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**ПРАКТИЧЕСКИЙ КУРС
ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
ПРАКТИКА РЕЧИ**

ЮНИТА 5

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Рекомендовано Министерством общего и профессионального образования Российской Федерации в качестве учебного пособия для студентов высших учебных заведений

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА

АНГЛИЙСКИЙ ЯЗЫК ПРАКТИКА РЕЧИ

Юниты 1–9: Разговорные темы.

ЮНИТА 5

Даны тексты по темам “Дом. Жилье. Семья.” Сопровождается комплексом тренинговых упражнений и ролевых игр. Прилагается аудиокурс СГУ – ЕСР 04–06.

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* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

В данной юните содержатся тексты и диалоги на следующие темы:

Урок 1: Жилье, многоэтажные дома и частные особняки; жилищная проблема в Великобритании; поиск и покупка дома.

Урок 2: Поиск и аренда комнаты, квартиры; переезд на новую квартиру и ее обустройство; соседи.

Урок 3: Проблемы семьи в современной Великобритании; распределение семейных обязанностей; развод и неполные семьи; воспитание детей.

Урок 4: Отношения внутри семьи; отношения между родителями и детьми.

Урок 5: в этом уроке дан отрывок из пьесы Кристофера Морлея “В четверг вечером”, затрагивающий вопросы взаимоотношений внутри молодой семьи.

Каждый урок сопровождается комплексом упражнений, ролевых игр и творческих заданий для закрепления новых слов и выражений из активного словаря по каждой конкретной теме.

ЛИТЕРАТУРА

Базовый учебник

1. Swan M., Walter C. The New Cambridge English Course. Cambridge University Press, 1998.

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2. Abbs B., Freebairn I. Blueprint. Longman, 1996.

Дополнительная литература:

3. Porter - Ladousse G. Language Issues. Longman, 1997.

4. Longman Language Activator. Longman, 1996.

5. English Vocabulary in Use. Upper-intermediate and Advanced. Cambridge University Press, 1998.

6. Alexander L.G. Right Word Wrong Word. Longman, 1997.

ПЕРЕЧЕНЬ УМЕНИЙ

№ п/п	Умение	Алгоритм
1.	Составление summary	1. Прочитайте текст. 2. Выделите основные понятия и идеи текста. 3. Составьте предложения, обобщающие смысл текста, употребляя слова-связки. 4. Прочтите summary, внесите необходимую орфографическую, грамматическую и стилистическую правку.
2.	Составление собственного диалога	1. Прочтите данный в юните диалог. 2. Определите сюжет и участников Вашего диалога. 3. Составьте реплики персонажей, используя активный словарь урока и базовый диалог юниты. 4. Составьте диалог полностью, внесите необходимую редакторскую правку.
3.	Ситуация	1. Опираясь на данное в юните задание, определите сюжет и участников ситуации. 2. Составьте выступление (диалог) от своего лица либо участника ситуации, используя активный словарь урока. 3. Разыграйте ситуацию со своими коллегами.
4.	Составление собственного рассказа по теме	1. Определите сюжет и персонажей Вашего рассказа. 2. Составьте план рассказа. 3. Используя активный словарь урока либо тексты юниты, составьте предложения (реплики). 4. Прочтите черновик, сведите фразы в единое целое, внесите редакторскую правку.
5.	Составление вопросов к тексту (фразам)	1. Прочтите текст (фразу). 2. Определите части предложения, к которым Вы хотите задать вопрос. 3. Определите тип задаваемого вопроса (общий, специальный, разделительный). 4. Постройте вопросительное предложение, соблюдая соответствующий данному типу порядок слов.

1

HOUSE

PART I

 **TASK 1. Listen to, and read the text. Make up 5 questions and give a summary of the text.**

HOUSING

Almost everybody in Britain dreams of living in a detached house; that is, a house which is a separate building. The saying, 'An Englishman's home is his castle' is well-known. It illustrates the desire for privacy and the importance attached to ownership which seem to be at the heart of the British attitude to housing.

A large, detached house not only ensures privacy, it is also a status symbol. At the extreme end of the scale there is the aristocratic 'stately home' set in acres of garden. Of course, such a house is an unrealistic dream for most people. But even a small detached house, surrounded by a garden, gives the required suggestion of rural life which is dear to the hearts of many British people. Most people would be happy to live in a cottage, and if this is a thatched cottage reminiscent of the pre-industrial age, so much the better.

Most people try to avoid living in blocks of flats (what the Americans call 'apartment blocks'). Flats, they feel, provide the least amount of privacy. With a few exceptions, mostly in certain locations in central London, flats are the cheapest kind of home. The people who live in them are those who cannot afford to live anywhere else.

The dislike of living in flats is very strong. In the 1950s millions of poorer people lived in old, cold, uncomfortable nineteenth century houses, often with only an outside toilet and no bathroom. During the next twenty years many of them were given smart new 'high rise' blocks of flats to live in which, with central heating and bathrooms, were much more comfortable and were surrounded by grassy open spaces. But people hated their new homes. They said they felt cut off from the world all those floors up. They missed the neighbourliness. They couldn't keep a watchful eye on their children playing down there in those lovely green spaces. The new high-rise blocks quickly deteriorated. The lifts broke down. The lights

in the corridors didn't work. Windows got broken and were not repaired. There was graffiti all over the walls.

In theory (and except for the difficulty with supervising children), there is no objective reason why these high-rise blocks (also known as 'tower blocks') could not have been a success. In other countries millions of people live reasonably happily in flats. But in Britain they were a failure because they do not suit British attitudes. The failure has been generally recognized for several years now. No more high-rises are being built. At the present time, only 4% of the population live in them. Only 20% of the country's households live in flats of any kind.

VOCABULARY

detached (house) [dɪ'tætʃt] – особняк, отдельный, обособленный, независимый

separate ['sepɪt] – изолированный, отдельный, уединенный

castle [kɑːsl] – замок, дворец

ownership ['ɔːnəʃɪp] – собственность, владение, право собственности

ensure [ɪnʃʊə] – обеспечивать, гарантировать

privacy ['praɪvəsi] – уединенность, одиночество

rural(life) ['ruərəl] – сельский, деревенский

thatched [θætʃt] – крытый соломой или тростником

reminiscent [rɪmɪ'nɪsnt] – напоминающий о прошлом

high-rise blocks of flats (амер. high-rise apartment building) – многоэтажный, высотный жилой дом

to miss smth. – чувствовать отсутствие, скучать по

deteriorate [dɪ'tɪəriət] – портиться, приходиться в негодность

graffito [græ'ti:tou], pm. graffiti [græ'fɪti:] – надписи на стенах

TASK 2. Translate the following sentences from English:

1. Almost everybody in Britain dreams of living in a detached house, that is, a house which is a separate building.

2. The saying, "An Englishman's home is his castle" is well-known.

3. A large, detached house not only ensures privacy. It is also a status symbol.

4. Most people would be happy to live in a cottage, and if this is a thatched cottage, reminiscent of a pre-industrial age, so much the better.

5. Most people try to avoid living in blocks of flats (what the Americans call "apartment blocks"). Flat, they feel, provides the least amount of privacy.

6. The dislike of living in flats is very strong.

7. In the 1950s millions of poorer people lived in old, cold,

uncomfortable nineteenth century houses, often with only an outside toilet and no bathroom.

8. But people hated their new homes. They said they felt cut off from the world all those floors up.

9. The new high-rise blocks quickly deteriorated.

10. The lifts broke down, the lights in the corridors didn't work, windows got broken and were not repaired, there was graffiti all over the walls.

TASK 3. FALSE OR TRUE? Explain why.

1. Almost everybody in Britain dreams of living in blocks of flats.

2. A large, detached house is not a status symbol.

3. Most people would be happy to live in a cottage, and if this is a thatched cottage, reminiscent of pre-industrial age, so much the better.

4. With a few exceptions, mostly in certain locations in central London, flats are the most expensive kind of home.

5. In the 1950s millions of poorer people lived in old, cold, uncomfortable nineteenth century houses, often with only an outside toilet and no bathroom.

6. They could keep a watchful eye on their children playing down there in those lovely green spaces.

TASK 4. Complete the sentences.

1. Almost everybody in Britain dreams of...

2. It illustrated the desire for the privacy and the importance...

3. But even a small detached house, surrounded by garden...

4. Most people try to avoid living in blocks of flats...

5. With a few exceptions, mostly in certain locations in central...

6. In the 1950s millions of poorer people lived in...

7. They said that they felt cut off from the world...

8. They couldn't keep a watchful eye on...

9. In other countries millions of people...

10. But in Britain they were...

TASK 5. Conversation and discussion.

Can you prove the statement that most people in Britain dream of living in a detached house. How is it in your country?

ROLE-PLAY

Make up a dialogue (and act it out) between a person (student A) who prefers to live in a detached house and someone (student B) who likes living in blocks of flats. Talk in pairs about the pros and cons of it.

PART 2



TASK 1. Listen to, read and translate the text. Make up 10 questions.

HOMELESSNESS

In 1993 it was estimated that there were half a million homeless people in Britain – that's one of the highest proportions of the population in all the countries of Europe. The supply of council housing is limited, and has decreased since the 1980s because of the sale of council houses and the lack of money available for building new ones. In addition, many council houses and flats were badly built and are now uninhabitable. Laws passed in the 1970s to increase the security of tenants renting from private landlords made it less profitable for people to let out their houses, so the supply of private accommodation for rent has also gone down. There are large numbers of people who can't afford to rent somewhere to live privately, who are not eligible for council accommodation (and who would probably be at the end of a long waiting list if they were) and who certainly can't afford to buy a house or flat. Finally, as elsewhere in western Europe, the average size of households has become smaller, so that, although the population is increasing only very slowly, more places to live are still needed.

In the early 1990s many people who previously thought that they were secure in their own homes suddenly faced the prospect of homelessness. They had taken out large mortgages to buy their homes at a

time when the country was going through an economic boom and house prices were rising (and looked as if they would continue to rise). Many of these people lost their jobs in the recession and so could no longer afford the monthly mortgage payments. To make matters worse, the value of houses, unusually, fell sharply at this time. They had to sell their homes, often for less than they bought them, and so were in debt as well as homeless.

Most homeless families are provided with temporary accommodation in boarding houses (small privately run guest houses or 'bed and breakfasts') by their local council. It is the duty of local authorities to house homeless families. Some families, and many single people, find even more temporary shelter in hostels for the homeless which are run by charitable organizations. Thousands of single people simply live on the streets, where they 'sleep rough'. The phrase 'cardboard city' became well-known in the 1980s to describe areas of big cities, particularly London, where large numbers of homeless people camped out, protected from the weather only by cardboard boxes.

Solving the problem of homelessness is not a political priority for the British government, partly because the level of public awareness of the situation is low (in spite of the efforts of charities such as Shelter, who give advice to the homeless and who campaign on their behalf). In many cases, the homeless are those with personal problems which make it difficult for them to settle down. In some cases, they are people who simply don't want to 'settle down' and who wouldn't class themselves as homeless. There are, for example, several thousand 'travellers' in the country, both traditional gypsies who have lead a nomadic life for generations, and more recent converts to this lifestyle. Their homes are the vehicles in which they move from place to place, and they are often persecuted by unsympathetic authorities. For these people, the problem is not that they are 'homeless' but in the official attitude towards their way of life.

VOCABULARY

estimate ['estimeit] – оценивать, приблизительно подсчитывать
council(housing) [kaunsl] – муниципальное (государственное)

жильё

decrease [di'kri:s] – уменьшать

available [ə'veiləbl] – имеющийся в распоряжении

tenant [tenənt] – наниматель, арендатор, съёмщик помещения

landlord [lændlɔ:d] – владелец дома, сдающий квартиры

eligible ['elidʒəbl] – имеющий право

council accommodation – муниципальное (государственное)

жильё

average ['ævərɪdʒ] – среднее число
 household [ˈhaʊshəʊld] – семья, домашнее хозяйство
 mortgage [ˈmɔːɡɪdʒ] – ссуда, закладная, заклад, закладывать
 recession [ˌriːsɪjən] – уход, удаление; спад, падение (производства, спроса)
 in debt [det] – в долгу, быть в долгах
 temporary accommodation – временное жильё
 boarding houses [ˈbɔːdɪŋhaʊs] – пансион, меблированные комнаты
 со столом
 temporary shelter in hostels [ˈhɒstəl] – временная “крыша” в общежитиях
 charitable organization – благотворительная организация
 solve the problem – решить проблему
 aware [əˈweɪə] – сознающий (awareness – осознание)
 settle down (the problem) – приниматься, браться за какое-либо дело
 to lead a nomadic life [nɒˈmædɪk] – вести кочевой образ жизни
 persecute [ˈpɜːsɪkjʊt] – преследовать, подвергать гонениям
 unsympathetic [ˌʌnsɪmpəˈθetɪk] – несочувствующий, недружественно настроенный, чёрствый

TASK 1. Translate into Russian.

a million homeless people in Britain;
 the supply of council housing is limited;
 the sale of council houses;
 the lack of money available for building new ones;
 many council houses and flats were badly built;
 to increase the security of tenants renting from private landlords;
 the supply of private accommodation for rent has gone down;
 large numbers of people can't afford to rent somewhere to live privately;
 the average size of households has become smaller;
 more places to live are still needed;
 many people suddenly faced the prospect of homelessness;
 large mortgages;
 a time when the country was going through an economic boom;
 many people lost their jobs during the recession;
 the value of houses fell sharply;
 to sell (the) homes;
 most homeless families are provided with temporary accommodations in boarding houses;
 local council;

local authorities;
some families find temporary shelter in hostels for the homeless;
to be run by charitable organizations;
“cardboard city”;
to camp out;
to settle down the problem;
to lead a nomadic life for generations;
they are often persecuted by unsympathetic authorities.

TASK 3. FALSE OR TRUE?

1. Solving the problem of homelessness is a political priority for the British government.
2. Most homeless families are not provided with temporary accommodations in boarding houses by the local council.
3. In 1993, it was estimated that there were half a million homeless people in Britain – that’s one of the lowest proportions of the population in all the countries of Europe.
4. The supply of council housing is not limited and has increased.
5. There are large numbers of people who can afford to rent somewhere to live privately.
6. Some families and many single people find more temporary shelter in hostels for the homeless which are run by charitable organizations.

TASK 4. Discuss the text.

1. Are there homeless people in your country?
2. Solving the problem of homelessness is a political priority for your government, isn’t it?
3. Are there any charitable organizations which try to solve (to settle down) the problem of homelessness and single people in your country?
4. The supply of council housing in Britain is limited, isn’t it? Why?
5. Can you prove the statement that there are half a million homeless people in Britain.
6. Where can homeless and single people find shelter or temporary accommodations (in Britain and in your country)?
7. Do you agree with the statement that people become homeless mostly because of their laziness and lack of desire to earn money? Prove your point.

TASK 5. Role-play. Make up a dialogue. Prove using the vocabulary.

You are a journalist. You are interested in the problem of homelessness and single people in Britain (or in your country).

You are interviewing different people: refugees who have suffered from political persecution, natural disasters, accidents, military conflicts, etc. Ask “the man in the street” his /her attitude to homeless and single people.

PART 3



TASK 1. Listen to, read and retell th text.

FLATS IN THE CLOUDS

Blocks of “high-rise” flats have been erected in large numbers in London and in many other big cities. Just after the Second World War these immense twenty-to-thirty storey buildings, hundreds of feet in height, were thought to be the ideal solution to the dual problem of acute housing shortage and lack of space in urban areas. At first, the ultra-modern apartments were much sought after by city-dwellers, and hundreds of the vast blocks had been built before anyone began to doubt that they were suitable places for people, children especially, to live in. A well-known British architect, who personally designed many of these buildings, now believes that they may well have inflicted a great deal of suffering on those people who have been housed in them, and evidence has been amassed by sociologists which suggests that severe loneliness and deep depression are brought about by life within these great towers. Some psychologists even maintain that an unduly large proportion of their inhabitants suffer from mental disorders and develop criminal tendencies. As a result of the recent queries, plans for new high-rise blocks are being scrapped. They are going to be replaced by so-called “low-rise” blocks, at most six storeys high.

VOCABULARY

to erect – возводить

acute housing shortage – острая нехватка жилья

to design – проектировать

to amass evidence – собирать свидетельства, данные

unduly large proportion – чрезмерно большая часть

suffer from mental disorders – страдать умственным расстройством

queries – опросы

to scrap – отбросить, отменить

TASK 2. Answer the following questions:

1. How would you account for the title of this text?
2. Why were blocks of high-rise flats built?
3. Why was this kind of lodging much sought by city-dwellers?
4. Why were they later disappointed?
5. How did the queries affect plans for new high-rise blocks?
6. Do you think that high-rise blocks should not be built in your country?
7. What kind of lodging is the best place for people to live in in your opinion?

TASK 3. Translate into English.

В 60–70-е годы в Москве и многих других крупных городах

России были построены в больших количествах малоэтажные (самое
большое – пять этажей) дома. Они были призваны решить проблему
острой нехватки жилья. В 80–90-е годы начали воздвигать
многоэтажные высотные дома. По мнению некоторых специалистов,
эти громадные 20–30-этажные здания являются идеальным
решением двойной проблемы – острой нехватки жилья и более
рационального использования городской территории.

Многие хотели бы жить в этих ультрасовременных
апартаментах, однако некоторые из тех, кто поселился в таких домах,
начинают сомневаться, в том, что они являются подходящим местом
для проживания людей, особенно детей. Они говорят, что чувствуют

себя отрезанными от остального мира на всех этих высоких этажах.

Им не хватает добрососедского общения. Они не могут наблюдать за детьми, которые играют внизу.

Новые многоэтажные корпуса нередко начинают приходить в упадок. Все чаще ломается лифт. В коридорах не горит свет, есть разбитые окна.

Зарубежные социологи и психологи собрали данные, позволяющие предположить, что жизнь в этих высоких башнях может вызывать чувство гнетущего одиночества и глубокую депрессию. Жители этих домов чаще страдают умственными расстройствами и проявляют криминальные наклонности.

PART 4



TASK 1. Listen to and read the dialogue. Give a summary of it. Act it out.

A PLACE OF OUR OWN

ACT I

In the living room of the Stewarts' Home in Riverdale. Marylyn is designing a dress. She stops for a while to talk her mother-in-law Ellen.

Marilyn: Ellen, I'd like your opinion.

Ellen: About what?

Marilyn: Well, Richard and I feel that with a baby coming we need to have our own place to live.

Ellen: Oh.

Marilyn: Well, what do you think about Richard and me looking for a small house or an apartment at this point in our lives?

Ellen: We love having you here, and there is room, and . . . and when the baby comes, the baby can stay in your room for a while.

Marilyn: Richard feels we need to find a small house.

Ellen: I remember when I was pregnant with Richard. Philip and I were living with Granma and Grandpa. Philip was a young doctor, and he kept talking about having a house of our own. It's natural.

Marilyn: What did you do?

Ellen: We looked at a lot of houses.

Marilyn: Did you find one?

Ellen: Oh, not at first. We couldn't afford it. Grandpa wanted to lend us the money to buy one, but Philip is too independent. He didn't want to borrow any money.

Marilyn: Sounds like Richard.

Ellen: They're all alike. Richard is a real Stewart. He's independent, and sometimes just stubborn.

Marilyn: When did you buy a house?

Ellen: After Richard was born. I was teaching music, and Philip was opening his first medical office.

Marilyn: Where was the house?

Ellen: Right here in Riverdale. Of course, it was a small house, but just right for us.

Marilyn: It's funny. History repeats itself. Now Richard and I are having a baby, and we probably won't be able to afford a house right away, either.

Ellen: Why don't you look some houses, Marilyn?

Marilyn: Good idea.

Ellen: Look at the real estate section of Sunday's Times. You'll learn a lot.

Marilyn: Maybe we should speak to a real-estate agent about a house.

Ellen: And a bank about mortgage.

Marilyn: I'll talk to Richard about it. I think it's a good idea, Ellen. We can learn a lot by asking.

Ellen: And if I can be of any help, let me know. As a matter of fact, my friend Virginia Martinelli is a real-estate agent.

Marilyn: Good.

Ellen: You won't believe this, but she sold us our first house and this one.

Marilyn: Well, I'll tell Richard, and we'll go to see her. (*She looks at the dress she is designing.*) Do you think the skirt length is right, Ellen? Do you think it's too long?

Ellen: I think the skirt is just right. Are you planning to attach a train to it?

Marilyn: No. No train. Just the dress. But I am going to make a headpiece of lace.

Ellen: That dress is gorgeous.

Marilyn: Thanks, Ellen. And thanks for the advice about the house. I'll talk to Richard about it the minute he comes home.

Ellen: And remember, we love having you here. There's no need to rush.

(*They hug.*)

END OF ACT I

VOCABULARY

with a baby coming: Marilyn means that she is going to have a baby.

at this point: at this time.

room: enough space.

pregnant: going to have a baby.

We couldn't afford it. We didn't have enough money to buy it.

lend: to give something to someone with the understanding that the person will return it.

borrow: to take something from someone with the understanding that you will return it.

alike: similar.

stubborn: refusing to change (a belief or condition)

When *did* you buy a house?

Marilyn emphasizes (stresses) the auxiliary *did*. You stress the auxiliary in a question to show that you are curious to know more about something in a conversation. Otherwise, the auxiliary in a question is not stressed.

real-estate section: the part of a newspaper that lists homes for sale.

Times: this is a short name for the New York *Times*, a newspaper.

real-estate agent: someone who helps people to find a house to buy.

mortgage

After having taken out a loan on a house or property for say between 15 to 30 years of term repayment to the bank, I decide I need more money. If I have repaid to the bank already approximately half of the original loan, I may MORTGAGE my property to the



bank for the amount I have already paid.

train: the back part of long dress that touches the ground.

headpiece of lace:

TASK 2. Answer the following questions:

1. Do most people in your country own their homes or apartments? 
2. Is housing expensive in your city or town?
3. Do newlyweds in your country usually live with the parents of one of them?
4. Do you think it is right to have a baby before having a place of your own? Why?
5. Do you trust real-estate agents?
6. If you were short of money for buying a flat (a house) would you address first of all banks or your friends?

TASK 3. Make up your own sentences using the vocabulary. Give Russian equivalents to these notes.

TASK 4. Role-play. Retell the dialogue playing the roles of: a) Marilyn; b) Ellen.

PART 4

 **TASK 1. Listen to and read the dialogue. Give a summary of it. Act it out.**

A PLACE OF OUR OWN

ACT II

In a real-estate office in Riverdale. Marilyn and her husband Richard are speaking about homes with Virginia Martinelli, a real-estate agent.

Virginia: I remember your parents' first house very well. It was on Spring Avenue, near the park.

Richard: I grew up in that house.

Virginia: Yes, and you were such a cute baby.

Marilyn: I've seen pictures of him. He had blond hair.

Virginia: I've been friendly with the Stewart family for a long time, so it's my pleasure to help you find a house now.

Richard: Well, we're not sure we can afford one.

Marilyn: But we'd like to find out about the possibilities.

Virginia: That's a good idea. I love your house on Linden Street. I sold your father that house seventeen years ago.

Marilyn: Really?

Richard: Yes, Mom was pregnant with Robbie then, and they needed the extra room.

Virginia: I hear *you're* expecting a baby, Mrs. Stewart.

Marilyn: Mmm-hmm. So we will be needing more room.

Virginia: Oh, so you don't need something immediately?

Richard: No. But in five or six months...

Marilyn: And time passes so quickly.

Virginia: Yes, it does. Well, when you called, you gave me enough information about your salaries and your savings. So I have a good idea about your financial situation. Let me show you some pictures of houses.

Marilyn: With two bedrooms?

Virginia: Yes, I think I can show you some. Of course, they won't be in Riverdale. The cost of housing's too high for you here.

Richard: I haven't thought about living anywhere else. We've always lived in this area.

Marilyn: Where *should* we look for a house, Mrs. Martinelli?

Virginia: Well, we have an office in Mount Kisco. It's a lovely area, and it's only about an hour's drive from here. [*She takes out a book of photos.*] Here. I have a book with photos of some homes in that area. Now, let's see. Here. This is a lovely two-bedroom house in your price range.

Marilyn: It's pretty, but I prefer a two-story home.

Richard: I do, too. I don't care for a ranch type.

Virginia: OK. [*She turns the pages of the real-estate book.*] Oh, this is a wonderful house. I know it well. I sold it to the present owners.

Richard: It looks wonderful.

Virginia: This is a two-bedroom, two-bath house. It has a full basement, and it is on a half-acre lot. You can probably afford this one.

Marilyn: I like this house.

Richard: So do I.

Virginia: And the price is right. Would you like to go see it?

Richard: Yes. We're planning to talk to someone at the bank next week. Perhaps we could see the house this weekend.

Virginia: If someone doesn't buy it before then. But let's keep looking, just to get an idea of some other possibilities.

Richard: This is very helpful, Mrs. Martinelli.

Virginia: Here. This is a wonderful example of Spanish-style

architecture.

Richard: Oh, I love the roof tiles on a Spanish-style house.

Marilyn: It looks like the houses in Hollywood.

Virginia: It's interesting. A house like this in Riverdale costs double the price. [*She turns the pages of the book.*] Oh my! Here's a real buy. It's a bargain. This house just came on the market.

Marilyn: It's quite lovely, is it a two-bedroom house?

Virginia: No. It has three bedrooms and three baths. I know the house. It has a brand new kitchen. And a living room with a twelve-foot ceiling. And there's a two-car garage.

Richard: Then why don't we go look at this house, too?

Virginia: It's a good investment.

Richard: Thank you, Mrs. Martinelli.

Marilyn: Thanks so much.

Virginia: My pleasure. Give my best to your parents.

[*Richard and Marilyn get up to leave.*]

Virginia: Your father's a wonderful doctor, Richard. He took care of my daughter when she was a child. He's the best pediatrician in Westchester.

Richard: Thanks, Mrs. Martinelli, I'll give him your regards.

Marilyn: We really appreciate your advice.

Virginia: I do think you should go see the houses and talk to the bank. Here. Let me give you some information sheets about the houses. They're both very good buys.

Richard: Well, thanks so much for your help and your time, Mrs. Martinelli. /*to Marilyn*/ We've got a lot to talk about.

Marilyn: Mmm-hmm. Thanks.

END OF ACT II

VOCABULARY

blond hair: yellow-brown hair.

salary: money that you earn for your job.

savings: money that you keep in a bank.

financial: referring to money.

Mount Kisco: a town to the north of New York City.

two-bedroom house: a house with two bedrooms.

Do not use plural *s* with nouns used as adjectives: *two-bedroom*

house.

in your price range: that you can afford.

two-story home: a house with two stories or floors.



ranch: a house with one story.



two-bath house: a house with two bathrooms.

full basement:

A *basement* is a part of a house below the ground, under the first story. A *full basement* is under the whole house.

half-acre: a measure of land

One *acre* – 43,560 square feet.

lot: an area of land to build on.

The price is right = it's a good price.

roof tiles



“This is a wonderful example of Spanish-style architecture”

a real buy;

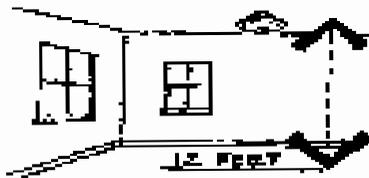
a bargain:

These phrases mean “something with a good price”.

came on the market: became available, or ready to sell.

brand new: made or bought very recently.

twelve-foot ceiling: a ceiling that is twelve feet high.



two-car garage: a garage for two cars.



a good investment:

If you buy something and later sell it for more money than you paid, then it is a *good investment*.

Give my best to your parents = Tell your parents that I give them my best wishes; say hello to your parents for me.

I'll give them your regards = I'll give them your best wishes; I'll say hello to them for you.

sheets: pieces of paper

TASK 2.

a) Make up your own sentences using the vocabulary.

b) Note from the text the sentences using the vocabulary and give the Russian equivalent to them.

TASK 3. Role-play.

Retell the dialogue as if you were: a) Marilyn; b) Richard.

TASK 3. Here is a floor plan of a house. Study the example. Then do the exercises.

You sometimes form an adjective with a number and a noun.

number noun

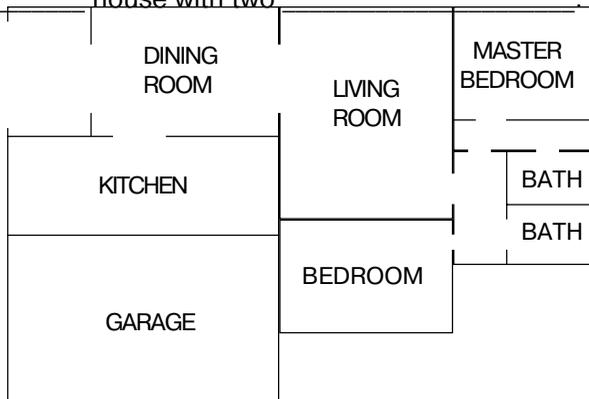
adjective

EXAMPLE: This house has two bedrooms. It's a two-bedroom house.

Join the number and the noun with a hyphen (-). Do not use plural s with the noun.

A. Complete the following paragraph. Choose the correct word in parentheses. Write the correct words in the blank lines.

When Richard was born, Philip and Ellen bought a small, two-_____ house with two _____ Philip and Ellen

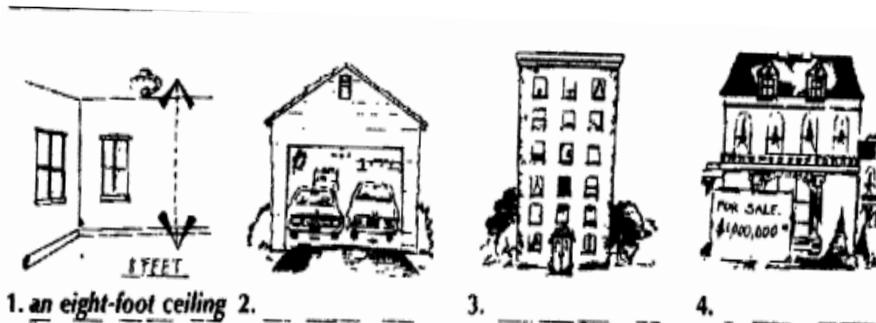


_____ were both working, and they were able to afford the house. They had a thirty-_____ mortgage. They lived in that house for thirteen _____,

until Robbie was born.

B. What do you see in each picture? Use the nouns in the box to form the phrases. Then write the correct phrase on the line under each picture.

The first answer is given.
garage home acre story dollar lot car foot building ceiling



PART 5

 **TASK 1.** Listen to and read the dialogue. Give a summary of it. Act it out.

A PLACE OF OUR OWN

ACT III

In a bank in Riverdale. Marylyn and Richard are speaking with a loan officer about borrowing money to buy a house.

Mr. Riley: How do you do?

Richard: Hello.

Mr. Riley: I'm Ralph Riley. */He shakes Richard's hand./*

Richard: I'm Richard Stewart, and this is my wife, Marilyn.

Mr. Riley: Pleased to meet you.

Marilyn: */She shakes his hand./* Likewise, Mr. Riley.

Mr. Riley: Please, sit down. What can I do for you?

Richard: We'd like to discuss a mortgage.

Marilyn: For a house.

Mr. Riley: Fine. Are you buying a house or are you refinancing your present home?

Richard: We're planning to buy a house.

Marilyn: And we'd like to find out about a mortgage.

Richard: We are customers of the bank. As a matter of fact, my whole family banks here.

Mr. Riley: I have some questions to ask. */He writes on a form./* Do you own your house or do you rent?

Richard: Neither. We live with my parents, Dr. and Mrs. Philip Stewart.

Mr. Riley: And how old are you?

Marilyn: I'm twenty-nine.

Richard: I'm thirty.

Mr. Riley: And, Mr. Stewart, what is your occupation?

Richard: I'm a freelance photographer.

Mr. Riley: And, Mrs. Stewart, are you working?

Marilyn: Yes. I'm a designer, and I work in a boutique.

Mr. Riley: Did you bring any savings or salary information? Last year's tax forms?

Richard: Yes. Here they are.

Mr. Kilcy: OK. What . . . what kind of house did you have in mind?

Richard: We're talking about buying a two-bedroom house in Mount Kisco.
Here are the financial details on the house.

Mr. Riley: Thank you. */He reads the details./* Are you prepared to make a ten-percent down payment?

Richard: Yes, we are.

Mr. Riley: Payments over thirty years?
/Marilyn and Richard nod their heads./

Richard: Yes.

Marilyn: Do you think we can get a loan?

Mr. Riley: Well, it depends. Do you own any other property? Any stocks or bonds?

Richard: No.

Mr. Riley: I see. Then you don't have any collateral. Perhaps you could get a guarantors-someone to sign for the loan, for you.

Richard: Why is that necessary?

Mr. Riley: Since you don't have enough income, and you don't already own any property, the bank needs to be sure you can pay the mortgage every month. A guarantor is responsible for the loan if you can't make the payments.

Richard: I see. Well, the *idea* of buying a house is exciting.

Marilyn: Thank you, Mr. Riley. We'll read this over carefully.

Mr. Riley: Thank you.

Richard: Good-bye. Thanks.

Mr. Riley: Good-bye. And hope to see you soon.

Richard: I hope so, too.

/They all shake hands./

Mr. Riley: Take care.

Marilyn: Good-bye.

Later, on the patio of the Stewarts' home. Richard and Marilyn are speaking about their experience at the bank.

Richard: It all sounded so easy until they mentioned needing collateral or a guarantor.

Marilyn: We have no collateral.

Richard: And I don't think it's a good idea to ask Dad to sign as a guarantor.

I don't feel right about it.

Marilyn: I understand your feelings about it, Richard.

Ellen: */She comes out to the patio with a tray of food./* Now, tell me, what's the problem?

Marilyn: We can get the loan from the bank if we can put up some collateral.

Richard: And we don't own anything to use as collateral.

Marilyn: Or someone can sign with us as a guarantor.

Ellen: Why don't you speak to Dad?

Richard: No. If we buy a house, I want to be able to handle it alone.

Ellen: Everybody needs help sometimes, Richard.

Marilyn: I understand Richard's feelings about it, Ellen.

Richard: In two or three months, I'll have an advance on my book and be able to put more money down.

Marilyn: What about the house in Mount Kisco? Somebody else'll buy it by then.

Richard: Then there'll be other houses, Marilyn.

Ellen: Richard has a point. You're just beginning to look.

Marilyn: We're in no great rush. It's true.

Richard: This has been a great learning experience for us, Marilyn. Talking to the real-estate agent. Looking at the houses. Talking to the loan officer at the bank.

Marilyn: It has been a learning experience. That's true.

Ellen: I think you're doing the right thing. Taking your time. Looking around. Especially with a purchase of this kind. You're talking about a lot of money.

Marilyn: We'll call Mrs. Martinelli and tell her to keep looking for us.

Richard: And I'll call Mr. Riley at the bank and tell him we we'll see him in a couple of months.

Ellen: And if you ever need Dad or me to help you...
Marilyn: We know.
Ellen: You know we'll be there for you.
Richard: It's Stewart tradition. We are the family.

END OF ACT III

VOCABULARY

loan officer:

When you get a *loan* from a bank, the bank lends you money. If you want a loan, you speak to the bank's *loan officer*.

likewise: I feel the same way.

refinancing: getting a new mortgage

freelance: working for yourself

tax forms:

Workers from the United States must pay a part of the money they earn to the United States government. This money is called *income* tax. The amount of this tax depends on the worker's total salary for the year. By April 15 of each year, workers must complete tax *forms* to send to the Internal Revenue Service. This is the agency of the U.S. government that collects taxes. Some state and city governments collect additional income taxes.

down payment:

When you get a mortgage for a house, you usually pay the bank part of the price of the home immediately. This is a down payment.

over (thirty years): during a period of (thirty years)

property: something you own, such as land or a house

stocks:

If you buy *stocks* in a business, you own part of the company.

bonds:

A business or the government may sell bonds to get money. If you buy a bond, the seller must pay back your money plus interest, or extra money, on a specific date.

collateral: property that a lender can take from you if you can't pay back a loan

guarantor: someone who agrees to pay back your loan if you cannot pay it

income: money that you earn

make payments: to pay back the loan

Read (this) over = Read (this) completely.

Take care = Take care of yourself. This is a common way to say

good-bye.

Put up: to give.

This phrasal verb is usual with the word *collateral*.

handle: to deal with; be responsible for

Here, Richard means that he wants to be able to pay for a house by himself.

an advance (*noun*): a payment by a publisher to an author before a book is published

put more money down: to give a larger *down payment*

purchase: something bought

We'll be there for you = You can ask us for help, we'll support you

tradition: a custom.

TASK 2. Note down from the text the sentences using the vocabulary. Give the Russian equivalent to them.

TASK 3. Make up your own sentences using the vocabulary.

TASK 4. Role play. Act out the following situations:

- a) Marilyn is talking to her mother-in-law Ellen;
- b) Marilyn and her husband Richard are in a real estate office. They are speaking about homes with a real-estate agent;
- c) Marilyn and Richard are speaking with a loan-officer about borrowing money to buy a house.

PART 6



TASK 1. Listen to the following text on the tape.

TASK 2. Answer the questions.

1. Why are flats unpopular in Britain?
2. In what way do people express their individuality?
3. Does everything about housing in Britain display individuality?
4. What are the reasons for building houses to the same design?
5. How do adjacent streets in British towns look from the air?
6. Who makes every single house look different?
7. What must you do first of all if you want to build an extension to your house which is over a certain size?

LESSON 2

YPOK 2

FLAT

PART I



TASK 1. Listen to and read the dialogue. Give a summary of it. Act it out.

A ROOM WITH A VIEW

Anna is working in the London sales office of Lufthansa, a big German airline. She is going to be in England for at least two years. She likes her job; she likes London. The reason she is not happy is that she cannot find a room of her own. She has looked at many flats but they have all been so expensive. At the moment she is staying with a cousin in Putney, a suburb of London. The two girls do not get on well together. Anna knows that she must find a room of her own. She likes Putney. The journey to her office only takes twenty minutes. So the question is: Can she find a room in Putney for reasonable rent?

On Tuesday, April 15, Anna asked the manager for the morning off. The manager said that she could have the whole day free. She left the house and got a bus to Putney Bridge. Anna set off for the offices of The Echo, the local newspaper, to put in an advertisement. She arrived at the offices of The Echo at twenty past nine and went up to the advertising department on the second floor.

Opposite her she saw a pretty, dark-haired girl and smiled at her. The girl was also filling in a form.

Anna looked at the girl for a while and finally said:

Anna: Excuse me, I'm not quite sure how you say this in English. Do you say "I want to let a room" or "I want to rent a room"?

Girl: Well, that depends. Have you got a room, or...

Anna: No, I want one...

Girl: Then you want to rent a room. You rent a room from someone, you let a room to someone.

Anna: I see. I always mix up those two verbs.

Susan: You speak very good English. Where do you come from?

Anna: Germany. My home is Hamburg. My name is Anna Klein.

Susan: How do you do? I'm Susan Bond. */they shake hands/* You say you're looking for a room?

Anna: Yes.

Susan: Furnished or unfurnished?

Anna: Furnished.

Susan: Hm. How much do you want to pay?

Anna: Not more than five pounds a week.

Susan: That's funny. We want to let a room, and the rent is five pounds a week. Why don't you come and see it? It's quite near here.

Susan and Anna left the offices of The Echo together. They crossed the bridge over the river and walked along busy High Street. Then they climbed a steep hill and took the third turning on the left. The name of the street was Chestnut Avenue.

It was a tall, well-built house. Anna liked the look of it immediately. Susan walked up a short flight of steps and opened the front door. Anna followed her into the hall.

Susan: Mother's out. But I can show you the room. It's on the top floor. *(They climb the stairs)*. Here we are. *(She opens a door on the landing at the top of the stairs)*.

Anna: What a lovely room!

Susan: Do you like it?

Anna: Yes, I do. Very much. */She walks over to the window and looks at the view/*. And such a marvellous view! Doesn't the river look beautiful when the sun's shining on it? I do like to live near water. You've got a very nice garden, haven't you?

Anna liked the room very much. It was bigger than she expected; about twenty feet (6 meters) long by sixteen feet (5 meters) wide. One end had a curtain in front of it. Anna looked behind the curtain. In one corner there was a wash-basin. She turned on the taps. The water from the hot tap was really hot. There was also an electric burner and on a shelf above it there were three new saucepans and a frying pan. Beside the cooker there was a small cupboard. Anna opened it. In it there were plates, cups, saucers and a teapot. In a drawer at the top there were knives, forks and spoons. This part of the room was really a small kitchen. Anna pulled back the curtain and looked at the rest of the room.

The carpet was light grey and covered most of the floor. In front of the gas fire there was a thick red rug. The curtains were also red – but of a lighter shade. The walls were white. The sun was now shining brightly through the window. It was a cheerful comfortable room.

Beneath the window there was a dressing-table with three drawers

and a mirror. There were two armchairs, a small table with reading lamps and a few pictures on the walls. Anna did not like the pictures. "I'll soon change those", she thought, for she had already decided that she wanted the room. Next to the gas fire there was a large built-in closet for clothes.

That evening Anna met Mrs. Bond. The two of them got on very well.

Mrs. Bond: Well, that's fine, Anna. We'll be very pleased to have you. When do you want to move in?

Anna: May I come on Saturday?

Mrs. Bond: Yes, of course. I'll be in all Saturday morning. I hope you'll like it here.

So, Anna got a room with a view over the river Thames.

(from "Anna in London" by Alan R. Beesley)

VOCABULARY

to stay with smb. (to live in place for a while, to be a visitor or guest) – гостить, жить у кого-либо некоторое время;

Note! One stays with friends (in their house), but at(in) a hotel.

a suburb: a part of district or a town, lying away from the centre, an outer area of a town or city, where people live (usually residential area) – пригород, окраина;

in the suburbs – на окраине, в пригороде, за городом;

Note! the English equivalent for "пригородный поезд" is – a local train, a commuter train, short-distance train.

to get on well with: to form (to get along) or have friendly relationships – ладить с кем-либо, иметь дружеские отношения;

The journey to her office only takes 20 minutes: "to take" there meaning "to last, need (a period of time)";

Ann asked the manager for the morning off: "off" – an adverbial particle, used in the meaning "away, free from regular work" (отпроситься с работы);

free day – свободный день.

to set off for/towards the place = to begin/start a journey – отправиться куда-либо;

to put in an advertisement – дать объявление;

to arrive at (in) – приезжать, прибывать;

The preposition **at** is used with: villages, clubs, stations, theatre, airport, hotels, office..., the preposition **in** is used with: continents, countries, in!

to fill in a form – заполнить бланк, анкету;

to let a room (to someone) – сдать комнату кому-либо;
to rent a room (from someone) – снять комнату у кого-либо;
rent = money paid regularly for the use of a room, building, or piece
of land – квартирная / арендная плата.

to pay high (big) / low rent – платить много/мало за аренду;
(They owe a month's rent – они задолжали за квартиру за 1 месяц)

to mix up – смешивать, путать что-либо;

to shake hands – поздороваться с кем-либо;

to look for a room – искать комнату;

to be out = to be absent from home / from building – отсутствовать,
не быть дома / на месте;

Ant. – to be in = to be present (especially at home or under the roof
of a building) – быть дома, на месте;

to be away – to be gone a long time, to be out of town.

the top floor – верхний этаж;

landing [ˈlændɪŋ] – лестничная площадка;

view [vju:] – вид, пейзаж.

a wash-basin – умывальник.

to turn on – открыть; включить

to turn off – закрыть; выключить

hot plate, electric burner – электрическая плита.

TASK 2. Translate the following sentences from the text. The purpose is for you to compare the ways of expressing the same idea in English and in Russian.

1. Anna is working in the London sales office of Lufthansa, a big German airline.

2. ... she cannot find a room of her own.

3. At the moment she is staying with a cousin in Putney, a suburb of London.

4. The two girls do not get on well together.

5. Can she find a room in Putney for reasonable rent?

6. Anna asked the manager for the morning off. The manager said that she could have the whole day free. She left the house and got a bus to Putney Bridge.

7. Anna set off for the offices of The Echo, the local newspaper, to put in an advertisement. She arrived at the office of The Echo at twenty past nine and went up to the advertising department on the second floor.

8. They crossed the bridge over the river and walked along busy High Street.

9. It was a tall, well-built house. Anna liked the look of it immediately. Susan walked up a short flight of steps and opened the front door. Anna

followed her into the hall.

10. She walks over to the window and looks at the view... "Doesn't the river look beautiful when the sun's shining on it? I do like to live near water."

11. Anna pulled back the curtain and looked at the rest of the room.

12. The curtains were also red, but of a lighter shade.

13. There were two reading lamps and a few pictures on the walls.

14. Anna got a room with a view over the river Thames.

TASK 3. Find in the text English equivalents for the following Russian phrases:

по крайней мере; своя собственная комната; посмотреть много

квартир; дорога на работу; занимает 20 минут; умеренная плата за

квартиру; во вторник 15 апреля; можете быть свободны целый день;

редакция местной газеты; поместить объявление; отдел объявлений

на 3 этаже; заполнить бланк (анкету); сдавать комнату кому-либо;

меблированная комната; 6 метров в длину и 5 метров в ширину;

повернуть кран; заглянуть за занавес; быть более светлым по тону;

въехать в квартиру на верхнем этаже; в ящике наверху; ковер

покрывал почти весь пол.

TASK 4. Oppose the following statements and correct them. Give reasons for your disagreement. Make sure you begin your answer with such phrases as:

I don't think that's quite right.

You are not quite right(there).

I'm afraid I don't agree with you.

That's not quite right.

I wouldn't say so.

Oh, no, quite on the contrary.
As far as I remember.

1. When Anna asked her manager for the morning off, he refused.
2. Anna is staying at the hotel but she wants a room of her own.
3. Anna doesn't like Putney.
4. On the morning of April the 15th Anna set off for shopping.
5. Susan was the first to start the conversation.
6. Anna left the office of The Echo alone and went to her office.
7. When the girls arrived, Mrs. Bond was busy in the kitchen.
8. At first Anna didn't like the house and the room.
9. Anna decided not to change anything in the room.
10. Anna decided to move in the next day.
11. When Mrs. Bond met Anna, she was disappointed.

TASK 5. Answer the following questions:

1. What is Anna doing in London? How long is she going to be in England?
2. Why does Anna want to find a room of her own?
3. Why does she want *to find* a room in Putney?
4. What makes it difficult to find a room?
5. Why did Anna ask the manager for the morning off? When did she do it?
6. The manager let her have the whole day free, didn't he?
7. Where and when did Anna meet Susan? What was Susan doing in the advertising department of the local paper?
8. Why did Anna agree to go and see the room?
9. What was the name of the street where Susan lived and how did the girls get there?
10. What did the street look like?
11. Susan's mother was out when the girls arrived, wasn't she?
12. Did Anna like the room?
13. What made the room cheerful and comfortable?
14. What did Anna want to change in the room?
15. When was Anna going to move in?
16. What is Anna's address in England now?

TASK 6. Discuss:

- a) Anna's decision to have a room of her own;
- b) Anna's meeting with Susan;
- c) Susan's house and the room Anna got.

TASK 7. Read about Anna and get ready to speak about her cousin Maria. They do not get on well together. Why?

Probably, because they are so different.

Anna is never in a hurry, she is punctual, careful and likes order in everything. And Maria?

Anna isn't good with her hands, so she isn't very fond of housework. She doesn't do her washing, she prefers to take her dirty clothes to the laundry. What she is fond of is reading books. And Maria?

Anna is never late for work. She gets up early enough so as not to do things in a hurry, cooks a substantial breakfast and goes to work by bus. Though it takes longer, she prefers it to the underground as it is a little cheaper than the tube and it is usually easier to get a seat. But what Anna cannot do is save money. She spends all she earns. And Maria?

TASK 8. Role-play. Act it out following situations.

Susan wants to make sure that her opinion coincides with her mother's.

Situations. Susan hopes that:

1. Mrs. Bond hasn't let the room to anyone yet;
2. Anna can move in on Saturday;
3. the rent is not too high for Anna;
4. Anna will cook her own meals;
5. Anna and Mrs. Bond like each other;
6. Anna is pleased with the room;
7. Five pounds a week will help the family a lot.

TASK 9. Answer the following questions using the vocabulary.

1. Where do you prefer to stay when you go to some other city?
2. Can you stay with your relatives when you go to some other city?
3. Do you like it when your friends or relatives stay at your place?
4. How long do your relatives usually stay with you when they come to Moscow?
5. When do you prefer to stay at a hotel rather than with your relatives?
6. What hotel in Moscow would you recommend me to stay at?
7. How long does it take you to get to the institute?
8. What are your days off?

9. Can your mother take a day off any time she likes?
10. What does she have to do if she wants a day off?
11. Did you ever have to rent a room? How much did you pay?
12. Is it possible to find a room for reasonable rent?
13. How many holidays a year would you like to have?

TASK 10. Translate into English:

1. Блэкхит – окраина Лондона. Семья Браунов живет в

Гринфорде на окраине Лондона.

2. Как ты ладишь с сестрой?

3. Анна решила искать себе комнату, т.к. у нее не складывались

отношения с кухней, у которой она остановилась.

4. Я попросила у директора разрешение не выходить утром на работу.

5. Вы много платите за квартиру?

6. Они сдают комнату за 8 фунтов в неделю.

7. Они задолжали за квартиру за один месяц.

8. Хотя мы живем на окраине города, тебе здесь понравится.

9. Могу я видеть мистера Брауна? – Боюсь, что сейчас нет, он вышел, но скоро будет.

10. Анна так хорошо говорила по-английски, что Сьюзен удивилась, т.к. Анна была родом из Германии.

TASK 11. Role-play. Act out the following situations:

1. Susan gets back home from college at half past four. Mrs. Bond is in the kitchen. She asks Susan whether she has put the advertisement in "The Echo" and is surprised to hear that she hasn't.

2. Susan tells her mother about her meeting with Anna. At first Mrs. Bond doesn't like the idea, but Susan finally persuades her. Mrs. Bond does not know any German and she is afraid she will have some difficulty in speaking with Anna. Susan tells her mother how good Anna's English is and what a nice girl she is. Susan is sure her mother will like the girl.

3. When Anna leaves the house Susan and her mother discuss her. They hope she is pleased with the room and she will like it here.

TASK 12. Translate the following text into English and retell it.

Крис живет в квартире в новом многоэтажном (квартирном)

доме (block of flats) на окраине Лондона. Он, его сестра и их родители

жили в центре города, в старом доме. Затем их дом был снесен (pull

down) в связи со строительством новой дороги, и семья Криса

переехала. Вначале им не нравилось жить в многоэтажном доме.

Квартира казалась такой маленькой, и не было садика или двора.

Однако, скоро они привыкли к своей новой квартире, и теперь им

здесь нравится. Крис живет на 6 этаже. Крис не продал свой

мотоцикл и теперь хранит его в гараже, во дворе. Ему нужен

мотоцикл чтобы ездить на работу. На дорогу Крис тратит около 38

минут.

"Мама – сказал как-то Крис, – где мой футбольный мяч?! Я не

видел его с тех пор, как мы переехали." "Ах, дорогой, не помню. В

этих квартирах просто негде повернуться (there's no room to turn round). Может быть он в гараже? Знаешь, посмотри на чердаке. Я там не была с тех пор, как мы переехали сюда.”

Крис поднялся на лифте на последний этаж (took a lift up to the top floor), где у каждой квартиры была маленькая комната. В ней были чемоданы, коробки, старые стулья, книги, журналы. Крис нашел там свой мяч. Он быстро сбежал по лестнице вниз и стал играть во дворе. Но ему было не интересно гонять мяч одному. Он пожалел, что Дейв или Дик не жили поблизости.

Вдруг на первом этаже открылось окно и какая-то пожилая женщина выкрикнула из окна: “Неужели нельзя поиграть где-нибудь еще. Люди хотят покоя и тишины.”

Крис пошел домой. Он выпил чаю и направился в свою комнату. Это была маленькая комната, но с большим окном. И теперь ему был виден весь Гринфорд (Greenford). Этим Крису и нравилась его новая комната. Он любил лежать на кровати и смотреть на небо. Любил он также сидеть у окна и смотреть на город, с его машинами, домами, трубами. Он чувствовал себя как птица высоко над городом.

PART 2



TASK 1. Listen to the dialogue and the following exercises:

- Read the dialogue, act it out;
- note down the sentences from the text using the vocabulary of the dialogue;
- make up your own sentences using the vocabulary of the dialogue.

MOVING

Peter. I say, Nick, you are not moving, are you?

Nick. Yes, we are. We have been given a flat.

Peter. Really ! You are lucky, you know.

Nick. We are, indeed. Three rooms, a kitchen, a bathroom, gas, a balcony overlooking the main street, a ...

Peter. Even in the main street! By gosh!

Nick. Yes. Isn't that fine? A four-story house with a shop on the ground story. You just go out into the street through the main door and there you are, almost in the shop.

Peter. It's not that house at the corner of N. and M. streets, is it?

Nick. Just so. You can't imagine how Mother will be surprised.

Peter. Why, doesn't she know?

Nick. No, she doesn't. She's gone to our relatives in N. I say, Peter, couldn't you lend a hand in loading the lorry?

Peter. To be sure. Come on. What's there to load?

Nick. Why, everything.

/In the new house. Nick, his father, his sister Ann, and Peter./

Nick. What a marvellous flat!

Father. Yes, it's a fine flat indeed. The house is the last word of comfort.

Nick. Which room will be mine, Father?

Father. Now, let's have a look round. This small room will be ...

Ann. Will be mine, won't it, Daddy?

Father. Now stop prattling, and be a sensible girl, Ann. So this small room will be our bedroom. One of these common rooms will be a dining-room and the other will be yours.

Nick. Am I going to be with her again, Dad? You can't imagine what a bother she is. I can never get through with my exercises when she is about.

- Ann.** That's not true, Daddy! He always starts teasing me first.
- Father.** Tut, tut! Well, all right. Let this small room be yours, Nick. Ann, will be with us.
- Nick.** Oh, that's fine. I've always dreamt of having a room to myself. Well, let's start arranging the furniture. Come on, Peter, help me with this book-case, will you?
- Peter.** Yes, for sure.

VOCABULARY

- to move – переезжать
- gosh [gɒʃ] – междометие, выражающее сожаление
- to load the lorry – загружать грузовик
- to have a look round – осмотреть что-либо
- stop prattling! – Перестаньте болтать!
- sensible ['sensəbl] – здравомыслящий, благоразумный
- common room – смежная комната
- to bother ['bɒðə] – надоедать, беспокоить
- to tease smb. [ti:z] – дразнить, надоедать, приставать
- to arrange the furniture – расставить мебель (в комнате)



TASK 2. Read the dialogue. Dramatize it.

ARRANGING THE HOUSE

- Barbara.** Give me a hand with this sideboard, Charles. I want it over there by the settee.
- Charles.** Don't you think it would be better under that picture by the armchair?
- Barbara.** No. The picture isn't staying there anyway. I only hung it on the wall because it was in the way on the floor. We can arrange the pictures when all the furniture is in place.
- Charles.** Where did I put my big screwdriver? It's not in the toolbox and I want to tighten up these loose screws on the door hinges.
- Barbara.** You had it in your hand when you went into the kitchen just now. Perhaps you left it there.
- Charles.** Yes, I think I put it down on the shelf above the sink. I'll go and fetch it.
- Barbara.** Pass me that brush behind the chair before you go; and



take your tools off that nice polished table. You'll spoil all our furniture before you finish.

Charles. Don't keep on nagging. I've got to put them somewhere. By the way, have you seen the cat this morning? You didn't shut him outside last night, did you? He'll get lost.

Barbara. No. He's definitely inside the house. I expect he's fed up with all the fuss and noise. He's probably crept into a cupboard somewhere and gone to sleep.

Charles. That's just what I'd like to do. I'm tired of it all as well.

VOCABULARY

arranging the house – обустройство дома

Give me a hand with this sideboard. – Помоги мне с этим буфетом.

settee [sə'ti:] – небольшой диван, канапе

it was in the way on the floor – она была на полу, на самой дороге

screwdriver [skru:'draivə] – отвертка

toolbox – ящик для инструментов

to tighten up – затянуть, завернуть

loose [lu:z] screws ['skru:s] – расшатанные шурупы

door hinges [hɪndʒ] – дверные петли

shelf above the sink – полка над раковиной

I'll go and fetch it – я пойду и принесу ее

that nice polished table – убери свои инструменты с этого замечательного полированного стола

don't keep on nagging – не придирайся

to be fed up with all the fuss and noise – быть сытым по горло всей этой суетой и шумом

TASK 3. Translate the following sentences into Russian.

1. Let me give you a hand with your suitcases.
2. Don't leave your car there. It's in the way.
3. This strap is too loose. Tighten it up.
4. Have you seen John? Yes, he was in the garden just now.
5. The dog kept on barking all night.
6. I'm fed up with this exercise.
7. I usually read a little before I go to sleep.
8. I'm tired of taking examinations.

TASK 4. Translate the following sentences into English.

1. Помогите мне с этим диваном, Боб. Я хочу поставить его около окна.

2. Нет, картина там не останется в любом случае.

3. Я повесила ее туда только потому, что она была на полу на самой дороге в комнате.

4. Не придирайся. Должен же я куда-нибудь положить их.

5. Моей отвертки нет в ящике для инструментов, а я хочу затянуть эти расшатанные шурупы в дверных петлях.

6. Я полагаю, что она по горло сыта всей этой суетой и шумом.

7. Ты только что держал свою отвертку в руках.

8. Между прочим, ты не видел нашу кошку сегодня утром?

9. Прежде чем ты уйдешь, убери свои инструменты с моего

стола.

10. Она, наверное, забралась в какой-нибудь шкаф и уснула.

PART 3



TASK 1. Listen to, and read the text. Translate it and give a summary of the text, dividing it into several logical parts. Make up 10 questions to the text (get ready to discuss this text in your group).

INTERIORS: THE IMPORTANCE OF COZINESS

British houses have a reputation for being the coldest in Europe. Moreover, to many people from other countries, British people seem to be ridiculously keen on ‘fresh air’. This reputation is exaggerated. It is partly the result of the fact that the houses in Britain are, on average, older than they are in other countries and are not so well insulated. In fact, about three-quarters now have central heating. However, there is a grain of truth in it. Windows, for example, are designed so that they can be conveniently opened to a great variety of degrees – instead of, as in many other countries, either being completely shut or fully open. This way, air can be let into the house in winter without freezing its inhabitants.

Just as the British idea of home is a mental concept as much as a physical reality, so is their idea of domestic comfort. The important thing is to feel cozy – that is, to create an atmosphere which seems warm even if it is not really warm. This desire usually has priority over aesthetic concerns, which is why British also have a reputation for bad taste. Most people would rather buy several items of cheap, mass-produced furniture, with chairs and sofas covered in synthetic material, than one more beautiful and more physically comfortable item. The same is true with regard to ornaments – if you want to be cozy, you have to fill the room up.

To many tradition is part of coziness, and this can be suggested by being surrounded by old items of furniture. And if you cannot have furniture which is old, you can always have other things that suggest age. The open fire is an example. In Britain, it is regarded by many as very desirable to have a ‘real fire’ (as it often called). It is the perfect traditional

symbol of warmth because it is what most people used in the past to keep warm. So strong is the attraction of a 'real fire' that many houses have an imitation open fire, complete with plastic coal which glows red when it is switched on. Bad taste? So what!

Most older houses, even very small ones, have not one but two general living rooms (which estate agents call 'reception rooms'). This arrangement maintains privacy (which is linked to coziness). It allows the front room to be kept for comparatively formal visits, while family members and close friends can spend their time, safely hidden from public view, in the back room. Most modern smaller houses are built with just one living room (and in some older houses the two reception rooms have been converted into one). However, privacy must be preserved so these houses normally have a 'hall' into which the front door opens. It is rare for it to open straight into the living room. Some houses also have a tiny 'porch', with its own door through which people pass before getting to the hall – an extra line of defence! The same concern can be seen where there is both a front door and a back door. Even if both can be reached from the street, the back door is for family and close friends only.

VOCABULARY

to be keen on – очень (сильно) желать чего-либо

to exaggerate [ɪg'zædʒə.reɪt] – преувеличивать

central heating – центральное отопление

domestic comfort – домашний комфорт

feel cozy – чувствовать уют

aesthetic [i:'sθetɪk] – эстетический

bad taste – дурной вкус

coziness ['kouzɪnɪs] – уют, уютность

to maintain – поддерживать

linked – связывать

to convert [kən'veɪt] – переделывать, превращать

porch – крыльцо

TASK 2.

1. Make up your own sentences using the vocabulary of the text.
2. Make up a short story using the vocabulary.
3. Note down from the text the sentences containing the words from the vocabulary and translate them into Russian.

PART 4



TASK 1. Listen to, read the dialogue and act it out.

A HELPFUL NEIGHBOUR

- Mr.Williams. I've just brought your ladder back, Mr.Fielding. Thanks for lending it to me. Where shall I leave it ?
- Mr.Fielding. Just lean it against the wall there. How are you settling down in the new house?
- Mr.Williams. Oh, fine, thanks. All the neighbours have been very kind. We think we'll be very happy here.
- Mr.Fielding. I'm sure you'll soon feel at home. Use the ladder again any time.
- Mr.Williams. Thanks... Er... Do you mind if I borrow one of your drills?
- Mr.Fielding. There are all my drills. Which one do you want?
- Mr.Williams. Any one will do. I only want to drill some holes in the wall to put up some shelves.
- Mr.Fielding. Well, take the electric one. It bores holes through anything.
- Mr.Williams. How does it work? I don't want to ruin it .
- Mr.Fielding. It's child's play. Anyone can use it. You just plug it in and press the switch; release the switch and it stops again.
- Mr.Williams. I'll need some long screws as well. They're out of stock at Smith's Hardware Store. Do you know where I can buy some?
- Mr.Fielding. Try Thornee's in Paul Street; you can usually find anything you want there... Hang on a minute though; I've got lots of screws in that tin there. Help yourself if there are any the right size.
- Mr.Williams. That's very generous of you, Mr.Fielding. Thank you very much.
- Mr.Fielding. You're welcome, Mr.Williams. Always glad to oblige a neighbour.

VOCABULARY

ladder – лестница, стремянка

to lend – одалживать

to lean it against the wall – прислонить что-либо к стене

to settle down in the new house – обустраиваться (осваиваться) в

НОВОМ ДОМЕ

to borrow smth. – брать на время, заимствовать что-либо

drill – дрель, сверло

to drill – сверлить

to drill some holes in the wall – просверлить несколько дырок в стене

to put up some shelves – установить (подвесить) полки

it bores holes through anything – это сверлит дырки в чем угодно

how does it work? – как это работает?

to ruin smth. – сломать что-либо

to plug smth. in – включить в сеть

to press the switch – нажать на выключатель

to release the switch – отпустить выключатель

screw [scru:] – винт, шуруп

to screw – привинчивать, завинчивать

out of stock [stɔk] – распродано

hardware store – магазин (склад) металлических изделий (скобяных товаров)

tin – жестяная банка

to oblige [ɔ'blaɪdʒ] – быть обязанным, делать одолжение

TASK 2. Translate the following sentences into Russian:

1. I've just brought your hammer back.
2. Is it difficult to settle down in a new house?
3. He thanked me for lending the ladder to him.
4. Do you mind if I bring your screw-driver back tomorrow?
5. Which one suits you best?
6. I only want to drill a hole in the wall to hang up a picture.
7. Take the electric one. It bores holes much better.
8. Help yourself if there are any the right size.
9. If you don't know how it works you'd better read the instructions to avoid ruining it.
10. Are you always glad to oblige your neighbour?

TASK 3. Translate the following sentences into English:

1. Я сейчас возвращаю вашу стремянку.

2. Вот все мои сверла. Какое вам требуется?

3. Просто прислоните ее к стене.

4. Как она работает? Я бы не хотел ее испортить.

5. Я уверен вы скоро почувствуете себя как дома.

6. Огромное спасибо. Как это великодушно с вашей стороны.

7. Мне потребуются длинные шурупы.

8. Хорошо, возьмите эту электродрель. Она сверлит дырки в чем угодно.

9. Я хочу только просверлить в стене несколько отверстий и повесить полки.

10. Постойте-ка, у меня много шурупов в этой жестянке.

11. Вы просто включаете ее в сеть, нажимая этот выключатель, отпускаете выключатель – и она останавливается.

PART 5



TASK 1. Listen to the text on the tape.

TASK 2. Answer the questions:

1. Do most people in Britain live in their own houses?

2. Has the number of owning their own homes increased or decreased in the last thirty-five years?
3. How do the majority of people buy their homes?
4. Are the loans repaid all at once?
5. Do elderly and disabled people enjoy assistance in getting accomodation?
6. What has happend to most of the old slum areas in cities?
7. Are all of the large blocks of flats well designed?

LESSON 3

УРОК 3

THE FAMILY

PART I

 **TASK 1. Listen to, and read the text. Translate and give a summary of the text.**

THE FAMILY

Here are some words and phrases which describe potential problems in family life. What do they mean and what problems do you think they may cause? Read the text and find out:



divorce working mothers
latch key kids convalescent/
rest homes

There are many different views on family life. Some people could not do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. Turn on the television or open a magazine and you will see advertisments featuring happy, ballanced families.

Politicians often try to win votes by standing for 'family values'; respect for parental authority, stability in marriage, chastity and care for the elderly.

Sociologists divide families into two general types: the nuclear family and the extended family, which include three or more generations living together. In industrialized countries, and increasingly in the large cities of developing countries, the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. In fact, the number of households containing a nuclear family is shrinking year by year.

There are people who say that the family unit in Britain is in a crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of single parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on the disintegrating family life.

The concern that the family is in a state of crisis is not new in Britain. In the nineteenth century, many legislators and reformers were saying the same. It was also a concern between the two World Wars, and in the 1980's it became a continuous political issue.

There are no definitions to a 'normal' family. Generally speaking, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of the family keeps changing: there are a number of types of families that exist in a society at any one time.

VOCABULARY

- anxieties [æŋ'zaiətis] – беспокойства
parental [pə'rentl] – родительский, родственный
chastity: not taking part in wrong or unlawful sexual activity
nuclear family [nju:kliə] – (содержащая ядро) нуклеарная семья
(состоящая только из супругов и их детей)
extended family [iks'tendɪd] – большая (огромная) семья
household [haushould] – семья
shrink [ʃ'rɪŋk] – уменьшать, сжимать
concern [kən'sɔ::n] – касаться, иметь отношение к чему-либо
stable [steɪbl] – прочный, стойкий, стабильный
decline [di'klaɪn] – ухудшение
acceptance [ək'septəns] – принятие, одобрение
divorce [di'vɔ:s] – развод
drug [drʌg] – наркотик

juvenile crime [dʒu:vinail] – (юный, молодой) преступления среди молодежи

disintegrate [dis'integreit] – раздроблять, распадаться, разрушать
legislators: law makers

TASK 2. Translate the following sentences into Russian. Note down from the text the sentences containing the words of the vocabulary and translate them.

1. Some people (politicians) blame social problems, such as drug taking and juvenile crime, on the disintegrating family life.

2.the family is a group of people related by blood or law, living together or associating with one another for a common purpose.

3. Sociologists divide families into two general types – the nuclear family and the extended family, which include three or more generations living together.

4. There are people who say that family life is a thing of the past.

5. The nature of the family keeps changing: there are a number of types that exist in a society at any one time.

6. ... the truth is, the family is definitely a powerful symbol.

7. There is great concern to those who think a healthy society is dependent upon a stable family life.

8. ...many people say that the family is the source of most problems and anxieties.

9. The concern that the family is in a state of crisis is not new in Britain.

10. In fact, the number of households containing a nuclear family is shrinking year by year.

TASK 3. Answer the following questions:

1. What are the different views on family life?

2. Could some people do without the support and love of a family?

3. Why do politicians often try to win votes by standing for “family values?”

4. How do sociologists divide families?

5. What family is regarded as normal in industrialized countries?

PART 2



TASK 1. Listen to and read the text. Note down from the text the sentences using the vocabulary and translate them.

FAMILY LIFE IN THE PAST

Many people think there was once a golden age in which the world was filled with happy families. The mother ran the house, and the father went out to work to bring back enough money for this ideal family to live its life. The family – mother, father and three or four healthy, happy children would go out for an occasional treat. Roles were very clear for the parents and children. Discipline within the family unit was strong, and moral standards were high. This image is the kind of family life people mean when they talk about ‘Victorian values.’

It is doubtful whether many families ever lived such a life, especially in Victorian times. Working hours were long for most families, and children were often poorly fed and badly clothed. The vision of a golden age is based perhaps on how we think a perfect family life *should* be.

Some sociologists argue that the nature of the family is constantly changing and that there is no point in making comparisons with families of a generation ago. However, people continue to hope for a stable family life. Marriage has not gone out of fashion; although the number of divorces has increased, so has the number of divorced people who will marry again.

BRITISH FAMILY LIFE IN THE 1990S

What is clear about Britain in the 1990s is that it is more socially acceptable to have alternative life styles, relationships and ways of bringing up children than there has ever been. It is also easier to remove oneself from an unhappy family situation. In most social groups, divorce is no longer seen as taboo. Single parent families are common. Many children are given more freedom when young; when they move away from home, they move earlier (usually at around 18), and go further. People experiment with relationships before committing themselves to marriage and there is a greater acceptance of homosexual relationships. In Britain’s multi-cultural society there are many examples of different ways of living. Nowadays, our primary sexual characteristics – whether we are men or women – no longer seem to completely dictate what roles we should take in life.

WORKING MOTHERS

Until recently, most mothers in Britain did not take paid work outside the home. Sometimes women did voluntary work, especially those from middle classes. However, most women’s main (unpaid) labour was to run

the home and look after their family. Whether they did this themselves or supervised other people doing it was a matter of class and money. By entering the labour market, women have now altered the face of family life. As the role of the woman in the family changed, so did the role of the man.

VOCABULARY

to run the house – вести хозяйство
occasional [ə'keɪʒnəl] – случайный, редкий
treat [tri:t] – развлечение, удовольствие
doubtful ['daʊtful] – неясный, сомнительный, мечта
vision ['viʒn] – видение, предвидение, проницательность
to increase [ɪn'kri:z] – увеличиваться
acceptable [ək'septəbl] – приемлемый, допустимый
relationships [ri'leɪʃnʃɪp] – связь, отношение, родство
taboo [tə'bu:] – табу, запрет, запрещение
common ['kɒmən] – обыкновенный, простой
homosexual [hɒmə'sekʃuəl] – гомосексуальный
primary [praɪməry] – основной, главный, первичный
voluntary ['vɒləntəri] – добровольный
supervise ['sju:pəvaɪz] – наблюдать, заведовать, надзирать
alter [ɔ:lteɪ] – изменять, переделывать



TASK 2. Listen to and read the dialogue. Act it out.

THE FAMILY

In the programme of Family Life we talked to two members of the older generation – Josephine Davies and Gertrude Smith – about their childhood in Britain 70 years ago. First of all we asked Josephine if she had seen many changes in family life over the last 70 years.

- JD.** We did feel far more stable in our lives, because you see in these days I think there's always a concern that families will separate or something, but in those days nobody expected the families to separate.
- GS.** Of course there may have been smoking, drinking and drug-taking years ago, but it was all kept very quiet, nobody knew anything about it. But these days there really isn't the family life that we used to have. The children seem to do more as they

like whether they know it's right or wrong. Oh, things are very different I think.

Q. What was your parents' role in family life?

JD. Well, my mother actually didn't do a tremendous amount in the house, but she did do a great deal of work outside and she was very interested in, for example, the Nursing Association, collecting money for it. We had someone who looked after us and then we also had somebody who did the cooking and someone who did the cleaning.

GS. Well, we lived in flat, we only had three rooms – three rooms and a bathroom. Father worked on the railway at Victoria Station and my mother didn't work, obviously. My father's wage, I think, was about two pounds a week and I suppose our rent was about twelve shillings a week, you know as rent was - I'm going back a good many years. We didn't have an easy life, you know and I think that's why my mother went out so much with her friends. It was a relief for her, you know, really.

Q. Did you have a close relationship with your parents?

JD. In a sense, I would say not very close but we, at that time, didn't think about it very much, I don't think. I think today people are much closer to their parents and talk about everything, which we didn't. Then, of course, we used to play a lot of games, because we didn't have a television or even a radio and we would play games in the evening rather than have conversation, I think.

Q. Was there more discipline in families in those days?

JD. Oh yes, I think so, yes. We were much more disciplined and we went about as a family and it wasn't until I was probably about 18 that I would actually go out with any friends of my own.

TASK 3. Answer the following questions:

1. What is your parent's role in family life?
2. Do you have a close relationship with your parents?
3. Is there more discipline in families today?

TASK 4. Here there are four people presented, each of whom has written about a personal problem. Give each of them a piece 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 businesswoman 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.

TASK 5. Role-play.

Pair work. Below are situations for dialogues where one of the participants is facing some problems in his/her family. The other partner should give him/her some 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.

TASK 6. Group discussion. "What are the changes in family life?"

Sociologists say that the relationship between men and women is rapidly changing 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 in the future? Will more women work? Will divorce become more common? Will the size of the average family change? What things won't change?

TASK 7. Role-play.

Group work. Split into two groups of four or 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 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 student values and ideals regarding families will become obvious, they should discuss them afterwards.

PART 3

 **TASK 1. Listen to, and read the text. Translate and give a summary of it. Make up some questions (be ready to discuss this text in your group).**

DIVORCE

In the past the family tended to stay together. They felt it was their duty to do this and that marriage was for life. Divorce was not socially acceptable. It was a commonly held view that a bad marriage was better than no marriage at all.

In Britain, as in many industrialized societies, there has been a steady rise in the number of divorces. The Second World War disrupted a lot of marriages, due to enforced separation and hasty marriages which were later regretted. Immediately after the War there were a record number of divorces and the proportion of marriages involving a divorced partner grew from 2% in 1940 to 32% in 1985.

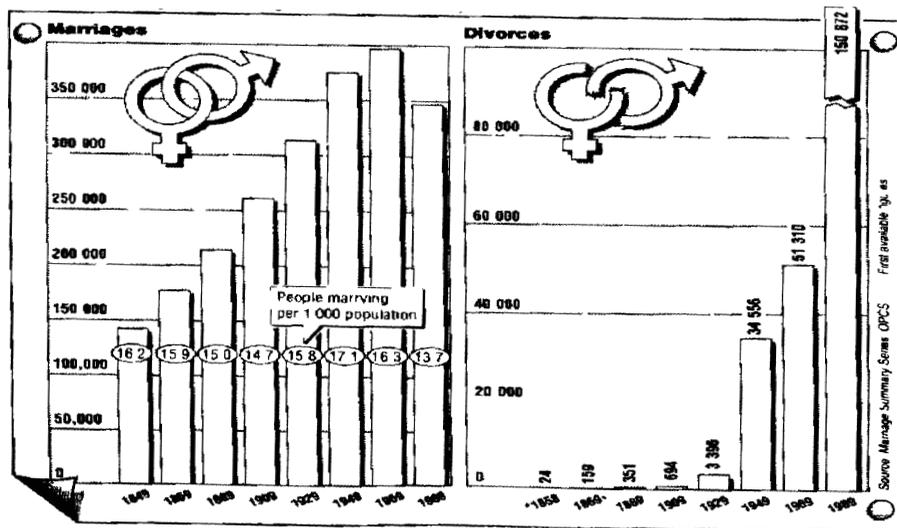
Legal changes this century have made it much easier to get a divorce. The most dramatic change resulted from the 1971 divorce law. The law stated that there needed to be only one reason for a divorce petition – the ‘irretrievable breakdown of marriage’. This was a much wider category than the previous ones to cruelty, insanity, desertion or adultery.

The change in the law had an immediate effect. In 1972, there were over 119,000 divorces in England and Wales and the rate has continued to rise. The total number in 1990 was over 153,000, around 2% higher than in 1989. Proposed laws may make divorce even easier.

Couples can now afford the legal side of getting and surviving a divorce more easily than at any time in the past. However, for many families it is still an economic disaster as well as being emotionally difficult.

Another possible reason behind the rise in the divorce rate is the changing attitude to marriage itself. The traditional Christian approach to

Total number of marriages/divorces in England and Wales in selected years



marriage has been against divorce. As the Church becomes less influential in the UK, the view of marriage as a union for life has weakened. The result is that the break-up of a marriage is seen as less of a moral crisis and more as a matter of personal happiness.

Perhaps the people most affected by a divorce are the children. According to current forecasts, about 20% of children in Britain will experience a family breakdown by the age of 16. There has been a growing concern for such children who are usually between the ages of five and ten. Recent laws have indicated that first consideration should be given to the welfare of the children when making financial arrangements after a divorce.

TASK 2. Answer the following questions:

1) One in three marriages in Britain ends in divorce. What effects might this have on society and children? How easy do you think it should be to get a divorce?

2) What are the advantages and disadvantages of an extended family system? Is there the same problem with old people living alone in your country?

TASK 3. Discussion.

Prepare a talk "The pros and cons of living together with parents".

Parent Link is organization that looks at the problems that parents and children face. Its director, Tim Kahn, told us about the changing roles of parents and children.

T. The authoritarian model was one in which the child had no rights and I guess in the 60s and perhaps the 70s many people rejected that and we had a sort of permissive era – the age where many parents felt they had to allow their children to do whatever they wanted to do and so in a sense the roles were reversed and it was the children who were the bosses and the parents who ran around behind them. The ideas that we offer to parents are kind of a third position in which we're looking at equals, where parents and children are different but equal.

Q What about changes in the male-female roles?

T Society has changed a lot. As well as technology leading to great changes, people's roles have changed very much, in particular the women's movement has very much questioned the role of women and led many women to demand a free choice about who they are and who they can be. There's a lot of frustration with how men haven't changed, and it seems to me that the more the frustration is expressed the more stuck in and being the same men are and we need to find ways of appreciating men for the amount of work that they have to do in being breadwinners and providers for families and appreciating the efforts men are making to be more involved with their children.

Q Are there any changes you would like to see in the attitude to family life in Britain?

T In the past there were arranged marriages and I wonder if part of having an arranged marriage is knowing that you have to work at it to create the love and that now people are getting married out of love and there's a kind of feeling that your love is there and it will stay there forever and we don't have to work at it and when it gets tricky we don't know how to work at it and so we opt out. I think helping people learn to work at their relationships to make their relationship work would be a significant thing that I'd like to see happening. The second thing that I'd like to see change is that I think Britain perhaps has the reputation of being one of the most child-unfriendly countries in Europe and from the limited experience of

being on the continent I certainly notice how much more children are an accepted part of everyday life of going into shops and being in restaurants and just being around in families.

Sue Slipman, the director of the National Council for Single-Parent Families, told us about the type of problem that lone or single mothers face.

SS First of all, there are financial problems, partly because an awful lot of women in marriage thought that their role was going to be motherhood and the family so they may never have worked before, and if they have worked they have rusty work skills. Some, of course, particularly the younger parents, won't have finished school education, so we're dealing with a group of people who probably aren't ready to go to work. Some 70% of lone parents depend upon welfare benefits and they are trapped living on benefits and then there are a range of problems that follows from that. They live in the worst housing and accommodations, their children often go to the worst schools. I think we're improving things enormously for lone parents – at least the prospects for the future. I think there is now a new consensus on the family. And that is that relationships will break up, partnerships will break up but responsible parenthood is for life. And that I think has changed the focus from blaming the lone parents into looking at the needs of their children and the responsibilities of both parents for those needs and then the role of the state in supporting the parents, now that is a more positive way of looking at lone parenthood.

We then talked to three teenagers, Thomas, Chris and Joanne, about their views on discipline within the family.

T Discipline needs to be there in a certain amount but too much of it can be a bad thing I think and I certainly do get too much of it occasionally.

C I wouldn't be as strict as my dad was, definitely not, 'cause I don't think that works. That only makes you a rebel.

J Well, me and my parents, we never used to get on, we used to fight all the time. We never, well, especially with my dad, we never liked one another. In a way with my dad that's caused me, you know, to be, not to do as I was told, you know, to make me do things they didn't want me to do just to spite them.

Q Thomas, your mother was a working mother. How do you feel about this?

T Well, seeing as she has worked all my life, I know nothing different so I don't know what it is like to have a non-working mother. I suppose it's made me more independent and I've had to occasionally cook, unlike many of my friends I wash up the dishes to the evening, I help

prepare meals.

Ruth and John are a young couple expecting their first baby. They talked about the differences between their relationship and that of their parents.

R John and I have a very equal relationship at the moment because we've both worked, and we've been together for 11 years and we met at university, we started work on the same day. We both bring an income into the family, into the household. I see it as being a much more equal relationship than my parents had. My mother, although actually had probably the stronger relationship on a day to day decision making thing, but she was actually the supportive role to my father. I mean her life revolved around us and him. I'd say we were an updated version of my parents. I think our moral code is very similar to theirs and our priorities are probably quite similar, the only difference being that we have a more equal relationship because we've both worked.

TASK 4. There are some English proverbs dealing with marriage and family life. Illustrate them with a short story.

1. Absence makes the heart grow fonder.
2. Every family has a skeleton in the closet.
3. Men make houses, women make homes.
4. It's a sad house where the hen crows louder than the cock.

TASK 5. Answer the following questions:

1. How does family life in Britain differ from your country?
2. Have the general attitudes to family life changed in your country?
3. If they have, do you think these changes are good?

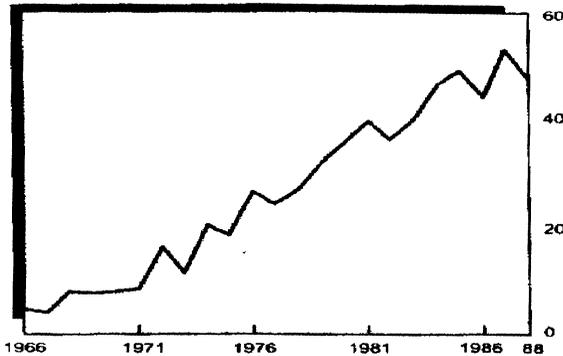
PART 4



TASK 1. Listen to, and read the text.

Discussion. In your view what are the most important aspects which keep families together? Prepare 6 questions related to the aspect of family life. Then ask as many people in your group as you can.

Percentages



Proportion of women who cohabited with their future husband before marriage by year of marriage

COHABITION AND MARRIAGE

Since the Second World War, there has been increasing acceptance of sex before marriage in Britain. Successive post-war generations are more likely to have had sex before marriage and are more likely to have sex with partners other than the one they eventually marry.

It is now acceptable in most social circles for people to live together before they are married – if they intend to get married at all. Many people think that this is a useful way of ‘testing out’ a relationship before the commitment of marriage. In 1979, only 8% of single women between the ages of 18 and 49 were cohabiting; in 1988 this figure had gone up to 20%. There is no word in English to describe the relationship of cohabiting couple. People sometimes describe themselves as ‘partners’ or say that they have a live-in boyfriend or girlfriend.

As the number of couples living together has increased, so the marriage rate has decreased. Since the early 1970s, the number of people getting married has fallen steeply, and the proportion of women who are married fell for all age groups in the 1980s. In 1980, 64% of all women aged 15–44 were married. Nine years later this figure fell to 55%. Of the women who did marry in 1987, more than half had lived with their husbands before marriage.

On the average, those who do choose to get married tend to marry later: the ages at which men and women marry for the first time have risen continuously in recent years. In 1990, it was 27 for men and 25 for women.

Children Born Outside Marriage

In 1990, 28% of children born in England and Wales were born outside marriage. In 1980, the figure was 11.8%. One of the reasons for this change is that couples no longer felt compelled to get married if they had a child. By the end of the 1980s, the majority of births outside marriage

were from cohabiting couples, not from single people.

Unmarried Teenage Mothers

Society used to be very cruel towards the teenage mother. Now families are more sympathetic to hasty marriages because an unplanned pregnancy is less common. There has also been a dramatic fall in the number of babies available for adoption, indicating that more babies are kept by the parent. The young mother is more likely to keep her child than 12 years ago, but the single parent still faces great economic problems.



TASK 2. Listen to, and read the dialogue, dramatize it. Get ready to discuss this dialogue in your group. Give a summary of this dialogue.

Chrissie is a lone mother or single-parent family, and talked about the problem of bringing up a child on her own.

- C If anyone asked me whether they should deliberately go through with being a single parent, I would say to think very carefully first. I think it's the toughest job I've ever done in my life and it's the only job I've had to do with no training, no pay and also no status. I don't know if it's only for single parents but I think there's very little status attached to motherhood and I find that a very sad reflection of maybe British society now. I feel that once you're a mother you almost cease to become a person and that is a very, very sad thing and I wish that that could be changed.
- Q How did your friends and family react to the news that you were pregnant?
- C Surprisingly well! I was quite terrified, in a way, of people's reactions. I'd been brought up in a very strict way and I was always taught to believe from the earliest teenage years that if I brought home trouble, which is the term for it, then there would be no forgiveness and it really would be almost worse than death. And although I was by then adult, that fear was still with me that it was a terrible thing to have done and when I first broke the news to my friends nobody was shocked and nearly all of them were very encouraging and supportive and that was very strengthening. It took a very long time to be able to tell my parents. It wasn't until I was 4 months pregnant and they weren't as shocked as I expected them to be.

- Q Does your son miss not having a permanent father figure?
- C He has an awareness that there is this gap and he would like, as he calls it 'a stay-at-home daddy, and it's almost part of our plan for our life together that at some point we'll find ourselves a stay-at-home daddy. And in the meantime he's quite happy to identify with other people and I think he probably feels very strongly about his two granddads who both adore him and he gets a lot of cues from them for his masculine behaviour and from his father, so I think he has enough masculine role models around. It doesn't matter that we don't have one here in this house.



TASK 3. Listen to, and read the text. Get ready to discuss it in your group. Make up some questions.

SINGLE-PARENT FAMILIES

One in seven families in Britain are single parent families. There are several different types of single-parent families. A parent can be on his own because of the death of a partner, divorce, the break-down of live-in relationships, or birth outside marriage to single people.

Fathers face particular problems as single parents. British society does not expect men to have their working life disrupted by the need to care for a sick child, for example. Men may have to fight for the right to look after their children – the mother is often presumed to have more rights to them.

In the majority of single-parent families it is the mother who is the single parent. Women are clearly at a disadvantage in a society where the state assumes the man will be the main breadwinner, and there are few opportunities for lone mothers to earn a good income while continuing to look after their children. A lone parent with a well-paid job may be able to pay for a nanny, but this is rare. Around 70% of lone parents rely on state benefits as their main source of income. Although single parent families are now accepted by society, the majority view is that two parents are almost the essential for the stable upbringing of a child, as children need role models of both sexes.

In this chapter writer mentions:

- socially acceptable alternative life-styles
- socially acceptable alternative relationships
- socially acceptable ways of bringing up children

Questions:

What might these alternatives to the nuclear family be?

How socially acceptable are they in your country?
What is the major problem facing single-parent families?

TASK 4. Read and

- a) translate the Topical Vocabulary;
- b) make up your own sentences (15) using the topical vocabulary;
- c) make up a dialogue (short story) using the topical vocabulary.

CONVERSATION AND DISCUSSION

FAMILY LIFE

TOPICAL VOCABULARY

1. Family, folks, household, tribe, clan, descent (to be of some descent), descendant, ancestor, forefather, heredity, hereditary, sibling, paternal, maternal, next of kin, nearest and dearest, one's own flesh and blood.

2. To date smb, to be smb's date, to go out with smb, to court smb, boyfriend, girlfriend, bridegroom, bride, best man, bridesmaid, newlyweds, marital knot, marriage of convenience, single, divorced, divorcee, separated, bachelor, spinster, old maid.

3. To bring up a child, to raise a child, to rear a child, to adopt a child, to foster, a foster child/brother, step-mother/father, half-brother/sister.

4. **House chores:** to do the chores, to do the laundry, to wash dishes and pots, to wash up, to cook meals, to do the shopping, a shopping list, to vacuum a room, to polish furniture, to redecorate a room (with new wallpaper).

5. **Equality and prejudice:** to consider smb inferior/superior or as an equal; to enjoy equal prospects and opportunity; equality of opportunity; conventional/unconventional attitudes/ beliefs; acceptable/

unacceptable patterns /modes of behaviour; to be prejudiced against smb; to discriminate against; sexual discrimination, to be faithful; to commit adultery.

6. Reactions: amazement, surprise, astonishment, horror, misery, disappointment, to be appalled, to be astounded, to be disgusted; ecstatic, overjoyed, thrilled; to be put out, to be offended, to hurt someone's feelings; furious, speechless with anger; to be taken aback; to be upset, to be dismayed, to be disheartened, moving, touching; to feel crushed, horror-stricken.

PART 5

TASK 1. Read the text, translate and express your opinion on main problems touched upon in the text.

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, mopping 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 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 backed into a corner laden with dirty dishes, brooms, mops and reeking garbage, his front teeth grew longer and pointier, his fingernails 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 we) have had hundreds of years of 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 well. Also don’t try to sit down and read while I’m doing my jobs because I’m going to annoy the 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 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 nip 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 more often, 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.

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.

"Man'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")

TASK 2. Choose one of the following topics and prepare to give your views on it. You may make notes, but do not try to write out a whole speech.

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.

• 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 telephonic, has many interests, does not interfere, has other married children, lives nearby.

b) Put the characteristics in order of priority.

c) Narrow them down to the five most important.

d) Expand them to describe exhaustively the most perfect wife/husband and mother-in-law.

• 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 young people usually move out of their parent's 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 were a parent would you want your children to continue living with you until they got married? When do you think your children should leave home?

PART 6



TASK 1. Listen to the text on the tape.

TASK 2. Answer the questions:

1. What does the typical American family consist of?
2. Is the single-parent family more common or rare nowadays?
3. Do Americans often have family pets?
4. When and why do children in America leave their parents?

5. How are male and female roles within the family and society changing?
6. Do children do much homework?
7. Where do older people live when they become unable to take care of themselves?
8. Why are people in the USA living longer now?

LESSON 4

УРОК 4

The Family (continuation)

PART I

 **TASK 1. Listen to, and read the text. Translate and give a summary of it.**

THE BREAKOUT (abridged)

by the Joyce Cary

Tom Sponson, at fifty-three, was a thoroughly successful man. He had worked up a first-class business, married a charming wife, and built himself a good house in the London suburbs. He had good taste. His son Bob, nineteen, was doing well at Oxford; his daughter, April, aged sixteen, who was at a good school, had no wish to use make-up, to wear low frocks, or to flirt. Yet she was affectionate; and thoroughly enjoyed life. All the same, for some time Tom had been aware that he was working very hard for very little. His wife, Louie, gave him a kiss in the morning when he left for the office and, if she was not at party, a kiss in the evening when he came home. And it was obvious that her life was completely filled with the children, with her clothes, with keeping her figure slim, with keeping the house clean and smart, with her charities, her bridge, her tennis, her friends and her parties.

The children were even more preoccupied – the boy with his own

work and his own friends, the girl with hers. They were polite to Tom, but if he came into the room when they were entertaining a friend, there was at once a feeling of constraint. Even they were alone together, he perceived that when he came upon them they were slightly embarrassed, and changed the subject of their conversation, whatever it was. Yet they did not seem to do this with their mother.

He said to himself: "It isn't only that they don't need me, but I'm a nuisance to them".

One morning he felt that he could not stand any more of this existence; it was nonsense. It was not as though his wife and children were depending any more on the business; he could sell it tomorrow, and it would support all of them in comfort.

As he came within the last few hundred yards from his office, he told himself that he could not go on. So, instead of turning down the Strand, he drove straight on to a West End garage.

An hour later he was in the train for Westford, a seaside place, where he had once spent a summer holiday before his marriage. On the luggage rack was a new suitcase containing new pijamas, shoes, a new kit, as for a holiday by the sea – even new paperbacks for a wet day.

It was February, but when he reached Westford he was surprised, for a moment, to find, that both its hotels were closed. Only a village pub was open for visitors.

In the little hall the clerk was waiting for him with the register and, upon an impulse that, for the moment, he did not understand and did not examine, he wrote down the name Charles Stone and gave a false address. He was surprised at himself – he detested such trickery – but it was only twenty minutes later that, lying upstairs on his bed with his book, he realized how necessary it had been, how wisely he had followed his impulse. "In the first excitement", he said to himself, "they might well ask the B.B.C. or the newspapers to start a hunt, the last thing I want is any publicity. I'll write to Louie at once and get things settled in a sensible manner".

"Darling Louie", he began, but stopped immediately. He crossed it out and wrote, "My dear Louie. I dare say you wonder where I am, but it does really matter. As far as you and the children are concerned, I have not existed anywhere for a long time. I am not blaming anyone for this state of affairs. The children are practically grown up and don't need us any more; they certainly have not needed me for years past, and your life is entirely full of your own private interests. For a long time I have been aware that I was only in the way..."

It was a good letter; he was surprised how good it was. He realized that is expressed for him feelings that had been present for years. It was a good letter but he did not send it that evening. He had no notepaper or

envelopes with him.

Next day he rewrote the letter. It was not till Thursday, three days after his flight, that he went out in the town to seek notepaper and envelopes. But now he was in no hurry to write his letter. Why, Louie knew he was all right. He had phoned the office to tell them that he had to go away for a while and he had asked them to inform his wife.

A letter from or to Louie would start all sorts of trouble, and meanwhile he was only just beginning to enjoy his new life. The sea breeze was unequalled for giving one an appetite. He was sniffing the smell of chops in the hall when a large dark figure stepped out and said, "Mr. Sponson?"

Tom without thought, answered, "My name is Stone", and then, indignant to see himself confronted by a policeman, went on, "What do you want here? Why should I answer your questions? I don't intend to answer any."

"That's all right, sir", said the policeman. "No offence, I hope." And he went on.

Tom went upstairs to his room in a rage and began to pack. He must get away at once. What enraged him was that he had been followed, spied upon. Louie must have gone to the police. What right have they to pursue him like this? He had done no wrong; in fact, he was trying to do right thing, the sensible thing.

That night he was in Liverpool. His plan was to go abroad. And on the next day, as he came from the hotel, Louie stepped out of a taxi that had been waiting at the kerb. She threw her arms round his neck and broke into tears. She said nothing – after that warm embrace she only stood gazing at him with an anxious and embarrassed smile. Louie's smile through her tears struck Tom as especially artificial and disgusting.

Another person had now descended from the taxi – Tom's family doctor.

That was six weeks ago. Tom is now back at work, back with his family. He has been back a fortnight and already life is exactly the same as before. Louie no longer hovers about him with anxious affection; the children no longer come into the room on tiptoe and try to talk sympathetically about his long day at the office. And suddenly, at the club, talking to an old friend, he hears himself say, "Yes, I've been lucky, it's been a wonderful marriage. Well, you know, Louie, and the children stay so nice, so affectionate. After all, family life is everything, and mine has been a marvellous success." He stops, startled by some echo from that holiday, now almost forgotten.

COMMENTARY

1. His son Bob, nineteen, was **doing** well at Oxford.

do vt – perform, carry out an action, busy oneself with –

What shall I do next?

Что мне делать дальше?

1) work at, be busy with

делать что-либо, готовить

do lessons, homework

делать, готовить уроки

She does her lessons/homework
regularly.

Она регулярно готовит уроки.

do the/some/a little + gerund.

do the/some/a little cooking, washing,
ironing, sewing, gardening, etc.

заниматься приготовлением пищи,
стиркой, гладить, шить, работать в
саду и т.д.

Who does the ironing in your
family?

Кто в вашей семье гладит белье?

2) perform

выполнять, исполнять

do one's duty, military service, job

исполнять свой долг, служить в
армии, выполнять работу

Have you done your military
service yet?

Вы уже отслужили в армии?

3) study, learn

изучать

study a subject at school university,
etc.

изучать какой-либо предмет в
школе, университете и т.д.

Are you studying science at school?

Вы изучаете в школе естественные
науки?

The language course I am studying
at the university is very interesting.

Курс языка, который я изучал в
университете, очень интересен.

In the fourth year we do five weeks
of teaching practice at school.

На IV курсе мы проходим
педагогическую практику в школе в
течение пяти недель.

Did you study Shakespeare in the
first or in the second term?

Вы в каком семестре проходили
Шекспира, в первом или во втором?

4) do one's best – do the best

сделать все возможное

Try to do your best to finish the
work in time.

Постарайтесь приложить все силы,
чтобы закончить работу вовремя.

5) do (for) – be good satisfactory

годиться, подходить

Will this dress do for the theatre?

Это платье годится для театра?

It won't do behave like this.

Не годится так себя вести.

6) do well

prosper – (пре)успевать, процветать

do well at school, university, in another town, etc.

Are you doing well at school?

Ты хорошо учишься?

He has moved to Dover and is doing well there, I hear.

Я слышал, что он переехал в Дувр и преуспевает там (и дела у него идут нормально).

7) do smb. good - benefit smb. приносит пользу

Eat more fruit: it will do you good.

Ешьте больше фруктов, это принесет вам пользу.

Ant. do smb. harm – cause injury to smb. – причинять вред

Smoking does people a lot of harm.

Курение причиняет много вреда.

A cup of hot milk will do you no harm.

Стакан горячего молока тебе не повредит

2. All the same, for some time Tom had been **aware** that he was working very hard for very little.

aware *pred adj.* – having knowledge or realization – осознающий

Are you fully aware of the seriousness of the situation?

Вы полностью осознаете серьезность ситуации?

Are you aware it's already eight o'clock?

Тебе известно, что уже восемь часов?

Has he gone? – Not that I am aware of.

Он ушел? – Мне кажется, что нет.

Ant. unaware – not knowing, not aware – не осознающий

He was unaware of my presence/ that I was present.

Он не знал о моем присутствии.

He was unaware of the danger.

Он не осознавал опасности.

unaware *adv.* –

1) by surprise

врасплох

We took(caught) them unawares.

Мы застали их врасплох.

2) unconsciously

нечаянно, неумышленно

She dropped the parcel unawares.

Она нечаянно уронила сверток.

3. His wife, Louie, **gave him a kiss** in the morning when he left for the office.

give *vt* is used with a noun in such patterns as: give a groan, laugh, sigh, yell.

give a shrug of the shoulders – shrug the shoulders

The young man sat down on the bench next to Gorsby and gave a deep sigh. Молодой человек сел на скамью рядом с Горсби и глубоко вздохнул.

give smb. a kiss, kick, push, shove – to kiss, kick, push, shove smb.

give smb. a ring – ring smb. up

Carol gave Peter a smile. Кэрол улыбнулась Питеру.

4. And it was obvious that her life was completely filled with keeping the house clean and **smart**.

smart *adj.*

1) bright, new-looking, clean, well dressed – нарядный, элегантный, модный, шикарный, опрятный.

a smart hat, coat, car, house, garden

She always wears smart clothes. Она элегантно одевается.

You look very smart. Ты очень нарядно одет.

2) fashionable, conspicuous in society – модный, фешенебельный

smart people – фешенебельное общество

She likes to mix with smart people. Она любит вращаться в фешенебельном обществе.

3) clever, skillful, having a good, quick brain, showing ingenuity.

Johnny is a smart chap. Джонни – толковый парень.

5. One morning he felt he could not **stand any** more of this existence.

stand vt – endure, bear

выдержать, выносить, переносить

stand heat, strain, hot/cold

переносить жару, напряжение,

weather, жаркую/criticism

холодную погоду, критику

She says she will stand no

Она говорит, что не допустит

nonsense.

глупостей.

This method has stood the test of time.

Этот метод выдержал испытание временем.

I can't stand rude people.

Не выношу грубых людей.

6. Upon an **impulse** that, for the moment, he did not examine, he wrote down the name Charles Stone and gave a false address.

impulse, n [c] – sudden inclination to act without thought about the consequences – порыв, побуждение

My first impulse was to phone the police.

Моим первым побуждением было – позвонить в полицию.

do smth. on (an) impulse раздумывая	сделать что-либо, не
act on impulse	поддаться порыву
check/control/restrain an impulse	сдержать порыв
I never buy things on impulse.	Я никогда ничего не покупаю, не подумав.
be seized with/by an impulse	быть охваченным порывом
feel an (irresistible) impulse to do smth.	почувствовать (непреодолимое) желание сделать что-то
When father started scolding Jane she was seized by an impulse/she felt an impulse to answer back but she wisely checked it.	Когда отец начал ругать Джейн, ее так и подмывало огрызнуться, но благоразумно сдержала свой порыв.
follow one's impulse Tom realized how wisely he had followed his impulse.	поддаться порыву

7. I dare say you **wonder** where I am.

wonder *vi, vt*

1) ask oneself (used to introduce indirect speech) – интересоваться, желать знать, задавать себе вопрос

I wonder who he is/what he wants/ why he is late/how it was done/ whether he will come?	Интересно, кто он такой? что он хочет/ почему он опоздал/как это было сделано/придет ли он?
---	---

I wonder if she is smart enough to understand this.	Интересно, хватит ли у нее ума это понять?
---	--

He was wondering where to spend the weekend.	Он думал, где бы провести выходные дни.
--	---

2) marvel, feel surprised – удивляться

wonder at smth	удивляться чему-либо
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It's not to be wondered at.	Этому не следует удивляться.
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I don't wonder at his speaking so rudely.	Меня не удивляет, что он так грубо говорил.
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He has always been rude.	Он всегда был груб.
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We wondered to hear her voice in the next room.	Мы удивились, услышав ее голос в соседней комнате.
---	--

8. I dare say you wonder where I am, but this does not **matter**.

matter, *vi* (chiefly in interrogative, negative and conditional sentences) –

be of importance – иметь значение

What does it matter?

Какое это имеет значение?

It hardly matters at all.

Это почти неважно.

It doesn't matter to me what you do or where you go. (**Note** the Present tense form in the subordinate clause)

Для меня не имеет значения, что ты будешь делать и куда пойдешь.

matter, *n*, [*c*] – smth. to which attention is given; piece of business; affair – дело, вопрос

a matter of great importance

очень важное дело

a matter of life and death

вопрос жизни и смерти

a matter of taste/habit

дело вкуса/привычки

an easy matter

простое дело

It's no laughing matter.

Это не шуточное дело.

That is quite another matter.

Это совсем другое дело.

It is simply a matter of time.

Это просто вопрос времени,

matter, *n*, [*u*] – importance – важность, значение

It makes no matter.

Это не имеет значения.

(the) matter – difficulty

неприятность, трудность

be the matter (with) – be wrong with

случиться, быть не в порядке

What's the matter with the baby?

Что случилось с ребенком?

Is there anything the matter with you?

С тобой что-то случилось?

There is nothing the matter with the car.

С машиной все в порядке.

no matter who/what/where/when/how – неважно, кто, что, где, когда, как

(It's) no matter whether you arrive early or late.

Неважно, приедешь ли ты рано или поздно.

Don't trust him no matter what he says.

Не доверяй ему, что бы он ни сказал.

Don't believe the rumour no matter who repeats it / no matter how often you hear it.

Не верь слухам, кто бы их ни повторял / даже если ты их будешь часто слышать.

9. She only stood gazing at him with an **anxious** and embarrassed smile.

anxious *adj.*

1) тревожащийся, волнующийся, озабоченный

an anxious mother

беспокойная мать

in an anxious voice	озабоченным тоном
“What’s the matter,” she asked in an anxious voice.	“Что случилось?” – спросила она обеспокоенно.
be/feel anxious about smb’s health/future	беспокоиться, тревожиться о чем-то здоровье, будущем
I feel anxious about your future.	Меня беспокоит твое будущее.
2) causing anxiety	тревожный, беспокойный
an anxious time, period, moment	тревожное время, тревожный период, момент
His illness has been a very anxious business.	Мы очень тревожились, когда он болел.
3) strongly wishing	стремящийся к чему-либо, страстно желающий чего-либо
He was anxious to meet you.	Он очень хотел тебя встретить.
He is anxious to do his best.	Он старается сделать все, что может.

Syn. eager adj. – full of, showing strong desire.

My son is eager to start school. Мой сын мечтает пойти в школу.

Anxious and *eager* have a shared meanings: moved by a strong and urgent desire or interest. *Eager* implies ardor and enthusiasm and sometimes impatience at delay or restraint.

Anxious suggests earnest desire but emphasizes fear of frustration, disappointment or failure.

TASK 1.A. Rephrase in English the following sentences:

1. He was working very hard for very little. 2. It was not as though his wife and children were depending any more on his business. 3. In the little hall the clerk was waiting for him with the register. 4. As far as you and the children are concerned, I have not existed anywhere for a long time. 5. The sea breeze was unequalled for giving one an appetite. 6. Louie no longer hovers about him with anxious affection.

TASK 2. Find in the text the following words and word combinations. Group them according to subject matter:

создавать первоклассное дело, успешно учиться, в возрасте

 16 лет, пользоваться косметикой, наслаждаться жизнью сполна,

следить за фигурой, быть вежливым с кем-либо, развлекать

приятеля, чувство скованности, докучать кому-либо, создать кому-

либо обеспеченную жизнь, испытывать отвращение к обману, уладить

все разумным образом, за последние несколько лет, следить за кем-

либо, возмущенный, вернуться на работу, семейная жизнь сложилась

удивительно удачно.

TASK 3. Answer the following questions about the story in full detail.

1. How large was Mr. Sponson's family? What can you say about his children and his wife?
2. What troubled Tom about his family life?
3. Was Tom's decision to leave his family sudden?
4. Did Tom go abroad or remain in the country? Why did he choose Westford?
5. What made Mr. Sponson give a false name and address?
6. Why didn't Tom send the letter which at first he had been in a hurry to write?
7. What made Mr. Sponson leave the hotel? Why did he feel enraged?
8. What was Tom's reaction when he saw his wife?
9. Why do you think Louie brought the family doctor with her?
10. Did Tom's life change in any way after his return?

TASK 4. Role-play.

Imagine you are a friend of Tom's with whom Tom used to be close to at university and who works at the same office with him. In the past few years you have drifted apart but after Tom's return you have become close again. Ask Tom a few questions about his flight. Show that you are really interested. Try to find out the details however small.

Find out:

- 1) what his wife and children are like;
- 2) what their attitude to Tom was before his flight;
- 3) whether he had been planning to run away for some time or

acted on an

impulse;

- 4) where Tom went and how he spent his time there;
- 5) whether he informed his family of his whereabouts;
- 6) why he left Westford;
- 7) what made him return to his family;
- 8) what his life is like after his return.

TASK 5. Role-play.

Imagine you are Tom. On your return from the flight explain to your wife what made you behave the way you did.

- 1) Take an aggressive attitude;
- 2) Show you are sorry and try to placate your wife.

The following phrases may be of help:

1) You don't seem to realize; Don't forget that; You've got to remember that; Naturally...; Well, I'd just like to say that...;

2) Please don't misunderstand me; Don't get me wrong; I'm not implying that...! It's just that...; It may seem a bit selfish but...; I know how you feel (felt).

TASK 6. Discuss the following:

What can you say about Mrs. Sponson's attitude to her husband? Do you think she cared for him? Why do you think so?

TASK 7. Answer the following questions:

1. Are you doing well at the institute? Does it matter to you what your teachers and fellow-students think of you as a student? Are you anxious to do your best? 2. Are you doing anything to keep your figure slim? What exactly are you doing? Do you think that a smart woman is necessarily slim? What kind of woman would you call smart? What are the qualities she should possess? 3. Are you impulsive by nature? Do you often follow your impulses? Do you think it is good to do things on an impulse? Why? Are there any situations when it is right to act on an impulse?

TASK 8. Re-phrase the following sentences using the Commentary.

1. Do you realize you've hurt Kate's feelings? 2. I hope you are making progress at school. 3. Their car looks bright and new. 4. He did this without thinking much. 5. I always want to know how you manage to keep

your figure slim. 6. It's all the same to me whatever the subject of the conversation is. 7. Louie seemed worried about Tom's mental health. 8. I can't bear hot weather. 9. The child has a quick brain. 10. He occupies himself with gardening in his spare time. 11. I'm surprised at his behaviour. 12. Is this coat good for winter wear? 13. For him it is a question of life and death. 14. What's wrong? 15. We took them by surprise.

TASK 9. Translate into English (Refer to the commentary).

I. 1. Кто готовит в вашей семье? 2. Из всех предметов, которые

мы проходили в школе, мне больше всего нравилась литература.

3. Эту работу надо сделать в течение недели. 4. Не годится позволять

детям играть со спичками. 5. Том сделал все, что было в его силах,

чтобы помочь нам. 6. Делай зарядку, это принесет тебе пользу.

II. 1. Простите, я не знала, что обидела Вас. 2. Ты осознаешь, что

у нас осталось мало времени? 3. Мы чувствовали его нежелание

работать с нами. 4. Я сделал это нечаянно. 5. Партизаны осознавали

опасность, но выполняли свой долг.

III. 1. Женщина подозрительно взглянула на меня. 2. Чтобы

привлечь внимание служащего, посетитель кашлянул, но служащий

продолжал что-то писать. 3. Услышав новости, он коротко усмехнулся.

4. При звуке хлопнувшей двери она вздрогнула.

IV. 1. Я хочу надеть что-нибудь нарядное. 2. Ты так элегантно

выглядишь сегодня! 3. Он поступил в военное училище мальчиком, а

вышел из него бравым офицером. 4. Стивенсоны купили дом в

фешенебельном районе. 5. Как приятно заниматься с толковыми

студентами!

V. 1. Вы уверены, что эта ткань выдержит стирку?

2. Ленинградцы не подозревали, что городу придется выдержать

длительную осаду. 3. Выключи, пожалуйста, магнитофон. Я не выношу

такую музыку.

VI. 1. При виде заплаканного лица Джеммы Мартин с трудом

сдержал порыв обнять и утешить ее. 2. Когда я услышал эту страшную

весть, моим первым желанием было позвонить ему. 3. Его вид был

настолько смешон, что у меня возникло непреодолимое желание

смеяться. 4. Я написал письмо под влиянием момента. Теперь я

жалею об этом.

VII. 1. Меня удивляет, что Петр еще не служил в армии. Ему уже

20 лет. 2. Интересно, она осознает, что обидела нас? 3. Хотелось

бы знать, почему Анна так испуганно на тебя посмотрела. 4. Я не

удивляюсь, что она так волнуется о сыне. От него уже давно нет

писем. 6. Мы удивились, услышав об их помолвке.

VIII. 1. По-моему, с Анной что-то случилось. Она весь день молчит.

2. Я пришел обсудить денежные дела. 3. Можно любить или не

любить синий цвет, это вопрос вкуса. 4. В чем дело? Тебе не

нравится эта книга? Возьми другую. 5. Неважно, если вы чуть-

чуть опоздаете. Мы подождем. 6. Неужели тебе безразлично, что

подумают об этом твои друзья?

IX. 1. Уже поздно, а Николая еще нет. Я очень беспокоюсь за

него. 2. Она озабоченно взглянула на меня. 3. Экзамен – всегда

беспокойное время для многих. 4. Мне очень хочется получить на

экзамене пять.

TASK 10. Translate the following word-combinations into Russian. Think of Russian sentences with them. Let your fellow-students translate the sentences into English.

a smart student; a smart child; a smart officer; a smart trick;
a smart retort; a smart answer; a smart saying.

TASK 11.

A. Choose the appropriate verbs from the list below to fill in the blanks.

1. ... things settled; 2. ... one's teaching practice; 3. ... the test of time;
4. ... a laugh; 5. ... one's impulse; 6. ... the ironing; 7. ... into a smile; 8. ... lies;
9. ... smb. good; 10. ... smb. a push; 11. ... smart; 12. ... strain; 13. ... on
impulse; 14. ... anxious.

to act, break, check, control, stand, do, feel, follow, get, give, look, tell

B. Choose the appropriate adjectives from the list below to fill in the blanks.

1. to be ... for success;
2. a(n) ... husband;
3. to be ... to do one's best;
4. a(n) ... impulse;
5. a(n) ... manner;
6. to give smb. a(n) ... look;
7. a ... retort;
9. a(n) ... smile;
10. a(n) ... neighbourhood;
11. in a(n) ... voice.

affectionate, anxious, artificial, eager, irresistible, smart.

TASK 12. Act as Polly in the following situation.

Situation: The Whites are going to hold a party. Mrs. White is trying to discuss the matter with her elder daughter Polly, but Polly is sulking as she is not anxious to have the party, she has other plans.

Model: *Mrs.W.* The Browns and the Blacks will be coming tomorrow.
Polly. **It doesn't matter** to me (in the least) who is coming as long as I am allowed to stay away.

Mrs.W. 1. I will ask the Greens too. 2. There will be twenty people all-in-all. 3. I'm going to serve roast beef and kidney-pie. 4. We'll use the dinner set which was our wedding present. 5. I think it's better to serve tea in the library. 6. We'll have some dancing after tea. 7. I don't think people will stay far into the night as it is Monday the day after.

TASK 13. Speak for the young wife who complains of her mother-in-law.

Model: No matter how hard I try I can never please her!
no matter who ..., why ..., where..., how often ..., whom ..., how well ..., how soon ... , what..., etc.

PART 2

TASK 1. Act out the following microdialogues according to the situation. Supply Jane's answers. Follow the model.

Situation: Jane has just arrived after her first term at summer school. Everyone is interested in her impressions. Granny's hearing is failing but she is as interested as anyone. Pete acts as an "interpreter" for Granny.

Model:

Father: Are you pleased with your life at school, Jane?
Jane: I am.
Granny: What did he ask? What did she answer?
Peter: Dad wondered if she was pleased with her life at school. She was.
Mother: Are you always polite to your teachers, Jane?
Father: Did you feel embarrassed on the first day?
Sister Kate: Did you do physical exercises to keep your figure slim?
Mother: Do they teach you cooking? Did you do any cooking there?
Sister Kate: Are there any smart boys in your class?
Father: Are there any places of interest within walking distance of the campus?
Sister Kate: Do any of the girls use make-up?
Mother: Did you enjoy yourself there? Are you looking forward to the second term?

TASK 2. Break into pairs and act out the following situation.

Imagine you are secretaries from the office where Tom Spenson works. After his flight and return you want to know as much as possible about him. So you turn to each other for the information. The idea is for you to use the verb **wonder**.

Discuss Tom's wife and children, the relations in the family, the reason for his flight, his choice of a place to go, his reasons for not contacting his wife, his behaviour now. Supply the answers where possible. Start your answers with the following widely accepted introductory phrases: *Well, I suppose; I think; If I'm not mistaken; I believe; The thing is; If my memory doesn't fail me*; etc.

TASK 3. Translate into English using the Commentary.

Возвращаясь домой после похорон отца, Феррис остановился

в Нью-Йоркской гостинице. Его самолет улетал на следующее утро, и у

Ферриса впереди был целый день. Он не был в Нью-Йорке уже

много лет. После развода несколько лет тому назад он переехал в

Париж. Он знал, что его бывшая жена снова вышла замуж и что у нее

есть дети.

Просматривая записную книжку, Феррис нашел телефон своей бывшей жены. Он почувствовал непреодолимое желание позвонить ей. Не давая себе времени сдержать порыв, Феррис снял трубку и набрал номер. Элизабет подошла к телефону сама. Ему дважды пришлось повторить свое имя, прежде чем она узнала его. Но когда узнала, в ее голосе прозвучало удовольствие. Феррис объяснил, что он в городе всего на один день. “Мы договорились пойти в театр”, – сказала Элизабет и поинтересовалась, не придет ли он к ним на ранний ужин, Феррис сказал, что был бы очень рад.

Дверь открыл рыжеволосый мальчик. Феррис окинул его быстрым взглядом. Ребенок совсем не был похож на Элизабет. В столовой гостя приветствовал муж Элизабет. Элизабет еще одевалась.

Хотя Билл Бейли был вежлив с Феррисом, в комнате воцарилось ощущение скованности. Феррис чувствовал себя смущенным.

Вошла Элизабет, держа на руках маленькую девочку. Феррис

подумал про себя, что его бывшая жена так же красива и
элегантна, как прежде, даже красивее. Только выражение ее
лица стало мягким и умиротворенным.

“О, Джон, – сказала Элизабет, отдавая ребенка отцу. – Так
приятно видеть тебя. Интересно, сколько же лет мы не
виделись?” – “Восемь лет,” – сказал Феррис.

Ребенок сидел на руках у отца, пытаясь играть его очками.
Внезапно у Ферриса возникло ощущение, что он – зритель.
Зачем он пришел? Они счастливы без него, он им не нужен. Феррис
с трудом мог выдержать атмосферу этого счастливого дома. Ему очень
хотелось уйти. Феррис спрашивал себя, что с ним происходит.

За ужином подавались любимые блюда Ферриса. Элизабет
поддерживала разговор. Казалось, она не осознавала, что Феррис
чувствует себя неловко. Ужин подходил к концу, когда внезапно
открылась дверь и служанка внесла пирог со свечками. Вошли дети,
они были в ночных рубашонках. Феррис ничего не понимал.

“С днем рождения, Джон, – сказала Элизабет. – Задуй свечи.”

Был день его рождения, а ему это даже не пришло в голову.

PART 3

TASK 1. Think of a dialogue between Mr. and Mrs. Brown.

Both Mr. and Mrs. Brown work regular hours. Mr. Brown is displeased with the way his children behave. He accuses his wife of spoiling them. This starts a family quarrel.

Here is what displeases Mr. Brown: His children let their mother do the washing up after a hard day's work. Their room is a disgrace. They read nothing but comics. They cannot remember anything they are told. They don't hang up their clothes. They never do their homework. Mr. Brown is afraid he'll be penniless the way they spend money. "What kind of mother are you if you cannot make them do things the right way?" says Mr. Brown.

Mrs. Brown tries to prove to her husband that their children are no worse than any other children. She thinks the father is also responsible for the children's upbringing.

The following phrases may be help:

It's all very well for you to say but...;

Don't forget that...;

I'm sick and tired of...;

You don't seem to realize...;

I don't think you're being very helpful...;

You've got to remember that...;

Yes, but on the other hand...;

I see your point of view but...;

I think you're right here...;

Well, of course, if you take that attitude we'll never manage to...

TASK 2. Read the discussion between a sociologist and teenage girls and get ready to answer the questions that follow it.

- Sociologist. What do you think of your parents? What did your parents think about their parents when they were young? Are relationships still the same now? Has the generation gap grown bigger or has it become smaller?
- Katherine. The situation today has totally changed. When I argue with my father, he thinks I am being rude; I think I'm just talking to him. He says he would never have talked to his own father in that way. He calls it "talking back."
- Sociologist. Why do teenagers challenge their parents' authority now?
- Anne. Our parents were more repressed when they were

- young. My parents realize that I've got something important to say to them.
- Sociologist. Does your "free" way of talking to you parents frighten them at all?
- Katherine. They accept it now. I think they secretly envy our lack of inhibition with them.
- Jeanette. Was the Victorian idea of the powerful father at the head of the house a good one?
- Christione. I think that small children need some discipline. Everything is very free now, too free. I think that things will get more strict again. It's a natural cycle.
- Sociologist. Would you agree that you have to fight a great battle to get your freedom?
- Katherine. I think most parents recognize the time when their children want more freedom. My brother quarrels more with my parents than I do. Lots of boys don't talk to their parents at all, but some girls I know say that their mother is their best friend. That's the best compliment you can pay a parent.

Questions about the discussion:

1. What do you think of the girls' answers? Do you agree with the points of view they expressed?
2. How would you answer the questions including those that were left unanswered by the girls?

TASK 3. Read the text and get ready to discuss the advantages and disadvantages of being an only child. Write out the words and word combinations that will help you speak on the problem. Questions for discussion given after the text may be of help.

ONLY CHILDREN

Is an "only child" special in some way? If children have no brothers or sisters, do they develop differently? Are they likely to be more intelligent? Or less confident? Or more selfish? Or are they just the same as children from large families?

Statistics often show that only children are "achievers" – people who become very successful in their careers. But firstborn children in general (not just only children) tend to be "achievers".

In the 1920s and 1930s the experts used to say, "Being an only child is a disease in itself." In fact, of course, it's impossible to support this. Only

children naturally have a very different experience in childhood. They are always the centre of attention. No younger brother or sister arrives to challenge this and to share their childhood with them.

One modern-day child expert believes they may be more dependent. They may be less willing to share things. They may have more difficulty getting used to school. But the phrase “an only child” does not necessarily mean “a lonely child”.

A professor of Child Care at Sheffield Hospital, Ronald Illingworth, says: “There is one great advantage for an only child. He or she receives all the love parents have to offer. A loved child usually grows up into a loving adult.”

So the general opinion of the experts is: Only children are not very different from “non-onlies” in either emotions or intelligence.

Journalist Angela Lewis interviewed several famous and successful people who were only children. Among them Noel Edmonds (a BBC radio discjockey and TV presenter), Sally Oppenheim (a Conservative MP), and Chris Bonnington (the Everest climber).

Sally Oppenheim: “My parents didn’t spoil me. In fact, they were stricter than many parents. As a child I used to talk to my dog for hours. (I think pets are very important to only children). Mostly I was bored. This has made me work hard in my career. I like to be busy. I married young – as an only child, I think I needed a close relationship with another adult. Even now I still don’t like being an only child. I have a horror of being alone”.

Noel Edmonds: “I was shy at school, I didn’t make many friends. I wasn’t used to being with other children. In the school holidays I used to play on my own. But I had a very good relationship with my parents, I don’t remember feeling lonely as a child, but I used to invent my own dream world. And I decided very early that I was going to be successful”.

Chris Bonnington: “I was shy. At times I was very unhappy especially when I was sent to a boarding-school at five. I didn’t make close friends until I was about thirteen. I became very good at being by myself. I had no-one to rely on, and no-one to ask for advice. That made me independent, and I’ve always solved my problems myself. My wife and I have two sons. We didn’t want an only child, because I felt I had missed a lot of things.”

Discussion:

1. What are the advantages and disadvantages of being an only child?
2. Are you an only child? If so, are you sorry you are?
3. How many children would you like to have when you have a family of your own?

PART 4

TASK 1. Read the passage and note the ground rules people are supposed to stick to in an argument. Express your attitude to these rules.

HOW TO ENJOY A FAMILY QUARREL

There are grounds for deep suspicion, I think, in the idea of a family group which does not occasionally dissolve into a mass of screaming squabblers. I know of families where no word of dissent is ever permitted before – or from – the children, and these tend to be families where no word of tenderness either is ever permitted before – or from – the children.

Not to put too fine a point on it, if two or three or four or five or six people live together in one house, sooner or later something is going to come up about which they do not see eye to eye and are prepared to say so. The children are displeased with their parents, perhaps, or displeased with each other or some outside element; it is even possible that the parents are displeased with their children. It would be unsafe to imagine that the average family could keep these emotions unspoken without some damage to the psyche, particularly the parents'.

In our family we are six – two parents and four children – and we are given to what I might call unceasing differences of opinion, more or less violent. Anyone, of course, may start the fray, but once begun, certain immutable ground rules apply and must not be broken.

Approximately, the ground rules may be stated as: the battle must be joined in a spirit of high moral indignation and a correspondingly high voice. The more vivid the detail, the more forceful the complaint. “He hit me and scratched me and pulled my hair and bit me” is clearly a finer many-angle trench than merely: “He hit me”.

Once the arguable premise has been decided, counter-attack may consist of flat denial (“I never did”), counter-accusation (“Well, you hit me first”) or personal insult (“Anyway, you’re nothing but a big baby”). In the case of parental involvement, case histories may be admitted in evidence (“Since you are so consistently rude to members of your own family, I can see no reason why we should believe that you are civil to your sister’s friends”), and dire prediction may be used as a pseudo-threat (“The main part of growing up is the acceptance of responsibility, so a little girl who is going to wear lipstick and fancy shoes will naturally want to be more capable in the home and can, therefore, expect to wash up and dry every night”).

If the father of the family speaks, whether in anger or not, absolute silence must be maintained, although it is not necessary to pay any

particular attention to what he is saying.

If the mother of the family speaks, by heaven everybody had better look alive.

Any apology fairly earned must be delivered in a cold and superior voice, as grudgingly as possible (“Well, I said I was sorry”), and complete to teach the children manners.

TASK 2. Study the situation that led to a family skirmish, study the character sketches of the members of the family, choose the part you would like to do and act out the situation.

Situation: The family had their television set in a small room. Apart from the television set there is a radio, a record player, and the attachment for the tape recorder. All four children watch television at some time during the day and the sofa is convenient for a parental nap after dinner. The room is, in fact, what might be called a recreation room, or even a music room, or – stretching a point – a library.

One late afternoon recently Father retired to lie down on the sofa and watch a match before dinner. He came storming out at once announcing that no one, no one, was ever going to watch television in the house again, or at least only over his dead body. The books had been knocked crooked in all the bookshelves because Barry and Sally had been roughhousing. Jeannie has left her sewing box and a book on one of the chairs and Laurie had been doing his homework in there, and the ashtrays were full of torn scraps on which Latin phrases were scrawled, and the floor was covered with little pieces of thread and pencil sharpening? Someone had left a sweater over the back of the other chair.

Characters:

Father is a man who will not suffer disorder. He can't stand it when the children start talking back. Father never lends books to anyone as it leaves spaces in the bookshelves. He also expects his children to behave properly in all situations.

Mother is the peace-maker. But the children must be sure that Mother and Father are of one mind on everything.

Jeannie, 16, is fond of loud music. She plays rock and roll on her record player all day long. Jeannie likes to bring her friends over to listen to music. She has been using make-up for some time now and thinks of herself as a grown-up woman.

Laurie, 14, is not tidy, lets his hair grow too long, throws his things about, but he will not stand it if anyone touches anything that belongs to him. Laurie thinks himself an expert on modern music. He likes to do his homework in the television room.

Sally and Barry (12) are twins. Though they sometimes quarrel they

hold a united front against anyone else. The twins do not do too well at school. They like noisy active games, which sometimes leads to trouble. For instance, not long ago they broke a vase.

VOCABULARY

Expressing annoyance: I'm sick and tired of...

Requests and commands: I wish you'd stop shouting / answer my questions / lower your voice, etc.

Do stop shouting/making fun of people / giving useless advice, etc.

Would you be so kind as to stick to the point/to let me say smth. / to listen to me, etc.

Would you like to explain to me exactly what it means?

Criticizing attitudes: I think you're being rather selfish / inconsiderate / stupid, etc.

You don't seem to realize..

Pointing out problems: Have you considered the fact that...

Don't forget that ...

Be careful about...

Avoiding being misunderstood: Please don't misunderstand me.

Don't get me wrong.

You haven't got the point, I think.

Now, I didn't say/do that

Now, just let me finish. I was about to say...

I'm not implying that..

Correcting people: Instead of... you...

You say... but in fact ...

You're quite wrong you know.

Bringing a discussion back to the point: That's completely off the point.

We're talking about ... not ...

Breaking into conversation: If you'd let me get a word in edgewise I'd ...

If you'd only listen to me!

Calming the argument: Listen, please, all of you!

Don't get upset / angry.

Keep your hair on!

Arguing without hurting the other person's feelings: I see your point of view, of course, but..

Well, I'd just like to say that..

I know how you feel / what you mean, but...

TASK 3. Tom Sponson said: “Family life is everything”. Do you also think so? Give your reasons. Agree or disagree about the following. Give your reasons.

1. Girls should not get married before they are twenty one.
2. All families should spend two hours together at home every evening.
3. Parents ought to be stricter with their children.
4. I'd rather take my holidays with my parents than with my friends.
5. If I had a problem I'd always go to my parents rather than my friends.

PART 4

 **TASK 1. Listen to the text on the tape.**

TASK 2. Answer the questions:

- 1 What is John Cornford's job?
2. What is he interested in?
3. What does John's wife Sarah do?
4. How did is their son Steve?
5. How does he spend his free time?
6. Where does Pauline study?
7. Is she a good skater?
8. Does Steve's sister Alice go to school or university?
9. What does Sarah's mother like to do?

LESSON 5

УРОК 5

THURSDAY EVENING

PART I

 **TASK 1. Listen to, and read the text. Translate it into Russian and give a summary of the text, dividing it into several logical parts.**

FROM: THURSDAY EVENING

by Ch. Morley

Christopher Morley (1890–1957), an American author, received unusual recognition 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 the common mother-in-law stereotype with two very likable and charming women.

The scene is set in the small kitchen of the modest suburban home of Mr and Mrs Gordon Johns. A meal has been recently cooked, as is shown by a general confusion of pots and pans and dishcloths.

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 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. 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 to avoid a quarrel and changes the subject whenever he is aware of danger.

While scraping portions of food off the soiled plates Gordon picks out several large pieces of meat, lettuce, 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 a garbage pail.

Among other things Gordon says that he’s a little worried about his mother as she hardly ate any of her salad. This time, it is Laura who tries honorably to avert the gathering storm by mentioning that Junior 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 because the cup used was the one Laura’s mother had used, not this mother’s.

Though he’s been trying to tide over the mutually realized danger point, when Gordon begins hunting for the plate with “a lot of perfectly good stuff” he saved, a fierce quarrel breaks out.

Laura: Well, if you think I’m going to keep a lot of half-eaten salad your mother picked over –

Gordon (*seizes garbage pail lifts it up to the sink and begins to explore its contents. His fuse also is rapidly shortening*): My Lord, it’s no wonder we never have any money to spend if we chuck half of it away in waste. (*Picking out various selections.*) 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 for lunch–

Laura: It’s a wonder you wouldn’t get a job as a scavenger, I never

heard of a husband like you, rummaging through the garbage pail.

Gordon (*blows up*): Do you know what the one unforgivable sin is? It's waste! 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 gristly object*) There's enough meat on that bone to make soup. Oh, ye gods, about half a dozen slices of bread. What's the matter with them, I'd like to know.

Laura: I think it's the most disgusting thing I ever heard of. To go picking over the garbage pail like that. You attend 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 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 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 you'd never have had to see the inside of a kitchen -

Laura: If Junior grows up with your disposition, 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—

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 like this all the time—

Laura: Yes, he will get married. He shall get married!

Gordon: Oh, this is too absurd—

Laura: He shall get married, just to be a humiliating example to his father. I'll bring him up the way a husband ought to be.

Gordon: In handcuffs, I suppose—

Laura: And his wife won't have to sit and listen to perpetual criticism from his mother—

Gordon: If you're so down on mothers-in-law, it's queer you're anxious to be one yourself. The expectant mother-in-law!

Laura: All right, be vulgar, I dare say you can't help it.

Gordon: Great Scott, 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?

Gordon: Now let me tell you something. Let's see if you can ratify it from your extensive, observation of life. Is there anything in the world so cruel as bringing up a girl in absolute ignorance of housework? Marriage ought not to be performed before an altar, but before a kitchen sink.

Laura (*furiously*): I ought to have known that oil and water won't mix, I ought to have known that a vulgar, selfish, conceited man couldn't make a girl happy who was brought up in a refined family. You're too common, too ordinary, to know when you're lucky. You get a changing, aristocratic wife and expect her to grub along like a washer-woman. You try to crush all the life and spirit out of her. You ought to have married an icebox – 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. (*Sarcastically*) Her poor, overworked, boy, who tries so hard and gets all fagged out in the office and struggles so nobly to support 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 at and never a word of praise. All you can think of is picking over the garbage pail 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 better than you do your wife, you can live with it (Flinging her dish towel on the floor and exits into dining-room.)

(Gordon stands irresolutely at the sink, and makes a few gloomy motions among the unfinished dishes. He glares at the garbage can. Then he carefully gathers those portions of food that he has chosen as being still usable, 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 of anger seizes him, he tears off his apron, throws it on the floor, and goes out, slamming the door. After a brief pause, Mrs Sheffield and later Mrs Johns enter the kitchen. They begin putting things to rights. They work like automatons. For perhaps two minutes not a word is said, and the two seem, by searching side glances, to be probing each other's mood.)

Mrs Johns: If it wasn't so tragic I'd laugh. (*A pause, during which they work busily.*)

Mrs. Sheffield: If it wasn't so comic I'd cry. (*Another pause.*) I guess it's my fault. Poor Laura, 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 sensitive, poor 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 his nerves—

Mrs. Sheffield: If Laura could afford 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, that's why he worries so about economy. It isn't for himself; he's really very unselfish—

Mrs. Sheffield (*a little tartly*). Still, I do think that sometimes – (*They pause and look at each other quickly.*) My gracious, we'll be at it ourselves if we don't look out! (*She goes to the clothes-house and rearranges the garments on it. She holds up a Lilliputian shift and they both smile.*)

Mrs Johns: That darling baby! I hope he won't have poor Gordon's quick temper. It runs in the Johns family, I'm afraid. You know Gordon's father used to say that Adam and Eve didn't know when they were well off. He said that was why they called it the Garden of Eden.

Mrs Sheffield: Why?

Mrs Johns: Because there was no mother-in-law there.

Mrs Sheffield: Poor children, they have such a lot to learn! I really feel ashamed, Mrs Johns, because Laura is an undisciplined 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, it gave her wrong ideas.

Mrs Johns: I wish Gordon was a little younger; I'd like to turn him up and spank him. He's dreadfully stubborn 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!'

Mrs Johns: My husband was shortsighted, too. He had had to skimp so that he brought up Gordon to have a terror of writing a nickel.

Mrs Sheffield: Very sensible. I wish Mr Sheffield had had a little more of that terror, I shall have to tell him what his policy 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.*) But we can't let them go on like this. A little vigorous quarrelling is good for everybody. It's a kind of spiritual laxative. But they carry it too far.

Mrs Sheffield: They're awfully ingenious. They were even bickering about Junior's future mother-in-law. I suppose she's still in school, whoever she may be!

Mrs Johns: Being a mother-in-law is almost as painful as being a mother.

Mrs Sheffield: I think every marriage ought to be preceded by a treaty of peace between the two mothers. If they understand each other, everything will work out all right.

Mrs Johns: You're right. When each one takes sides with her own child, it's fatal.

Mrs Sheffield (*lowering her voice*): Look here, I think I know how we can make them ashamed of themselves! Where are they now?

Mrs Johns (*goes cautiously to the dining-room door, and peeps through*): Laura is lying on the couch in the living-room. I think she's crying – her face is buried in the cushion.

Mrs Sheffield: Splendid. That means she's listening with all her ears. (*Tiptoes to the 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.*) But wait a moment. Don't you think it would be better if I praise Laura and you praise Gordon? They won't expect that, and it might shame them–

Mrs Sheffield: No, no! Don't you see – (*Whispers again, inaudibly.*)

Mrs Johns: You're right. Cunning as serpents and harmless as doves – (*They carefully set both doors ajar.*)

Mrs Sheffield: I only hope we won't wake the baby – (*They return to the task of cleaning up, and talk very loudly, in pretended quarrel. Then each one begins praising her own child and criticizing the other. Their last words are*):

Mrs Sheffield: Yes, as Laura's nother I can't let her go on like this. A husband, a home, and a baby – it's enough to ruin any woman.

Mrs Johns: It's only fair to both sides to end it all. I never heard of such brutal hardships, Gordon can't fight against these things any longer. Throwing away a soupbone and three slices of bread! It's no wonder he doesn't go mad.

Mrs Sheffield: We've saved them just in time.

(*They look at each other knowingly, with the air of those who have done a sound bit of work. Then they stealthily open the door at the rear, and exit up the back stairs. There is a brief pause; then the dining room door opens like an explosion, and Laura bursts in. She stands for a moment, wild-eyed, stamps her foot in a passion. Then she seizes one of the baby shirts from the rack, and drops into the chair by the table, crying. She buries her*

head in her arms, concealing the shirt. Enters Gordon, 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*): Now listen, Creature, 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. They must be mad, both of them.

Laura: Then you were listening, too–

Gordon: Yes. Why, they're deliberately 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–

Gordon: I'm afraid the law doesn't give; one much protection against one's mother.

Laura (*miserably*): I guess she's right. I am spoiled, and I am silly, and I am extravagant–

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–

Laura: I don't want a nurse for Junior, I wouldn't have one in the house. (*Sits up, disheveled, and displays the small shirt she has been clutching.*) Gordon, I'm not an amateur! I love that baby and I am scientific. I keep a chart of his weight every week.

Gordon: Yes, I know, ducky, Gordon understands.

Laura: Nobody can take away my darling baby–

Gordon: It was my fault, dear, I am obstinate and disagreeable–

Laura: Gordon, you mustn't work too hard. You know you're all I have (*a sob*) since Mother's gone back on me.

Gordon (*patting her*): I think it's frightful, 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? (*Takes her in his arms.*)

Laura: No, Gordie. It was cruel 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–

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 things I think they really love us–

Gordon: We'll be a bit cold and stand-offish until things blow over.

Laura (*complacently*): If I'm ever a mother-in-law, I shall try to be very understanding–

Gordon: Yes, Creature. Do you remember why I call you Creature?

Laura: Do I not?

Gordon: There was an adjective omitted, you remember.

Laura: Oh, Gordie, that's one of the troubles of married life. So many of the nice adjectives seem to get omitted.

Gordon: Motto for married men: Don't run short of adjectives! You remember what the adjective was?

Laura: Tell me.

Gordon: Adorable. It was an abbreviation for Adorable Creature. (*Holds her. They are both perfectly happy.*) I love our little Thursday evenings.

Laura (*partly breaks from his embrace*): Sssh! (*Listens.*) Was that the baby?

COMMENTARY

SPEECH PATTERNS

1. **It makes me wild to** think of working and working like a dog...
It made Jane sad 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.
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 is 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 rummage through

to attend to (one's affairs, business)
to take (great) pains to do smth.
to slave over smth.
to leave smb. out of smth.
to be man enough
to put smb. wise as to what (how, when, where, etc.) or about smth.
to be down on smb.
a word of praise
to get promoted
to be made much of
to result in
to bring back old times
to carry smth. too far
to work out
to take sides with smb.
to burst in
to set smb. against smth. – smb.

VOCABULARY

1. **avoid** *vt* 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. **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* that can be avoided. I'm sure the quarrel was quite avoidable, your interference spoiled everything,

Ant. unavoidable. The accident was unavoidable, the man ran out into the street too suddenly for the driver to stop the car.

2. **avert** *vt*

1) to prevent, as to avert a blow, failure, controversy, evil, the gathering storm (fig.), etc. 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). She averted her eyes (gaze) from the terrible sight.

3. **slight** *a* 1) slender slim. She is a slight girl. 2) not serious, not important. I hardly felt that slight scratch. He has a slight cold. She had a slight attack of fever.

not the slightest not the least. I haven't the slightest idea (doubt) about it.

slightly *adv* somewhat, to a slight degree. The child is only slightly

hurt.

slight *vt* to pay too little attention to smb, to treat disrespectfully. Mary felt slighted because she was not invited to the party. Although the author's work was slighted during his life time, he became quite popular after his death. Aileen was slighted and insulted.

Syn. hurt

4. **disgust** *n* a very strong feeling of dislike. 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.

disgust *vf* to cause disgust in smb. The smell of a bad egg disgust 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* Causing, disgust. 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** *v* to lower the dignity or self-respect of smb; to put to shame. That child who behaved badly when guests were present humiliated his parents. We felt humiliated by our failure.

humiliation *n* humiliating or being humiliated. I shall never forget that humiliation.

humiliating *a* that humiliates. Such a humiliating experience was good for his egoism.

6. **conceit** *n* too much pride in oneself. 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* full of conceit. Many performers become conceited after only modest success. The conceited man is rarely a happy man.

7. **glare** *vi* 1) to shine with a light so bright as to hurt the eyes. 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. He glared at me like a bull at a red rag. A tiger glares at its prey.

glare *n*

1) a very bright light, so strong that it is unpleasant or blinding. 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. 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) unpleasantly bright. The glaring headlights of a car blinded me for a moment. There were glaring neon signs over the building. 2) angry or fierce. Her glaring eyes were suggestive of her

anger. 3) easily seen, obvious. How could you overlook it? It is a glaring mistake (error). There are several glaring defects in your plan.

8. **extravagant** *a*

1) spending much more than is necessary or wise, wasteful. 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.

The price is extravagant, I shall never pay so much.

extravagance *n* wastefulness in spending money. That fur coat is an extravagance you can't afford. His wife's extravagance ruined him.

9. **cunning** *a* clever at deceiving people; sly. Be careful! He is as cunning as fox.

Syn. sly.

cunning *n* skill in deceiving people. The boy showed a great deal of cunning in getting what he wanted. He succeeded in his object by pure cunning.

TASK 2. Substitute one of the speech patterns for the parts of the sentence.

Models: 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.

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. 2. The girl became sad when she heard the mournful news 3. The mother was happy (she rejoiced) when she received many letters from her daughter. 4. He dreamed of nothing else but becoming a doctor. 5. There was nothing they had to demand but that the old woman should be treated with all respect due to her. 6. The only thing we objected to was her stubbornness. 7. She had better do nothing else but attend to her work. 8. There was nothing else she had wanted to do, but to trust his judgement.

TASK 3. Make up sentences of your own on each pattern.

TASK 4. Pair work. Make up and act out in front of the class a dialogue using the speech patterns.

TASK 5. Note down from the text the sentences containing the phrases and word combinations and translate them into Russian.

PART 2

TASK 1. Translate the following sentences into English using the speech patterns.

1. Нежелание Гордона понять жену разозлило Лору. 2. Ребёнок

станет счастливее, если его мать будет проводить с ним больше

времени.. 3. Все, на что мог надеяться Вол, так это на показания его

жены. 4. “Единственное, что ты умеешь делать, так это придирааться ко

мне, и это меня бесит”, – сказала Лора. 5. Последняя встреча с

Фрэнком опечалила Эйлин. Все, на что она могла надеяться, так это

ждать, что он в конце концов поймет, как он ее унижил. 6. Его

возмущает, что ему не доверяют. 7. Ее сердят, что ей приходится

напоминать ему о его обязанностях. 8. Учительницу всегда радует,

когда она слышит об успехах своих учеников. 9. Каждой матери

приятно, когда ее ребенка хвалят. 10. Каждый бы пришел в ярость,

если бы с ним так поступили. 11. Она только и мечтает о том, чтобы

стать артисткой. 12. Единственное, что меня возмущает, это твоя лень.

TASK 2. Paraphrase the following sentences using the phrases and word combinations:

1. At times some praise will work wonders. 2. You'd better explain to

him how he is to behave when his wife has friends over. 3. Don't you think we are giving the child too much attention? 4. Never mind Molly, 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? 6. I have a feeling that somebody has been ransacking my drawer. 7. "How long are you going to labour with 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. 9. His reckless driving brought about the accident. 10. Photographs are sure to remind one of the past. 11. I don't mind your being curious, but you are overdoing it. 12. If you must give support to one or the other 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. 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.

TASK 3. Make up two sentences of your own on each phrase and word combination.

TASK 4. Make up and practice a suitable dialogue using the phrases and word combinations.

TASK 5. Translate the following sentences into English using the phrases and word combinations:

1. Мальчик очень старался не делать ошибок в своем

изложении. 2. Почему вы не откроете ей глаза на истинное

положение дел? 3. В детстве ее не баловали, и теперь она

оказалась более самостоятельной, чем ее брат. 4. Сильные

дожди в горных районах привели к наводнению. 5. Встреча и

разговор со старым школьным товарищем вызвали в памяти

старые времена. 6. Не кажется ли вам, что она слишком далеко

заходит в своей дерзости? Однако не думайте, что я говорю это,

чтобы восстановить вас против нее. 7. Не беспокойтесь, все

устроится чудесно. Нам надо только обсудить все заранее. 8. На

чьей вы стороне? Решайте. 9. Скарлетт рылась в ящике стола,

пытаясь найти там остатки денег. 10. Пока он не займется

делом всерьез, он не получит повышения. 11. Учительница была

очень недовольна учеником и задавала ему самые трудные вопросы.

12. Если он дал слово, он достаточно мужественен, чтобы не

отказаться от него.

TASK 6. 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 have had 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.

TASK 7. Answer the questions and do the given assignments:

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 the 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 of their children's married life? 14. What did Laura mean when she said her mother was going back to her? 15. What would you say about Gordon's motto for married men?

TASK 8.

1. Indicate the features of the writing which denote that this 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 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) smiles, 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 to 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 this 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 visualise the characters? How do they reveal the emotions, the intentions and differences 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 state 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?

TASK 9. Role-play. 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 plan of making up that quarrel.

PART 3

TASK 1. Give an extensive paraphrase to the conversations between Laura and Gordon in indirect speech. Try to give 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 in 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.

TASK 2. Write a chatty personal letter to a good friend saying how life has changed since your sister married a year ago.

TASK 3. Vocabulary exercises.

a) Study the vocabulary and translate the illustrative examples into Russian.

b) Translate the following sentences into Russian:

1. We avoided riding through large cities on our trip. 2. A man averts controversy by keeping clear of the subjects that might bring it out. 3. Try as they would they could not avert their eyes from the disgusting sight. 4. After a slight inquiry you had better draw no conclusions. 5. To ignore his greeting was to slight him publicly. 6. The house was fragile raised on a slight foundation. 7. Her disgust for falsehood was evident. 8. Handling the

frogs and animals in the laboratory disgusted her at first but then she got used to it. 9. "It is your kindness that humiliates me even more than your laughter," said the boy. 10. The manner of his reception was a humiliation to Scarlett. 11. The man is too conceited to be likeable. 12. For a moment the driver was blinded by the glaring headlights of the car that came round the bend in the road but he turned the wheel in time to avert an accident. 13. An extravagant man has extravagant tastes and habits. 14. Note that extravagant laughter, extravagant passion, ambition do not mean "экстравагантный" but "безудержный", "несдержанный". 16. Economy must recover what extravagance has lost.

TASK 4. Give the English equivalent for the following phrases:

а) избегать старых друзей, дурной компании, ошибок какой-л.

пищи, скандала, ссоры, неприятностей, трудностей; избегать

обращаться к кому-л., упоминать о чем-л., ездить куда-л.;

отводить глаза; отвести взгляд от чего-л.; отвернуть лицо;

отвратить опасность, отвести удар; отвратить несчастье;

предотвратить войну предупредить несчастный случай,

предотвратить спор, предотвратить провал тонкая фигурка, хрупкое

сооружение; тоненькая девушка; легкая простуда; небольшой

кашель; незначительное повреждение; небольшой ушиб; легкое

сомнения; ни малейшего подозрения; не иметь ни малейшего

понятия о чем-то; малейший (самый легкий) шум; легкий толчок,

относиться к кому-л. с неуважением; пренебрегать работой;

несерьезно относиться к занятиям, отвратительный запах;

смертельное зрелище; отвратительный вкус; возмутительное поведение; испытывать отвращение к чему-л.

b) ослепительно сверкать на солнце; бросать свирепые(сердитые) взгляды на кого-л; яркий свет лампочки; ослепительный блеск льда; яркий свет рекламы; вопиющая ошибка; бросающийся в глаза дефект; слепящий свет фар автомобиля; горящие от гнева глаза; расточительная хозяйка; небрежливая женщина; сумасбродное (несдержанное) поведение; нелепый язык; безудержная страсть; безудержный смех; дикие требования, непомерные претензии; нелепые обвинения; неумеренные похвалы, неумеренный восторг; безмерное честолюбие; непомерные цены; непомерные расходы; хитрая проделка; хитрые животные; ловкий фокус, коварный взгляд.

TASK 5. Paraphrase the following sentences using the vocabulary:

1. He knew where the danger lay and took care not to go near it. 2. He said that at all costs the danger must be prevented. 3. She felt she was disrespected because she was not asked to stay. 4. His having too much pride in himself is unbearable. 5. The sickening smell caused a strong feeling of dislike in her. 6. John's dignity was lowered by the sight. 7. Sir Peter complained of Lady Teasle's wastefulness in buying roses in winter.

8. Harvey said that Paul's income was not enough to supply Mandeline's carelessness in spending money.

PART 4

TASK 1. Answer the following questions. Use the vocabulary:

1. What do you do if you don't want to have anything to do with a person? 2. When do you avoid somebody? 3. What do you usually avoid or try to avoid doing? 4. How do you think one can best avoid making spelling mistakes, grammar mistakes and mistakes in word usage? 5. How can one avert a controversy? 6. What do you say of a pain or a headache that is not at all serious? 7. How would you feel if your hostess paid too little attention to you? 8. What do you call a very strong feeling of repulsion caused by a bad smell? 9. What do you call an exaggerated opinion of oneself? 10. Why doesn't anybody like people who are full of conceit? 11. What do you call very bright light? 12. When does one glare at somebody? 13. What do you call a mistake that is quite obvious? 14. What do you call one who spends money carelessly?

TASK 2. Choose the right word:

slight (be, feel slighted); humiliate (be, feel humiliated); hurt (be, feel hurt):

1. When the "Old Guard" refused to visit Scarlet in her new luxurious house she felt... but it didn't... her. She was too conceited to feel... . What really ... 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 ... her. 2. Scarlett felt and ... 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 ... them, sneered at them and they often felt ... and ... not knowing what had brought about such a change in so pleasant a lady as Mrs Butler.

avert, avoid, evade:

1. The key of the code ... all his efforts. 2. They saw the danger ahead but could do nothing to ... it. 3. One would admire his excellent qualities, but ... his company. 4. She wouldn't answer, she walked hurriedly on with .. face. 5. Please answer the question; do not 6. Each person ... the eyes of the others.

TASK 3. Review the essential vocabulary and translate the following sentences into English:

мальчиков против нее и таким образом унижить и оскорбить ее.

TASK 4.

a) Give the Russian equivalents for the following English proverbs (or translate them into Russian):

1. A good husband makes a good wife.
 2. Marry in haste and repent at leisure.
- b) Explain in English the meaning of each proverb.
- c) Make up a dialogue to illustrate one of the proverbs.

TASK 5. As you read the text 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?

TASK 6.

a) Draw a family tree for yourself using the vocabulary. Explain the relationship between your immediate ancestors and any interesting facts about them.

b) Answer the following questions using the 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 a 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? 7. What would you do if your husband/wife came 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 cooled down?

TASK 7. Role-play. 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 their 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 common and woman to obey.

All else confusion." (Lord Tennyson)

5. "Home is the girl's prison and the woman's workhouse." (G.B.Shaw)

6. "Marriage is like life in this – that it is a field of battle, and not a bed of roses." (R.L.Stevenson)

TASK 8. Role play. 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 have 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.

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК

ПРАКТИКА РЕЧИ

ЮНИТА 4

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