variety show эстрадное представление; musical variety музыкальное эстрадное представление; game show; quiz programme телевикторина;¹ feature film художественный фильм, movie (AE) кинофильм; television play/film телеигра, телеспектакль/телефильм; television version of a play (adapted for television); thriller; Western ковбойский;¹ serial (a play broadcast in parts, e. g. a three-part serial); instalment [ɪnˈstɔːlmənt] (a part of a serial) очередной выпуск; sitcom (situation comedy);¹ soap opera [ˈsəʊpˌɒrə];¹ commercial; video [ˈvɪdiəʊ] clip;¹ a regular character [ˈkærəktə] of the programme постоянный герой программы; a regular feature of the programme особенность программы.

5. Television techniques ТВ-техника: to broadcast [ˈbrɔːdkɑːst]; to telecast (AE) [ˈtelɪkɑːst]; a live broadcast/show programme прямая трансляция; to do a live broadcast передавать в прямом эфире; to be on the air работать, вести передачу; to go on the air выходить в эфир; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?) идти по телевизору; to appear on the programme появляться в программе; to show on television передавать по телевизору; to cover smth освещать что-л.; news coverage передача программы последних известий, сообщения

корреспондентов; television coverage 1) телевизионный охват, охват (территории) телевизионным вещанием 2) показ по телевидению, телевизионный показ; to record/tape/videotape; recorded/ taped/videotaped программе видеозапись программы; to do a television show; sound track звуковая дорожка; фонограмма; sound effects; test card сетка (на экране телевизора во время отсутствия вещания); picture кадр; general ['dʒenrəl] view вид; close-up близко, вблизи; крупным планом; caption субтитр; still кадр; library film/pictures (= archives material) фондовая фильмокопия; location (= geographical position of an event); microphone ['maɪkrəfəʊn], mike микрофон, neck mike; monitor; screen time эфирное время, время в эфире.

A National Disease?

At any time between four in the afternoon and midnight, at least ten million viewers in Great Britain are sure to be watching television. This figure can even rise to 35 million at peak viewing hours. With such large numbers involved, there are those who would maintain that television is in danger of becoming a national disease.

The average man or woman spends about a third of his or her life asleep, and a further third at work. The remaining third is leisure time — mostly evenings and weekends, and it is during this time that people are free to occupy themselves in any way they see fit. In our great-grandfathers' days the choice of entertainment was strictly limited, but nowadays there is an enormous variety of things to do. The vast majority of the population, though, seem to be quite content to spend their

1For detailed information see Appendix (p. 282).

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evenings goggling at the box. Even when they go out, the choice of the pub can be influenced by which one has a colour television it is, in fact, the introduction of colour that has prompted an enormous growth in the box's popularity, and there can be little likelihood of this popularity diminishing in the near future. If, then, we have to live with the monster, we must study its effects.

That the great boom in television's popularity is destroying "the art of conversation" — a widely-held middle-class opinion — seems to be at best irrelevant, and at worst demonstrably false. How many conversations does one hear prefaced with the remarks, "Did you see so-and-so last night? Good, wasn't it!" which suggests that television has had a beneficial rather than a detrimental effect on conversational habits: at least people have something to talk about! More disturbing is the possible effect on people's mind and attitudes. There seems to be a particular risk of television bringing a sense of unreality into all our lives.

Most people, it is probably true to say, would be horrified to see someone gunned down in the street before their very eyes. The same sight repeated nightly in the comfort of one's living-room tends to lose its impact. What worries many people is that if cold-blooded murder — both acted and real — means so little, are scenes of earthquakes and other natural disasters likely to have much effect either?

Such questions are, to a large extent, unanswerable, and it is true to say that predictions about people's probable reactions are dangerous and often misleading. But if television is dulling our reactions to violence and tragedy, it can also be said to be broadening people's horizons by introducing them to new ideas and activities — ideas which may eventually lead them into new hobbies and pastimes. In the last few years there has been a vast increase in educative programmes, from the more serious Open University, to Yoga and the joys of amateur gardening. Already then people have a lot to thank the small screen for, and in all probability the future will see many more grateful viewers who have discovered new pursuits through the telly's inventive genius.

Television, arguably the most important invention of the twentieth century, is bound to be exerting a major influence on the life of the modern man for as long as one dare predict: that

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it will also continue to grow in popularity as the years go by is virtually certain. Yet in arousing hitherto unknown interests — challenging to its own hold over the lethargic minds of its devotees — it is not inconceivable that television may be sowing the seeds of its own downfall.

(From: Arnold J., Harmer J. "Advanced Writing Skills". Ldn., 1980)

1. As you read the text: a) look for the answers to these questions:

1. According to the author, how do most British people spend their evenings? 2. What has prompted an enormous growth in television's popularity? 3. What is the effect of continual violence on television in the author's opinion? 4. Why does the author think that television may be "sowing the seeds of its own downfall"?

b) Find in the text the arguments the author gives to illustrate the following:

1. The statement that television is destroying the art of conversation seems to be irrelevant 2. Television is dulling viewers' reactions to violence and tragedy. 3. Television is broadening people's horizons.

c) Summarize the text in 3 paragraphs.

2. Use the topical vocabulary in answering the following questions:

1. What are your favourite programmes? Refer to specific programmes to illustrate your preferences. 2. What qualities do you look for in a television programme? 3. What are the programmes that appeal to specific age groups? 4. What is the amount of weekend TV time devoted to sports programmes? Would you rather watch a favourite sport on TV or view it in person? Give your arguments/reasoning. 5. What genres seem to dominate prime-time viewing? First check a week's TV schedule and make a list of all prime-time TV and break it into genres. 6. Should musical concerts and theatrical performances be broadcast on TV? 7. What are the challenges of video? 8. Do you think the emergence of music video clips present some problems to musicians? What problems? 9. What advantages, if any, does television have over radio? Will television oust radio in the future?

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3. First read the following text:

The Story So Far

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer turned the idea into a practical reality. Now, his invention dominates the modern media. This is its story. John Logie Baird produced the first television pictures just eight years after the First World War. They were in black and white and were not very clear, but he had proved that the principle worked. Early sets made in the years Baird's breakthrough cost as much as a small car and not many were sold. Soon, though, his original system was improved and in 1936 Britain's first regular TV programme went on the air. "Here's Looking At You" was broadcast by the BBC from north London's Alexandra Palace studios twice a day for a weekly budget of one thousand pounds. But Great Britain wasn't the only country producing programmes. Other European nations, including Germany, were also involved in the early days of television. As, of course, was America — and it's there that the real TV revolution began after World War Two.

US television boomed in the late '40s. Commercial stations began to open in almost every city, and national networks made programmes which were seen from coast to coast. One of the American networks — CBS — even developed a colour service as early as 1951. Two years later, TV took another important step when it covered its first major international event — the coronation of Britain's Queen Elizabeth II. It was the first time that a worldwide audience of millions had seen history take place in their own homes.

By the end of the decade, TV culture was rapidly becoming a fact of life on both sides of the Atlantic. Even so, it was still a very young medium — lots of people didn't have sets — and many experts thought it wouldn't last. That all changed in the '60s and '70s, though, as television started to satisfy the public's desire, not just for entertainment, but also for rapid, accurate information. As more and more sets were sold, the importance of TV news quickly grew. After all — what other medium could show you live — as TV did in 1969 — Neil Armstrong's first steps on the moon?

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Since 1980 there have been four more major developments. **The first** is video, which has given viewers the power to control what they watch and when they watch it. These days, fifty per cent of homes have a VCR (video-cassette recorder) and millions more are being sold every year.

The second is satellite TV. Thanks to DBS (direct broadcast satellites), dozens of new channels are now available to anyone who buys a receiving "dish". Many of these new channels specialize in one kind of programme — *e. g.* news, sport, cartoons, music, movies.

The third development is cable — a system of hi-tech wires, which provides even more channels... at a price. But not only that. Cable also makes it possible for *you* to communicate through your TV, not just the other way around. More about that in a moment.

Fourthly, there's HDTV (high definition television), which now offers a much clearer and more realistic picture than was possible even a few years ago.

So ... more channels, more choice, more clarity. What is there left for TV to achieve in the future? The answer to that is two-way communication. Modern technology means that twenty-first century televisions will be linked to computer databanks. This way, viewers will be able to ask questions (via remote control) about what they're watching and the answers will appear on their screens. This idea is called "hyper-media" and it's still at an early stage. But then, as we've just seen, TV has come a very long way in a very short time. The hyper-media revolution could happen sooner than many people think.

a) As you read the text find the English equivalents to the following:

передавать звук и изображение; восходить к; превратить в реальность; прорыв; выйти в эфир; претерпеть бурный рост; в конце 40-х годов; общенациональные сети; цветное ТВ; освещать событие; десятилетие; быстрая и точная информация; показывать в прямом эфире; видеомаягнитофон; спутниковое телевидение; "тарелка"; за определенную цену; двусторонняя связь; дистанционное управление; телевидение прошло очень длинный путь за очень короткое время.

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b) Answer the following questions:

1. When did the idea of broadcasting both sound and vision first occur? 2. What were the major milestones in the development of TV before World War II? 3. How did TV develop in the USA after the war? 4 What was the first international event to be covered by TV? 5 What are the latest developments in TV? 6. What are the possible future achievement of TV?

4. Read the following and extract the necessary information.

Internet

is a network connecting many computer networks and based on a common addressing system and communications protocol called TCP/IP (Transmission Control Protocol/Internet Protocol). From its creation in 1983 it grew rapidly beyond its largely academic origin into an increasingly commercial and popular medium. By the mid-1990s the Internet connected millions of computers throughout the world. Many commercial computer network and data services also provided at least indirect connection to the **Internet**.

The **Internet** had its origin in a U. S. Department of Defense program called ARPANET (Advanced Research Projects) Agency Network), established in 1969 to provide a secure and survivable communications network for organizations engaged in defense-related research Researchers and academics in other fields began to make use of the network, and at length the National Science Foundation (NSF), which had created a similar and parallel network called NSFNet, took over much of the TCP/IP technology from ARPANET and established a distributed network of networks capable of handling far greater traffic.

Amateur radio, cable television wires, spread spectrum radio, satellite, and fibre optics all have been used to deliver **Internet** services. Networked games, networked monetary transactions, and virtual museums are among applications being developed that both extend the network's utility and test the limits of its technology.

Electronic mail, abbreviation E-MAIL, are messages transmitted and received by digital computers through a network. An electronic-mail, or E-mail, system allows computer users on

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a network to send text, graphics, and sometimes sounds and animated images to other users.

On most networks, data can be simultaneously sent to a universe of users or to a select group or individual. Network users typically have an electronic mailbox that receives, stores, and manages their correspondence. Recipients can elect to view, print, save, edit, answer, or otherwise react to communications. Many E-mail systems have advanced features that alert users to incoming messages or permit them to employ special privacy features. Large corporations and institutions use E-mail systems as an important communication link among employees and other people allowed on their networks. E-mail is also available on major public on-line and bulletin board systems, many of which maintain free or low-cost global communication networks.

(From 1997 Encyclopaedia Britannica, Inc.)

5. a) Present brief information on Russian broadcasting. Consider the following:

1. the main functions of television in our country (informational, educational, entertainment); 2. news coverage; 3. kinds of programmes.

b) What evening's viewing would you recommend for a foreign visitor who is very interested in learning more about our country and its people?

6. "Children and television" is an issue about which teachers and parents are naturally very concerned.

a) The two extracts by American authors given below present rather controversial views on the problem. Read them attentively for further discussion:

a) There have been more than 2,300 studies and reports on the effects of television on American society. Most of them show that these effects are mainly negative. Researchers have been especially concerned about children. In the past decade, researchers have had children participate in numerous studies. They had children watch television intensively for three weeks. The results showed a drop in the children's creativity. The re-

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searchers concluded that television makes the children lose some of their creativity.

Teachers can't get children to pay attention for any length of time because today's children want everything to be as fast and entertaining as TV. Dr Benjamin Spock, an expert in child raising, once complained that he couldn't get his grandchildren to leave the TV set when he wanted to take them to the zoo. Some of today's children are so addicted to TV that nothing else interests them. Parents have to make them turn off the TV and go out to play or read a book. They can't get them to do these traditional childhood activities without having an argument over the TV.

Although most of these studies have shown the negative effects of television, some sociologists argue that television has become a part of our lives. They do not think that parents should make their children limit the amount of TV that they watch to one or two hours a day. They believe that parents should let their children decide for themselves what and how much they want to watch.

b) Although most studies show the negative effects of television, there are also some important positive influences. There are many excellent educational programs, especially for children. Some schools have children watch certain programs in the classroom. They often get them to watch worthwhile programs at home by encouraging them to discuss what they have seen the next day in class. "Sesame Street" is a program that is watched by millions of children around the world. It uses bright colors, fast timing, and humour in order to get children to pay attention. It makes children enjoy learning about the alphabet, reading, and numbers.

Television also exposes children to different people and places. A little girl who had never seen a ballet before watched a famous ballerina on TV. This program got her to decide to become a ballerina herself. TV also increases young people's understanding of other people's views of life. Many people feel that "Roots", a program on the history of black people in the United States, is an example of this. Because viewers of this program became emotionally involved with the characters, "Roots" got some people to think more compassionately about the difficulties of black people in the United States.

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b) Pair work. Team up with another student, work out pros and cons of children's television as they are presented in the extracts and discuss the extracts in pairs.

c) Speak about the effects of television on children. Consider the following:

1. Does television have a negative or bad influence on children? If you think it does, tell how. 2. What are the effects upon the vulnerable and developing human organism of spending a significant proportion of each day engaged in this particular experience (watching TV)? 3. How does the television experience affect a child's language development, for instance? 4. What good or positive influences does television have on children? 5. How does television stimulate children's curiosity? 6. How does the availability of television affect the ways parents bring up their children? 7. Are new child-rearing strategies being adopted and old ones discarded because the television set is available to parents for relief? 8. How does watching television for several hours each day affect the child's abilities to form human relationships? 9. What happens to family life as a result of family members' involvement with television?

(There may never be clear-cut and final answers to these questions.)

7. Below are four different opinions on the same controversial issue "Children and Television".

a) Work in groups of 3 or 4 and assign one of the opinions to each member of the group:

1. Primary and secondary education have improved out of all recognition since the arrival of TV in the home and this is not only because of programmes designed for schools. Through TV a child can extend his knowledge and it provides vital food for his imagination. 2. We are dealing with a culture of TV babies. They can watch, do their homework and listen to music at the same time. What kids can't do today is follow things too long. Today's TV babies get bored and distracted easily. 3. You can blame TV for the fact that children take longer to learn to read these days and barely see the point any more of acquiring the skill. Watching TV should be strictly confined to "treats". 4. Television provides outlet for creative talents. The programmes done with good taste and imagination actually stimulate a child's own creativity.

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b) Spend a few minutes individually thinking of further arguments you will use to back up the opinion you have been assigned.

c) Now discuss the issue with other members of the minigroup using the arguments you have prepared. Do your best to support those who share a similar point of view and try and persuade those who don't agree with you. (Use clichés of agreement/disagreement and persuasion.)

8. In a students' debating club the topic of the next session is "Educational TV. Who is it for?"

a) Study educational programmes and decide upon the one you would speak on.

b) Make a list of its strong and weak points.

c) Think of some possible improvements if you were to prepare the programme.

d) Participate in the discussion. (You have only five minutes to talk.) Be prepared to answer any question arising in the course of the discussion.

9. Interviewing people basically involves asking for opinions and expressing personal opinions. Next come some clichés you may use for this purpose:

Asking for opinions: what's your opinion of; what do you think of; how do you feel about; I was wondering what your opinion of (*tentative*); what about (*informal*).

Expressing personal opinions: in my opinion; from my point of view; personally, I think that; it would seem to me that (*tentative*); as far as I'm able to judge (*tentative*); as I see it (*direct*); frankly, I think (*direct*); I reckon (*informal*).

In the course of an interview there definitely come moments when some clarification is asked for and given.

Asking for clarification: I'm sorry I don't quite understand what you mean by; I'm sorry, could you explain by; I'm afraid, I'm not really very clear about what you mean by (*tentative*); I'm sorry, but could you possibly explain what you mean by (*tentative*); did you mean that; do you really think that; did you say; but you said earlier that; I don't understand what you mean by; what (*exactly*) do you mean by (*all rather direct*)

Giving clarification:

what I'm trying to say is (that)...

Well,

The point I'm trying to make is (that)...

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think

Well, I what I mean is (that)... (*tentative*)

suppose

What I mean is (that); What I'm saying is (that)... (*both direct*)

All I'm trying to say is (that)... (*informal*)

to be frank...

Well, (*strong, blunt*)

frankly ...

If you are asked awkward questions the following cliches may be useful: I'd like to think about that one; let me see; the best way I can answer.

Another "delaying tactic" is to repeat the question you have been asked.

10. a) Below you will find some information on the work of a TV journalist and interview techniques:

Most journalists have had considerable experience as interviewers before they come to television, but there is a vast difference between the casual questioning which takes place in the quiet corner of a pub or over the telephone and the paraphernalia of lighting, camera equipment and perspiring technicians.

The newspaper journalist is able to phrase questions in a conversational, informal manner, interjecting now and again to clarify a point, jotting down answers with pencil and notebook. Questions and answers need not be grammatical or even follow a logical pattern. The same ground may be gone over again and again. The printed page on which the interview appears does not communicate these facts to the reader. In television, journalistic judgement and writing ability alone are not enough.

It is undoubtedly true that a screen interview of any type, live, filmed or videotaped, makes considerably more demands on the person conducting it. The essential requirements include an ability to think quickly to follow up topics outside the originally planned structure of the interview, and a capacity to marshal thoughts in a way which builds up logical, step-by-step

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answers. Each interview, however brief, is capable of taking on a recognizable shape. Questions which are sprayed in all directions as topics are chosen at random only make the live interview difficult to follow and the recorded one doubly hard to edit intelligently. In any case "the office" would much prefer to select a chunk of two or three questions and answers which follow a logical progression.

The actual phrasing of questions needs to be considered. Too many inexperienced reporters tend to make long, rambling statements barely recognisable as questions at all. At the other extreme are the brusque, two- or three-word interjections which do not register on the screen long enough if faithfully repeated as cutaways.

Next come the cliches, of which these are very useful examples:

How/What do you feel (about)... ? Just what/how much/ how serious... ? What of the future... ?

Then there is the tendency to preface virtually every question with some deferential phrase which is suitable for general conversation:

May I ask... ? Do you mind my asking... ? What would you say if I asked... ?

Could you tell me... ? Might I put it like this... ? but each of which invites curt rejection in a TV interview. Without proper care, however, questions which are too direct are quite likely to produce a simple "yes" or "no", without further elaboration.

As for the general demeanour, every interviewer should be polite yet firm in pursuit of answers to legitimate questions, refusing to be overawed in the presence of the important or powerful, or overbearing when the subject of the interview is unused to television.

The reporter's real troubles begin, however, when he does not listen to the answers. The pressure on a questioner conducting a film interview can be almost as great as on the interviewee and it is all too easy to concentrate on mentally ticking off a list of prepared questions instead of listening, poised to follow up with an occasional supplementary. If the reporter lets this happen any number of obvious loose ends may remain untied.

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b) Based on your interpretation of the article enlarge on the following:

1. It is easier for a newspaper journalist to interview somebody than for a journalist working in television.

2. A screen interview makes considerably more demands on the person conducting it. The actual phrasing of questions needs to be considered. Open-ended questions should prevail over close ones (requiring "yes" or "no" answers) in an interview.

c) Comment on the following view of one of the American Journalists, "... a television interviewer is not employed as a debater, prosecutor, inquisitor, psychiatrist or third-degree expert, but as a journalist seeking information on behalf of the viewer."

d) Summarize in your own words what you believe to be the best technique for interviewing people (see Appendix, p. 292).

11. Read the following extract on the use of interviews in the foreign language classroom:

The success of an interview depends both on the skill of the interviewer, on his ability to ask the right kinds of questions, to insist and interpret, and on the willingness to talk on the part of the person being interviewed. Both partners in an interview should be good at listening so that a question-and-answer sequence develops into a conversation.

In the foreign language classroom interviews are useful not only because they force students to listen carefully but also because they are so versatile in their subject matter.

Before you use an interview in your class make sure that the students can use the necessary question-and-answer structures. A few sample sentences on the board may be a help for the less able.

As a rule students should make some notes on the questions they are going to ask and on the answers they get. If they write down all the questions in detail

beforehand they have a questionnaire. Survey with the help of a questionnaire is one of the easiest ways of interviewing people.

a) Pair work.

Student A:

You are doing research into the types of television programmes people watch. You stop people in the street to ask them questions and write down their answers. Student B is a passer-by.

Television Questionnaire

1. How many hours a week do you spend watching television?	less than 5 hours	
	5-10 hours	
	10-15 hours	
	15-20 hours	
	more than 20 hours	
2. What sort of programmes do you like watching?		
3. Are there any sorts of programmes you don't like?		

the news	Like	Dislike
discussion programmes		
documentaries		
plays		
films		
serials		
quiz shows		
classical music programmes		
pop music programmes		
children's programmes		
variety shows		
sports programmes		
others		

4. What is your favourite programme?
5. Are there any sort of programmes you would like
- a) more of? b) less of?

You can begin like this, "Excuse me, I am doing research into the types of television programmes people watch. Can I

ask you some questions about television?" And don't forget to finish with, "Thank you very much for answering my questions."

Student B:

Student A is going to ask you questions about the types of television programmes you watch. Answer his/her questions. Before starting, here are some of the most common types of programmes on television: the news, films, discussion programmes, quiz shows, pop music programmes, documentaries, classical music programmes, serials, plays, children's programmes, variety shows, sports programmes.

b) Summarize your observations and report them to the group.
c) Work out a suggested weekly viewing guide based on the recommendations of group members. Beside each programme write the reasons for its appeal: humorous, realistic, unusual, exciting, good story, pop music, relaxing, well-acted, etc. Little-known programmes could be described by students familiar with them.

12. Write a newspaper criticism of a TV programme that you have seen of any of the following types: a) a news programme, current affairs review, etc.; b) a documentary; c) an entertainment programme, show, etc.; d) a children's programme; e) a film shown on TV; f) a sports programme; g) an educational programme or any other.

13. Group work. Your TV company needs a TV host/hostess for a children's programme. Work in groups of three or four. One of the group is a candidate for the job, and the others are interviewing him/her. Before starting, the interviewers should prepare a list of questions and the interviewee should prepare, his/her curriculum vitae.¹ The interviewers should ask questions about the candidate's previous job; the certificates/diplomas/degrees/experience he/she has had; his/ her personal situation (married, with children); the candidate's reasons for applying for the place in a children's TV programme and other questions. (Use appropriate clichés and techniques). After about ten minutes the applicants change to another interviewing panel and so on. Each group decides on the best applicant and gives reasons for the choice.

14. Do library research and prepare an essay on one of the following topics:

1. Television and cinematography. Will one oust the other?
2. Television in the USA: a) news programmes; b) educational programmes; c) children's programmes; d) entertainment programmes.

1 curriculum vitae — a list of qualifications (education, degrees, experience, references, interests) used when applying for a job in some academic field, i. e. teachers, exchange students, deans, etc.

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Unit Seven

From: THE TIME OF MY LIFE

by Denis Healey

TEXT

DRAWING ['drɔ:ɪŋ] BACK THE CURTAIN ['kɜ:tɪn]

Denis Healey was born in 1917 and brought up in Yorkshire ['jɔ:kʃə]. After gaining a double first at Balliol College ['beɪljəl 'kɒlɪdʒ], Oxford, for six years he was a soldier ['səʊldʒə] learning about real [rɪəl] life.

Another six years as International Secretary ['sekɹətəri] of the Labour ['leɪbə] Party Лейбористская партия taught [tɔ:t] him much about politics

[ˈpɒlətɪks], both at home and abroad. From 1952 to 1992 he was a Labour [ˈleɪbə] Member of Parliament [ˈpɑːləmənt] for Leeds [liːdz] город в Англии.

He is a prolific [prəʊ ˈlɪfɪk] плодovitый journalist and broadcaster [ˈbrɔːdkɑːstə] диктор. He has published [ˈpʌblɪʃ] *Healey's Eye*, a book on книга по his life as a photographer [fəˈtɒgrəfə], and has contributed [kənˈtrɪbjʊːt] написал безвозмездно essays [ˈeseɪ] to many publications for the Fabian Society¹ [ˈfeɪbiən səˈsaɪəti] Фабианское общество including New Fabian [ˈfeɪbiən] essays and Fabian [ˈfeɪbiən] International Essays [ˈeseɪ].

When Shrimps [ʃrɪmp] маленький тщедушный человечек *Leant* [lent] to Whistle [ˈwɪsl] свистеть, *Signposts* [ˈsaɪnpəʊst] указатель *for the Nineties*, also published [ˈpʌblɪʃ] by Penguin [ˈpenɡwɪn], include a selection of his earlier writings which are relevant [ˈreləvənt] имеющий отношение to the world after the Cold War.

In the early years after the war, when we first heard the truth of what Russia was doing in Eastern [ˈiːstən] Europe [ˈjʊərəp], and began to look more objectively [əbˈdʒektɪv] at the Soviet Union [ˈsəʊviət ˈjuːniən] itself, my generation was powerfully [ˈpaʊ əfl] influenced [ˈɪnfluəns] by George Orwell's *1984*, and by a flood [flʌd] изобилие of books which purported [ˈpɜːpət] имели целью to analyse the nature of totalitarianism [təʊˌtæliˈteəriənɪzəm].

My visits to Eastern [ˈiːstən] Europe cured [kjʊə] me of any erratic [ɪˈrætɪk] странный illusions. No power could destroy national traditions which were rooted in centuries [ˈsentʃəri] of history. Moreover, these peoples yearned [jɜːn] стремиться to return to the Europe in which Chopin and Bartok were part of a common civilisation [ˌsɪvlaɪˈzeɪʃn] with Bach and Verdi. Once Stalin died, it was clear that Soviet [ˈsəʊviət] Communism [ˈkɒmjʊˌnɪzəm] already carried the seeds [siːd] начало of its own destruction. The Russia of Tolstoy, Tchaikovsky and Herzen was still there beneath внизу the surface поверхность. Stalin could no more expunge [ekˈspandʒ] вычеркнуть it from the consciousness [ˈkɒnʃəsnəs] of its people than Hitler could liquidate the Germany of Beethoven, Goethe, and Kant.

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I had been fascinated [ˈfæsɪneɪt] by Russia since I read its great novelists [ˈnɒvəlɪst] писатель-романист as a schoolboy. My years in the Communist [ˈkɒmjʊnɪst] Party at Oxford had given me sufficient [səˈfɪʃnt] understanding [ˌʌndəˈstændɪŋ] of Stalinism [ˈstɑːlɪnˌɪzəm] to reject it even while I still saw Russia as a socialist state and a necessary ally [ˈælaɪ] against [əˈɡenst] Hitler [ˈhɪtlər]. I was also impressed by much of pre-war Soviet [ˈsəʊviət] culture.

The great Soviet [ˈsəʊviət] film-makers of those days — Einstein, Pudovkin, and Dovzhenko — seemed superior [sʊˈpiəriə] лучше to their Western rivals [ˈraɪvl] соперник. Though I loathed [ləʊð] ненавидел "Socialist Realism", I admired the paintings of Deineka. They were in a book given me by a friend; she also introduced me to Shostakovich's opera, *The Lady Macbeth of Mtsensk*.

After the war I found that my friend had disappeared during the great purges [pɜːdʒ] чистка, and that *Lady Macbeth* had been banned [bænd].

This helped to reinforce [ˌriːɪnˈfɔːs] усиливать the bitter hostility [hɒˈstɪləti] враждебность I had developed for Soviet policies [ˈpɒləsi] both at home and abroad.

Most of our visit was spent in sightseeing. We were of course, with our consent [kənˈsent] согласие, taken to schools, factories, and collective farms. It also included the visits to the Hermitage [ˌeəmiˈtɑːdʒ] in Leningrad [ˈlenɪŋgræd] and the magnificent [mægˈnɪfɪsənt] summer palace [ˈpæləs] of Peter the Great overlooking the Gulf [ɡʌlf] залив of Finland, its fountains [ˈfəʊntɪn] sparkling [ˈspɑːklɪŋ] искриться in the autumn sun, its rococo [rəˈkəʊkəʊ] buildings gleaming мерцающая with white and gold; like most other palaces, it had been meticulously [məˈtɪkjələs] тщательно restored [rɪˈstɔː] отреставрированный to its former glory after almost total [ˈtəʊtl] destruction [dɪˈstrʌkʃn] by the Nazis [ˈnɑːtsɪˌɪzəm]. In Leningrad [ˈlenɪŋgræd] we were given a concert at what had originally been the club where members of the first Russian Parliament [ˈpɑːləmənt], or Duma [ˈduːmə], used to meet, in those nineteenth-century surroundings [səˈraʊndɪŋz], the concert itself was like a salon [ˈsælən] at the court of Queen Victoria, as sopranos [səˈprɑːnəʊ] and baritones [ˈbærɪtəʊn] in evening dress sang ballads [ˈbæləd] and songs by "Kompositori Verdi" in voices of remarkable purity [ˈpjʊərəti].

By comparison [kəmˈpærɪsən] with the eighteenth-century canals [kəˈnæl] of Leningrad [ˈlenɪŋgræd], which might have been part of Amsterdam [ˌæmstəˈdæm] or Bremen [ˈbreɪmən], the Kremlin brought us to the heart [hɑːt] of old Russia. I had imagined it a building as grimly мрачно functional as the Party it housed, and was quite unprepared for the mediaeval [ˌmediˈiːvl] средневековый splendour [ˈsplendə] блеск of its palaces and churches, scattered [ˈskætəd] рассыпанных among copses [kɒps] рощиц of birch [bɜːtʃ] берёза and lilac сирень.

My visit to Russia in 1959 began to give me some sense of these cultural changes. I was immensely [ɪˈmensli] чрезвычайно impressed by the

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charm and quality [ˈkwɒləti] of the young sixth formers [ˈfɔːmə] создателей we met in Leningrad [ˈlenɪŋgræd] at school.

In manner ['mænə] and appearance they could have come from any of the upperclass families described by Turgenev or Tolstoy. Similarly ['simələli], the colleges ['kɒlɪdʒ] колледж which taught foreign languages and international affairs were giving a rounded education to able young men and women, who are now in key positions in their country, where their knowledge of the outside world is invaluable [in'væljʊəbl] неоценимый.

The creative [kri'eɪtɪv] intelligentsia [in,teli'dʒentsiə], such outstanding people as Sakharov, with his strong opposition to using the hydrogen ['haɪdrədʒən] водородная bomb [bɒm], Solzhenitsyn, exposing разоблачая the life in a labour camp исправительно-трудовой лагерь (*A Day in the life of Ivan Denisovich*), Yevtushenko with his poem *Babiy Yar* on anti-Semitism [ænti'semitizm] in the Soviet Union ['səʊviət 'ju:niən] — were giving a headache to the authorities [ɜ:'θɒrəti].

And yet we saw signs of the cultural thaw [θɔ:] оттепель all around us.

Jazz was officially disliked, but they didn't use the power of the state to prevent [pri'vent] мешать it. Its public performance was then largely confined [kən'faɪnd] ограничен to the circus and music hall. In Leningrad ['lenɪŋgræd] we saw an ice-spectacular [spek'tækjʊlə] эффектное зрелище in which the girls were half-naked, in costumes ['kɒstju:m] reminiscent [ˌremɪ'nɪsnt] напоминающих of the pre-war *Folies Bergere* Фоли-Бержер (варьете в Париже).

The theatre and ballet ['bæleɪ] had changed little since the revolution, the best had been preserved [pri'zɜ:v].

The Moscow Arts Theatre performed Chekhov as Stanislavsky had produced it half a century earlier — as sad comedy rather than as tragedy ['trædʒədɪ] with humour ['hju:mə]. The only ideological c[ˌaɪdɪə'lɒdʒɪkl] hange I noticed was in *Uncle Vanya*: Astrov was presented as a handsome, vigorous ['vɪɡərəs] энергичный young prophet ['prɒfɪt] пророк of a better future, rather than as the wrinkled ['rɪŋkl] морщинистый cynic ['sɪnɪk] of Olivier's² interpretation [in,tɜ:pri'teɪʃn] at the Old Vic [vaɪ]³. We saw the aging стареющая Ulanova at the Bolshoi in a ballet based on a novel by Peter Abrahams Питер Абрахамс about Apartheid [ə'pa:θaɪt] расовая изоляция⁴ in South Africa, which called on требует her to act rather than to dance. On the other hand we saw Plisetskaya at her best as prima ballerina [ˌpri:məbælə'ri:nə] in Prokofiev's *The Stone Flower*. I shall never forget her rippling пульсирующий sinuosity [ˌsɪnjʊ'sɒsəti] изгиб.

In 1963, when I next visited Russia, the general atmosphere ['ætmosfɪə] was more liberal ['libərəl] than on my first visit, and as I was not on official delegation [ˌdelɪ'geɪʃn], but attending an informal conference between Soviet

[ˈsəʊviət] and Western [ˈwestən] politicians [ˌpɒlɪˈtɪʃn], I had a good deal more freedom.

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Our guide was a gentle young man called Kolya who had just got his degree in foreign languages. He had been at the World Youth [ju:θ] Congress [ˈkɒŋɡres] that summer in Moscow, and greatly enjoyed reciting декламируемыми phrases of hair-raising жуткий obscenity [əbˈsenəti] ругательство which he had picked up from his American comrades [ˈkɒmreɪd]. Jazz was now all the rage все помешались на джазе, and since imports of Western records had been stopped, a disk by Dave Brubeck Дейв Брубек was beyond price бесценный. Since then the international youth [ju:θ] culture has swept вымел the whole of Russia like a hurricane [ˈhʌrɪkən].

I learned much from these visits to Russia, restricted [rɪˈstriktɪd] ограниченный though даже they were, and was to learn more still from later visits. I do not accept [əkˈsept] the view that short visits to foreign countries are more likely to mislead вводить в заблуждение than to educate [ˈedʒukeɪt]. On the contrary [ˈkɒntrəri], providing [prəˈvaɪd] запасаясь you have done your home-work before you go, they not only enable давать возможность you to check some of your views, but also provide [prəˈvaɪd] обеспечить you with a library of sense-impressions which give reality to any news you read later.

However, for this purpose I think three days is better than three weeks. Anything over a week and less than three years is liable склонно to confuse you. But series [ˈsiəri:z] ряд of short visits, at intervals [ˈɪntəvl] of over a year, can give you a sense of the underlying лежащий в основе trends тенденции in a foreign country which no accounts [əˈkaʊnt] не сообщаются in the press can provide [prəˈvaɪd] снабжать. Above all, I learned that the Russians, like us, were human beings, although they were not human beings like us.

Commentary

1. **The Fabian Society** — a British organisation of left wing thinkers which was a founder of the Labour Party and used to have an important influence on it.
2. **Oliver Sir Lawrence**, also Larry (1907-1989). English actor thought of by many people as the greatest of the 20th century. He was the first director of the National Theatre and the first actor to be made a life peer. Most people know his films of Shakespeare's plays *Hamlet*, *Henry V*, *Richard III*.
3. **Old Vic** — a London theatre originally opened in 1818, the full name of which is the Royal Victoria Theatre.
4. **Apartheid** in South Africa.

The system established by the Government of keeping different races separate so as to give advantage to white people. The South African government is now removing the apartheid laws and ending the system.

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SPEECH PATTERNS

1. I learned much from those visits, **restricted though they were**.
Hard working though he was, there was never enough money to pay the bills.
Strange though it may seem I am a great admirer of the great film-makers of those days.
 2. The Moscow Arts Theatre performed Chekhov **as sad comedy rather than as tragedy** with humour. Astrov was presented as a young prophet rather than as the cynic of Olivier's interpretation at the Old Vic.
 3. The ballet... called on her to **act rather than** to dance.
- These short visits are more likely to mislead rather than to educate.

Phrases and Word Combinations

to carry the seeds of destruction давать начало разрушению

to reinforce the hostility усилить враждебность

to be restored to glory восстановлен к славе

to see smb at smb's best видеть кого-л. в его лучшей форме

to give smb a headache заставить призадуматься; причинять беспокойство;
требовать больших усилий

in the early years after the War в первые годы после войны

be all the rage помешаться на

to sweep (the country, the place) like a hurricane снести местность, место как ураганом

to be in key positions быть на ключевых постах

to be beyond price быть бесценным, не иметь цены

an ally against smb союзник против

signs of the cultural thaw признаки культурной оттепели

ESSENTIAL VOCABULARY

1. include *vt* 1) заключать, включать в себя, содержать в себе 2) включать, присоединять to bring in, to regard as part of the whole, *e. g.* This atlas contains fifty maps, including six of North America. The price is ten dollars, postage included.

Ant. exclude (from) 1) to prevent smb from getting in somewhere, as to exclude a person from membership of a society, immigrants from a country. 2) to prevent the chance of smth arising, as to exclude all possibility of doubt

inclusion *n* 1) включение 2) добавление, прибавление, присоединение including or being included, *e. g.* The inclusion of several new themes made the novel much more interesting.

inclusive *a* включающий, содержащий including, *e. g.* Russian students' winter holidays last from January 25 to February 6 inclusive.

Ant. exclusive (of people, societies, clubs, etc.), *e. g.* The exclusive right of a company to print, publish and sell an author's books is known as copyright.

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2. account *vt/i* 1) (account for) входить во (что-л.) в размере, количестве; составлять (определённую) часть от общего количества (чего-л.) 2) (account for) а) отчитываться в (чём-л.) , за (что-л.) ; (account to) отчитываться перед (кем-л.) , давать отчёт (кому-л.) б) отвечать, нести ответственность за 3) (account for) а) объяснять (что-л.) ; быть причиной (чему-л.) , вызывать (что-

л.) б) располагать информацией о местонахождении (кого-л.) 4) (account for) хватать; растерзать, добывать 5) рассматривать, считать (кого-л. / что-л.) как; приписывать (кому-л. / чему-л. какие-л. качества) 1) **for** a) to explain the cause of; serve as an explanation of, answer (to smb for smth), *e. g.* He has been asked to account for his conduct. Ah, that accounts for it! There's no accounting for tastes, b) to give a reckoning of (money that has been entrusted to one), *e. g.* The boy has to account to his parents for the money they give him for school expenses. 2) to consider, *as to* account smb wise (a hero), *e. g.* In English law a man is accounted innocent until he is proved guilty.

account *n* 1) счёт 2) рассказ 3) мнение, оценка 4) учитывание, принятие в расчёт (чего-л.) 5) основание 6) важность, значение 7) выгода, польза 8) клиент, заказчик (особенно рекламного агентства) 1) a statement of money (to be) paid or received for goods or services, *e. g.* I would like to open an account with your bank. Put the goods down to my account 2) a credit arrangement with a bank or business firm. **to square (balance) accounts with smb** (*fig.*)

расчитаться, расплатиться с кем-л., сводить счета с кем-л. to remove moral grievances between people by giving or taking punishment, *e. g.* Let us square accounts. David said he was going to square accounts with the man who had given false testimony against him. 3) a report, description, narrative, *e. g.* By all accounts the trip has been a success. He doesn't believe newspaper accounts of the new developments there. 4) consideration **to take smth into account, to take no account of smth**, *e. g.* (не) принять что-л. во внимание Please take into account the fact that he has very little money. Take no account of such slanderous gossip, we know it's not true. 5) reason, cause

on account of из-за, вследствие because of, *e. g.* On account of his age he wasn't allowed into the pub.

on no account, not on any account ни в коем случае in no case, for no reason, *e. g.* Don't on any account leave the baby alone in the house.

accountant *n* 1) бухгалтер 2) ответчик

Syn. book-keeper

3. preserve *vt* 1) а) сохранять, сберегать б) оберегать, охранять, защищать 2) хранить (овощи, продукты) 3) заготавливать впрок; консервировать 1) to keep from spoiling, from decay, from risk of going bad (by boiling, pickling, making into jam, etc.) *as to* preserve fruit, eggs, milk, vegetables, *e. g.* It's easy to preserve vegetables in vinegar.

to preserve monuments сберегать памятники to keep from harm, *e. g.* The ancient monument was preserved by the local people. 2) to keep up, *as to* preserve peace, to preserve one's eyesight, to preserve the memory of another, to preserve one's looks, strength, composure, to preserve appearances, silence, to preserve old customs, a well-preserved old man, *e. g.* Don't

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read in poor light if you want to preserve your good eyesight. The leader's main aim was to preserve peace.

4. erratic *a* 1) изменчивый, непостоянный; непредсказуемый 2)

эксцентричный, чудаковатый, странный 3) блуждающий (о боли; при

подагре, ревматизме) irregular in behaviour or opinion (of a person or his behaviour); likely to do unusual or unexpected things, *e. g.* She's so erratic I never know how she's going to react to my suggestions.

error *n* 1) заблуждение; оплошность, ошибка 2) проступок, грех 3) блуждание 4) отклонение, погрешность; расхождение; искажение 5) рассогласование smth done wrong, a mistake, as spelling errors; an error of judgement, *e. g.* Not to commit an error of judgement he looked for more evidence. **err** *vi* (*formal*) 1) заблуждаться, ошибаться; допускать ошибку 2) сбиваться с пути; отступать, отклоняться (от цели, курса) 3) грешить, совершать грех to make mistakes; to do or to be wrong, *e. g.* To err is human.

5. **make** *vt/i* 1) делать, конструировать, создавать, изготавливать 2) создавать, творить, порождать 3) готовить (какое-л. блюдо или напиток) 4) создавать, сочинять, слагать 5) составлять (юридический документ) 7) быть причиной, вызвать (что-л.) 8) устанавливать (правила, порядок) ; вводить в действие (закон) ; 10) (make smb. / smth. (out) of smb. / smth.) сделать кого-л. / что-л. из кого-л. / чего-л. 11) составлять, вырабатывать (мнение, план) 12) (make of) считать (что-л. чем-л. / кого-л. кем-л.) 14) составлять, равняться 15) составлять, быть достаточным (обычно с отрицанием) 16) быть, являться (частью, членом чего-л.) 17) стать, сделаться; становиться 18) зарабатывать, наживать, приобретать (деньги, репутацию) 19) а) бить, брать (взятку) б) тасовать 20) набирать, прибавлять, увеличивать (вес) 21) пытаться (что-л. сделать) 22) а) идти, продвигаться (в определённом направлении; в конструкции с наречиями или наречными фразами) б) (make after) преследовать, гнаться за (кем-л.) ; пускаться в погоню за (кем-л.) 23) приводить в порядок, убирать 24) тренировать (животных) 25) привести к (успеху) , обеспечить (успех) ; обеспечить (кому-л.) процветание, богатство 26) считать, полагать, прикидывать; представлять, описывать (каким-л. образом) 27) , определить, вычислить, расколоть 28) а) совершать, осуществлять, выполнять (какие-л. действия) б) демонстрировать жестами, движением тела (уважение, презрение) г) совершать (поездку, путешествие, экскурсию д) произносить (что-л.) 29) есть, кушать 30) а) добиваться, достигать б) ; уговорить переспать; совратить, соблазнить в) (make for) способствовать, содействовать (чему-л) 31) а) подниматься, приливать (о воде) б) образовываться (о льде) 32) говорить, свидетельствовать (о чем-л.) 33) а) (make for) быстро продвигаться, направляться б) (make at) атаковать, наброситься 34) (make into) переделывать, превращать (во что-л.) 35) в сочетании с существительным означает действие, соответствующее значению существительного 36) при употреблении в качестве глагола-связки: приводить к какому-л. состоянию а) (make +) to make ready — приготовить, подготовить б) (make +) обычно употребляется с глаголами понимания, восприятия: known, acquainted, felt, heard, understood I hope I made myself understood в) в конструкции с возвратными местоимениями 37) а) (делать кем-л. / чем-л.) б) назначать (на должность) , повышать (в чине) , присваивать (титул) 38) а) (make smb. do smth.) заставлять, побуждать (кого-л. сделать что-л.) б) (be made to do smth.) быть приведёнными к какому-л. состоянию 1)

(used with a large number of nouns in special senses) to make a clean breast of; to make a full disclosure or confession, *e. g.* Susan is going to make a clean breast of her extravagance as soon as her husband gets home.

to make ends meet сводить концы с концами to live within one's income, *e. g.* The Evans family found it very difficult to make ends meet after the birth of the new baby.

to make haste спешить, торопиться to hurry, *e. g.* Make haste or we shall miss the train. If you don't make haste, the stores will be closed, (*the most frequent uses are in the present and the imperative*)

to make head or tail (of smth) понять что к чему, осмыслить to understand, to make sense of it (*colloq.*), *e. g.* I have read the document through three times, but I can't make head or tail of it.

to make it добраться (до места, до цели) ; добиться (чего-л.) , достичь успеха (в чём-л.) to get to a destination or an appointment in time (*sl or colloq.*), *e. g.* I had hoped to get to the meeting, but I found at the last minute that I couldn't make it.

to make much of уделять большое внимание кому-л. , носиться с кем-л. ; относиться к кому-л. особенно внимательно, нежно, баловать кого-л. to make a great fuss of, *e. g.* The newspapers all made much of his achievement. 2) (*used with adverbial particles and prepositions*).

to make smth of smb (smth) думать , составить мнение to understand, interpret, *e. g.* What are we to make of his behaviour?

to make off убежать, удрать to run away, to bolt, *e. g.* The thieves smashed the shop window and made off with a large amount of jewelry.

to make smth out 1) разобрать, увидеть, различить 2) понять, разобраться (в чём-л.) ; обнаружить 3) составлять (документ) ; выписывать (счёт, чек) 4) справляться (с чем-л.) 5) делать вид; притворяться; дать понять 6) преуспевать 7) заниматься сексом 8) поладить, подружиться (с кем-л.) 9) утверждать, стараться доказать 10) наполнить (что-л. до нужного количества, объёма) 1) to write out, *e. g.* Make out a cheque for \$ 10. 2) to manage to see, read, *e. g.* We made out a figure in the darkness. The outline of the house could just be made out. 3) to understand, *e. g.* I can't make out what he wants. She's a strange sort of person; I can't make her out.

to make up 1) пополнять, возмещать, компенсировать; навёрстывать 2) быть частью, составлять 3) пользоваться косметикой, краситься 4) придумывать, выдумывать, сочинять 5) мириться 6) шить (одежду из чего-л.) 7) верстать 8) укладывать, связывать 9) исполнять (письменное распоряжение) 10) поддерживать огонь 11) готовить (еду, лекарство) , убирать (комнату) , стелить (постель) 12) пересдавать (экзамен) 1) to compose; invent, *e. g.* The teacher asked the children to make up a poem about their summer holidays.

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2) to use cosmetics (in ordinary life and on the stage), *e. g.* At one time it was not considered good taste for women to make up. 3) to become reconciled after a quarrel, *e. g.* When a quarrel has been made up, the best thing to do is to forget it.

to make it up to smb платить услугой за услуги to compensate smb for smth missed or suffered, or for money, etc. spent, *e. g.* Thanks for buying my ticket, I'll make it up to you later.

6. **pure** *a* 1) а) чистый; беспримесный б) чистокровный *pure* 2) а) непорочный, целомудренный б) безупречный 3) строгий, чистый; простой (о стиле) 4) полнейший, чистейший 5) теоретический, ориентированный на теорию (о научной области) 1) *unmixed with any other substance, as pure water, milk, gold, wool, e. g. My granny uses only pure wool when knitting cardigans for little children.* 2) *morally clean, without evil or sin, e. g. The new ruler of Wales was to be pure and honest, speak no English and to have been born on pie Welsh soil.* 3) *mere; nothing but, as pure mischief; a pure waste of time; laziness pure and simple, e. g. I call it pure stupidity to go out in the cold without a hat. What he said was the truth pure and simple.*

purely *adv* 1) чисто, без примесей 2) исключительно, совершенно, только 3) безоговорочно 4) безупречно, безукоризненно; целомудренно, невинно; правильно, верно

purity *n* 1) а) чистота, беспримесность б) чистое вещество 2) а) безукоризненность, безупречность б) непорочность

purist *n* торонник пуризма; борец за чистоту нравов; сторонник очищения литературного языка *a person who pays great attention to the correct use of words, language, etc.,*

e. g. A purist of the English language would never use any Americanisms.

7. **consent** *vi* to give agreement or permission, as to consent to smth, *e. g.* He consented to the proposal. Anne's father would not consent to her marrying the old man.

consent *n* 1) согласие 2) позволение, разрешение *e. g. He was chosen leader by general consent. Silence gives consent.*

consensus *n* 1) единодушие, согласие 2) консенсус, выработанное общими усилиями мнение 3) слаженность, согласованность действий различных органов *general agreement (of opinion, etc.), e. g. Consensus politics is the practice of basing policies on what will gain wide support. By consensus of opinion the group decided not to visit the museum.*

8. **ware** *n* 1) обычно *wares* товары, продукты производства 2) гончарные изделия; керамика, керамические изделия 3) молодь устриц 4) женщины 1) *(in compounds) manufactured goods, as silverware, hardware, ironware, stoneware, e. g. Every morning the maid cleaned the silverware.* 2) *(pl) articles offered for sale, e. g. The master displayed his wares.*

hardware *n* 1) металлические изделия; скобяные товары 2) хардвер, "железо" детали компьютера (платы, монитор и т. п., в отличие от программного обеспечения) 1) *tools and household implements, e. g. You can buy most kitchen utensils in the hardware store.* 2) *military hardware: weapons, machinery, armoured vehicles;* 3) *computer hardware: mechanical equipment and electronic parts of a com-*

puter (contrasted with information and programmes called "software"), *e. g.* The computer hardware was still intact but the software had been damaged by the electricity failure.

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and practise the pronunciation of the following words:

purport; illusion; expunge; consciousness; liquidate; fascinate; ally; superior; rivals; hostility; rococo; meticulously; salon; soprano; baritone; canal; lilac; invaluable; hydrogen; reminiscent; vigorous; prophet; apartheid; obscenity; hurricane; liable.

b) Ask your partner to read the words. Correct his/her mistakes.

2. Practice the pronunciation of the following polysyllabic words paying attention to the stresses:

generation; totalitarianism; civilisation; pre-war; film-makers; disappear; reinforce; mediaeval; international; education; intel-ligencia; opposition; half-naked; ideological; interpretation; ballerina; sinuosity; atmosphere; delegation; politicians.

3. Read the following word combinations paying attention to the phonetic phenomena of connected speech:

in the early years after the war when we first heard the truth; could destroy national traditions; carried the seeds of its own destruction; war still there; I admired the paintings of Deineka; they were in a book; after the war I found that my friend had disappeared during the great purges; we were, of course, taken to schools; it also included the visits to the Hermitage; used to meet in those nineteenth-century surroundings; at the courts of Queen Victoria; I was immensely impressed by the charm and quality of the young sixth formers; in manner and appearance; in their country; signs of cultural thaw; at the Old Vic; on the other hand; yet the general atmosphere; restricted though they were; on the contrary, three days is better than three weeks; anything over a week and less than three years.

4. Read the passage beginning with "After the war I found ..." up to "... where their knowledge of the outside world is invaluable" and pay attention to tones, weak forms and rhythm.

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5. Complete the following sentences:

- a) 1. Dramatic though it was, we shall all enjoyed the performance. 2. Strange though it was the dog was not paying any attention to us. 3. Unexpected though they were, we had given them a respectable welcoming party.
- b) 1. The artistic director presented the main character as a rebel rather than as a villain we used to imagine him to be. 2. I expected him to appear as a friend rather than as a brother. 3. For all my expectations, the play was performed as a parody rather than as a drama.
- c) 1. These stories are more likely to listen rather than to tell . 2. Such good examples encourage people to follow rather than to fail be moved. 3. In my opinion, such students are sure to pass the exam rather than to fail.

6. Make up five sentences on each pattern (p. 204).

7. Pair work. Make up and act out a dialogue using the speech patterns.

8. Translate the following sentences into English:

A. 1. Хотя это может показаться странным, я особенно люблю читать исторические романы. Strange though it may seem I am a great admirer of historical novels.

2. Хотя они и были старомодными, они пользовались успехом у молодых людей. Out-of-date though they were, they were a success with young man.

3. Его избранные ранние работы содержат много новых идей о политике, хотя они и могут казаться довольно смешными. His selected early works contain much new ideas about politics, though they may seem funny enough.

B. 1. "В романах С. Моэма женщины представлены скорее как таинственные существа, чем реальные люди", — сказала хозяйка дома. "The women are described as mysterious creatures rather than as real people in Somerset

Maugham's novels, " – said the hostess. 2. Ее гость не согласился с ней, утверждая, что автор представляет женские персонажи скорее как практичных и властных людей, чем как каких-то мистических существ. Her guest didn't agree with her, insisting that the author describes feminine characters as practical and dominant people rather than as some mysterious creatures.

3. "В театре Олд Вик играют Чехова как русскую национальную комедию, а не как драматическое произведение общечеловеческого содержания", — продолжала дискуссии дама. "At Old Vic Theatre play the Chekhov as a Russian national comedy rather than as a dramatical piece of human content," – the lady continued the discussion.

C. 1. Хозяин просил ее сказать правду, а не скрывать факты. The master asked her to tell the truth rather than to sink the facts. 2. Эти картины скорее всего пугают посетителей выставки, а не обогащают эстетично. These pictures are more likely to scare the exhibition visitors away rather than enrich aesthetically. 3. Профессор призвал студентов высказаться, вместо того чтобы хранить молчание. The professor called the students to speak rather than to keep silent. 4. Весьма вероятно, что эти книги скорее уведут в сторону, чем дают образование. Most probably, these books distract rather than to educate.

D. 1. Мы узнали много фактов о возникновении лейбористской партии. We learned many facts about the appearance of the Labour Party. Более того, мы узнали факты о роли интеллектуальных организаций, подобных Фабианскому обществу. Moreover, we learned the facts about the role of intellectual movements such as the Fabian Society. 2. Самое главное, не

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забывайте регулярно отправлять почтой свои сообщения. Moreover, don't forget send by mail your regular messages. 3. Успех фильма можно объяснить его юмором. The film's success can be explained by its humor. Более того, компьютерные трюки в фильме абсолютно превосходны. Moreover, the special effects in the film are excellent.

9. Note down from the text (p. 200) the sentences containing the phrases and word combinations (p. 204) and translate them into Russian.

10. Complete the following sentences using the phrases and word combinations:

1. All the Moscow cathedrals and churches have been restored to their former glory.
2. The totalitarian systems suppressing initiative and freedom carry the seeds of its own destruction.
3. All these people used to give a terrible headache to the authorities.
4. Mini skirts all the rage at that time, and even ladies advanced in years gladly embraced the fashion.
5. The terrible news swept the whole country like a hurricane.
6. He was a devoted ally of the King against his enemies in France.
7. These measures were sure to reinforce the hostility of the people against the rulers in the country.
8. There were crowds of homeless children in the early years after the War.
9. The Normans had their own people in key positions in England.
10. The paintings of the impressionists were impossible to buy, they were beyond price the price.
11. The various new trends in theatrical productions, in music, popular and classical, poetic recitals in the squares of Moscow were signs of the cultural thaw.

11. Paraphrase the following sentences using the phrases and word combinations:

1. Due to the new actions of the authorities, the town has regained its former beauty and glory. Due to the new actions of the authorities, the town was restored to beauty and glory.
 2. He promised to the master to be an obedient pupil and never to give him any trouble. He promised to the master to be an obedient pupil and never to give him a headache.
 3. The terrible news spread like a fire across the country and all the people were terrified. The terrible news swept the country like a hurricane.
 4. The government's repressive policies are sowing the seeds of a destructive rebellion. The government's repressive policies carries the seeds of destruction.
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5. Coats like that used to be very fashionable in my time. Coats like that were all the rage in my time.
 6. The boys united their efforts and became partners in the struggle against their common enemy — the Headmaster. The boys united their efforts and became ally against their common enemy — the Headmaster.
 7. I am never too good in the morning. I am never see myself at my best in the morning.
 8. In the part of Hamlet Sir Laurence was absolutely superb. In the part of Hamlet one can see Sir Laurence at his best.
 9. Good friendship cannot be bought. Good friendship is beyond price.
 10. It all happened in the first hour of the day, at the dead of night, in fact. It all date back to the first hour of the day, at the dead of night, in fact.
 11. The new prime minister promised that the ministers in the most important departments wouldn't be replaced and that would assure continuity. The new prime

minister promised that the ministers in the most important departments will be in key positions and that would assure continuity.

12. Translate the following sentences into English using the phrases and word combinations:

1. К сожалению, я никогда не слышала его в его лучшей форме, хотя говорят, он порядком досаждал начальству своими речами. Unfortunately, I have never seen him at his best, though they say he annoyed the bosses with his speeches pretty much.

2. "Четверо из Ливерпуля" тогда были чрезвычайно популярны, молодые девчонки просто сходили с ума. That time the "Four from Liverpool" was in key positions, the young girls were all the rage.

3. Во времена II Мировой войны Британия, США и Россия стали союзниками в борьбе против Гитлеровской Германии. In World War II Great Britain, U.S. A. and Russia become allies against Hitlerite Germany.

4. Весь мир был в состоянии шока: весть о смерти Дианы пронеслась по всем странам. The whole world was all the rage: the news of Diana's death flashed around the world.

5. Жестокость и бесчеловечность белых по отношению к черному большинству в Южной Африке сеяли семена разрушения всей системы апартеида. Brutality to and inhumanity of white men towards black majority carried the seeds of destruction of the whole apartheid system.

6. Любые карательные акции обычно усиливают враждебность населения. Any punitive actions reinforce the hostility of the population.

7. Восхищаясь достопримечательностями Санкт-Петербурга, мы понимали, сколько было сделано, чтобы восстановить их прежнюю красоту после полного разрушения нацистами во время войны. Admiring the sights of St. Petersburg, we understood what enormous work had been done to restore them to glory after Nazi had wept them like a hurricane.

13. Pair work. Make up and act out situations using the phrases and word combinations.

14. Explain what is meant by:

to expunge it from the consciousness of the people; to be part of a common civilisation; to be meticulously restored; a building as grimly functional as the Party it housed; signs of the cultural thaw; hair-raising obscenity; to provide smb with a library of sense-impressions.

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15. Answer the following questions and do the given assignments:

a) 1. Denis Healey's article is based on his impressions of the Soviet Union. What is the keynote point of the article?

2. What can you say about the author of this article and his political views?

3. What was his opinion of the role and destiny of the national traditions which were rooted in centuries of history?

4. What difference did Mr D. Healey see between the great achievements of the pre-war Soviet culture and the totalitarian policies of the Soviet rulers? How did that shape his attitude to the Soviet policies both at home and abroad?

5. What were the authors impressions of sightseeing in Leningrad after the W.W. II? What sights were included into his itinerary?
 6. How did the author compare the images of Moscow and Leningrad?
 7. What cultural and educational changes are pointed out by the author?
 8. What was his impression of the Russian Theatre and how did he compare it with the British productions of Chekhov?
 9. The author noticed new interests of the young Russians in Western culture. What do you think about such trends?
 10. How did Mr D. Healey describe the importance of short visits to a foreign country? Do you agree with him?
- b) 1. What are the underlying aims of the article? What devices help the reader understand the author's attitude towards the Soviet Union? (Comment on the choice of epithets, the role of the logical contrast and the inverted commas, etc.) 2. What other devices does the author employ to interest the reader and to produce emphasis? (Speak on the introduction of rhetorical questions, parenthetic phrases, metaphors, hyperboles, lexical repetition, parallelism, emphatic constructions, etc.) 3. Find the borrowed words and say what stylistic information they bear. 4. How is the contact with the reader achieved?
- c) The combination of logical argumentation and emotional appeal is characteristic of this text. Sum up your observations and say how it is realized (speak on its paragraphing, syntactical structures, connectives, etc., on the one hand, and on the use of imagery, etc., on the other). How is the descriptive manner of narration combined with the general statements in the text? Do you think the author changes register?

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16. Give a summary of the text, dividing it into several logical parts.

17. Use the phrases and word combinations and act out dialogues between:

1. A guide and an American tourist planning the itinerary of the letter's stay in Moscow.
2. Two journalists in the lobby after a press-conference discussing their impressions of the new atmosphere in Moscow.
3. Two citizens: one — a Muscovite, the other — an artist from St Petersburg talking about the exhibition where they meet.

18. Write an essay on the following subject:

If an inhabitant of your country at an early period of its history were to make up a story about today, what similarities and what differences would he notice between his age and the present? Write an account of your findings.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

1. A group of theatrical workers including myself wrote an open letter to *The Times*. Группа театральных деятелей, и я том числе, написали открытое письмо в «Таймс».
2. "My dear ... I've been a member of clubs which consisted exclusively of fools." "Моя дорогая ... Я был членом клубов, которые состояли

исключительно из дураков". 3. The plan took account of the tasks facing them in the restructuring of economy. План учитывает задачи, стоящие перед ними в реструктуризации экономики. 4. I've just remembered that she said they left some place on account of cholera. Я только что вспомнил, что она говорила, что они покинули некоторые селения из-за холеры. 5. Will you allow me to ask why I should put myself to the slightest inconvenience on your account? Позвольте мне спросить, почему ради Вас я должен поставить себя вне совсем удобное положение? 6. Naturally, I don't expect you to start dancing round with joy, but you might preserve the decencies of debate. Разумеется, я не ожидаю, что вы будете танцевать от радости, но вы могли бы сохранять вежливость при обсуждении. 7. Look at these old paintings! Посмотрите на эти старые картины! They are in an excellent state of preservation! Они находятся в отличной сохранности! 8. Give me the best estimates you have by the end of the month. Err, if you must. Предоставьте мне лучшие оценки которые у вас будут месяца. Сделайте погрешность, если необходимо. 9. It was a new car, but dust, luggage, and erratic driving gave it a veteran appearance. Это был новый автомобиль, но пыль, багаж, и неаккуратное вождения придали ему потрёпанный вид. 10. ... geniuses are such erratic people and mediocrities so respectable. ... гении такие непредсказуемые люди и посредственности такие добропорядочные. 11. It is true he had a considerable sum under his uncle's will, but it has probably been made off with by this time. Правда, он получил кругленькую сумму в соответствии с волей своего дяди, но, вероятно, они уже были растрочены к этому времени. 12. With the pure all things are pure. С чистотой всё чисто. 13. One will come here without your entire consent. Кто-то придет сюда без вашего полного согласия.

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3. Give the English equivalents to:

внести в список to include into list; включить пункт в повестку дня to include an item on the agenda; исключить всякие сомнения to exclude all doubt; не пропускать свет в комнату to exclude the light from the room; до воскресенья включительно up to and including Sunday; с 5 по 10 включительно from 5 to 10 inclusive; за исключением пункта 5 exclusive of the item 5; избранное общество an exclusive society; шикарный магазин an exclusive shop; колледж для избранных an exclusive college; особые права exclusive privileges; отчитываться в определенной работе to account for the work; отчитываться в чем-то перед кем-л. to account for something to somebody; объяснять что-л. кому-л. to account for something to somebody; отчет в чём-л.; подробный (правдивый) рассказ о чём-л. a detailed (true) account of smth; открыть счет в банке to open a bank account; принять что-л. в расчет (учесть) to account of smth; свести счет с кем-л. to square (balance) accounts with smb;

хранить овощи to preserve vegetables; консервировать фрукты to preserve fruit, сохранять мир to preserve peace; сохранить силы to preserve strength; хранить молчание to preserve silence; охранять традиции to preserve traditions; оберегать свое доброе имя to preserve one's reputation; сохранить красоту to preserve one's beauty; сохранить зрение to preserve one's eyesight; хранить

память о ком-л. (чём-л.) to preserve the memory of smb (smth) ; приличия ради to preserve decency;

сумасбродный человек an erratic man; неуравновешенный тип an erratic man; сумасбродное поведение erratic behaviour; ввести в заблуждение (сбить с пути) to lead to error; заблуждаться to err; погрешности в речи speech errors;

подать заявление to make petition; догадаться to make guess; обратиться с просьбой to make a request; преуспеть в чём-л. to make a hand/to make good; откровенно признаться в чём-л. to make a clean breast of; сводить концы с концами to make both ends meet; спешить to make haste; разобрать (понять) что-л. to make head or tail of smth; удирать to make off; выписать чек to make out a check; раскусить (понять) кого-л. to make someone out; составить рассказ to make a story; наложить грим to make up; помириться to make peace; отплатить кому-л. чём-л. to make it up to smb;

натуральное молоко pure milk; чистая кожа pure skin; чистая шерсть pure wool; чистая наука pure science; по чистой случайности by pure accident; чистейший вздор pure nonsense; чистое совпадение pure coincidence;

согласиться на что-л. to give a consent to; согласие на что-л. a consent to smth; с общего согласия by common consent; неохотное согласие a half-hearted consent; молчаливое (tacit) согласие a tacit consent; единомыслие a common consent; общее мнение a mutual consent;

глиняная посуда brown ware; скобяные изделия hardware; изделия из серебра silverware; стеклянная посуда glassware; бакалейные товары grocery-ware; импортные товары foreign wares; программа для компьютера software.

4. a) Give the Russian equivalents for:

to make a note; to make notes; to make one's will; to make smb's character; to make one's own life; to make a livelihood; to make a bargain; to make terms; to make a row; to make a commotion; to make port; to make for the open sea; to make the finish; to make oneself understood; to make smth known; to make oneself clear; to make public; to make a rule of it; to make a show of smth; to make a nuisance of oneself; to make no sign; to make a face (faces) at smb; to make a long face; to make eyes at smb; to make a (little, poor, ridiculous) figure; to make little (light) of smth; to make much of smth, of smb; to make the most of smth; to make the worst of smth.

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b) Fill in the blanks with the verb "to make" with a preposition:

1. Andrew didn't want to speak to anybody, so he made off right after the meeting.
2. Let's ask the waiter to make out the bill. I clean forgot I have an appointment in half an hour.
3. They could hardly make out the dim figure through the mist.
4. I can't make out what John is driving at. There's something up his sleeve, I'm sure.
5. How did they make out with the problem?
6. I wouldn't trust Jane too far if I were you. She is notorious for making up like lies.
7. You've missed too many lessons and it won't be easy to make up for the lost time.
8. My mother doesn't allow me to make up. She says it's common.

5. Paraphrase the following sentences using the essential vocabulary:

1. He would never forget the time when he was made a member of the group. He would never forget the time when he was included in the group. 2. When the boy came back with the purchases, his mother wanted him to tell her exactly how he had spent the money. When the boy came back with the purchases, his mother wanted him to account for how he had spent the money. 3. There isn't enough room in the book to tackle the whole subject. The whole subject doesn't account for the book. 4. The old man shows little sign of old age. The old man is well-preserved. 5. There are many newspaper descriptions of what happened during the earthquake. The descriptions of what happened during the earthquake are preserved in many newspapers. 6. I was asked earnestly to agree. I was made earnestly to agree. 7. Don't trust him too far, he is a person who is likely to do unusual or unexpected things. Don't trust him too far, he is an erratic person. 8. I'm making up a list of those going to the theatre on Monday, shall I put your name on it? I'm making up a list of those going to the theatre on Monday, shall I include your name in it? 9. If we cross out this paragraph, as you suggest, there will be no logical connection. . If we exclude this paragraph, as you suggest, there will be no logical connection. 10. She managed to retain her good looks right to the end of her life. She managed to preserve well to the end of her life. 11. Jean knew that her parents did not like Robert and would never allow her to marry him. Jean knew that her parents did not like Robert and would never consent her to marry him. 12. What he said at the trial was complete nonsense. What he said at the trial was pure nonsense. 13. I can't make sense of the message. His handwriting is utterly illegible. His handwriting is purely illegible.

6. Use the essential vocabulary in answering the following questions. Give full answers repeating the wording of the questions:

1. If rights are not for everyone, merely for one person or a group, what do we call them? If rights are not for everyone, merely for one person or a group, we call them the exclusive rights. 2. What do we do when we want to tell someone about what happened or what we did? When we want to tell someone about what happened or what we did we account for it. 3. What ways of keeping vegetables and fruit from spoiling do you know? One of the ways of keeping vegetables and fruit from spoiling is to preserve it. 4. What would you call pure adventure? I would you call pure adventure the world travel with the purpose to find the most erratic sights. 5. Why is the mountain air so healthy? The mountain air so healthy because it is pure. 6. What sort of person would you call erratic? I would you call erratic the sort of person who makes much of thing that do not worth attention. 7. Can you explain what "to square accounts with

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smb" means? To square accounts with smb" means to make it up to smb. 8. What do we say of people who can hardly live within their income? We say of people who can hardly live within their income they make ends meet. 9. If you want to compensate a person for the troubles he's had on your account what do you usually say? If I want to compensate a person for the troubles he's had on your account I say: "Let me make it out." 10. Women seem to be using more and more cosmetics nowadays. What's your attitude to it? Women seem to be using more and more

cosmetics nowadays, but I'm a woman and I don't make up very much. 11. What do we call a person who is very pedantic in choosing correct words? We call purist a person who is very pedantic in choosing correct words. 12. What do you usually say when you fail to understand somebody's behaviour? When I fail to understand somebody's behaviour I call such a person erratic one. 13. What do you usually do when you want to be reconciled with somebody after a quarrel? When I want to be reconciled with somebody after a quarrel I try to reach consensus with him.

7. Make up and practise short dialogues or stories using the essential vocabulary.

8. Review the essential vocabulary and translate the following sentences into English:

a) 1. Чем вы объясните свое отсутствие? How do you account for your absence? Вы заставили нас ждать и даже не сочли нужным извиниться. You made us wait and not even considered it necessary to apologize. 2. Эксперимент закончился блестяще, особенно если учесть, что ему никто не помогал. The experiment has been completed brightly taking into account the fact none helped him. 3. Ни в коем случае не оставляйте ребенка одного в квартире. Don't leave the children on their own on no account. 4. Конгресс продлится еще три дня, включая воскресенье. The congress will last another 3 days Sunday included. 5. Члены этой комиссии пользовались особыми правами. These committee-men enjoyed exclusive rights. 6. Вы уверены, что в список внесены все фамилии? Are you sure all family names are included in the list? Давайте проверим еще раз, чтобы не было никаких сомнений. Let's check it one more time to exclude any doubts. 7. Старые картины в этой коллекции находятся в прекрасном состоянии. The old pictures in this collection are accounted for the excellent condition.

b) 1. Дарти удивительно хорошо сохранился для своих шестидесяти двух лет. Darty is preserved wonderfully well taking into account he is sixty now. 2. Что если эта история с банковскими счетами все-таки всплывет? What if this banking accounts story comes to light however? 3. Пожилая леди была шокирована грубоватыми манерами молодого доктора. The old lady was shocked at the young doctor's country manners. 4. Если бы не ошибки в орфографии, оценка за ваше изложение могла бы быть выше. If there were not errors in spelling, the marks for your exposition could be better. 5. Не верьте ей. Don't make account of her words. Все, что она сказала, чистейший вымысел. Everything she said was pure invention. 6. Отец девочки никак не соглашался, чтобы она жила одна в таком большом городе. The girl's father didn't consent not on any account she lived in such a big city. 7. Как ты думаешь, мы успеем добраться до города за темнотой? Do you think we have time to make the town before dark?

9. a) Give Russian equivalents for the following English proverbs:

1. So many countries, so many customs.
2. East or West, home is best.
3. When in Rome, do as the Romans do.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

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CONVERSATION AND DISCUSSION

CUSTOMS AND HOLIDAYS

TOPICAL VOCABULARY

1. Symbolic calendar days of rest and celebrations знаменательный календарь отдыха и празднеств: **holidays**; festivals ['festəvl]; bank holidays ['hɒlɪdɪ] "банковские каникулы" Период т.н. моратория на банковскую деятельность [bank moratorium] с 6 по 9 марта 1933, когда по распоряжению президента Ф. Д. Рузвельта [Roosevelt, Franklin Delano (FDR)] были закрыты все банки с целью определения их платежеспособности в условиях Великой депрессии [Great Depression]. К такому шагу руководство подтолкнули "набеги" [run] клиентов на банки для изъятия сбережений и закрытие около 5 тыс. банков, имевшие место в феврале и начале марта. Срок закрытия был связан с тем, что 9 марта было назначено открытие сессии Конгресса США [Congress, U.S.]. Часть банков возобновила работу 9 марта, часть сделала это позднее. Конгресс принял Чрезвычайный закон о банках [Emergency Banking Relief Act]; public holidays официальный нерабочий день.

2. Types of holidays: international [ˌɪntəˈnæʃnəl]; national; local ['ləʊkəl]; family; political [pəˈlɪtɪkl]; cultural; seasonal ['si:znəl]; religious [rɪˈlɪdʒəs]; ethnic ['eθnɪk].

3. Activities in observance of holidays мероприятия в церемонии праздников: to mask принимать участие в маскараде; to observe праздновать, отмечать; to celebrate (от)праздновать; to commemorate 1) почтить чью-л. память (каким-л. образом); устраивать, проводить какие-л. мероприятия в память о ком-л., чём-л. 2) отмечать, праздновать (дату); to honour почитать, уважать, чтить (кого-л., что-л.); to recognize an occasion, a date отмечать повод, дату; to keep отмечать, праздновать, справлять, to preserve a tradition поддерживать, хранить традицию; to organize устроить, организовать, to hold 10), to sponsor a parade финансировать демонстрацию, a demonstration; to give a party (to throw a party) (colloq) устроить вечеринку, to demonstrate labour solidarity проявлять трудовое сплочённость; to have family get together собраться всей семьёй; merry-making веселье, потеха; празднество, увеселение, гулянье; to give presents (BE), gifts (AE) дарить подарок; to send greeting cards слать поздравительные открытки, Valentine cards; to go treat or tricking обходить, собирая гостинцы; to ask a penny for the guy просить монетку на чучело Гая Фокса; to have bonfires зажечь костёр по случаю празднества; to lay wreaths [ri:θ] возлагать венки.

4. Constituent parts составные части **of national celebrations:** New Year tree decorations (BE); trimmings (AE) украшение, отделка; small lights сигнальные огоньки; ornaments декорирующий аксессуар; fairy-lights китайские фонарики; baubles игрушка; погремушка; glitter яркий блеск, сверкание; evergreen вечнозелёное растение; wreaths of evergreen елочные венки; garlands гирлянда, венок; holly остролист (его вечнозелёными веточками с красными

ягодами по традиции украшают дом на Рождество); mistletoe омела (в Англии традиционное украшение дома на Рождество); fir-cones еловые шишки; bonfires костры; fireworks фейерверк; салют; the flying of flags поднимать флаг, balloons and paper streamers шары и серпантин; horns рожки; party-poppers праздничные хлопушки; Santa Claus and his reindeer северный олень. Father Frost and Snow Maiden дед-мороз и снегурочка; dressing up наряжать; наряжаться; fancy dress balls балы-маскарады; witches колдуньи; ведьмы; ghosts; jack-o-lanterns фонарь из тыквы с прорезанными отверстиями в виде глаз, носа и рта: stockings (for presents) запас на складе.

5. Gifts: toys (dolls, a set of building blocks, teddy-bears); boxes of candies or cookies (*AE*); boxes of sweets or biscuits (*BE*); chocolate (Easter) eggs; sugar mice сахарная мышь; red roses (for Valentine's Day).

6. Special celebration foods: the Christmas bird (turkey индейка or goose); the Christmas pudding ['pʊdɪŋ]; chocolate log шоколадный рулет; mulled wine глинтвейн; mince pies сладкий пирожок с начинкой; cake; Easter eggs; the Thanksgiving turkey обед в День благодарения Традиционный обед, особенно на Востоке США [East]. Непременными блюдами в День благодарения являются фаршированная индейка [Thanksgiving Turkey] с клюквенным вареньем и открытый тыквенный пирог [pumpkin pie]. К этому дню откармливается и выбрасывается на рынок достаточное количество индеек, чтобы обеспечить практически каждую американскую семью and a pumpkin pie тыквенный пирог Большой открытый сладкий пирог с тыквенной начинкой; готовится со специями. Традиционное блюдо в меню обеда в День благодарения [Thanksgiving Day] и на Хэллоуин [Halloween]; pancakes блинчики (из пресного теста на яйцах; по традиции подаются с лимоном и сахаром на сладкое в последний день Масленицы [Shrove Tuesday]); roasted chestnuts жареные каштаны.

7. The types of folklore ['fəʊklɔː]: verbal (proverbs ['prɒvɜːb], rhymes [raɪm], myths, legends, folksongs ['fəʊksɒŋ], ballads ['bæləd]); partly verbal (superstitions суеверия, customs and festivals, folkdances and games); non-verbal (folk gestures характерная жестикуляция, folk music, folk architecture, handicrafts ремесло; ручная работа, folk costumes and foods).

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8. Terms of partly verbal folklore according to their degree of generalization обобщение: rites обряд, церемония; ceremonies; rituals; customs; traditions; festivals.

9. Politically marked ceremonies and parliamentary [ˌpɑːlə'mentəri] **conventions** соглашения: trooping the colour вынос знамени, торжественный развод караулов с выносом знамени (проводится ежегодно в Лондоне на плац-параде конной гвардии [Horse Guards Parade] в официальный день рождения монарха [Official Birthday]. Навстречу монарху выносят знамя гвардейского полка, несёт караульную службу во дворце в текущем году); opening of Parliament официальное открытие сессии парламента; the Lord Chancellor's procession процессия Лорд-канцлера; the Gentleman of the Black

Rod mission церемониймейстер с чёрной булавой; spying the strangers Любой, кто не является депутатом или членом парламента, определён как не член палаты общин. В настоящее время, не члены палаты общин могут смотреть дебаты, и могут сидеть в Галерее не членов палаты общин. Исторически сложилось так, не члены не допускались парламент и парламент до сих пор имеет право на частное обсуждение. Любой мешающий не член может быть выведен, или даже взят под стражу приставом. Т.к. Палаты общин редко переходят в частные сессии (не переходят со времен Второй мировой войны), попытка исключить не членов, как правило, используется преимущественно в качестве средства сорвать или задержать парламентскую процедуру. Член парламента, желающий прервать прения кричит: "I Spy Strangers". Спикер должен затем немедленно предложить "вывести не членов". Если предложение поддерживается, галереи, в том числе пресс-галереи очищаются и дело продолжается в частном порядке. В 1870-х ирландский националист член парламента вынудил принца Уэльского быть удаленным с помощью этого Метода.; Beefeaters searching the cellars of the Houses of Parliament поиск шестью «лейбгвардейцами» подвалов под зданиями парламента перед открытием парламента, в память о Гае Фоксе и Пороховом Заговоре 1605 года. etc.

The Field of Folklore

Folklore comprises the unrecorded traditions of a people. The study of folklore records and analyses these traditions because they reveal the common life of the mind below the level of "high" or formal culture, which is recorded by civilizations as the learned heritage of their times.

Whenever, out of habit or inclination, the folk indulge in songs and dances, in ancient games, the merry-making, to mark the passing of the year or the usual festivities whenever in many callings the knowledge, experience, wisdom, skill, the habits and practices of the past are handed down by example or spoken word, by the older to the new generations, without reference to book, print, or school teacher, then we have folklore in its own perennial domain, at work as ever, alive and shifting, always apt to grasp and assimilate new elements on its way.

Folklore comprises traditional creations of peoples, primitive and civilized. These are achieved by using sounds, words, poetry and prose and include also folk beliefs or superstitions, customs and performances, dances and plays.

A simple and workable arrangement of the types of folklore may be based on three modes of existence: folklore is either verbal (proverbs, rhymes, myths, legends, folksong, ballads), partly verbal (superstitions, customs and festivals, folk dances and games) or non-verbal (folk gestures, folk music, folk architecture, handicrafts, folk costumes and foods).

Folklore under various names has been with us ever since man began to take an objective look at his culture.

The study of folk life is that of man's mental, spiritual and material struggle towards civilization, of that "complex whole", which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.

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Men of learning have in the last century or so gathered, classified and studied a vast body of materials appertaining to folk tradition.

Some of our surviving customs can trace their ancestry a very long way back, and have hitherto resisted all attempts to uproot them, many others have vanished for ever. Especially they disappeared during the last hundred and fifty years or so, for this was a period of great change everywhere, affecting traditional customs as much as anything else.

Customs involve both verbal and non-verbal elements that are traditionally applied in specific circumstances. But unlike superstitions, true customs do not involve faith in the magical results of such application. Thus, the "customs" that incorporate traditional belief in the supernatural should properly be classified as superstition.

A custom is a traditional **practice**, a mode of individual behaviour or a habit of social life — that is transmitted by word of mouth or imitation, then ingrained by social pressure, common usage and parental authority. When customs are associated with holidays they become **calendar customs**, and when such events are celebrated annually by a whole community they become festivals.

In a sense transmitting folklore is itself a custom. Storytell-ing, ballad-singing, riddle-posing, game and prank playing and the like are all customary acts, for their survival depends on tradition rather than on official control.

Most true folk customs in the US are associated with special events, especially those that require rites of passage — birth, marriage, and death. They begin at once when a child is born. Boy babies are customarily dressed in blue, and girls in pink. Celebrations of birthday anniversaries may begin as early as the first year in some families and they may continue through one's entire life. More commonly, however, birthday parties are dropped at about high school age sometimes to be revived once at the symbolic age of maturity (21 years) and again as an annual celebration in later middle age. Children's birthdays almost invariably are the occasion for spanking — one spank for each year, with extras "to grow in", or "for good measure". Children in some regions maintain a fairly rigid schedule of extra-punishment days before and after the birthday anniversary — "pinch day", "hit day", "kiss day" and so forth.

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Birthday gift at a party may be held over the head of the celebrating child for him to guess the donor or to announce the use to which he intends to put that gift. For each correct guess he is granted a wish.

The loss of "baby teeth" is one of the few other non-holiday occasions in a child's life when customs are followed.

Courtship and engagement begin a new round of customs that lead to a grand final at marriage, the most tradition-regulated personal ceremony in American life.

Wedding customs begin with the "shower" often several of them, to emphasize different kinds of needed gifts.

Customs of the wedding itself are numerous and largely regulated by tradition. They include the dress of participants, the seating of guests, the choice of

attendants, kissing the bride, throwing rice, passing the bride's shoe around for money, playing pranks on the married couple, and decorating the car.

Wedding customs, however rough, are essentially celebration of a happy time. But customs associated with death are generally fraught with suggestions of fear or superstition.

From youth to old age, at work and at play, in school and in widening arches of our orbits, from the country with which we identify, we encounter folk traditions, customs, recipes, memories, sayings and allusions that in^sum constitute a yearly folklore brew.

Only by turning to the folklore of peoples, probing into its meanings and functions, and searching for links between different bodies of tradition may we hope to understand the intellectual and spiritual life of man in its broadest dimensions.

1. As you read the text a) look for the answers to these questions:

1. What distinctions can be pointed out between folklore and the formal culture of a people? 2. How and in what situations does folklore manifest itself? 3. Can you specify different types of folklore as presented in the text above? 4. What definition can be given to a custom as an example of partly verbal folklore? 5. When and how can a custom become a festival according to the author of the text? 6. What true folk customs are associated with the events that are described in the text as those that require "rites of passage"? 7. What are the anniversary wedding customs that you learned about from the text?

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b) Find in the text the facts the author gives to illustrate the following:

1. Most true folk customs begin when a child is born. 2. In a sense, transmitting folklore is itself a custom. 3. Unlike superstitions, true customs do not involve faith in magical results of their applications.

c) Summarize the text in four paragraphs: 1) the definition of folklore; 2) the classification of the types of folklore; 3) different kinds of customs and 4) what can be achieved through studying folklore.

2. Use the topical vocabulary in answering the following problem questions:

1. The variety of holidays and festivals in all social communities is determined by the diversity of their characters. One can talk about international, national, political, cultural, religious, ethnic, etc. holidays.

Please, give examples of these holidays and say which of them is your favourite and why.

2. The origin of May Day as the international day of working class solidarity can be traced back to the end of the 19th century. After the brutal suppression of demonstrations for the eight hour working day in the US on May 1, 1886, American trade unions and the Socialist International decided in 1889 to hold such demonstrations everywhere. Since then, May Day has been the symbol of the working class unity.

Do you happen to know that May Day is not a public holiday in many countries? Can you speak about the attitude to May Day in Russia now?

3. There is no need to deny that the celebrations of the International Women's Day have acquired new features and developed modern customs in the course of time.

Do you approve of these new customs? How will you explain them to your British or American friend emphasizing its difference from Mother's Day in their countries?

4. National customs and traditions have been historically associated with seasonal changes of the year. The celebration of the magic force of the first day can be seen in the pagan

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tradition of marking the first day of winter, spring, having festivals in honour of natural forces — the Sun, the Moon (*e. g.* Sunday, Monday). Pancake Day (Maslyanitsa) in Russia dates back to the ancient Slavic tradition of saying farewell to winter and welcoming spring by singing, dancing, burning the straw effigy of Maslyanitsa and eating pancakes, which represent little images of the Sun.

Do you know about any other folk holidays marking the seasonal changes? What is the role of such holidays in the cultural development of a nation and in securing the continuity of national customs and traditions?

5. Celebrations like Olympic Games, Youth Festivals, Neighbourhood Festivals, Russian Winter festival, etc. have appeared only recently. Some of them have obviously roots in the cultural heritage of the peoples, others emphasize the modern problems and aims.

What in your opinion is the cultural, political (emotional, moral, psychological, etc.) impact and message of such new festivities for the younger generation?

6. Some young people refuse to observe the old rituals and have a wedding party considering it a terrible nuisance and a waste of money. What is your idea of celebrating a wedding? Should the old customs and traditions be observed or should it be held in an absolutely new manner?

7. A school teacher is sure to take part in organizing celebrations of different kinds. What do you think a school teacher's opinion should be on the role holidays, traditions and rituals play in the education and character-shaping of the younger generation?

8. You may remember or know that decorating a New Year tree was considered to be a superstition in the twenties in Soviet Russia. How do you account for that attitude and what in fact is the meaning of the New Year tree to children and adults?

9. What part do you think the national cuisine plays in the celebration of different holidays and festivals? Can you describe some Russian (or English, French, German, etc.) special dishes associated particularly with celebrations?

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3. Read the short passages and answer the questions about them giving your impressions to the point:

1. Some people find it difficult to tell the difference between a custom and a habit. Customs are social and habits are personal. Smoking is a bad habit and certainly an expensive one. Customs are common to a large number of people who belong to a society or a nation. For men giving up their seats to old people, to women carrying babies, to people who are ill should be a national custom.

Can you describe any national customs giving your impressions of them?

2. I have always been attracted by the people of unusual habits, I mean quiet, orderly people who enrich their humdrum existences by adopting odd quirks and passions, unlikely routine or harmless mania for useless objects.

Life, I am sure, would be very much poorer without such people in it. Sometimes, I feel, I am lacking in personality since I have none of these strange habits.

And what do you think of people who have such unusual habits as collecting dolls, railway carriages or something, like that? Could you describe any such hobbies and share your impressions of the people indulging in them?

3. Tradition is a chain which links the present with the past, part of our task is to interpret the life and the activity of tradition as a formative and perfecting factor in the development of men in society.

What do you think of the role the tradition plays in our life and what does the successful performance of that role depend on?

4. Story-telling and story-collecting used to be an old tradition in the times well before the scientific and technological revolution. Scotland has stories of so many different sorts that the richness of their variety is almost beyond believing. The tales and legends have been handed down by word of mouth often for generations. Many were passed on by wandering story-tellers, others were composed for special occasions such as weddings and christenings.

No matter what brings folk together, you may be sure that there will be a grand feast spread, and the singing of old songs and ballads, the dancing of reels and most probably speeches

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to follow. But to the old days, the high point of the entertainment was the story.

Can you give your impressions of a traditional wedding you recently attended (Russian, Georgian, Moldavian, etc.)? Could you describe the old and new customs and rituals you saw there?

4. Below are opinions on folklore, traditions and customs. a) Read them first.

1. The most widely acknowledged form of Art — Folklore, that is verbal, musical and material (traditional handicrafts), is almost completely devoid of anything that could be called bad taste or poor imitation.

Why? (What makes me say so?)

I think it is especially due to the fact that national Art is created by everyone and for everyone within the bounds of centuries old traditions. There is a common theme of Beauty in everything that people did or made. (Academician Likhachev)

2. No, I am not at all against those rituals which are inseparable from our everyday lives.

We should preserve those customs, rites and ceremonies that have become part and parcel of our existence. In addition new ones should be created and developed.

But in what we have and in what we will have let's try and see the moral, political and social meanings. And the things which contradict those meanings should probably be rejected. (Yu. Silomonov)

b) Spend a few moments individually thinking of further arguments you will use to back up the opinion.

c) Now discuss the opinions with your partner.

5. When people talk about something they are bound to make mistakes. (To err is human.) But not everyone is able to correct these mistakes in a delicate way without hurting other people's feelings.

a) Read this dialogue. Note down the expressions in bold type the characters use in correcting other people's misconceptions, wrong statements, mistakes. Please, remember that correcting what people say and do involves a variety of communicative functions including disagreeing, making suggestions, expressing opinions, interrupting, etc.:

Chairperson: OK, students. Your attention, please! Sorry to interrupt your private conversations but our speaker is ready to

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begin. May I introduce Mr Brown who's going to tell us a little about American education system if I am correct?

Mr Brown: Good morning, students! Now please **let's get this straight from the start**, I was invited here to speak about American holidays.

Chairperson: I am sorry, **there appears to have been a slight misunderstanding here**. Am I mistaken in thinking you have been a head teacher for some 25 years in a deprived inner city area?

Mr Brown: **I am afraid you've got it all wrong**, I'm not a teacher. **Actually**, I've not even been in a school since I was 16.

Chairperson: Oh, dear, this is most embarrassing.

Mr Brown: Forgive me for mentioning it, but these talks have been very badly organised, I was even given the wrong room number.

Chairperson: Sorry about that, I really can't understand what's been happening. Anyway, would you like to tell us about American holidays as you are here, may be starting with Halloween as it's October already. OK, students, please excuse the delay and listen carefully now.

Mr Brown: Originally, Halloween was a religious holiday. Today it is a day of fun and excitement. Children make faces in pumpkins (turnips are used in Britain) by removing the pulp and seeds and cutting holes in the shell for the eyes, nose and mouth. These pumpkins are called jack-o'-lanterns. A lighted candle is put inside to shine through the holes. Children dress up in costumes; sometimes, according to tradition, as ghosts, goblins, witches, vampires and werewolves; sometimes as pirates, sailors, ballerinas, folk heroes, etc. After dark, children walk around their neighbourhood, knocking on their neighbours' doors. They say "trick or treat", and their neighbours give them fruit or candy. Do you have any questions?

Question: Why do they say "trick or treat"?

Mr Brown: As far as I know, in the old days "trick or treat" had to perform songs and shifts for their neighbours. If the neighbours liked the performance, the children received a "treat" — again, fruit or candy. If not, the neighbours played a trick on the children — like throwing water on them.

Question: That doesn't sound like very much fun.

Mr Brown: Well, **as a matter of fact**, they don't do that any more.

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Question: But if a child says —trick or treat", he still has to perform for his neighbours, right?

Mr Brown: Sorry, **haven't I already mentioned** that they don't perform any more.

Question: Why do trick-or-treaters dress up as goblins and witches? Do they want to frighten people?

Mr Brown: I don't think so. Remember, the trick-or-treaters are only children. **In fact**, their costumes are related to ancient traditions, according to which ghosts and witches walked the streets on the last day of October.

Question: What do adults do on Halloween? Do they dress up?

Mr Brown: Actually, most adults stay at home, waiting for children to knock on their door. I think I should point out, however, that teenagers and young adults often go to costume parties as ghosts, goblins and witches, too.

Question: And Halloween falls on the last Thursday in November, doesn't it?

Mr Brown: If I may say so, I believe you've confused Halloween with Thanksgiving. Halloween falls on the thirty-first of October.

Chairperson: Any other questions? *(pause)* No? Thank you very much, Mr Brown.

b) Summarize the dialogue.

c) Make a speech on the American tradition to celebrate Halloween.

6. Pair work. Make up and act out a dialogue discussing national holidays. Do library research and collect additional materials describing unusual national holidays. Use the expressions of correcting people, agreement and disagreement, etc.:

1. Staying with your friends in Georgia, you discuss the customs and traditions of a national holiday with your host/ hostess.
2. Be a host/hostess to a guest from Britain or the USA and discuss the beauty of Russian folk tradition in festivals. Point out the revival of traditions.
3. Exchange opinions with your partner on the multinational character of our society and the advantages of enrichment for the various traditions in the multinational situations.

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7. Group work, a) Read a letter from America:

Pittsburg
USA
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The University of
Pittsburg, Pen.
15 November,

Dearest Mary,

There is an air of great expectation here in the US. We are just through with Halloween fancy dress balls, but the season of holidays is in full swing. Thanksgiving Day is coming. And now that we are on the subject, let me tell you more about American holidays that impress foreigners so much.

Thanksgiving Day has a special significance for Americans because it is traced back to that group of people (pilgrims) who were among the first to come to the New World in search of freedom.

Late in the year 1620, a ship named the Mayflower brought 102 English men, women and children to the rocky coast of what is now Massachusetts, one of the 50 states of the United States of America. The ship's passengers were Puritans who had been prosecuted in Britain.

The winter was cold, and about half of the Pilgrims died. In the spring, with advice and help from the Indians the Pilgrims planted corn (known also as maize) and other crops.

In October 1621, to celebrate the good harvest, the Pilgrims held a feast which featured, among many other foods, wild turkey, which is native to North America. They called this their day of thanksgiving.

The story is told and retold every year to young children in schools. The holiday is called Thanksgiving Day, and is now observed on the fourth Thursday of November.

Thanksgiving Day is marked by families gathering together to enjoy a traditional dinner of roast turkey, and to speak to one another of the things for which they are thankful. Young people who are at college or live away from their families usually come home for this dinner. If the parents are elderly, their adult children or some other relative will prepare the Thanksgiving feast.

Perhaps the most important day to a country is the Holiday that commemorates a national event. For many nations the date is the country's independence day. For the Americans — it is the 4th of July, Independence Day. The Holiday recalls the signing of the Declaration of Independence on the 4th of July, 1776.

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At one time, picnics with patriotic speeches and parades were held all over the United States on the 4th of July. They are still held in many places. It is also a day on which firework displays fill the skies in the evening, and the flying of flags is common.

In 1976 the bicentennial celebrations were held across the country.

A more recent holiday has been introduced, it is Martin Luther King Day. The Rev. Dr Martin Luther King, Jr. was a black clergyman who is ranked among the greatest of black Americans because of his crusade during the 1950s and 1960s to win full civil rights for his people. Preaching nonviolence, much in the same way as had Mohandas K. (Mahatma) Gandhi of India Martin Luther King, Jr. spoke out and campaigned tirelessly to rid the United States of traditions and laws that forced on black Americans the status of second-class citizens. Among these laws were those in some states which required black people to take back seats in buses or which prevented voting by blacks. The world was shocked when Dr King was assassinated in 1968. Ever since, special memorial services have marked his birthday on January 15. By vote of Congress the third Monday of every January, beginning in 1986, is now a federal holiday in Dr King's honour.

Some holidays are observed in the custom by all Americans, for others, however, the customs can vary greatly. Those who feel strongly about the labour unions, for example, see Labor Day as a day on which to demonstrate labor solidarity in a public way. For others, Labor Day means a day off to go for a ride in a car, to go for a final summer swim or to hold a family get-together.

Sorry, but this is a very long letter indeed. Please, give my best wishes, love and season's greetings to all our family and friends.

Love.

Yours, Julia

b) Split into groups (3—4 each) and discuss the information of the American holidays. One of the students is supposed to play the role of a person who doesn't know much, or doesn't care much for keeping traditions and observing holidays. Another is highly enthusiastic about them. Keep interrupting one another with questions to get more information about the holidays and traditions.

c) Make a round table discussion of the American holidays. Практический курс английского языка.

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8. As you know the Americans and British have very much in common in their cultural traditions, for example Christmas and Halloween. But certain celebrations originating in historical events are particular to only one country. An example: this is the British Bonfire Night.

a) Read the text:

Remember, remember, the fifth of November
Gunpowder Treason and Plot.

I see no reason why Gunpowder Treason
Should ever be forgot.

Guy

When one person says of another, "What a guy!" it isn't always meant as a compliment, and this can be explained by the history of the word. On November 5th in the year 1605 the famous Gunpowder Plot was perpetrated as a protest against the sharp enforcement of the anti-Catholic laws of King James I. The anniversary of this event is celebrated each year in England and is called Guy Fawkes Day in memory of the chief character in the drama. This fellow Fawkes took a house adjoining the Houses of Parliament in London, tunneled through to the cellar, and concealed a nice fat charge of gunpowder in the coal bin. Unfortunately one of those conspirators betrayed their leader and this led to the discovery of the plot and Guy Fawkes being tortured and hanged. On this day it is customary in England to carry an effigy of Fawkes through the streets and then to burn it. 1) The children ask passers-by the traditional phrase "Have you got a penny for the guy, please?" collecting the money to buy fireworks with. In the evening on the 5th of November, the children have a big bonfire, eat roast chestnuts and let off the fireworks. 2) Many other people, besides Guy Fawkes, have been burned as dummies on November 5th... Napoleon Bonaparte became a "Guy" many times during his lifetime, and in 1945 a dummy of Hitler was burned on hundreds of fires all over Britain. 3) "Beefeaters" still search the cellars of the House of Commons and the House of Lords on the first day of a new Parliament, before members take their seats. They have always done so since 1605.

b) Make up a dialogue with your partner similar to the one on Halloween. Use conversational formulas of correcting people, agreement and disagreement.

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9. Talking points. Group work.

- a) Split into small buzz groups of 3-4 and get ready to represent a certain country's national customs and traditions at an international conference or festival.
- b) Do some library research prior to the discussion.
- c) Elect the chairperson to conduct and run the conference.
- d) Delegate a speaker from a buzz group to take part in making a talk and a panel discussion.

Problems for Discussion

1. The advantages and problems of multinational states for the development of national traditions.
2. The continuity of folk tradition in modern world (pros and cons).

10. Do some library research and write a composition on the problem given below:

Family traditions in the urban communities and in the country.

Unit Eight

TEXT

From: THURSDAY EVENING

By Ch. Morley

Christopher Morley (1890-1957), an American author, received unusual recognition [ˌrekəg'niʃn] признание early in his career. Among his widely known novels are *Kitty Foyle* and *The Trojan Horse*. In his popular short play *Thursday Evening*, Christopher Morley opposes [ə'pəʊz] противопоставлять the common mother-in-law stereotype with two very likable привлекательный and charming women.

The scene is set in the small kitchen of the modest скромный suburban [sə'bɜ:bən] пригородный home of Mr and Mrs Gordon Johns. A meal has recently been cooked, as is shown by a general confusion путаница of pots горшков and pans кастрюль and dishcloths кухонных полотенец.

Laura, who is an attractive little woman aged about twenty-three, is in that slightly tense condition of a young hostess who has had a long and

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trying day with house and baby, and has also cooked and served a dinner for four as both the grandmothers are visiting.

Both husband and wife are washing up мыть посуду. They are in good humour at first but every time one or the other refers to his or her mother the atmosphere becomes tense. Gordon, more than his wife Laura, takes pains старается to avoid a quarrel and changes the subject whenever he is aware of danger.

While scraping [skræp] portions [ˈpɔ:ʃn] of food off the soiled [sɔɪld] грязных plates Gordon picks out выбирать several large pieces of meat, lettuce [ˈletɪs] салат-латук, butter, etc., which he puts on one plate at one side. Later his wife sees the plate of odds and ends and scrapes its contents into the garbage pail [ˈgɑ:bɪdʒ peɪl] ведро для мусора.

Among other things Gordon says that he's a little worried about his mother as she hardly ate any of her salad ['sæləd]. This time, it is Laura who tries honourably ['ɒnərəbl] благородно to avert [ə'vɜ:t] предотвратить the gathering надвигающийся storm by mentioning that Junior¹ drank out of a cup the first time. But even this seemingly encouraging event puts the two on the break of a quarrel. Gordon feels slighted пренебрежённый because the cup used was the one Laura's mother had used, not his mother's.

Though he's been trying to tide over поддержать the mutually ['mju:tʃʊəlɪ] realized осознаваемый danger point, when Gordon begins hunting for поиск the plate with "a lot of perfectly good stuff" he saved, a fierce [fiəs] лютая quarrel breaks out.

Laura: Well, if you think I'm going to keep a lot of half-eaten salad your mother picked over отобрать —

Gordon (seizes [si:z] хватает garbage pail ['gɑ:bɪdʒ peɪl], lifts it up to the sink and begins to explore its contents. His fuse [fju:z] also is rapidly shortening у него также быстро появляется запал): My Lord, it's no wonder we never have any money to spend if we chuck бросать half of it away in waste. (*Picking out various selections набор.*) Waste! Look at that piece of cheese, and those potatoes. You could take those things, and some of this meat, and make a nice economical hash [hæʃ] блюдо из мелко нарезанного мяса и овощей for lunch —

Laura: It's a wonder you wouldn't get a job as a scavenger ['skævɪndʒə] сборщик отходов, I never heard of a husband like you, rummaging ['rʌmɪdʒ] through роющийся the garbage pail ['gɑ:bɪdʒ peɪl].

Gordon (blows up взрываться): Do you know what the one unforgivable непростительный sin is? It's waste расточительство! It makes me wild to think of working and working like a dog, and half of what I earn just thrown away. Look at this, just look at it! (*Displays a grisly ['grɪzli] неприятный object.*) There's enough meat on that bone to make soup. Oh, ye [ji:] вы gods, about half a dozen slices of bread. What's the matter with them, I'd like to know.

¹ Junior the younger, especially of two brothers or a father and son with the same first name. Gordon Johns's son is also named Gordon, he will be called Gordon Johns Junior. The parents simply call him Junior.
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Laura: I think it's the most disgusting отвратительный thing I ever heard of. To go picking over the garbage pail ['gɑ:bɪdʒ peɪl] like that. You attend уделять внимание to your affairs and I'll attend to mine.

Gordon: I guess throwing away good, hard-earned money is my affair, isn't it?

Laura: You're always quick enough to find fault. You don't seem to know when you're lucky. You come back at night and find your home well cared for and me slaving [sleɪv] over a hot dinner, and do you ever say a word of thanks? No, all

you can think of is finding fault. I can't imagine how you were brought up. Your mother —

Gordon: Just leave my mother out of it. I guess she didn't spoil *наносить вред* me the way yours did you. Of course, I wasn't an only daughter —

Laura: I wish you had been. Then I wouldn't have married you.

Gordon: I suppose you think that if you'd married Jack Davis or some other of those jokers *папень* you'd never have had to see the inside of a kitchen —

Laura: If Junior grows up with your disposition *характер*, all I can say is I hope he'll never get married.

Gordon: If he gets married, I hope it'll be to some girl who understands something about economy [*ɪ'kɒnəmi*] —

Laura: If he gets married, I hope he'll be man enough not to be always finding fault

Gordon: Well, he won't get married! I'll put him wise to what marriage means, fussing [*fʌs*] *суета* like this all the time —

Laura: Yes, he will get married. He shall *всене непременно* get married!

Gordon: Oh, this is too absurd [*əb'sɜ:d*] —

Laura: He shall get married, just to be a humiliating [*hɪjʊ'miliɪtɪŋ*] *унизительный* example to his father. I'll bring him up the way a husband ought to be.

Gordon: In handcuffs [*'hændkʌf*] *наручники*, I suppose —

Laura: And his wife won't have to sit and listen to perpetual [*pə'petʃʊəl*] *вечный* criticism [*'krɪtɪ'sɪzəm*] from his mother —

Gordon: If you're so down *рассержена на* on mothers-in-law *свекровь*, it's queer [*kwɪə*] *странный* you're anxious to be one yourself. The expectant [*ɪk'spektənt*] *претендент на* mother-in-law!

Laura: All right, be vulgar [*'vʌlgə*], I dare say you can't help it.

Gordon: Great Scott *великий* Боже, what did you think marriage was like, anyway? Did you expect to go through life having everything done for you, without a little hard work to make it interesting?

Laura: Is it necessary to shout [*ʃaʊt*] ?

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Gordon: Now let me tell you something. Let's see if you can ratify [*'rætɪfaɪ*] *утверждать* it from your extensive *обширный* observation [*ˌɒbzə'veɪʃn*] of life. Is there anything in the world so cruel [*kru:əl*] *жестокый* as bringing up a girl in absolute ignorance [*'ɪgnərəns*] *незнание* of housework? Marriage ought not to be performed [*pə'fɔ:mə*] before an altar [*'ɔ:ltə*], but before a kitchen sink.

Laura (furiously [*'fjʊəriəs*]): I ought to have known that oil and water won't mix. I ought to have known that a vulgar [*'vʌlgə*], selfish, conceited [*kən'si:tɪd*] *самодовольный* man couldn't make a girl happy who was brought up in a refined

[rɪ'faɪnd] утончённый family. You're too common ['kɒmən], too ordinary ['ɔ:dnəri], to know when you're lucky. You get a charming, aristocratic [æristə'krætɪk] wife and expect her to grub [grʌb] надрываться along like a washerwoman ['wɒʃə,wɒmən] прачка. You try to crush лишить all the life and spirit out of her. You ought to have married an icebox холодильник — that's the only thing in this house you're really attentive to.

Gordon: Now listen —

Laura (will not be checked): Talk about being spoiled — why, your mother babies you so, you think you're the only man on earth [ɜ:θ]. (Sarcastically [sɑ:'kæstɪk]) Her poor [pɔ:], overworked boy, who tries so hard and gets all fagged утомлённый out in the office and struggles бороться so nobly ['nəʊblɪ] благородно to support [sə'pɔ:t] his family! I wonder how you'd like to run this house and bear a child and take care of it and cook a big dinner and be sneered [sniə] насмеяться над at and never a word of praise [preɪz] похвала. All you can think of is picking over the garbage pail ['gɑ:bɪdʒ peɪl] and finding fault —

Gordon (like a fool): I didn't find fault! I found some good food being wasted.

Laura: All right, if you love the garbage pail ['gɑ:bɪdʒ peɪl] better than you do your wife, you can live with it. (Flings [flɪŋ] бросать her dish towel on the floor and exits into dining-room.)

(Gordon stands irresolutely [ɪ'rezəlu:t] нерешительно at the sink, and makes a few gloomy ['glu:mi] угрюмый motions among the unfinished dishes. He glares [gleə] смотреть с ненавистью at the garbage can. Then he carefully gathers those portions of food that he has chosen as being still usable ['ju:zəblɪ], then puts them on a plate and, after some hesitation, puts the plate in the icebox. He is about to do some other things but then a sudden fit припадок of anger seizes [si:z] охватить him, he tears off оторвать apron ['eɪprən] передник, throws it on the floor, and goes out, slamming хлопя door.

After a brief pause [pɔ:z], Mrs Sheffield and later Mrs Johns enter the kitchen. They begin putting things to rights. They work like automatons [ɔ:'tɒmətən]. For perhaps two minutes not a word is said, and the two seem, by searching ['sɜ:tʃɪŋ] side glances [glɑ:ns], to be probing [prəʊb] each other's mood.)

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Mrs Johns: If it wasn't so tragic ['trædʒɪk] I'd laugh. (A pause [pɔ:z], during which they work busily деловито.)

Mrs Sheffield: If it wasn't so comic ['kɒmɪk] I'd cry. (Another pause [pɔ:z].) I guess it's my fault. Poor Laura [pɔ:], I'm afraid I have spoiled her.

Mrs Johns: My fault, I think. Two mothers in-law at once is too much for any young couple. I didn't know you were here, or I wouldn't have come.

Mrs Sheffield: Laura is so dreadfully ['dredfl] sensitive, poor [pɔ:] child—

Mrs Johns: Gordon works so hard at the office. You know he's trying to get promoted to the sales department, and I suppose it tells on сказываться his nerves —

Mrs Sheffield: If Laura could afford позволить себе to have a nurse to help her with the baby, she wouldn't get so exhausted—

Mrs Johns: Gordon says he wants to take out some more insurance [ɪn'ʃʊərəns] страхование, that's why he worries so about economy. It isn't for himself; he's really very unselfish бескорыстный —

Mrs Sheffield (a little tartly [tɑ:t] колко): Still, I do think that sometimes —
(They pause [pɔ:z] and look at each other quickly.) My gracious ['greɪʃəs] любезный, we'll be at намереваться it ourselves if we don't look out быть настороже! (She goes to the clothes-horse ['kləʊðzhɔ:s] рама для сушки белья and rearranges ['ri:ə'reɪndʒ] передвигать the garments ['gɑ:mənt] одежду on it. She holds up a Lilliputian [ˌlɪlɪ'pjʊ:ʃn] shirt, and they both smile.)

Mrs Johns: That darling baby! I hope he won't have poor [pɔ:] Gordon's quick temper горячность. It runs в ходу in the Johns family, I'm afraid. You know Gordon's father used to say that Adam [ˌædəm] and Eve didn't know when they were well off быть богаче. He said that was why they called it the Garden of Eden ['i:dn].

Mrs Sheffield: Why?

Mrs Johns: Because there was no mother-in-law there.

Mrs Sheffield: Poor [pɔ:] children, they have such a lot to learn! I really feel ashamed, Mrs Johns, because Laura is an undisciplined [ʌn'dɪsɪplɪnd] little thing, and I'm afraid I've always petted her too much. She had such a lot of attention before she met Gordon, and was made so much of больше, it gave her wrong ideas.

Mrs Johns: I wish Gordon was a little younger; I'd like to turn him up повернуть and spank отшлёпать him. He's dreadfully stubborn ['stʌbən] упрямый and tactless -

Mrs Sheffield: But I'm afraid I did make a mistake. Laura was having such a good time as a girl, I was always afraid she'd have a hard awakening when she married. But Mr Sheffield had a good deal of money at that time, and he used to say, "She's only young once. Let her enjoy herself!"

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Mrs Johns: My husband was shortsighted, too. He had had to skimp [skɪmp] урезать so that he brought up Gordon to have a terror ['terə] of wasting a nickel ['nɪkl] монета.

Mrs Sheffield: Very sensible. I wish Mr Sheffield had had a little more of that terror ['terə]. I shall have to tell him what his policy ['pɒləsi] has resulted in.

But really, you know, when I heard them at it, I could hardly help admiring them. It brings back old times!

Mrs Johns: So it does! (*A pause* [pɔ:z].) But we can't let them go on like this. A little vigorous ['vɪɡərəs] энергичный quarrelling is good for everybody. It's a kind of spiritual laxative ['læksətɪv] слабительное. But they carry it too far.

Mrs Sheffield: They're awfully ingenious [ɪn'dʒi:niəs]. They were even bickering ['bɪkə] спорить about Junior's future mother-in-law. I suppose she's still in school, whoever кто бы ни she may be!

Mrs Johns: Being a mother-in-law is almost as painful ['peɪnfl] тяжело as being a mother.

Mrs Sheffield: I think every marriage ought to be preceded [pri'si:d] предшествовать by a treaty ['tri:tɪ] договор of peace between the two mothers. If they understand each other, everything will work out срабатывать all right.

Mrs Johns: You're right. When each one takes sides стать на сторону with her own child, it's fatal ['feɪtl] губительно.

Mrs Sheffield (*lowering* ['ləʊərɪŋ] понижая *her voice*): Look here, I think I know how we can make them ashamed of themselves. Where are they now?

Mrs Johns (*goes cautiously* ['kɔ:ʃəs] осторожно *to dining-room door, and peeps through* подглядывать): Laura is lying on the couch [kaʊtʃ] тахта in the living-room. I think she's crying — her face is buried ['berɪ] зарыто in the cushions ['kʊʃn] диванные подушки.

Mrs Sheffield: Splendid. That means she's listening with all her ears [ɪə]. (*Tiptoes* ['tiptəʊ] *to window.*) I can't see Gordon, but I think he's walking around the garden —

Mrs Johns (*quietly*): If we were to talk a little louder he'd sit on the back steps to hear it —

Mrs Sheffield: Exactly. Now listen! (*They put their heads together and whisper; the audience does not hear what is said.*)

Mrs Johns: Fine! Oh, that's fine! (*Mrs Sheffield whispers again, inaudibly* [ɪn'ɔ:dəbl].) But wait a moment Don't you think it would be better if I praise [preɪz] хвалить Laura and you praise [preɪz] Gordon? They won't expect that, and it might shame them —

Mrs Sheffield: No, no! Don't you see — (*Whispers again, inaudibly* [ɪn'ɔ:dəbl].)

Mrs Johns: You're right Cunning ['kʌnɪŋ] хитрость as serpents ['sɜ:pənt] and harmless as doves — (*They carefully set both doors ajar* [ə'dʒɑ:] приоткрытый.)

Mrs Sheffield: I only hope we won't wake the baby —

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(They return to the task of cleaning up, and talk very loudly, in pretended quarrel. Then each one begins praising [preɪz] хвалить her own child and criticizing ['kritisaɪz] the other. Their last words are):

Mrs Sheffield: Yes, as Laura's mother I can't let her go on like this. A husband, a home, and a baby — it's enough to ruin ['ru:ɪn] any woman.

Mrs Johns: It's only fair [feə] to both sides to end it all. I never heard of such brutal ['bru:tɪl] безжалостный hardships испытание. Gordon can't fight against these things any longer. Throwing away a soupbone and three slices of bread! I wonder he doesn't go mad.

Mrs Sheffield: We've saved them just in time.

(They took at each other knowingly, with the air of those who have done a sound bit of work. Then they stealthily ['stelθɪli] украдкой open the door at the rear [riə] задняя сторона, and exeunt ['eksɪənt] уходят up the back stairs.

There is a brief pause [pɔ:z]; then the dining-room door opens like an explosion [ɪk'spləʊʒn] взрыв, and Laura bursts in. She stands for a moment, wild-eyed, stamps her foot in a passion. Then she seizes [si:z] хватать one of the baby shirts from the rack [ræk] подставка, and drops into the chair by the table, crying. She buries ['beri] her head in her arms, concealing [kən'si:l] пряча the shirt. Enters Cordon, from porch. He stands uncertainly, evidently feeling like a fool.)

Gordon: I'm sorry, I — I left my pipe in here. (Finds it by the sink.)

Laura (her face still hidden): Oh, Gordie, was it all a mistake?

Gordon (troubled, pats her shoulder tentatively ['tentətɪv] неуверенно): Now listen, Creature ['kri:tʃə], don't. You'll make yourself sick.

Laura: I never thought I'd hear such things — from my own mother.

Gordon: I never heard such rot вздор. They must be mad, both of them.

Laura: Then you were listening, too —

Gordon: Yes. Why, they're deliberately [dɪ'libərətli] нарочно trying to set us against each other.

Laura: They wouldn't have dared speak like that if they had known we could hear. *Gordon,* I don't think it's legal ['li:gl] —

Gordon: I'm afraid the law doesn't give one much protection against one's mothers.

Laura (miserably ['mɪzərəbli] печально): I guess she's right. I am spoiled, and I am silly, and I am extravagant [ɪk'strævəɡənt] расточительный —

Gordon: Don't be silly, darling. That's crazy stuff. I'm not overworked, and even if I were I'd love it, for you —

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Laura: I don't want a nurse for Junior ['dʒu:nɪə]. I wouldn't have one in the house. (*Site up, disheveled* [dɪ'seɪvld] взъерошенная, *and displays the small shirt she has been clutching* сжимающий.) Gordon, I'm not an amateur ['æmətə] любитель! I love that baby and I am scientific. I keep a chart [tʃɑ:t] диаграмма of his weight every week.

Gordon: Yes, I know, ducky голубушка, Gordon understands.

Laura: Nobody can take away my darling baby —

Gordon: It was my fault, dear, I am obstinate ['ɒbstɪnət] упрямый and disagreeable [ˌdɪsə'grɪ:əbl] сварливый —

Laura: Gordon, you mustn't work too hard. You know you're all I have (a *sob* всхлип) since Mother's gone back on пойти на попятную me.

Gordon (patting her): I think it's frightful ['fraɪtful] ужасный, the things they said. What are they trying to do, break up a happy home?

Laura: We are happy, aren't we?

Gordon: Well, I should say so. Did you ever hear me complain [kəm'pleɪn] выпажать недовольство? (*Takes her in his arms.*)

Laura: No, Gordie. It was cruel [kru:əl] of them to try to make trouble between us; but, perhaps, some of the things they said —

Gordon: Were true?

Laura: Well, not exactly true, dear, but — interesting! Your mother is right, you do have a hard time, and I'll try —

Gordon (stops her): No, your mother is right I've been a brute [bru:t] груб—

Laura: I'm lucky to have such a husband — (*They are silent a moment.*) You know, Gordie, we mustn't let them know we heard them.

Gordon: No, I suppose not. But it's hard to forgive that sort of talk.

Laura: Even if they did say atrocious [ə'trəʃəs] ужасный things, I think they really love us —

Gordon: We'll be a bit cold and standoffish [ˌstænd'ɒfɪʃ] надменный until things blow миновать.

Laura (complacently [kəm'pleɪsnt] благодушно): If I'm ever a mother-in-law, I shall try to be very understanding —

Gordon: Yes, Creature ['kri:tʃə] создание. Do you remember why I call you Creature?

Laura: Do I not?

Gordon: There was an adjective ['ædʒɪktɪv] omitted [əv'mɪt] пропущенный, you remember.

Laura: Oh, Gordie, that's one of the troubles of married life. So many of the nice adjectives ['ædʒɪktɪv] seem to get omitted [əv'mɪt].

Gordon: Motto for married men: Don't run short of иссякать adjectives! You remember what the adjective was?

Laura: Tell me.

Gordon: Adorable [ə'dɔ:rəbl̩] прелестный. It was an abbreviation [ə,bri:v'eɪʃn] for Adorable [ə'dɔ:rəbl̩] Creature ['kri:tʃə]. (*Holds her. They are both perfectly happy.*) I love our little Thursday evenings.

Laura (*partly breaks* отрывается *from his embrace* [ɪm'breɪs] объятие): Sssh! (*Listens.*) Was that the baby?

SPEECH PATTERNS

1. **It makes me wild to** think of working and working like a dog...

It made Jane mad to hear the news. It will make the child happier to have his sister with him.

2. a) **All you can think of is** finding fault. Всё, на что ты способен

All I could dream of was going on a vacation.

All you can object to is the loss of time.

All we can hope for is the testimony of that witness.

b) **All you can (have to) do is** to tell the truth.

All he was able to do was to listen to them.

All you had to do was to give your consent.

All we can do is not to make a fuss about it.

c) **All you can (have to) say is** (that) you will never do it.

All I can say B I hope I'll never get married.

All I could say was that the matter was urgent.

All we were able to suggest was that you should not accept the offer.

Phrases and Word Combinations

to pick over smth отбирать (лучшие экземпляры) ; перебирать, сортировать
to rummage through разрывать

to attend to (one's affairs, business) заботиться о своих собственных делах

to take (great) pains to do smth прилагать все усилия чтобы сделать что-л.

to slave over smth тяжело работать над чем-л.

to leave smb out of smth не обращать внимания на кого-л., игнорировать кого-л., не иметь дела с кем-л.

to be man enough ,smn быть в достаточной степени мужчиной

to put smb wise as to what (how, when, where, etc.) or about smth советовать как, надоумить

to go back on smb подвести, нарушать обещание

to be down on smb сердиться на кого-л.

a word of praise одобрение, дифирамбы

to get promoted быть повышенным в должности

to be made much of быть в центре внимания, привлекать повышенное внимание

to result in bvtm иметь следствием

to bring back old times воскрешать в памяти прежние времена

to carry smth too far заходить слишком далеко в чём-л

to work out 1) решать (задачу) 2) составлять, выражаться (в такой-то цифре)
3) истощать 4) разрабатывать (план) ; составлять (документ) ; подбирать
цифры, цитаты, ссылки 5) с трудом добиться 6) отработать (долг и т. п.) 7)
срабатывать; быть успешным, реальным 8) заниматься спортом,
тренироваться

to take sides with smb стать на (чью-л.) сторону

to burst in 1) ворваться, вломиться 2) выломать (что-л.) 3) вмешаться в
разговор

to set smb against smth настроить кого-л. против чего-л.

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ESSENTIAL VOCABULARY

1. **avoid** vt 1) избегать, остерегаться, сторониться, уклоняться 2)

аннулировать, отменять, делать недействительным to keep away from, as to
avoid a person, speaking to smb. meeting smb, mentioning smth, mistakes, bad
company, a quarrel, an argument, a scandal, a difficulty (difficulties), an attack,
danger, evil, a punishment, an accident, answering, etc., *e. g.* What have I done?
Why are you avoiding me? We only just avoided an accident. The doctor told her
to avoid fatty meat (eating much fat).

avoidable *a* такой, которого можно избежать that can be avoided, *e. g.* I'm sure
the quarrel was quite avoidable. ydur interference spoiled everything.

Ant. unavoidable, *e. g.* The accident was unavoidable, the man ran out into the
street too suddenly for the driver to stop the car.

2. **avert** vt 1) отворачиваться; отводить (взгляд) 2) отвращать, предотвращать;
отводить (удар, опасность) 1) to prevent, as to avert a blow, failure, controversy,
evil, the gathering storm (*fig.*), etc., *e. g.* I did my best to avert the danger. Wasn't it
possible to avert the accident? War was averted by a timely peace mission.

Syn. avoid 2) to turn away, as to avert one's gaze, face, thoughts, attention (from
smth), *e. g.* She averted her eyes (gaze) from the terrible sight.

3. **slight** *a*) стройный, тонкий; худой, худощавый 2) хрупкий, непрочный 3)
лёгкий, небольшой, незначительный 1) slender, slim, *e. g.* She is a slight girl. 2)
not serious, not important, *e. g.* I hardly felt that slight scratch. He has a slight cold.
She had a slight attack of fever.

not the slightest ни малейшего not the least, *e. g.* I haven't the slightest idea
(doubt) about it.

slightly *adv* мало, незначительно, несущественно, немного, слегка; еле-еле
somewhat; to a slight degree, *e.g.* The child is only slightly hurt.

slight vt 1) а) пренебрегать, относиться небрежно б) третировать 2) презирать,
не уважать to pay too little attention to smb; to treat disrespectfully, *e. g.* Mary felt
slighted because she was not invited to the party. Although the author's work was
slighted during his lifetime, he became quite popular after his death. Aileen was
slighted and insulted.

Syn. hurt

4. **disgust** *n* 1) отвращение, омерзение 2) недовольство, раздражение A great
feeling of disgust overwhelmed her. She turned away in disgust when she saw the
drunk man. He left the room in disgust over their petty quarrel.

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disgust *vt* внушать отвращение; быть противным to cause disgust in smb, *e. g.* The smell of a bad egg disgusts most people. Your vulgar slang disgusts me. He was disgusted at (by) her answer. How could you say such a thing? I'm disgusted.

disgusting *a* отвратительный, плохой, противный causing disgust, *e. g.* What a disgusting smell. I find cruel treatment of animals disgusting. Look at the mess he has made of the place. It's disgusting.

5. humiliate *vt* унижать, оскорблять to lower the dignity or self-respect of smb; to put to shame, *e. g.* That child who behaved badly when guests were present humiliated his parents. We felt humiliated by our failure.

humiliation *n* унижение humiliating or being humiliated, *e. g.* I shall never forget that humiliation.

humiliating *a* оскорбительный, унижительный that humiliates, *e. g.* Such a humiliating experience was good for his egoism.

6. conceit *n* 1) = self-conceit самомнение, заносчивость, кичливость; зазнайство; тщеславие 2) причудливое сравнение, изощрённая метафора (обычно в поэзии 16-17 вв.) too much pride in oneself, *e. g.* Her self-praising letter seemed to be motivated more by conceit than a desire to communicate. The braggart's letter was full of conceit.

conceited *a* самодовольный, самоуверенный; тщеславный full of conceit, *e. g.* Many performers become conceited after only modest success. The conceited man is rarely a happy man.

7. glare *vt* 1) = glare down ослепительно сверкать; ярко светить; палить 2) выставлять напоказ; бросаться в глаза 3) пристально или сердито смотреть (на кого-л.) 4) излучать, испускать 1) to shine with a light so bright as to hurt the eyes, *e. g.* The sun glared down on us all day. The frozen snow glared in the morning-sunlight. A single naked bulb glared pitilessly in the centre of the room. 2) to stare angrily or fiercely, *e. g.* He glared at me like a bull at a red rag. A tiger glares at its prey.

glare *n*) ослепительный блеск; яркий свет, блестеть; ослепительно сверкать 2) гладкая блестящая поверхность 1) a very bright light so strong that it is unpleasant or blinding, *e. g.* The unshaded bulbs threw a yellow glare over the walls. We shielded our eyes from the glare of the sun on the water. She hates the glare of publicity. 2) an angry or fierce look or stare, *e. g.* He looked at me with an angry glare (gave me a glare) when I said he couldn't be trusted with the job.

glaring *a* 1. 1) яркий, ослепительный (о свете) ; слепящий 2) слишком яркий, кричащий (о цвете) 3) грубый, бросающийся в глаза, вопиющий 4) пристальный и свирепый (о взгляде) 1) unpleasantly bright, *e.g.* The glaring headlights of a car, blinded me for a moment. There were glaring neon signs over the building. 2) angry or fierce *e, g.* Her glaring eyes were suggestive of her anger. 3) easily seen, obvious, *e. g.* How could you overlook it? It is a glaring mistake (error). There are several glaring defects in your plan.

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8. extravagant *a* 1) неэкономный, расточительный 2) неумеренный, непомерный (о требованиях, цене) 3) сумасбродный, нелепый;

экстравагантный (о поведении, одежде) 1) spending much more than is necessary or wise; wasteful, *e. g.* Dora was an extravagant wife and could never make both ends meet. She was extravagant in everything she bought.

Ant. thrifty;

2) excessively high, as extravagant expenses, claims, etc., *e. g.* The price is extravagant, I shall never pay so much.

extravagance *n* 1) нелепость, сумасбродство, вздор; блажь; причуды 2) расточительность; мотовство 3) необычность; гипербололизация; несдержанность; впадение в крайность wastefulness in spending money, *e. g.* That fur coat is an extravagance you can't afford. His wife's extravagance ruined him.

9. cunning *a* 1) хитрый, лукавый, коварный; пронырливый 2) ; изящный, очаровательный; прелестный, притягательный clever at deceiving people; sly, *e. g.* Be careful. He is as cunning as a fox.

Syn. sly

cunning *n* хитрость, коварство skill in deceiving people, *e. g.* The boy showed a great deal of cunning in getting what he wanted. He succeeded in his object by pure cunning.

READING COMPREHENSION EXERCISES

1. Consult a dictionary and practise the pronunciation of the following words.

Pay attention to the stresses:

a) atmosphere, unforgivable, disgusting, absurd, absolute, altar, conceited, irresolutely, automatons, rearrange, Lilliputian, precede, caustic, bury, cushions, tiptoe, inaudibly, dove, stealthily, amateur, abbreviation, disagreeable.

b) lettuce, abyss, scavenger, rummage, grisly, Eden, vigorous, laxative, ingenious, serpent, exeunt, tentative, extravagant, dishevel(l)ed, atrocious, standoffish, complacent, adorable, motto.

2. Listen to the recording of the text and mark the stresses and tunes. Repeat the text after the model

3. Substitute one of the speech patterns (p. 238) for the parts of the sentence:

Model 1: a) He became angry when he thought of working and working like a dog.

It made him angry to think of working and working like a dog.

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b) You cannot think of anything else but finding fault.

All you can think of is finding fault.

1. He was annoyed when people told him that he should be more polite. It made him annoyed to hear that he should be more polite. 2. The girl became sad when she heard the mournful news. It made the girl sad to hear the mournful news. 3. The mother was happy (she rejoiced) when she received many letters from her daughter. It made the mother happy to receive many letters from her daughter. 4. He dreamed of nothing else but becoming a doctor. All he could dream of was becoming a doctor. 5. There was nothing else they had to demand but that the old woman should be treated with all respect due to her. All they had to demand was treating the old woman with all respect due to her. 6. The only thing we objected to

was her stubbornness. All we objected was her stubbornness. 7. She had better do nothing else but attend to her work. All she had to do was to attend to her work. 8. There was nothing else she had wanted him to do, but to trust to his judgement. All she wanted was he trusted to his judgement.

4. Translate the following sentences into English using the speech patterns.

1. Нежелание Гордона понять жену разозлило Лору. It made Lora mad not to have Gordon seeking to understand her. 2. Ребенок станет счастливее, если его мать будет проводить с ним больше времени. It will make the child happy to have his mother with him for more time. 3. Все, на что мог надеяться Вол, так это на показания его жены. All Wall can hope for was his wife's evidence. 4. "Единственное, что ты умеешь делать, так это придирааться ко мне, и это меня бесит", — сказала Лора. "All you can do is to find fault with me, it makes me mad", - Laura said. 5. Последняя встреча с Фрэнком опечалила Эйлин. The last meeting with Frank upset Eileen. Все, на что она могла надеяться, так это ждать, что он в конце концов поймет, как он ее унижил. All she could do was to wait for he finally would understand how much he had her humiliated. 6. Его возмущает, что ему не доверяют. It makes him indignant not to be trusted. 7. Ее сердит, что ей приходится напоминать ему о его обязанностях. It makes her wild to put him in mind of his duties. 8. Учительницу всегда радует, когда она слышит об успехах своих учеников. It makes the teacher glad to hear about her pupil's successes. 9. Каждой матери приятно, когда ее ребенка хвалят. It makes every mother pleased to have her child complimented. 10. Каждый бы пришел в ярость, если бы с ним так поступили. It would make anyone wild to be served so. 11. Она только и мечтает о том, чтобы стать артисткой. All she can think of is to become an actress. 12. Единственное, что меня возмущает, это твоя лень. All make me indignant is your laziness.

5. Make up two sentences of your own on each pattern.

6. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work.)

7. Note down from the text (p. 231) the sentences containing the phrases and word combinations (p. 238) and translate them into Russian.

8. Paraphrase the following sentences using the phrases and word combinations:

1. At times some praise will work wonders. At times a word of praise will work wonders. 2. You'd better explain to him how he is to behave when his wife has friends over. You'd better put him wise as to how he is to behave when his wife has friends over. 3. Don't you think we are giving the child too much atten-

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tion? . Don't you think we make much of the child? 4. Never mind Molly, what has she got to do with it? Leave Molly out of it, what has she got to do with it? 5. You don't mean to betray your friend, do you? Who has turned you against him? Who has set you against him? 6. I have a feeling that somebody has been ransacking my drawer. I have a feeling that somebody has been rummaging through my drawer. 7. "How long are you going to labour with that assignment?" my roommate asked me at two in the morning. How long are you going to work out that assignment?" my

roommate asked me at two in the morning. 8. When a young couple is expecting friends they are anxious to arrange everything properly in the house. When a young couple is expecting friends they take great pains to arrange everything properly in the house. 9. His reckless driving brought about the accident. His reckless driving resulted in the accident. 10. Photographs are sure to remind one of the past. Photographs are sure to bring back old times. 11. I don't mind your being curious, but you are overdoing it. I don't mind your being curious, but you carry it too far. 12. If you must give support to one or the other cause first make up your mind. If you must take sides with somebody cause first make up your mind. 13. How do you feel about Smith? I used to respect him a lot, but now I'm angry with him. I used to respect him a lot, but now I am down on him. 14. Scarlett was furious that she had to spend so much time and work so hard on the wounded in the hospital under the supervision of Mrs Meade. Scarlett was furious that she had to spend so much time and slave over the wounded in the hospital under the supervision of Mrs Meade.

9. Make up two sentences of your own on each phrase and word combination.

10. Make up and practise a suitable dialogue using the phrases and word combinations.

11. Translate the following sentences into English using the phrases and word combinations:

1. Мальчик очень старался не делать ошибок в своем изложении. The boy took great pains not to do errors in his exposition. 2. Почему вы не откроете ей глаза на истинное положение дел? Why don't you put her wise about the real situation? 3. В детстве ее не баловали, и теперь она оказалась более самостоятельной, чем ее брат. She had been left out of parents' care in her childhood, and now she proved more independent than her brother. 4. Сильные дожди в горных районах привели к наводнению. Heavy rains in the mountain districts resulted in flood. 5. Встреча и разговор со старым школьным товарищем вызвали в памяти старые времена. The meeting and the talk with an old friend brought back old times. 6. Не кажется ли вам, что она слишком далеко заходит в своей дерзости? Don't you think she carry her impudence too far? Однако не думайте, что я говорю это, чтобы восстановить вас против нее. However don't think I say it to have you be down on her. 7. Не беспокойтесь, все устроится чудесно. Don't worry, all result in good? Нам надо только обсудить все заранее. All we need is attend to discuss everything beforehand. 8. На чьей вы стороне? Whose side are you on? Решайте. Pick it over. 9. Скарлетт рылась в ящике стола, пытаясь найти там остатки денег Scarlett rummaged through the drawer of the desk, trying to find the rest of the money there. 10. Пока он не займется делом всерьез, он не получит повышения. He don't get promoted, until he got down to business seriously. 11. Учительница была очень недовольна учеником и задавала ему самые трудные вопросы. The teacher was down on her pupil and asked him the most difficult questions. 12. Если он дал слово, он достаточно мужественен, чтобы не отказаться от него. If he gave his word he is man enough not to go back on it.

12. Explain what is meant by:

1. His fuse also is rapidly shortening. 2. If you'd married Jack Davis or some other of those jokers you'd never have had

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to see the inside of a kitchen. 3. He shall get married, just to be a humiliating example to his father. 4. The expectant mother-in-law! 5. Let's see if you can ratify it from your extensive observation of life. 6. I ought to have known that oil and water won't mix. 7. He wants to take out some more insurance... 8. It runs in the Johns family. 9. ...and was made so much of, it gave her wrong ideas. 10. I was always afraid she'd have a hard awakening when she married. 11. My husband was shortsighted, too. He had had to skimp... 12. It's a kind of spiritual laxative. But they carry it too far. 13. Being a mother-in-law is almost as painful as being a mother.

13. a) Answer the questions and b) do the given assignments:

a) 1. Is the fact that both the mothers are residing of any special importance in causing the above mentioned tense condition? 2. What does the fact that Gordon takes more pains than his wife to avoid a quarrel suggest? 3. Do you think a wife should be economical? To what extent? 4. Why did Gordon feel slighted by Junior's not having drunk out of his mother's cup? 5. What do you think about the upbringing of an only child? What should be his (her) share in the household chores? 6. Should children be made to understand what marriage means? To what extent? 7. Should a husband and wife have similar personalities or not? 8. What makes for a happy marriage? 9. What brought about the quarrel between Laura and Gordon and what did it result in? 10. Was there any implication in Mrs Sheffield's words to the effect that "they have such a lot to learn"? 11. What do you think of Mr Sheffield's words to the effect that "she's only young once. Let her enjoy herself? 12. Why would their children's quarrel bring back old times to their mothers?

13. What is your opinion about "a treaty of peace between the two mothers" and its effect on their children's married life? 14. What did Laura mean when she said her mother was going back on her? 15. What would you say about Gordon's motto for married men?

b) 1. Indicate the features of the writing which denote that it is a play. Examine and describe its regular characteristics.

2. What are the differences in the general atmosphere among the different parts of the play? Which stylistic devices does the

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author use to create these differences? Point out details which add a dramatic though comic flavour to the play. Pay attention to a) epithets, b) similes, c) metaphors, d) intensifiers the characters use when speaking about themselves and about each other.

3. Note the way Laura and Gordon a) speak, b) move, c) look. Indicate the lexical and syntactical devices used to emphasise the emotional style of the young people:

1) lexical and syntactical repetition; 2) length of the period; 3) the use of formal and informal vocabulary; 4) the forms of address; 5) the intonations (questions,

exclamations, disjunctive questions, unfinished sentences, the interjections and the stresses). Justify their use.

4. Discuss the examples of irony and sarcasm. How are the effects achieved? Compare these with the humorous effect and note the difference.

5. Examine the stage directions and find out where the author's sympathies lie. How do they help you to visualize the characters? How do they reveal the emotions, the intentions and difference in the characters' behaviour?

6. Explain the play on words: "All you can think of is finding fault." "I didn't find fault. I found some good food being wasted."

7. Pay attention to the use of synonyms, antonyms and the effect of gradation.

8. Find the examples of half reported speech. What effect is achieved by its use?

9. Find in the text the allusions and say if these are used effectively.

10. What is your general impression of the play and the way the incident in the family life is described?

14. Give a summary of the text.

15. Make up and act out dialogues between:

1. Laura (Gordon) and a friend discussing the events of Thursday evening.

2. Mrs Jones (Mrs Sheffield) speaking with her husband about the quarrel and their ingenious

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16. Give extensive paraphrase of the conversations between Laura and Gordon to indirect speech. Try to bring out the gist of the conversation and its emotional character. Avoid using "He (she) asked" or "He (she) answered".

Consult the list of words and choose the ones best suited to each case:

1. to observe, to suggest, to declare, to point out, to remark, to reply, to tell smb in reply, to instruct, to caution, to relate, to add, to hint, to explain, to address, to inform, to promise, to affirm, to admit, to own, to advise, to confess, to demand, to claim, to insist, to warn, to retort, to order, to regret, to forbid, to impress upon, to challenge, to inquire; 2. to shout, to scream, to snap at, to speak sharply; 3. to sneer, to taunt, to mock; 4. to beg, to plead with, to soothe; 5. to whisper, to murmur, to mumble; 6. to wonder, to be interested, to be surprised, to be displeased, to be angry, to disapprove, to be indignant, to be annoyed, to be irritated, to be resentful, to be furious; 7. in his (her, etc.) opinion; 8. (much) to his (her, etc.) surprise/to his (her, etc.) consternation, to his (her, etc.) dismay; to his (her, etc.) regret, etc.

17. Write a chatty personal letter to a good friend saying how life has changed since your sister married a year ago. When you have written the letter, deliver it to another student. He or she should then write an answer to it.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

1. We avoided riding through large cities on our trip. В путешествии мы

избегали проезжать через крупные города. 2. One would admire his excellent qualities, but avoid his company. Можно было бы восхищаться его

превосходными качествами, но избегать его компании. 3. You can hardly avoid wounding such persons at one time or another, no matter how unintentionally. Вы вряд ли сможете избежать оскорбления такими людьми рано или поздно, независимо от того, насколько это преднамеренно. 4. They drove on, slowly, gropingly, chattering meanwhile, avoiding the main street as far as possible. Они поехали дальше, тихо, как бы на ощупь, между тем болтая, стараясь, насколько это возможно, не попадать на главную улицу. 5. A man averts controversy by keeping clear of the subjects that might bring it out. Человек предотвращает противоречия избегая тем, которые могут их вызвать. 6. Try as they would they could not avert their eyes from the disgusting sight. Проверьте, как они бы они не могли отвести глаз от отвратительного зрелища. 7. Andrew kept his eyes averted. Андрей всё время смотрел в сторону. 8. An accident was narrowly averted. Аварии едва-едва предотвратили. 9. After a slight inquiry you had better draw no conclusions. После поверхностного расследования, вам лучше не делать никаких выводов. 10. To ignore his greeting was to slight him publicly. Пройгнорировать его приветствие значило публично выразить ему неуважение.

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11. There's been a slight improvement in the situation. В ситуации наметилось некоторое улучшение. 12. I recalled other times he'd slighted his wife, by neglecting to introduce her. Я вспомнил что в прошлые разы он выказал неуважение своей жене, не позаботившись представить её. 13. Her disgust for falsehood was evident. Её отвращение ко лжи было очевидно. 14. Handling the frogs and animals in the laboratory disgusted her at first but then she got used to it. Уход за лягушками и животными в лаборатории внушало ей отвращение сначала, но потом она привыкла к этому. 15. Sameness is the mother of disgust, variety the cure. Похожесть – источник отвращения, разнообразие лечит. 16. "What's up now?" he asked in a disgusted tone. "Что здесь происходит?" спросил он с тоном отвращения. 17. "It's your kindness that humiliates me even more than your laughter," said the boy. "Ваша доброта унижает меня даже больше, чем ваш смех," - сказал мальчик. 18. The manner of his reception was a humiliation to Scarlett. То, как он принял Скарлетт, было оскорблением для неё. 19. It was shocking to discover that one could be humiliated to tears. Шокирующим было узнать, что можно быть униженным до слёз. 20. Why do you persist in humiliating people you argue with? Почему вы упорно унижаете людей, с которыми вы спорите? 21. The man is too conceited to be likable. Этот человек слишком самоуверенный, чтобы быть симпатичным. 22. The world tolerates conceit from those who are successful, but not from anybody else. (M. Twain). Мир допускает тщеславие тех, кто успешен, но не от кого-либо еще. (М. Твен). 23. "Without wishing to sound conceited, I'm clearly the best salesman in the company," he bragged. "Чтобы не показаться заносчивым, я, несомненно, лучший продавец в компании", хвастался он. 24. The conceit of this man is incredible. Самомнение этого человека невероятно. 25. For a moment the driver was blinded by the glaring headlines of the car that came round the bend in the road but he turned the wheel in time to avert an accident. На

секунду слепящие фары автомобиля, выехавшего из-за угла, ослепили водителя, но он вырулил вовремя, чтобы предотвратить аварию. 26. The glare of the sun on the water made him blink. Блики солнца на воде заставили его сощуриться. 27. The report is full of glaring faults. Докладе полон грубых ошибок. 28. She continued to glare at Ellery with an unwavering glassiness. Она продолжала смотреть на Эллери ненавидящим остекленевшим взглядом. 29. An extravagant man has extravagant tastes and habits. Экстравагантный человек обладает экстравагантными вкусами и привычками. 30. She lived a life of extravagance and waste. Она проводила жизнь в мотовстве и расточительстве. 31. Economy must recover what extravagance has lost. Бережливость должна покрыть то, что расточительность потеряла. 32. Note that extravagant laughter, extravagant passion do not mean "экстравагантный" but "безудержный, несдержанный". Обратите внимание, что extravagant laughter, extravagant passion означает не "экстравагантный", а "безудержный, несдержанный". 33. It was cunning of the managing director to sell his shares just before the company went bankrupt. 34. Richard may not be all that bright, but he's certainly cunning. Ричард может и не быть таким способным, но он, конечно, хитрый. 35. John knew nothing of the desperate and cunning means employed to get him out of his job. Джон ничего не знал о крайних и хитрых средствах, используемых, чтобы лишить его работы. 36. What a cunning trick! Что это за финт?

3. Give the English equivalents for the following phrases:

избегать старых друзей, дурной компании, ошибок, какой-л. пищи, скандала, ссоры, неприятностей, трудностей to avoid the old friends, bad company, mistakes, some food, raw, troubles, difficulties; избегать обращаться к кому-л., упоминать о чём-л., ездить куда-л. to avoid applying to smb, mention of smth, going somewhere;

отводить глаза to revert the eyes; отвести взгляд от чего-л. to revert eyes from smth; отвернуть лицо to avert one's face; отвратить опасность to avert a danger; отвести удар to avert a blow; отвратить несчастье to avert an evil; предотвратить войну to avert war; предупредить несчастный случай to avert an accident; предотвратить спор to avert an argument; предотвратить провал to avert a failure;

тонкая фигурка a slight figure; хрупкое сооружение a slight construction; тоненькая девушка a slight girl; легкая простуда a slight cold; небольшой кашель slight cough; незначительное повреждение a slight damage; не-
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большой ушиб a slight injury; легкое сомнение a slight doubt; ни малейшего подозрения not even slight doubt; не иметь ни малейшего понятия о чём-л. have not the slightest idea; малейший (самый легкий) шум the slightest noise; легкий толчок a slight push; относиться к кому-л. с неуважением to slight smb; пренебрегать работой to slight one's work; несерьезно относиться к занятиям to slight one's study;

отвратительный запах disgusting smell; омерзительное зрелище a disgusting sight; отвратительный вкус a disgusted taste; возмутительное поведение disgusted behaviour; испытывать отвращение к чему-л. to be disgusted at;

унизительная ситуация a humiliating situation; сгорать от стыда to burn with humiliation; выносить унижение to stand humiliation; унижать кого-л. to humiliate,

самодовольный вид a conceited look; быть о себе высокого мнения to have a great conceit of oneself; полный самодовольства conceited/full of conceit;

ослепительно сверкать на солнце to glare in the sunshine; бросать свирепые (сердитые) взгляды на кого-л. to glare at; яркий свет лампочки lamp glare; ослепительный блеск льда ice glare; яркий свет рекламы glaring neon signs; вопиющая ошибка glaring error / mistake; бросающийся в глаза дефект a glaring defect; слепящий свет фар автомобиля glaring headlights of a car; горящие от гнева глаза glaring eyes;

расточительная хозяйка an extravagant housewife; небрежливая женщина an extravagant woman; сумасбродное (несдержанное) поведение an extravagant behaviour; нелепый язык an extravagant speech; безудержная страсть an extravagant passion; безудержный смех an extravagant laugh; дикие требования extravagant requests; непомерные претензии extravagant claims; нелепые обвинения extravagant accusations; неумеренные похвалы extravagant praises; неумеренный восторг extravagant delight; безмерное честолюбие extravagant ambition; непомерные цены extravagant prices; непомерные расходы extravagant expenses;

хитрая проделка a cunning swindle; хитрые животные cunning animals; ловкий фокус a cunning trick; коварный взгляд a cunning look.

4. Paraphrase the following sentences using the essential vocabulary:

1. He knew where the danger lay and took care not to go near it. He knew where the danger lay and took care avoid it. 2. He said that at all costs the danger must be prevented. He said that at all costs the danger must be averted. 3. She felt she was disrespected because she was not asked to stay. She felt she was slighted because she was not asked to stay. 4. His too much pride in himself is unbearable. His too much pride in himself is disgusting. 5. The sickening smell caused a strong feeling of dislike in her. The sickening smell caused disgust in her. 6. John's dignity was lowered by the slight. John's dignity was humiliated by the slight. 7. Sir Peter complained of Lady Teasle's wastefulness in buying roses in winter. Sir Peter complained of Lady Teasle's extravagance in buying roses in winter. 8. Harvey said that Paul's income was not enough to supply Madeline's carelessness in spending money. Harvey said that Paul's income was not enough to supply Madeline's extravagance in spending money.

5. Answer the following questions. Use the essential vocabulary:

1. What do you do if you don't want to meet a person? I avoid such a person. 2. When do you avoid somebody? When I avoid somebody I avert only possible meeting with this person. 3. What do you usually avoid or try to avoid doing? I avoid tobacco smoke, and everything that can harm my health or my youth. 4. How do you think one can best avoid making spelling mistakes, grammar mistakes and mistakes in word usage? One can avoid making spelling mistakes, grammar mistakes and mistakes in word usage by not slighting the dictionaries. 5. How can one avert a controversy? One can avert a controversy by avoiding eristic persons.

6. What do you say of a pain or a headache that is not at all serious? I think you never should slight them. 7. How would you feel if your hostess paid too little attention to you? I would feel slighted.

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8. What do you call a very strong feeling of repulsion caused by a bad smell? I call it disgust. 9. What do you call an exaggerated opinion of oneself? I call such a sign self-conceit. 10. Why doesn't anybody like people who are full of conceit? Because they try slightly understand the other people's feelings. 11. What do you call very bright light? I call it bright. 12. When does one glare at somebody? When he is angry. 13. What do you call a mistake that is quite obvious? I call it a glaring mistake (error). 14. What do you call one who spends money carelessly? I call him an extravagant person.

6. Choose the right word:

Slight 1) а) пренебрегать, относиться небрежно б) третировать 2) презирать, не уважать (**be** быть ущемлённым, **feel slighted** чувствовать себя ущемлённым); **humiliate** унижать, оскорблять (**be** быть оскорблённым, **feel humiliated** чувствовать себя оскорблённым); **hurt** задевать, обижать, делать больно, причинять вред, ущерб (**be** быть уязвлённым, оскорблённым, **feel hurt** чувствовать себя уязвлённым, оскорблённым):

1. When the "Old Guard" refused to visit Scarlett in her new luxurious house she felt slighted but it didn't humiliate her. She was too conceited to feel hurt. What really hurt her badly was Rhett's sneering remark that he had warned her that her extravagance and lack of taste would only make things worse and it would humiliate her. 2. Scarlett felt hurt and humiliated when she learned that Ashley would marry Melanie. 3. Scarlett took pains to show her new Yankee acquaintances her indifference and dislike for them. She slighted them, sneered at them and they often felt humiliated and hurt not knowing what had brought about such a change in so pleasant a lady as Mrs Butler.

Avert 1) отворачиваться; отводить (взгляд) 2) отворачать, предотвращать; отводить (удар, опасность), **avoid** 1) избегать, остерегаться, сторониться, уклоняться 2) аннулировать, отменять, делать недействительным, **evade** 1) ускользать (от преследования и т. п. 2) избегать; уклоняться (от уплаты, от ответственности) ; обходить (закон, вопрос) 3) озадачивать; ставить в тупик; ускользать от понимания:

1. The key to the code avoided all his efforts. 2. They saw the danger ahead but could do nothing to avert it. 3. One would admire his excellent qualities, but avoid his company. 4. She wouldn't answer, she walked hurriedly on with averted face. 5. Please answer the question; do not avoid. 6. Each person avert the eyes of the others.

7. Review the essential vocabulary and translate the following sentences into English:

1. Студентка говорила медленно, стараясь избегать даже небольших ошибок. The student spoke slowly trying to avoid even small errors. 2. Было совершенно очевидно, что Мария старалась избегать старых друзей. The fact that Mary

tried to avoid her old friends was glared. 3. Казалось, ничто не могло отвести надвигающуюся опасность. It seemed nothing could avert imminent danger. 4. Врач уверял Томми, что операция прошла благополучно и не было ни малейшего основания для беспокойства. The doctor assured Tommy the operation passed well and there was no slightest reason for alarm. 5. Нервы Эйлин были так напряжены, что малейший шум заставлял ее вздрагивать. Eileen's nerves were so much on the stretch that the slightest noise made her shudder. 6. Его плоские шутки мне противны. His extravagant joke disgust me. 7. Всех покорило (возмутило) его поведение. Everyone was disgusted with his behaviour. 8. Элиза чувствовала, что к ней

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было проявлено неуважение — никто не встретил ее. Eliza felt that she was slighted – nobody meet her. 9. Ваше недоверие обижает (задевает) меня, я не думал, что вы сомневаетесь в моей искренности. Your distrust humiliate me, I didn't think you doubt my sincerity. 10. Марион знала, что Гарри приложил много сил, чтобы настроить мальчиков против нее и таким образом унижить и оскорбить ее. Marion knew that Harry made lots of efforts to put boys against her and thus to humiliate her. 11. Ее очень расстроило, что Чарльз так доверял Джону, этому самонадеянному ловкачу She was really upset because Charles had a great trust to John, this conceited cunning dog. 12. Никому не нравятся люди с самомнением. Nobody likes conceited people. 13. Оскорбленный юноша свирепо посмотрел на своего обидчика. The humiliated boy glared at his offender. 14. Эту грубую ошибку (бросающуюся в глаза) нельзя было не заметить. This glaring error couldn't be looked through. 15. Гарвей жаловался на расточительность своей жены, упрекал ее в том, что она тратит деньги на пустяки. Harvey complained complain of his wife's extravagance, he reproached her with throwing money away. 16. Дора Копперфильд была расточительной хозяйкой, и бедному Дэвиду не удалось отучить ее от расточительности. Dora Copperfield was an extravagant housewife and poor David failed to reason her out of extravagance.

8. a) Give the Russian equivalents for the following English proverbs (or translate them into Russian):

1. A good husband makes a good wife. У хорошего мужа и жена хороша.
2. Marry in haste and repent at leisure. Жениться — не воды напиться. Женился на скорую руку, да на долгую муку.
3. Blood is thicker than water. Кровь не вода; ≈ свой своему поневоле брат.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

CONVERSATION AND DISCUSSION

FAMILY LIFE

TOPICAL VOCABULARY

1. Family, folks [fəʊk] родственники, родня, household ['haʊshəʊld] семейство, семья; домочадцы, домашние; все, кто живёт в конкретном доме, tribe племя; клан, род; семейство; поколение, clan [klæn] род, племя, клан,

descent [di'sent] происхождение, поколение (to be of some descent), descendant [di'sendənt] отпрыск, потомок, ancestor, forefather ['fɑ:fɑ:ðə] предок; предшественник, heredity [hə'redəti] наследственность, hereditary [hə'redətəri] 1) а) наследственный, потомственный; переходящий из поколения в поколение б) передаваемый по наследству 2) традиционный (в данной семье), sibling ['siblɪŋ] брат или сестра, paternal [pə'tɜ:nl] 1) отцовский 2) отеческий 3) родственный по линии отца, maternal [mə'tɜ:nl] 1) материнский 2) с материнской стороны 3) унаследованный от матери, next of kin ближайший родственник (к которому переходит наследство при отсутствии завещания), nearest and dearest родные, родственники, one's own flesh and blood собственная плоть и кровь, родные дети; родственники по крови; плоть от плоти, кровь от крови, in-laws приобретённая родня, свойственники, родственники со стороны жены, мужа.

2. To date smb всиречься с к.-либо, to be smb's date быть тем, с кем назначено свидание, to go out with smb встречаться с кем-л., to court smb ухаживать, добиваться (с целью женитьбы) ; соблазнять, boyfriend, girlfriend, bridegroom 1) жених 2) новобрачный, bride 1) невеста 2) новобрачная, fiancée [fi'ənsi] невеста, best man шафер, bridesmaid подружка невесты, newlyweds новобрачные, marriage knot брачные узы, marriage of convenience брак по расчёту,

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single, spouse супруг(а), divorced [di'vɔ:s], divorcee [di'vɔ:'si:] разведённый муж; разведённая жена, separated ['seprət] разошедшийся, bachelor ['bætʃələ] холостяк, spinster ['spɪnstə] 1) незамужняя (женщина) 2) старая дева, old maid.

3. To bring up a child воспитать ребёнка, to raise a child воспитывать ребёнка, растить ребёнка, to adopt a child усыновить ребёнка, to foster воспитывать, обучать, растить, проявлять родительскую заботу (о ком-л.), a foster child воспитанник /brother молочный брат, step-mother мачеха /father отчим, half-brother/sister брат/сестра по одному из родителей, a single parent мать- или отец-одиночка.

4. **Household chores** [tʃɔ:] дела по дому, домашние дела: to do the chores заниматься работой по дому, to do the laundry ['lɔ:ndri] стирать бельё, to wash dishes and pots, to wash up мыть посуду, to cook meals, to do the shopping, a shopping list список необходимых покупок, to vacuum ['vækjuəm] чистить пылесосом a room, to polish furniture полировать мебель, to redecorate произвести косметический ремонт помещения a room (with new wallpaper).

5. **Equality** [i'kwɒləti] and **prejudice** ['predʒʊdɪs] равноправие и предрассудки: to consider smb inferior/superior or as an equal считать кого-л. ниже/выше себя или равным себе; to enjoy equal prospects and opportunity обладать равными шансами и возможностями; equality of opportunity равные возможности; conventional традиционный; общепринятый /unconventional

чуждый условности; нешаблонный; нетрадиционный attitudes установки /beliefs убеждения -; acceptable допустимый /unacceptable неприемлемый patterns/modes of behaviour; to be prejudiced against smb относиться с предубеждением к чему-л; to discriminate [di'skriminət] against дискриминировать; sexual discrimination; to be faithful быть верным; to commit adultery [ə'daltəri] прелюбодействовать.

6. **Reactions:** amazement [ə'meɪzmənt], surprise [sə'praɪz], astonishment изумление, horror ['hɒrə], misery страдание, disappointment разочарование, досада, недовольство, to be appalled [ə'pɔ:l] ужаснуться чему-л., быть шокированным чем-л., to be astounded [ə'staʊndɪd] быть поражённым, to be disgusted чувствовать отвращение; возмущаться; ecstatic [ɪk'stætɪk] исступлённый; экстатический; восторженный; находящийся в экстазе, overjoyed очень довольный, счастливый, вне себя от радости, thrilled в восторге; to be put out злиться, сердиться, to be offended, to hurt someone's feelings; furious взбешённый, неистовый, яростный, speechless with anger онемевший от ярости; to be taken aback захваченный врасплох; поражённый, ошеломлённый; to be upset огорчиться, to be dismayed быть в полном смятении, to be disheartened унывать, moving волнующий, трогательный, вызывающий интерес, touching трогательный; to feel crushed чувствовать себя сокрушённым, подавленным, разбитым, horror-stricken охваченный ужасом, в ужасе.

The Politics of Housework

It seemed perfectly reasonable. We both had careers, both had to work a couple of days a week to earn enough to live on, so why shouldn't we share the housework? So, I suggested it to my mate and he agreed. You're right, he said. It's only fair. Then an interesting thing happened. I can only explain it by stating that we women have been brainwashed more than even we can imagine. Probably too many years of seeing television women in ecstasy over shiny waxed floors or breaking down over their dirty shirt collars. Men have no such conditioning. They recognize the essential fact of housework right from the very beginning. Which is that it stinks. Here's my list of dirty chores: buying groceries, carting them home and putting them away; cooking meals and washing dishes and pots; doing the laundry; digging out the place when things get out of control; washing floors. The list could go on but the sheer necessities are bad enough. All of us have to do these things, or get someone else to do them for us. The longer

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my husband contemplated these chores, the more repulsed he became, and so proceeded the change from the normally sweet considerate Dr Jekyll into the crafty Mr Hyde who would stop at nothing to avoid the horrors of housework. As he felt himself backed into a corner laden with dirty dishes, brooms, mops and reeking garbage, his front teeth grew longer and pointer, his finger-nails haggled and his eyes grew wild. Housework trivial? Not on your life! Just try to share the burden.

So ensued a dialogue that's been going on for several years. Here are some of the high points:

I don't mind sharing the housework, but I don't do it very well. We should each do the things we're best at.

MEANING Unfortunately I'm no good at things like washing dishes or cooking. What I do best is a little light carpentry, changing light bulbs, moving furniture (how often do you move furniture?)

ALSO MEANING Historically the lower classes (Black men and us) have had hundreds of years experience doing manual jobs. It would be a waste of manpower to train someone else to do them now.

ALSO MEANING I don't like the dull stupid boring jobs, so you should do them. *I don't mind sharing the work, but you'll have to show me how to do it!*

MEANING I ask a lot of questions and you'll have to show me everything every time I do it because I don't remember so good. Also don't try to sit down and read while I'm doing my jobs because I'm going to annoy hell out of you until it's easier to do them yourself.

We used to be so happy! (Said whenever it was his turn to do something.)

MEANING I used to be so happy.

MEANING Life without housework is bliss. No quarrel here. Perfect agreement.

We have different standards, and why should I have to work to your standards. That's unfair.

MEANING If I begin to get bugged by the dirt and crap I will say "This place is a sty" or "How can anyone live like this?" and wait for your reaction. I know that all women have a

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sore called "Guilt over a messy house" or "Household work is ultimately my responsibility." I know that men have caused that sore — if anyone visits and the place is a sty, they're not going to leave and say, "He sure is a lousy housekeeper." You'll take the rap in any case. I can outwait you.

ALSO MEANING I can provoke innumerable scenes over the housework issue. Eventually doing all the housework yourself will be less painful to you than trying to get me to do half. Or I'll suggest we get a maid. She will do my share of the work. You will do yours. It's women's work.

I've got nothing against sharing the housework, but you can't make me do it on your schedule.

MEANING Passive resistance. I'll do it when I damned well please, if at all. If my job is doing dishes, it's easier to do them once a week. If taking our laundry, once a month. If washing the floors, once a year. If you don't like it, do it yourself oftener, and then I won't do it at all.

I hate it more than you. You don't mind it so much.

MEANING Housework is garbage work. It's the worst crap I've ever done. It's degrading and humiliating for someone of my intelligence to do it. But for someone of your intelligence...

Housework is too trivial to even talk about.

MEANING It's even more trivial to do. Housework is beneath my status. My purpose in life is to deal with matters of significance. Yours is to deal with matters of insignificance. You should do the housework.

This problem of housework is not a man-woman problem. In any relationship between two people one is going to have a stronger personality and dominate.

MEANING That stronger personality had better be *me*.

In animal societies, wolves, for example, the top animal is usually a male even where he is not chosen for brute strength but on the basis of cunning and intelligence. Isn't that interesting?

MEANING I have historical, psychological, anthropological and biological justification for keeping you down. How can you ask the top wolf to be equal?

Women's Liberation isn't really a political movement.

MEANING The Revolution is coming too close to home.

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ALSO MEANING I am only interested in how I am oppressed, not how I oppress others. Therefore the war, the draft and the university are political. Women's Liberation is not.

Alan's accomplishments have always depended on getting help from other people, mostly women. What great man would have accomplished what he did if he had to do his own housework?

MEANING Oppression is built into the system and I as the white American male receive the benefits of this system. I don't want to give them up.

(From: "Voices from Women's Liberation")

1. As you read the text a) look for the answers to the following questions:

1. Why do some men agree to help with the housework, at least in theory? 2. Do you think "dirty chores" is a suitable heading for the list of work that follows? 3. Do you find the additional meanings to the first excuse accurate? 4. What sort of emotional blackmail do husbands use as an excuse? 5. Do you think playing ignorant is a good way of avoiding doing jobs you don't want to do? 6. Is it possible to let housework wait until you want to do it as the man implies? 7. What gives you the idea that this man has a superiority complex? 8. How accurate is the man's picture of housework?

b) In a paragraph of around 80 words, sum up men's attitude to sharing the housework, according to the writer of the text.

2. a) Draw a family tree for yourself and using the topical vocabulary explain the relationship between your immediate ancestors and any interesting facts about them.

b) Answer the following questions using the topical vocabulary:

1. What are the usual steps that precede marriage? 2. Have you ever witnessed a wedding ceremony? Describe it naming all the participants and their activities. 3. Under what circumstances can a family foster a child? Think of some example. 4. Do you believe house chores should be distributed among the members of the family? 5. What would you take into consideration while distributing house chores in your family? 6. What do you like to do about the house and what do you dislike?

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7. What would you do if your husband/wife comes home from work tired and irritated? 8. If you feel ill-treated or hurt by your husband/wife do you think you should have, the matter out at once or would you wait till you cool down ?

c) Consider the following "Being married or being single". You should: 1. discuss the differences between them; 2. discuss the advantages and disadvantages they have; 3. say what you would do if you were given the choice (use the topical vocabulary).

3. Marriage has always been argued about. Below are statements about marriage which express different opinions. Imagine that they are your opinions, and change them into subjective arguments:

1. Society would not exist without marriage. 2. Marriage is unnecessary. 3. Marriage is important for the children. 4. Marriage keeps couples together. 5. A marriage licence is a worthless piece of paper. 6. Marriage restricts freedom. 7. A lot of married people get divorced.

4. Choose one of the following topics and prepare to give your views on it for 1 1/2 to 2 minutes. You may make notes, but do not try to write out a whole speech. (The students are allowed 15 minutes to prepare this beforehand):

1. Husbands and wives who both work should share domestic chores. 2. The problems of having a granny in the family. 3. Courses on marriage and family matters in secondary school might be helpful in preserving the family. 4. Home life feels the stress of social life. 5. Divorce is morally wrong and marriage should be preserved at all costs. 6. Marriages at later ages are more stable. 7. Love begins at home.

5. What are the characteristics of a wife/husband and a mother-in-law?

a) Study the following characteristics of:

1. Wife or husband: tolerant, considerate, faithful, affectionate to husband/wife, affectionate to children, hard-working, tidy, home-loving, good-looking, rich, thrifty, quiet, well-educated.
2. Mother-in-law: willing to baby-sit, attractive, generous, young (relatively), well-dressed, rich, good at organizing home, has telephone, has many interests, does not interfere, has other married children, lives nearby.

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b) Put the characteristics in order of priority.

c) Cut them down to the five most important.

d) Expand them to describe exhaustively the most perfect wife / husband and mother-to-law.

8. One of the main problems of family life is the relationship between young adults and parents. Discuss the problem considering the following:

1. When do usually young people move out of their parents' home and start living in their own place? Is it different for sons and daughters? How and why?
2. What are the advantages of living with parents? What are the disadvantages? What kind of problems do young adults have when they live with their parents?
3. Should young adults live with their parents until they get married? Why or why not? When should they move out, in your opinion?

4. Are you living with your parents or relatives now? Would you rather be living in your own apartment? Why or why not?

5. In many countries young married couples live with their in-laws after marriage. Is this good? Why or why not?

6. If you are a parent, do you want your children to continue living with you until they get married? When do you think your children should leave home?

7. Pair work. Read the quotations given below and agree or disagree with them. Your opinion should be followed by some appropriate comment where possible:

1. Love is just like the measles; we all have to go through it (Jerome K. Jerome)

2. A good marriage would be between a blind wife and a deaf husband.
(Montaigne)

3. All happy families resemble one another, each unhappy family is unhappy in its own way. (Leo Tolstoy)

4. Man for the field and woman for the hearth;

Man for the sword and for the needle she;

Man with the head and woman with the heart;

Man to command and woman to obey;

All else confusion. (Lord Tennyson)

5. Home is the girl's prison and the woman's workhouse. (G. B. Shaw)
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6. Marriage is like life in this — that it is a field of battle, and not a bed of roses.
(R. L. Stevenson)

8. Work in groups of three or four. Decide which of the following statements you agree with and which statements you disagree with. Discuss these with the other members of your group. Be ready to report your discussion to other groups:

1. You should always ask your parents for permission to marry.

2. Children should only leave home after they are married.

3. You should always be ready to help a member of the family.

4. The members of a family should live in the same area so that it is easy for them to visit each other.

5. Old people should be encouraged to stay in old people's homes rather than with the family.

6. Family life is less important in the modern world than it was in the past.

9. In many women's magazines there is a column on personal problems where a journalist running the column tries to answer the readers' letters. Below you'll find a woman's letter to Mr Know-It-All and a stereotyped reply to the letter, imitating the kind of "sensible", inoffensive advice offered in such columns in women's magazines.

a) Read the letter and the reply. The expressions in bold type show the ways English people give advice. Note them down:

Dear Mr Know-It-All,

My father-in-law died about two years ago. Of course my mother-in-law was very upset and lonely, so my husband invited her to live with us. I don't know what to

do — I'm going crazy. My mother-in-law and I don't get along very well. She's a wonderful person and is very helpful to me in many ways, but she thinks she's the boss in our home. If I try to discipline the children and tell them that they can't do something, they go running to their grandmother and she tells them they can do it! My husband and I have no privacy. What's worse is that she constantly criticizes me to my husband behind my back. I'm afraid this is going to break up our marriage. What should I do?

Jean

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Dear Jean,

Do you think **you could bring yourself** to ask mother-in-law to leave? (Maybe explaining that now the children are growing up they need more space.)

If you think that the old lady would then be too lonely **don't you think it would be a good idea** at least to ask somebody, probably some of your husband's relatives, to invite her for a couple of weeks. It would somehow release tension in your family and entertain the old lady. I realize it's much easier to give advice than really tackle the problem, but **if I were you I'd** think of some regular house chores that would keep her busy. And, Jean, **why don't you** try to show now and then that you appreciate her help. However it is very important for your mother-in-law to feel that she is needed in the house, but let her know that the children are your responsibility. Your husband will no doubt be grateful for your effort and things will turn out for the best I hope.

b) Turn the above situation into a dialogue and act it out.

10. Look at the following ways of giving advice (some of which appear in the text) and accepting advice or rejecting it:

Giving advice

I would advise you to DO...

Personally, I think your best course would be to DO...

(slightly formal)

It might be a good idea if you DID... *(tentative)*

Your best bet would be to DO...

I suggest you DO...

Why don't/can't you DO... *(direct)*

I think you should DO...

(If I were you) I'd DO... *(direct: informal)*

Accepting advice

That sounds a good idea

(certainly) seems like good advice) Thank you.

That's certainly a possibility. *(slightly tentative)*

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Right. do

I'll that. Thanks. *(direct: informal)*

Yes. try

Rejecting advice

can

I'm not sure I do that. You see+EXCUSE

wd be able to

Isn't there anything else I can/could DO...?

I'm sure that's excellent advice, only + EXCUSE (*tentative*)

that's not really possible. (*direct*)

I'm afraid, that's out of the question. (*direct: strong*)

11. Here four people are presented, each of whom has written about a personal problem. Please, write each a letter of advice:

1. A twenty-year-old girl who has married a man of thirty. He works too hard and comes home very tired and bad-tempered.
2. A twenty-five-year-old girl, a university graduate. She has met a man who is impatient to marry her, but she wants to finish a year's post-graduate study first.
3. A thirty-five-year-old man Whose wife is a business-woman with a very successful career. She frequently comes home from work very late because she has meetings.
4. A woman of sixty who is a divorcee herself, comes to know that her son-in-law has committed adultery. Her daughter is still unaware of it.

12. Pair work. Below are situations for dialogues where one of the participants is facing some problem in his/her family. The other partner should give him/her some advice. Act out the dialogues using appropriate cliches of giving advice:

1. The wife complains that the husband doesn't pay enough attention to the children.
2. The husband thinks the seventeen-year-old daughter is too young to go out on dates. The wife disagrees.
3. The wife has a full-time job and is angry because the husband does not help around the house.
4. The husband complains about his wife's mother interfering in.

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13. Group work. Split into two groups of four to six students:

1. One of the groups has to prepare the role of the interviewers and write down questions each interviewer could ask the members of the "ideal family". The other group represents an "ideal family"; they should allocate the different roles within the group and talk about the personalities, ways of behaviour and ideas of the people in their family and give advice to other families.
2. The "ideal family" is interviewed by a different interviewer in turn in front of the class. At the beginning each member of the family introduces either himself or another family member.
3. Since a lot of the students' values and ideals regarding families will have become obvious, they should discuss them afterwards.

14. Role play the following scene with other members of your group. Each person plays a different role in the family. Make a decision as a family group:

A mother has just enrolled into evening language classes. She has a lot of studying to do and cannot do all the housework any more. Her husband and two teenage

children want her to be happy, but they are not used to helping with the housework much. However, they do not like TV dinners and dirty clothes. What can they do?

15. Group discussion. "What are the changes in family life?"

Sociologists say that the relationship between men and women is changing rapidly nowadays. Dating customs are changing. More women are working. Family life is changing. Men are helping more in the home. At the same time, the divorce rate is rising. More and more single parents are raising children nowadays. Discuss the following: What changes are taking place in family life? What are your predictions for the future? What changes in behaviour will become acceptable the future? Will more women work? Will divorce become more common? Will the size of the average family change? What things won't change?

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16. Here are some English proverbs dealing with marriage and family life.

Illustrate them with a short story:

Absence makes the heart grow fonder.

Every family has a skeleton in the cupboard.

Men make houses, women make homes.

It's a sad house where the hen crows louder than the cock.

17. Do library research and prepare an essay on one of the following topics:

1. Major problems young couples face.
2. The impact of social changes in modern society on family life.
3. Women's movements in the USA.

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APPENDIX

Unit One

ORGANIZATION AND STRUCTURE OF THE SYSTEM OF EDUCATION IN THE USA

The school year is usually nine months, from early September to mid-June. The common pattern of organization, referred to as the 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades 7 through 9 and senior high school in grades 10 through 12. The older 8-4 plan, however, in which grades 1 through 8 were the elementary school and 9 through 12 the high school, continues in many localities. There is also a 6-6 plan, grades 1 through 6 in elementary school and 7 through 12 in the secondary school. Today, unified systems operating both elementary and secondary schools most commonly use the 6-3-3 plan or a 6-2-4 variation. However, many variations on the patterns exist in the United States.

Preschool education: A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also provide nursery schools. The age group is commonly four and five years. These preschool education programs maintain a close relationship with the home and parents, and aim to give children useful experiences which will prepare them for elementary school. The programs are flexible and are designed to help the child grow in self-reliance, learn to get along with others, and form good work and play habits.

Elementary school: The main purpose of the elementary school is the general intellectual and social development of the child from 6 to 12 or 15 years of age. Curricula vary with the organization and educational aims of individual schools and communities. The more or less traditional program consists of teaching prescribed subject matter. Promotion from one grade to the next is based on the pupil's achievement of specified skills in reading, writing, spelling, arithmetic, history, geography, music and art.

Secondary school: Most pupils follow a course that includes English, science, social studies, mathematics and physical education. Elective subjects may be chosen in the fields of

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foreign languages, fine arts and vocational training. Pupils usually elect about half their work in grades nine through twelve.

Most young Americans graduate from school with a high school diploma upon satisfactory completion of a specified number of courses. Students are usually graded from A (excellent) to F (failing) in each course they take on the basis of performance in tests given at intervals throughout the year, participation in class discussions and completion of written and oral assignments. Locally developed end-of-the-year examinations are given in many schools. Some states, such as New York, give statewide examinations which are prepared by the state department of education.

Students receive "report cards" at least twice a year (in some school districts, up to six times) which indicate the grades they have received in each of the subjects they are studying. High schools maintain a school "transcript" which summarizes the courses taken and the grades obtained for each student. A copy of the transcript is normally submitted to colleges when a student applies for admission.

College-bound students generally take college admission tests during their last two years of high school.

1. College and university admission/entrance requirements:

1) application including personal information; 2) high school report including class rank, a transcript with the list of all the courses taken and all grades received in high school with courses failed or repeated, test results, SAT, Achievement Test and ACT scores and a general assessment of the applicant's character such as academic motivation, creativity, self-discipline, leadership, self-confidence, warmth of personality, sense of humor, etc.; 3) one or more recommendations by school teachers; 4) personal commentary such as major extra-curricular activities, hobbies, special awards or prizes, work or travel experiences, educational and/or career goals and the reasons for the choice of this particular university; 5) personal interview.

2. Administration and organization:

The head of the university is usually called President, sometimes Chancellor. His principal assistants are Vice-presidents, directors, deans and business managers.

Each university consists of a number of units called either College or School.

There is always a College of Arts and Sciences and several professional schools, *e. g.* one

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unit of a university may be called College of Medicine, whereas another one of the same university may be called Law School, i. e. the units of a university providing professional education may be called either colleges or schools, without any difference in meaning.

3. **Faculty members:** The teaching staff of an American university is called *the faculty*. Full-time faculty consists of professors and instructors. The rank of *associate professors, assistant professors* corresponds to the British rank of *readers* or *senior lecturers*.

4. **Tenure** — signifies that a faculty member has become a full and permanent member of the academic body of the university and provides the faculty member with the right of continued employment without discriminatory reduction in salary unless there be grave reasons for dismissal. Normally tenure is attached to the ranks of Associate Professor and Professor who have demonstrated excellence in teaching, research and service.

5. **Career development and job placement** — an academic advising service which provides up-to-date information on career areas and individual career counseling and planning. Job placement is not guaranteed in universities of the USA.

6. **Counselor** — a person on a university staff who provides counseling and consultation service to help in decisions regarding courses, majors, vocational plans, career opportunities and personal matters. Services are free to all students.

7. **Teacher training:** All states require a bachelor's degree for teaching elementary grades. Forty seven states require a bachelor's degree as the minimum preparation for teaching in the secondary schools; three states and the District of Columbia require five years or a master's degree. Many public and private colleges and universities are approved and accredited for teacher education. At the undergraduate level, the typical teacher education program is four or five years in length. It comprises a combination of traditional academic subjects and professional courses such as methods of teaching and educational psychology. Practice-teaching for four or six months, either in the college laboratory school or in a public school system, is often included. Graduate of liberal arts colleges which

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do not have a teacher education program may usually qualify through a fifth year master's degree program.

8. **Degrees:** *the Associates' degree* — the Associate of Arts (A.A.), the Associate of Science (A.S.) — is usually awarded at a community or junior college upon completion of 2 years of study — it represents the same level as completion of the first two years of a four-year college or university and students with A.A. or A.S. may transfer to four-year institutions.

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The Bachelors degree normally requires 4 years of academic study beyond the high school diploma: the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.); the Bachelor of Education (B. Ed.); the Bachelor of Fine Arts (B.F.A.), etc.

The Master's degree — programs leading to the degree usually require 1 or 2 years of advanced study in graduate-level courses and seminars. Frequently a thesis is required or a final oral or written examination. (M.A. — the Master of Arts, etc.)

The Doctor's degree — usually the Doctor of Philosophy (Ph.D.) equal to the Soviet candidate of Science, Philology, etc.) — the highest academic degree, it requires a minimum of 2 years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

9. SAT — the Scholastic Aptitude Test (in mathematics and verbal ability) used since 1947: 1600 scores — a good result; 400 scores — poor.

The SAT is taken in the 11th grade of high school. (About 1,5 million students take it yearly.)

Many educators point out that SAT scores are related to family income — the higher the income, the higher the SAT scores and certain minorities have not scored well because of low incomes and bad schools. SAT can be taken two or three times (in the 11th and 12th grades), generally preceded by PSAT (preliminary), a test to give students a warm-up exercise for the SAT and indicate their probable SAT scoring range.

ACT — the American College Testing program — is similar to SAT but scores social studies and the natural studies. The ACT is taken when required by certain colleges or universities. (About 200,000 students take this test yearly.)

Both tests are widely used in the admission process of US colleges and universities. Their results are sent to the colleges or universities to which the students have applied. ACT is meant to be taken only once.

Achievement tests — special tests in a discipline required by some colleges for admission.

"TOEFL" stands for the Test of English as a Foreign Language. This test is used to measure your English language proficiency. If you are applying to a college or university, your TOEFL scores will help the admission staff determine if your
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skills are adequate for enrollment into the program of study you have selected.

10. Academic Year is usually nine months duration, or two semesters of four and a half months each. Classes usually begin in September and end in July. There are summer classes for those who want to improve the grades or take up additional courses.

During one term or semester, a student will study, concurrently, four or five different subjects. The students' progress is often assessed through quizzes (short oral or written tests), term papers and a final examination in each course. Each part of a student's work in a course is given a mark which helps to determine his final grade. A student's record consists of his grade in each course.

College grades, determined by each instructor on the basis of class work and examinations, are usually on a five-point scale, with letters to indicate the levels of achievement. A — is the highest mark, indicating superior accomplishment, and the letters go through B, C, D to E or F which denotes failure. Many schools assign

points for each grade (A = 5, B = 4, etc.) so that GPA (grade point average) may be computed. Normally, a minimum grade point average (3.5 points) is required to continue in school and to graduate.

11. Student Financial Aid — sums of money for students who need financial aid to attend college.

When a family applies for aid, an analysis is made of the parents' income; Financial Aid is normally awarded as part of a package: part grant (a grant needn't be repaid, parts of which might come from several sources: federal, state, private scholarship, college scholarship); part loan (to be repaid after college); part work (colleges normally expect students on aid to earn some of the money they need by working summers on the camps).

12. Students Union. There are several national nongovernmental associations of students. The largest and most active has been the United States National Student Association, with headquarters in Washington, D.C. (USNSA).

A great deal of the cultural and recreational life at a university is created and conducted by student groups. They sponsor or participate in concerts, plays, debates, forums and festivals.

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They have various clubs, film societies, jazz groups, newspapers, magazines, radio stations, athletic events. At many universities, the centre of these social and cultural out-of-class activities is the Students Unjpn. Some community colleges or universities maintain major resident facilities, fraternity and sorority houses, and students unions.

There are also a large number of national fraternities and sororities with chapters (branches) at almost 500 colleges and universities. These organizations, Greek letter societies, are descendants of the 18th century library and social clubs which flourished in the early American colleges.

No society has more than one chapter in any one college. While those societies are secret in character there is seldom any overemphasis of ritual or mystery in their conduct. The Greek alphabet is generally used in naming the fraternity, sorority or a chapter. It has become quite the practice for students of a particular fraternity to reside together during their college course in their "chapter" house. Students who live outside the colleges or universities live in cooperatives (cooperative housing associations providing lodgings), rooming houses or apartment complexes.

13. How to Write an Essay. The ability to write well-organized, concise essays is essential. The material must be presented in logical order and clear language. An essay consists of a number of paragraphs. Here are some hints on paragraph writing:

1) There are paragraph introducers which are sentences that establish the topic focus of the paragraph as a whole. The topic sentence is the paragraph contains a key idea. 2) There are paragraph developers which present examples or details of various kinds to support the ideas of the topic sentence. 3) There are sometimes viewpoints or context modulators, which are sentences that provide a smooth transition between different sets of ideas. 4) There are paragraph terminators or

restatement sentences, which logically conclude the ideas discussed in the paragraph.

To be able to write a good essay you must realize that your essay should be relevant to the set topic in both content and focus; the essay should be the result of wide reading, taking notes, looking things up, sorting out information, theories and ideas, and coming to well-thought-out conclusions...

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An essay consists of a number of paragraphs which may be sorted into functional groups such as introductory, developmental, transitional, summarising.

Depending upon the purpose or intent of the writer, particular paragraphs may be thought of as aiming to persuade, inform, argue, or excite. Paragraphs may also be classified according to such techniques of development as comparison, contrast, description, classification, generalisation, etc.

In linking paragraphs together the transitional devices may be the following:

1) the use of a pronoun instead of the above mentioned nouns; 2) repetition of the key word or phrase used in the preceding paragraph; 3) the use of transitional words or phrases and connectives.

The following connectives and transitional phrases are particularly useful in an essay writing:

first, second, etc.; next, finally, eventually, furthermore, meanwhile; because of, for; as, and since; thus, therefore, as a result, and so; at the same time, but; and (in order) to, so (that); and for, yet, nevertheless, nonetheless, however; whereas, while; on the other hand; in contrast, unlike; similarly, also, too, both; obviously; etc.

In essay writing the following hints concerning the language may be helpful:

— restrictions upon the vocabulary. Words and phrases labelled colloquial, familiar, vulgar, slang are excluded as inappropriate. Abbreviations, contracted verbal forms, colloquial abbreviations of words (such as *ad, vac, exam*, etc.) should not be used;

— preference should be given to concrete words rather than abstract (instead of *walk* — more specific *stroll, shuffle, trot*, etc.);

— wider use of phrasal verbs should be made;

— overused adjectives, adverbs, clichés should be avoided;

— idioms should be used with care;

— features of academic style should be preserved: lengthier and more complex paragraphs; the approach to the material is analytical, objective, intellectual, polemical; the academic writer's tone is serious, impersonal, formal rather than conversational, personal, colloquial; the academic writer makes frequent

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use of passive forms of the verbs; impersonal pronouns and phrases; complex sentence structures; specialized vocabulary; — one must be aware that there are differences in style and usage between disciplines and topics set.

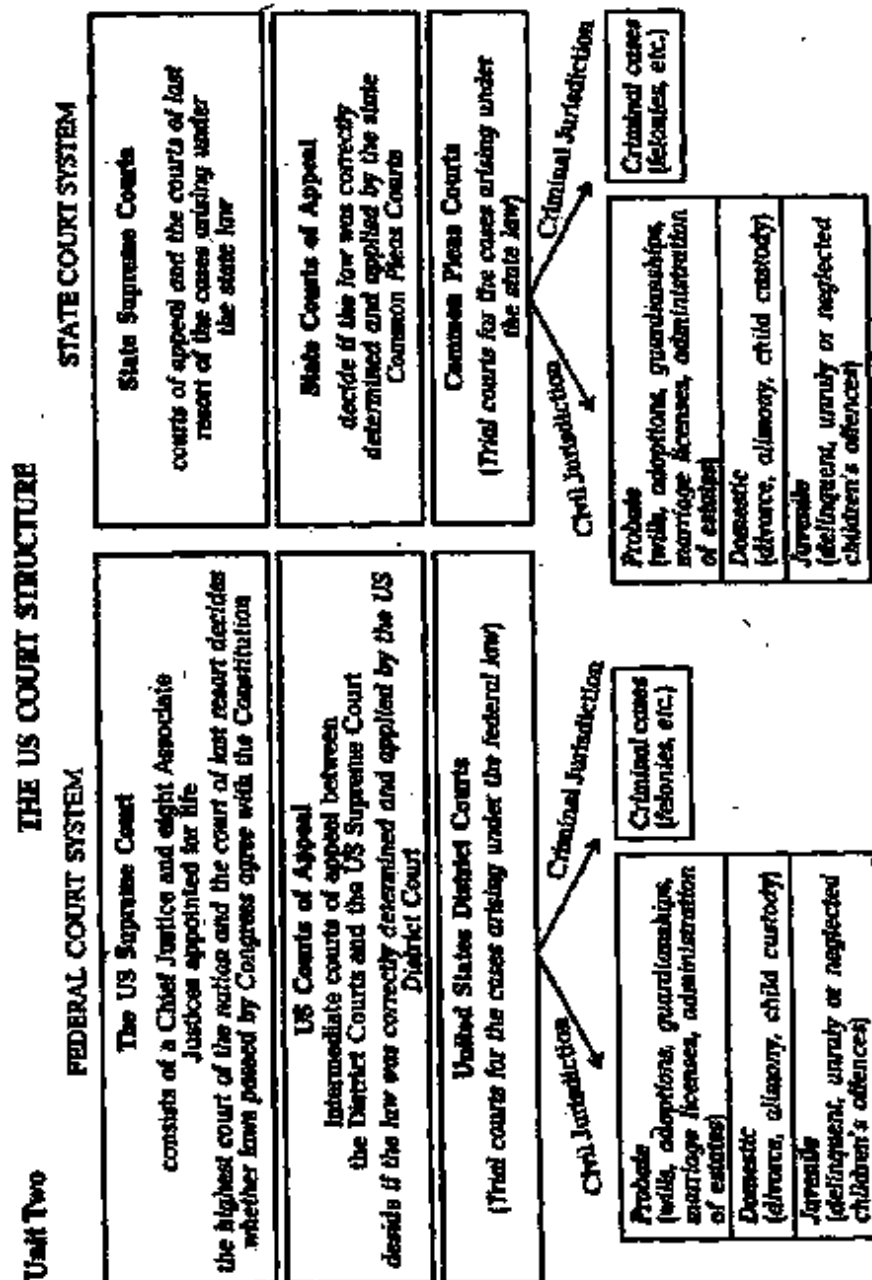
A model paragraph development by contrast:

BRITISH AND AMERICAN UNIVERSITIES

British and American universities are similar in their pursuit of knowledge as a goal but are quite different in their organization and operation.

English universities and colleges, because of their selective intake, are relatively small. American universities, which combine a number of different colleges and professional schools, are large, sometimes with 20,000 to 25,000 students on one campus. Teacher training colleges and polytechnics are alternatives to the university course for some students in England, being established for specific purposes. In contrast, virtually all schools of education, engineering and business studies, are integral parts of universities in the United States. In England universities receive about 70% of their financial support through Parliamentary grants. Similarly, in the United States, public institutions receive about 75% of their funds from local, state, and federal sources, but private colleges and universities receive little or no government support. In England, personal financial aid is provided by the government to over 80% of the students through local educational authorities according to the parents' income. In the US student's aid is administered by the university or the sponsoring agency and is provided by private organizations and the state or federal governments. Obviously British and American universities have similar educational aims but different means of achieving those aims.

14. **Buzz group** — small groups of 3-5 persons to enact a simultaneous discussion of a motion. Each group has to work out and note down all possible arguments in favour of its motion including defences against points that might be brought up by the opposition. It also has to work out the presentation of this material (who will put which argument and how), using every member of the group. The result of the discussion within a buzz group is to be reported by one of its members to the whole group.



Unit Three

TOOLS FOR EVALUATING A STORY

Any work of fiction consists of relatively independent elements — narration, description, dialogue, interior monologue, digressions, etc. **Narration** is dynamic, it gives a continuous account of events, while **description** is static, it is a verbal portraiture of an object, person or scene. It may be detailed and direct or impressionistic, giving few but striking details. Through **the dialogue** the characters are better portrayed, it also brings the action nearer to the reader, makes it seem more swift and more intense. **Interior monologue** renders the thoughts and feelings of a character. **Digression** consists of an insertion of material that has no immediate relation to the theme or action. It may be lyrical, philosophical or

critical. The interrelation between different components of a literary text is called **composition**.

Most novels and stories have plots. Every **plot** is an arrangement of meaningful events. No matter how insignificant or deceptively casual, the events of the story are meant to suggest the character's morals and motives. Sometimes a plot follows the chronological order of events. At other times there are jumps back and forth in time (**flashbacks and foreshadowing**). The four structural components of the plot are exposition, complication, climax and denouement. **Exposition** contains a short presentation of time, place and characters of the story. It is usually to be found at the beginning of the story, but may also be" interwoven in the narrative by means of flashbacks, so that the reader gradually comes to know the characters and events leading up to the present situation. **Complication** is a separate incident helping to unfold the action, and might involve thoughts and feelings as well. **Climax** is the decisive moment on which the fate of the characters and the final action depend. It is the point at which the forces in the conflict reach the highest intensity.

Denouement means "the untying of a knot" which is precisely what happens in this phase. Not all stories have a denouement. Some stories end right after the climax, leaving it up to the reader to judge what will be the outcome of the conflict.

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The way a story is presented is a key element in fictional structure. This involves both the angle of vision, the point from which the people, events, and other details are viewed, and also the words of the story. The view aspect is called the **focus** or **point of view**, and the verbal aspect **the voice**. It is important to distinguish between the author, the person who wrote the story, and the narrator, the person or voice telling the story. The author may select a **first-person narrative**, when one of the characters tells of things that only he or she saw and felt. In a **third-person narrative** the **omniscient author** moves in and out of peoples thoughts and comments freely on what the characters think, say and do.

Most writers of the short story attempt to create characters who strike us, not as stereotypes, but as unique individuals. **Characters** are called **round** if they are complex and develop or change in the course of the story. **Flat characters** are usually one-sided, constructed round a single trait; if two characters have distinctly opposing features, one serves as a **foil** to the other, and the contrast between them becomes more apparent.

Round and flat characters have different functions in the conflict of the story. The **conflict** may be external, i.e. between human beings or between man and the environment (individual against nature, individual against the established order/values in the society). The **internal conflict** takes place in the mind, here the character is torn between opposing features of his personality. The two parties in the conflict are called the **protagonist** and his or her **antagonist**. The description of the different aspects (physical, moral, social) of a character is known as **characterization** when the author describes the character himself, or makes another do it, it is **direct characterization**. When the author shows the character in

action, and lets the reader judge for himself the author uses the **indirect method of characterization**.

The particular time and physical location of the story form **the setting**. Such details as the time of the year, certain parts of - the landscape, the weather, colours, sounds, or other seemingly uninteresting details may be of great importance. The setting can have various functions in a given story: 1) it can provide a realistic background, 2) it can evoke the necessary atmosphere, 3) it can help describe the characters indirectly.

The author's choice of characters, events, situations, details and his choice of words is by no means accidental. Whatever

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leads us to enter the author's attitude to his subject matter is called **tone**. Like the tone of voice, the tone of a story may communicate amusement, anger, affection, sorrow, contempt. The **theme** of a story is like unifying general idea about Life that the entire story reveals. The author rarely gives a direct statement of the theme in a story. It is up to the reader to collect and combine all his observations and finally to try to formulate the idea illustrated by the story. The most important generalization the author expresses is sometimes referred to as the **message**. The message depends on the writer's outlook, and the reader may either share it or not. There are no hard and fast rules about text interpretation but one is usually expected to sum up the contents and express his overall view of the story. The following questions will be useful in the analysis of a story.

COMPOSITION AND PLOT; FOCUS; VOICE

What are the bare facts of the story? What is the exposition, complication, climax and denouement? Are the elements of the plot ordered chronologically? How does the story begin? Is the action fast/slow moving? Which episodes have been given the greatest emphasis? Is the end clear-cut and conclusive or does it leave room for suggestion? On what note does the story end? Is the plot of major or minor importance? Does the author speak in his own voice or does he present the events from the point of view of one of the characters? Has the narrator access to the thoughts and feelings of all the characters? — Only a few? Just one? Is the narrator reliable? Can we trust his judgement? Is there any change in the point of view? What effect does this change have? Is the narrative factual/dry/emotional? Are the events credible or melodramatic?

CHARACTERS AND SETTING

What are the characters names and what do they look like? Does this have any significance? Are the characters round or flat? Does the narrator employ interior monologue to render the thoughts and feelings of the characters? Are the characters credible? Do they act consistently? If not, why not? With what main problem is the protagonist faced? Is it a conflict with another individual? With society? Within himself? In the

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course of the story do the characters change as a result of their experience? Does the narrator sympathise with the characters? Remains aloof and detached? Is the particular setting essential or could the story have happened anywhere at any time?

Has the narrator emphasised certain details? Which? Why? What functions does the setting have?

THEME AND ARTISTIC EFFECT

What is the general effect achieved? Has the writer caused characters, and settings to come alive? What was the conflict and how was it solved, if at all? Were there any striking repetitions of actions, words, thoughts or symbols? Has the protagonist learned anything? Has he or she acquired a greater knowledge or insight or reached a new awareness? Does the title of the story indicate anything about the theme? Are the theme and story fused and inseparable? How does the word choice and syntax contribute to the atmosphere? Does the story abound in tropes or does the narrator use them sparingly? What images lend the story a lyrical, melancholy, humorous effect? Are they genuine, poetic, fresh, trite, hackneyed, stale? Is the general tone matter-of-fact, sentimental, moralizing, bitter, ironical, sarcastic? What attitude to life does the story express? What seems to be the relationship between the author, the narrator and the reader?

W. S.

By L.P. Hartley

(continued)

A little comforted, Walter went home. The talk with the police had done him good. He thought it over. It was quite true what he had told them — that he had no enemies. He was not a man of strong personal feelings such feelings as he had went into his books. In his books he had drawn some pretty nasty characters. Not of recent years, however. Of recent years he had felt a reluctance to draw a very bad man or woman: he thought it morally irresponsible and artistically unconvincing, too. There was good in everyone: Iagos were a myth. Latterly — but he had to admit that it was several weeks since he laid pen to paper, so much had this ridiculous business of the postcards

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weighed upon his mind — if he had to draw a really wicked person he represented him as a Nazi — someone who had deliberately put off his human characteristics. But in the past, when he was younger and more inclined to see things as black or white, he had let himself go once or twice. He did not remember his old books very well but there was a character in one, "The Outcast", into whom he had really got his knife. He had written about him with extreme vindictiveness, just as if he was a real person whom he was trying to show up. He had experienced a curious pleasure in attributing every kind of wickedness to this man. He never gave him the benefit of the doubt. He had never felt a twinge of pity for him, even when he paid the penalty for his misdeeds on the gallows. He had so worked himself up that the idea of this dark creature, creeping about brimful of malevolence, had almost frightened him.

Odd that he couldn't remember the man's name.

He took the book down from the shelf and turned the pages — even now they affected him uncomfortably. Yes, here it was, William... William... he would have to look back to find the surname. William Stamsforth.

His own initials.

Walter did not think the coincidence meant anything but it coloured his mind and weakened its resistance to his obsession. So uneasy was he that when the next postcard came it came as a relief.

'I am quite close now', he read, and involuntarily he turned the postcard over. The glorious central tower of Gloucester Cathedral met his eye. He stared at it as if it could tell him something, then with an effort went on reading. 'My movements, as you may have guessed, are not quite under my control, but all being well I look forward to seeing you sometime this week-end. Then we can really come to grips. I wonder if you'll recognize me! It won't be the first time you have given me hospitality. My hand feels a bit cold to-night, but my handshake will be just as hearty. As always, W.S.'

'P.S. Does Gloucester remind you of anything? Gloucester gaol?'

Walter took the postcard straight to the police station, and asked if he could have police protection over the week-end. The officer in charge smiled at him and said he was quite sure it was a hoax; but he would tell someone to keep an eye on the premises.

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'You still have no idea who it could be?' he asked.

Walter shook his head.

It was Tuesday; Walter Streeter had plenty of time to think about the week-end. At first he felt he would not be able to live through the interval, but strange to say his confidence increased instead of waning. He set himself to work as though he *could* work, and presently he found he could — differently from before, and, he thought, better. It was as though the nervous strain he had been living under had, like an add, dissolved a layer of non-conductive thought that came between him and his subject: he was nearer to it now, and his characters, instead of obeying woodenly his stage directions, responded wholeheartedly and with all their beings to the tests he put them to. So passed the days, and the dawn of Friday seemed like any other day until something jerked him out of his self-induced trance and suddenly he asked himself, "When does a week-end begin?"

A long week-end begins on Friday. At that his panic returned. He went to the street door and looked out. It was a suburban, unfrequented street of detached Regency houses like his own. They had tall square gate-posts, some crowned with semi-circular iron brackets holding lanterns. Most of these were out of repair: only two or three were ever lit. A car went slowly down the street; some people crossed it: everything was normal.

Several times that day he went to look and saw nothing unusual, and when Saturday came, bringing no postcard, his panic had almost subsided. He nearly rang up the police station to tell them not to bother to send anyone after all.

They were as good as their word: they did send someone. Between tea and dinner, the time when week-end guests most commonly arrive, Walter went to the door and there, between two unlit gate-posts, he saw a policeman standing — the first policeman he had ever seen in Charlotte Street. At the sight, and at the relief it brought him, he realized how anxious he had been. Now he felt safer than he had ever felt in his life, and also a little ashamed at having given extra trouble to a

hardworked body of men. Should he go and speak to his unknown guardian, offer him a cup of tea or a drink? It would be nice to hear him laugh at Walter's fancies. But no — somehow

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he felt his security the greater when its source was impersonal, and anonymous.

'P.C. Smith' was somehow less impressive than 'police protection'.

Several times from an upper window (he didn't like to open the door and stare) he made sure that his guardian was still there: and once, for added proof, he asked his house-keeper to verify the strange phenomenon. Disappointingly, she came back saying she had seen no policeman; but she was not very good at seeing things, and when Walter went a few minutes later he saw him plain enough. The man must walk about, of course, perhaps he had been taking a-stroli when Mrs. Kendal looked.

It was contrary to his routine to work after dinner but tonight he did, he felt so much in the vein. Indeed, a sort of exaltation possessed him; the words ran off his pen; it would be foolish to check the creative impulse for the sake of a little extra sleep. On, on. They were right who said the small hours were the time to work. When his housekeeper came in to say good night he scarcely raised his eyes. In the warm, snug little room the silence purred around him like a kettle. He did not even hear the door bell till it had been ringing for some time. .

A visitor at this hour?

His knees trembling, he went to the door, scarcely knowing what he expected to find; so what was his relief on opening it, to see the doorway filled by the tall figure of a policeman: Without waiting for the man to speak —

'Come in, come in, my deaf fellow,' he exclaimed. He held his hand out, but the policeman did not take it. 'You must have been very cold standing out there. I didn't know that it was snowing, though,' he added, seeing the snowflakes on the policeman's cape and helmet. 'Come in and warm yourself.'

'Thanks,' said the policeman. 'I don't mind if I do.'

Walter knew enough of the phrases used by men of the policeman's stamp not to take this for a grudging acceptance. 'This way,' he prattled on. 'I was writing in my study. By Jove, it is cold, I'll turn the gas on more. Now won't you take your traps off, and make yourself at home?'

'I can't stay long,' the policeman said, 'I've got a job to do, as *you* know.'

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'Oh yes,' said Walter, 'such a silly job, a sinecure.' He stopped, wondering if the policeman would know what a sinecure was. 'I suppose you know what it's about — the postcards?'

The policeman nodded.

'But nothing can happen to me as long as you are here,' said Walter. 'I shall be as safe ... as safe as houses. Stay as long as you can, and have a drink.'

'I never drink on duty,' said the policeman. Still in his cape and helmet, he looked round. 'So this is where you work,' he said,

'Yes, I was writing when you rang.'

'Some poor devil's for it, I expect,' the policeman said.

'Oh, why?' Walter was hurt by his unfriendly tone, and noticed how hard his gooseberry eyes were.

'I'll tell you in a minute,' said the policeman, and then the telephone bell rang. Walter excused himself and hurried from the room.

'This is the police station,' said a voice. 'Is that Mr, Streeter?'

Walter said it was.

'Well, Mr. Streeter, how is everything at your place? All right, I hope? I'll tell you why I ask. I'm sorry to say we quite forgot about that little job we were going to do for you. Bad co-ordination, I'm afraid.'

'But,' said Walter, 'you did send someone.'

'No, Mr. Streeter, I'm afraid we didn't.'

'But there's a policeman here, here in this very house.'

There was a pause, then his interlocutor said, in a less casual voice:

'He can't be one of our chaps. Did you see his number by any chance?'

'No.'

A longer pause and then the voice said:

'Would you like us to send somebody now?'

'Yes, p ... please.'

'All right then, we'll be with you in a jiffy.'

Walter put back the receiver. What now? he asked himself. Should he barricade the door? Should he run out into the street? Should he try to rouse his housekeeper? A policeman of any sort was a formidable proposition, but a rogue policeman! How

long would it take the real police to come? A jiffy, they had said. What was a jiffy in terms of minutes? While he was debating the door opened and his guest came in. 'No room's private when the street door's once passed,' he said. 'Hadyou forgotten I was a policeman?'

'Was?' said Walter, edging away from him. 'You *are* a policeman.'

'I have been other things as well,' the policeman said. 'Thief, pimp, blackmailer, not to mention murderer. You should know.'

The policeman, if such he was, seemed to be moving towards him and Walter suddenly became alive to the importance of small distances — the distance from the sideboard to the table, the distance from one chair to another.

'I don't know what you mean,' he said. "Why do you speak like that? I've never done you any harm. I've never set eyes on you before.'

'Oh, haven't you?' the man said. 'But you've thought about me and' — his voice rose — 'and you've written about me. You got some fun out of me, didn't you?'

Now I'm going to get some fun out of you. You made me just as nasty as you could. Wasn't that doing me harm? You didn't think what it would feel like to be me, did you? You didn't put yourself in my place, did you? You hadn't any pity for me, had you? Well, I'm not going to have any pity for you.'

'But I tell you,' cried Walter, clutching the table's edge, 'I don't know you!'

'And now you say you don't know me! You did all that to me and then forgot me!'

His voice became a whine, charged with self-pity. 'You forgot William Stainsforth.'

'William Stainsforth!'

'Yes. I was your scapegoat, wasn't I? You unloaded all your self-dislike on me. You felt pretty good while you were writing about me. You thought, what a noble, upright fellow you were, writing about this rotter. Now, as one W.S. to another, what shall I do, if I behave in character?'

'I... I don't know,' muttered Walter.

'You don't know?' Stainsforth sneered. 'You ought to know, you fathered me. What would William Stainsforth do if he met his old dad in a quiet place, his kind old dad who made him swing?'

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Walter could only stare at him.

'You know what he'd do as well as I,' said Stainsforth. Then his face changed and he said abruptly, 'No, you don't, because you never really understood me, I'm not so black as you painted me.' He paused, and a flicker of hope started in Walter's breast. 'You never gave me a chance, did you? Well, I'm going to give you one. That shows you never understood me, doesn't it?'

Walter nodded. :

'And there's another thing you have forgotten.'

'What is that?'

'I was a kid once,' the ex-policeman said.

Walter said nothing.

'You admit that?' said William Stainsforth grimly. 'Well, if you can tell me of one virtue you ever credited me with — just one kind thought — just one redeeming feature —'

'Yes?' said Walter, trembling.

'Well, then I'll let you off.'

'And if I can't?' whispered Walter.

'Well, then, that's just too bad. We'll have to come to grips and you know what that means. You took off one of my arms but I've still got the other. "Stainsforth of the iron hand" you called me.'

Walter began to pant.

'I'll give you two minutes to remember,' Stainsforth said. They both looked at the clock. At first the stealthy movement of the hand paralysed Walter's thought. He stared at William Stainsforth's face, his cruel, crafty face, which seemed to be always in shadow, as if it was something the light could not touch. Desperately he searched his memory for the one fact that would save him; but his memory, clenched like a fist, would give up nothing. 'I must invent something,' he thought, and suddenly his mind relaxed and he saw, printed on it like a photograph, the last page of the book. Then, with the speed and magic of a dream, each page appeared before him in perfect clarity until the first was reached, and he realized with overwhelming force that what he looked for was not there. In all that evil there was not one hint of good. And he felt, compulsively and with a kind of exaltation, that unless he testified to this the cause of goodness everywhere would be betrayed.

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'There's nothing to be said for you!' he shouted. 'And you know it! Of all your dirty tricks this is the dirtiest! You want me to whitewash you, do you? The very snowflakes on you are turning black! How dare you ask me for a character? I've given you one already! God forbid that I should ever say a good word for you! I'd rather die!'

Stainsforth's one arm shot out. "Then die!" he said.

The police found Walter Streeter slumped across the dining-table. His body was still warm, but he was dead. It was easy to tell how he died; for it was not his hand that his visitor had shaken, but his throat. Walter Streeter had been strangled. Of his assailant there was no trace. On the table and on his clothes were flakes of melting snow. But how it came there remained a mystery, for no snow was reported from any district on the day he died.

Unit Six

magazine programme — programme which is a mixture of "hard" news and feature items.

wild/nature life programme — programme showing animals, birds, etc. in their natural environment

quiz programme — programme on which members of the audience are asked questions, in case of correct answer they receive prizes

sitcom (situation comedy) — short film providing entertainment

soap opera — play (an afternoon television regular feature) which originally appeared on the radio and was sponsored by soap advertisers, continuing from day to day, presenting emotional and melodramatic situations like many operas of the 19th century (thus named "soap operas")

video clip — minifilm, about the length of a song, interpreting or dramatising a song

Western — uniquely American film presenting myths about pioneering, courageous Americans

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Major British and American Broadcasting Companies, Networks, News Agencies

Great Britain

BBC — British Broadcasting Corporation

ITV — Independent Television News Ltd. (company responsible for providing national news for independent television in Britain)

PA — Press Association (British national domestic news agency)

Reuter [ˈrɪtə] — British-based agency supplying foreign news

EBU — European Broadcasting Union

Eurovision — International network for the exchange of television programmes

the USA

ABC — American Broadcasting Company

CBS — Columbia Broadcasting System

NBC — National Broadcasting Company

AP — Associated Press (American news agency)

INTERVIEW TECHNIQUES

Ten-point plan to make a good impression

1. Be pleasant and polite to the receptionist or secretary who greets you. It will get you off to a good start.
2. If you are going through a closed door into an office, knock first and then walk in.
3. Don't sit down until you are offered a chair.
4. Don't smoke or chew.
5. Don't slouch, don't fold your arms or fidget. Sit in a relaxed upright position.
6. Speak up, don't mutter or mumble. Try to act with modest confidence.
7. Don't be flippant. Some candidates give jokey answers to cover up nerves. Be sure you are on the same wavelength as the interviewer before you introduce humour into the discussion.
8. Show a genuine interest in the work and the firm you have applied to.
9. Analyse what qualities the interviewer is looking for and try to demonstrate how far you match up.

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10. Make sure you know the interviewer's surname, and use it if a natural opportunity occurs.

Questions the interviewer may ask you

There are a number of questions you are likely to be asked — so think about what you are going to say. It may help to discuss these with a friend before the interview. Probable questions include:

Tell me about yourself.

Why do you want the job?

What is your experience in the field?

What makes you think you would be good at the job?

What do you do in your spare time?

What qualities do you think you have to offer?

What is your ultimate career ambition?

What kind of books or newspapers do you read?

Questions you may want to ask the interviewer

During the course of the discussion, the interviewer will probably explain most of the details about the job. But there may be gaps and you may want to ask your own question.

Try not to appear too eager; wait until towards the end of the interview. He or she may then ask if there is anything you would like to know — and that's your chance to be offered the job, then you will need all the facts to enable you to make the right decision as to whether or not you will accept. There are some of the points you may want to raise:

What are the normal hours of work?

Are there any unusual hours?

Will I be paid overtime?

What is the pay?

What holidays will I be entitled to?

Who will I be directly responsible to?

What training will I be given?

When may I expect a decision?

When would I be expected to start?

Whatever you do don't sound as if you are only interested in what you get out of the job. Remember the interviewer is looking for someone who is going to put a lot into the job — ability, industry and enthusiasm.

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ADDITIONAL EXERCISES1

COMPOSITION SUBJECTS

Respond to the following situations either in a short story, using a dialogue and a description, or in an essay form.

1. Describe how illustrations can help a reader to enjoy the book. Refer to two or three books you have read.

2. Imagine that one of your friends is missing from the classes visiting his parents. Give details of his appearance which would enable the teachers to issue a description or build up an identical picture.
3. Recommend a friend (who does not read much) a book which you have recently read. Try to encourage your friend to spend more time reading.
4. Halloween.
5. Discuss the reasons why many people today read books about the Second World War.
6. Write a clear and factual report for the newspaper of an accident that you have witnessed.
7. The persistent disadvantages and advantages of being a woman.
8. The advantages and disadvantages of being an only child.
9. Superstition in our lives today.
10. Write a persuasive letter giving details about the pleasure of playing a musical instrument.
11. Suppose you were writing an account of your childhood in such a way as to emphasize your relations with your family.
12. Television and radio plays as a reflection of real life.
13. How have your years at school prepared you for your life after leaving school?
14. Write a letter to the press stating the case for abolishing examinations or for handing over students discipline to a committee in which staff and students co-operate on equal terms. Invent suitable names and addresses.

1 Credit will be given for arrangement of ideas, clear expression and direct comparison. <285>

15. Write a short story to the magazine on one of the happenings in your childhood which much influenced you.
 16. The wedding of one of the members of your family.
 17. Crime and punishment. Give your views on juvenile delinquency. Should the punishment fit the crime?
 18. What help in running a home should a husband give to his wife?
 19. Explain the pleasures of music-making.
 20. What seems to you worthwhile in some forms of popular literature, *e. g.* detective stories, science fiction?
 21. A teacher looking rather tired and harassed at the end of a day's work.
 22. A student whose dress and appearance are such as to excite comment.
 23. Explain in your own words what is meant by the British custom of April Fool's Day, describing some of the tricks played by British children.
 24. Describe some customs of girls and boys in this country.
 25. Write a description of some animal with which you are familiar for the benefit of people who have never seen this animal.
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CONVERSATIONAL EXPRESSIONS

(Units One — Eight)

Unit One

PERSUASION

Persuasion involves not only making a suggestion but actively trying to convince someone to agree with you and accept it. As such, it is a mild and (usually) acceptable form of arguing.

But evidently to use clichés is by far not enough. What you need is valid arguments to really persuade a person to do this or that. Remember that to be convincing you must abide by certain rules in logics:

Persuasion

(Oh) come on I don't know, but

Don't you think I'll tell you what

After all Look

What you don't seem to Why don't we

understand is that I know you can do it

I'm awfully sorry to ask It's crucial for you

you ... but It's important for you

If you'll do it... I'll It's necessary for you

Going in to persuasions

(Well) I guess so All right

Maybe you're right Look — I'll tell you what

Oh, if you insist We'll see

Making suggestions

I wonder/was wondering how Why don't you try

to attend What do you say Don't you think

Maybe you could If I were you

I was wondering if you'd ever I have an idea

thought of I think it might be a good idea to

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Resisting persuasion

I don't know No way

Oh (with using information) Absolutely not

We'll see I don't care

I know, but That's all out of the

I don't see how question

That's a good idea, but That might be OK, but

That's true, but I see what you mean, but

Some means that can be useful in persuading others

1. Citing facts to support your view, naming their source if the facts are likely to be doubted.
2. Relating relevant incidents or experiences in which you or others have been involved. A vividly told experience is memorable and convincing.
3. Citing authorities who support your view. Brief direct quotations from the authority are impressive.
4. Using humour and funny stories to hold the interest of your readers or listeners. (Be sure, however, that you don't drag in a joke simply to get a laugh. The funny story can illustrate your arguments in a memorable way.)

5. Using associations to establish a link between things everyone likes (nice people, good feelings, etc.) and the point of view for which you are arguing, or vice versa.
 6. Making a direct appeal, once you have established your case, by expressing your conviction with sincerity or feeling.
 7. Appealing to emotions, if the subject is one you feel deeply about. Don't, however, let the emotion drown the thinking!
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Unit Two

ATTACK AND RESPONSE

Attack

Wouldn't you agree
 Wouldn't you say that
 Isn't it (also) true (to say), to believe, to assume
 Isn't it just possible *tentative that + s*
 Might it not (also) be true
 Surely you'd admit
 Don't you think *direct*
tag questions: X is ..., isn't it? X is ..., isn't it?
 X doesn't..., does it? *direct*
 If you ask me; As you see it; I'd like to point out that; The point is

Response

I see (take) your point
 Possibly (maybe so)
 I'd agree with you to a certain extent
 (*tentative*)
 That may well be (*direct*) but+attack
 Fair enough
 OK *informal*
 That's quite true...
 Perhaps, but don't you think that
 I'm not sure I quite agree
 I see what you mean, but
 Come off it! You can't be serious.

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Unit Three

AGREEMENT AND DISAGREEMENT

Agreeing. *Neutral:* Yes, I agree. True enough. That's right I can't help thinking the same. Hour true. I couldn't agree more. How right that is. Oh, definitely.
Informal: Well, that's the thing. Well, this is it (isn't it) ? Yes, right. Dead right. Too true. I'd go along with you there. I'm with you there.
Formal: Oh, I agree entirely. I agree absolutely with... My own view/opinion exactly. I'm of exactly the same opinion. I don't think anyone could/would disagree with...

Disagreeing. *Neutral:* (Oh,) I don't agree... I'm not (at all) sure, actually/in fact. Not really. Oh, I don't know. No, I don't think... I disagree (I'm afraid). That's not right, surely. That's not the way I see it. I can't agree with... I can't help thinking... But isn't it more a matter/question of... ? Do you really think...?

Informal: (Oh) surely not I don't see why. I can't go along with... (Oh,) come off it. Nonsense! Rubbish! No way! You must be joking. You can't mean that!

Formal: I really must take issue with you (there). (I'm afraid) I can't accept... I can't say that I share that/your view. I'm not at all convinced... I see things rather differently myself.

Saying you partly agree. *Neutral:* I don't entirely agree with... I see your point, but... I see what you mean, but.. To a certain extent, yes, but... There's a lot in what you say, but... Yes, maybe/perhaps, but.. I couldn't agree more, but... That's one way of looking at it, but... Yes, but on the other hand, ... Yes, but we shouldn't forget... Yes, but don't you think... That's all very well, but...

Informal: Could be, but... OK, but... Yes, but... Mm, but... I'd go along with most of that, but...

Formal: Well, while I agree with you on the whole, ... There's some/a lot of truth in what you say. Still/however, ... I agree in principle, but... That may be so, but... Granted, but... Personally, I wouldn't go so far as (to say) that.

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Unit Four

EXPRESSIONS SHOWING CRITICISM AND VIRTUES

I know I am not good at...

As for when I look at myself (in a mirror),... well... then I see someone a bit different.

That's probably my main fault.

I should say I'm not exactly — how should I say?

I suppose I'm not coherent in my behaviour.

You'd have to see it to believe it!

You shouldn't be asking what I think of myself, ... but what I think of...

It's law and order what we need.

I say get rid of...

I'm the sort of ordinary decent person who wants to bring law and order back (to this country).

Well, I'm an easy going bloke unless of course...

You wind me up. Then I'm a bit vicious.

I think I've kept myself respectable — that's the word.

I've tried to help ... I've done my best.

Perhaps you might consider me a bit of a fanatic.

About... But basically I'm a good chap.

Not too polemic ... fond of... That's me.

When I was young I was very shy.

I didn't make (close friends) till... in ..., till quite late in life.

I became quite good at being by myself.

I had no one to rely on ... and no one to ask for advice. That made me independent.

Unit Five

REACTING TO OPINION

Positive response:

True... exactly...

I am all out for it.

I am in favour of it.

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You have my whole/full support...

I am giving it my backing.

I can see no reason to oppose.

I urge you...

Please, do consider my words very carefully.

My reaction is extremely favourable.

Negatives:

I can't approve of it...

No, it bears no relation to...

I would find it difficult to (accept it)...

I'm not sure you are right about it...

Neutral:

My personal opinion is...

I'm inclined to think that...

It goes further than that...

That's one way of looking at it, but...

You would be well advised.

Unit Six

INTERVIEWING PEOPLE

Asking for opinions

What's your opinion of...

What do you think of...

How do you feel about...

I was wondering what your opinion of... (*tentative*)

What about... (*informal*)

Expressing personal opinions

In my opinion

From my point of view

Personally, I think that

It would seem to me that (*tentative*)

As far as I'm able to judge (*tentative*)

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As I see it (*direct*)

Frankly, I think (*direct*)

I reckon (*informal*)

Asking for clarification

I'm sorry, I don't quite understand what you mean by...

I'm sorry, could you explain what you mean by...
I'm afraid, I'm not really very clear about what you mean by... (*tentative*)
I'm sorry, but could you possibly explain what you mean by... (*tentative*)
Did you mean that...
Do you really think that...
Did you say...
But you said earlier that...
I don't understand what you mean by...
What (exactly) do you mean by... (*all rather direct*)

Giving clarification

what I'm trying to say is (that)...
Well,
the point I'm trying to make is (that)...
think
Well, I I what I mean is (that)... (*tentative*)
suppose
What I mean is (that)...
(*both direct*)
What I'm saying is (that)...
All I'm trying to say is (that)... (*informal*)
Well, to be frank (*strong, blunt*)
frankly
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Unit Seven

CORRECTING PEOPLE

Let's get this straight from the start...
There appears to have been a slight misunderstanding here.
I'm afraid you've got it all wrong...
Actually...
Haven't I already mentioned...
I think I should point out, however...
If I may say so, I believe you've confused...
Am I mistaken in thinking that...

Unit Eight

GIVING ADVICE AND ACCEPTING ADVICE OR REJECTING IT

Giving advice

I would advise you to DO...
Personally, I think your best course would be to DO...
(*slightly formal*)
It might be a good idea if you DID... (*tentative*)
Your best bet would be to DO...
I suggest you DO...
Why don't/can't you DO... (*direct*)
I think you should DO...
(If I were you) I'd DO... (*direct, informal*)

Accepting advice

That sounds a good idea.

(certainly) like Thank

seems good advice. you.

That's certainly a possibility. (*slightly tentative*)

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Right do

I'll that. Thanks, (*direct: informal*)

Yes. try

Rejecting advice

can

I'm not sure I do that. You see

 d be able to + EXCUSE

Isn't there anything else I can/could DO...?

I'm sure that's excellent advice, only + EXCUSE (*tentative*)

I'm afraid that's not really possible/out of the question. (*direct*)

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ROLE PLAYING

COLLEGE LIFE/ITS YOUR CHOICE

Situation

A group of students earned some money during their summer holidays. At a special meeting they discuss the best way to spend the money.

There are the proposals to be discussed:

1. a trip to St. Petersburg
2. purchase of some equipment to launch a disco club
3. distribution of the money among the students

Cast list

Helen/Eugene

Jane/Andrew students, members of the summer team

Lucy/Peter

Nina/Alex

Lecturer B., a young lecturer, the students' tutor

Ann/Michael, a member of the student committee

Mary/Nick, representing a student newspaper

Pauline/Paul, a British student on an exchange visit to Moscow

What you must decide

Which two of the proposals would most benefit everybody concerned and the English department? A vote must be taken.

Role cards

Helen/Eugene Aged 19

You were one of the team. You are a great traveller. You are happy as in summer you worked in a new place and now you look forward to a trip to St. Petersburg. If all the group doesn't want to go to St. Petersburg you'd like to have your share of the money and go there alone (though it is less preferable as you usually get lost in new places and don't make friends easily).

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Jane/Andrew Aged 22

You were one of the team. You worked last summer to earn some money to get married but it's a secret yet. So you prefer to have your share of the money. If somebody is really very keen on dancing there are a lot of disco clubs in the city. The most you agree with is a trip to St. Petersburg as you were there as a child many years ago.

Lucy/Peter Aged 21

You were one of the 1 team. You enjoyed your summer work very much. You think that a disco club is just the thing for you as you believe that dancing is the best way to relax and to enjoy yourself. Your second choice is the distribution of the money among the students. No trip to St. Petersburg for you as you've been there more than once.

Nina/Alex Aged 21

You were one of the team. You are sure all the money ought to be spent on the equipment for a disco club. All the students will benefit by it. You also know that Jane/Andrew is saving money for the wedding trip but you must keep it secret. Being a devoted friend you speak in favour of the distribution of the money among the students.

Lecturer B. Aged 28

You are a young lecturer, the students' tutor. As a comparatively young person you share their enthusiasm about a disco club. But you think that being a tutor you should argue for a trip to St. Petersburg. You feel that you are expected to help with the arrangements. (You would like to go to St. Petersburg as well.)

Ann/Michael Aged 23

You are a member of the student committee. You did not work with the group this summer as you were ill and you envy them. You try to learn more about their work. You support a purchase of some equipment for a disco club. You believe that a trip to St. Petersburg is not a bad idea but needs a lot of organisation. You conduct the discussion and the vote at the end of it.

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Mary/Nick Aged 22

You write for the student newspaper. You have been asked to cover the meeting. In the course of it you try to find out more about the students' summer work (place, the kind of job, environment, etc.). You think that next summer you would go with the group too. Involve the British student in the discussion.

Paul/Pauline Aged 21

You are one of the British group on an exchange visit. Students in Great Britain don't get any grant during their vacations. You do work every summer but it's your own business. You have to look for a job and you are happy to take up anything that will turn up. You tell the students about it when asked.

Possible follow-ups

1. Do you think the students' summer work should be related to their future profession? Whatever your answer, give your reasons.
2. Write up this role-play as a newspaper article.

3. Prepare a talk by a visiting student from Great Britain on students' life (unions, clubs, societies).

EXAMS OR CONTINUOUS ASSESSMENT?

Situation

A special meeting of the staff of the English Department will be held to discuss a possible shift from exams to continuous assessment, i. e. a student's final mark is an average of the marks for all the work he/she has done during the course/ term.

Cast list

Prof. G., Head of the English Department

Lecturer M.

Lecturer E. senior lecturers

Lecturer P.

Lecturer A. junior lecturers

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Ann/Peter

final-year students

Lucy/Andrew

Postgraduate S.

Dorothy/Donald Parker, a visiting English lecturer

What you must decide

What form of assessment is more efficient and reliable: exams or continuous assessment? A vote must be taken.

Role cards

Prof. G. Aged 51

You are Head of the English Department and conduct a special meeting to discuss what form of assessment is more efficient and reliable: exams or continuous assessment. You are of the opinion that exams are a well-tried system, but you do not object to abolishing exams in one of the years, possibly in the first year, and introducing continuous assessment as an experiment.

At the end of the discussion you sum up the arguments presented and hold a vote.

NB: The results of the vote will be taken to the Academic secretary of the university.

Lecturer M. Aged 49

You are a senior lecturer in the English Department. You are convinced that exams are the best quick way of assessing a student. Their reliability has been proved again and again. The exam system may not be perfect, but it's the best we have; it may be painful, but so are many things in life. You voice your support for the exams rather categorically.

Lecturer E. Aged 54

You are a senior lecturer in the English Department. You agree that the most successful students are not always the best educated, they are the best trained in the technique or working under duress/pressure. Possible faults of the exams are not the faults of the system itself but of the teacher — that is your con-

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viction. However there are advantages in continuous assessment, as it is probably more objective, but it needs to be proved/tested. So you suggest an experiment (exams abolished, continuous assessment introduced) with a group of students.

Lecturer P. Aged 32

You are a junior lecturer in the English Department. You think that exams as a form of assessment must be abolished altogether. Your arguments are as follows: firstly, exams are a test of memory not ability. They encourage memorising, restrict reading and induce cramming and secondly, as anxiety-makers exams are second to none, because so much depends on them.

Lecturer A. Aged 29

You are a junior lecturer in the English Department. You speak in favour of continuous assessment as it is more objective and a student has to work continuously but not rapidly under the extreme pressure of exams. It motivates a student to read widely and to seek more and more knowledge, eliminating cramming. Besides it's a pity that teachers themselves are often judged by examination results and instead of teaching their subjects they are reduced to training their students in exam techniques which they despise.

Ann/Peter Aged 22

You are a final-year student in the English Department. You are clever and a bit lazy. You have a knack of concentration under pressure and are always successful at exams. You are against continuous assessment because it is sure to reveal the gaps in your knowledge. While slating your arguments you address Lecturer E., a senior lecturer, because he/she will be your examiner this term.

Lucy/Andrew Aged 23

You are a final-year student in the English Department. You think exams should be abolished. Your arguments are, firstly, no one can show his knowledge to advantage after a sleepless night or when he/she is in mortal terror (some recollections of your personal experience would serve as good proof), secondly, examiners may be subjective at times.

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NB: You are an industrious student, you work hard during the term but unlike Ann/Peter

you don't have a knack of working rapidly under the extreme pressure of exams.
Postgraduate S. Aged 27

You are a postgraduate in the English Department. You are doing research on the new methods of assessment. You disagree that the methods of testing a person's knowledge and ability remain as primitive as in the past. You argue that extensive research into objective testing techniques has been carried out. There are already complex checking systems, among them computers, used by examiners to specially devised tests. In addition exams may be supplemented by the teachers' monthly assessment.

Dorothy/Donald Parker Aged 35

You are a visiting English teacher. You are very much interested in the Russian way of life. That day you are present at a meeting of the staff of the English Department where a possible shift from exams to continuous assessment is being

discussed. You are a true supporter of exams as you think it is an old and widely-spread system of assessing students' knowledge. In your country practically all exams are written (oral exams are a rare exception for modern languages). You know that in some universities they've introduced continuous assessment but you personally are rather sceptical about it.

Possible follow-ups

1. Speak on the following topic: "Exams or Continuous Assessment".
 - a) a student's view; b) a teacher's view.
2. Prepare a talk on the comparative study of the British and the Russian marking systems.
3. Write a composition on the following topics:
 - a) The most adequate (revealing) tasks for teaching the students' skills in the senior stage.
 - b) My first exam.

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DISCUSSING A TEXTBOOK

Situation

A school textbook is to be re-edited. At a special meeting possible changes to be introduced are discussed.¹

Cast list

The author

A representative of the publishers

Teacher S.

Teacher D.

Ann/Michael

Jane/Andrew final-year students

Helen/Peter

Dorothy/Donald Parker, a visiting English teacher

What you must decide

What possible changes should be introduced into the second edition of the textbook?

Role cards

The author Aged 55

You are the author of the textbook. It is highly valued by the school teachers and so the publishing house is planning the second edition of it. As you have not been teaching at school yourself for the last ten years you have had no feedback from the learners (only practising teachers have). You appreciate the criticism and suggestions offered by the participants of the discussion. But you are a bit hurt by the students' impertinent remarks on your textbook and you let it show.

Publisher Aged 45

You are representing the publishing house specialising in textbooks. You conduct the discussion but your contribution to

1 The teacher must decide which textbook the group is going to discuss in the role-play. The students are given cards in advance so that they will study the chosen textbook and find out the items for criticism and approval.

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it is rather limited as you are more concerned with technical matters, therefore you object to colour illustrations urging to observe space limit. At the end of the discussion you thank the participants, promising to inform the editorial board of their suggestions/proposals.

Teacher S. Aged 54

You are an experienced English teacher, favouring the existing textbook, its layout and the exercises provided. As some people doubt the necessity of using the students' mother tongue and especially a number of exercises on translation you strongly object to this view and argue in favour of translation as an objective method of foreign language teaching.

NB: After being at college together with the author of the textbook, you worked at the same school for some time.

Teacher D. Aged 25

You are a young teacher with an urge to make innovations. You've been using the textbook for two years but you can't say you are happy about it. Your firm conviction is language and culture are not separable and should be taught together. But the textbook is not informative enough. So you insist that more information about the country should be provided and should be definitely supplemented by colour illustrations.

Ann/Michael Aged 22

You are a final-year student who has already had two teaching practices in school. You are flattered by the invitation to participate in the discussion. You were asked to look through the exercises and drill material on the vocabulary and evaluate them. Say whether you consider the essential language items are really the most commonly used words about the topic.

Jane / Andrew Aged 22

You are a final-year student. You were reluctant to participate in the discussion as you think that the grammar exercises you were asked to look through are subjected to a lot of criticism. They should be more contextualised. Exercises on translation and filling in the blanks should be eliminated. You sound too categorical and uncompromising but you are not aware of it.

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Helen/Peter Aged 30

You are a final-year student of an evening class. For the last two years you were allowed to work at school as a trainee teacher. Therefore you know the textbook well. You think no textbook can be perfectly designed and there is no limit to perfection. Concerning possible changes some texts pertaining to real-life teaching situations should be added to the course as well as additional visual aids (maps, diagrams, cartoons, slides, etc.)

Dorothy/Donald Parker Aged 35

You are a visiting English teacher with the English department. Today you are present at a special meeting where a school textbook planned to be re-edited is discussed. You are surprised to hear of a complex set of teaching material (try to find out what the set consists of). In Great Britain it is up to the subject teachers to choose any textbook for their forms. So you think that approach is a bit biased as it may reflect a teacher's preferences and it makes it difficult for a child to change schools.

Possible follow-ups

1. How should the exercises on translation be dealt with:
 - a) gone over by the teacher in class;
 - b) corrected by the teacher out of class;
 - c) corrected by the students themselves by the given keys. Give your reasons.

TELEVISION

Situation

At a students' debating club a discussion is held on the role of television in society. Some students of the British group who are on an exchange visit to Moscow are participating in it. The discussion is conducted by a well-known journalist. The students are asked to give some serious thought to the following problems:

1. Television and children. (Whole generations are growing up addicted to television.)

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2. Books versus screen versions. (Active pursuits such as reading give way to passive screen-watching.)

3. The pros and cons of video cassette TV.

Cast list

A journalist

A psychologist

A postgraduate

Ann

Mary students of the English Department

Helen

Robert/Caroline British students

Steve/Frankie

What you must decide

Whose arguments sounded more convincing?

Role cards

Journalist Aged 54

You are a well-known journalist. You were asked to lead the discussion. In setting the problems for discussion you are deliberately provocative and extreme. Don't forget that you slanted your career as a producer of feature films and thus you argue in favour of cinematography. At the end of the discussion you mention your intention to write an article on youth and television and you thank the participants for their valuable contribution.

Psychologist Aged 40

You are a psychologist specialising in children's psychology. You are concerned with the impact of television on children. You state that those addicted to television have poorly developed speech habits, they become lazy, they read little, do not communicate with each other and their parents, in short, they become passive observers. You believe it's the parents' duty to regulate children's viewing time and choose suitable programmes.

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Postgraduate Aged 30

You are a postgraduate in audio-visual techniques in teaching. You specialise in educational television. You are of the opinion that it creates enormous possibilities for education. Close-circuit TV, language teaching, specialised subjects may serve as good examples. You can't argue that television ousts/displaces reading. But you do not object to a good screen version of a classic as a supplement to the original.

Ann Aged 21

You are a fourth-year student participating in a TV language teaching programme, so you are a real devotee of television. You speak of the growing popularity of television and think that it will definitely destroy/oust the film industry since it brings entertainment and even education right into your home.

Mary Aged 22

You are a final-year student. You praise television as the shortest and easiest way to gain knowledge. Screen versions of classics have helped you more than once before literature examinations. Video cassette TV is becoming a popular way of viewing and you think that the future is with it.

Helen Aged 23

You are a final-year student, recently married. Both your husband and you believe that television prevents everybody from going out into the world itself. No second-hand experience for you, only real books, theatres and films. You are convinced that television deprives you of the enjoyment of entertaining and that it is no substitute for civilised pleasures or for active hobbies and sports.

Robert/Caroline Aged 21

You are one of the British group on an exchange visit to Moscow. During your stay you are to do a project on the educational value of television. You say a few words about the Open University as a form of adult education on television. There are a number of problems under discussion. What particularly concerns you is that people, children especially, are reading far less. They now prefer screenplays and TV serials to books.

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Steve/Frankie Aged 23

You are one of the British group on an exchange visit to Moscow. During your stay in the country you are to do a project on television in Russia. You are present at a discussion on the role of television in society. Your special interest is the impact of television on children as you are afraid that very often children grow up addicted to the telly and are exposed to rubbishy commercials, violence, etc. You'd like to know the content of TV programmes.

Possible follow-ups

1. Choose an evening's viewing for
 - a) a foreign visitor whose Russian is good and who is very interested in learning more about Russia and our way of life;
 - b) a foreign visitor whose Russian is not very good.
2. Write a composition on one of the following topics:
 - a) The year 2000. What changes in television would you expect to have taken place?
 - b) The pros and cons of TV educational programmes.
 - c) The challenges of TV for teenage viewers.

THE INVESTIGATION

Situation

Mrs June Brown was detained for shoplifting. She was accused of having stolen a girl's woolen pullover. Mrs Brown refused to say anything and consequently the police were called and she was charged with theft. The facts are the following: Mrs Brown was in a hurry. She wanted to buy a new pullover for her daughter Jean before taking her to her cousin's birthday party. Mrs Brown found a pullover in the shop she called at with her daughter on her way to the party. As soon as she had paid for the pullover she saw that Jean had chocolate all over her face and hands. Furious she asked a sales assistant where the toilets were. Then in the toilet Mrs Brown changed Jean's old pullover for the new one. They would have to run if they were going to ever get to the party. But in the street she

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was grabbed by a man accompanied by a woman. The woman said that they had reason to believe that Mrs Brown was shoplifting. The evidence against Mrs Brown was that the woman, Mrs Baker, a store detective, had entered the toilets and had seen Mrs Brown, putting a new pullover over her daughter's head. You are to enact the preliminary investigation of the case conducted by two counsels: the counsel for the Prosecution and the counsel for the Defence.

Cast list

Mrs June Brown, the accused
Mrs Mary Baker, a store detective
Miss Becky Smith, a sales assistant
Mr Clark Timpson, the sales manager
Miss Nora Lain, a customer in the shop
Counsel for the Prosecution
Counsel for the Defence

What you must decide (after the role play)

On the basis of the evidence collected by the two counsels during the investigation you must decide whether the matter should be brought to court.

Role cards

Counsel for the Defence Aged 39

While interviewing the participants of the incident — Mrs Brown, the defendant, Miss Smith, the sales assistant, Mrs Baker, the store detective, Mr Timpson, the sales manager and Miss Nora Lain, a customer — you try to prove that your client is innocent and the charge brought against her is groundless. In summing up your

arguments you emphasize that a suspect is innocent until proven guilty. You have no doubt that this is an "open-and-shut" case and should never be brought to trial.
Counsel for the Prosecution Aged 45

In the course of the investigation you interview everybody concerned: Mrs Brown, the accused, Miss Smith, the sales assistant, Mrs Baker, the store detective, Mr Timpson, the sales

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manager and Miss Nora Lain, a customer. You ask everybody to tell you about their part in the incident and thus you make them reveal the basic facts of the case and their respective role in it. You try to verify the truthfulness of their testimony. First ask them questions about themselves: their name, occupation, the reasons for their actions in the situation with the idea of looking for things that will make Mrs Brown seem guilty. On completion of the investigation sum up your observation.
Mrs June Brown Aged 30

You are a part time school teacher with two children of your own rather difficult to manage. Thus you are always pressed for time and easily lose your temper. During the investigation you show your indignation at the false charge imposed upon you. The only person you are willing to talk the matter over is your lawyer whom you give a full and truthful account of your behaviour in the shop. When you were stopped that day by the sales manager and accused of shoplifting you felt insulted and became angry.

Miss Becky Smith Aged 20

You have been working as a sales assistant for three years. That day you were serving on the knitwear counter. You remember a woman who you now recognise as the defendant, Mrs Brown, buying a pullover for her daughter. You remember her well because the girl was eating a chocolate ice-cream and smeared it all over her face while Mrs Brown was paying for the pullover. The customer said she must clean the girl up as she was taking her to a birthday party. You showed Mrs Brown where the toilets were and she hurried away.

Mrs Mary Baker Aged 37

You are a store detective. Previously you were employed as a policewoman. In all your years of working for the police you have never made a false arrest. That day as you entered the toilets of the store you saw a woman taking the labels off a new pullover and putting it on her daughter. The woman seemed very nervous and excited. When you entered she immediately hurried out. Her behaviour made you suspect her of stealing the pullover. You followed the woman, calling the Sales Manager, Mr Timpson, to help you. When you stopped the woman

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outside the store she became very angry and refused to say anything in her defence so the police were called and she was formally charged with shoplifting.

Mr Clark Timpson Aged 32

You are a sales manager at a large department store. Your job is to supervise the sales on the ground floor of the shop. That day you noticed one of the store detectives, Mrs Baker, trying to attract your attention. You realized that she was following someone she suspected of shoplifting. You joined Mrs Baker and as the

suspect left the shop you grabbed her by the arm. Mrs Baker told the woman that she was suspected of shoplifting. The woman became very angry. You took her to your officer but she continued to protest about being arrested. She insisted on having paid for the pullover but refused to show you the receipt. She refused to say anything until her lawyer arrived. You therefore called the police and the woman was charged with shoplifting.

Miss Nora Lain Aged 40

You are a secretary at an office. You don't like to go straight home after work (you are single), so very often you go window-shopping. That day as you were in a large store and entered the toilets you saw a woman hurriedly changing her daughter into a new pullover. She left the toilets in a hurry. You followed her (you are a great reader and admirer of Agatha Christie). After the woman was stopped by some people and the police arrived you addressed the police officer offering him evidence. You are enjoying it all, absolutely sure that justice must be done. You even hope that the case will get into the newspapers and the girls at the office will see your name or even a photo.

Possible follow-ups

1. Give an account of the incident as it was seen by Anne, Mrs Brown's daughter.
2. Give an account of the investigation as it was seen and heard by a newspaper reporter (mind your style).
3. Write a letter which Mr Brown, the husband of the accused, might have sent to a local newspaper, protesting about the actions of the staff of the store (mind your style).

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AN INCIDENT AT SCHOOL

Situation

During the last week of the term the eighth form register goes missing from the staff room. The form tutor is worried since it's the time for the end-of-term assessment which must

The form tutor warned the pupils that if they did not produce the form register and the offender's name he/she would take the matter to the Head Teacher.

Two discussions are held simultaneously — by the pupils in their classroom and by the teachers in their staff room.

The pupils are trying to find the offender and the register while the teachers are concerned with the reasons for the theft and a possible punishment to be imposed on the offender which will also act as a deterrent for the future. The room should be arranged so that each group has its own "working area" in order to prevent the participants from being distracted.

Cast list

Teacher W.

Teacher K.

Teacher R.

Teacher B.

Julia/Peter

Lucy/Eugene pupils

Nina/Alex

Helen

Dorothy Parker, a visiting teacher from Great Britain

Donald/Daisy, an English pupil

What you must decide

What can be the outcome of the confession and the punishment inflicted on the pupil?

Role cards

Teacher W. Aged 35

You are a math teacher and a tutor of the 8th form. The disappearance of the form register upsets you. You intended to

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hold a tutor meeting with the pupils but they insisted upon dealing up the incident themselves and you let them. You discuss it with your colleagues in the staff room informally, asking for their advice. You personally think that it was Nick, who really is a nuisance and far from being the best pupil, who has taken the register, possibly to erase some bad marks (you've noticed some signs of this in his record book a few times). If he is found out you'll summon his father to school for a talk with the Head Teacher.

Teacher K. Aged 54

You are an experienced teacher and have been a tutor for many years. You've had similar experience before and you've dealt with it quite efficiently. You are surprised that teacher W. let the pupils deal with the situation themselves accusing her of lax authority. You believe that to decide on the possible punishment of the offender teacher W. should call a special meeting of the tutors with the Head Teacher and subject teachers. Suspension from school is, you think, an appropriate punishment serving as a deterrent for possible/potential offenders.

Teacher R. Aged 23

You are a trainee teacher. You think that teacher W. is perfectly right in letting the children deal with the situation themselves as you strongly believe in pupils' self-government. You object to teacher K.'s suggestion that the offender should be suspended from school as it may inflict a deep psychological wound and the poor child may never recover from the dreadful traumatic experience. You think that a telling off is sufficient punishment.

Teacher B. Aged 30

You are a literature teacher, you've been teaching these pupils for four years and know them well. You know Nick as a kind-hearted, well-behaved, well-read boy and you doubt his being the offender. You would rather suspect Mary who is not popular with her classmates and tries to attract their attention by any possible means. She is also at the bottom of your literature class. You are more concerned with the reason for the offence than the actual punishment, believing the type of punishment would depend on the pupil involved.

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Julia/Peter Aged 14

You are a class leader. You lead the discussion. Possible suspects you think are Nick and Mary. Nick is more likely since he is poor at maths and has had more than one conflict with teacher W., who is always finding fault with him and whose classes Nick finds boring. He is a real nuisance in her classes.

As class captain you've told him off more than once but it didn't work and you believe that if he is the offender he should be properly punished. To do so you need either evidence of his offence or Nick's confession.

Lucy/Eugene Aged 14

You suspect Mary who is new to your class and goes out of her way to make friends with the girls and become popular. You resent it. You don't exclude the possibility of Mary stealing the register just to attract everybody's attention.

Nina/Alex Aged 14

You are convinced that nobody in your class is capable of such an offence. So you are hurt by teacher W.'s suspicion and demand a thorough search of the staff room thinking the register is there and possibly overlooked. You refuse to discuss the possible suspects.

Helen Aged 14

You follow the discussion without any comment as you are faced with a dilemma: to confess or not, since it was you who took the register from the staff room to erase your friend Nick's poor marks. He is totally unaware of it, as of your "special" attitude to him. You've been hopelessly in love with him for two years. But you can't let him be a scapegoat so you confess and take the form register to the staff room yourself ready to face the consequences.

Dorothy Parker Aged 35

You are a visiting teacher and you happen to be in the teacher's staff room when the teachers discuss the incident. You explain that in English school there is no book similar to our "form register" (журнал). You may also mention the possible sanctions a teacher may use to punish a child in an English school.

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Donald/Daisy Aged 15

You are 16. You live with your mother, Dorothy Parker, in Moscow at the moment, and you go to one of Moscow schools. The pupils of your class let you be present and participate in all kinds of meetings and discussions they have. You are eager to learn more about their way of life. As that day the missing form register is the cause of an incident you explain that in your English school there is no register/book of the kind. The marks are entered in the subject teacher's book.

Possible follow-ups

1. Discuss the following:

- a) Is one's authority as a teacher undermined by seeking the aid of senior members of the staff in dealing with discipline problems?
- b) Is one ever justified in punishing a whole class for the misbehaviour of one or two unidentified offenders?
- c) Discussions of discipline and control often focus on the negative question of sanctions. What possible strategies ("awards") are available for encouraging desired pupil behaviour?

2. Write up the role-play as a letter of the form teacher to her friend.

NB: topics suggested for oral discussion may serve/be used as topics for home or class

composition.

NICK'S BIRTHDAY

Situation

M.N. Semenova, an English teacher, and her colleague, N.M. Petrova, are receiving Mrs Dorothy Parker, a visiting English teacher, at M.N. Semenova's. Her elder daughter, Helen, is helping by laying and clearing the table.

The ladies are discussing many things and mainly the coming birthday of M.N. Semenova's younger son Nick who is supposed to be at school at the moment.

When the tea is in full swing the bell rings and Nick's form tutor, L.G. Bobrova, ap-

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pears in the doorway to inform M.N. Semenova of her son's truancy. The hostess and guests are surprised at the news, and now M. N. Semenova is in two minds whether to arrange the birthday party or cancel it.

Cast list

M.N. Semenova, mother

Helen Semenova, daughter

L.G. Bobrova, a form tutor

N.M. Petrova, an English teacher

Dorothy Parker, a visiting English teacher

What you must decide

Should M.N. Semenova arrange her son a birthday party at all? If not, when should she punish her son, before or after the party?

Role cards

M.N. Semenova Aged 45

You are very much annoyed at the news. You love your son who is the apple of your eye and you've been looking forward to the birthday party. Under the circumstances you have to punish your son and cancel or at least postpone the party. You are aware that you must say something but words fail you.

Helen Semenova Aged 20

You are a student of the English faculty, a future teacher and full of your own ideas on upbringing. You are very critical and think it only fair to punish your brother by cancelling the party. You think it will serve him right, as he has always been mother's pet.

L. G. Bobrova Aged 24

You are a young and inexperienced teacher. You have no patience with Nick who is a bright boy but a nuisance. You are a little bit embarrassed. You don't want to ruin his birthday party either. You also feel shy in the presence of the efficient teachers and mature women.

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N.M. Petrova Aged 30

You are M.N.'s friend and a teacher who is very popular with the pupils, but you have no children of your own and do not want to interfere in the heated discussion. Now and then you ask Dorothy about the English holidays, system of education, their way of life, entertainments, fashion.

Dorothy Parker Aged 25

You are an English teacher on an exchange visit to Moscow. You are very excited but reserved because it is your first social experience in Russia. You like the people and the dishes. You describe how you celebrate birthdays and other holidays in Great Britain. As for Nick's truancy you tell them what punishments teachers can use at school.

Possible follow-ups

1. Do you believe in the effect of punishing children?
2. Discuss different sanctions for misbehaviour used in Russian and British schools.
3. Argue the following talking point: "Parents are too permissive with their children nowadays".

STUDENTS' WEDDING

Situation

A fourth-year student Nick Petrov and a second-year student Ann Semenova are going to get married. They both study at the English faculty and live away from home in the Halls of Residence. Their wedding is scheduled for Sunday and their parents are arriving in Moscow on Saturday. Meanwhile Nick and Ann are trying to decide how to celebrate the occasion. Ann wants it to be a "wedding to remember" and is determined to spend a lot of money on clothes, flowers, guests. Nick tries to keep her from making such a fuss and urges her to go to St. Petersburg all the more so as Ann has never been there. Ann's roommate Helen who is also present takes Ann's side as she enjoys parties too. Suddenly the door opens and two people emerge. One of them is Irene Nosova, a friend of

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theirs, who is a member of the English speaking club. She has brought along with her Tom/Dorothy Walter, who is an English student on an exchange visit to Moscow. He/she wants to interview Nick and Ann and later write an article on Russian students' marriage.

Soon everybody is absorbed in the conversation, and the students do not only answer Tom's/Dorothy's numerous questions but also help Nick and Ann to decide how to arrange a wedding reception.

Cast list

Nick Petrov, a student

Ann Semenova, a student

Irene Nosova, a student, a member of the ESC

Tom/Dorothy Walter, an English student

Helen Bobrova, a student, Ann's roommate

What you must decide

Should Nick and Ann have a lavish wedding reception or make it a more modest affair and spend the money otherwise?

Role cards

Nick Petrov Aged 22

You are an out-of-door type of young man and think that the only thing worth spending money on is travelling. You find Ann very fussy about clothes, restaurant, guests. You love Ann very much but you want to be firm and persuade her to go to St. Petersburg. It's your birthplace and you can show her a lot in this beautiful city, or can just as well get a package tour.

Ann Semenova Aged 20

You love Nick very much and think you are lucky to have such a husband. But you are the sort of girl who likes to keep up with the Joneses¹. Your mother promised to foot the bill, that's why you think nothing of spending a lot of money.

You are so excited that you can hardly listen to what Nick is suggesting. But finally the idea of spending a month in St. Petersburg together with Nick seems romantic to you.

¹стараться жить не хуже других
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Tom/Dorothy Walter Aged 22

You are an English student and it's your first year in Russia. You are enjoying your stay in Moscow and are interested in learning more about the Russian people and their way of life. You can hardly wait to see the wedding and the reception as you have heard a lot about Russian parties. You ask all sorts of questions concerning the conditions of life of newly-wed couples. (How they budget, where they live, how they manage their studies.)

Irene Nosova Aged 22

You are a student and have been married for 2 years already. You remember your wedding very well. You and your husband were very short of money and there was no money coming from home at that time. All the students gathered in the dining-room to congratulate you and when the party was coming to its close they gave you two tickets to Tallinn as a present. How enjoyable your trip was! What you don't understand is why Ann is going to invite so many people she and Nick hardly know at all.

Helen Bobrova Aged 18

You are Ann's roommate and a friend of hers but you are a poor mixer and have no boy-friend. You look forward to the wedding reception no matter where it is going to be held, as you are sure there will be lots of young boys there and who knows... As for the money problems you suggest a simple way out — a party in the Halls of Residence.

Possible follow-ups

1. What is your attitude towards a lavish wedding reception?
2. Write a letter which Ann might have sent to her friend Mary.
3. Should household chores be shared and to what extent?
4. Prepare a talk: "The pros and cons of living together with parents".

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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ СТУДЕНТАМ, ГОТОВЯЩИМСЯ К ПРОВЕДЕНИЮ МИКРОУРОКОВ

К началу IV курса студенты уже обладают не только теоретическими знаниями, но и определенными профессионально значимыми навыками и умениями, например, умением правильно распределять внимание в процессе слушания речи на ее содержание и оформление; умением замечать, фиксировать, классифицировать и обучающе исправлять фонетические, лексические и грамматические ошибки; умением правильно пользоваться классной доской; умением громко, четко и выразительно читать и говорить и т. д.

В процессе обучения языку на IV курсе следует использовать ряд более сложных форм педагогически направленной деятельности, синтезирующих ранее сформированные навыки и умения. Одной из таких форм работы, по мнению многих опытных преподавателей, является подготовка и проведение студентами на занятиях по практике устной и письменной речи обучающихся эпизодов уроков, или так называемых микроуроков.

Наиболее целесообразно начинать работу над микроуроками в первом семестре IV курса. В это время студенты интенсивно занимаются методикой преподавания иностранных языков в школе, готовятся к сдаче экзамена по методике и к выходу на педагогическую практику. Именно в этот период у студентов особенно высоки внутренние мотивы, способствующие серьезному отношению к подготовке и проведению микроуроков.

Используя языковой и речевой материал данного учебника, профессиональные навыки и умения, сформированные на младших курсах, а также сведения теоретического, практического характера из курса лекций и практических занятий по методике, студенты под руководством преподавателя по практике устной и письменной речи могут проводить микроуроки различных видов.

Можно назвать следующие из них:

- микроуроки по работе с речевыми образцами;
- микроуроки по работе с текстом;
- микроуроки по работе с лексикой;
- микроуроки по работе над экспрессивной речью;

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- микроуроки по работе с аудио-текстом;
- микроуроки по работе над фонетической стороной устной речи и чтения;
- микроуроки по письменному контролю выработанных навыков и умений;
- микроуроки с применением эки- и диафильмов.

Бесспорно, возможности обучения языку на факультетах иностранных языков значительно отличаются от возможностей обучения языку в средней школе. Естественно, что методика обучения в вузе отличается от методики обучения в средней школе. Однако при проведении микроуроков она должна максимально приближаться к требованиям школьной методики.

На каждом занятии (или каждом втором занятии) может быть проведено не более одного микроурока с последующим его обсуждением.

Уроки учебника содержат специальные задания по проведению микроуроков разного вида. Каждый студент обязан тщательно подготовиться к проведению одного типа микроурока, т. е. составить подробный план-конспект¹, в котором должна быть сформулирована задача микроурока, представлены этапы работы над материалом, разработаны упражнения с продуманными формулировками заданий и с ключами к ним. В плане следует отразить использование доски, раздаточного материала, технических и других средств наглядности. При выборе упражнений студент может пользоваться не только учебником IV курса, но и другими учебниками и учебными пособиями, а также литературой, указанной в планах к практическим занятиям по методике.

Необходимо помнить, что сам микроурок может занимать 15—18 минут и 5—7 минут — его анализ, т. е. не более 25 минут в целом. Можно рекомендовать студентам прорепетировать дома подробно расписанный микроурок с часами в руках, с тем чтобы в аудитории не выйти за пределы отводимого времени.

Преподаватель практики устной и письменной речи проверяет выборочно 3—4 плана-конспекта микроурока данного

1 С формой плана-конспекта студент может ознакомиться в кабинете методики.

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вида, указывает на недостатки и возможные ошибки, дает соответствующие рекомендации, проверяет ключи и т. д. и назначает одного студента для проведения микроурока.

Студент, выбранный преподавателем, выступает в роли учителя и проводит микроурок. Остальные члены группы являются «учащимися», а после проведения микроурока принимают участие в его обсуждении¹.

Подготовка к микроуроку любого вида должна начинаться с того, что студент просматривает конспекты лекций и литературу, рекомендованную к практическому занятию по методике по интересующей его теме. При подготовке к проведению микроуроков студенты могут пользоваться рекомендациями, приводимыми ниже.

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ ПО РАБОТЕ С РЕЧЕВЫМИ ОБРАЗЦАМИ

1. Проанализируйте речевые образцы с точки зрения трудностей, которые они могут представить для ваших учащихся. (Сравнение с родным языком и внутри языка может помочь вам в этом.)

2. Выберите способ раскрытия значения речевых образцов (беспереводный или переводный), исходя из их трудностей, имеющегося в вашем распоряжении времени и возможностей ваших учащихся. Если выбранный вами способ беспереводный, продумайте беспереводные способы контроля понимания, которые вы используете в работе.

3. Продумайте и отберите ситуации, в которых можно познакомить ваших учащихся с речевыми образцами, а также лексическое наполнение речевых образцов.

4. Отберите упражнения, необходимые для тренировки речевых образцов и их использования вашими учащимися в различных ситуациях.

Помните, что, по возможности, все упражнения должны носить коммуникативный характер.

1 Обсуждение микроуроков целесообразно проводить по схеме, которая предлагается ниже.

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Тренировочные упражнения

- имитационные (согласитесь, подтвердите и т. д.);
- трансформационные (переспросите, выразите удивление, не согласитесь, усомнитесь и т. д.);
- упражнения на завершение предложений;
- упражнения на комбинирование двух предложений;
- упражнений на перифраз;
- вопросо-ответные упражнения;
- перевод с английского языка на русский и т. д.

Упражнения на применение изученных речевых образцов

- придумайте свои примеры, используя речевые образцы;
- используйте речевые образцы в предложенной учителем ситуации;
- придумайте свои ситуации, используя речевые образцы;
- используйте изученные речевые образцы в диалоге;
- перевод с русского-языка на английский;
- используйте изученные речевые образцы, раскрывая тему и т. д.

Продумайте, какие из упражнений вы вынесете на доску, раздадите вашим учащимся на специально приготовленных карточках в виде раздаточного материала и т. д. Не забудьте о способах контроля на каждом этапе работы с речевыми образцами.

5. Составьте и запишите подробный план-конспект вашего микроурока по работе с речевыми образцами, придерживаясь следующей последовательности:

- Сформулируйте задачу микроурока (например, организация ознакомления с речевыми образцами и их тренировки на уровне предложения; организация тренировки речевых образцов на уровне связного высказывания; использование учащимися речевых образцов в собственной речи и т. д.). Исходя из сформулированной задачи, запишите дальнейший ход урока.
- Продумайте и запишите организацию ознакомления с речевыми образцами (ситуации для раскрытия значения, контроль понимания, фонетическую отработку и т. д.).

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— Продумайте и запишите организацию тренировки речевых образцов (характер, количество и последовательность упражнений; установки и ключи к предлагаемым упражнениям).

— Продумайте и запишите организацию применения учащимися речевых образцов (характер, количество и последовательность стимулов, побуждающих учащихся к использованию речевых образцов и т. д.).

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ ПО РАБОТЕ С ТЕКСТОМ

1. Внимательно прочитайте текст и проанализируйте его с точки зрения трудностей, которые могут возникнуть у учащихся:

— в процессе громкого чтения (трудные слова, сочетания слов, предложения);

— в процессе понимания содержания читаемого.

2. Вспомните некоторые методические рекомендации по работе с текстом¹.

— Текст не дробится на части, а берется целиком и читается учащимися про себя, вслух читаются только небольшие отрывки, и это чтение носит обучающий характер; в процессе работы над текстом обращается внимание не только на его содержание, но и на форму, которая помогает раскрыть содержание; переводятся те места текста, в которых необходимо найти адекватные средства выражения в родном языке для того, чтобы показать особенности двух языков в передаче содержания.

— Суть чтения как учебной деятельности состоит из четырех действий: антиципации (предвосхищения) сообщения; вычленения единиц смысловой информации; сокращения текста; интерпретации читаемого.

¹ *Рогова ГБ., Мануэльян Ж.И.* Методика работы над текстом в старших классах средней школы. — ИЯШ. — 1973. — № 5; *Рогова ГБ., Мануэльян Ж.И.* Методическое содержание работы над иноязычным текстом различного характера в старших классах средней школы. — ИЯШ. — 1974. — № 5. <323>

Упражнения, формирующие действие антиципации

— прочитайте заголовок и скажите, о ком (о чем) пойдет речь в тексте;

— прочитайте заголовок и скажите, что может быть сказано о... в тексте;

— прочитайте заголовок и скажите, какой основной смысл может быть в тексте с таким заголовком;

— прочитайте первые предложения... абзацев и назовите те вопросы, которые будут рассматриваться в тексте;

— прочитайте последний (предпоследний...) абзац в тексте и скажите, какое содержание может предшествовать данному выводу и т. д.

Упражнения, формирующие действие по вычленению единиц смысловой информации

— прочитайте... абзац и найдите в нем художественные средства (эпитеты, сравнения, метафоры и т. д.), помогающие вам образно представить...;

— прочитайте... абзацы и скажите, какая смысловая информация передается с помощью слов... и т. д.

Упражнения, формирующие действия по сокращению текста

- скажите, о ком (о чем) идет речь в... абзаце;
- прочитайте вслух то главное, что сказано о... и т. д.

Упражнения, формирующие действия по интерпретации прочитанного

- просмотрите текст и выберите предложения, которые помогают понять, почему текст называется...;
- выразите двумя-тремя предложениями главную мысль...;
- какие чувства у вас возникают при чтении...;
- найдите в тексте описание...;
- дайте суммарное изложение содержания всего текста и т. д.

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3. Составьте и напечатайте подробный план-конспект по работе с текстом, придерживаясь следующей последовательности:

- сформулируйте задачу вашего микроурока;
- продумайте и запишите организацию работы на I этапе: предтекстовую работу по снятию основных трудностей (фонетических, связанных с пониманием прочитанного), которые могут возникнуть у учащихся при чтении текста;
- продумайте и запишите организацию работы с текстом (II этап урока);
- подберите упражнения, формирующие действие антиципации, если учащиеся впервые знакомятся с текстом. Если текст подготовлен заранее, эта группа упражнений опускается;
- продумайте установку на чтение и дайте учащимся время для чтения текста про себя. В случае, если текст готовился заранее, дайте время просмотреть текст для восстановления его в памяти;
- подберите упражнения, формирующие действие по вычленению единиц смысловой информации, затем действие по сокращению текста и, наконец, действие по интерпретации прочитанного.

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ ПО РАБОТЕ С ЛЕКСИКОЙ

1. Проанализируйте лексические единицы с точки зрения трудностей (по форме, значению и употреблению), которые они могут представлять для ваших учащихся.
2. Вспомните некоторые методические рекомендации по работе с лексикой (вводя новую лексическую единицу, необходимо познакомить учащихся с ее значением, формами и употреблением; тренируя лексическую единицу, необходимо работать над ней и как над изолированной единицей, и в разных контекстах, для чего следует вспомнить сочетаемость новой лексической единицы с ранее усвоенными и т. д.).
3. Исходя из лингвистической природы слова, времени, которым вы располагаете, и особенностей ваших учащихся, выберите способ и прием семантизации (беспереводный или переводный; в беспереводном способе — невербальный при-

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ем; использование картинки, предмета, рисунков, кроки, показ действия и т.д.; вербальный прием: синоним, антоним, дефиницию, производные, контекст и т. д.; в переводном способе: просто перевод или перевод-интерпретацию). Если способ семантизации беспереводный, продумайте беспереводный способ проверки понимания.

4. Выберите упражнения, необходимые для тренировки лексических единиц и их применения.

Тренировочные упражнения

— упражнения, тренирующие фонетическую сторону лексической единицы (имитационные);

— подстановочные упражнения;

— упражнения на группировку лексики по различным признакам;

— упражнения на сочетаемость данной лексической единицы;

— упражнения на составление предложений по образцу;

— вопросо-ответные упражнения и т. д.

Упражнения на применение лексических единиц

— составление примеров (с использованием лексических единиц);

— составление коротких ситуаций в монологической или диалогической форме;

— составление так называемых вокабулярных историй в монологической или диалогической форме¹.

5. Продумайте, как вы будете осуществлять контроль. Заранее решите, какие из отобранных упражнений вы вынесете на доску (продумайте работу с доской), какие приготовите в виде раздаточного материала на карточках, предъявите учащимся через графопроектор и т. д.

6. Напишите подробный план-конспект вашего микроурока по работе с новыми лексическими единицами: сформули-

¹ При выполнении студентом-учителем этих упражнений необходим тщательный контроль со стороны ведущего преподавателя по практике устной и письменной речи.

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руйте задачу микроурока (ознакомление учащихся с новыми лексическими единицами и их тренировка на уровне предложения; тренировка новых лексических единиц на уровне связного высказывания; организация применения учащимися вновь изученных лексических единиц в собственной речи; организация контроля вновь изученных лексических единиц); продумайте и запишите ход урока, формулировку заданий, которые вы будете давать учащимся, продумайте формы работы (фронтальная, индивидуальная, парная, групповая) и их соотношение; запишите все ключи к упражнениям. Помните, что ваш микроурок должен занять не более 15—18 минут.

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ ПО РАБОТЕ НАД ЭКСПРЕССИВНОЙ РЕЧЬЮ

1. Вспомните, какие формы экспрессивной речи вы знаете (монолог, диалог); какие виды (подготовленная, неподготовленная); какие стимулы используются в работе над экспрессивной речью: вербальные (сообщение темы, описание ситуации и т. д.), невербальные, т. е. различные средства наглядности (картинки, диафильмы, кинофильмы, кинофрагменты и т. д.).

2. Вспомните некоторые методические рекомендации по работе над экспрессивной речью. (Работа над монологом проходит на трех уровнях¹: на уровне одного предложения, на уровне связного высказывания, на уровне собственной речи. Работа по развитию экспрессивной речи проводится с постепенным снятием опор. Для увеличения активного времени учащихся используются разнообразные формы работы: парная, групповая, массовая и индивидуальная. При индивидуальном опросе необходимо вовлекать в работу всех учащихся путем специальных установок-заданий, например, прослушайте и задайте вопросы для получения дополнительной.

¹ При проведении этого вида микроурока ведущий преподаватель по практике устной и письменной речи обязательно фиксирует все ошибки учащихся для дальнейшей работы по их исправлению. В отдельных случаях он должен прийти на помощь студенту-учителю, проводящему микроурок. Рекомендуется выбирать для проведения этого вида микроуроков самых способных студентов.

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информации, прослушайте и дайте оценку прослушанному и т. д. Ошибки в речи исправляет учитель, как правило, после ответа учащегося, причем исправление должно носить обучающий характер и т. д.).

3. Вспомните различные-упражнения¹ для развития

а) *подготовленной* речи:

— с опорой на формальные признаки (ключевые слова, план, заголовки и т. д.);

— с опорой на источники информации (картинка, кинофильм, диафильм, текст и т. д.);

— с опорой на изученную тему.

б) *неподготовленной* речи:

— с опорой на источник информации (рассказ на родном языке, картинка, неозвученный фильм и т. д.);

— с опорой на жизненный опыт учащихся (прочитанное или увиденное, фантазия и т. д.).

4. Составьте и напишите подробный план-конспект микроурока по работе над экспрессивной речью.

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ ПО РАБОТЕ С АУДИОТЕКСТОМ

1. Уточните конечную задачу работы с аудиотекстом (текст используется только для развития аудирования или на его основе будет развиваться говорение).

2. Исходя из задачи, проанализируйте аудиотекст с точки зрения трудностей, которые он может представить для ваших учащихся (фонетических, лексических, грамматических; с точки зрения содержания и т. д.).
3. Вспомните некоторые методические рекомендации по работе с аудиотекстом (снятие трудностей различного характера; необходимость установок на прослушивание; однократность предъявления (или в редких случаях двукратность в зависимости от задачи работы с аудиотекстом); темп подачи

1 См.: «Очерки по методике обучения немецкому языку» / Под ред. И.В. Рахманова. — М, 1974. — С. 79—81.

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текста; условия подачи: с голоса, с магнитной пленки; способы контроля понимания: общие вопросы, специальные вопросы, неверные утверждения, вопросы самих учащихся по прослушанному тексту, составление плана прослушанного, пересказ прослушанного по цепочке, по частям, передача основного содержания прослушанного, обсуждение прослушанного, письменное изложение прослушанного и т. д.).

4. Составьте и запишите подробный план-конспект вашего микроурока по работе с аудиотекстом, придерживаясь следующей последовательности:
- сформулируйте задачу микроурока (развитие аудирования, развитие монологической (диалогической) формы речи на основе аудиотекста, письменное изложение прослушанного и т. д.);
 - продумайте и запишите, каким образом вы будете снимать трудности (например, ознакомление учащихся с 1—2 незнакомыми лексическими единицами, без знания которых невозможна работа с аудиотекстом и т. д.);
 - продумайте установку на прослушивание;
 - выберите форму предъявления текста (ваш рассказ, чтение текста, подача текста с пленки);
 - выберите способы проверки понимания прослушанного, исходя из задачи микроурока, возможностей ваших учащихся, времени, которым вы располагаете, и т. д.;

- в случае необходимости, продумайте установку на вторичное прослушивание и предъявите учащимся текст второй раз;
- продумайте и запишите дальнейшие формы работы.

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ ПО РАБОТЕ НАД ФОНЕТИЧЕСКОЙ СТОРОНОЙ УСТНОЙ РЕЧИ И ЧТЕНИЯ

1. Проанализируйте материал, над которым вам предстоит работать, с точки зрения фонетических трудностей и сгруппируйте его по фонетическим признакам, например, по ударной гласной, или по труднопроизносимой согласной [ɲ, ʃ, Ө], или по компоненту интонации, или по всему интонационному рисунку.

2. Вспомните ранее пройденный материал, содержащий подобные фонетические трудности. Отберите слова, словосочетания, предложения, особенно трудные для ваших учащихся, и подключите их к отработке.

3. Вспомните некоторые методические рекомендации по работе над фонетической стороной устной речи и чтения:

— Если вы готовите учащихся к выполнению устных упражнений без зрительной опоры, фонетическая отработка строится также без зрительной опоры. Если вашим учащимся предстоит выполнять упражнения со зрительной опорой (упражнения на карточках, упражнения из учебника, чтение текста и т. д.), фонетическая отработка должна быть также организована со зрительной опорой (т.е. следует использовать карточки, учебник, доску, графопроектор и т. д.). Полезно помнить слова английского методиста М. Уэста: "Learn to read by reading. Learn to speak by speaking".

— После того, как вы отработаете изолированные слова, необходимо отработать их в сочетаниях с другими словами и на уровне целого предложения. Последовательность работы: звук, слово, словосочетание, предложение.

— Фонетическая отработка материала без зрительной опоры может проводиться двумя способами: либо учащиеся будут имитировать голос учителя, либо записанный на магнитофонную ленту голос диктора.

— Помните, что хоровая работа очень полезна. Однако она должна непременно сочетаться с индивидуальным проговариванием каждым учащимся, если позволяет время. Во время хорового проговаривания внимательно слушайте всех учащихся. Старайтесь в хоре уловить тех, кто делает ошибки. Вызывайте тех, кто неточно произносит материал. В случае ошибки исправляйте ее. Помните, что исправление ошибки только имитацией часто не приносит желаемых результатов. Необходимо дать конкретные указания по исправлению, исходя из природы ошибки.

— При фонетической отработке со зрительной опорой материал может быть представлен просто на карточках, или через графопроектор, или на классной доске. Слова, которые встретились впервые и читаются не по правилам, могут быть даны с транскрипцией. Работа ведется фронтально. Для выработки сознательных, прочных графемно-фонемных соответствий целесообразно начинать с чтения материала самими учащимися. Можно рекомендовать следующие режимы работы:

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ты: P1—Ps—P2—P3 и т. д.; P1—T—Ps—P2—P3 и т. д.; в особо сложных случаях T—Ps—P1—P2 и т. д. В конце тренировочной работы хорошо вызвать 1—2 учащихся прочесть весь материал целиком.

— Помните, что для развития фонетических навыков есть две группы упражнений: упражнения на узнавание и упражнения на воспроизведение.

**РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ
ПО ПИСЬМЕННОМУ КОНТРОЛЮ ВЫРАБОТАННЫХ**

НАВЫКОВ И УМЕНИЙ

1. Четко сформулируйте задачу письменного контроля, отберите необходимый материал и выберите форму контроля.
2. Вспомните некоторые методические рекомендации по проведению письменного контроля:

— Форма контроля должна быть адекватна задаче. Вы можете контролировать орфографические навыки учащихся (т.е. владение письменной формой слов и речевых образцов), знание учащимися семантики (т. е, значений слов и речевых образцов), умение учащихся правильно употреблять языковой материал, умение учащихся выражать свои мысли в письменной форме и т. д. Если вы собираетесь проверить только орфографические навыки, вы можете предложить учащимся диктант изолированных слов, которые вы будете диктовать по-английски. Если вас интересует помимо формы и знание значения, вы можете предложить учащимся диктант-перевод изолированных слов. Можно также приготовить несколько вариантов слов на карточках. Если вы контролируете умение учащихся употреблять языковой материал, вы можете выбрать ряд заданий, в том числе и перевод с русского языка на английский. Здесь также может быть или общий вариант для всей группы (можно написать его на доске) или несколько вариантов, приготовленных на карточках (в этом случае полезно учитывать индивидуальные особенности учащихся вашей группы и составлять задания разной трудности). Если вы проверяете умение учащихся выражать свои мысли на английском языке, вы можете предложить им, например, письменное изложение услышанного, увиденного или прочитанного; опи-

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сание картинки, ситуации и т. д.; краткую аннотацию прочитанного текста; сочинение по просмотренному диафильму, кинофрагменту, кинофильму; сочинение на заданную тему и т. д.

— Для того чтобы контроль был эффективным, выбирайте форму, наиболее соответствующую задаче и наиболее экономную по времени.

3. Составьте и запишите полный текст контрольной работы или заданий к ней.
4. Составьте и запишите подробный план-конспект микроурока. Помните, что вам нужно предусмотреть время, необходимое на правильное оформление работы (написание числа, заданий, фамилии и т. д.) и на самопроверку.

РЕКОМЕНДАЦИИ ПО ПРОВЕДЕНИЮ МИКРОУРОКОВ С ПРИМЕНЕНИЕМ ЭПИ- И ДИАФИЛЬМОВ

1. Сформулируйте задачи (общеобразовательные, воспитательные, развивающие, практические) вашего микроурока. Например, практическими задачами могут быть; развитие умений употреблять пройденные речевые образцы и лексику в новых ситуациях; развитие неподготовленной речи; развитие умений аудирования и т. д.

2. Выберите соответствующий задаче микроурока эпи- или диафильм. Внимательно просмотрите его. Выясните, есть ли к нему звуковое сопровождение. Если есть, прослушайте его внимательно, если нет, составьте свой текст. Определите, есть ли необходимость давать вашим учащимся новые слова, без которых вы не сможете работать с фильмом. (Помните, что число новых слов должно быть минимальным:

2—3.)

3. Вспомните известные вам приемы работы с эпи- и диафильмами. (Не забудьте, что работать можно как с включенным, так и выключенным проектором).

— Вопросы: диктора к группе; преподавателя к ученику; учащихся друг к другу; группы к ученику; ученика к группе. Вопросы могут быть по отдельным кадрам, по серии кадров, по фильму в целом, по отдельным проблемам, затронутым в фильме, по проблемам, смежным с затронутыми в фильме.

— Беседа: преподавателя с группой; между учащимися.

— Диалоги: по отдельным проблемам; по всему фильму.

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— Инсценирование: отдельных кадров; группы кадров; всего фильма.

— Описание: кадра; группы кадров.

— Комментирование: кадров; фильма в целом.

— Рассказ по фильму в целом: полное содержание фильма; краткое содержание; придумывание другого конца в связи с увиденным в фильме.

4. Составьте и запишите подробный план-конспект микроурока. Ваш микроурок может включать следующие этапы: начало урока (оргмомент); речевую зарядку; работу с новыми словами; работу над фильмом (приемы работы с включенным и выключенным проектором); свободную беседу в связи с увиденным или косвенно связанным с тематикой фильма; конец урока.

СХЕМА ПРОВЕДЕНИЯ АНАЛИЗА УРОКА

При анализе урока вычлените и охарактеризуйте:

1. Обучающий эффект урока. Соответствие характера упражнений формируемой деятельности. Качество и количество упражнений, их разнообразие и последовательность. Использование различных средств наглядности.

2. Темп микроурока. Чувство времени (в проведении всего микроурока, при проведении отдельных упражнений, паузы и т. д.).

3. Поведение учителя:

— Речь (правильность, эмоциональность, лаконичность и доступность формулировок заданий и т. д.).

— Охват класса (все ли учащиеся равномерно принимали участие во всех видах работы).

— Умение пользоваться доской, средствами наглядности и т.д.

— Работа над ошибками: умение услышать (и увидеть) все ошибки, фиксировать и классифицировать их; характер исправления ошибок — обучающий или необучающий и т. д. Практический курс английского языка.
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