

АНГЛИЙСКИЙ ЯЗЫК

Для студентов
факультетов иностранных языков
педагогических вузов

IV курс

Рекомендовано Министерством образования
Российской Федерации в качестве учебника
для студентов высших учебных заведений,
обучающихся по направлению
“Лингвистика и межкультурная коммуникация”

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Предлагаемый учебник по практике английского языка предназначен для работы над совершенствованием умений говорения, чтения, аудирования, письменной речи, фонетических и лексико-грамматических навыков. Он включает 5 тематических комплексов: “Воспитание дома”, “Профессия учителя”, “Проблемы образования”, “Брак и семейные отношения”, “Проблемы молодежи” и приложение, содержащее теоретические сведения по темам “Смысловая интерпретация текста”, “Ролевая игра”, “Реферирование”, “Письменная речь”.

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Предисловие

Настоящий учебник является четвертой частью серии учебников “*A Graded English Course*” и предназначен для студентов IV курса лингвистических и педагогических университетов, институтов и факультетов иностранных языков, а также для желающих овладеть иностранным языком на продвинутом уровне.

Учебник базируется на принципах коммуникативного подхода к обучению, взаимосвязанного (комплексного) обучения видам речевой деятельности и сторонам речи, профессиональной направленности обучения иностранному языку как специальности, принципах проблемного обучения с использованием элементов методики интенсивного обучения.

Учебник включает в себя 5 тематических комплексов, посвященных проблемам семейного воспитания, школьного образования, профессии учителя, семейных отношений, проблемам современной молодежи и подростков, организации здорового образа жизни.

Каждый комплекс состоит из 6 блоков.

Первый блок представлен мини-полилогом, вводящим в тему, намечающим развитие подтем и связи с макротемой. Основная цель – организация коммуникации, в процессе которой осуществляется введение и автоматизация новых лексических единиц, формирование и совершенствование фонетических и лексико-грамматических навыков, а также развитие умений говорения, чтения и письменной речи.

Второй блок направлен на обучение чтению и смысловой интерпретации текста. Методическая функция блока заключается в формировании умений общего охвата содержания текста (*skimming*), умений углубленного понимания прочитанного (*scanning*), умения анализировать читаемый текст в соответствии с заданными параметрами (сюжет, композиция, характеры, проблемы и идеи произведения) и умения выразить собственное отношение к содержанию, проблематике и художественным достоинствам произведения (*text interpretation*). Раздел “*Follow-Up Activities*” направлен на развитие умений как подготовленной, так и неподготовленной речи в монологической и диалогической формах в условиях групповой дискуссии, ролевой игры и др.

Обучению чтению как виду речевой деятельности посвящен третий блок. В качестве материала для чтения используются различные виды текстов: короткие рассказы, отрывки из романов, эссе, проспекты, письма, рекламные объявления, стихи. Осуществляется обучение различным видам чтения: ознакомительному, поисковому, просмотровому и изучающему. В качестве сопутствующей задачи выступает совершенствование умений говорения и письменной речи.

Четвертый блок включает в себя текст на аудирование и задания для развития умений понимания и извлечения смысловой информации. Этот блок так же, как и предыдущие, имеет выход в устную и письменную речь.

Пятый блок направлен на формирование умений работы с периодическими изданиями, в процессе которой совершенствуются умения чтения, говорения, письменной речи и профессиональной компетенции обучаемых.

Шестой блок имеет целью обучение реферированию русских текстов на английском языке.

Обучение письму и письменной речи осуществляется в процессе работы над каждым блоком. Используются в основном творческие задания в виде написания эссе различных типов, предполагающих изложение собственной точки зрения на затрагиваемую проблему. Кроме того, практикуется написание диктантов, резюме, планов, проспектов и т.д.

Лингвострановедческий аспект, представленный во всех блоках тематических комплексов, включает в себя знания о проблемах образования в Великобритании и США, проблемах подготовки учителей, о присуждении ученых степеней, типах школ, о программах борьбы со СПИДом, наркоманией, о пропаганде здорового образа жизни и т.д.

Принцип профессиональной направленности обучения является основополагающим. Задания, направленные на формирование лингво-методических умений, не выделяются в отдельную группу, так как они входят органической частью во все блоки тематических комплексов, формируя профессиональный подход на всех этапах развития видов речевой деятельности и сторон речи.

Большое внимание уделяется ролевой игре как средству обучения и как цели обучения будущего учителя в профессиональном плане.

Совершенствование фонетических, лексических и грамматических навыков осуществляется в процессе формирования речевых умений, а также в процессе слушания фонетических текстов, в специальных языковых и условно-речевых упражнениях в разделе “Remedial Teaching”, в процессе выполнения профессионально направленных упражнений в чтении и при введении и автоматизации новых лексических единиц.

В учебнике преобладают творческие виды заданий, что соответствует психологическим особенностям студентов на продвинутом этапе обучения (критичность, творчество, стремление к самовыражению и самоутверждению, к осознанию собственного социального опыта и профессиональный интерес).

Все блоки содержат небольшой раздел “Smile and Relax”, содержащий шутки, юмористические рассказы, картинки для описания и комментирования, которые в совокупности представляют самостоятельный жанр текстов и видов деятельности.

В учебник включено приложение, состоящее из теоретической информации по видам работы: интерпретация текста, реферирование, ролевая игра и письменная речь.

Составителями тематических комплексов являются преподаватели кафедры лексикологии и стилистики английского языка НГЛУ им. Н.А. Добролюбова:

“Семейное воспитание”	Г.В. Ильина Т.П. Куренкова
“Профессия учителя”	Г.Н. Сидельникова
“Проблемы образования”	Л.П. Загорная
“Брак и семейные отношения”	Л.П. Морозова
“Проблемы молодежи”	Т.П. Куренкова

Коллектив авторов выражает признательность Н.Н. Макиевской за предоставление части материалов для тематического комплекса “Семейное воспитание”.

Авторы учебника благодарны Магистру Эдинбургского университета Тессе Хелмсинг, а также Мартину Брауну и Энтони Коулу за высказанные предложения по совершенствованию текста учебника в плане его аутентичности и соответствия нормам современного английского языка.

Авторы выражают глубокую признательность доктору филологических наук, профессору А.Н. Лавровой и доктору филологических наук, профессору С.В. Постниковой за критические замечания и предложения, высказанные в рецензиях на учебник.

Unit 1. HOME UPBRINGING

Part 1.

AUDIO-ORAL INDUCTION



1.1. Listen to the recording of the panel talk without looking at the text and say what it is about. What are the crucial aspects of the process of home upbringing?

Panel Talk

- Today our panel looks at some crucial problems of upbringing. I am delighted to introduce the members of the panel – a parent, a psychologist, a sociologist, a psychiatrist, a school- teacher, a pediatrician and a probation officer.
- “All in the family”, they say. It couldn’t be more right, I think.
- Yes, this is where our character, our personality is formed. And parents are the child’s first teachers setting him good or bad examples.
- True. Parents’ mission is extremely responsible. They should take a close look at themselves and try to get rid of their bad qualities.
- Easier said than done, I’m afraid. But really, self-control is indispensable.
- I can’t but agree with you. One educates by what one is, not by what one knows or says.
- Yes, sounds next to ideal but we are no saints. What matters most is your good nature and no harsh feelings towards your children.
- Entirely so. Love and care are all important. The home atmosphere should be friendly and relaxed.
- Don’t you think many parents put too much pressure on their children, taking away their initiative and all that?
- No, just a few of them. Many more are too permissive and even neglectful. Growing up, children are starting to form their own identity by disengaging from parental influence.
- They do, if parents fail in their duty. Then a youngster’s peers can become his family. And peer pressure is very strong.

- Quite so. Children who roam in groups gain a sense of power that they do not have individually. Caught in a mob frenzy, a boy may go ahead with a destructive act.
- But why?
- Hm, out of fear that others in the group will think him a coward, that is to prove his masculinity.
- Society is not always good to children. So much free-floating anger among some of our youth. They are notorious for lack of any morals.
- And no wonder at all, so many broken families now, violence-packed films and even cartoons on TV, to say nothing of video films with images of brutality and so on.
- It's quite enough to lead to a distortion in personality development, isn't it?
- Naturally. That's why many children go wild to escape boredom. And the strange thing is that entire communities, schools and families try to find blame everywhere but in themselves.
- That brings me to what I was going to say. They should be taught the good values of life. If not taught, they grow up in a moral vacuum and moral vacuums produce moral monsters.
- From my own experience I know that good communication between parents and children is one of the best ways to prevent any problems.
- But how to achieve it? Some parents find it hard.
- You wouldn't mind if I suggested a couple of tips? How can your children say no to their friends if you do not teach them to use independent judgement? Build your children inside the home. That gives them good feelings about themselves. Try to avoid turning their leisure time into duties and drudgery.
- Yes, they must learn to be other-centered, not only self-centered.
- Our hope is to bring up children with a feeling that they are in this world not for their own satisfaction but primarily to serve others.
- Thank you ever so much, everybody. I am afraid I must now bring our panel talk to a close. I am sure we can continue our discussion at our next meeting. Thank you.

* * *

1.2. Listen to the recording a second time and find answers to the following questions:

- 1) What is our task, our aim as parents?
- 2) What is the best way to avoid problems in upbringing?
- 3) How can good communication between parents and children be achieved?
- 4) What should a child's home be like?

1.3. Act out the talk briefly.

1.4. Discuss: Parents should welcome their children's friends under the home roof.

- 1) Name the possible occasions.
- 2) A birthday party is one of them, isn't it?
- 3) What do you think about these ideas about children's birthday parties?
 - Prepare well for the party. Remember – most children fondly recall their early birthdays.
 - Invite one friend for each year of your child's age.
 - Start the party early.
 - Keep food simple. Look beyond cake and ice-cream for tasty treats.
 - Kid's attention switches on and off, so alternate between active games and calmer entertainment such as watching cartoons, puppet shows, story reading or simple crafts.
 - Give children under seven a small gift or party favour to take home.
 - When to Go: When you go a-calling,
 Never stay too late,
 You will wear your welcome out
 If you hesitate!
 Just before they are tired of you,
 Just before they yawn,
 Before they think you are a goop,
 And wish that you were gone,
 While they are laughing with you,
 While they like you so,
 While they want to keep you,
 That's the time to go!
- 4) Get your partner to describe one of her/his birthday parties in childhood.
- 5) Describe one of yours

1.5. Read the following texts. Speak on the authors' attitude to TV.

Text 1

Now all our free time is regulated by the “goggle box”. We reach home or gulp down our meals to be in time for this or that programme. We have even given up sitting at table and having a leisurely meal, exchanging the news of the day. A sandwich and a glass of beer will do – anything, providing it doesn't interfere with the programme.

Whole generations are growing up addicted to the telly. Food is left uneaten, homework undone and sleep is lost. The telly is a universal pacifier. It is now standard practice for mother to keep the children quiet by putting them in the living room and turning on the set...

(Shortened from “For and Against” by L.G. Alexander.)

Text 2

A law was passed in the USA in 1996 requiring television sets in the future to have V-chips. These are small devices that allow parents to block out programmes containing violence or other content that parents do not want their children to see. This law was passed because research shows that violence on TV has a harmful effect on children.

(J. Langan)

* * *

1.6. Give detailed answers to the following questions:

- 1) Are you fond of watching TV? Why?
- 2) What about children and teenagers? Do they spend too much time glued to their seats in front of the TV?
- 3) How does it tell on their attainment at school, on their health, on their eyesight?
- 4) Do you think we can say some of them are addicted to the telly?
- 5) You watch TV to be well informed, don't you?
- 6) Isn't it a splendid medium of communication? You get to know the whole world, don't you?

- 7) What about communicating with each other? Doesn't TV prevent us from it?
- 8) It does, when there is lack of moderation. Moderation is a very important principle, isn't it?
- 9) Don't you think TV is a splendid medium of upbringing and education?
- 10) Is it also a cheap source of entertainment?
- 11) TV along with books is indispensable in bringing up the younger generation, isn't it?
- 12) Ideas of kindness and humanism are inculcated into the minds of TV-viewers, aren't they?
- 13) Do children manage to learn what the right and wrong is?
- 14) Which programmes do a lot for aesthetic education?
- 15) What's your attitude to commercial films (commercials), scenes of violence and sadism?
- 16) Violence can lower the child's standards of behaviour, can't it?
- 17) Do you know that watching brutality stimulates at least slight cruelty in adults, too?
- 18) TV encourages passive enjoyment, doesn't it?
- 19) We become content with somebody else's experience, don't we?
- 20) It's so nice to sit in an armchair or lie on the sofa watching others working, competing etc., isn't it?
- 21) Don't you think it does us harm? We get lazy, don't we?

1.7. Pair work: discuss the influence of TV on children. One of you thinks TV does more harm than good, the other considers its influence beneficial. Follow these lines: a) upbringing (manners, feelings, emotions etc.); b) education (knowledge, scope, outlook etc.); c) intellectual development (memory, imagination, creativeness etc.).



1.8. Act out the role play "Television" (see Appendix 3.)

1.9. Read the text below, pick out the key-words, formulate its main idea and express your own attitude to it.

An Infant Rocker



Modern electronics have entered Japanese nurseries. In what is perhaps the most interesting and broadly appealing application of voice-recognition technology, this innovation has been incorporated into an infant's cradle that automatically rocks when it hears a baby squealling. The Do-Re-Mi cradle is actually an adjustable infant's seat perched on a pedestal. The pedestal has a rocking mechanism, as well as a cassette tape recorder that will also switch on automatically at the sound of an infant's cry. The tape recorder can play prerecorded cassette tapes or those with music or voices that parents make themselves. The manufacturer, Adachi Co. of Yamato City, says the Do-Re-Mi cradle can distinguish between a baby's sounds and adult voices so that it will not inadvertently spring into action and disturb a sleeping infant.

Designed for babies three months and older, the Do-Re-Mi cradle has been marketed in Japan for many years. The company recommends that the device not be used as a full-time babysitter but rather as a type of mechanized relief aid for an hour or two at a time.

* * *

1.10. Pair work: Speak on the influence of music in bringing up children. Discuss various types of music, the effect they produce on small children. For this purpose make up questions, statements that may support your point of view or may provoke your opponent to express his/her ideas (see ex. 1.6 – 1.7 as an example, add your own ideas).



1.11. Individual work: Prepare the necessary props to discuss with your classmates the contribution to family upbringing made by the following means: theatre, painting, books, fairy-tales, video, computers, pets, nature, family holidays, games and sports.

1.12. Listen to the recording of the American fairy-tale "The Runaway Bunny" told by M. Gabriel, a storyteller. What emotions can the fairy-tale arouse in children? What feelings does it evoke in you? Learn the fairy-tale and contest in acting it out.

The Runaway Bunny

There was once a little Bunny who decided that he was going to run away from home. He said:

“Mama, I’m going to run away from you, and you won’t be able to find me, Mama!”

And his Mama said:

“Little Bunny, if you run away from home, I’ll find you, ‘cause you are my little Bunny”.

“Mama, if you find me, then I’ll become a fish, and I’ll swim away in the water, and you won’t be able to find me”

And his Mama said:

“Little Bunny, if you become a fish and you swim away, then I’ll become a fisherman, and I’ll find you, little Bunny, ‘cause you are my little Bunny”.

“Mama, if you become a fisherman and find me, then I’ll become a rock, way up high on a mountain, Mama, and you won’t be able to find me.”

“Little Bunny, if you become a rock, way up high on the mountain, I’ll become a mountain climber, and I’ll climb up that mountain and I’ll find you, little Bunny, ‘cause you are my little Bunny.”

“Mama, if you become a mountain climber and you find me, then I’ll become a flower in the garden, and you won’t be able to find me, Mama.”

“Little Bunny, if you become a flower in the garden, then I’ll become a gardener and I’ll find you, little Bunny, ‘cause you’re my little Bunny.”

“Mama, if you become a gardener and find me, then I’ll become a bird and I’ll fly up in the sky, Mama, and you won’t be able to find me.”

“Little Bunny, if you become a bird and you fly up in the sky, I’ll become a tree for you to come home to, ‘cause you are my little Bunny.”

“Mama, if you become a tree for me to come home to, then I’ll become a boat and I’ll sail away on the sea, Mama, and you won’t be able to find me.”

“Little Bunny, if you become a boat and you sail away on the sea, I’ll become the wind, and I’ll blow you where I want you to go, ‘cause you are my little Bunny.”

“Mama, if you become the wind and you blow me where you want me to go, then I’ll run away to the circus, the Moscow Circus, on the flying trapeze, and you won’t be able to find me, Mama.”

“Little Bunny, if you run away to the Moscow Circus on a flying trapeze, I’ll become a tightrope walker, and I’ll walk across the air, little Bunny, and I’ll get you, ‘cause you’re my little Bunny.”

“Mama, if you become a tightrope walker and you get me, then I’ll become a little boy, and I’ll run into the house, and you won’t be able to find me, Mama.”

“Little Bunny, if you become a little boy and you run into the house, I’ll become your Mama, and I’ll catch you, little Bunny, and I’ll hug you, ‘cause you are my little Bunny.”

“Mama, if you are gonna do that, well, I may as well stay right here and be your little Bunny.”

“Good,” said his Mama, “ ‘cause you are my little Bunny, and I love you.”

* * *

SMILE AND RELAX



1.13. Speak on the following jokes and the problems they touch upon.

- 1) An inquisitive boy:
 - Pa, won’t you tell me?
 - What’s that again? What do you want with me? Can’t you stop putting silly questions?
 - Well, pa, I only want to know whether I will be as cross as you when I am a grown-up person.
- 2) - My boy, when you grow up, I want you to be a gentleman.
 - I don't want to be a gentleman, pa - I wanna be like you.
- 3) Visitor: "What was your mummie's name before she was married?"

Young Innocence: "I think it must have been "Savoy". That's the name on our towels."
- 4) The best time for the parents to put the children into bed is when they still have strength.

Part 2.

INTENSIVE READING



The Lumber Room

(By Hector Munro)

The children were to be driven, as a special treat, to the sands at Jagborough. Nicholas was not to be one of the party; he was in disgrace. Only that morning he had refused to eat his wholesome bread-and-milk on the seemingly frivolous ground that there was a frog in it. Older and wiser and better people had told him that there could not possibly be a frog in his bread-and-milk and that he was not to talk nonsense; he continued, nevertheless, to talk what seemed the veriest nonsense, and described with much detail the coloration and marking of the alleged frog. The dramatic part of the incident was that there really was a frog in Nicholas's basin of bread-and-milk; he had put it there himself, so he felt entitled to know something about it. The sin of taking a frog from the garden and putting it into a bowl of wholesome bread-and-milk was enlarged on at great length, but the fact that stood out clearest in the whole affair, as it presented itself to the mind of Nicholas, was that the older, wiser and better people had been proved to be profoundly in error in matters about which they had expressed the utmost assurance.

"You said there couldn't possibly be a frog in my bread-and-milk," he repeated with the insistence of a skilled tactician who does not intend to shift from favourable grounds.

So his boy-cousin and his girl-cousin and his quite uninteresting younger brother were to be taken to Jagborough sands that afternoon and he was to stay at home. His cousin's aunt, who insisted, by an unwarranted stretch of imagination, in styling herself his aunt also, had hastily invented the Jagborough expedition in order to impress on Nicholas the delights that he had justly forfeited by his disgraceful conduct at breakfast-table. It was her habit, whenever one of the children fell from grace, to improvise something of festival nature from which the offender would be rigorously debarred; if all the children sinned collectively, they were suddenly informed of a circus in a neighbouring town. A circus of unrivalled merit and uncounted elephants, to which, but for their depravity, they would have been taken that very day.

A few decent tears were looked for on the part of Nicholas when the moment for the departure of the expedition arrived. As a matter of fact, however, all the crying was done by his girl-cousin, who scraped her knee rather painfully against the step of the carriage as she was scrambling in.

“How did she howl”, said Nicholas cheerfully, as the party drove off without any of the elation of high spirits that should have characterized it.

“She’ll soon get over that,” said the aunt; “it will be a glorious afternoon for racing about over those beautiful sands. How they will enjoy themselves!”

“Bobby won’t enjoy himself much, and he won’t race much either,” said Nicholas with a grim chuckle; “His boots are hurting him. They are too tight.”

“Why didn’t he tell me they are hurting?” asked the aunt with asperity.

“He told you twice, but you weren’t listening. You often don’t listen when we tell you important things.”

“You are not to go into the gooseberry garden,” said the aunt, changing the subject.

“Why not?” demanded Nicholas.

“Because you are in disgrace,” said the aunt loftily.

Nicholas did not admit the flawlessness of the reasoning; he felt perfectly capable of being in disgrace and in a gooseberry garden at the same moment. His face took on an expression of considerable obstinacy. It was clear to his aunt that he was determined to get into the gooseberry garden, “only,” as she remarked to herself, “because I have told him he is not to.”

Now the gooseberry garden had two doors by which it might be entered, and once a small person like Nicholas could slip in there, he could effectively disappear from view amid the masking growth of artichokes, raspberry canes and fruit bushes. The aunt had many other things to do that afternoon, but she spent an hour or two in trivial gardening operating among flower beds and shrubberies, where she could keep a watchful eye on the two doors that lead to the forbidden paradise. She was a woman of a few ideas, with immense power of concentration.

Nicholas made one or two sorties into the front garden, wriggling his way with obvious stealth of purpose towards one or other of the doors, but never able for a moment to evade the aunt’s watchful eye. As a matter of fact, he had no intention of trying to get into the gooseberry garden, but it was extremely convenient for him that his aunt should believe that he had; it was a belief that would keep her on self-imposed sentry-duty for the greater part of the afternoon. Having thoroughly confirmed and fortified her suspicions, Nicholas slipped back into the house and rapidly put into execution a plan of action that had long germinated in his brain. By standing on a chair in the library one could reach a shelf on which reposed a fat, important-looking key. The key was as important as it looked; it was the instrument which kept the mysteries of the lumber-room secure from unauthorized intrusion, which opened a way only for aunts and such-like privileged persons. Nicholas had not had much experience of that art

of fitting keys into key-holes and turning locks, but for some days past he had practised with the key of the school-room door; he did not believe in trusting too much to luck and accident. The key turned stiffly in the lock, but it turned. The door opened, and Nicholas was in an unknown land, compared with which the gooseberry garden was a stale delight, a mere material pleasure.

Often and often Nicholas had pictured to himself what the lumber-room might be like, the region that was so carefully sealed from youthful eyes and concerning which no questions were ever answered. It came up to his expectations. In the first place it was large and dimly lit, one high window opening on to the forbidden garden being its only source of illumination. In the second place it was a storehouse of unimagined treasure. The aunt-by-assertion was one of those people who think that things spoil by use and consign them to dust and damp by way of preserving them. Such parts of the house as Nicholas knew best were rather bare and cheerless, but here there were wonderful things for the eyes to feast on. First and foremost there was a piece of framed tapestry that was evidently meant to be a fire screen. To Nicholas it was a living breathing story; he sat down on a roll of Indian hangings, glowing in wonderful colours beneath a layer of dust and he took in all the details of the tapestry picture. A man, dressed in the hunting costume of some remote period, had just transfixed a stag with an arrow; it couldn't have been a difficult shot because the



stag was only one or two paces away from him; in the thickly growing vegetation that the picture suggested it wouldn't have been difficult to creep up to a feeding stag, and the two spotted dogs that were springing forward to join in the chase had evidently been trained to keep to heel till the arrow was discharged. That part of the picture was simple, if interesting, but did the huntsman see, what Nicholas saw, that four galloping wolves were coming in his direction through the wood? There might be more than four of them hidden behind the trees, and in any case would the man and his dogs be able to cope with four wolves if they made an attack? The man had only two arrows left in the quiver, and he might miss with one or both of them; all one knew about his skill in shooting was that he could hit a large stag at a ridiculous short range. Nicholas sat for many golden minutes revolving the possibilities of the scene; he was inclined to think that there were more than four wolves and that the man and his dogs were in a tight corner.

But there were other objects of delight and interest claiming his instant attention: there were quaint twisted candlesticks in the shape of snakes, and a teapot fashioned like a China duck, out of whose open beak the tea was supposed to come. How dull and shapeless the nursery teapot seemed in comparison! Less promising in appearance was a large square book with plain black covers; Nicholas peeped into it and behold! – it was full of coloured pictures of birds.

And such birds! A whole portrait gallery of undreamed-of creatures. And as he was admiring the colouring of the mandarin duck and assigning a life-history to it, the voice of his aunt came from the gooseberry garden. She had grown suspicious at his long disappearance, and had leapt to the conclusion that he had climbed over the wall behind the sheltering screen of lilac bushes; she was now engaged in energetic and rather hopeless search for him among the artichokes and raspberry canes.

“Nicholas, Nicholas!” she screamed, “you are to come out of this at once. It’s no use trying to hide there; I can see you all the time.”

It was probably the first time for twenty years that anyone had smiled in that lumber-room.

Presently the angry repetitions of Nicholas’ name gave way to a shriek, and a cry for somebody to come quickly. Nicholas shut the book, restored it carefully to its place in a corner and shook some dust from a neighbouring pile of newspapers over it. Then he crept from the room, locked the door and replaced the key exactly where he had found it. His aunt was still calling his name when he sauntered into the front garden.

“Who is calling?” he asked.

“Me,” came the answer from the other side of the wall; “didn’t you hear me? I’ve been looking for you in the gooseberry garden, and I’ve slipped into the rain-water tank. Luckily, there is no water in it, but the sides are slippery and I can’t get out. Fetch the little ladder from under the cherry tree.”

“I was told I wasn’t to go into the gooseberry garden,” said Nicholas promptly.

“I told you not to, and now I tell you that you may,” came the voice from the rain-water tank, rather impatiently.

“Your voice doesn’t sound like aunt’s,” objected Nicholas; “you may be the Evil One tempting me to be disobedient. Aunt often tells me that Evil One tempts me and that I always yield. This time I am not going to yield.”

“Don’t talk nonsense,” said the prisoner in the tank; “go and fetch the ladder.”

“Will there be strawberry jam for tea?” asked Nicholas innocently.

“Certainly there will be,” said the aunt, privately resolving that Nicholas should have none of it.

“Now I know that you are the Evil One and not aunt,” shouted Nicholas gleefully; “when we asked aunt for strawberry jam yesterday she said there wasn’t any. I know there are four jars of it in the store cupboard, because I looked, and of course you know that it’s there, but she doesn’t, because she said there wasn’t any. Oh, Devil, you have sold yourself!” There was an unusual sense of luxury in being able to talk to an aunt as though one was talking to the Evil One, but Nicholas knew, with the child’s discernment, that such luxuries

were not to be over-indulged in. He walked noisily away, and it was a kitchen-maid, in search of parsley, who eventually rescued the aunt from the rain-water tank.

Tea that evening was partaken of in a fearsome silence. The tide had been at its highest when the children had arrived at the Jagborough Cove, so there had been no sands to play on – a circumstance that the aunt had overlooked in the haste of organizing her punitive expedition. The tightness of Bobby's boots had had disastrous effect on his temper the whole of the afternoon, and altogether the children could not have been said to have enjoyed themselves. The aunt maintained the frozen muteness of one who suffered undignified and unmerited detention in the rain-water tank for thirty five minutes. As for Nicholas, he, too, was silent, in the absorption of one who has much to think about; it was just possible, he considered, that the huntsman would escape with his hounds while the wolves feasted on the stricken stag.

* * *

2.1. Find information about the author of the story.

2.2. Make a short introduction to the text, outlining its subject-matter as a whole briefly.

SKIMMING

2.3. Answer the following multiple-choice questions:

- 1) Where were the children to be taken that afternoon?
 - a. to the beach
 - b. to the river
 - c. to the hills
- 2) Why was Nick to stay at home?
 - a. it was his aunt's order
 - b. it was the rule with the aunt to leave somebody behind
 - c. it was because Nick had been naughty
- 3) What was Nicholas punished for?
 - a. for telling the truth
 - b. for telling a lie
 - c. for putting a frog in his bread-and-milk
- 4) What other punishment did the aunt invent for Nick?

- a. he was to be locked in the lumber-room
 - b. she did not allow him to help her in the garden
 - c. he was not to enter the garden
- 5) Why did Nick go into the lumber-room?
- a. to revenge on his aunt
 - b. he was driven by curiosity
 - c. he felt offended and sought solitude
- 6) Which of the treasures did Nicolas like best of all?
- a. the teapot
 - b. the book
 - c. the tapestry
- 7) Why did he give the hunting scene so much thought?
- a. like many boys, he was genetically a hunter
 - b. he admired the colours of the tapestry
 - c. he was very imaginative and liked adventure
- 8) How was the aunt punished?
- a. she got soaked in the rain
 - b. she felt helpless and desperate in the rain-water tank
 - c. Nicholas told her straight to her face what he really thought of her
- 9) Why does the author use the term “the aunt-by-assertion?”
- a. the aunt was very arrogant
 - b. she was not Nick’s aunt
 - c. Nick did not consider her to be his aunt
- 10) What can you say about children, having read the story?
- a. they are mischievous
 - b. they should be punished
 - c. children can often teach adults a lesson or two

2.4. Give a summary of the text (see Appendix 4.)



SCANNING

2.5. Comment on the following. Use some new language from the text.

- 1) Nicholas was not to be one of the party.
- 2) The older, wiser and better people had been proved to be profoundly in error in matters about which they had expressed the utmost assurance.
- 3) It was the aunt's habit whenever one of the children fell from grace to improvise something of festival nature from which the offender would be rigorously debarred.
- 4) A few decent tears were looked for on Nicholas' part when the moment for the departure of the expedition arrived.
- 5) She was a woman of a few ideas, with immense power of concentration.
- 6) He had no intention of trying to get into the gooseberry garden, but it was extremely convenient for him that his aunt should believe that he had, ... that would keep her on self-imposed sentry-duty for the greater part of the afternoon.
- 7) The door opened, and Nicholas was in an unknown land, compared with which the gooseberry garden was a stale delight, a mere material pleasure.
- 8) Tea that evening was partaken of in a fearsome silence.

2.6. Divide the text into 5 parts. Make up indirect comprehension questions about each part of the following type:

I wonder why she did it, I'd like to know how..., could you tell me if..., I'm interested to know whether...,etc. The word order in indirect questions is direct.

2.7. Discuss your questions: a) in pairs; b) with all your classmates.

RELATED ACTIVITIES

The exercises below will help you to enlarge your vocabulary and to speak on the text in a more detailed way.

READING TECHNIQUE AND SPELLING ACTIVITIES

2.8. Choose a passage for good reading (15-20 lines). Read it in class.



2.9. Assess your classmates' expressive reading. Use adequate classroom English.

2.10. Practise the spelling and pronunciation of the following words:

Tactician, privilege, unwarranted, forfeit, tapestry, sorties, flawlessness, debar, muteness, discernment, rigorously, wriggling, germinate, unauthorized, illumination, consign, quiver, saunter, gleefully.

WORD-STUDY ACTIVITIES

2.11. Reproduce the contexts, in which the following words and word-combinations occur in the text. Use them in sentences of your own based on the content of your set book.

To fall from grace; on his part; to be in disgrace; to come up to sb's expectations; to feast one's eyes on sb/sth; to be in a tight corner.

2.12. Look up in the Longman "Dictionary of Phrasal Verbs" the meaning of the phrases given below. Provide your own examples. Use them in dialogues.

To stand out; to take on; to enlarge on; to come up to; to creep up.

2.13. Consult an English-English Dictionary for the definition of the following words. Tell the class these definitions. Besides, provide their derivatives, synonyms, antonyms, word-collocations.

Frivolous, asperity, deprave, absorption, conduct, elation, obstinacy, stealth, evade, intrude, dim, assert, claim, indulge, disastrous, unmerited.

2.14. Rephrase the underlined words by equivalents from the story.

- 1) Bob often misbehaved and was duly punished for it.
- 2) Don't you think you are pampering your child too much?
- 3) His stubbornness goes too far.
- 4) What's the best way to establish your authority?

- 5) I have a vague idea of what caused the accident.
- 6) The catastrophe cost a lot of lives.
- 7) She got out of answering the question.
- 8) Why interfere and spoil the harmony of their relations?
- 9) She's very nice but somewhat light-minded and pleasure-loving.
- 10) He speaks with too much severity.
- 11) They did not fall short of my expectations.
- 12) He eventually abandoned the family and got himself into a mighty fix.
- 13) How many people were finally employed?
- 14) She was noticeable because of her extravagant views.
- 15) He would glance at her secretly every now and then.

REMEDIAL ACTIVITIES

2.15. Account for the use of tenses and articles in the following sentences.

- 1) ... the aunt maintained the frozen muteness of one who has suffered undignified and unmerited detention in a rain-water tank.
- 2) He, too, was silent in the absorption of one who has much to think about.
- 3) There was an unusual sense of luxury in being able to talk to an aunt as though one was talking to the Evil One.

2.16. Practise the use of articles with the following nouns: disgrace, shame, disappointment, pity, pleasure, success, failure, relief, comfort.

Rule: The indefinite article is used in constructions with the verb “to be” and the emphatic construction “What ... !” The definite article is used when the noun is modified by a limiting attribute. In all other cases no article is used.

E.g. What a success! The tour was a success. The success of the tour was stunning. Success or failure depends on you.



Make up your own exercises for remedial teaching of various types practising the patterns with these nouns.

2.17. Read information on text interpretation in *Appendix 1*.

2.18. Answer the questions for self-control.

- 1) What are the main elements to analyze and interpret the text?
- 2) What is a plot? What may a plot include? What does it leave out?
- 3) What types of conflicts do you know?
- 4) What is the protagonist? What are the antagonists?
- 5) How can the author present his characters?
- 6) What types of characters do you know?
- 7) What are the elements of the composition?
- 8) What is the theme of the piece of fiction?

2.19. Read the story one more time for the minutest details and implications. Test out your new skills, answering the questions on the story.

- 1) What do you know about the author of the story?
- 2) What is the time and place of action?
- 3) Outline the plot of the story, leaving out the smallest details, descriptions. Condense it to 10-15 sentences.
- 4) Where is the exposition of the story? What is introduced to the reader in the exposition (the main characters, the main conflict, the problems, the main idea, etc.)?
- 5) Find the climax of the story. State what reaches its highest point (human emotions, the central conflict, the inner tension, the actions of the personages, etc.)
- 6) Point out the outcome. What is the place of action? Doesn't it coincide with that of the exposition? What is the purpose of such a structural framing? Have the emotions of the personages changed very much? How? What was the "effect" of the aunt's noble efforts to "bring up the children properly"?
- 7) Who are the main characters? Enumerate the minor characters.
- 8) Who is the protagonist of the story? Prove it analyzing the conflicts the protagonist is involved in.
- 9) Say whether the protagonist is a static or dynamic character, a flat or a round one.
- 10) Who are the antagonists?
- 11) Does the author present the personages directly or indirectly? Prove your statements by concrete examples from the text.

- 12) Draw the character-sketches of Nicholas and the aunt. For this purpose:
a) find in the text and read out the words and sentences that characterize them; b) make up a list of adjectives that may be used to characterize them (both positive and negative qualities).
- 13) Don't you think Nicholas was too clever for his age?
- 14) What is your attitude to the characters? Do you consider them sympathetic or unsympathetic? Prove your point of view.
- 15) Express regret or disapproval answering the questions: "What should the aunt have done?" (a desirable action was not fulfilled) and "What shouldn't she have done?" (an undesirable action was fulfilled).
- 16) What problems does the author of the story tackle? Speak in detail on the following problems: the problem of upbringing, of relations between small children and grown-ups, the causes of conflicts between adults and children, the problem of punishment, of a borderline between naughtiness and inquisitiveness, the problem of adults' inability to gain a keen insight into all the subtleties of the child's soul, nature, motives and interests. Point out the problems that haven't been mentioned yet and dwell on them.
- 17) How can you define the theme of the story? Give a lengthy statement or two. What do you think of this one: "Sometimes grown-ups are too impatient, busy or bossy to be able to get through to a child's soul and that's why they are often unable to cope with the child's upbringing".
- 18) Account for the title of the story.

The title of this story may be considered symbolic. From the adults' down-to-earth point of view, the lumber room was just a mere storage of old rubbish whereas to the child's high-floating imagination it embodied a whole world of wonders and miracles and stimulated a whole myriad of fantastic thoughts and ideas. It was a kind of the ignition key that fired Nicholas' imagination and started his brain working in an intricately exhilarating way "... compared with which a gooseberry garden was just a stale delight". In the dirty lumber-room the boy felt in harmony with the Universe, the surrounding world and his inner self. Meanwhile, in the beautiful garden the aunt whose imagination did not go beyond ascribing only vicious motives to the boy's actions and behaviour suffered the inevitable loss of balance, bitter disappointment and frustration.

Thus, the events that took place in the lumber-room bring to the surface the central conflict of the story as well as the radical difference in the child and adult's perception of the surrounding world and its basic values, which unfortunately is not a rare occurrence.

Do you agree or disagree with the given interpretation? Express your own opinion about the title.

19) What is the story like?

Is it interesting, instructive, humorous, trivial, banal, entertaining, boring? Choose the adjectives from the given list, expressing your attitude. Add your own qualifiers. Put forward the necessary arguments to support your point of view.

20) The story is remarkable for a sense of humour.



Note: The stylistic device that often creates a humorous effect is called “zeugma”. It consists in the use of a word in the same grammatical relation to two adjacent words in the context, one metaphorical, the other literal in sense. The example from the text is: “... he felt perfectly capable of being in disgrace and in a gooseberry garden at the same moment.”

The humour of the work of fiction may lie not only in words but also in situations and characters.

Point out some other instances of humour. Comment on them and say which type they are.

FOLLOW-UP ACTIVITIES

2.20. Read the notes below.

• Ways to support your opinion:

a) Facts. Give facts to show that your ideas are based on true information, not just on feelings.

E.g. Spanking helps to prevent crime, not increase it. The reason for my opinion is the fact that crime has increased as spanking has decreased. In the 1950-s, for example, spanking was a more common form of punishment than it is today. And in the 1950-s, the crime rate was lower than it is today.

b) Statistics. Give numbers to show that your ideas are based on research.

E.g. I strongly oppose spanking because it can turn into child abuse. I say this because 80 per cent of child abuse cases start when the parent disciplines the child using corporal punishment.

c) Examples. Describe a situation to explain what you are talking about.

E.g. I don't think that spanking teaches children anything. Let me give you an example. What if a child hits his friend, and is then spanked as punishment? He may be very confused about when hitting is bad, and when it's O.K.

d) Personal stories. Tell a personal story to show that your ideas are based on experience.

E.g. I think spanking helps children learn. For instance, I once stole some candy from the store. My father spanked me when he found out. I always remembered that spanking, and I never stole anything again.

2.21. Read some information about the types of children.

Parents are often heard to say that their children were “different from the moment they were born – Jimmy was always such a good baby, and Susie was always so fussy.” Researchers who have studied large numbers of children from birth through elementary school agree that many children do seem to fit into one of three categories from the beginning of their lives. The first category is “easy children”. These youngsters are generally cheerful and cooperative, and they quickly adapt to new situations. Next comes the “slow-to-warm-up” children. This group consists of children who look at life in a more negative fashion, taking time to adjust to new people and circumstances. Finally there are the “difficult” children. Intense reactions, little regularity in habits, and being easily upset by change are the characteristics of this group.

* * *

2.22. Use the information in 2.20 – 2.21 to discuss the problem of punishment. Should children belonging to different groups be approached differently? Work in pairs. Report your opinion to the class.

- 1) What do you think of punishment in home upbringing?
- 2) How do children take it when it is just (unjust)?
- 3) What are the most widespread kinds of punishment?
- 4) Can parents do without punishment at all bringing up children?
- 5) Smacking is a barbarity, isn't it?
- 6) Is nagging and scolding more preferable?
- 7) What do child-care manuals recommend?
- 8) Is an understanding talk enough?

- 9) What about a sense of humour? Read these lines: “People who have a sense of humour usually have the power of sympathy strongly developed. The misdeeds and revolt failures of other people do not shock them; they see the funny side and amusement cannot mix with hatred. It is more at home with tolerance and pity, and therefore a person with a sense of humour is a lovable and loving person, one who has a sense of kinship with his fellow men and women.”

Can a sense of humour be of great help in communication with children too?

- 10) Does it help parents and children laugh off some of the minor disagreements?
- 11) It's a great unifying force, isn't it?
- 12) Do you think explanation, persuasion and encouragement are more effective than punishment?
- 13) Should the parents show their love for the children? Is it necessary to kiss the child, to stroke him/her, to embrace, to touch? How does it all influence the child's psychology, psyche, physiology? Some people consider it to be superfluous sentimentality. What is your opinion?
- 14) What consequences may lack of parental love, kindness and care combined with severity have in the child's future adult life? What emotional escapes may he seek then?
- 15) Recall your own childhood. Would you like to have something undone, unsaid, to be compensated for?
- 16) Share with your classmates the moments of blissful happiness you experienced in childhood and say what or who evoked the serenity and harmony.



2.23. Class discussion: “Punishment and praise in home upbringing.” Test out your teaching skills suggesting cue questions.

Useful vocabulary: to resist the temptation, to boss the child around, to prod one's child too much, to take initiative away from him, to humiliate, to be pushed too much, to be a human-being with ideas and a will of his own (not a robot, a mechanical toy), to keep him from developing into the free, warm, life-loving person he was meant to be.

By analogy make up your own lists of the vocabulary that you may need to discuss the problems (the so-called “cue-cards”). See the manual “*Topical Vocabulary*”, Appendix 3.

You may use the following as a conclusion to your discussion: “Good-hearted parents who are not afraid to be firm when necessary can get good results with either moderate strictness or moderate permissiveness.” (B. Spock). Do you agree with it?

2.24. Look through the story again and tell the class what vegetables grew in the garden. Make a list of them and read them aloud. Add some more names of vegetables to the list and look up their meaning.

2.25. Read the texts below. Make up a list of the unknown words.

• **Flowers and Gardens**

Gardens have often played an important role in English life. It is not surprising, therefore, that many idioms own their origin to the cultivation of plants.

• **Out of Doors**

A lady gives instructions to her gardener: “Unfortunately the hyacinths have faded and the geraniums never took root, so we must make the bouquet for the Duchess out of wallflowers. We can also use some of the lilies of the valley that were not nipped in the bud by the late frosts, and add some of the tulips that are now blooming splendidly. Get some of the green fresh leaves from the top of the tree near the gate. I think the result will be pretty.”

• **Indoors**

For years my hopes had been fading that my new gown shop would ever become established. There seemed to be no signs of any of my original ideas taking root in the fashion world, but my revolutionary notion of making dresses out of hay won me bouquets from designers. This was proved at last night’s Ball at the Town Hall. Any expectations that girls wearing my dresses might remain wallflowers all the evening were nipped in the bud. My business will obviously bloom from now on and in a year or two I shall be at the top of the tree.

* * *

Collocations:

1. a bouquet – a compliment
2. bush telegraph – rumour, gossip
3. the pick of the bunch – the best of the choice

4. the top of the tree – the height of success
5. to flower, to bloom, to blossom – to come to full perfection
6. to fade – to lose colour
7. a wallflower – a woman who sits against the wall of a room at a dance or ball, because no man has offered to dance with her.
8. To nip in the bud – stop something at the start
9. To take root – to get established.

2.26. Make up sentences, mini-situations or dialogues with the expressions. Suggest situations from real life.

2.27. Describe your (your friend's, relatives') garden or allotment.

2.28. Exchange your gardening experience.

SMILE AND RELAX



2.29. Act out the jokes.

- 1) Father: I'm obliged to punish you and it will pain me.
 Johny: But, father, if you've done nothing wrong, why pain yourself?
- 2) Mother: Herbert, is it possible that you are teaching the parrot to use slang?
 Son: No, Mamma, I was just telling him what not to say.
- 3) Father: Why were you kept at school?
 Son: I didn't know where the Azores were.
 Father: Well, in the future just remember where you put things.
- 4) Aunt: And how did Jimmy do his history examination?
 Mother: Oh, not at all well, but it wasn't his fault. Why, they asked him things that happened before the poor boy was born.
- 5) Mother: Tell me, darling, what did Daddy say when he fell off the ladder?
 Small son: Will I miss out the nasty words, mum?
 Mother: Of course, dear.
 Small son: Nothing.
- 6) Teacher: Children, give me a proverb about parents. First, one about a father.
 Little girl: There is no fool like an old fool.

7) The teacher was talking about the weather peculiarities of March.

Teacher: What is it that comes in like a lion and goes out like a lamb?

Little girl: Father.

8) The grandmother kissed her 8-year-old grandson and noticed him rubbing his cheek.

Grandmother: Jimmy, Grandma has no lipstick on. You don't have to rub it off.

Grandson: Granny, I'm not rubbing it off. I'm rubbing it in.

WRITING ACTIVITIES



2.30. Write various types of essays on one of the topics (see the necessary information in *Appendix 4*).

1) Childhood is the Happiest Time of One's Life.

2) Love Is the Ideal Soil for the Human Seed to Grow.

3) Reminiscences of My Childhood.

4) Spare the Rod, Spoil the Child.

2.31. Interpret the text "The Rocket" independently. Point out the qualities the parents cultivated in their children and the means they used (look up the necessary information in *Appendix 2*).

2.32. Make reports "One Educates by What One Is, not by What One Knows or Says."

Part 3.

EXTENSIVE READING



Today's children are tomorrow's adults. The government in the USA is all too aware that a stable and happy upbringing is likely to make stable adults and sees the family as central to the wellbeing of society. But parents do not always know how to cope with diverse and multiple tasks of upbringing.

The following article highlights the latest findings in the sphere of early childhood development and what is being done by the USA government in order to enlighten parents. They should get special knowledge how to maximize the child's potential.

Text 1. Teach Your Parents Well

(By Sharon Begley and Pat Wingert)

For more than 50 years it has been Dr. Benjamin Spock's mantra to new parents: "Trust your own common sense." In slightly different forms the advice is about as old as the human species: follow your instincts with your baby. Last week, as the morning news programs featured segments on how early experiences wire a child's brain, at least one interviewer ended the chat with some version of "But Doctor, in the end, what's really important is that you love your child, right?"

If only it were so. For more than a year now scientists have been trying to educate parents, teachers and public officials how the foundations of social, emotional and intellectual development are all laid early, in the first ten years of life. Whether a child learns how to soothe herself when she's distressed or needs the comfort of others, whether she learns to think abstractly or is mired in the concrete, whether he learns to emphasize or never opens his heart to friendship – all are influenced by early experiences. At first glance that message is powerfully optimistic, since it means that a child's potential is almost unlimited. But there is a catch. A stream of new research suggests that, for the majority of fathers and mothers, doing the things that maximize a child's potential is not intuitive.

Despite the media attention given to research on how early childhood experiences determine the brain's wiring, many parents have not heard the message, or are confused by it. "There is a wide gap between scientific knowledge and the public's," said David Hamburg, president of the Carnegie Corporation of New York, at last week's much anticipated White House Conference on Early Childhood Development and Learning. And instinct alone does not guide many parents to teach their children well. "Parents have to learn to read their child's temperament, like a language," said pediatrician and best-selling author T. Berry Brazelton. "They have to learn how to follow a baby's behavior and adapt the tone of their interactions to the baby's capabilities."

At the White House conference, which was beamed by satellite to almost 100 sites in 37 states and presided over by President and Mrs. Clinton, scientists and physicians summarized research demonstrating beyond doubt that "the minds of infants are active from the time they are born and are shaped by their early experience," as Donald Cohen of the Yale Child Study Center put it. None of this was new, as even the First Neuroscientist realized. How, Clinton asked, can we educate parents and others so they take advantage of the findings?

It won't be easy. According to a report released last week by the national research and advocacy group Zero to Three, 25 percent of parents of young children do not know that what they do with a child can affect his intelligence, including increasing curiosity, confidence and problem-solving ability. And 87 percent think that the more stimulation the baby receives, the better off he will

be. In fact, talking, reading, singing and playing must be carefully matched to a child's level of development, temperament and mood, or the child will tune out or even cringe from the interaction. "Only 20 to 30 percent of parents know how to do this instinctively," says child psychiatrist Stanley Greenspan of George Washington University.

One scientist has documented how the size of a toddler's vocabulary reflects how much her mother talked to her; the conclusion was possible only because hundreds of children in the study had parents who did not speak to them much and who had small vocabularies. Another team of researchers found that children of professionals heard 75 percent more words per hour than did the children of working-class parents, and more than three times as many words as did the children of welfare parents. The privileged kids got positive feedback two to five times as often. Tested at the age of 3, children who heard many words and had more positive experiences scored higher on standardized tests. Yet there is no reason to believe the welfare and working-class parents loved their babies any less than the lawyers.

Opening the conference, Clinton announced several modest initiatives to bridge the information gap between science and those who care for children. He is asking the Pentagon, whose child-care facilities are considered among the best in the country, to train civilian day-care workers and, working with local governments, to make its child-care facilities training sites where people being pushed off welfare can learn to care for children. Perhaps the Pentagon can fight a couple of land wars and simultaneously save the nation's children. It will take all this and more. For love, sadly, is not all you need.

* * *

SKIMMING

- 3.1.** Formulate the controlling idea of the article.
- 3.2.** Divide the text into 7 logical parts. Pick up the key-sentence of each part. Entitle each part.
- 3.3.** Using the key-sentences outline the text.
- 3.4.** Give the summary of the text using the outline as a prop.
- 3.5.** Make up a list of keywords to speak on the points of **3.11 – 3.14.** Before it do the following vocabulary exercises.

WORD STUDY ACTIVITIES

3.6. Explain to your fellow-students the meaning of these words:

Mantra, a toddler, to mire, find oneself in the mire, to empathize, to cringe, child-care facilities, feedback, problem-solving ability.

3.7. Find synonyms in the text for:

To stimulate the child's early development, to look after, motto, to soothe oneself, to find oneself in a difficulty, well-to-do, a trap, to influence, to be formed, to direct.

3.8. Give the corresponding nouns:

To maximize, to wire, intuitive, essential, to cringe, to influence, civic, simultaneous, to guide, to affect, to effect, psychiatric, to soothe, psychological, to empathize.

3.9. Give antonyms:

Abstract, civilian, modest, trust, to care for, scientific, simultaneous, welfare, to cringe from the interaction, to be confused, a child's abilities are almost boundless, as old as hills.

3.10. Transcribe the following:

Pediatrician, psychiatric, psychiatrist, standardized, civilian, affect, effect, concrete, abstractly, empathy.

3.11. Agree or disagree with the following:

- 1) For the majority of fathers and mothers doing the things that maximize a child's potential is not intuitive.
- 2) Early-childhood experiences determine the brain's wiring.
- 3) Many parents have not learnt the message or are confused about it.
- 4) An instinct alone doesn't guide most parents to teach their children well.
- 5) Parents have to learn to read their child's temperament like a language.
- 6) The minds of infants are active from the time they are born and are shaped by their early experiences.
- 7) In fact, talking, reading, singing and playing must be carefully matched to a child's level of development, temperament and mood.
- 8) The foundations of social, emotional and intellectual development are all laid early, in the first ten years of life.

9) A toddler's vocabulary reflects how much her mother talked to her.

3.12. Answer the questions:

- 1) What was Dr. Benjamin Spock's mantra to new parents? In what way has it been shattered by the latest findings?
- 2) Why is it important for a child to know how to soothe herself when she is distressed?
- 3) Do you really find this an essential problem? Why?
- 4) Why is it important for a child to learn to think abstractly?
- 5) Do you think special techniques are necessary to teach parents to maximize a child's potential?

3.13. Do you think A. Pushkin's phenomenon might be a weighty argument in favour of the latest research in babies' brain development?

It is a universally acknowledged fact that A. Pushkin's gift was wired in his early childhood by his nanny who was a talented story-teller and told him a lot of Russian fairy-tales, riddles, and songs. Do you know any other similar examples?

3.14. Discuss in groups of 2 or 3 what could be done in this country for the purposes of educating parents how to teach their children. Make notes of your suggestions and discuss them with your classmates.

3.15. Read the following passage from a book called "Childhood: Pathways of Discovery" by Sheldon White and Barbara Notkin White.

The paragraphs are in the correct sequence, but the sentences in each one have been printed in the wrong order. Read the passage and put the sentences in the correct order.

3.16. Look at the passage quickly and decide which of the following chapters in the book it is likely to be found in.

- 1) The challenges of growth.
- 2) Parents' societies and children.
- 3) Knowing the world.
- 4) Going to school.
- 5) Who am I?
- 6) Problems of development.

Text 2. Childhood: Pathways of Discovery

Some people have drawn the conclusion from Bowlby's work that children should not be subjected to day care before the age of three because of the parental separation it entails' and many people do believe this. But there are also arguments against such a strong conclusion. It has been argued that an infant under three who is cared for outside the home may suffer because of the separation from his parents. The British psychoanalyst John Bowlby maintains that separation from the parents during the sensitive "attachment" period from birth to three may scar a child's personality and predispose to emotional problems in later life.

But traditional societies are so different from modern societies that comparisons based on just one factor are hard to interpret. Firstly anthropologists point out that the secluded love affair between children and their parents found in modern societies does not usually exist in traditional societies. For example, we saw earlier that among the Ngoni the father and mother of the child did not rear the infant alone – far from it.

But Bowlby's analysis raises the possibility that early day care has delayed effects. The possibility that such care may lead to, say, more mental illnesses or crime 15 or 20 years later can only be explored by the use of statistics. Statistical studies of this kind have not been yet carried out, and even if they were, the results would be certain to be complicated and controversial. Secondly, common sense tells us that care would not be so widespread today if parents, caretakers or paediatricians found that children had problems with it. But tests that have had to be used to measure this development are not widely enough accepted to settle the issue. Thirdly, in the last decade, there have been a number of careful American studies of children in day care, and they have uniformly reported that day care had a neutral or slightly positive effect on children's development.

But whatever the long-term effects, parents sometimes find the immediate effects difficult to deal with. At the age of three or three and a half almost all children find the transition to nursery easy, and this is undoubtedly why more and more parents make use of child care at this time. Children under three are likely to protest at leaving their parents and show unhappiness. The matter, then, is far from clear-cut, though experience and available evidence indicate that early care is reasonable for infants.

(Note: "day care" means the same as "nursery school".)



* * *

3.17. The passage discusses two contrasting views on whether children under the age of three should go to nursery school. Decide which two of the following statements best summarize these contrasting views.

- 1) If pre-school for under three year olds caused problems, it would not be so widespread.
- 2) There is no negative long-term effect on infants who are sent to school before they are three years old.
- 3) There is no negative effect on children who are sent to school after the age of three and a half.
- 4) Traditional societies separate the child from the parent at an early age.
- 5) Infants under the age of three should not be sent to nursery school.

3.18. Write a sentence in your own words summarizing the writer's conclusion.

3.19. Express your own opinion in a lengthy monologue, using various ways to support it (see **2.20**)

3.20. Comment on the following paradox: Families with babies and families without babies envy each other.

WRITING ACTIVITIES



3.21. Write a summary of text 1. See *Appendix 4* for the necessary information.

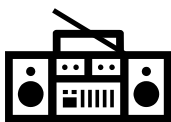
3.22. Write a narrative-descriptive essay "The Way My Early Childhood Experiences Have Been Projected into My Grown-up Life." Use the following questions as props:

- 1) What are your earliest childhood reminiscences?
- 2) What (who) are they connected with?
- 3) In what way did they affect your state of mind, your feelings and personality?

Make use of the questions and the information you have got discussing things in **2.22**.

3.23. Write an argumentative essay "Kindergarten or Your Own Granny?"

Part 4. LISTENING COMPREHENSION



Parents should begin bringing up their children from an early age. A small child is already a personality and demands subtle handling.

Listen to the text “A Special Occasion” by Joyce Cary.

PRE-LISTENING ACTIVITIES

4.1. Find information about the author.

4.2. Learn to pronounce the nonsense word “twanky tweedle”

[ˈtʌŋkɪ ˈtwiːdl̩]

WHILE-LISTENING ACTIVITIES

4.3. Take down the phrases to describe

- 1) the boy’s and the girl’s actions to draw each other’s attention;
- 2) their amusing themselves;
- 3) the nurse’s behaviour and “tact”;
- 4) the children’s frustration and protest;
- 5) their reconciliation.

AFTER-LISTENING ACTIVITIES

4.4. Get your classmates to describe the above mentioned items. Add your own suggestions.

4.5. Say what the following sentences prove.

- 1) Tom stared at the girl for a long time as one would study a curiosity, rare and valuable, but extremely surprising.
- 2) They both gazed at each other for some minutes with sparkling eyes.

- 3) The little girl climbed on a tricycle and pedalled round the floor. Tom paid no attention.
- 4) Tom said, "That's what it is." The girl made no answer. Slowly and carefully she examined each page.
- 5) Tom gave Nurse a sidelong glance of anger.
- 6) At this public disclosure he instantly lost his temper and yelled "I didn't – I won't!"
- 7) Tom flew at her and seized her by the hair.
- 8) The little girl at once uttered a loud scream, kicked him on the leg and bit his arm.
- 9) Tom ran at the door and kicked it, rushed at the clockwork engine, picked it up and flung it against the wall. Then he howled at the top of his voice.
- 10) The little girl had an air of self-satisfaction as if she had just done something clever.
- 11) His face was still set in the form of anger and bitterness, but he forgot to cry.
- 12) Suddenly she gave an enormous sigh of relief, of very special happiness.

4.6. Look through the following questions. Listen to the text again and answer them.

- 1) How were the children dressed?
- 2) What toys did they have in the nursery to play with?
- 3) Which did they prefer?
- 4) Did they speak at all? Why not?
- 5) What scene did the Nurse watch when she came into the room?
- 6) Where was Jenny sitting?
- 7) Did the Nurse tell Tom off?
- 8) Why was Tom's reaction so violent?
- 9) How can you explain Jenny's solidarity with the Nurse?
- 10) Were both the children miserable after the fight?
- 11) How did they make it up?
- 12) Did the Nurse know anything about the child psychology? Why is she called an old-fashioned nanny?

4.7. Work in groups of three (all at a time). Imagine yourselves in the Nurse's, Tom's and Jenny's place. Describe what happened in the nursery.



4.8. Describe and act out the conversation between:

- 1) Tom and Jenny;
- 2) Tom and the Nurse;
- 3) The Nurse and Tom's father.

4.9. Draw the character sketches of the personages and speak on their relations.

Useful language

<u>The Nurse</u>	<u>Tom</u>	<u>Jenny</u>
middle-aged	reserved	coquettish
old-fashioned	proud	self-possessed
narrow-minded	easily-wounded	capricious
thick-skinned	independent	treacherous
straightforward	keen on friendship	
tactless	wild in anger	

4.10. Comment on:

- 1) the title of the story;
- 2) the problems tackled by the author;
- 3) the controlling idea of the story

4.11. Draw your own conclusions about the characters, express your attitude to them. Use the following clues to begin with.

- | | |
|---|--|
| 1) The Nurse oughtn't to have criticized Tom's manners. | - Small children don't play much with each other cooperatively; They love to watch each other's occupation and enjoy playing alongside each other. Playing near and watching come before playing together. |
| 2) She oughtn't to have pushed him. | - Nobody likes to be pushed. It's humiliating. |

- | | |
|---|--|
| <p>3) She shouldn't have said
he had longed to see
the girl the whole week.</p> | <p>- His secret wish became
known to the girl. Tom was
wounded to the quick. It was
a blunder on her part.</p> |
| <p>4) She shouldn't have
threatened to tell on
Tom to his Daddy.</p> | <p>- The boy might have been
frightened or upset he didn't
come up to his father's love.</p> |

4.12. Give your critique on the story.

FOLLOW-UP ACTIVITIES

4.13. We have mainly discussed the woman's role in bringing up children. Let us see what contribution may and should men make to child rearing. Read the texts below, summarize the basic events and give the author's and your own opinion of the problem.

Text 1. Home



A large number of the television programs is devoted to discussions and reports on the problem of education. Some programs are most unexpected. I remember a TV play that impressed me with its willingness to deal openly with rather harsh reality.

The program began in a classroom, the teacher addressing her students.

“We always think and speak of our mothers but seldom do we talk of our fathers. Today I am going to give you the assignment to write about your father.”

The camera panned the faces. One child, with self-assurance, immediately began to write. Another was hesitating. Next, the camera picked out a girl – perhaps 12 years old. She sat, her head dropped up on her left arm, staring. The teacher walked over to her, leaned over and put her arms around the girl's shoulders. Suddenly the girl turned to the teacher, buried her head in the teacher's arms and broke into sobs.

Next, the camera revealed the empty classroom, panned to the door just as a group of men were coming in.

“I asked you here so you could hear some opinions of you expressed by your sons and daughters. Perhaps some will shock you. Some are happy. Some show a well-adjusted home life,” said the teacher, “and some do not.”

The fathers sat at their children’s desks.

“Here is one,” said the teacher, and she read.

“My father and I are friends. We talk a lot. He takes me for walks.”

A stout tall man with closely cropped hair smiled to himself.

“I don’t know my father. He is away from home most of the time,” began another essay.

“I don’t have a father. He is my mother’s new husband. He doesn’t pay much attention to me and to my brother. It’s like being strangers in our own home.”

Nevertheless, most of the essays were happy expressions of love.

“I love my father. He’s a lot of fun. He’s young and strong. In summer we play ball and swim together. We discuss events, ideas.”

Such frankness is characteristic of children.

(A. Refregier).

Text 2. Who Is Most Important in Your Home?

“That sounds like a leading question, but in my opinion Dad and Mum are most important. Mum, because she looks after me and makes a fuss and Dad because he looks after both of us. I really don’t know what we should do without him, what with food and clothing to buy; rates to pay and repairs to be done to the house...”

(An advertisement of the Cooperative
Insurance Society Ltd., Manchester)

* * *

4.14. Express your attitude to the ideas reflected in the texts (a two-minute speech) as if you were:

- 1) an exemplary father;
- 2) a careless father;
- 3) a too-busy-at-his-work father;
- 4) a child whose father is exemplary;
- 5) a careless father’s child;

- 6) a very-busy father's son or daughter;
- 7) the wife of a careless father;
- 8) the exemplary father's wife;
- 9) the too-busy father's wife;
- 10) a father-hungry child;
- 11) a psychologist speaking on the role of fathers in the family;
- 12) a playwright who is writing a film script about a broken one-member family;
- 13) a doctor who often has to deal with father-hungry children;

4.15. Class discussion: on the role of fathers in the family.

Answer the questions below; make up your own questions to discuss the problem.

- 1) When is the time for him to begin being a real father?
- 2) What can a father do when the baby is small?
- 3) Bathing and feeding the baby can be a two-person job, can't it?
- 4) Do you agree that many fathers think that the care of babies and children is the mother's job entirely?
- 5) The typical father in many households likes to slump down onto the sofa and read a paper or watch the telly, doesn't he?
- 6) So should fathers leave it all to their wives? Won't they find it hard to push their way into the picture later?
- 7) Do you agree that the father's closeness and friendliness to his children will have a vital effect on their spirits and characters for the rest of their lives?



4.16. Argue for or against the following statements. Make up your own statements to prove or contradict to continue the discussion.

- 1) The home atmosphere should be friendly and relaxed.
- 2) One's home should be a welcoming place.
- 3) Common interests and hobbies bring parents and children together.
- 4) Children must show understanding and adequate response to everything.
So must parents.
- 5) Parents' main job is to discipline children into being good.
- 6) All a child needs in the way of care is cleanliness and enough food.

- 7) The father's role is to provide for the family.
- 8) Do you think family rows are inevitable?
- 9) Which comes first in the family: duty to self or duty to others?

4.17. What qualities should a good mother and father possess?

Useful vocabulary: responsive, compassionate, stable, perceptive, intuitive, thoughtful, persistent, morally excellent, trustworthy, consistent, secure, realistic, reliable, pacifying. See Topical Vocabulary for more words. Speak on each quality answering the question: What will any family gain if parents possess this quality?

4.18. What qualities and attitude to family matters are destructive and ruinous to children?

4.19. Make up a list (as long as you can):

- 1) of two-person jobs in the family;
 - 2) of two-person duties that ensure a child's happiness;
 - 3) of things, actions, qualities that make up a well-adjusted home life.
- Choose the winner.

WRITING ACTIVITIES



4.20. Write an essay "What Kind of Parents We Need to Heal Our Families."

Part 5.

PRESS REVIEW



The prime responsibility for the upbringing of children rests with parents and the vast majority of children do grow in caring families. But, still, children need protection nowadays. They need protection against war and hunger, against violence and ill-treatment.

Read the following magazine and newspaper articles and outline different approaches to the problem of child protection.

Text 1. Money Is the Only Home

5.1. Read the passage through. In your opinion, which of the statements below best sums up its main idea?

- 1) Creighton Montgomery was particularly protective of his daughter.
- 2) Very rich girls are rather Victorian and old-fashioned.
- 3) The rich still have families because of the influence of their money.
- 4) The generation gap only occurs in the lower and middle classes.
- 5) The rich can control their children's lives without being near them.
- 6) Marianne Montgomery lived a very sheltered life.

Marianne Hardwick was timid and unadventurous, her vitality consumed by physical inactivity and longing, her intelligence by indecisiveness, but this had less to do with the innate characteristics of the weaker sex (as her father, Creighton Montgomery, called it) than with the enfeebling circumstances of her upbringing. Creighton Montgomery had enough money to mould his daughters according to his misconceptions: girls were not meant to fend for themselves, so he protected them from life. Which is to say that Marianne Montgomery grew up without making any vital choices for herself. Prevented from acquiring the habits of freedom and strength of character which grow from decision-making, very rich girls, whose parents have the means to protect them in such a crippling fashion, are the last representatives of Victorian womanhood. Though they may have the boldest manners and most up-to-date ideas, they share their great-grandmothers' humble dependence.

Most parents these days have to rely on their force of personality and whatever love and respect they can inspire to exert any influence on their children at all, but there is still an awful lot of parental authority that big money can buy. Multi-millionaires have more of everything than ordinary mortals, including more parent power, and their sons and daughters have about as much opportunity to develop according to their own inclinations as they would have had in the age of absolute monarchy.

The rich still have families.

The great divide between the generations, which is so much taken for granted that no one remarks on it any longer, is the plight of the lower and middle classes, whose children begin to drift away as soon as they are old enough to go to school. The parents cannot control the school, and have even less say as to what company and ideas the child will be exposed to; nor can they isolate him from the public mood, the spirit of the age. It is an often-heard complaint of the middle-class mother, for instance, that she must let her children watch television

for hours on and every day if she is to steal any time for herself. The rich have no such problems; they can keep their offspring from morning till night without being near them for a minute more than they choose to be, and can exercise almost total control over their environment. As for schooling, they can hand-pick tutors with sound views to come to the children, who may never leave the grounds their parents own, in town, in the country, by the sea, unless for an exceptionally secure boarding school or a well-chaperoned trip abroad. It would have been easier for little Marianne Montgomery to go to Cairo than to the nearest newsstand.

(Stephen Vizinczey: An Innocent Millionaire.)

* * *



Note: chaperon *[ˈʃæpəˈrɑːn]* – a middle-aged lady companion taking care of a young girl of a noble family and accompanying her to the balls.

WORD STUDY ACTIVITIES

5.2. Each adjective in the column on the right means more or less the same as one of the adjectives on the left. Match the words with their probable meanings.

Innate	with a low opinion of oneself
Enfeebling	essential
Vital	harmful and restricting
Crippling	inborn
Humble	weakening



5.3. Explain to your fellow-students the meaning of the words given below.

Unadventurous, to consume, misconceptions, to fend for oneself, ordinary mortals, to be exposed to the ideas, plight, sound views, well-chaperoned.

5.4. Rephrase the following using the words and word-combinations from the text.

- 1) Creighton Montgomery had enough money to cultivate his daughters' characters according to his views on life.
- 2) ... girls were not meant to take care of themselves, so he sheltered them from life.

- 3) ... very rich girls, whose parents have the means to protect them in such a harmful and restricting way.
- 4) Misunderstandings and frictions between the generations ... is the lot of the lower and middle classes whose children begin to isolate themselves from their parents as soon as they are old enough to go to school.
- 5) They can choose tutors with reasonable and measured views on life.
- 6) The parents cannot control the school, and have even less influence as to what environment the child will be drawn into.
- 7) The children of very rich families may never leave the territory (buildings and premises) owned by their parents in town, in the country, by the sea.

5.5. Express your opinion on the following.

- 1) There is an awful lot of parental authority that big money can buy.
- 2) Multi-millionaires have more of everything than ordinary mortals including more parent power.
- 3) The habits of freedom and strength of character grow from decision-making.
- 4) Middle-class parents cannot control either the school or the company and ideals the child will be exposed to.
- 5) The rich can exercise almost total control over their children's environment.
- 6) The offspring of the rich are closer to their parents than the children of the poor and middle-class families.
- 7) The rich still have families. (What about other mortals?)
- 8) Most parents these days have to rely on their force of personality to exert any influence over their children.
- 9) They can also count on whatever love and respect they can inspire to exert control over their children.

5.6. Amplify these statements giving your attitude to the ideas.

- 1) Creighton Montgomery was particularly protective of his daughter.
- 2) Very rich girls are rather Victorian and old-fashioned.
- 3) The rich still have families because of the influence of their money.
- 4) The generation gap occurs only in lower and middle classes.
- 5) The rich can control their children's lives without being near them.

6) Marianne Montgomery lived a very sheltered life.

5.7. Account for the title.

5.8. Work in groups of two or three.

Using words and expressions from the text discuss and then note down what you think the author might say about rich people's souls. Compare your notes with those of the neighbouring group.

5.9. In groups of two or three define the "family" of the twentieth century. Write down a short definition and show it to a neighbouring group. Discuss the definitions.

WRITING ACTIVITIES



5.10. Write a summary of Text 1.

5.11. Write an essay on the following topics. Choose the most appropriate type of the essay.

- 1) The Things We Need Deeply In Our Life: Love, Communication, Respect and Good Relationships Have Their Beginnings In the Family.
- 2) Families Provide a Setting In Which Children Can Be Born and Reared.
- 3) Like Father, Like Son.

Text 2. Protecting Children from the World

(By Ellen Goodman)

It was dark outside and snowing. The first snow of the year, silent and magical, had just begun to cover the streets and even the garbage cans around the house. For one night at least, it seemed that any greyness and sadness in the world could be, would be covered with the beauty of the white snow.

However, inside the house, the people in front of the television set were watching a new version of an old story, "The Diary of Anne Frank." The story of Anne, a little girl who was caught in the fighting of a war many years ago, was not new to the adults in the audience. They knew about how Anne and her family had tried to hide from their enemies, and that only one of them had survived. The grown-ups watched the performance with a different eye than the little girl beside them. She was not as tough as they were. She had not yet

learned to take the magazines with covers of starving children off the breakfast table. She had not learnt to discuss the cruelty of the world intellectually. She had not learned what the adults had learned: to put human sufferings and pain in their place. She was still a child; she still closed her eyes during the scary parts of movies. She was afraid for Anne Frank.

When the movie was over, well past her bedtime, the girl turned to her mother and said – did not ask, but said – “That couldn’t happen here.”

Her mother paused for a moment and answered honestly, “I hope not.”

The girl was not satisfied. She got into her bed and said directly, “I just want you to tell me that everything is going to be OK until I grow up.” The mother answered, “I know that you do. I’d like to tell you that everything is going to be OK.”

They had had discussions like this before, talking about cancer and war, accidents and evil. At some of these moments, the girl wanted a gift of reassurance. The mother wanted to give it to her. The child wanted protection. The parent wanted to protect. It is in the nature of things, of parent and child things. Yet, somehow as the girl grew older, her mother was unable or unwilling to cover reality with an inch of fresh snow. She was reluctant to give false assurances.

When the child was a baby, safety was a matter of putting covers on electrical outlets and gates on stairways. Now, however, this mother was far aware of her own inability to protect her child’s safe world. Halfway to adulthood, children have to protect themselves with their own awareness. Unfortunately, it isn’t always simple. There are always contradictions. We don’t want to frighten children and don’t want to lie to them. We want to be realistic and yet make them feel secure. This mother felt the problem deeply. For instance, she knew a woman who parented by terror, telling her children stories of childhood disasters, from babies dying in their cribs to choking on balloons, crackers, and milk. This woman told her sons these stories until they were afraid to do anything. On the opposite side, she knew about other parents who tried to protect their children from everything. They kept the realness of death from their offspring. Reality was a shock to their children when the protection was gone.

Parents are careful people. We want to wrap our children in clean white surroundings, to save them from war, disease, evil. We have an investment in believing that the world will be good to them. We are equally aware that they might be caught between the real and the ideal worlds, between good and danger. So, we tell them to be trusting but not to take candy from strangers. We tell them to be generous but not to let anyone take advantage of them. We tell them to believe that people are good but to watch out for those who are evil. We worry that some will be trapped, like Anne Frank at the end of her diary and near the end of her life, “trying to find a way of becoming what I would so much

to be and what I could be, if there weren't any other people living in the world" – if there weren't any evil in the world.

The mother watched the snow falling past the window next to her daughter's bed. She wanted to promise that the world would be safe, but she didn't. "This is," she said to herself, "one of the things that parents do. We supervise our children's loss of innocence before the world does it for us."

* * *

5.12. Answer the questions.

- 1) What is the time and place of action?
- 2) What was the weather like?
- 3) What was the snow actually covering around the house?
- 4) What does the author hope that the snow will also cover?
- 5) What were the people inside the house watching on their television set?
- 6) What is the story about?
- 7) What had the adults learned that the little girl had not?
- 8) What did the little girl want her mother to do? Why?
- 9) What was the mother reluctant to do? Why?
- 10) Why does Ellen Goodman say that we have to teach our children contradictions?
- 11) What are the two examples of protective parents? Describe them. What can you say about the two extremes? What conclusion and solution of your own can you suggest?
- 12) In the middle of paragraph 2 is this sentence: "She had not yet learned to take the magazines with covers of starving children off the breakfast table." What do the magazines symbolize or represent?
 - a. terrible stories
 - b. harsh reality
 - c. a clean table
 - d. education
- 13) Find the sentences that have some reference to snow or clean whiteness. What do you think the snow symbolizes or really represents?

5.13. Decide whether the following statements are facts or opinions of the author.

- 1) It was snowing outside.
- 2) The little girl was not as tough as the grown-ups.
- 3) They were watching the "Diary of Anne Frank."

- 4) The little girl felt afraid.
- 5) The mother shouldn't protect the child from reality.
- 6) The child had been protected when she was a baby with covers on electrical outlets and gates on stairways.
- 7) Children have to learn how to protect themselves.

5.14. Answer these questions about yourself.

- 1) Say how you were protected in childhood.
- 2) Did you feel safe?
- 3) What were you afraid of?
- 4) Who and how removed your fears?
- 5) Can you say that now you know how to protect yourself?
- 6) How do you think you will teach your own children to feel safe?
- 7) What should children be protected against?
- 8) Is the world around us hostile or friendly?
- 9) What do you think is the right attitude to the surrounding world?

Part 6. RENDERING ACTIVITIES



6.1. Read the text about what the term "Rendering" implies in *Appendix 2*. Memorize the ideas and the essential vocabulary.



6.2. Use the vocabulary asking each other questions on one of the chapters from the book for home reading.

6.3. Act as a teacher. Ask the class questions on the story everyone has read.

6.4. Tell the class any English story using the given vocabulary.

6.5. Read the following Russian story. Make up a short introduction to the text, pointing out the main idea and the problems raised in it.

Капризные дети



Родители часто спрашивают, почему дети становятся капризными. Они не знают, как с этим бороться.

Детские капризы, особенно в дошкольном возрасте, бывают, к сожалению, довольно часто. За немногим исключением, когда капризы

связаны с болезненным состоянием ребенка, причиной их являются ошибки в воспитании, которых родители подчас не замечают или не придают им значения.

Если говорить в самой общей форме, то каприз выражается в беспричинной смене желаний и требований, причем часто необоснованных, удовлетворения которых ребенок добивается любым способом, в том числе плачем, криком. Скажем, ребенок требует купить ему новую игрушку. Мама спокойно объясняет, что сегодня этого сделать нельзя: ну, предположим, нет денег. Тогда дитя применяет арсенал испытанных средств: начинает ныть, пищать, потом, если это не помогает, плакать, кричать, в конце концов закатывает “истеричку”. И мама под влиянием такой “психологической атаки” часто сдается – покупает ему эту игрушку (только перестань кричать!). Что стоит за такой ситуацией?

Во-первых, ребенок привыкает к тому, что удовлетворяется любое его желание. Во-вторых, он начинает понимать, что если мама по-хорошему не удовлетворит это его желание, то такого бурного поведения она не выдержит. И вот вам первый совет: не спешите выполнять каждое желание ребенка. Ведь в иной семье у него чего только нет: игрушек – десятки (некоторые родители наивно полагают, что чем больше, тем лучше), книжек – целая библиотека. И ребёнок не приучается к главному: любую вещь надо заслужить. Такое неумеренное удовлетворение желаний и требований ребенка – первая причина развития капризов.

Второй совет: последите за тем, чтобы в семье соблюдалось единство требований к ребенку. Беда, когда один родитель что-либо запрещает, другой – разрешает. Ребенок быстро улавливает слабые и сильные стороны близких и по-своему их использует. Ведь недаром очень часто мы наблюдаем картину: при одном родителе малыш и не думает капризничать (дадут то, что просит, - спасибо, нет – спокойно переживает это), при другом – попробуй не дай: “покажу небо в алмазах!”.

Помните: при первом появлении капризов еще можно без особого труда отучить ребенка от них. Но когда они становятся привычкой, ломать такой образ действий уже гораздо сложнее. Здесь нужно больше терпения. Это трудно, но возможно.

Старайтесь приучить ребенка к правильному тону. Никаких криков, плачей, “истерич”. Знайте: ребенок не сразу подчинится новым требованиям, он, особенно вначале, будет еще сильнее требовать своего. И здесь есть единственный путь: спокойно выдержать все притязания ребенка. Опыт учит, что если родители десятков раз выдержат такие “натиски” ребенка, то понемногу тот начнет более спокойно просить то, что ему нужно. Итак, терпение, терпение и еще раз терпение.

(В. Шершаков, психолог)

* * *

6.6. What do you think is the author's communicative aim? Read the statements below, choose the ones that are to the point and account for your choice.

- 1) to give examples of family problems;
- 2) to warn parents against common errors in upbringing;
- 3) to help parents with practical advice;
- 4) to give parents knowledge of child psychology;
- 5) to convince the reader that everyone can bring up a worthy citizen.

6.7. Render the text passage after passage using the following props:

Capricious; to be provoked by; pre-school age; to be of little consequence; to satisfy sb's whims; to spare no pains; to get what one is after; to whimper; to whine; to bawl; to screech; to shriek; to make a scene in public; to go into hysterics; to strain sb's patience; to indulge sb's desires; to lavish sb with creature comforts; permissiveness; overindulgence; to pamper sb; to be too lenient/exacting; to give sb too much rope; to make it hot for sb; to use parental pressure; to break the stereotype; to cultivate/mould/encourage sb/sth; to be patient and tolerant; to take up a firm attitude; to reason with sb; to talk sb into/out of sth/doing sth; to give in.

6.8. To which of the three groups do capricious children belong?

- 1) easy;
- 2) slow-to-warm-up;
- 3) difficult.

Or may be to none or all of them. Give well-grounded arguments to prove your opinion.

6.9. Arrange the information you have got on these lines: problems – causes – solutions.



6.10. Discuss the problems raised in the story in class. Think of the necessary questions and statements to prove or contradict to lead the discussion.

6.11. Draw the conclusion. The following statements may serve as the guidelines:

- 1) it doesn't do to be too hesitant in asking for reasonable behaviour
- 2) it is harmful to be afraid to deny one's child his pleasure
- 3) permissiveness makes the child meaner and all the more demanding
- 4) if you pamper the child, he may turn into a disagreeable tyrant and you will suffer from his tyranny
- 5) overindulgence is dangerous
- 6) if you are firm and exacting, the child may sweeten up very fast
- 7) the children themselves can't be happy unless they behave reasonably.

6.12. Read the text below. Formulate its controlling idea.

Детская ложь

Юре 4 года. Его мама обратилась к детскому психологу по настоянию всей многочисленной семьи. Всех их (правда, маму в меньшей степени) настораживает, что Юра «все время врет». Итак, слушаем маму.

- Вот вчера, например, Юра пришел из детского сада и рассказал, что у них в группе появился новенький мальчик, который умеет шевелить ушами. Казалось бы – ерунда, но только я потом узнаю, что никакой новенький к ним не поступал – ни тот, что шевелит ушами, ни какой-либо другой. Зачем он все это придумал?

И все же маму, которой вранье сына казалось не таким уж страшным преступлением, интуиция не подводила. Дело в том, что Юрины выдумки относятся к столь характерным для дошкольного возраста «детским конфабуляциям» – фантазиям без всякого умысла, которые в сознании ребенка почти сливаются с реальностью. Ребенок, сочинив историю о том, как он повстречал во дворе черепашек ниндзя или проглотил нечаянно гвоздь (о ужас!), будет с жаром доказывать, что так оно и было. Это все действительно со временем пройдет, а пока – проявим же и мы юмор и фантазию.

• Партизанская война

... Мать 13-летней Иры написала в анкете, которую на родительском собрании ей вручил школьный психолог, что ее дочь «лживая, хитрая девочка», и попросилась на прием. Вот что она рассказала в кабинете психолога: «Ира стала скрытной, ничем со мной не делится, часто обманывает. Подружки у нее завелись – *те еще* девочки... О школьных делах узнаю только от классного руководителя»...

Что же предпринимает мама в такой ситуации? Разумеется, все, что в ее силах: подслушивает телефонные разговоры, вскрывает письма дочери, обыскивает ее комнату, проверяет карманы.

Увы, далеко не для всех взрослых очевидно, что дети тоже имеют право на собственные тайны. Сейчас уже трудно разобраться, где причина, а где следствие, но стоит ли говорить, что тюремные меры не имеют ничего общего с настоящим воспитанием, с умной заботой о благе ребенка. Они озлобляют, заставляют их чувствовать свое бессилие, подталкивают к желанию поступать наперекор – «никогда тебе ничего не скажу!»

Вы возразите, что мама Иры действует так по своему неведению, мол, нет у нее и у большинства мам специального образования, чтобы знать в какой ситуации как правильно поступить. Но как сказал один известный педагог, «мы превратили воспитание детей в профессию, тогда как это естественное человеческое занятие». Так что не стоит слишком часто перекладывать ответственность за своих детей на умных специалистов.

• Ложь во спасение

Мы прощаем ту ложь, которая произносится во благо ближнего. Мы даже придумали ей красивое название – «ложь во спасение». Ну, а как насчет лжи во спасение самого себя – от родительского гнева, от жестокого наказания, от длительного разбирательства? Мы хотим видеть в своих детях стойких оловянных солдатиков, мужественно сознающих всегда во всех своих проступках. На самом деле, дети часто лгут ... из экономии времени. Просто они уже поняли, что чашку из буфета нужно доставать аккуратнее, а к английскому готовиться тщательнее – а вы будете им это долго, нудно и не всегда тактично объяснять.

Второклассница Лиза, дочь моих соседей, как все нормальные дети (да-да!) изредка врет. А поскольку это все же не самое лучшее качество, и с ним нужно бороться, родители сами разработали несколько принципов, которыми охотно поделились со мной:

Принцип первый. Ребенок всегда должен знать, что сознаться ему выгоднее, чем промолчать или обмануть.

Вас коробит слово «выгода»? Мол, а как же мораль, и в чем же тогда заключается честность? Но, во-первых, как мы намерены сформировать моральную устойчивость у ребенка, наказывая его совершенно одинаково как за сам проступок, так и за ложь? А, во-вторых, разве сами мы не поступаем исходя из соображений выгоды – не только материальной, но и нравственной? Итак, мы должны быть справедливыми, помогая ребенку стать честным.

Принцип второй. Родители – не карающая дубинка. В любой ситуации ребенок может быть прощен, и мир восстановлен. Дети не должны нас бояться. Ведь подчас именно страх подталкивает их ко лжи.

Принцип третий. Не надо лицемерить – ребенок должен знать, что есть ситуации, в которых можно врать. Начиная от самых примитивных («Извините, я тороплюсь» вместо «Мне неприятно с Вами разговаривать») до более сложных. Есть такие ситуации и в жизни детей. Обсудите их вместе – ненавязчиво, по-доброму, с юмором.

Но бывают случаи патологической лжи и других нарушений в поведении ребенка. Тогда лучше начать бить тревогу как можно раньше. Такие дети потребуют от родителей много сил, терпения, любви и заботы, но только родители смогут им помочь.

Как мы видим, детская ложь неоднозначна как в своих причинах, так и в проявлении. Как нам поступить, столкнувшись с ней, зависит от того, с каким ее видом мы имеем дело. Только не думайте, пожалуйста: «Пусть он будет идеальным ребенком, а я буду идеальным родителем». Начните с себя.

* * *

6.13. Make up an outline of the story. Provide each item of the outline with the necessary props (see Topical Vocabulary). Render the text in English using the props.

6.14. What problems are raised in the article? Make up a list of them and dwell on each one in detail. Read the passage below as an illustration of how to do it.

«Although most people would agree that lying to gain unfair advantage over an unknowing victim is wrong, another kind of mistruth – the “white lie” – isn’t so easy to dismiss as completely unethical. White lies are untruths that are unmalicious, or even helpful, to the person to whom they are told. Over half of all white lies are justified as a way to prevent an embarrassment. Such lying is often given the approving label “tact”. Sometimes a face-saving lie saves face for the recipient, such as when you pretend to remember someone at a party in order to save them the embarrassment of being forgotten. Other white lies are told to prevent conflicts. You might, for instance, say you are not upset at a friend's teasing in order to prevent the hassle that would result if you expressed your annoyance.»

What do you think of telling lies for noble purposes? Is it necessary to tell people what we really think of them if our attitude is not quite

favourable? Is to speak one's mind freely a positive or a negative trait of character?

6.15. Express your opinion on the following:

- 1) telling the truth is a disease;
- 2) it's difficult for truthful people to adapt themselves to the behaviour of the world;
- 3) the world abounds in lies and truthlovers may find themselves in a mental home;
- 4) honesty is the best policy;
- 5) truth lies at the bottom of a well.
- 6) «Truth is seldom pure and never simple» (O. Wilde).

6.16. Prepare a 3-minute talk on how to cultivate truthfulness in children. Recall your own childhood experience.

6.17. Comment on M. Twain's joke: «Truth is the most valuable thing we have. Let us economize it.»

6.18. The text below is a disputable one. Read it and write down the controversial points.

Чада «новых русских» боятся полицейских и пытаются игрушки

«Хотите ли вы быть богатыми?» – спросил корреспондент КП детей преуспевающих бизнесменов. «Нет», - твердо ответил первый же опрошенный. Думал – случайность, но все остальные с виду благополучные чада ответили примерно в том же духе.

Татьяна Шишова – детский психолог. Уже много лет она ведет прием маленьких граждан. Среди ее подопечных много детей с высоким уровнем материальной обеспеченности. И она очень озабочена состоянием их психики.

Когда к нам приходят дети богатых родителей, - говорит Татьяна Львовна, - они рассказывают, что отец раньше был совершенно другим. А теперь у него нет времени, он стал нервным, меньше времени тратит на семью, пьет. На работе еще как-то держится, а дома срывается.

Привели на консультацию мальчика. Он мог долго и без причины смеяться, до истерики. А раньше был совершенно другой ребенок,

нормально развивался. Но года два назад отец занялся бизнесом. Жена рассказывает: «Я стала чувствовать себя плохо. Он откупается от меня и сына». Мальчик неимоверно переживал. У него разладился контакт с отцом. Он почувствовал себя лишним.

Часто семьи, начавшие много зарабатывать, подумывают о том, как бы вывезти детей из России. Но ребята и так зачастую одиноки, их просто ограждают от жизни. А уж если воспитываться за границей...

Другую девочку мы наблюдаем несколько лет. Родители купили за границей дом и перевезли туда дочь вместе с бабушкой и дедушкой. Живут в Москве, иногда ездят к дочери и родителям.

Сначала они были страшно довольны. Потом пошли разговоры, что дочь становится нервной. А сейчас с девочкой творится такое, что мать хватается за голову. Это пахнет клиникой... У нее так и не установился нормальный контакт с местными детьми. Возник повышенный сексуальный интерес, не обусловленный никакими физиологическими причинами – ей всего 10 лет.

В богатых семьях существует три установки относительно бедных.

Первая: «Бедные сами виноваты. Они - лентяи, не умеют зарабатывать деньги». Эта установка несет огромный запас агрессии, а не доброты и сострадания, к которым обычно склонен маленький человек. Агрессия затрудняет все контакты, потому что направлена она против всего мира.

Вторая установка: «У бедных свои проблемы, у нас – свои. Мы не имеем к ним никакого отношения». Это просто отгороженность от всего мира, то, что называется аутизацией. Есть даже такое заболевание – аутизм, когда ребенок «уходит в себя». Они очень быстро овладевают компьютером, но при этом испытывают огромные трудности в общении. И это катастрофа для их родителей, поскольку они претендуют на то, чтобы их дети занимали передовые места во всех структурах общества. А это невозможно без коммуникабельности.

Третья установка, казалось бы, наиболее благоприятна для психики ребенка: «Мир устроен несправедливо. На свете есть бедные и мы должны помогать им по мере сил». Но это не слишком успокаивает детскую душу. Ребенок страдает, когда понимает, что его родители причастны к миру несправедливости.

Какие проблемы вытекают из этих трех установок? Очень много страхов. И, надо сказать, вполне оправданных. Бизнесмены – это зона риска. Представьте, что может чувствовать ребенок, к которому приставлен телохранитель. Опять же семейные разговоры: даже если при ребенке родители не говорят об убийствах и «наездах», дети так или иначе информацию эту выуживают.

Отцы в таких семьях, как правило, независимые и «крутые». А сыновья мягкие по натуре. И возникает конфликт: отец хочет, чтобы у него рос «настоящий мужчина». Ребенок от этого становится нервным. Отец, в свою очередь, начинает считать его слюнтяем. Нарастает непонимание.

В одной семье мальчик боялся отца, который часто срывался на нем, темноты боялся, смерти, чего угодно. А с другой стороны – жуткие фантазии относительно воров, полиции, электрического стула. Он пытал свои игрушки.

Я бы не советовала становиться слишком «крутым» ради детей. Вся эта мишура – машины, поездки, роскошь – к ней быстро привыкают. Не потеряйте из-за всего этого ребенка.

* * *

6.19. Divide the text into logical parts. Entitle each part. Formulate the controlling idea of each part.



6.20. Provide the necessary props for rendering.

Write them down on a sheet of paper arranging them in the logical succession reflecting the development of the plot. Exchange your props with your classmates. Render the text in English.

6.21. Discuss the controversial points you've formulated in **6.18**. Give arguments for and against. Use various ways to support your opinion.

6.22. Read the poem by R. Kipling. Dwell on his credo of upbringing in a lengthy monologue.

If

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream – and not make dreams your master;

If you can think – and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build 'em up with worn out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on",

If you can talk with crowds and keep your virtue,
Or walk with kings – not lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can feel the unforgiving minute
With sixty seconds' worth of distance run –
Yours is the earth and everything that's in it,
And – which is more – you'll be a Man, my son!

6.23. Learn the poem by heart. Arrange a reciting contest. Choose the winner.

6.24. Why is the word "Man" capitalized in the last line? Does your concept of a Man differ much from that of Kipling?

6.25. Make up a list of words and word combinations that render best Kipling's views on upbringing.

WRITING ACTIVITIES



6.26. Write an essay on your credo of upbringing.

LONG TERM TASK

6.27. Speak on the concepts of upbringing in works by outstanding pedagogues - V. Sukhomlinsky, J. Korchak, modern German trend in upbringing "Grunewald".

VIEWING ACTIVITIES



6.28. Watch the film "Forrest Gump" and do the exercises below.

PRE-VIEWING ACTIVITIES

The Cast:

- 1) Forrest Gump
- 2) Mrs. Gump – Tom's mother
- 3) Genny [dʒi:ni]
- 4) Lieutenant Dane Taylor
- 5) Baba – Benjamin Bilford Blue

The Key Words:

Braces; smart; be on a slow side; be like peas and carrots; be enlisted in the Army; shrimping business; be awarded the Congressional Medal of Honour; a national celebrity; stupid is as stupid does.

WHILE-VIEWING ACTIVITIES

6.29. Try to memorize the situations in which the following words were pronounced.

- 1) Mum said they were my magic shoes, they would take me anywhere.
- 2) He might be just on a slow side but he's going to have the same chances as everybody else.
- 3) You do your very best, Forrest.
- 4) I do remember the first time I heard the sweetest voice in the world.
- 5) Run, Forrest, run!

- 6) Baba was my best good friend. I had to make sure he was O.K.
- 7) I had a destiny, I was destined to die in the field. What am I gonna do now?
- 8) I wanna be famous. I wanna be like Joan Bayes.
- 9) I know all there is to know about shrimping business.
- 10) If you become a shrimp-boat captain, I'll be your best mate.
- 11) Only after three years of playing football I graduated from College.
- 12) We were like a family, Jenny and me.
- 13) He was from a long military tradition.
- 14) They are sending me to Vietnam.
- 15) He was going to grab me.
- 16) He should not be hitting you, Jenny.
- 17) He is one of the smartest in his class,

6.30. Answer the following comprehension questions.

- 1) Why did Forrest's mother want him to study at a school for normal children?
- 2) Why were the boys on the bus alien to Forrest?
- 3) What brought Forrest and Jenny close to each other?
- 4) What was Jenny's family background?
- 5) How did it happen that Forrest got rid of the braces?
- 6) What helped Forrest to graduate from College?
- 7) What was Jenny's way of life after she had been expelled from College?
- 8) Why do you think Jenny took to drugs?
- 9) Why did Forrest's mother always keep saying: "Forrest, you are not worse than others. You are just the same as everybody else."
- 10) How did it happen that Forrest went into shrimping business?

AFTER-VIEWING ACTIVITIES

6.31. Speak on the way Forrest's mother brought him up. See if you want to use any of the vocabulary below.

To be kind and understanding; tolerant and patient; to give the child every opportunity to develop his abilities; to give him equal chances with everybody else; to use encouragement rather than punishment; not to demand perfection; to cultivate in a child a quiet feeling of self-respect; to make the most of his life; to make the most of what God gave you; not to be envious of other people's success; to have relationships based on mutual sympathy, warmth and devotion; to be taught empathy (the ability to sympathize and feel sorry for other people); not to embitter a child.

6.32. What was the leading quality of Forrest Gump's character?

Some evil-minded person might say that Forrest just hasn't got enough brains to be egocentric, to think of some nasty things to do. W.S. Maugham in one of his stories wrote about his character that he possessed a quality which is the rarest, the most precious and the loveliest that anyone can have ... and it was goodness, just goodness.

Do you think it can be applied to Forrest Gump? Give arguments for or against.

6.33. Draw the character sketches of Jenny and Mrs. Gump.

6.34. Outline the problems tackled in the film. Pick out the necessary vocabulary (in the film and in your Topical Vocabulary) to be used in your talk on the problem of family upbringing.

6.35. The film "Forrest Gump" was awarded several Oscars, the Prize for Humanism in Art among them. Do you think it is worth it?

6.36. Make a report on the topic "You Should Make the Most of What God Gave You."

SMILE AND RELAX



6.37. Watch the film "Mary Poppins" and discuss it.

UNIT 2. THE TEACHER'S PROFESSION

Part 1. AUDIO-ORAL INDUCTION



1.1. Listen to the recording of the discussion without looking at the text and say what it is about. What personal qualities are indispensable for the teacher's profession? What pitfalls must a beginning teacher be safeguarded against?

- Our topic today is education, or, to be more specific, the teacher's profession. It is common knowledge that the teacher's profession comprises many aspects of other professions and involves quite a lot of indispensable personal characteristics. Carolyn, I hope you don't mind being the first to speak. You have the reputation of being your pupils' best friend. How do you gain their affection? What personal qualities make a good teacher?

- I don't think it right to start with self praise. I am not at all sure that I have all the makings of a teacher. I'll just tell you, why I have chosen this profession. I love children and I love French.

- But of course you do have the makings of a teacher, hasn't she, Dr. Jones?

- I'd say as much. Now, Carolyn, excuse my taking you to pieces, but I can't help it. You're intelligent and have a sense of humour. You're firm but tolerant and patient. You're responsive and easy to deal with, but somehow, you always get your way. You're creative and enthusiastic. You're always punctual. And, last but not least, you speak French like a Frenchwoman.

- (Carolyn) I can hardly believe that one person can possess so many virtues!

- (Class) But that's true! You really do! ...

- If one hasn't these qualities, the primary task is to mould them in oneself. Our profession involves constant self-education and self-sculpture. You're a probationer, Jane, aren't you? What problems have you been confronted with during your first days at school?

- They are misbehaviour and breaches of discipline, asserting my authority as a teacher, finding a way with children, adjusting to my colleagues, making contact with parents, et cetera. In fact, the problems are so numerous that they look insurmountable.

- Which do you think is the most difficult?

- For me, it is maintaining discipline. It is very hard to be firm and exacting without losing touch with children and alienating them. On the other hand, by trying to be popular, showing response and understanding I've failed to assert my authority, I've lost control and they seem to have got out of hand.

- They say the best way to assert one's authority is by taking up a firm attitude from the very beginning. The teacher-pupil relationship is a tightrope to be walked. Being too lenient and permissive causes familiarity and familiarity breeds contempt. I'll start by making them know who is boss and by setting my class in order.

- (Class) Don't speak too soon! It's easier said than done! We'll live and see!

- It is a good idea but it is no easy matter to find a way with children. It is not every beginner that copes with the task from the start. More often than not it takes a lot of experience and patience.

- But still, what do I do first thing when I start? What is meant by taking up a firm attitude? Is it punishment? What kind of penalties can be used at school?

- (Class) Notifying the pupil's parents! Sending the wrongdoer away from the lesson! Reporting to the Headmaster! Bringing the offender before the form meeting! Detaining them after class! Sentencing them to some work!

- Well, all these penalties may be effective in some cases. But in most cases they don't work. Neither does telling-off, shouting, threatening or scaring. I must warn you against overestimating the educational value of punishment.

- It all looks rather hopeless. There seems to be no sure way of asserting one's authority.

- I'm afraid you're right. There is no universal recipe. It is individual. It involves such qualities as a feeling for atmosphere, resourcefulness, quick wit, a sense of humour and what not.

- Society sets a lot of demands on the teacher and education at large. The main responsibility of the teacher is cultivation of human virtues such as honesty and loyalty, compassion and sympathy, inquisitiveness, creativity, love of work. It is my firm belief that the spiritual moulding of a personality comes first!

- This list of qualities may be continued and it largely depends on the country. Americans would surely place special emphasis on moulding the sense of the country's cultural values, such as self-reliance, individual freedom and individual achievement.

- I've been waiting for an opening to say that all this talk about the teacher's personality and the pupils' spiritual development seems to leave no room for teaching! In my opinion it is teaching that should be the teacher's main concern!

- By the way, I have some interesting comparative research data on personal qualities vs teaching skills as evaluated by teachers and children. You'd be surprised at the results!

- I'm sure we'd all appreciate your information but I'm afraid it'll have to be next time. Do share it with us at our next meeting. Thank you all for coming and participation!

1.2. Listen to the recording a second time and find answers to the following questions:

- 1) Why is Carolyn Stilling chosen as the first speaker?
- 2) What personal qualities is she said to possess that make her a good teacher?
- 3) What are the problems Jane Page has to deal with?
- 4) What are the dangers of being too lenient and permissive?
- 5) What kind of penalties can be used at school?
- 6) Why does the psychologist say there's no universal recipe?
- 7) What is the essence of the argument at the end of the discussion?



1.3. Here is a song that'll help you to memorize some of the new words introduced in the discussion (sung to the tune of "От улыбки станет мир светлей...")

Do you know that teaching is an art?

Do you know all the makings of a teacher?

Many virtues, only minor faults,

Quite a lot of splendid qualities and features.

They are talent, knowledge, wit,

Being punctual and neat,

Tact and prudence, and intelligence, and reason,

Firmness, humour and the lot,

Patience, tolerance, what not,

Creativity, enthusiasm and wisdom.

Try to be as friendly as you can,

Reassuring, encouraging and praising,

But don't you fail to hold them all in hand

Dealing swiftly with the naughty and the lazy.

Use your talent, knowledge, wit...

Etc.

1.4. Act as teacher (T.) practising the topical vocabulary and the patterns used in the discussion. To get ready for the lesson, do these things:



1) Select the vocabulary to use as substitutes for the underlined words in the models below (use the *Topical Vocabulary: "Upbringing"*).

2) Prepare hand-outs with the selected vocabulary for your fellow-students to use during class.

3) Give the necessary instruction during class how to do the drill.

4) Conduct the drill.

Model 1: St. A: - I think Jane has all the makings of a teacher.

St. B: - I'd say as much. She is intelligent and enthusiastic and has a sense of humour.

Model 2: St. A: - The problems are so numerous, they seem insurmountable.

T.: - Which do you think is the hardest to cope with?

St.: - For me, it is adjusting to my colleagues.

Model 3: St. A: - How are you getting on with your class?

St. B: - I've failed to assert my authority. They've got out of hand.

St. A: - Oh, no! It can't be as bad as that.

Model 4: St. A: - What do you think is the best way for a teacher to assert her authority?

St. B: - By taking up a firm attitude.

Model 5: A substitution drill to be done in chorus

T: 1. It is no easy-matter to maintain discipline.

2. It takes a lot of experience to find a way with children.

3. Impertinence is very hard to cope with.

Model 6: T: - Sending a wrong-doer away from the lesson may be very effective.

St: - Oh, no! I disagree! Sending them away doesn't work. Neither does shouting.

Model 7: St. A: - What do you think should be the teacher's main concern?

St. B: - I'd lay special emphasis on teacher-pupil relationships.



1.5. Role Play: Psychologists interviewing clients who have professional problems.

1) Distribute the roles and form pairs for the interview. (There should be an equal number of psychologists and clients. The teacher joins the play if the number of students is uneven)

2) Choose a situation (one for a pair):

Giving professional advice

- a. to a school-leaver who wants to become a teacher;
- b. to a probationer who is loved by her pupils but cannot cope with discipline problems;
- c. to a probationer who has no discipline problems, but has failed to create enthusiasm in class;
- d. to an experienced teacher who has discovered that she is no longer satisfied with her work;
- e. to a teenager who admires his teacher of English but can't help being impertinent and rude.

Think up some other situations in case you need more for your class. You are also welcome to use your own situations instead of the suggested, in which case, please, keep them a secret from your fellow-students and your teacher, so that they are a novelty when you act them out.

3) Prepare cue-cards with the vocabulary that will serve as props.

Useful language:

**Doubt, Despair,
Asking for Advice**

Could you possibly...?

I'm afraid...

I can't do it!

I think the situation is terrible!

I'm desperate (frustrated).

I've failed.

Should I ...?

Shall I ...?

Do you think I might ...?

**Encouragement,
Giving Advice**

Don't despair!

The devil is not so black as

you paint him (as he is painted)!

It can't be as bad as that. Don't lose heart!

You must stop worrying and fretting.

Why not ...?

Have you tried ...?

I think you might ...

You (it) will be getting better every day!

Yes, you can!

- 4) Make up your interview, learn it and act it out in class.
- 5) Class: Act as psychoanalysts listening to the interviews and exchanging opinions after each one:
 - a. With what problems did the client come to the psychologist?
 - b. What advice did the client get?
 - c. Evaluate the psychologist's advice and professional manner.

WRITING ACTIVITIES



1.6. Write a descriptive essay on the topic "The Teacher(s) I'll Never Forget".

SMILE AND RELAX



Teacher - "Johnny, can you tell me what a hypocrite is?"

Johnny – "Yes'm, it's a boy who comes to school these days with a smile on his face."

* * *

An inspector was paying a hurried visit to a slightly overcrowded school.

"Any abnormal children in your class?" he inquired of one harassed-looking teacher.

"Yea", she replied, with knitted brow, "two of them have good manners".

* * *

A school teacher asked the pupils to write short essays and to choose their own subjects. A little girl sent in the following paper:

"My subject's 'Ants'. Ants is of two kinds, insects and lady uncles. Sometimes they live in holes and sometimes they crawl into the sugar-bole, and sometimes they live with their married sisters. That is all I know about ants".

* * *

Part 2.

INTENSIVE READING



PRE-READING ACTIVITIES

Writers often turn to subjects and themes connected with teachers and teaching. John Updike (b. 1932) makes a teacher the protagonist of his novel "The Centaur" (1963) and a number of short stories including "Tomorrow and Tomorrow and So Forth". The name of the story is based on a line from Shakespeare's tragedy "Macbeth" (Act V, Scene V). As a discerning reader you will want some background knowledge to interpret and enjoy the story.

2.1. Read up on the following topics and share your information with your fellow-students during class: 1) J. Updike's literary work; 2) the plot and the theme of "Macbeth" and "The Tempest"; 3) the three periods of Shakespeare's creative work; 4) Dante; 5) Jehovah's Witnesses.

2.2. Here is Macbeth's monologue that Mr. Prosser has given his class for discussion and recitation.

Tomorrow, and tomorrow, and tomorrow
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player,
That struts and frets the hour upon the stage
And then is heard no more; it is a tale
Told by an idiot, full of sound, and fury,
Signifying nothing.

Read the story and compare your understanding of the lines above with the interpretations of Mr. Prosser and his students. Are they close to your ideas? Why has Updike chosen such a name for his story?

Watch the stress in "Macbeth" [ˈmækbɛθ] and the meaning of 'high school' (Am.) - secondary school, 'student' (Am.) - pupil.

Tomorrow and Tomorrow and so Forth

Whirling, talking, 11 D began to enter Room 109. From the quality of the class's excitement Mark Prosser guessed it would rain. He had been teaching high school for three years, yet his students still impressed him; they were such sensitive animals. They reacted so infallibly to mere barometric pressure.

In the doorway, Brute Young paused while little Barry Snyder giggled at his elbow. Barry's stagy laugh rose and fell, dipping down towards some vile secret that had to be tasted and retasted, then soaring like a rocket to proclaim that he, little Barry, shared such a secret with the school's fullback. Being Brute's stooge¹ was precious to Barry. (...)

Right under Prosser's eyes someone yanked out Geoffrey Langer's shirt-tail. Geoffrey, a bright student, was uncertain whether to laugh it off or defend himself with anger, and made a weak, half-turning gesture of compromise, wearing an expression of distant arrogance that Prosser instantly coordinated with baffled feelings he used to have. (...)

"Take your seats" Mr. Prosser said. "Come on. Let's go."

Most obeyed, but Peter Forrester, who had been at the center of the group around Gloria, still lingered in the doorway with her, finishing some story, apparently determined to make her laugh or gasp. When she did gasp, he tossed his head with satisfaction. His orange hair, preened into a kind of floating bang, bobbed. Mark had always disliked red-headed males, with their white eye-lashes and puffy faces and thyroid² eyes, and absurdly self-confident mouths. A race of bluffers. His own hair was brown.

When Gloria, moving in a considered, stately way, had taken her seat, and Peter had swerved into his, Mr. Prosser said, "Peter Forrester."

"Yes?" Peter rose, scrabbling through the book for the right place.

"Kindly tell the class the exact meaning of the words "Tomorrow, and tomorrow, and tomorrow Creeps in this petty pace from day to day."

Peter glanced down at the high-school edition of Macbeth lying open on his desk. One of the duller girls tittered expectantly from the back of the room. Peter was popular with the girls; girls that age had minds like moths.

"Peter. With your book shut. We have all memorized this passage for today. Remember?" The girl in the back of the room squealed in delight. Gloria laid her book face-open on her desk, where Peter could see it.

Peter shut his book with a bang and stared into Gloria's. "Why", he said at last, "I think it means pretty much what it says."

"Which is?"

"Why, that tomorrow is something that we often think about. It creeps into our conversation all the time. We couldn't make any plans without thinking about tomorrow."

"I see. Then you would say that Macbeth is here referring to the date-book aspect of life?"

Geoffrey Langer laughed, no doubt to please Mr. Prosser. For a moment, he was pleased. Then he realized he had been playing for laughs at a student's expense.

His paraphrase made Peter's reading of the lines seem more ridiculous than it was. He began to retract. "I admit..."

But Peter was going on; redheads never know when to quit. "Macbeth means that if we quit worrying about tomorrow, and just live for today, we could appreciate all the wonderful things that are going on under our noses."

Mark considered this a moment before he spoke. He would not be sarcastic. "Uh, without denying that there is truth in what you say, Peter, do you think it likely that Macbeth, in his situation, would be expressing such" - he couldn't help himself - "such sunny sentiments?"

Geoffrey laughed again. Peter's neck reddened; he studied the floor. Gloria glared at Mr. Prosser, the indignation in her face clearly meant for him to see.

Mark hurried to undo his mistake. "Don't misunderstand me, please," he told Peter. "I don't have all the answers myself. But it seems to me the whole speech down to "Signifying nothing" is saying that life is - well, a fraud. Nothing wonderful about it."

"Did Shakespeare really think that?" Geoffrey Langer asked, a nervous quickness pitching his voice high.

Mark read into³ Geoffrey's question his own adolescent premonitions of the terrible truth. The attempt he must make was plain. He told Peter he could sit down and looked through the window toward the steady sky. The clouds were gaining intensity. "There is", Mr. Prosser slowly began, "much darkness in Shakespeare's work, and no play is darker than 'Macbeth'. The atmosphere is poisonous, oppressive. One critic has said that in this play, humanity suffocates". He felt himself in danger of suffocating and cleared his throat.

"In the middle of his career, Shakespeare wrote plays about men like Hamlet and Othello and Macbeth - men who aren't allowed by their society, or bad luck, or some minor flaw⁴ in themselves, to become the great men they might have been. Even Shakespeare's comedies of this period deal with a world gone sour⁵. It is as if he had seen through the bright bold surface of his earlier

comedies and histories and had looked upon something terrible. It frightened him, just as some day it might frighten some of you". In his determination to find the right words, he had been staring at Gloria, without meaning to. Embarrassed, she nodded, and, realizing what had happened, he smiled at her.

He tried to make his remarks gentler, even diffident. "But then I think Shakespeare sensed a redeeming truth. His last plays are serene and symbolical, as if he had pierced through the ugly facts, and reached a realm where the facts are again beautiful. In this way, Shakespeare's total work is a more complete image of life than that of any other writer, except perhaps for Dante, an Italian poet who wrote several centuries earlier". He had been taken far from the Macbeth soliloquy. Other teachers had been happy to tell him how the kids made a game of getting him talking. He looked toward Geoffrey. The boy was doodling on his tablet, indifferent. Mr. Prosser concluded, "The last play Shakespeare wrote is an extraordinary poem called. "The Tempest". Some of you may want to read it for your next book reports - the ones due May 10th. It's a short play".

The class had been taking a holiday. Barry Snyder was snicking BBs off the blackboard⁶ and glancing over at Brute Young to see if he noticed. "Once more, Barry", Mr. Prosser said, "and out you go". Barry blushed and grinned, to cover the blush, his eyeballs sliding towards Brute. The dull girl in the rear of the room was putting on lipstick. "Put that away, Alice," Prosser said. "This isn't a beauty parlour". Sejak, the Polish boy, who worked nights, was asleep at his desk, his cheek white with pressure against the varnished wood, his mouth sagging sidewise. Mr. Prosser had an impulse to let him sleep. But (...) one breach of discipline encouraged others. He strode down the aisle and squeezed Sejak's shoulder; the boy awoke. A mumble was growing at the front of the room.

Peter Forrester was whispering to Gloria, trying to make her laugh. The girl's face, though, was cool and solemn, as if a thought had been provoked in her head - as if there lingered something of what Mr. Prosser had been saying. With a bracing sense of chivalrous intercession, Mark said, "Peter, I gather from this noise that you have something to add to your theories".

Peter responded courteously. "No, sir. I honestly don't understand the speech. Please, sir, what does it mean?"

This candid admission and odd request stunned the class. Every white, round face, eager, for once, to learn, turned toward Mark. He said, "I don't know. I was hoping you would tell me."

In college, when a professor made such a remark, it was with grand effect. The professor's humility, the necessity for creative interplay between teacher and student were dramatically impressed upon the group. But to 11D ignorance

in an instructor was as wrong as a hole in a roof. It was as if Mark had held forty strings pulling forty faces taut toward him and then had slashed the strings. Heads wagged, eyes dropped, voices buzzed. Some of the discipline problems, like Peter Forrester, smirked signals to one another.

"Quiet!" Mr. Prosser shouted. "All of you. Poetry isn't arithmetic. There's no single right answer. I don't want to force my impression on you; that's not why I'm here." The silent question, "Why are you here?", seemed to steady the air with suspense. "I'm here," he said, "to let you teach yourselves."

Whether or not they believed him, they subsided, somewhat. Mark judged he could safely reassume his human-among-humans pose. He perched on the edge of the desk, informal, friendly and frankly beseeching. "Now, honestly. Don't any of you have some personal feelings about the lines that you would like to share with the class and me?"

One hand, with a flowered handkerchief balled in it, unsteadily rose. "Go ahead, Teresa," Mr. Prosser said. She was a timid, sniffy girl whose mother was a Jehovah's Witness.

"It makes me think of cloud shadows", Teresa said.

Geoffrey Langer laughed. "Don't be rude, Geoff," Mr. Prosser said sideways, softly, before throwing his voice forward: "Thank you, Teresa. I think that's an interesting and valid impression. Cloud movement has something in it of the slow, monotonous rhythm one feels in the line "Tomorrow, and tomorrow, and tomorrow." It's a very gray line, isn't it, class?" No one agreed or disagreed.

Beyond the windows actual clouds were bunching rapidly, and erratic sections of sunlight slid around the room. Gloria's arm, crooked gracefully above her head, turned, gold. "Gloria?" Mr. Prosser asked.

She looked up from something on her desk with a face of sullen radiance. "I think what Teresa said was very good," she said, glaring in the direction of Geoffrey Langer. Geoffrey snickered defiantly. "And I have a question. What does "petty pace" mean?"

"It means the trivial day-to-day sort of life that, say, a bookkeeper or a bank clerk leads. Or a schoolteacher," he said, smiling.

She did not smile back. Thought wrinkles irritated her perfect brow. "But Macbeth has been fighting wars, and killing kings, and being a king himself, and all, "she pointed out.

"Yes, but it's just these acts Macbeth is condemning as "nothing". Can you see that?"

Gloria shook her head. "Another thing I worry about - isn't it silly for Macbeth to be talking to himself right in the middle of this war, with his wife just dead, and all?"

"I don't think so, Gloria. No matter how fast events happen, thought is faster."

His answer was weak; everyone knew it, even if Gloria hadn't mused, supposedly to herself, but in a voice, the entire class could hear, "It seems so stupid."

Mark winced, pierced by the awful clarity with which his students saw him. Through their eyes, how queer he looked, with his chalky hands, and his horn-rimmed glasses, and his hair never slicked down, all wrapped up in "literature", where, when things get rough, the king mumbles a poem nobody understands. He was suddenly conscious of a terrible tenderness in the young, a frightening patience and faith. It was so good of them not to laugh him out of the room. He looked down and rubbed his fingertips together, trying to erase the chalk dust. The class noise sifted into unnatural quiet. "It's getting late," he said finally. "Let's start the recitations of the memorized passage. Bernard Amilson, you begin."

* * *

Notes



1. stooge (coll.) - here: person acting a subordinate role to sb. (cf. the Russian "шестерка")
2. thyroid eyes - protruding eyes, as if caused by thyroid disease
3. to read into - to understand
4. flaw - here: drawback, failing, shortcoming
5. a world gone sour - a world that had become dark, hostile, sinister
6. snicking BBs off the blackboard - aiming shots at the blackboard.

SKIMMING

2.3. Choose the right answer and prove your point of view.

1) Why did Mark think it would rain?

- a. ... because he had looked at the barometer in the morning.

- b. ... because the sky was covered with clouds.
 - c. ... because the children were excited and unruly.
- 2) Why did he choose Peter Forrester as the first to speak?
- a. ... because he expected Peter to make a clever observation.
 - b. ... because he expected Peter to give a stupid answer and make a fool of himself.
 - c. ... it was a random choice: anybody could have been in Peter's place.
- 3) How did the teacher characterize Shakespeare's plays?
- a. He said that Shakespeare's later works presented the beautiful facts of life.
 - b. He said that all of his plays were dark and the atmosphere was poisonous, oppressive.
 - c. He said that Shakespeare saw only ugly facts of life.
- 4) How much were the children involved in the discussion of Macbeth?
- a. They were all enthusiastic and showed adequate response.
 - b. Some of them were genuinely interested, asked intelligent questions and gave adequate interpretations, while others were indifferent.
 - c. They were all taking a holiday while Mr. Prosser was talking.
- 5) How did Mr. Prosser react to the atmosphere in the classroom?
- a. He was flexible and understanding and did his best to create a mood.
 - b. He was annoyed by the lack of enthusiasm and especially by Gloria's words: "It seems so stupid."
 - c. He was cool and self-possessed and continued the lesson unemotionally.

2.4. Give the plot of the passage in a summary of 8-10 sentences.

2.5. Speak about your understanding of Macbeth's monologue and compare it with that of Mr. Prosser and his class. Comment on the title of the story.

2.6. Speak of your first impression of Mr. Prosser as a teacher.

RELATED ACTIVITIES

Before scanning the text for interpretation and analysis go through the exercises suggested below whose aim is to draw your attention to the reading, spelling, lexical and grammatical difficulties, and points of interest.

READING TECHNIQUE AND SPELLING ACTIVITIES

2.7. Choose a passage of 10-12 lines for good reading. Read it aloud in class.

2.8. Listen to any available recording of Shakespeare or any poetry and get ready with Macbeth's monologue for recitation contest.

Do the following:

1) Classify the words for practising the speech sounds; e.g.:

[o:] : recorded, walking, more

[k, p, t] : creeps, petty, pace, time, etc.

2) Mark the intonation.



3) Get ready to act as teacher practising the sounds and intonation, listening to and correcting your classmates' reading. Remember to use adequate classroom English.

4) Elect the Jury and explain to them their functions.

5) Hold the recitation contest and award the winners.

2.9. Look up in the dictionary and practise the pronunciation of the following international words:

Gesture, compromise, absurd (-ly, -ity), aspect, realise (-ation), paraphrase, intense (-ify, -ive, -ity), effect (-ive, -ively, -ivity), dramatic (-al, -ally), monotony (-ous, -ously), rhythm (-ic, -ical, -ically), grace (-ful, -fully).

2.10. Watch the difference in the stress patterns of the following international related words; design similar exercises of your own:

Barometer - barometric

coordinate - coordination

atmosphere - atmospheric

symbol - symbolic(al)

discipline - disciplinary

sentiment - sentimental

secret - secretive

process - procession

sarcasm - sarcastic

period - periodical

impulse - impulsive

drama - dramatic

arithmetic, n. - arithmetic, adj.



2.11. Make your classmates transcribe and read the words from ex-s **2.9-2.10**. Comment on their transcription and reading.

2.12. Formulate the rules governing the spelling of the following words:

- 1) arrogance, apparently, attention, appreciate;
- 2) dipping, bobbed, referring, redden, sagging, buzzed, hornrimmed;
- 3) giggle, baffle, scrabble, waggle, middle;
- 4) guess, toss, impress, embarrass, pressure, admission, class.

Supplement the lists with more items following the same rules.

2.13. Look up the pronunciation and watch the spelling of the words below. Explain the spelling and pronunciation difficulties.

Macbeth, Shakespeare, absurd, sarcasm, effect, suspense, aisle, solemn, chivalrous, adolescent, discipline, realm, infallibly, arithmetic, symbol, rhythm, soliloquy, condemn.

WORD STUDY ACTIVITIES

2.14. Consult an English-English dictionary for the meaning and use of the words and phrases listed below. Supplement the list with more phrases built with the suggested words. Use the words and phrases in the context of the story under study and in the context of your set book.

be determined (determine, determination)

be popular with sb. (popularity)

appreciate (appreciating, appreciation)

be (un)conscious of (consciousness, conscience, conscientious, conscientiousness)

sensitive; sense, sensible, sensibility, sensitivity, senseless

share a secret with sb.

laugh sth. off

arrogance; arrogant

self-confident; confidence; confide

play for laughs at sb.'s expense

ridiculous; ridicule

fraud; fraudulent

premonition

have an impulse to do sth.
baffled; baffle, baffling
adolescent; adolescence
encourage; discourage, -ment, -ing
creative; create, creativity
ignorance; ignore, ignorant
force one's impression on sb.
trivial; triviality
defiantly; defiant, defiance

2.15. Paraphrase or elaborate the following sentences in any possible way using words related to the underlined.

Model: A. From the quality of the class's excitement Mark Prosser guessed it would rain.

B. The children were excited and Mark Prosser guessed it would rain.

- 1) Geoffrey was wearing an expression of distant arrogance.
- 2) Peter was apparently determined to make her gasp. When she did gasp he tossed his head with satisfaction.
- 3) The girl squealed in delight.
- 4) He did not want to be sarcastic.
- 5) Gloria glared at Mr. Prosser, the indignation in her face clearly meant for him to see.
- 6) Geoffrey Langer asked a question, a nervous quickness pitching his voice high.
- 7) The boy was doodling on his tablet, indifferently.
- 8) Peter responded courteously.
- 9) This candid admission stunned the class.
- 10) She looked up ... with a face of sullen radiance.
- 11) Geoffrey snickered defiantly.
- 12) He was suddenly conscious of a terrible tenderness in the young, a frightening patience and faith.

2.16. Consult Y.D. Apresyan's "Dictionary of Synonyms" for the meanings of 'odd', 'queer' and their synonyms. Comment on and illustrate the difference in meaning using them in sentences of your own,

preferably in the context of the story or your set book. What is referred to as 'odd' in the story? What is described as 'queer'? What could be referred to as 'strange', 'quaint', 'peculiar', 'outlandish', 'curious'?

2.17. The way Gloria looked at Mr. Prosser and at Geoffrey is conveyed by the author with the verb 'glare'. What is the meaning of 'glare' judging by the context in which it is used? Consult the reference book "English Synonyms" by A. Gandelsman for the synonyms.

2.18. Draw faces of people who are staring, glaring, gaping, gazing. Explain which and why, using the definitions you have found for ex. **2.17**.



2.19. Design your own exercises to make your fellow students practise the words and phrases of ex-s **2.14-2.18** in mechanical and meaningful drills.

Examples of Mechanical Drills:

- 1) Give adjectives related to the following nouns: impulse, sarcasm, fraud ...
- 2) Give nouns related to the following adjectives: adolescent, ignorant, absurd ...
- 3) Give verbs related to the nouns: confidence, ridicule, symbol ...
- 4) Give phrases with the following words: expense, popular, impulse ...
- 5) Give synonyms (supply one paired member).
- 6) Give antonyms (supply one paired member).

Examples of Meaningful Drills:

- 7) Finish the sentence using:
 - a) a suitable related word; b) a synonym; c) an antonym.E.g.: Though he was determined to keep patience, it was hard to be ... (patient)
- 8) Paraphrase a sentence using
 - a) a related word; b) a synonym; c) an antonym.
- 9) Answer the questions.

2.20. Act as teacher during class organising learning activity with your exercises.

REMEDIAL ACTIVITIES

Patterns to Activise:

He had been teaching high school for three years.

... as if he had seen through the bright surface

... the great men they might have been

We couldn't make any plans without thinking about tomorrow.

... isn't it silly for Macbeth to be talking to himself ...

... how queer he looked ...

... with his hair never sleeked out ...

2.21. Pick out from the text sentences with perfect forms, define them and explain their use.

2.22. Finish the sentence or add another one with a suitable perfect verb form. Act as teacher making your classmates go over the exercise in class.

Model: T.: Mark Prosser was not a beginner. He ... (three years)

St.: Mark Prosser was not a beginner. He had been teaching high school for three years.

- 1) Mark Prosser chose Peter as the first to speak because he was annoyed.
He ... (always)
- 2) Having made Peter look a fool he felt ashamed, because he ... (at a student's expense)
- 3) In the middle of his career Shakespeare wrote tragic and dark plays as if ... (something terrible)
- 4) His last plays were serene and symbolic as if (a beautiful realm)
- 5) Mark suddenly realized he ... (from the Macbeth soliloquy)
- 6) He knew children made a game of getting him talking. Other teachers ...
- 7) He suddenly saw ... (a holiday)
- 8) Gloria was indifferent to Peter's attempts to make her laugh. Her face was solemn as if ...
- 9) She was thinking of something the teacher ...
- 10) She could not understand why Macbeth thought life to be trivial because he ...

2.23. Revise the use of gerunds with the prepositions 'after', 'before', 'because of', 'in spite of', 'instead of', 'on', 'without'. Make up sentences of your own to use in the context of the story.

2.24. Revise the use of infinitive for-phrases and make up questions with them. Act as teacher asking the questions.

Model: Why was it easy for Mark to understand his pupils? Did he deliberately make fun of Peter for the class to laugh at him?

2.25. Paraphrase the sentences as in the model.

Model: T.: He looked queer with his chalky hands and rumpled hair.

St.: How queer he looked!

- 1) Being Brute's stooge was precious to Barry.
- 2) Geoffrey was baffled and uncertain.
- 3) Peter was satisfied he had made Gloria gasp.
- 4) Peter was popular with the girls.
- 5) The girl in the back row was delighted.
- 6) He made Peter's reading of the lines ridiculous.
- 7) Gloria was indignant at his making fun of Peter.
- 8) Peter's candid admission of ignorance was odd.
- 9) Gloria's face was cool and solemn.
- 10) Teresa's impression of the lines was valid and interesting.

2.26. Do exercise **2.25** with a different model.

Model: He looked queer ...

He realized how queer he looked with his chalky hands.

Begin your sentences with: Mark realized / saw / understood / noticed / remarked ...



2.27. Design an exercise to give your classmates some practice in the use of the Absolute Nominative Construction.

(The preposition "with" is optional in this construction. The difference is stylistic. The use of "with" is neutral, while the absence of "with" is formal.)

Model: T.: The class was so excited and noisy that Mark realized it was going to rain.

St.: With the class so excited and noisy, Mark realized it was going to rain.



SCANNING

To interpret the story, read it again for the minutest details and implications.

2.28. Divide the story into as many equal parts as there are students in your class. Make up detailed questions about each part (one for a student). Here is a sample of the work you should do.

Paragraph 1. Who came into the classroom? What does '11D' stand for? Why does the author mention the number of the room? Isn't it irrelevant? What grade did Mark Prosser teach? How many years had he been teaching? In what manner did the children enter the classroom? Was it their first lesson? Why did Mark think it would rain? Why does he refer to them as "sensitive animals"? Isn't it humiliating? Why does the author use the verb "impress"? What was the children's reaction to the change of the barometric pressure?

2.29. Pair work: Discuss the questions in class.

2.30. Group work: Discuss the questions you are still uncertain about after pair work.

2.31. Paraphrase and comment on the following:

- 1) A race of bluffers.
- 2) One of the duller girls tittered expectantly.
- 3) ... he couldn't help himself
- 4) Mark hurried to undo his mistake.
- 5) He felt himself in danger of suffocating.
- 6) ... they subsided, somewhat.
- 7) Geoffrey snickered defiantly.
- 8) His answer was weak
- 9) It was good of them not to laugh him out of the room.

2.32. Let us now return to your first impression of Mark Prosser as a teacher. You have read the text several times by now. Has your first impression changed? Whether or not, can you give some evidence from the story off-hand to elaborate your point of view?

2.33. Text Interpretation

- 1) Into how many parts would you divide the excerpt? Write an outline, heading the parts.

- 2) You are hardly likely to have differences of opinion about the first part which is the setting of the story. What is the author's aim? To describe the children? To create an atmosphere? To characterize Mr. Prosser? What kind of atmosphere does he create? By what means does he characterize Mark?

Useful language: sensitive, intuitive, observant, to have a gift for psychological analysis, to give/have a penetrating insight into, to characterize indirectly.

- 3) Speak about the children the author makes mention of. How many children does the author introduce? What does the reader learn of them individually and as a class to deal with?
- 4) What is Mark's attitude to the children? Does he treat them as a mass? Does he like them all? Does he give himself away? What is the central conflict? Are there any others?
- 5) What is his philosophy of teaching? Find and read out the sentences proving your point of view.
- 6) What is the climax of the story?
- 7) How does the excerpt end? Do you think Mark's emotions and thoughts, as given in the end, to be something out of the ordinary or quite common for a teacher?
- 8) The author refers to the protagonist as Mr. Prosser, Prosser, Mark Prosser, Mark. Are these denominations used indiscriminately and are they easily replaceable? Prove your point of view.
- 9) Analyse the language of the story. Find the linguistic means the author resorts to (choice of words, metaphors, metonymies, similes, oxymora) to convey emotion, suspense, climax.
- 10) Speak on the theme of the story. How is it connected with Macbeth's monologue? Or is it?

2.34. Summarize the discussion suggested in ex-s **2.32-2.33** and get ready to interpret the text in a lengthy monologue. Look up the *Topical Vocabulary: "Text Interpretation"*.

FOLLOW-UP ACTIVITIES



2.35. Prepare and act out a role play - discuss Mark Prosser's lesson as three observers: two strongly biased observers - an admirer and a critic of Mark's lesson, and an unbiased observer seeing the pros as well as the cons.

- 1) Form groups of three, choose or distribute the roles.

- 2) Find and write out useful vocabulary for your role (*Topical Vocabulary: "Upbringing"*).
- 3) Act out the role play in class.

2.36. Read the story to the end (in the book *"Tomorrow and Tomorrow and So Forth"*, M., 1982) and discuss it in class. Does the general mood of the story change by the end? Has the end of the story enriched your impression of Mark Prosser? Is his character presented statically or dynamically?

2.37. Act out these scenes:

- 1) Mark and Gloria;
- 2) Mark and David Strunk;
- 3) Mark and his wife.

WRITING ACTIVITIES



2.38. Choose one of the suggestions for various types of essays:

- 1) What makes writers choose a teacher as their medium for seeing life and their mouthpiece?
- 2) Why do you (not) read Shakespeare.
- 3) Your memories of lessons at school. Can they be compared with Mr. Prosser's lesson?

2.39. Read and interpret on your own *"A Bushel of Learning"* after G. Durrel (School Stories, M., 1983)

SMILE AND RELAX



The lecturer in English was taking his students through "The Merchant of Venice". At the speech beginning 'the quality of mercy is not strained' a question was asked about the word 'strained': was it used in the sense that a muscle was strained or in the sense that tea was strained through a strainer? The lecturer was baffled. He looked intently at his text. Then suddenly his face relaxed and he replied in triumph, "But it says it is NOT strained – so the question doesn't arise!"

* * *

Teacher - "Johnny, who was Anne Boleyn?"

Johnny - "Anne Boleyn was a flat-iron."

- What on earth do you mean?

- Well, it says here in the history book 'Henry, having disposed of Catherine, pressed his suit with Anne Boleyn.'

* * *

First Student - "Great Scott! I've forgotten who wrote 'Ivanhoe'."

Second Ditto - "I'll tell you if you tell me who the dickens wrote 'The Tale of Two Cities'."

* * *

"Our economics prof talks to himself. Does yours?"

"Yes, but he doesn't realize it - he thinks we're listening."

* * *

Part 3.

EXTENSIVE READING



One of the difficulties of the teacher's profession mentioned in the discussion scripted in PART 1 is adjusting to one's colleagues. The text below highlights this very important issue in a young teacher's life.

3.1. Read the text as quickly as you can and time yourself. Try to keep in your memory:

- 1) as many words and phrases as you are able to describe the older teachers' attitude to new-comers and their ideas;
- 2) as many pieces of advice to student-teachers as you can.

• Staff Relationships

Wherever the probationer starts he is likely to live and work with much older colleagues. Staff relationships are not only tremendously important in their own right, as a source of happiness and help, but they are also important in that they indirectly influence staff-pupil relationships. Acceptance into a school is

rather like acceptance into a new family. The relationship to older members of the staff may have a certain mother-in-law quality. There are family customs to be learnt and however warm the welcome, a grain of jealousy between the newcomer and the established family group has to be dealt with. There is also unacknowledged fear among the young of seeing themselves as they will be thirty years on. No one likes to grow old.

For these and other reasons older persons of the staff are often a great threat to probationers and cause a good deal of unhappiness. It is the profound distrust and cynicism towards their new ideas which many students find so disturbing.

Probationers themselves are, in turn, often unaware of the threat their youth and new ideas can be to older members of the staff. Their own inner feelings of uncertainty prevent them from appreciating that they can be seen as a threat to any one else. And, yet, of course, they are; new methods may serve to remind senior staff how long ago their training was and how their teaching skills are being brought into question. The youth of the probationer attracts the children towards him. Hence the defensive reaction of the older members of staff can be all too easily one of cynicism and withdrawal.

Cynicism is not a prerogative of older teachers. It can be found among the young: "Don't swamp yourself with work - play it cool". The young may be condescending towards the old. Probationers often express disappointment with the level of staff-room conversation, and yet at the same time do little to make it sparkle.

One situation with which the probationer has to come to terms is the discovery that he and many of his colleagues with whom he has to be in very close contact, think on very different lines. In a college or university, it is possible to be less aware of the differences between people. A large choice of friends is available and, as university life proceeds, friends come nearer together in common attitudes and interests. After the completion of the course, this enclosing world of group ideas and feelings disintegrates as members take up different jobs. It takes time for the isolated individual to adjust to the loss of this support of understood and accepted opinion. It is a shock for a former student who is permissive in outlook and who has, without thinking, mostly been friendly with like-minded individuals, to find that his colleagues are "solidly authoritarian in sentiment." He may be appalled to find there are people who "actually believe in flogging and fagging and that these people are one's colleagues."

It is immature not to be prepared for differences of opinion and attitudes of this kind. This difference between the old and the young is endemic in our society; in schools it is brought sharply into focus for the probationers by the confines of the staff room, and the sudden change from the predominantly young group to one approaching middle age.

Here is some advice given by probationers to students.

“Be very polite to senior staff (speak when you are spoken to, not otherwise!).”

“Treat your senior colleagues with diffidence at first.”

“Say little about the ideas and education which you learnt in training and listen to what the older staff say. Gradually introduce your new ideas.”

“Take no notice of staff who crab everything one tries!”

“Develop a thick skin to old-fashioned criticism.”

“Take an active part in staff discussion!”

“Don't be afraid of older members of staff.”

“Don't be upset by the ignorance and boorishness of the older inhabitants.”

* * *

3.2. Check your achievement with the suggested criteria

1) How long has it taken you to read the text?

- | | |
|--------------|-------------------------------|
| 2 - 2,5 mins | - Excellent! |
| 2,5 - 3 | - Very Good! |
| 3 - 4 | - Fair. |
| Longer | - Try to do better next time. |

2) How many nouns and noun phrases do you remember to denote older teachers' resentful attitudes?

- | | |
|-------|-------------------------------|
| 6 | - Excellent! |
| 4 - 5 | - Very Good! |
| 3 | - Fair. |
| Fewer | - Try to do better next time. |

3) How many pieces of advice do you remember, both positive and rebellious?

- | | |
|-------|--|
| 7 – 8 | - Excellent! |
| 5 - 6 | - Good! |
| 3 – 4 | - Fair. |
| Fewer | - You are sure to do better next time. |

3.3. Write out guide words to answer these questions:

1) Why are staff relationships very important for a beginner?

- 2) Why is acceptance into a school compared with an acceptance into a new family?
- 3) Why is it common for older members of staff to feel on the defensive in the presence of probationers?
- 4) In what context is the word "cynicism" used?
- 5) Why does the difference of opinion come as a shock to probationers?
- 6) Which of the listed advice do you find positive and constructive?
- 7) Which advice do you find impossible to follow?

3.4. Check if you have written out these words:

probationer, cynicism, senior staff, withdrawal, prerogative, condescending, like-minded, authoritarian, endemic, predominantly, diffidence.

Look them up in the dictionary.

3.5. Role play: Induction into teaching practice



- 1) Distribute the roles:
 - a. people asking for advice (student-teachers);
 - b. people giving advice (Headteacher, psychologist, senior staff members, student-teachers just back from their teaching practice).
- 2) Prepare cue cards with useful language.
- 3) Act out the role play.

3.6. Tell your friends who were not present at the conference what advice you have got.

3.7. Observe staff relationships during your teaching practice and compare them with the ideas you have discussed in this class. Put down your observations and report them in the first English class after your teaching practice.

SMILE AND RELAX



(Lessons in tact and diplomacy)

A customer sat down at a table in a smart restaurant and tied a napkin around his neck. The scandalized manager called a waiter and instructed him, "Try to make him understand as tactfully as possible that that's not done."

Said the thoughtful waiter to the customer, "Pardon me, sir, shave or haircut, sir?"

* * *

"I must say these are fine biscuits!" exclaimed the young husband.

"How could you say those are fine biscuits?" inquired the young wife's mother in a private interview.

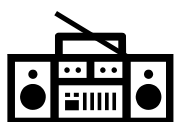
"I didn't say they were fine. I merely said I must say so."

* * *

A lady who was a very uncertain driver stopped her car at traffic signals. As the green light flashed on, her engine stalled, and when she had restarted it the colour was again red. This flurried her so much that when green returned she again stalled her engine and the cars behind began to hoot. When she was waiting for the green the third time the constable on duty stepped across and said with a smile, "Those are the only colours showing today, ma'am."

Part 4.

LISTENING COMPREHENSION



The extract you are going to listen to is from the book "To Sir, With Love" by E.R. Braithwaite (b. 1922). A black man, educated in the USA and Great Britain, he was in the Royal Air-Force during the War, taught at school in the toughest area of East End in the '50-s, lectured for UNESCO. "To Sir, With Love" is an autobiographical novel about his teaching experience. The name of the novel is an inscription his class put on the present they gave him when they were leaving school.

PRE-LISTENING ACTIVITIES

4.1. Make note of the meaning and pronunciation of these words:

wreath [ri:ʒ]

- a garland of leaves and flowers in the
form of a circle placed on a coffin

to gloss sth. over

- to cover up

the Infants

- Infant school (5 to 7 years old)

the Students' council	- a meeting at school
glib	- ready and smooth, but not sincere
heritage	- that which is inherited
inalienable [in'eiʃiənbəl]	- that cannot be given away
phoney	- false
percussion [pə'kʌʃən]	- the sound and shock of sth.
to syncopate	- here: to increase, to strengthen

Proper Names:

Braithwaite	Mr. Florian
Larry Seales	Jacqueline Bender
Barbara Pegg	Pamela Dare
Moir Joseph	

WHILE-LISTENING ACTIVITIES

4.2. Listen to the tape one time and find answers to the questions below. Try to guess the meaning of the words suggested for each question.

- 1) Why was Seales late for class? (before/after recess)
- 2) Why did the children decide to make a collection of money? (after assembly)
- 3) What made Braithwaite feel weak and useless? (camaraderie, were tainted with)
- 4) How did the Headmaster try to reassure him? (setting too much store by)
- 5) What further encouragement did he get during class? (averted, regal)
- 6) Why did the teacher cry when he came to the funeral? (disinclined, withdrawn, crucify, ostracize, disarming)

4.3. If you have not guessed the meaning of the suggested words, look them up in the dictionary.

4.4. Listen to the text a second time and put down guide words to elaborate your answers to the questions of **4.2**.

4.5. Agree or disagree with the following statements and comment on them.

- 1) Neither Seales nor the children showed any emotion when the boy came with the tragic news.
- 2) The children said they all wanted to take the wreath to Seales' home.
- 3) The teacher suddenly felt himself an alien.
- 4) Braithwaite left the classroom because it was time for the break.
- 5) The Headmaster was an understanding and sympathetic man.
- 6) Racial and religious prejudices are very hard to overcome.
- 7) The Headmaster advised Braithwaite to punish the children by assuming a cold and remote attitude.
- 8) Jacqueline Bender explained that they liked Seales as a person but could not go to his home place.
- 9) It was Pamela Dare who really encouraged the teacher by what she said.
- 10) Braithwaite felt calm and reassured when going to the funeral.

AFTER-LISTENING ACTIVITIES

4.6. Analyse the dynamism of Braithwaite's emotions throughout the passage.

- 1) How does he react to Seales' news? In what terms does he think of the children in this episode? Does he feel confident and quite at ease with his class?
- 2) When does the change occur? What is the meaning of the simile "It was as if I had pulled a thick transparent screen between them and myself"?
- 3) How does the choice of words reveal the conflict and help to convey the drastic change in his attitude?

pleasantly		ugly, excluded, hated
united		weak, useless
camaraderie	vs	strangers
delightful		disease
association		tainted, hateful, virus
		distorting

- 4) What other simile describes Braithwaite's attitude to racism?
- 5) Does the encouragement he gets from Pamela last long?

- 6) How does the author convey the change in his emotion from depression to hatred on his way to the funeral? Prove with the choice of words that this is the climax of the story.
- 7) The end of the passage and the denouement comes as the anticlimax. What emotions overwhelm the teacher? How are they rendered? What is the stylistic function of the vulgarism "bastards"? Why is it used in conjunction with "disarming"?

4.7. Speak of Braithwaite as a teacher. Find and write out the vocabulary to be used as props (See *Topical Vocabulary: "Upbringing"*).

4.8. Characterize the children individually and as a class. Write props as in ex. **4.7**.

4.9. Characterize Mr. Florian, the Headmaster.

4.10. Speak on the theme of the passage. How does it relate to the proverbs "It is easier said than done", "Deeds, not words," "Never say 'Die'?"

If you find yourself unable to do what is required in ex-s **4.5-4.10**, listen to the story a third time and try it again.

FOLLOW-UP ACTIVITIES

4.11. Read the article below and discuss how the problems raised in "To Sir, With Love" relate to present-day life in Great Britain (Part 5, Text 1).



4.12. Press conference: Reporters speaking on ethnic problems existing (in their relation to education) in different parts of your country.

- 1) Distribute the roles: reporters (speakers at the conference) and the audience (teachers, teacher-trainees, politicians, etc.).
- 2) Read up on ethnic problems at school in American and British newspapers.
- 3) Prepare role cards and cue cards to be used as props.
- 4) Reporters: get ready with three-minute talks in the form of a monologue; audience: get ready with questions on particular areas.
- 5) Hold the press conference during class.

WRITING ACTIVITIES



4.13. Choose one of the roles for writing an essay - parent, politician, teacher, teenager - on the topic "The Teacher's Role in Overcoming Ethnic Prejudices."



4.14. Use Part 4 as a model to design similar exercises and activities for a lesson in active listening. Act as teacher. Things to do:

- 1) Listen to the story "Miss Enderby Takes up Arms".
- 2) Write a list of suggestions for listening cues, pre-listening and aural comprehension activities, discussion points, follow-ups.
- 3) Discuss all the suggestions in class and choose the best.
- 4) Distribute among the group the tasks to design the exercises and prepare the teaching materials.
- 5) Take turns in conducting the lesson in listening comprehension and text interpretation.
- 6) Make use of the following suggestion for the summarizing discussion.

Inevitably there must often be, under the very real mutual interest and cooperation, latent antagonism between school and parents, especially at the primary school level, a certain jealousy of the influence exerted over children when in the other's care, a certain tendency to blame each other when things go wrong, a partial knowledge of conditions in the home or the school which makes false conclusions easy Understanding the parents makes mutual understanding between teacher and pupil more likely.

(After M. Collins: "Students into Teachers")

4.15. Elaborate the theme of teacher-parent relationship in a test discussion (See Part 6, ex. 6.14).

Part 5.

PRESS REVIEW



The article below brings into focus the problem you discussed after reading the extract "To Sir, With Love". Ethnic prejudices and resentments are as old as the hills. Can teachers do something to oppose them? What are British teachers trying to do about it?

5.1. Read the article as quickly as you can and give the gist in three-four sentences.

Text 1. "Bar Abusive Children from School" Teachers Must Resist Racism Says Union

Schoolchildren who make racist attacks on ethnic minority pupils or teachers should be suspended or excluded from school, the National Union of Teachers says today. The Union, Britain's biggest in the teaching profession, has published a policy statement on combating racism in schools, which will be sent to every school in England and Wales.

Headteachers are asked to exercise discipline and sanctions against racist behaviour in classrooms, corridors, playgrounds or elsewhere, and show it is totally unacceptable.

The statement says: "Persistent racist name-calling or abuse should be reported to the headteacher who may wish to involve the pupil's parents. If those responsible for racist graffiti and slogans can be identified, they should be dealt with in the same way.

"Pupils who refuse to guarantee that they will desist from racist behaviour, including the wearing of racist or neo-nazi uniforms and insignia, should be sent home until they comply with the school's request."

The best way for teachers to influence their pupils' attitudes is to lead by example. "Only by examining their own attitudes will teachers be properly equipped to combat racialism in schools," says the NUT. "No teacher should express racist views, either through their remarks or conduct. Such behaviour would be regarded as unprofessional."

The NUT also stresses the importance of a curriculum which celebrates multi-cultural awareness. Concepts of culturally diverse school curricula and mutual respect among ethnic groups "will be undermined and rendered worthless if teachers do not take a firm stand against racially prejudiced attitudes and behaviour," says the union.

* * *

5.2. Write out the new words, look them up in the dictionary.

5.3. List the manifestations of racist behaviour mentioned in the article.

5.4. List the suggestions of the NUT to combat racism and comment on them.

Coming from another country (Pakistan) and a different culture, Professor Syed Muhammad Abdur Rauf's point of view, though unconnected with specific ethnic problems highlighted in the article above, also propagates nurturing multi-cultural awareness as a teacher's concern.

5.5. Read Text 2 once, writing an outline of the points the Professor makes and writing out the words to comment on them.

Text 2

It was not until the mid-60s that linguists recognized the importance of culture in language pedagogy. (...)

A language does not exist in a vacuum. It is embedded in the culture of a people and reflects the totality of beliefs and sentiments of the speech community.

Since most students live in a monolingual and mono-cultural environment, they are "culture-bound". This places a heavy pedagogic responsibility on the foreign language teacher to reduce their cultural biases towards the language he is teaching, and to develop tolerance of other social behaviours. He should impress upon them that there are many ways of looking at things, and that cultural differences do not necessarily involve moral issues of right and wrong.

As a foreign language teacher, he must have thorough insight into the culture of his students as well as the culture of the language he is teaching. This bicultural understanding is essential to identify those areas of cultural background that will be unintelligible to his students presented without explanation. This will also help him remove the misunderstandings resulting from the outward manifestations of cultural identity.

Since many language teachers are not exposed directly to the foreign culture, they should make up for this lack by disciplined reading (...). They should read critically (...) analysing the differences of interpretation, possible biases and propagandistic intentions (...).

Last, but most essential, while introducing cultural content in the classroom, the foreign language teacher must maintain complete neutrality. He must not give his students the impression that he is selling a foreign culture to them. His approach should be informative, analytical and objective ...

(From "Forum")

* * *

5.6. What are the meanings of the word "culture"? In which meaning is it used in the two articles you have read? Do you think you know enough of British and American culture to teach English?

5.7. Read up on and be ready to speak about some of the cultural peculiarities of British and American everyday life.

5.8. Look through the jokes in Parts 1-5 and discuss the cultural component essential for understanding the humour.

5.9. Press-conference (See Part 4, ex. 4.12).

5.10. The teacher seems to be the key... . The key to improving education and improving society.

Read the following article from "The Washington Post" and formulate the issue under discussion. Comment on the headline.

Text 3. School Will Be Tougher for Va. Teachers

Spurred by orders from the Virginia Department of education, George Mason University and the 36 other Virginia colleges that certify teachers are embarked on a complete - and much debated -overhaul of teacher education ...

Faced with disappointing student achievement and dismal comparisons of American students with their European and Asian counterparts in subjects such as maths and science, would-be school reformers have targeted the teacher as the key to improvement.

The best way to improve teachers, they reason, is to improve how they are educated. When the process is complete, the next year class prospective teachers, especially those, who plan to teach in the lower grades, will receive a very different kind of college education than they do now: most will have to meet stricter academic standards before being accepted into teacher training programs. They will be required to earn degrees in the arts and sciences, rather than in education. The elementary education degree, long a staple of the teaching profession, will disappear. Universities will require students to spend a fifth year earning certification after they have their degrees, adding a year onto what has been a four-year process.

"We thought about the question 'What is going to be required of students and teachers in the 21st century?' said state Board of education member James N. Dyke.

Teachers without degrees in the arts and sciences and teachers who have taken education courses but are not "well-versed in general studies" will lack the background needed in the next century, Dyke said. (...) Under the old system, an elementary education major could spend 57 to 60 semester hours on methods and how-to (education) courses that went on endlessly. If you spend half your time on those, when do you learn something of substance?"

(...) Students will spend fewer hours in education courses - a maximum of 18 semester hours -and far more hours taking mathematics, science, history and other core subjects.

Abolishing the elementary education degree and limiting education courses have drawn criticism.

"I think we'll be more well-rounded," said Nancy White, a part-time student majoring in elementary education. "But I think it's a big mistake for the younger grades. We spend so much time in methods classes observing and dealing with children. What we are learning today we are going to be able to use in the classroom."

"The content knowledge of elementary school teachers is not the issue," said Edward Carr, assistant school superintendent for personnel in Fairfax County. "Commitment to the profession, caring about children and knowing how to teach them are much more important."

With strict limits on the number of education courses teachers can take, some wonder if tomorrow's teachers will be prepared to cope with the diversity of students in their classroom. (...)

Isenberg, who is involved in the painstaking process of making the transition from the four-year elementary education degree to the five-year program at George Mason, said she hopes the change would be worth the effort.

"If we can attract the best and the brightest into education, then it will be a good thing, she said. "If it's going to upgrade the status of teachers, then I think it's a great idea. But I just don't know."

(From "The Washington Post")

* * *



Note: The educational changes discussed in the article have been actually made by George Mason University. The new system of teacher education is practised only by the state of Virginia and has not spread over the other states.

5.11. Read the article a second time and answer these questions.

- 1) What does "Va." stand for? Do you know any other abbreviations for the names of American states?
- 2) What is the highest authority in education in the USA, judging by the article? Substantiate your answer.
- 3) How can you paraphrase the first paragraph by breaking the sentence into two or more shorter ones and substituting synonyms for "spurred", "certify", "embarked on", "overhaul"?
- 4) Why has the Va. Department of Education decided to introduce changes into the teacher education?
- 5) What is the English for выпуск, курс as used in the third paragraph?
- 6) What degree do elementary school teachers usually graduate with?
- 7) What degree will they be required to obtain in the future before being accepted into teacher training?
- 8) What other serious change will take place in teacher training? Will the semester hours on methods and education be increased or reduced?
- 9) What are the grounds for this drastic change?
- 10) Are the new ideas enjoying unanimous support?
- 11) What is Nancy White's comment?
- 12) What is Edward Carr's opinion? What does he mean by "content knowledge" and "commitment to the profession?"
- 13) Why is the "diversity of students" a problem to be reckoned with?
- 14) What transition is taking place at George Mason University at the moment?
- 15) Is Isenburg sure it is going to work? What does she hope for?

5.12. In the last paragraph of the article there is mention of the teacher's status and the necessity to upgrade it. Read the passages below and say what you think of the problem.

1. Respondents to a Gallup Poll placed teachers well below physicians, clergymen and bankers in terms of their prestige or status in the community. Judges, lawyers and public school principals were also rated above teachers. Funeral directors and local political office holders were seen as having nearly as much prestige or status as teachers did. "Teachers are not well paid. Their working conditions are usually less comfortable than those of workers in many other areas. They are not as well respected as are people who actually "do" something rather than "just" teach. Nor are college or university professors held

in the high regard they are in many other countries. (...) Professors are often viewed as people who are teaching because they are not capable of doing anything else."

(G. Althen. "American Ways")

2. When Diana Ravitch, adjunct professor of history and education, returned from her visit to Russia, she reported that "teachers there face the same status problems as teachers in the United States. Generally, there is respect for the profession but teachers in Russia earn less than factory workers".

(From "TC Today". Columbia University)

5.13. Comparing these observations, one can't but agree that teaching in the USA, as well as at home, does require commitment to the profession to stay in it. What do you think must be done to upgrade the teacher's status?

5.14. Comment on the meaning of "Gallup Poll", "adjunct professor".



Note: "TC Today" is the newspaper of Teachers College of Columbia University, New York.

5.15. Bernard Shaw's often-cited paradox "Those who can, do, those who can't, teach" is reversed and elaborated by the American writer Bell Kaufman in her book "Up the Down Staircase": "There are a few good, hard-working, patient people who manage to teach against insuperable odds; a few brilliantly endowed teachers who - unknown and unsung - work their magic in the classroom; a few who truly love young people. The rest, it seems to me, have either given up, or are taking it out on the kids. "Those who can, do, those who can't, teach." Like most sayings this is only half true. Those who can, teach, those who can't - the bitter, the misguided, the failures from the other fields - find in the school system an excuse or a refuge ...".

Whom do you agree with - Bell Kaufman or Bernard Shaw? Substantiate your point of view. List your arguments for and against.



5.16. Panel Talk on a television program:

The Future of Teacher Training in Your Country

1. Divide into two groups: a) those supporting subject-centered teacher training; b) those supporting child-centered teacher training.

2. Take five minutes to discuss in these smaller groups the arguments using various ways to support your opinion.

3. Hold the panel talk with one student or the teacher acting as the discussion leader.



5.17. Write an essay on the topic of the discussion.

SMILE AND RELAX



"You college men seem to take life pretty easy."

"Yes, even when we graduate we do it by degrees."

* * *

"I hope you are not afraid of microbes," apologized the paying teller as he cashed the school-teacher's paying check with soiled currency.

"Don't worry", said the young lady, "A microbe couldn't live on my salary."

* * *

"Where have you been for the last four years?"

"At college, taking medicine".

"And did you finally get well?"



Part 6.

RENDERING ACTIVITIES

The two texts below, English and Russian, deal with an inside view of the teacher - as children see him.

6.1. Read the English and the Russian texts and compare them along these lines:

- 1) A great many teachers are found unsatisfactory by those they teach.
- 2) Children would like their teachers to have ordinary, sympathetic human qualities.

Text 1

Children of several British schools were asked to write a short essay on "The School That I'd Like". The essays were published in a book with the preface of the editor Edward Blishen. This is what he writes.

At the very least it must be said that a great many teachers are found singularly unsatisfactory by those they teach. It isn't simply that teachers can be insulting, rude and cruel. It isn't only that many are found to be impatient and lacking in enthusiasm. Of far more consequence, and embracing these other complaints, is the charge that they are teachers first, aloof authoritative persons, and ordinary companionable human beings a long way behind, if at all.

Teachers also have little time for opinions of their pupils. They brush such opinions aside, ignore them, or simply never elicit them. They regard the adolescent, in particular, as a serious potential nuisance. They fail to recognize the importance of praise and encouragement.

One sees that, listing the qualities the children wish their teachers had, they describe a new order of teaching as much as a reformed type of teacher. They should be understanding, the children say, and patient; should encourage and praise wherever possible; should listen to their pupils and give them a chance to speak; should be willing to have points made against them, be humble, kind, capable of informality, and simply pleasant; should share more activities with children than they commonly do, and should not expect all children to be always docile. They should attempt to establish links with parents; should be punctual for lessons; enthusiastic within reason; should not desert a school lightly; should allow children to take the initiative in school work, and above all should be warm and personal.

Текст 2. Воспитать воспитателя

(1) Луиза Николаевна - профессиональный психолог. Явление в нынешней школе пока не такое уж частое ... Слушая Луизу Николаевну, понимаешь, что школе срочно нужен массовый "психологический ликбез". Неграмотность учителя в вопросах практической, именно школьной, психологии бумерангом ударяет по подростку.

(2) Воспитание - это общение; - говорит Л.Н. - А точнее - приобщение: приобщение личности подростка к личности учителя. А если не к чему приобщать? Если учитель сам - человек неинтересный, которому после звонка и сказать-то нечего ... Так и слышишь суровый голос иных педагогов: "Да что вам школа - цирк или театр?"

“Школа должна давать сумму знаний - это главное! Что же нам теперь, перед классом на голове стоять?”

(3) Со старшеклассниками 34-й школы Л.Н. провела такое исследование: каким должен быть идеальный учитель? Требования к идеальному учителю оказались, увы, самыми обыкновенными, и это - тревожный симптом: значит, далека школа не только от идеала, но от самого элементарного.

"Идеальный учитель считается с мнением ученика! Не занижает и не завышает отметок! Видит в лице ученика человека". "Если плохое настроение, не срывает его на ученике".

(4) Мы привыкли к тому, что есть "трудные подростки" и "трудные родители", но есть ведь и "трудный учитель"! Он и не знает, что он "трудный" учитель! Об этом можно догадаться только по нервной обстановке в классе, по отношению к нему ребят. Это не обязательно плохой учитель, это скорее учитель, не знающий самого себя. Л.Н. провела простенький тест, на который отвечали и учителя и ученики. Тест выявлял способности человека к самокритическому взгляду на себя, умение считаться с другими людьми, способность к общению и т.д. Подросток, с которым сладу не было, набрал по этому тесту 9 баллов, а это означало, что человек не умеет общаться, слушать других, всегда настаивает на своём и никогда даже самому себе не признается, что он не прав. Парня это открытие глубоко потрясло. Одно дело, когда зудят учителя: "Ты невозможен!" Другое – когда сама наука выдаёт тебе то же самое. Любопытно, что те же 9 баллов набрала и одна учительница литературы со стажем и опытом, на хорошем у начальства счету. Возмущение её было так велико, что она, кипя от негодования, пришла с этим же вопросом домой: "Это что же, я такая плохая?" А дома, расхрабившись, ей сказали: "А ты что, только сегодня об этом узнала?"

С тобой ведь жить невозможно! Это мы притерпелись ..." Дома притерпелись, а кто подсчитает, сколько таких вот "притерпевшихся" (или потерпевших?) ребят "выпустила в жизнь" эта учительница?

(5) По какому же признаку оценивать "профпригодность" учителя? Скажут: мало ли что там ещё "накопает" психолог - что ж теперь, педагога из школы убирать? Нет такой статьи в КЗОТе - про 9 баллов! А может быть, будет? А пока - кто и как должен воспитывать, взрослого уже человека? Думается, что такой "ликбез" - дело рук школьного психолога. Школьный психолог - это своего рода "скорая помощь", которая первой выявляет накалившую обстановку, первой же поможет её ликвидировать, научит этому и учителя, и ребят.

* * *

6.2. What have the two texts in common?

6.3. Render the Russian text in English. The outline and the props are here to help you with this activity.

• 1. Introduction

What is the article devoted to? Is a psychologist a common figure at school in this country? There is an acute need of one, isn't there? This need arises from the psychological ignorance of many school teachers, doesn't it? How can you account for this ignorance?

• 2. Education is Communication

In the book "To Sir, With Love" teaching is compared to a bank-account: "Teaching is like having a bank account. You can happily draw on it while it is well supplied with new funds; otherwise you are in difficulties.

Every teacher should have a fund of ready information on which to draw; he should keep that fund well supplied by new experience, new thoughts and discoveries, by reading and moving around among people from whom he can acquire such things..."

How can you connect this simile with paragraph 2 of the Russian text?

Useful language:

to motivate, to enlarge/broaden one's scope, to create an incentive for learning, to reach the children, to win them over, to be an all-rounder/a well-rounded person, to supply food for thought, to justify oneself, to be steeped in one's pedagogical ignorance.

• 3. L.N. Conducts an Opinion Poll "The Teacher I'd Like"

Useful language

aloof	to brush aside/to ignore
authoritarian (-ative)	opinions of their pupils
intolerant	
subject-centered	
child-centered	to encourage/to praise
patient	to take one's irritation out on sb.
understanding	

Would you like to use an opinion poll in your future work to learn what your pupils think of you? Why or why not?

• 4. L.N. Administers a Test "What Kind of Person am I?"

What were the reactions to the results of the test on the part of the pupil and the teacher who both scored 9 points?

Useful language:

intolerant	to consider/reckon with
an unreasonable dictator	other people
indignant	to ignore
resentful	to show no adequate response
furious	to be taken aback
extremely difficult/next to	to be shaken to the depth of one's being
impossible to deal with	to have an impartial view of oneself

Do you agree that there are "problem" and "difficult" people in all categories: children, teachers, parents? Which are the most difficult to deal with? Which are the most stubborn in their inadequate perception of themselves? They are also the most dangerous, aren't they? Why?

• 5. Conclusion

- a) Some personal qualities are indispensable for the teacher's profession, aren't they? Speak about these qualities using some of the suggested patterns. Check with the *Topical Vocabulary: "Upbringing"* if you remember all the necessary words.

Teaching involves such qualities as...

A teacher is inconceivable without...

To become a successful teacher a person must possess such qualities as...
+ N or V_{ing}

To make a good teacher, one must be ... + Adj or N

You can't make a good teacher without being ... + Adj or N

It is better to enter some other profession if one cannot (is unable to) ... +
V

- b) What qualities must be regarded as essential in evaluating the teacher's proficiency? Is it easy to prevent and to cope with the teacher-pupil, teacher-parent conflicts? Who can help ease the pressures and tensions at school? You also think it's a matter of utmost importance to have a qualified psychologist on the staff of every school, don't you?

SMILE AND RELAX



There is a joke about a psychologist who was doing research on the mentality of a chimpanzee. He put the chimpanzee in a locked room and observed its behaviour daily through the key-hole. One day the chimpanzee was ready with a big surprise for him. As the psychologist peeped into the keyhole he saw the soft brown eye of the chimpanzee observing what he was doing.

* * *

"Is the doctor treating her for nervousness?"

"Oh, dear, no. She is rich enough to have psychoneurosis".

* * *

As teachers we can help greatly if we become sufficiently important to them (children); important enough to balance or outweigh the evil. I'm afraid I can offer you no blueprint for teaching; it wouldn't work. From the moment, you accept (the job) you are on your own, (...) success or failure with them will depend entirely on you.

(From "To Sir, With Love")

* * *

6.4. Is it easy for a young teacher to become "important" to children? Where is the golden mean between dictatorship and familiarity? Read the story and say why the young trainee teacher failed.

Текст 3. "Неуд" по педагогике

Заведующему РОНО

т. Трофимову Г.П.

Учитель истории избил моего сына... Я сына не защищаю: опоздал на урок - надо наказывать, но не боем. Прошу разобраться и сообщить наказание, а то я буду жаловаться дальше.

Мать Юрия Веретенникова. 14 мая ... года.

Сразу уточним: Васильев не просто проходил плановую практику. В дальнем лесном поселке он закрывал очередную "педагогическую брешь".

Районный департамент обратился за помощью в университет, и скоро оттуда приехал в Лоймолы "историк" - студент пятого курса Павел Васильев. Ехать в отдаленный посёлок он вызвался сам, подготовка будущего учителя ни у кого сомнения не вызывала - студент, что называется, шёл на "красный диплом".

Из рассказа директора Лоймольской средней школы Т.Б. Нурми

- Конечно, Павел был для нас палочкой-выручалочкой. Он сразу нам всем понравился. Подкупала его искренность, отзывчивость. Но мы не могли не видеть, что психологически наш практикант еще не готов к роли учителя. Не сумел найти верный тон, установить верную дистанцию в отношении с учениками. Он мог забыться на уроке, сесть верхом на учительский стол. В девятом классе предложил "оригинальный" способ поддержания дисциплины: если не сделает кому-то в течение месяца ни одного замечания, покупает "победителю" три шоколадки ...

Честно говоря, - виновато признаётся директор, - у нас некому было по-настоящему опекать практиканта. Сама я была на курсах повышения квалификации.

Из объяснительной записки П. Васильева:

"Хорошо зная, что заниматься рукоприкладством ни в коем случае нельзя, на протяжении февраля, марта и апреля я старался сдерживать себя во всех конфликтных ситуациях. В то же время я не мог, как мне советовали, закрывать глаза на неуважение к школе и к учителю. Во время очередного конфликта ученик девятого класса Веретенников не был допущен мною на урок. Игнорируя требование покинуть класс, он не давал возможности закрыть за ним дверь. Я вынужден был оттолкнуть его. После этого он оскорбил, унизил меня так, как никто до этого никогда со мной не делал. Я не сдержался и ударил его. Удар был несильный, но Веретенников закричал: "Меня ударил учитель!". Подошла преподавательница начальных классов. Никто нашей стычки не видел, но я тут же признался в совершенном".

Так была перейдена грань, за которой учитель перестаёт быть учителем.

Сколько лекций по педагогике прослушал Павел Васильев! И зачёты были, и экзамены. Но для Лоймольской школы этот "щит" оказался непрочным. Страстный рассказ о французских просветителях тонул в ребячем шуме и возне, рассказ о восстании Емельяна Пугачева приходилось прерывать, чтобы управиться с бунтом на "галерке" ... И где, в каких педагогических трактатах мог вычитать практикант, как вести ему себя с великовозрастными школярами, грозящими учителю расправой?

Как же мы учим будущих учителей и чему учим? Устанавливать причинно-следственные связи в исторических событиях? Методике доказательства закона Ома? Идеино-художественному анализу литературного произведения? Слов нет, все это важно и нужно. Но я что-то не слышал, чтобы на семинаре по педагогике вузовский преподаватель объявил: "А сегодня, мои юные коллеги, мы проведем деловую игру. Ситуация такова: вас, молодого учителя, грубо оскорбил хулиганствующий подросток. Каковы ваши педагогические действия?"

("Советская Россия")

* * *

6.5. Write an outline to render the text in English.

6.6. Write props ("useful language") for each point of the outline.

6.7. Render the text in English in the form of a monologue.

6.8. Think of talking points and questions for a group discussion. How can you connect the issues of the article with the debate highlighted in the "The Washington Post?" (See "School Will Be Tougher For Va. Teachers", Part 5).

6.9. Discuss the points and the questions you have prepared in class.

* * *

Imagination was given to man to compensate him for what he is not; a sense of humour to console him for what he is. So keep smiling!

Текст 4. Улыбнись, учитель!

Лена, слабая, отстающая в развитии от сверстников девочка, в который раз уже не справилась с контрольной работой. У Лены "двойка". Ребята, только что радовавшиеся своим оценкам, притихли. Но с первой парты раздается смех. Это смеется Сережа, новенький. Ребята молча, с осуждающим удивлением смотрят на него. Им не понятно, как можно смеяться над чужими неудачами. Сереже не понятно, почему не смеются остальные.

Дети уже забыли, как всего лишь год назад они смеялись, если кто-то споткнулся и упал, пусть даже больно ударился, хохотали над Славой, который сильно заикался, могли передразнивать старого больного человека ...

Они забыли, и прекрасно, но я должна помнить.

Во всех нормальных, здоровых детях есть смешливость, готовность к радости, улыбке. Опираясь на эти прекрасные качества, можно и нужно воспитывать в них и чувства сострадания, достоинства, стыда, душевную стойкость, уверенность в себе. Но и грубый, "первобытный" юмор, так возмущающий нас в подростках, может вырасти из той детской смешливости, если специально не культивировать в младших классах чувство юмора, не развивать его.

Когда у детей правильно заложены основы чувства юмора, процесс воспитания идет весело, интересно для ребят и учителя, без надрыва и истерик, почти без острых конфликтов, так как шутка гасит их еще в зародыше. Юмор - кратчайший путь для достижения самых серьезных целей воспитания, и обучения.

Воспитание чувства юмора ("почему смешно?") и воспитание отношений ("над чем смеемся?") неотделимы друг от друга. И объединить эти "над чем" и "почему" в одно целое помог наш классный театр "Смешинка".

Пришлось мне самой стать завитом, сценаристом, режиссером... С самого начала меня поразило то, как ребята стали выразительно читать, быстро учить наизусть. Заставлять никого не надо, напротив, приходилось даже отговаривать и утешать, если не досталось роли. Артистами театра стали все, весь класс.

Театр сдружил ребят, воспитал в них чувство ответственности, отзывчивость, умение поступиться чем-то личным ради общих интересов. И помог-таки создать атмосферу в классе. Стало возможным заменить длинные нотации более чем короткими намеками-цитатами. Ане, косящей в тетрадь соседки, сказать:

- Вот откуда "двойка": виновата Зойка!

И всем все понятно. Дежурным, которые плохо убрали класс:

- Был на квартиру налет? К нам заходил бегемот?

И тоже все ясно - они, посмеявшись, убирают заново.

... Маяковский считал, что тем смешных нет, смех – в обработке, которая имеет свои законы. Он считал, что будут школы, где станут учить приемам остроумия, как учат арифметике.

Почему бы и нет?

("Комсомольская правда")

* * *

6.10. Write a plan with vocabulary props for each point. Make sure to know the English counterparts for these Russian words and phrases:

Новенький, отстающий в развитии, осуждать, споткнуться, заикаться, передразнивать, смешливость, сострадание, достоинство, стыд, душевная стойкость, уверенность в себе, грубый (юмор), достигать цели, заставлять, отговаривать, утешать, отзываться, создать атмосферу, чувство ответственности, сдружить, поступится чем-либо, длинные нотации, намек, цитата, остроумие.

6.11. Discuss the text and the problems, raised in it, in class. What quality does the young teacher regard as essential for her profession? Is it possible to cultivate this quality in oneself and one's students? Can you prove that a sense of humour should be an educational goal as well as an educational means? What does childish risibility turn into if it is not carefully guided and cultivated?



6.12. Learn to be a teacher.

- 1) Write questions to outline the story.
- 2) Formulate other problems (in addition to point 2) which may be discussed on the basis of the story.
- 3) Prepare teaching materials for each problem: questions, hand-outs for group-work, pair work, individual work.
- 4) Plan your activities during class.
- 5) Write a list of classroom English you are going to use.
- 6) Conduct the lesson.

6.13. Speak of an episode from your own experience or from the books you have read where a sense of humour helped save the situation.

SMILE AND RELAX



Teacher - "Now, Robert, what are you doing, learning something?"

Robert - "No, sir; I'm listening to you."

* * *

A teacher was making a strenuous effort to get good attendance in her class. One day she saw that all except one were in their places.

"This is fine", she exclaimed, "all here except Jimmie Jones; and let us hope that it is something serious which keeps him away."

* * *

Teacher - "Tommy, your hands are dirty. What would you say if I came to school with dirty hands?"

Tommy - "I'd be too polite to mention it."

* * *

Teacher - "Willie, how do you define "ignorance"?"

Willie - "It's when you don't know something and somebody finds it out."

* * *

FOLLOW-UP ACTIVITIES



6.14. Test Discussion: The Teacher-Parent Relationship. School and Family Cooperation.

This activity is designed as a summarising discussion for you to demonstrate what you have learnt in content, language and communicative skills from Unit 2.

Things to do:

- 1) Choose a point of view.
 - a. Teachers (should) do very little (a lot) to make contact with parents.
 - b. Parents (do not) appreciate the hardships teachers have to cope with.
 - c. Teachers (Parents) have every reason (no reason) to complain (of the other side).
 - d. I (do not) know how to improve the teacher-parent cooperation.
- 2) Find some publications in Russian periodicals to substantiate your point of view and render them in English.
- 3) Think of some questions and arguments to challenge your opponents with.
- 4) Think of the opponents' possible arguments and questions and get ready to meet the challenge.
- 5) Hold the discussion in class.

WRITING ACTIVITIES



6.15. Write an argumentative essay on the topic
“Teaching: Is It an Art or a Science?”

VIEWING ACTIVITIES



6.16. Watch the film “Will They Ever Learn?” and discuss it.

Unit 3. EDUCATION PROBLEMS

Part 1.

AUDIO-ORAL INDUCTION



Education problems have always aroused a heated discussion all over the world. It's logical for education is not merely something that goes on inside a classroom or a laboratory or even a library. It is not merely an academic enterprise; it is a community enterprise and one for which the whole community has a responsibility. We believe that future teachers should undoubtedly be aware of what educational issues have always been popular and are still popular.

1.1. To have an idea of these major issues listen to the recording of a TV panel talk. Together with the participants meditate upon the key points of the talk.

Problems of Today's School

- The world at large seems to be dissatisfied with school today. They say schools are out of step with the progress the world has achieved. In fact in many cases they are several decades behind.

- Moreover, some sociologists think education is one of the chief obstacles to intelligence and thought.

- It is certainly an exaggeration, though there is something in what they say. We, most of us, live in clichés ... and we educate, teach and bring up in clichés ... We play the same roles over and over again.

- In this connection I'd like to say that there's a burning need of a new kind of school where children are taught to think independently, to form their own opinions, to show initiative and to get their way.

- Can't agree more. It's the school that should see to young people's mental, physical, cultural moral and spiritual development.

- And it's the entire society that should be interested in a new type of school, "the new education" so to speak.

- "New education". Never heard of it. How is it different from "the old" education?

- The task of the teacher in the "old" education has always been to give information, to get it across to pupils to help them get through exams.

- What's wrong and "old" about it? This is what schools are for. The teacher's task is really to pass along knowledge to pupils and to assess their academic achievement.

- Ah, it's again the same old tune all over and I don't quite agree with you here. It's my firm belief that forming the child's personality comes first at school, for school is not merely an academic enterprise. It's a community enterprise.

- Happy you think so, but unfortunately there are not many teachers who could take up the job of building a new school which I would describe as child-centered, instead of the old subject-centred school.

- It brings me to what I was going to say. Innovators are rather the exception than the rule. Patterned thinking and patterned behaviour weigh heavily on today's school. Most teachers are terror-stricken at the idea of free thought and non-standard solutions. For decades we've been too docile and too dependent on the law "from above".

- Let's try to be optimistic! Let's shake off the dependence and docility. Let's try to get rid of pedagogical arrogance and smug self-assurance.

- It's easier said than done. There is still a lot of autocratic supervision and very little freedom for teachers to experiment.

- Come, come, the devil is not so black as he is painted. Where there's a will there's a way. What teachers really lack now is personal courage to change the routine, to stand out for creative activity and creative self-determination in education.

- What comes first in the new trend of thought, characteristic of the so-called new education is, in my opinion, the change in the curriculum for schools to provide teaching in a variety of ways.

- That's a very good idea. The curriculum really must ensure on the one hand a solid, broad and balanced education of all children and on the other hand it must serve to develop the pupil as an individual.

- Right. It must be both stable and flexible, must help plan how to stimulate a child's learning especially at primary level and how to prepare children for future professions at secondary level.

- It is all very well for us to speak of new education in such lofty and humanitarian terms, but I'd like to discuss some basic and practical things that could be introduced into the teaching-learning process without much delay and ado.

- You're perfectly right. Let's get down to earth. I've practised interesting games and game-like activities in my classes. They were a great success! They get the pupils interested, create enthusiasm, stir up their imagination and evoke response. And take off stresses to all that.

- I'm also convinced that education must be made "painless" and all unnecessary discomfort at the lessons should be reduced to the least possible degree. There is no other way of encouraging pupils to be independent as thinkers.

- I can't agree more. There are some other ways of going about it, such as illustrated text-books, comfortable chairs and desks, pictures on the walls and a fresh coat of paint. And the last but not the least is friendliness from teachers and administrators.

- I think it a very good idea to make life in school or college more pleasant, and the ways suggested here are very simple and could be used by anyone.

- But there's no getting away from the fact that you cannot eliminate the stress and the strain of education completely. There are kinds of knowledge and skills that can be obtained by hard work alone.

- In this case, why not shorten the period of suffering by increasing the rate of teaching? I think "new" school should provide a wide choice of "cram" courses, such as used in intensive study of foreign languages.

- This is just what I was going to say. You've used the word "choice" which is one of the keys in solving the problems of today's school. Many subjects should be made optional, elective so that the learners have an opportunity to choose what to learn and what not to learn.

- It's one of the most fruitful discussions I've ever taken part in. We have practically outlined the goals and the ways of new education. I suggest now writing a review of the joint effort for our wall newspaper.

* * *

1.2. Listen to the discussion a second time. Express your attitude (approval, disapproval, surprise, etc.) to the ideas expressed in the panel talk.

Useful Language

To express approval use the following:

What a great idea!

I'm really very enthusiastic about the idea of ...

I'm very fascinated by ...

That's the way it should be.
I entirely approve of the idea.
I wish all teachers could do this

To express disapproval use the following:

I'm against...
I should like to say how much I disapprove of...
I certainly cannot give my support to...
I can't say I'm all pleased about...
I think it's too much to say that...
It's hardly likely that...
I think it's too much to say Rat...
It's hardly likely Rat...

1.3. Group work. Work in groups of 3 or 4. You are given a few opening sentences on the topic "Education". Suggest as many versions to continue the topical talk as possible. Choose the leader of the group to give all the members an opportunity to talk and to sum up the main points.

- 1) Pupils can serve strong allies to school administration in keeping school safe when they know and feel that their school is a place where young people are treated fairly.
- 2) Good educational programmes produce good climates for learning.
- 3) The traditional classroom in which the teacher seeks to cover subject matter prescribed by the curriculum is hardly a place for inquisitive pupils.
- 4) Success in school depends on having school programmes and curricula that meet pupils' needs.
- 5) Parents should have the right to say which school they prefer for their children.
- 6) Parents should offer skills they have to the school. Perhaps they could help to run a reading or computer club, or drama society or coach a football or some other sport team.
- 7) Parents should not take a keen interest in what their children are taught. It's a matter of school.
- 8) Religious education should be included in the basic curriculum of all schools.

- 9) Schools may offer optional subjects in addition to those in the basic curriculum.
- 10) Every child is different. The best school for your child is the one which will best meet his or her individual needs.
- 11) In the first grade before doing anything academic, the teacher should spend the first part of the year getting the children socialized to school life.
- 12) In senior forms pupils should be profession-oriented.

1.4. Find out the information about the system of education a) in Great Britain, b) in the United States of America. Draw the charts to show the educational structures in the two countries. Discuss the systems in teams.

1.5. Draw the chart which explains the Russian Federation educational structure.



1.6. Make up a short report on similarities and differences of the educational structures in Russia, the USA and Great Britain. Your audience are senior pupils.

1.7. Recall your school years and discuss with your group-mates the following questions:

Did you have to wear a uniform? Was it fun?

Were there many rules and regulations?

What forms of punishment were used there?

What exams did you have to take?

Could you choose the subjects you studied?

(Make use of the topical vocabulary "Education"/See Appendix/)

1.8. Illustrate the following proverbs speaking on the problems discussed in **1.1 – 1.7**.

- 1) So many men, so many minds.
- 2) An old dog will learn no new tricks.
- 3) Better untaught than ill-taught.
- 4) It is the first step that costs.



1.9. Write a letter to your American/British pen-friend about the types of schools that exist in Russia.



1.10. Role play. Suggested characters and situations.

1) Irene Volkova, a middle-aged teacher is sharing her experience about segregated and co-educational schools. She is sure that both the types have their advantages and disadvantages. For example:

Co-education	Segregated (single-sex) education
a. encourages healthy attitudes to life	a. promotes greater academic and social achievements
b. creates no illusions about opposite sexes	b. makes teachers' work easier
c. solves some problems of a sexual deviation	c. has successfully existed for centuries and produced great people
<u>but:</u> a. leads to early marriages	<u>but:</u> a. makes boys and girls feel a race apart
b. makes teachers' work more complicated	b. creates romantic images of nights and ladies

2) Ben Brodinsky, a prominent educationalist from American Association of School Administration is being interviewed by Peter McAndrew, a journalist. The journalist's questions cover the following subjects:

- a. Students' discipline. Misbehaviour (damage of property, theft, fighting, smoking, truancy or disruption of classes; insubordination, disobedience, shocking language, disrespect for teachers). Prevention and punishment. Students at risk.
- b. How to make friends with and influence students. The Role of school climate.
- c. Alternative education for disruptive students. Special curriculum with emphasis on basics (less academic). Extracurricular activities (rap-sessions, camping, field trips, dance festivals, talent and fashion shows).

3) Lynn Peterson, a music teacher, Dina Kim, a literature teacher and Yuri Alexeyev, a teacher of drawing are exchanging their opinions about aesthetic education of children.



1.11. Design a role-play for your classmates.

Situation: Parent-Teacher Session (10th form).

Participants: Subject-Teachers, Form Teachers, Parents, Pupils.

Problem: Children's Progress in Optional Subjects.
Further Education and Career Making. Careers.
Advice and Guidance.

- 1) Make up the cast list.
- 2) Prepare role-cards and cue-cards.
- 3) Allocate the roles to the students.
- 4) Arrange the role-play.

Make use of the topical vocabulary "Role Play", "Education Problems"

1.12. Sing along



What did you learn in school today?

(by Pete Sieger)

What did you learn in school today, dear little boy of mine?

What did you learn in school today, dear little boy of mine?

I learned that Washington never told a lie

I learned that soldiers seldom die

I learned that everybody's free

That's what the teacher said to me

And that's what I learned in school today

That's what I learned in school.

What did you learn in school today, dear little boy of mine?

What did you learn in school today, dear little boy of mine?

I learned that policemen are my friends

I learned that justice never ends.

I learned that murderers die for the crimes

Even if they make mistakes sometimes.

And that's what I learned in school today

That's what I learned in school.

What did you learn in school today, dear little boy of mine?

What did you learn in school today, dear little boy of mine?

I learned that government must be strong
It's always right and never wrong
Our leaders are the finest men
And we elect them again and again.
And that's what I learned in school today
That's what I learned in school.

What did you learn in school today, dear little boy of mine?
What did you learn in school today, dear little boy of mine?

I learned that war is not so bad
I learned about the great ones we have had
Before in Germany and then in France
And some day I might have my chance
That's what I learned in school today
That's what I learned in school.

SMILE AND RELAX



1.13. It's interesting to know that teachers very often become the subjects of songs in Great Britain. For example:

Miss Jonesy bent to pick a rose,
A rose so sweet and slender
Alas! Alack! She bent too far
And bang ... went her suspender

Or this,

Pounds, shillings, pence
Teacher has no sense,
She came to school
To act the fool
Pounds, shillings, pence.

Or

Mr. MacDonald is a good man,
He goes to church on Sunday
He prays to God to give him strength
To whip the boys on Monday.

(to whip may be substituted by to belt/beat/cane/wallop/row.)

Such songs have been haunting school corridors and play grounds for half a century. The most popular anti-teacher rhyme of the present day is

Mr. Grainger is a very good man
He tries to teach us all he can
Reading, writing, arithmetic
And he doesn't forget to use the stick
When he does he makes us dance
Out of England into France,
Out of France into Spain
Over the hills and back again.

Taken from "The Love and Language of Schoolchildren" by Iona and Peter Opie, Oxford 1959, in which the authors collected rhymes, riddles, jokes, records of strange beliefs, description of rites and customs and other curiosities of juvenile love and language taken direct from oral tradition.

(to be continued in the coming parts)

Part 2. INTENSIVE READING

(Marcus A. Foster "Making School Work")



(Marcus A. Foster is the first black Superintendent of Schools in racially charged Oakland, California. He is ready to provide better education for the multiethnic students and community schools)

The book "Making Schools Work" describes Forster's personal experience. The author shares with the reader his own thoughts and worries, raises the problems of education and tries to solve them. He meditates upon most typical conflicts which arise at school, preaches kindness and patience for pupils, gives reasonable pieces of advice to parents, criticises snobbish teachers, gives very exciting and illustrative examples of teacher-parent, teacher-pupil, teacher-teacher attitudes. The book is permeated with pedagogical tact, deep insight. It is very instructive.

Here we present a few fragments from the book, which will undoubtedly give you food for thought and stir up your professional interest.

• I. You Are What You Do The New Role of Leadership

Our culture is in love with change. We even have a special word for it - progress. But when the change goes beyond the development of new things, when it begins to affect the ways in which we are accustomed to getting things done, we often find ourselves angry and resistant. We have little sense of what is to come or how we should behave.

In our confusion, we sometimes think fondly of the past. We imagine that the problems would disappear if someone would put things back the way they used to be.

Many educators seem to feel this way today. Our classrooms, our schools, our school systems, are often disorganized and chaotic. We are willing, even eager, to do well the tasks we have done in the past, but there are new problems that seem to interfere. One angry and frustrated urban teacher asked, "How can the institution of education - of books and blackboards - be expected to cope with the problems of undernourishment, poor clothing, and insufficient motivation?" This teacher responded to her own question in the following way: "The answers don't lie with teachers. The answers lie with sociologists, psychologists, psychiatrists, and housing experts".

Her view probably would win the support of many educators, even in suburban areas where the problems are sometimes not so different - drugs, distractions, decreasing respect for all institutions. It is a position that removes from the teacher the blame for our educational failures.

The trouble with it is that it also robs the educator of the initiative for getting things moving. With things as bad as they are I don't understand how anyone with a sense of responsibility can be willing to stand around waiting for the social scientists and the politicians to do their things. How can the teacher or the principal say, "Poverty is not my business" or "Drugs are a medical-social problem" or "Gangs belong to police gang-control programs"?

Besides, what if some of the problems we expect others to solve never get solved? Suppose, after the outside experts get rid of poverty, the students are still disrespectful or unmotivated. Or what if new problems emerge to replace the old ones? Will we always be waiting for things to get better?

The answer is as obvious as it is trite: what we want are not packaged solutions but rather a problem-solving process. And we have to accept the truth that if we ourselves fail to become part of this process, we shall certainly be part of the problem.

Fortunately, we can find some excellent examples of this "new leadership" in other realms of endeavor. I am thinking particularly of the clergymen who, in

the last two decades, have transformed their roles by extending the power of their faith beyond the church walls. Martin Luther King Jr, preached love and hope as he marched through Southern towns. Father Groppi led his congregation in Midwest urban centers. These men came to believe that a meaningful ministry required them to bring religion to the places it was needed. It went beyond praying. When political action was needed to move the spirit, they engaged in politics.

The kind of flexibility that characterized these leader-ministers has got to be built into our roles as leader-educators. In my own career I have sometimes played the salesman, the community organizer, the economist, the fund-raiser, and the speechmaker.

I am not saying, however, that everyone involved in education has to be a one-man band. What is important is that one comes to accept the diversity of tasks needed to make education work. One has to be open to working with people doing these unexpected things. This obviously is a very different attitude from sitting back while waiting for ourselves to get the job done.

Attitude is the key word. What it all comes down to is that the answers lie in ourselves as doers.

A principal must constantly assess the needs of his particular children. If the task boils down to orchestrating the learning process - seeing that the materials are available, demonstrating their use, etc - fine. If that's what is needed, get it done.

But if the situation calls for something more, if there are home problems or nutritional problems, then the principal and his staff have to become part social worker, part mediator, part dietician.

Schools want people who get the job done, who get youngsters learning no matter what it takes.

• **II. Retooling Schools**

Teachers who consciously or unconsciously expect little from their students are often experts at proving their judgement correct.

On one occasion I went into a class where the teacher was berating a child "Look at this sloppy work, Mr. Foster!"

I picked up the paper "Well, at least the alignment of the letters is good."

The teacher responded: "Oh, no, look over here. See how the word slants down!"

"Yes, but he did manage to stay on the line here".

But no matter what good thing I found in the child's work, the teacher was able to find something wrong.

She was completely stripping that child of every little shred of dignity. I took her out into the hall and said: "Do you know what you did to that child? You murdered him in front of his principal. I was trying to find some way to salvage his ego, to give him a sense of accomplishment, and everything I pointed to, you tore down with a great flourish of perceptiveness".

What a contrast to walk into our restaurant practice class. I happened to be visiting the teacher one day while the youngsters were cooking. Mrs. Brooks, a big motherly type of woman, was explaining something to me when she noticed some of the students playing a little bit. I didn't think they were really that bad, but she turned around and drew herself up to her full stature.

"Gentlemen," she said, "I am amazed".

You could have heard a pin drop. Everything in her demeanor, her voice, her facial expression, communicated the same authentic shock of disbelief that these *gentlemen* had momentarily forgotten the proper way to behave.

She might have turned around and said, "Listen, you thugs, can't you see Mr. Foster is in here and you hoods are in this disciplinary school just because you don't want to behave yourselves." She would have gotten the same response of immediate quiet.

But the students perceived her genuine disappointment. They knew there was nothing ironic in her calling them gentlemen. She believed they could be gentlemen and expected them to behave as gentlemen.

Right away, one of the gentlemen said:

"I'm sorry, Mrs. Brooks"

Mrs. Brooks' class was an example of what could be done at Gatto. But I knew we couldn't create the positive, supporting, high-expectation climate found in her room simply by printing memos and telling everybody to "Please be loving and please have high expectations".

Attitudes would change only through active involvement and the experience of success. To get the most of our achievements, we tried to use new sense of team. Each of us could learn from the others. As it turned out more than once, breakthroughs would come from the least-expected places.

We had a boy who had witnessed his father kill his mother. He came to Gatto in a terrible state. Our professionals seemed unable to reach him. The head dietician in the school took an interest in the chap. He started going to her to help in the kitchen. We didn't compel him to attend classes. The next thing I

knew he was waiting at the subway for the lady so that he could carry her pocketbook. At 8 o'clock in the morning he would be waiting for her.

I said to her: "Now look, we've got him going. Can you try to push him out of the nest? Let him go to one class a week".

Eventually this boy went back to regular school. But if had been the dietician, not the principal or the counselor, who had got through to him.

• **III. Gratz School**

In the first classroom I visited, a girl was writing a composition entitled "Gratz Is for Rats". Her title, in fact, was the school unofficial motto, and painfully close to the mark.

The dropout rate was 78 per cent. Or to put it more directly, only one out of five students as freshmen graduated. Eighteen graduates out of 600 went to college - less than 3 per cent.

It certainly was the worst and the most potentially explosive high school situation in the city. The School Board president called it the most "shortchanged" school in the city.

The school, built for 2,600 students forty years before, was terribly overcrowded. There were two shifts for classes. Even with three lunch periods students spilled out into the corridors causing a dangerous situation each day.

The physical education facilities were the worst in the city. There was no football field. All games were played away, thus denying the school the morale that comes from interschool sports.

Gratz had no band, no debating team, no gym team, no swimming team, no honor society, no dances. Gratz students often viewed themselves as victims, having no control over their future, no place to go - not even down, being at Gratz, they were already at the bottom.

Later we met with Gratz's attendance officers. Their role was to visit homes.

The attendance problem provided a chance to involve teachers in a guidance role. When a student came back from a long absence, the teacher could say: "Where have you been, son! We missed you".

We had homerooms writing letters: "We miss you, Johnny. Where are you? You're keeping us from getting 100 per cent".

Every class that had 100 per cent attendance went to the football game free.

Later, in an effort to bring back dropouts, we had a "Go to Gratz" campaign.

But important as it was to bring our truants and dropouts back, there was a third group of students we wanted even more. We realized that there has to be a kind of cross-fertilization of upwardly aspiring children with the children who have been beaten down and seen life as a hopeless chore. The effect we wanted could be had from any aspiring group...

Now that we were bringing in some superior students and working on improved attendance, it was our responsibility to develop a strong and attractive program. If that meant altering the way things were done in the past, fine. If it meant changing some of the basic concepts of what a school is, we were ready.

We did not expect some of our professionals might decide to leave. Whenever you make fundamental changes in the organization, the honest person on the staff has two choices. One, he can adjust and work with you. Or two, if he sees that he cannot adjust to your style, he should move out.

Some people can neither adapt nor move on their own accord. For their own good, and for the good of the team, the leader must expedite their leaving. It's not the pleasant part of the job, and there often is no formal routine for doing it. Still, it's a necessary process if you are to be successful in making changes.

I remember one chap, one of the brightest teachers I have ever known. The problem was that he had a basic, though unconscious, contempt for Gratz students. He found them unsuited to his style of teaching. I facilitated his change to another school in a different part of town. Reports had it he was doing a beautiful job. But he was just no good for Gratz students. He had to leave.

Most of the staff, however, elected to stay even when this required some difficult changes. For my part, I accepted the role of personnel consultant.

Of course, every aspect of a school program contributes something to its overall images. Gratz had a loser's image: low academic achievement, losing sporting teams, few activities. To change the image to make the school a winner, we had to improve in every category.

For instance, it was incredible that there had been no band in the school over a year. I called the director of music education and said: "Look, we've got to have a band at Gratz. I've never seen a big high school like this with no band."

"Okay! You come on up and teach it."

"Now, Marc, I can't come up."

"Well, if you can't make it, get somebody in here because we've got to have a band."

In the end he sent a music supervisor to teach the band.

We decided to introduce school-wide activities. We made plans to hold a dance. There had not been one at Gratz for three or four years.

We bought new basketball uniforms.

Our goal was to involve students and parents in the process of determining what should be taught. We distributed a questionnaire that asked students to make comments and suggestions on curriculum. Parents, community leaders and teachers were similarly involved.

We established a Youth Opportunity Centre for introducing inner-city kids to the world of work. What made our centre unique in the state was that it was not located downtown somewhere – it was right in Gratz where it was needed.

We were bringing outside services into Gratz, we were extending Gratz out into the community. As one of newspaper headlines put it, we were "taking the school out of school".

For instance, many of our students had trouble relating to sciences. "Why study biology?" they asked. This was a very fundamental question. If a person doesn't have some way to relate his studies to himself, he isn't likely to get much out of it. Many of our students needed to have the subject made concrete to them.

To do this, we began outreach projects in connection with local hospitals and science centers. At one point, we had 80 students working in 65 different labs. For many of these students, the experience of seeing biology applied in real situations – to help the sick, for instance - gave them a handle for studying science. They began to relate their experience to their work in school.

* * *

Notes



1. Duck-passing attitude - shift the responsibility to smb else
2. Wrestle with a problem/temptation/one's conscience (fig.) - to struggle with smth
3. Martin Luther King - a famous Negro leader, a clergyman who preached love and hope
4. Catto - a disciplinary school
5. Gratz school - one of the schools where Marcus A. Foster worked as principal

SKIMMING

2.1. Answer the following questions:

- 1) What idea is lodged in the text?
- 2) What questions does the author put and provide answers for?
- 3) How do we usually respond to the development of new things in culture?
 - a. as a rule we fully adjust ourselves to it;
 - b. as a rule we remain indifferent to the new;
 - c. as a rule we cordially welcome new things experiencing happiness and joy;
 - d. we often find ourselves angry and resistant and somewhat confused and start thinking fondly of the past.
- 4) What education failures and problems are mentioned in the text?
- 5) Is Foster in favour of new attitudes to students? What are they like?
- 6) Are attendance problems important? Why? What are the ways of solving them?
- 7) Why is school's reputation not less important?
- 8) What kind of teachers do new schools need?

2.2. Divide the texts into logical parts. Entitle each part.

2.3. Give the gist of each part.

RELATED ACTIVITIES

The exercises suggested below will help you to participate in the text interpretation and follow-up activities more freely.

WORD-STUDY ACTIVITIES

Mechanical Drills

2.4. Write out from the text adjectives, participles II, verbs, adverbs and nouns of negative meaning formed with the help of the following structure patterns:

"in | un | dis | under" + stem

2.5. Give derivatives.

Ex. resistant - to resist, resistance

Affect, interfere, undernourishment, insufficient, motivate, education, flexibility, frightening, diversity, disrespected, unclaimed, assess, respond, condescendingly, insubordinate, humiliate, accomplishment, perceptiveness, disappointment, involvement, distribute, adjust, unconscious, honour, frustrate, credibility, disbelief.

2.6. Arrange these words and word-combinations into:

1) antonymous pairs: to do harm, progress, appear, to be organized, urban, decreasing respect (for), to remove from smb the blame (for), disrespectful, unmotivated, fail, to be with, to speak condescendingly, to reduce, to lose, to improve, to encourage, at the bottom, genuine, disciplinary school, honest, extend, to speak as if with equals, to increase, to deteriorate, false, discourage, regular school, to win, to diminish at the top, dishonest, to do good, to be against, to succeed, to disappear, to put the blame on smb, motivated, suburban, respectful.

2) synonymous pairs: to accomplish, to affect, to be accustomed to, angry, confusion, to think fondly, to appear, to be willing, frustrated, to respond, to expediate, to adjust, genuine, terrible, to alter, to fail, to replace, obvious, to feel secure, to guide, to allocate, to meet the demands, to take smb's side, to speak with candor, to berate, demeanor, to be unsuccessful, to substitute for, to speak frankly and straightforwardly, to be with smb., to respond to demands, behaviour, to finance, to feel safe, to scold, severely, evident, to influence, to react to, to be eager, awful, to think with pleasure, to emerge, chaos, to be used to, to achieve, furious.

2.7. Suggest the English for these words and word-combinations:

Снижающееся уважение к образовательным институтам; снять с кого-либо вину за недостатки в сфере образования; лишить учителя инициативы по улучшению состояния образования; подавить учеников; принять сторону учеников; поддержать учеников в неправильном поведении; дать ученику ощущение, что он чего-то достиг; ходить на уроки; переполненные школы; две смены; вырываться в коридор, создавая опасность; осознавать себя жертвами; вернуться в школу после долгого отсутствия; 100% посещаемость; вернуть в школу учеников, которые ее бросили; прогульщики; смотреть на жизнь без надежды; вовлечь в школьный процесс учеников и родителей.

2.8. Suggest the Russian for these important topic "Education" oriented words and word-combinations.

To cripple the academic performance, to berate, sloppy work, the word slants down, to stay on the line, to strip a child of every little shred of dignity, to hear a pin drop, the dropout rate, freshmen, explosive high school education, positive, supporting, high-expectation climate, the most "shortchanged" school, the School Board president, the physical education facilities; to deny the school the morale that comes from interschool sports, the attendance officer, to involve teachers in a guidance role, aspiring children, there is no formal routine for doing smth, low academic achievement, to introduce school-wide activities, to distribute a questionnaire, program, curriculum, relate his studies to himself.

2.9. Consult an English-English dictionary for the meaning of the following words. Use them in sentences of your own.

- | | |
|----------------------|--------------------------------|
| 1) to put in time | 4) to have a case |
| 2) to drop out | 5) to draw oneself up to one's |
| 3) to stall for time | full stature |

2.10. Consult an English-English dictionary for the meaning of these words. Define their stylistic reference.

hip, thugs, hoods

2.11. Write out the word-combinations:

- 1) with the words "play" and "role" to speak about the functions of a principal or a teacher at school.
- 2) with the word "problem" to speak about the problems facing education.

2.12. Explain to your classmates what it means for a principal or a teacher to become:

- 1) part social worker; b) part mediator; c) part dietician;
- 2) part of the process at school; e) part of the problem.

2.13. Write out sentences with speech-patterns expressing:

a) emotion; b) emphasis; c) attitude.

(See *Корректировка лексико-грамматической стороны речи*, с. 23)

2.14. Write out sentences of improbable and impossible conditions.

2.15. Write out sentences with "get smth done" and "get smth doing".

2.16. Make up sentences in analogy with those which contain speech patterns of exercises 2.13-2.15. Make use of the topical vocabulary "Education".



2.17. Choose a passage from the text (10-12 lines) for good reading. Assess your fellow-students' expressive reading. Use adequate classroom English.



SCANNING

2.18. Find and read out the sentences proving that:

- 1) education has to deal with not only merely education but also with social and psychological problems.
- 2) the main thing in education is attitudes.
- 3) the teacher should treat his students with respect, direct them without injuring their dignity.

2.19. Find in the text the problems the teacher or principal can face. Read out the sentences.

2.20. Read and comment on the following sentences:

- 1) When it begins to affect the ways in which we are accustomed to getting things done, we often find ourselves angry and resistant.
- 2) Already great numbers of teachers are dropping out before making a contribution to our youngsters.
- 3) The educator can accept the new problems as being part of his domain.
- 4) But to be free to act requires not a cookbook, but rather a set of assumptions.

2.21. Pair work. Make up statements or questions to which the following could serve as responses. Use topical vocabulary.

- 1) I think it's the authoritarian education which gives pupils a profound knowledge of fundamental subjects.
- 2) On the contrary, it's not the Ministry officials but the subject teachers who should make up curricula for different types of schools.

- 3) What is important at present is to increase a number of schools catering on the one hand for gifted children and on the other for handicapped ones.
- 4) What we want now is not an educational system based on dogma, interdiction and coercion but an educational system based on free thought, non-standard solutions, non-patterned thinking and behaviour.
- 5) What we are asking our educators for is searching for new approaches to education.

2.22. Interpret the text.

- 1) Characterize Mr. Marcus Foster as:

- a. a specialist;
- b. a personality.

For this purpose consult a Russian-English dictionary for adjectives to label him. Analyse the way he behaves in problem situations and his thoughts concerning educational problems. While characterising him make use of the pattern

"If N had been... he would (not) have done..."

- 2) Express your personal attitude to;

- a. Mr. Marcus Foster as an educator and as a personality;
- b. the problems he tackles in his book which he himself called "strategies for changing education".

Make use of the topical vocabulary. Practise the patterns:

I wish N had (not) been / had (not) had / had (not) done, etc.

I wish (the problem of education) were... / could be... / would be ..., etc.

It's necessary that ... should be

- 3) Define the author's communicative aim. Say if he only wants to inform the reader of some very acute educational issues or if he also wants to exert a deep influence on public opinion. Make use of the following patterns:

The author wants us to meditate upon ... / to make us think / to feel alarmed, etc.

The author is likely to make us reconsider our attitude to ...

- 4) What problems are tackled by the author? Dwell upon each one in detail. Make use of "makes it clear, stresses the importance of, blames smb for, reports at length, assumes that, points out that...".

- 5) Formulate the theme of the extract. Is it implicitly or explicitly stated?
- 6) Speak on the tone of the text. Prove to your classmates that the text is a specimen of publicistic style.

For your information:

Publicistic style became discernable as a separate style in the middle of the 18th century. It falls into three varieties, each having its own distinctive features which integrate them. Unlike other styles, the publicistic style has spoken varieties, in particular, the oratorical substyle. The other two are the essay and the article.

The general aim of publicistic style, which makes it stand out as a separate style, is to exert a constant and deep influence on public opinion, to convince the reader or the listener that the interpretation given by the writer or the speaker is the only correct one and to cause him to accept the point of view expressed in the speech, essay or article, expressed not merely by logical argumentation but by emotional appeal as well.

Publicistic style is characterized by its coherent and logical syntactical structure, with an expanded system of connectives and careful paragraphing on the one hand. On the other its emotional appeal is achieved by the use of words with emotive meaning and other stylistic devices (parallel constructions, chiasmus, repetition of different kinds, rhetorical questions, inversion, elliptical sentences, similes, sustained metaphors, etc.). But the stylistic devices used in publicistic style are not fresh or genuine.

These questions may be helpful:

- 1) What is the most important word in the first paragraph?
How many times is it used by the author? - Why?
What is the meaning of the word "progress" in the paragraph?
- 2) Why do you think the author uses two synonymous words "disorganized" and "chaotic" to characterize the state of things in education within one sentence?
- 3) Why do you think the author interrupts his discourse about our nostalgia of the past by giving a fragment of an urban teacher's speech? Does it make his statement more convincing?
- 4) Does the metaphor "robs the educator of the initiative" seem fresh and genuine to you? Or is it rather trite?
- 5) Does the quotation of the sentences "Poverty is not my business", "Drugs are a medical-social problem", "Gangs belong to police gang-control programs" add a great deal of argumentation to the general statements made by the author?

- 6) Do the rhetorical questions in the paragraph which begins with "Besides, what if some of the problems..." awaken the reader's interest in the problems?
- 7) Does the opposition of two ideas: "packaged solutions - problem-solving process" arouse the reader's concern and curiosity?
- 8) Why do you think the author uses a slang expression "buck-passing attitude" instead of neutral "shifting the responsibility to smb."
- 9) What ideas do the epithets "unexplored" and "frightening" (realms) emphasize?
- 10) What makes the author use emphatic constructions of the type "What we want are not packaged solutions but problem-solving process" or "What we were doing was bringing in materials?" etc. Do they evoke an active attitude?
- 11) Is the title of the first part suggestive?

Now go on analyzing the peculiarities of the publicistic style on your own and ask your classmates questions in analogy.

FOLLOW-UP ACTIVITIES



2.23. Role play. Imagine you are the principal of a secondary school. Make up an emotional speech to the staff on the topic "Making Your School Work".

2.24. Act out the episodes: a) at Gatto; 2) at Gratz;

For this purpose: a) choose a script-writer to present the script of the play for a broadcast programme (with cues and stage directions); b) choose a director to distribute the roles, to outline the characters and to rehearse the play; c) present the play in the classroom.

WRITING ACTIVITIES



2.25. Write an essay on the following topics:

- 1) When the change in education goes beyond your understanding or your ability to move it on, you find yourself angry and resistant.
- 2) Should we stand around waiting for somebody to get new things in education done? Or should we take the responsibility and be part of the process?

- 3) Who is to answer for educational failures?
- 4) Schools want people who get the job of retooling done.
- 5) Using new sense of team works wonders!
- 6) What we badly need in education at present is relating studies to life and relating pupils' experience to their work at school.

2.26. Read and interpret the story "The Idealist" by Frank O'Connor (School Stories)

SMILE AND RELAX



2.27. It's very interesting to know that the language of children in Great Britain contains nicknames; humorous phrases, rhymes for those who are more than often late or those who idle away their time or play truant (play hockey, play way or hop the wag). Here they are (taken from "Love and Language of Schoolchildren").

Latecomers Ah. Here comes lighting!
 Come on Christmas!
 The Prodigal Son has returned at last!
 Here comes the late Mr., ...
 Better late than never!
 Better late than never but better never late!
 You're a budding late bird!
 You're early, what kept you?
 You'll be late for your own funeral.

Slow pupils You're too slow to catch a cold!
 A Creepy Crawler! Slow coach! Snail! Dilly-Day-Dream!
 Cow's tail (You're like a cow's tail, always behind!)

Part 3.

EXTENSIVE READING



The text below gives you an idea of what "the village school" is like. It is taken from Laurie Lee's story "Village School" in which the author describes in detail his own very painful at times but anyway very useful school life experience. He ends the story with the words which cannot but excite in us a feeling of nostalgia and stir up recollections of our school days.

3.1. Read what he writes.

"The narrow school was just a conveyor belt along which the short years drew us. We entered the door marked "Infants", moved gradually to the other, and were then handed back to the world. Lucky, lucky point of time, our eyes were on it always. Meanwhile we had moved to grander desks, saw our juniors multiplying in number, Miss Wardley suddenly began to ask our advice and to spoil us as though we were dying. There was no more to be done, no more to be learned. We began to look around the schoolroom with nostalgia and impatience. During playtime in the road we walked about gravely, patronizing the younger creatures. No longer the trembling, white-faced battles, the flights, the buttering-up of bullies; just a punch here and there to show our authority, then a sober stroll with our peers.

At last Miss Wardley was wringing our hands, tender and deferential. "Good-bye, old chaps, and jolly good luck! Don't forget to come back and see me." She gave each one of us a coy sad glance. She knew that we never would."

Notes



Miss Wardley - a Head Teacher "who was fond of singing and of birds and who encouraged pupils in the study of both"

peers - classmates

deferential - showing respect

coy - shy

In the extract given below the very first day of the narrator's arriving at the school is described.

3.2. Read the text to yourself as quickly as you can. Time yourself. Try to keep in your memory as much factual information as you can.

The village school at that time provided all the instructions we were likely to ask for. It was a small stone barn divided by a wooden partition into two rooms - The Infants and the Big Ones. There was one dame teacher, and perhaps a young girl assistant. Every child in the valley crowding there, remained till he was fourteen years old, then was presented to the working field or factory with nothing in his head more burdensome than a few mnemonics, a jumbled list of wars, and a dreamy image of the world's geography. It seemed enough to get by with, in any case; and was one up on poor old grandparents.

This school, when I came to it, was at its peak. Universal education and unusual fertility had packed it to the walls with pupils. Wild boys and girls from miles around - from the outlying farms and half-hidden hovels way up at the ends of the valley - swept down each day to add to our numbers, bringing with

them strange oaths and odours, quaint garments and curious pies. They were my first amazed vision of any world outside the womanly warmth of my family; I didn't expect to survive it for long, and I was confronted with it at the age of four.

The morning came, without any warning, when my sisters surrounded me, wrapped me in scarves, tied up my boot-laces, thrust a cap on my head, and stuffed a baked potato in my pocket.

"What's this?" I said.

"You're starting school today."

"I ain't. I'm stopping 'ome."

"Now, come on, Loll, you're a big boy now."

"I ain't."

"You are."

"Boo-hoo."

They picked me up bodily, kicking and bawling, and carried me up to the road.

"Boys who don't go to school get put into boxes, and turn into rabbits, and get chopped on Sundays."

I felt this was overdoing it rather, but I said no more after that. I arrived at the school just three feet tall and fatly wrapped in my scarves. The playground roared like a rodeo and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts, went skating and skidding around me. The rabble closed in, I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a top, screwed my nose, and stole my potato.

I was rescued at last by a gracious lady - the sixteen-year-old junior-teacher - who boxed a few ears and dried my face and led me off to the Infants. I spent that first day picking holes in paper, then went home in smouldering temper.

"What's the matter, Loll? Didn't he like it at school, then?"

"They never gave me the present!"

"Present? What present?"

"They said they'd give me a present."

"Well, now, I'm sure they didn't."

They did! They said: "You're Laurie Lee, ain't you? Well, just sit there for the present. I sat there all day long but never got it. I ain't going there again!"

But after a week I felt like a veteran and grew as ruthless as anyone else. Somebody had stolen my baked potato, so I swiped somebody else's apple. The Infant Room was packed with toys such as I'd never seen before - coloured shapes and rolls of clay, stuffed birds and men to paint. Also a frame of counting beads which our young teacher played like a harp, leaning her bosom against our faces and guiding our wandering fingers.

* * *

3.3. Say what the text is about in 2-3 sentences.

3.4. Define the author's communicative intentions.

3.5. Divide the text into logical parts. Entitle each part.

3.6. Prepare the contents of the text for oral reproduction (Make sentences shorter, transform the direct speech into indirect, substitute the unknown words for the words your fellow students know, replace the words with emotive charge by the neutral ones, think up suitable speech patterns. If necessary make up the outline).

3.7. Reproduce the contents of the text to your classmates interweaving into it your commentary concerning the author's communicative aims.



3.8. Explain to your fellow-students the meaning of the words given below.

Barn, burdensome, mnemonics [ni:'moniks], a jumbled list (of wars), a dreamy image of (the world's geography), to be one up on smb, hovel, to box ears, oath, smouldering temper, rabble, frizzled hair, to prod, hideous.

3.9. Find in the text the sentences, which have the meaning close or synonymous to these ones.

- 1) The pupils of the village school were better educated than their grandparents.
- 2) The knowledge the village school pupils got was sufficient to live and work in the countryside.

- 3) My first impression of the village school was that of confusion, surprise and wonder.
- 4) I understood that the sisters exaggerated the guilt of the children who did not go to school.
- 5) I was saved by a gracious lady.

3.10. Give the infinitives of the verbs used in the text.

"Swept, thrust, torn, flew, spun, stole, led"

3.11. Write out the verbs with the help of which the author describes the way the children behaved when Loll arrived at the school.

3.12. Study the syntactical structure of the sentence "The playground roared like a rodeo..." which is an example of simile ['simili]. "Simile is a figure of speech which draws a comparison between two different things in one or more aspects; an imaginative comparison". Find in the text some other examples of simile. Do they add emotional colour to the description?

3.13. Read the sentence to get acquainted with one more figure of speech the author uses to make the description of the pupils' behaviour more emotional. The device is called "synecdoche" [si'nekdeki]. It is a figure of speech, alike to metonymy, by which a part is put for the whole, or the whole for a part, or an individual for a class, or an indefinite number for a definite one, or singular for plural.

Old boots, ragged stockings, torn trousers and skirts, went skating and skidding around me. Interpret the sentence and give its neutral version.

REMEDIAL ACTIVITIES

3.14. Express what the result could have been if there had been different conditions in the text.

Model. I think the boy wouldn't have gone to school if his sisters hadn't made him do it.

3.15. Say what you wish the boy (or the other characters) had done or had not done under the suggested circumstances.

Model. I wish Loll had been given a more cordial welcome at school.

3.16. Ask your group-mates to formulate the controlling idea of the text.

3.17. Ask your group-mates: 1) if they found the text high/low-spirited; optimistic / pessimistic; convincing / unconvincing; lacking depth, originality or profound & original; 2) if the text impressed or depressed them; surpassed their expectations or fell short of their expectations; offered food for thought or left them impartial; evoked some emotions or left them indifferent.



3.18. Read and design exercises in analogy to interpret the extract from the story "Village School" which begins with the words "Our village school was poor & crowded, but in the end I relished it" (p.116) up to the end of the passage (p.118). (School Stories)

FOLLOW-UP ACTIVITIES

3.19. Answer these questions (about yourselves)

- 1) a. Do you remember the day when you went to school for the first time? What was it like?
- b. What feelings did you experience when standing in the assembly-hall and listening to the principal's solemn words of appeal to you?
- c. Did you envy senior pupils? Did you wish you could grow up quickly and be an adult? Why?
- d. Do you remember whom you wished to have as a bosom friend? Why?
- e. What was it that you liked or disliked at school on that (first) day?
- 2) a. What did the school where you studied look like? (old, new, comparatively new, made of wood, stone, brick, glass & concrete).
- b. What facilities did it have? (a school garden, a playground, a stadium, a swimming pool, etc.).
- c. Was your school building plain or decorated with columns, domes, carvings? Did it look like a barn or like a palace?
- d. Was it painted white, yellow, grey?
- e. Was it often given a face lift?
- f. Was it stately and imposing or dismal and dilapidated?

- g. Were the floors linoleum, parquet or tessellated?
 - h. Were the walls painted or whitewashed? Were they cracked?
 - i. Did the school building face a street alive with traffic or did it look out on a park?
 - j. On what floor was the staff-room, the canteen, the cloakroom, the sick room, the gymnasium, the library, the office, the headmaster's room, the great hall, the biology/chemistry/physics room located?
 - k. What were the classrooms equipped with (Desks or tables? Chalkboard? Audio-visual aids?).
 - l. What type of school did you attend: a day school, a boarding school, a regular school or a school specializing in English or mathematics or other subjects?
- 3) a. You had to wear a uniform, hadn't you?
- b. What was the uniform like for the boys and for the girls?
 - c. Were you allowed to wear ordinary clothes?
 - d. Were you punished if you came along in jeans, sweaters, fashionable dresses?
 - e. Did you wish you could wear the latest fashions at school?
 - f. Were you allowed to have jewellery on?
 - g. Did you feel proud in a uniform or depressed? Why?
 - h. Did you feel a member of the group rather than an individual?
 - i. Did you feel a desire to challenge the rule of wearing uniforms?
- 4) a. What were you taught in primary school?
- b. What was your favourite subject? Did you do well in it?
 - c. Were the first years of schooling difficult for you? Why?
 - d. How did you progress in foundation subjects?
 - e. Did it take you great efforts to learn reading, writing, counting?
 - f. Were you taught to be part of a team, sharing the ideas and learning to be self-confident?
 - g. Do you wish you could have had religious education and collective worship on those far-gone days? Do you remember if there were God-believers in your class? What was your attitude to them?
 - h. What playing activity did you have in the classroom? Were the classes fun?

- i. Which of them were most interesting and why?
- j. What out-of-class & out-of-school activities did you get involved in?
- k. Did you often go to the theatre, to the cinema, to museums & exhibitions? Did you prefer going to the theatre in a body or alone?
- l. Did you go to a local library? Did it stimulate your learning?

3.20. Pair work. Ask your classmates questions concerning your last years of schooling (in analogy) and make her/him do the same.

3.21. Group discussion.

1) Enlarge on the following statements:

- a. A few people decide to educate their children at home, although it may be difficult to do so successfully.
- b. Take a keen interest in what your child is taught. Go to the parents' meetings as well as open evenings and talk to teachers about your child's progress.
- c. If you think that your child is spending too much or too little time on homework, contact the school.
- d. Your support for school concerts, sports occasions, parents' meetings, festivals etc. is a great encouragement to your children and to teachers organizing the events.
- e. An education course at school should also include work experience. Or at least there should be job-related courses leading to qualifications that are directly relevant to a future career.

2) Agree or disagree with the following.

- a. During the teenage years, many young people can at times be difficult to talk to. They often appear to resent being questioned.
- b. Young people are usually open if they believe that questions arise from a genuine interest rather than as an attempt to "check up" on them.
- c. There should be career teachers at school to provide teenagers with some helpful advice in choosing their future profession.
- d. A young person's interest as a rule can switch from career to career. That's why it's reasonable that parents wait until the last moment to talk with teachers and their teenagers about higher & further education & career option.
- e. If a child doesn't keep up with his or her classmates, she or he should be sent to a special school.

3) Discussion points.

- a. How to keep your school run smoothly.
- b. What to do if a child has special needs.
- c. What should be taught at school.
- d. School admission - should it be dependent on one's age only or on one's ability as well?
- e. Should a pupil have rights or only obligations?
- f. Suspensions and expulsions: causes and consequences.

3.22. Get ready for a three-minute broadcast talk about one of the problems outlined in **3.21**.

WRITING ACTIVITIES



3.23. Write an essay on one of the topics

- 1) My First Day in the First Form.
- 2) My Last Day in the 11th Form.
- 3) My First Day at College.
- 4) My School-leaving Party.

SMILE AND RELAX



3.24. It's interesting to know that there are nicknames for school subjects.

On the bus taking children to school someone says:

What's the first lesson today?

Someone replies: 'Dictation'!

And then all the young ones burst out: Dictation! Pollygation! Three pigs on a railway station.

or

Dictation, botheration put teacher in the p'lice station.

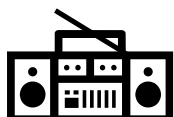
Other nicknames are: 'Compo' for composition, Domaski or Domeca for domestic Science, Gogers or Jig-jog for Geography, Fizzy or Phiz-jig for

Physics, Daftwork for craftwork, Mystery for History, Tainting for Painting, Physical Torture for Physical Training, Religious Destruction for Religious Instruction.

(taken from 'The Love and Language of Schoolchildren'
by Jona & Peter Opie. Oxford, 1959)

Part 4.

LISTENING COMPREHENSION



What is education for? What is it that we as students should seek to acquire from our education? What is it that we as teachers should aim at producing in our student? To get a deeper insight into what education should be aimed at listen to the fragments of lectures on "Education in a Free Society" delivered by 3 professors of the University of Pittsburgh.

PRE-LISTENING ACTIVITIES

4.1. Look through the 'Panel Talk' (Part 1) and say what the aims of education are.

4.2. Look at these words and word-combinations you're going to hear.

- 1) lubricated - made to work easily by generally accepted behaviour of a social group
- 2) ragged - lacking uniformity
- 3) miscellaneous - of mixed sorts; having various qualities & characteristics
- 4) haphazardly trained - trained without plan or order
- 5) incongruous - not in harmony or agreement
- 6) the ministry - the ministers of religion as a body
- 7) cease harassing - stop troubling
- 8) to sap - to weaken; drain away
- 9) by jettisoning - by throwing away what is unwanted
- 10) malpractice - wrong doing
- 11) to dispense - to do without

* the University in the lecture is used in a broad sense - to include many special institutes, colleges, professional schools

* the Old World - Europe, Asia, Africa (here Europe is meant)

4.3. Before listening to the text get through the outline of the lecture.

- 1) The difference between the European and the American University.
- 2) The development of American society and new tasks facing the American University.
- 3) The grim prospects American education is confronted with.
- 4) Search for new approaches in the American University.
- 5) The relationship of new ideas & old stereotypes in society.

WHILE - LISTENING ACTIVITIES

4.4. Take notes concerning:

- 1) the causes of tradition & stability of the European University;
- 2) the causes of instability in the American University;
- 3) new professions which a rapidly expanding & developing American society demanded;
- 4) two grim prospects American education was confronted with;
- 5) new emphases in American education;
- 6) measures to speed up and improve the processes of education;
- 7) the creation of an atmosphere favourable to learning;
- 8) the major purpose of the University;
- 9) the relations of society & the University

AFTER - LISTENING ACTIVITIES

4.5. After you've listened to the text once, make certain you have understood the basic points. Say if these statements are true or false.

- 1) The difference in the European and the American patterns of higher education lay in the preparation of those who went up to the University.

- 2) In America students representing a single intellectual interest came up to colleges with a common body of knowledge, common outlook, common pattern of behaviour.
- 3) European education catered for the interests of the ruling class while American education meeting the demands of America's rapidly growing economy began to cater for more sections of population after WWI.
- 4) At present the European University is getting more and more adjusted to the American pattern.
- 5) There is no class division in American education.
- 6) In American education much emphasis is placed on teaching rather than on learning.
- 7) American educators are sure that exposing the young to intellectual difficulties, making them think for themselves is of great educational importance.
- 8) They think that it is not necessary to dispense with a good deal of administrative overhead. Administration helps to stabilize the University system.
- 9) Lifting the intellectual level of the University lies not only within academic walls but within the whole community.
- 10) They assume that the creation of an atmosphere favourable to learning - an atmosphere that stimulates the imagination, excites the curiosity, enlarges and enriches the horizons comes first among educational tasks at present.
- 11) They believe that the major purpose of the University is to serve immediate utilitarian needs and not to serve and safeguard the interests of future generations.
- 12) Society, as American educationalists suppose, is afraid of new ideas, that's why it seeks to isolate the young from the dangers of new and unorthodox ideas which are born, as a rule, in the University.

4.6. The following 10 sentences summarize the main points of the lecture, if rearranged in the correct order. Listen to the recording again and rearrange the sentences logically.

- 1) The American University graduates were not destined for fixed careers in church, government and economy.
- 2) To achieve the aim of lifting the intellectual level of the University it was necessary to free students for the enterprise of educating themselves and educating each other in the classrooms, in the library, in the clubs and societies.

- 3) The University is the Restitution to prepare man able of challenging current assumptions and current practices, able of thinking far ahead.
- 4) It was also necessary to dispense with a good deal of administrative overhead.
- 5) To cope with new tasks of rapidly developing society the American University had to spend up and improve the processes of education by placing less emphasis on teaching and more on learning.
- 6) The University is almost the only institution that exists to serve and safeguard the interests of future generations.
- 7) The University is the institution to prepare men with new and bold ideas of preparing society for change.
- 8) It was necessary to create an atmosphere favourable to learning, an atmosphere that stimulates the imagination, excites the curiosity, enlarges and enriches the horizons.
- 9) To produce an adequate supply of professionally trained, specialists is not the primary or even major purpose of the University.
- 10) The University in a broad sense includes many special institutes, colleges, professional schools which must help to provide for the current needs of society.

4.7. After rearranging these 10 sentences in writing and omitting the numbers read them aloud to make sure that it presents the summary of the lecture logically and accurately.

4.8. Arrange all the information on those lines: problems - causes - solutions.

4.9. Compare or contrast the problems American society was facing three decades ago with the problems we are facing in education and the development of society at present. Could you find any similarities or differences?

4.10. Discuss the key problems the text states. Here are some expressions which may help you to keep the discussion going:

- 1) if the class finds itself in a critical tongue-tied situation:
 - a. Come, let's talk a bit! I may be right or I may be wrong but it seems everyone here is tongue-tied.
 - b. Who'll break the ice!
 - c. Who'll set the ball rolling!

- d. It's a perfect chance for some glowing talk!
 - e. We need someone to put a little life in the discussion!
 - f. Go on, go on, don't stop, you are doing fine!
 - g. You are a brilliant conversationalist. May be you can inject some spirit into our flagging conversation!
- 2) if the group finds itself in a situation of introducing a point:
- a. I'd like to mention
 - b. Could I raise the subject of
 - c. There's one question I'd like to raise
 - d. I feel we must discuss the issue of
 - e. There are three points I want to make. Firstly ... secondly ... thirdly ...
- 3) if the group finds itself in a situation of giving opinions:
- a. If you ask us
 - b. You know what I think, I think that ...
 - c. I'd say that
 - d. The point is
 - e. Wouldn't you say that
 - f. Don't you agree that
 - g. As I see it
- 4) if the group finds itself in a situation of asking for clarification:
- a. Sorry, I'm not quite with you. Do you mean ...
 - b. I don't get you ...
 - c. I'm afraid I don't follow ...
 - d. I'm sorry, I don't see what you mean ...
 - e. What exactly are you driving at?
- 5) if the group finds itself in a situation of interrupting an interlocutor:
- a. Hold on a second. Don't you think ...
 - b. Hang on a minute.
 - c. If I could stop you there for a second ...
 - d. Could I just say ...
 - e. Could I butt in here ...

FOLLOW-UP ACTIVITIES



4.11. Role Play. Give a tutorial to 5 or 6 students on "Aims & Tasks of Education" as if you were a teacher in a college of education (see *Appendix 3*).

1) Here are a few microtexts for you to broaden your linguistic and factual knowledge of the problem.

* Many young people go up to college and university who have no serious intellectual interests or specific vocational goals which would require such studies. It is simple the thing to do.

* Some young people go to college for the simple desire to know, for individual enrichment that can come from further study.

* For many more the desire for further education has no such practical motive but is a simple hunger to know more about themselves and their world.

* A man can acquire a stupendous body of knowledge and still be unintelligent and insensitive.

* But in the modern world goodness is not enough, even if classrooms could produce it; the good heart needs to be guided by a reflective head.

* Let's aim at the all-round man and liberate all the powers and facilities of our young people.

* Habit, not knowledge, is the main thing we can take with us from a college education.

* Education is what is left when we have forgotten what we learned.

* When I think how hard my teachers must have worked to convey their riches into my sievelike memory I am ashamed to think how little I retain.

* I want to suggest some attitudes or habits, which seem essential. The first of these habits is scepticism. The scepticism of the reasonable man is the spirit that asks "Why"- not to embarrass another or to score for himself, but to see things as they are. "The third-rate mind", said A.A. Milne, "is only happy when it is thinking with the majority, the second-rate mind is only happy when it is thinking with the minority, and the first-rate mind is only happy when it is thinking".

* A second habit that is a great help to being reasonable is that of reflectiveness. Thinking is hard for everyone, even for those who are professionals in it. The reflective man is not confined to the immediate; he is always passing beyond the given into what it means or portends. Too many of us are bred up, to passiveness of thought. A child can sit for hours before a

television set, a young man at a big league game, or both at a double-feature movie, without any sort of mental effort.

* There is a third habit that seems to me essential to a reasonable mind. It is the habit of thinking impersonally.

* It is this independent, authentic, impersonal vision that is the true mark of the educated man. Of course, it has no necessary connection with degrees, ordinary or honorary; it is notoriously lacking in some persons with many diplomas, and conspicuous in some others, who never suffered the handicap of a university education; and it may appear in either sex, in youth or age, or in any rank or race. Whether gained in a university or not, it is something one must win for one's self for it cannot be poured from the outside. But this sense of intellectual honour, this scrupulousness about truth, makes itself quickly felt when it is there.

* The reasonable man will love and more rarely, hate, but his distinction will not lie in these things, which after all he shares with the animals, but in the way of ordering them.

It is sometimes said, again that reasonableness would kill the gusto of life, and once more there is something in the charge. We noted that the reasonable man will be habitually reflective. Now to reflect is to look before one leaps, to see one's act in the light of its consequences, and if one does that, one may never leap at all. And what we want of a man of action is responsibility.

(from "Education in a Free Society"
by Henry Steele, Robert W. McEven, Brand Blanshard.
University of Pittsburgh Press, 1960)

* * *

- 2) Prepare questions for your tutorial concerning aims & tasks of education and distribute them among your imaginary students. Make them read the above mentioned micro-texts so that they could get ready to participate in your would be tutorial.
- 3) Act out the tutorial in the classroom.

SMILE AND RELAX



4.12. It's interesting to know that the chief figures of juvenile mythology in the XX century of Great Britain are Charlie Chaplin, the sad and jaunty waif (a homeless person) with his black moustache, baggy trousers and expressive boots and Mickey Mouse, created by Walt Disney in 1928.

Here are a few rhymes about them, popular with schoolchildren.

Charlie Chaplin meek and mild
Took a sausage off a child
When the child began to cry
Charlie sloshed him in the eye.
Charlie Chaplin went to France
To teach the ladies how to dance
First he did the rhumba,
Then he did the kicks
Then he did the samba
Then he did the splits.

...

Mickey Mouse came to my house
I asked him what he wanted
He stamped his foot
And broke a cup
And that is what he wanted.
Mickey Mouse, in his house
Taking off his trousers
Quick Mum, smack his bum
And chase him round the houses.

(taken from "The Love and Language of
Schoolchildren"
by Jona and Peter Opie. Oxford, 1959)

Part 5.

PRESS REVIEW



The primary aims of the newspaper as one of the mass media are the following: 1) to inform, 2) to influence, 3) to entertain and 4) to contribute to the development of economy and promotion of national culture. Respectively newspaper content may be generally divided into the following genres: 1) news proper, i.e. straight or hard news, where only bare fact(s) and no opinion is given; 2) news story, an article of analytical character where the opinion of the writer is explicitly stated (editorials, commentaries would be included in this genre); 3) feature articles; 4) advertisements.

The Cat Sat on the Test

5.1. Read this newspaper article and find the answers to the following questions:

- 1) What is the main underlying principle of American education?
- 2) How many students take part in higher education in the USA?
- 3) Why do students take Scan-Tron exercises?
- 4) What is the Sat? At what age do students take it? What is its purpose?
- 5) What is the Cat? At what ages is it taken? What is the purpose of it?

**• School testing, like baseball, is crucial
to the American way of life. Michael White
in Washington offers a parent's view of the results**

Not many days pass without one or other of my kids getting out a number 2 pencil in their American suburban classroom and shading in the dots of a Scan-Tron paper in the correct number 2 lead so that the computer can read it.

And what is this Brave New World all about, you may be wondering? The answer is standardised testing, a national passion in this vast country of endless diversity.

So a Scan-Tron paper is what you use to answer the multiple-choice questions you get in maths, science, world studies (history and geography) or whatever it happens to be. Why did denim trousers become popular in the 1850s? Because they were (a) blue; (b) durable; (c) attractive; (d) inexpensive? Shade in the correct letter (incidentally it is (b)) in this 13-year-old's comprehension test and the computer will machine-read it.

British parents, teachers and pupils may already be fuming or jeering - at the mention of pernicious multiple-choice techniques, let alone no 2 pencil. But American education has its own ends: a system democratically designed to educate the many rather than nurture the brightest few. Even though its public (i.e. state) as well as private schools actually do nurture an elitist core an astonishing near-50 per cent of Americans go on to some form of higher education. And there are 240 million of them.

Tests are part of the means to that end. Education is primarily a state and local function administratively and financially. Rich Massachusetts can and does spend more than poor Mississippi.

So there has to be some way of objectively evaluating Boston and Biloxi's idea of an A-student in the name of both progress and value for money. Americans are practical-minded. Education is utilitarian. The consumer's parent

is king - and can vote out the school board. Quantification is a national instinct which finds expression in both IQ and baseball scores.

There is another reason why routine testing and published results matter so much. The US boasts no national exam system, no Himalayan range of GCSEs, A level or Baccalaureates to scale. Pupils are evaluated in two ways in a process of continuous assessment by their teachers via class work, homework, occasional essays and Scan-Tron exercises which produce term grades; and by national tests conducted at the ages of 10, 13 and 17 - at least in our state, though practice varies.

For college aspirants there is the Scholastic Aptitude Test (Sat) taken by about 1 million 17-year-olds a year, plus anyone younger who wants a practice run. Even at graduate level a host of tests exist.

Susan Sullivan, who teaches at one of Washington's best schools, regrets this emphasis "In the British system the teacher is a coach. You work towards the same goal and the enemy to be overcome is the A level. In our system the end of year assessment is so important, the teacher can be the enemy." And the multiple-choice test can be the enemy of real learning, the crucial technique being how to spot the "right" answer.

My 13-year-old at the local Junior High School offers a few basic tips on multiple-choice technique, "Statements are more usually 'true' than 'false' in these tests. If in doubt pick (c) or the longest answer. He does not have to write many essays and idiosyncrasy/creativity sits uneasily in the system. On the other hand he is in the fast stream, laden with homework and kept busy.

That too is a function of early diagnostic and formative testing, bolstered by teacher evaluation. In the restless, anxious debate about the quality and direction of US education ("Why are the Japanese winning?") one familiar complaint is that the strongest and the weakest are identified and helped: but it is the 80 per cent in the middle whose fate is vital to the nation's social and economic health.

We happen to live in Maryland suburbs but the standardised national test our kids take at 8, 10, 13 and 17 is the California Achievement Test (Cat) widely used, as are the comparable Iowa and Stanford tests in some states. Covering such basics as reading vocabulary, spelling, language expression and math computation, they produce results expressed in bands (1-9) and national percentiles. If you are bright, white and middle class your scores will probably be in the 90 per cent band: 60 per cent is the high school failure rate. If you are a poor black or Puerto Rican your scores may lag horribly.

Contemplating the jungle of American testing systems Britons might usefully note that anxiety about the efficacy of testing has produced more and

more tests and refinements of tests. In college selection it has also produced greater reliance on teacher assessment.

The much-vaunted Sat scores may be helpful to the top 50 colleges in weeding out lesser applicants for entry. Most US colleges don't suffer heavy over-subscription and some publish misleading Sat scores, gleaned from their image in the marketplace. Good for business, say the critics, bad for education. "The tyranny of the Sats" frightens away promising students.

* * *

5.2. Answer these more detailed questions by referring back to the article.

- 1) Why does a particular kind of pencil have to be used?
- 2) Who controls and pays for education in the USA?
- 3) What are the US equivalents of GCSEs and A-levels?
- 4) How are pupils in the USA evaluated by their teachers?
- 5) What is the relationship between pupils and teachers in the UK and USA?
- 6) Which answers in 'a true or false' test and in a multiple-choice test are the ones to pick if you don't know?
- 7) What other tests are equivalent to the Cat?
- 8) What skills does the Cat cover?
- 9) Which pupils do less well in national tests?
- 10) Why do some colleges publish misleading Sat scores? What is the consequence of this?

5.3. Highlight the following words and phrases in the article and try to work out their meaning from the context; match their meanings to the synonyms below.

Fuming, pernicious, nurture, A-student, utilitarian, quantification, continuous assessment, grades, aspirants, idiosyncrasy, fast stream, efficacy, much vaunted.

Bright pupil, cultivate, effectiveness, evaluation throughout the course, harmful, hoping to be admitted, marks, measurement, over-praised, practical, top class, unconventional behaviour, very angry.

5.4. Give the summary of the article.

5.5. Speak on the title of the article. Do you recognize anything in the title? What is it? What do you think the effect is?

5.6. Express your attitude to the problem tackled in the article.

5.7. Work in groups. Ask your partners to talk about their experiences and to give their opinion on the following topics:

- Continuous assessment by teachers / lectures
- The use of computers to assess learning
- The use of computers in education - to assist learning
- Advantages and disadvantages of tests

FOLLOW-UP ACTIVITIES

5.8. Retell your group-mates about one of your exam-experiences.

5.9. Work in teams. Make up arguments and counter-arguments for and against exams.

For

Against



5.10. Act out a 10-minute TV programme Talk Show with two experts on the problems of examinations and their influence on education. One of them thinks that “the exam system may not be perfect, but it is the best we have, it may be painful but so are many things in life”. The other is of the opinion that “examinations do not motivate a student read & learn widely, but restrict his potential”.

Cast:

A TV reporter, 2 experts, the audience: teachers, parents, pupils.

The programme can receive questions or comments telephoned in by TV viewers (some members of the group can participate in this way).

Guidelines on "Talk Show" play

The speech of the participants should be prepared as homework. The TV reporter has to make sure everyone gets a chance to ask at least one question. He should also stimulate the audience to ask questions. Make use of the topical vocabulary "Role play" and "Education", see Appendix 3.

SMILE AND RELAX



For Missing a Television Show

A young teacher who teaches electronics at a local high school, sometimes picks up a little extra money repairing television sets. One evening when Mr. Brown's set broke down, he drove to the teacher's house and brought him back to fix it. After working on it for a couple of hours he had it going again, and Mr. Brown asked him to have some coffee and cake with his family. While they were eating, Mr. Brown asked the teacher how much he owed him. "Well," the teacher said thoughtfully, "you came after me and you're taking me home. You gave me coffee and a piece of cake. I won't charge you for the work. But," he added, "it will be two dollars for missing the sport news".



Part 6. RENDERING ACTIVITIES

Let us look upon the problems of educational goals through the technique of rendering.

6.1. Read the Russian texts, define their subject matter and their controlling idea. Before reading them think over these questions.

- 1) Does pedagogy mirror the social and political processes in the country?
- 2) Should schools accept children on the selective basis or without selection?
- 3) Does modern school system prepare children for life?
- 4) What should modern educational system be based on interdiction and coercion or free thought and non-patterned behaviour?
- 5) Does our present day educational system need democratization?
- 6) Are innovator teachers rather the exception than the rule at present?
- 7) What qualities should teachers cultivate in their pupils?

Текст 1. Педагогика развития

Педагогика развития - трудный орешек для нашей школы. И не только потому, что у нас бедная материально-техническая база, почти нет компьютеров, видеомагнитофонов. Десятилетиями в голову учительству, в наши головы вбивали мысль, что школа должна прежде всего давать знания, умения, навыки, - но какие и каким путем? Какой ценой? Мы постоянно говорим о всеобуче, но и эта прекрасная задача - всеобщее обучение - понимается крайне примитивно: все дети ходят в школу и там им дают знания и умения. А кто не берет их, тот, значит, не хочет учиться и надо его заставить. Но школа - не склад готовых знаний, не столовая для бедных, не раздаточный пункт. Первая задача школы - развить ребенка, чтобы он мог и хотел добыть /а не получить/ знания, мог приобрести умения и навыки.

Многие учителя знают, что многие дети отстают в развитии, в этом чаще всего виноват семейный уклад, бедность духовных отношений в семье: но немало виноват в этом и настрой школы на одни только знания, умения и навыки, полученные любым путем, и чаще всего, не за счет развитых и развивающихся способностей, а за счет зубрежки, за счет учительского нажима, а то и за счет отцовского ремня.

* * *

6.2. Render this part using the key-words. It may be headlined "The Way to Develop the Child at School".

(A hard nut to crack - a problem that is very hard to solve; to be concerned first and foremost with the development of the child; to lack computers, videos; to attend school to get knowledge; to cultivate in the child smth; to develop smb's personality, talent, abilities; tardiness; to cram the material).

Текст 2. Условия развития

Не надо скрывать: переход к новой педагогике очень труден. Почему?

Потому что знания, умения и навыки можно худо-бедно измерять. Завел второклашку в кабинет, поставил перед ним, дрожащим, песочные часы, сунул в руки книгу - "Читай!" И подсчитав количество прочитанных в минуту слов, можно делать выводы об успехах ученика и его учителя. Куда как просто. А на самом деле одна, вторая, третья не вовремя проведенные контрольные, и ученик тупеет, развитие его останавливается, и самый смысленный мальчик выглядит неразвитым, хоть сейчас в спецшколу.

В школе развития урок - это не урок готовых истин, а урок поиска истины. Его признак - сомнение ученика в своих знаниях и даже в том, что говорит учитель. Именно с сомнения начинается поиск и творчество, именно сомнение вызывает интерес и показывает зарождение интереса.

Обычная школа учит отвечать. Школа развития учит спрашивать. Для школы развития нужно иное содержание предметов, а может быть, и предметы другие. И конечно же, новые программы и новые учебники, развивающие, а не отупляющие ученика.

* * *

6.3. Before rendering text 4, read the following text and discuss with your classmates the problem of "questioning".

The genuinely intrusive nature of pedagogical questioning is grounded in the fact that each question is a threat. Most students (pupils) genuinely fear tests. Students' faces redden and their speech falters when they are forced to admit that they don't know something.

To keep their classes comfortable and relaxed, some teachers might go so far as to avoid tests, questions and other procedures entirely.

One procedure for keeping "wrong" answers to a minimum is to address questions to the class as a whole, inviting only those, who think they know the answer to speak up. This avoids much of the embarrassment created by calling on someone who must then admit ignorance, but it is by no means a foolproof way to avoid that embarrassment.

One may also introduce humor into the situation treating a wrong answer or the confession of ignorance as the occasion for some light-hearted remark designed to soften the blow. Another technique is to applaud students for trying, even if they come up with a wrong answer.

Текст 3. Развитие культуры

Нынешняя школа виновата перед культурой нашей страны.

Педагогические институты выпускают учителей с низкой культурой - духовной, общественной, нравственной и просто речевой. Учитель мало читает и потому, что у него нет возможности приобретать книги и выписывать журналы, и потому, что у него мало времени, и потому, что у него нет привычки и желания читать. В один миг культуру учителя не поднимешь. Культура - результат огромного труда над собой.

Почему мы говорим прежде всего об учителе. Ответ понятен. Знания может передать и магнитофон, культуру же - только человек, а для многих из учеников - только учитель, наиболее развитый, наиболее образованный, наиболее культурный, наиболее гуманный человек в окружении ребенка.

Мы не просто передаем культуру детям, нет, учитель на уроке вместе с детьми воссоздает культуру своего народа. Учитель, чувствующий свою связь с культурой своего народа, несет цивилизованность, культурность, интеллигентность, расположенность к людям, милосердие, несет национальное чувство и интернациональные стремления.

В начале улицы, которая ведет к храму, стоит школа.

6.4. Before rendering text 5 answer these questions:

- 1) Why do you think our teachers' training colleges produce commonplace, mediocre teachers, rather shallow and dilettantish?
- 2) Have our teachers become distinctly less educated and less cultured lately?
- 3) Can you account for today's teachers being ignorant?
- 4) Why is a profound and versatile cultural background so necessary for a teacher?
- 5) How do you understand the words of Engels "It is obvious that society gains more from education than from ignorant, uncultivated members"?
- 6) Why do you think Academician Dmitry Sergeyevich Likhachev called the state's and the people's taking great care of the legacy of our ancestors, preserving and keeping in good order archives and libraries "the ecology of culture"?
- 7) Is it possible to raise the cultural level of our educators only by financing the sphere of culture substantially instead of giving education and culture the leftovers from allocations to industry?
- 8) What kind of personality should a teacher be to be able to educate good citizens?
- 9) What qualities should a cultured and educated teacher instill in his pupils to make them intellectuals?

Текст 5. Художественное развитие

Художественное развитие ребенка остается в школе чем-то второстепенным. Гуманитарные предметы недостаточно гуманны и не стали в школе главными. А от гуманитарных предметов зависит и техническое развитие будущих работников, потому что от искусства

зависит воображение людей. На гуманитарных уроках особенно развивается эмоциональная и нравственная сфера детей - через общение, через содействие, через переживание. Основная забота новой школы: забота о художественном развитии на каждом уроке каждого предмета.

("Войдем в новую школу".

Ш.Амонашвили, И. Волков, В.Давыдов, Б.Ильин,
С.Лысенкова, В.Шаталов, М. Щетинин и др.)

* * *

6.5. Before rendering text 4 discuss with your classmates the possibilities of the curriculum reform.

The following words and word-combinations may as well help you to do it:

To change the curriculum to suit pupils' interests and tastes;

(humanitarian subjects) to be badly neglected in favour of science course;

to underestimate/overestimate the role of subjects;

to help broaden one's spiritual outlook;

to be concerned with the development of personality;

to cultivate in pupils an artistic taste;

to mature in pupils high moral principles;

to mould smb's character

curriculum: to be made up/to be confined almost/exclusively to a drilling
in/to include a set of (bias subjects); to offer subjects, to be aimed at
(intellectual, vocational) training, to be broadened/narrowed.

FOLLOW - UP ACTIVITIES

6.6. Express your attitude to what you have learned while rendering Russian text 4. Do you approve of the principles preached by our distinguished innovator-teachers?

6.7. Read the passages and express your opinion (contradict, suggest solutions, give advice, etc.). Outline the situations in which you'll present your opinion.

- 1) Learning is thought by some teachers to occur best when punishment is the motivation. Doubtless this is true, in a stimulus-response fashion for some kinds of learning. But real learning which involves not only creative

thinking, but learning how to be one's self, doesn't occur this way. One method which promises improvement in teacher-student communication is teaching how to form relationships, how to communicate.

- 2) Nods of assent, smiles, frowns, furrowed brows, raised eyebrows, head scratching, fidgeting, droopy eyelids are the forms of bodily expression of the pupils' understanding of the teacher's message.
- 3) "Motivation," says Gemery Harmer, "is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal". Teachers who want to be successful in teaching should have this quotation in mind when planning lessons to encourage themselves and their students.
- 4) "Keep the school doors open" became a popular slogan among American educators in the mid-70s. They argued that closing most school buildings from June to September was a waste of time and talent and, more often than not, an unnecessary break in the learning process. Many schools now offer summer courses – some of which are remedial in nature – which students may not have time to pursue during the regular school curriculum. More often the school allows students to take additional courses, some at the advanced level, for which they receive college-level credit.

6.8. Expand on the following:

- 1) "A person's culture is a matter not only of education, but also of consideration for others and a strong sense of honour and dignity."
- 2) "The intellectual is a person who possesses sincere, ethical, moral and not only mental potential."
- 3) "The task of raising moral standards is to create conditions which exclude cowardice, time-serving, servility and thoughtless executiveness. A person in such conditions would be forced to behave in a more or less human way, turning from a slave of fear into a free personality."

6.9. Answer these questions.

- 1) Would you want the learner to remain servile to his or her teacher?
- 2) Do you agree or disagree on "painless" pedagogy and learners' self-governance?
- 3) What do you understand by the phrase "to prepare the young for life"?
- 4) Would you call for more comfort in the classroom if you were a teacher?

- 5) Have our teachers become kindlier, friendlier, less strict, less formal – in a word more humane in their dealings with pupils than they were when you were a pupil?
- 6) Has the classroom climate at our school become decidedly more hospitable, warm, friendly, inspiring and inviting than it once was?
- 7) Have different implements of corporal punishment (hickory sticks, canes, slippers, paddles, dunce's caps, the punitive, repetitious writing of sentences, standing in the corner for some trivial wrongdoing, different forms of public humiliation, etc) gone for good and for ever? Are they at least fast disappearing?
- 8) Today's pupils at all levels of education are encouraged to be more independent as thinkers, they are required to memorize less and to understand more, aren't they?
- 9) Are they routinely encouraged to ask questions, to seek rational explanations, to challenge authority, if it goes wrong?
- 10) Are they increasingly permitted to make up their own minds with respect to what is true and false?

6.10. Discuss the below-given statements in groups of two or three.

- 1) To be genuinely true to their calling, all teachers must be partially conservative and partially liberal in outlooks on teaching.
- 2) The teacher's primary task is to be a kind of midwife whose job is to assist in the birth of new personalities, new characters, new selves.
- 3) If teachers were more open about themselves as people, and encouraged the pupils to know them, and if not just minds but the whole person were involved in the educational process, then the pupils might be happier.
- 4) The relationship of the young and the old! They are, one might say, worlds apart: one group speaking the language of the soul, the other - of the mind. They are living two different lives.

6.11. Find out (state) the difference between the older and the newer ways of teaching with respect to:

- 1) the main objective of teaching;
- 2) the attitude of pupils to learning;
- 3) the position of the teacher in the teaching-learning process;
- 4) the position of the learner in the teaching-learning process;
- 5) the classroom atmosphere;
- 6) the teacher-pupil relationship.

WRITING ACTIVITIES



6.12. Write an argumentative essay on the topic “The relationship of the Young and the Old”. Use the following idea as a beginning: “They are, one might say, worlds apart: one group speaking the language of the soul, the other – of the mind. They are living two different lives.”

LONG-TERM TASKS

6.13. Sum up all knowledge you’ve accumulated from the Russian and English texts. Write a report on "What makes the teaching-learning process effective, successful and happy". Present the report in the classroom.



6.14. Choose a very popular melody. Compose a song about what should be avoided in our present day education. Or write a humorous story. We are sure you can do it if you try. Go ahead.

VIEWING ACTIVITIES



6.15. Watch and discuss the film "Intensive Teaching".

UNIT 4. MARRIAGE AND FAMILY RELATIONS

Part 1.

AUDIO-ORAL INDUCTION



Marriage is a very important step in a person's life. The concept of a happy marriage varies from individual to individual.

A group of students and their teacher are involved in a discussion of marital problems and the factors contributing to marital success. It is not a formal atmosphere, but simply an open exchange of ideas.

1.1. Listen to the recording of the discussion. Point out the problems they are talking over.

Class Discussion

- I'd like to begin today's talk by suggesting a starting point. What's the basis of a happy marriage?

- (Class) Oh! It is a bit unexpected! It sounds O.K. How on earth shall we start?

- What with some students being married and others standing on the threshold of matrimony this seems an important topic. There 's no denying the fact that we are greatly concerned with marital problems and behaviour.

- But let's return to the subject. What makes a marriage happy?

- (Class) Love! Mutual understanding! Financial security and self-reliance! Passionate attachment!

- I rather think marriage involves living with a person, not merely loving him. In my opinion comradely affection and companionship matter more in the long run than passion.

- I don't see, Mary, why you haven't mentioned such significant factors as cultural similarities and intellectual compatibility. They are very important in choosing the right partner. Like should marry like. It stands to reason. People should have much in common in order to get along with one another.

- I, for one, think financial security is of primary importance for marital success. Of course, money doesn't automatically bring happiness, but a lack of money certainly causes stress in any relationship.

- There's a lot to be said for money. But love comes first, I believe. In modern society people needn't any longer marry for convenience.

- Don't they? It depends on what we understand by a marriage of convenience. If a person marries for such reasons as having children, emotional security, a home of his own, is it a marriage of convenience? If it is, I'm all for it.

- I see what you mean, Kate. But let's face it. Some people nowadays marry for reasons of convenience and advantage: to promote a career, to come into money or just to please their parents.

- By the way, parents may make a better choice than their children. They are wiser and may be better judges of character than young people. They know well what qualities are desirable in a spouse.

- I'm sure neither a marriage of love nor a marriage of convenience is bound to be a success. Both kinds of marriages take work, patience and perhaps a bit of luck. Happy homes are so rare!

- But what's wrong with marrying for love?

- I don't think marriage is for everybody. I fell in love a dozen times and out of love as often. I don't consider it a steady relationship. I'd rather stay a bachelor.

- (Class) Poor George! You sound too pessimistic! That's bad luck! Don't lose heart! Wait and see!

- Let me have my say! I believe marriage is what two people make it. The trouble with many modern couples is that they hurry into marriage. Being madly in love with each other they don't weigh up all the factors important for a life-long union. They regard romance as the primary basis of marital success.

- That's true. Marriage is different from love. That is why young people are so often disappointed. The ideal they fall in love with has so little to do with reality.

- What really happens during the period of romance is that young people see their partners through rose-coloured spectacles. The faults of their characters are not so obvious because they try to please their loved ones. If those faults sometimes do come into the open, they are happily ignored, while the virtues are magnified and exaggerated out of all proportion.

- You have explained it in such a way that it seems to leave no hope for young people in love.

- I never meant to be so discouraging. You have a reasonable chance of matrimonial happiness if you know the person you are marrying very well, if you carefully weigh up all the pros and cons and if you do not expect marriage to be an everlasting honeymoon.

- Oh! Marriage needs to be worked at.

* * *

1.2. Listen to the recording a second time. Identify the teacher's part and give its summary.

1.3. Point out the students' views on marriage. Put them down into the following table.

Participant	Point of View on Marriage
1. Kate	1.
2. Mary	2.
3. George	3.

1.4. Discuss the views of the participants of the talk.



1.5. Take the role of a teacher to practise the topical vocabulary and the patterns used in the discussion:

1) prepare hand-outs with the selected patterns and vocabulary for your fellow-students to use during class;

2) conduct the drill.

FOLLOW-UP ACTIVITIES

1.6. Express your opinion, contradict, suggest solutions and give advice to somebody who tells you that

1) Love is not of primary importance for a successful marriage.

2) Parental advice mustn't be taken into consideration in such a problem as marriage.

3) Young people don't marry for convenience nowadays.

- 4) It is impossible for two people of opposite temperaments to be happy together.
- 5) Pre-marriage love ensures harmonious marital relations.
- 6) The longer the period of acquaintance before marriage, the better are the chances of marital success.
- 7) When you get married, you do give up your own fantasies and dreams for the sake of common interests and responsibilities.
- 8) The commitment of marital fidelity has become the most vital issue in marriage.
- 9) A new condition of many marriages is to be equal, to have an equality of opportunity for each to grow, an equality of consideration for each other's needs, an equality in decision making.
- 10) The pressures of today affect marriage and make it fragile.

1.7. Interview your classmates on their attitude to marriage. Make up questions. Report your findings to the class.

1.8. Share your views on marriage. (Choose the adequate topical vocabulary).



1.9. Work in groups of 3. The parents are speaking with their 17 year-old daughter who is about to marry. They are taking pains to talk her out of marrying.

Useful language for expressing emotions:

Disapproval

I would advise against...

It's up to you but I wouldn't...

I can't see why you should...

My heart is full of misgivings.

You'd better not...

It's not that we don't want to ... but...

Persuasion

If I were you, I'd think twice about...

The way I see it, you should...

I think you have to...

You're expected to...
You must take it into consideration that...
But there are other considerations. For example...

Persistence

I know better what...
I take your point but...
In spite of what you say, I think...
There's much in what you say but...
But on the other hand...
It's out of the question.
I know my mind very well and...
I have no alternative...
I don't think you can prevent me from...



1.10. Pair work

The mother has found a suitable marriage partner for her daughter. She dwells on the advantages of an arranged marriage. The daughter resents it. She is first bored with her mother's words, then shows signs of irritation and anger.

Useful language for expressing emotions:

Annoyance, Frustration

What a (bore) nuisance!
I'd rather...
Are you kidding?
For heaven's sake stop...
For goodness' sake don't
It gets on my nerves.
Why on earth...
I can't stand...
I never could put up with...
I can't say it appeals to me very much.
There's nothing I like less than...
I really hate...

1.11. Pair work

Your close friend has taken you into her confidence. She has been recently proposed to. She is madly in love and has romantic ideas about marriage. You make it a point to "enlighten" her on the difficulties of married life. You sound reasonable and realistic. (See the useful language above).

1.12. Illustrate any of the following proverbs speaking on the problems discussed in **1.1-1.11**. Be prepared to do it in a brief written statement.

- 1) Marriage makes or mars a man.
- 2) Marry in haste and repent at leisure.
- 3) Love is neither bought nor sold.
- 4) Marriage goes by contrasts.
- 5) Love and marriage go together like a horse and carriage.
- 6) Marriages are made in Heaven.



1.13. Suggest your own discussion points related to the topic. Have examples ready if responses are not forthcoming. (See: Classroom English, The Adequate Topical Vocabulary)

SMILE AND RELAX



"Give me a kiss, darling."

"No, no. My mother is against kissing."

"But, my dear, I don't want to kiss your mother."

* * *

"So she turned you down, eh?"

"Yes. I made the mistake of confessing that my heart was in my mouth when I proposed."

"What had that to do with it?"

"Oh, she said she couldn't think of marrying a man whose heart wasn't in the right place."

* * *

Part 2.

INTENSIVE READING



Choosing the right match in marriage can mean all the difference between a happy and an unhappy life. How can you determine before marriage whether your partner is the right one? Can marriages be successful despite vastly different family backgrounds? What is the role of personal characteristics? To answer these questions analyse an extract from F. Scott Fitzgerald's story "The Ice Palace".

F. Scott Fitzgerald (1896-1940) is one of the greatest American writers. His books nowadays are as successful as his own life was a failure. He wrote five novels: "This Side of Paradise", "The Beautiful and Damned", "The Great Gatsby", "Tender is the Night" and "The Last Tycoon" (his last and unfinished work); four volumes of short stories; and "The Crack-Up", a selection of his autobiographical pieces. "The Ice Palace" is one of Fitzgerald's early stories.

(Sally Carrol, a young beautiful girl from the South comes on a visit to her fiancé Harry Bellamy who lives in a Northern city).

Home was a rambling frame house set on a white lap of snow, and there she met a big, gray-haired man of whom she approved, and a lady who was like an egg, and who kissed her - these were Harry's parents. There was a breathless indescribable hour crammed full of half-sentences, hot water, bacon and eggs and confusion; and after that she was alone with Harry in the library, asking him if she dared smoke.

It was a large room with a Madonna over the fireplace and rows upon rows of books in covers of light gold and dark gold and shiny red. All the chairs had little lace squares where one's head should rest, the couch was just comfortable, the books looked as if they had been read - some - and Sally Carrol had an instantaneous vision of the battered old library at home, with a lot of fairly expensive things in it that all looked about fifteen years old.

"What do you think of it up here?" demanded Harry eagerly. "Does it surprise you? Is it what you expected, I mean?"

"You are, Harry," she said quietly, and reached out her arms to him.

But after a brief kiss he seemed anxious to extort enthusiasm from her.

"The town, I mean. Do you like it? Can you feel the pep in the air?"

"Oh, Harry," she laughed, "you'll have to give me time. You can't just fling questions at me."

She puffed at her cigarette with a sigh of contentment.

"One thing I want to ask you," he began rather apologetically, "you Southerners put quite an emphasis on family, and all that - not that it isn't quite all right, but you'll find it a little different here I mean - you'll notice a lot of things that'll seem to you at vulgar display at first, Sally Carrol; but just remember that this is a three-generation town. Everybody has a father, and about half of us have grandfathers. Back of that we don't go".

"Of course," she murmured.

"Our grandfathers, you see, founded the place, and a lot of them had to take some pretty queer jobs while they were doing the founding. For instance, there's one woman who at present is about the social model for the town; well, her father was the first public ash man ¹ - things like that."

"Why," said Sally Carrol, puzzled, "did you s'pose I was goin' to make remarks about people?"

"Not at all," interrupted Harry, "and I'm not apologizing for any one either. It's just that - well, a Southern girl came up here last summer and said some unfortunate things, and - oh, I just thought I'd tell you."

Sally Carrol felt suddenly indignant - as though she had been unjustly spanked - but Harry evidently considered the subject closed, for he went on with a great surge of enthusiasm.

"It's carnival time, you know. First in ten years. And there's an ice palace they're building now, that's the first they've had since eighty-five. Built out of blocks of the clearest ice they could find - on a tremendous scale."

She rose and walking to the window pushed aside the heavy Turkish portieres and looked out.

"Oh!" she cried suddenly. "There's two little boys makin' a snow man! Harry, do you reckon I can go out an' help 'em?"

"You dream! Come here and kiss me."

She left the window reluctantly.

"I don't guess this is a very kissable climate, is it? I mean, it makes you so you don't want to sit round, doesn't it?"

"We're not going to. I've got a vacation for the first week you're here, and there's a dinner-dance to-night."

"Oh, Harry," she confessed, subsiding in a heap, half in his lap, half in the pillows, "I sure do feel confused. I haven't got an idea whether I'll like it or not an' I don't know what people expect, or anything. You'll have to tell me, honey."

"I'll tell you," he said softly, "if you'll just tell me you're glad to be here."

"Glad - just awful glad!" she whispered, insinuating herself into his arms in her own peculiar way. "Where you are is home for me, Harry."

And as she said this she had the feeling for almost the first time in her life that she was acting a part.

That night, amid the gleaming candles of a dinner-party, where the men seemed to do most of the talking while the girls sat in a haughty and expensive aloofness, even Harry's presence on her left failed to make her feel at home. (....)

... At first the Bellamy family puzzled her. The men were reliable and she liked them; to Mr. Bellamy especially, with his iron-gray hair and energetic dignity, she took an immediate fancy, once she found that he was born in Kentucky ²; this made of him a link between the old life and the new. But toward the women she felt a definite hostility. Myra, her future sister-in-law, seemed the essence of spiritless conventionality. Her conversation was so utterly devoid of personality that Sally Carrol, who came from a country where a certain amount of charm and assurance could be taken for granted in the women, was inclined to despise her.

"If those women aren't beautiful," she thought, "they're nothing. They just fade out when you look at them. They're glorified domestics. Men are the centre of every mixed group."

Lastly there was Mrs. Bellamy, whom Sally Carrol detested. The first day's impression of an egg had been confirmed - an egg with a cracked, veiny voice and such an ungracious dumpiness of carriage that Sally Carrol felt that if she once fell she would surely scramble. In addition, Mrs. Bellamy seemed to typify the town in being innately hostile to strangers. She called Sally Carrol Sally, and could not be persuaded that the double name was anything more than a tedious ridiculous nickname. To Sally Carrol this shortening of her name was like presenting her to the public half clothed. She loved "Sally Carrol", she loathed "Sally". She knew also that Harry's mother disapproved of her bobbed hair; and she had never dared smoke down-stairs after that first day when Mrs. Bellammy had come into the library sniffing violently.

... And then one afternoon in her second week she and Harry hovered on the edge of a dangerously steep quarrel. She considered that he precipitated it entirely, though the Serbia ³ in the case was an unknown man who had not had his trousers pressed.

They had been walking homeward between mounds of high-piled snow and under a sun which Sally Carrol scarcely recognized. They passed a little girl done up in a gray wool until she resembled a small Teddy bear, and Sally Carrol could not resist a gasp of maternal appreciation.

"Look! Harry!"

"What?"

"That little girl - did you see her face?"

"Yes, why?"

"It was red as a little strawberry. Oh, she was cute!"

"Why, your own face is almost as red as that already! Everybody's healthy here. We're out in the cold as soon as we're old enough to walk. Wonderful climate!"

She looked at him and had to agree. He was mighty healthy-looking; so was his brother. And she had noticed the new red in her own cheeks that very morning.

Suddenly their glances were caught and held, and they stared for a moment at the street-corner ahead of them. A man was standing there, his knees bent, his eyes gazing upward with a tense expression as though he were about to make a leap toward the chilly sky. And then they both exploded into a shout of laughter, for coming closer they discovered it had been a ludicrous momentary illusion produced by the extreme bagginess of the man's trousers.

"Reckon, that's one on us", she laughed.

"He must be a Southerner, judging by those trousers," suggested Harry mischievously.

"Why, Harry!"

Her surprised look must have irritated him.

"Those damn Southerners!"

Sally Carrol's eyes flashed.

Don't call 'em that!"

"I'm sorry, dear," said Harry malignantly apologetic, but you know what I think of them. They're sort of - sort of degenerates - not at all like the old Southerners. They've lived so long down there with all the colored people that they've gotten lazy and shiftless.

"Hush your mouth, Hurry!" she cried angrily. "They're not! They may be lazy - anybody would be in that climate - but they're my best friends, an' I don't want to hear 'em criticised in any such sweepin' way. Some of 'em are the finest men in the world."

"Oh, I know. They're all right when they come North to college, but of all the hangdog, ill-dressed, slovenly lot I ever saw, a bunch of small-town Southerners are the worst!"

Sally Carrol was clenching her gloved hands and biting her lip furiously.

"Why," continued Harry, "there was one in my class at New Haven⁴, and we all thought that at least we'd found the true type of Southern aristocrat at all - just the son of a Northern carpetbagger⁵, who owned about all the cotton round Mobile⁶."

"A Southerner wouldn't talk the way you're talking now," she said evenly.

"They haven't the energy!"

"Or the somethin' else."

"I'm sorry, Sally Carrol, but I've heard you say yourself that you'd never marry -"

"That's quite different. I told you I wouldn't want to tie my life to any of the boys that are round Tarleton now, but I never made any sweepin' generalities."

They walked along in silence.

"I probably spread it on a bit thick, Sally Carrol. I'm sorry."

She nodded but made no answer. Five minutes later as they stood in the hallway she suddenly threw her arms round him.

"Oh, Harry," she cried, her eyes brimming with tears, "let's get married next week. I'm afraid of having fusses like that. I'm afraid, Harry. It wouldn't be that way if we were married."

But Harry, in the wrong, was still irritated.

"That'd be idiotic. We decided on March".

The tears in Sally Carrol's eyes faded; her expression hardened slightly.

"Very well - I suppose I shouldn't have said that".

Harry melted.

"Dear little nut" he cried. "Come and kiss me and let's forget".

* * *

Notes



1. Ash man (Amer.) - dustman
2. Kentucky - state in the centre of the USA which is referred to as "Gateway to the South"
3. Serbia (fig.) - cause for a quarrel
4. New Haven - American city where the Yale University is situated
5. Carpetbagger (Amer.) - person during the American Civil War (1861-1865) from northern USA who went to the South to seek financial and political advantage.
6. Mobile [mo(u)b'i:l] - large city and port in Alabama.

SKIMMING

2.1. Choose the right answer and prove your point of view.

- 1) What was Harry's attitude to Southerners?
 - a. He despised them but didn't speak ill of them;
 - b. He considered them to be second-rate people unworthy of any respect;
 - c. Harry thought highly of Southerners.
- 2) How did the Bellamies treat Sally Carrol?
 - a. They made themselves extremely pleasant to her;
 - b. Their attitude to the girl was coldly formal;
 - c. They didn't, take an effort to make Sally Carrol feel at home;
 - d. The Bellamies did their best to produce a favourable impression on Sally Carrol.
- 3) Why did Sally Carrol fail to feel at home at her fiancé's?
 - a. The cold got her down and her constitution wouldn't stand it;
 - b. She felt uncomfortable because Harry had a great crowd of relatives to inflict upon her;
 - c. Sally Carrol didn't belong there.
- 4) What do you think about the young people's quarrel?
 - a. It was a futile and silly argument;
 - b. It was a serious quarrel that put a creak into their relations;
 - c. Their quarrel was nothing to make a song and dance about. People who love do quarrel.

2.2. Answer these questions:

- 1) What do you think is the time and place of action?
- 2) What characters are introduced to the reader?
- 3) Who is the protagonist?
- 4) What are the minor characters?

2.3. Summarize the plot of the passage.

RELATED ACTIVITIES

Use the exercises suggested below to convey the meaning in appropriate vocabulary and grammar structures.

I. READING TECHNIQUE AND SPELLING ACTIVITIES

2.4. Choose a passage for good reading (10 - 15 lines). Read it aloud in class.



2.5. Comment on and assess your classmates' expressive reading. Use adequate classroom English.

2.6. Read a single sentence and have the students repeat it individually and in unison until the rhythm is established in their ears.

2.7. Watch the difference in the pronunciation of the following related words:

Instantaneous	- instance	irritable	- irritation
indignant	- indignation	essential	- essence
ridiculous	- ridicule	luxurious	- luxury
anxious	- anxiety	South	- Southerner
energetic	- energy	North	- Northerner

2.8. Practise the pronunciation of the following compound words paying attention to the stresses:

'Small 'town 'Southerners, healthy-'looking, 'dinner-party, a 'three-generation 'town, 'oil-paintings, 'ill - 'dressed, 'great-'uncle, half -'sentences, 'dinner-dance, 'street-corner, 'iron-'grey 'hair.

2.9. Practise the spelling and pronunciation of the following words. Watch the difference between them.

Row	- raw	close (v)	- close (adj)
vacation	- vocation	cloth	- clothe
quiet	- quite	flesh-	- flash
model	- modal		

2.10. Deduce the spelling rule from the following examples of words:

Nod - nodded, brim - brimmed, cram - crammed



2.11. Choose the words from the text requiring care in spelling for a spelling dictation to give it to your classmates.

2. WORD-STUDY ACTIVITIES

2.12. Consult an English-English dictionary for the definition of the following words. Use them in

- 1) the context of the story;
- 2) the context of your set book.

aloofness; aloof

to confess; confession

to fade; faded

to despise

to loathe; loathsome; loathing

to detest; detestable; detestation

to confuse; confusing; confusion

to approve; to disapprove; (dis)approving; (dis)approval

to puzzle; puzzling; puzzlement

to gleam; gleaming

to confirm; confirmation; confirmed

reliable; to rely on; self-reliant

sweeping; to sweep

haughty; haughtiness

malignant; malignancy

slovenly; sloven; slovenliness

hostile; hostility.

2.13. Paraphrase the following sentences using the words from the text.

- 1) Now he was firm in his suspicion that Mary had let him down.
- 2) Her arrogant manner got on his nerves.
- 3) She admitted that she had done wrong.
- 4) Paul strongly hated himself for being a failure.
- 5) I've mixed up all the new words.
- 6) They lose their freshness when you look at them.
- 7) She is always untidy and careless in her appearance.
- 8) For some reason or other she felt contempt for his people.
- 9) His unfriendly words made her feel sick at heart.
- 10) Your father dislikes the idea of your marrying the fellow.

2.14. As the text indicates "aloofness" may be caused by people's behaving in a haughty manner. What other actions may cause aloofness?

2.15. Observe the use of "sweeping" in the following phrases. Translate them into Russian.

- | | |
|-------------------------|-----------------------|
| sweeping changes | sweeping statement |
| sweeping reforms | sweeping reductions |
| sweeping victory | sweeping fire |
| sweeping generalization | sweeping generalities |

2.16. Consult the 'English-Russian Dictionary of Synonyms' by A.D. Апресян for the difference in meaning between the words:

Hate - detest - loathe

Discuss the meaning and usage of these verbs. Use them in the context of your set book.

2.17. Taking into consideration Harry's attitude to Southerners which of the following words would you use? Why?

(Hate, detest, loathe, dislike, despise).

2.18. Write out from the text the verbs and adverbs to describe:

- 1) Harry's behaviour in the scene of the quarrel.
- 2) Sally Carrol's state of mind while she was having a talk with Harry in the library.

2.19. Explain the meaning of the following expressions. Use them in sentences of your own based on the text.

To take an immediate fancy to sb; to be in the centre of a group;
to consider the subject closed; to take sth for granted;
to be in the wrong; not to resist a gasp of appreciation.

2.20. The author tells us that Sally Carrol experienced several different feelings in the last scene of the passage. At one point she couldn't resist a gasp of maternal appreciation. Do you remember why? In what other situations could someone not resist a gasp of appreciation or admiration?

2.21. Paraphrase the following sentences in any adequate way, using related words:

- 1) She seemed the essence of spiritless conventionality.
- 2) "Hush your mouth, Harry", she cried angrily.
- 3) But towards the women she felt a definite hostility.
- 4) In addition Mrs. Bellamy seemed to typify the town in being innately hostile to strangers.
- 5) What do you think of it up here", demanded Harry eagerly.
- 6) "Does it surprise you? Is it what you expected, I mean?"
- 7) But Harry evidently considered the subject closed, for he went on with a great surge of enthusiasm.
- 8) She left the window rather reluctantly.

2.22. Make up short dialogues using the following expressions:

I wouldn't talk the way you're talking now; I haven't got an idea whether ...;
You'll have to tell me, honey; That's quite different; Don't call her that! I don't want to hear him criticised in that way! I'm afraid of having fusses like that.



2.23. Design your own exercises to make your classmates practise the words and phrases of **2.12-2.22**.

3. REMEDIAL ACTIVITIES

2.24. Comment on the meaning of the modal construction in the following sentence:

"Very well - I suppose I shouldn't have said that".



Note: should/ought + the Perfect Infinitive can express criticism of the past action. It is also a tactful way of giving commands or instructions.

2.25. Express your disapproval of the action. Remember to use "I believe, I'm sure, I suppose, I think, it's my opinion that..." in your response.

Model. Statement: She has made him a scene.

Response: I suppose, she shouldn't have made him a scene.

I don't suppose she should have made him a scene.

1. He has smacked his son.
2. She has neglected her household chores.
3. They have made the same mistake twice.
4. She has given way to her anger.
5. Mary has got involved in an affair.
6. They have been late for classes.
7. She's been ungrateful to her parents.
8. He has broken off his relations with his family.
9. He has hurt her feelings.
10. They have bought an expensive present for her.

2.26. Give your criticism of Harry's and his mother's behaviour. How do you think they should have acted to make Sally Carrol feel at home?

2.27. Go over **2.1**. Answer the questions expressing supposition.

Model. What was Harry's attitude to Southerners? He must have despised them.

2.28. Observe the emphatic coordination "neither ... nor" in the following sentence:

The room struck her as being neither attractive nor particularly otherwise.

Disagree with the following sentences using the construction neither ... nor

- 1) She was uncomfortable and unwilling to talk about the subject.
- 2) I've bought flowers and a box of sweets for the present.

- 3) All this helped him to pour out his feelings and to collect his thoughts.
- 4) The dwelling was old and dirty.
- 5) Their marriage was based on love and intellectual community.
- 6) He's handsome and modest.
- 7) His doctor allows him to drink and to smoke.
- 8) The teacher was creative and enthusiastic.
- 9) Her suggestion confused and puzzled her.

2.29. Drill through the verbs "let", "make" the use of the infinitive without "to". Make up sentences on the basis of the text.

2.30. What is the function of "do" in the following sentence?

"I sure do feel confused".

Note



"Do" may be used as a dummy auxiliary to express emphasis or to give persuasive emphasis to a command.

E.g.: You did look pretty. Do come if you can.

2.31. Emphasize the idea using "do" or "did" as dummy auxiliaries.

- 1) I enjoyed the party.
- 2) Leave everything to me!
- 3) She gave me a fright.
- 4) Be quiet!
- 5) He offered to marry the woman out of pity.
- 6) He hurts her feelings.
- 7) Make yourself at home.
- 8) I shared the book with Mary.
- 9) He keeps aloof from his relatives.
- 10) You feel miserable.
- 11) She took an immediate fancy to Mr. Bellamy.



2.32. Design an oral speech exercise for remedial teaching to practise the comparative structures as ... as; not so as; not as ... as on the basis of the text.



SCANNING

The activities suggested below will help you gain a better insight into the text for its detailed interpretation.

2.33. Find and read out the sentences proving that:

- 1) Harry Bellamy had a too-high opinion of his place and people.
- 2) Sally Carrol resented her future sister and mother-in-law.

2.34. Paraphrase and comment on the following sentences. Act as teacher making your fellow-students go through the exercise.

- 1) But after a brief kiss he seemed anxious to extort enthusiasm from her.
- 2) That night, amid the gleaming candles of a dinner-party where the men seemed to do most of the talking while the girls sat in a haughty and expensive aloofness, even Harry's presence on her left failed to make her feel at home.
- 3) And then one afternoon in her second week she and Harry hovered on the edge of a dangerously steep quarrel.
- 4) She considered that he precipitated it entirely, though the Serbia in the case was an unknown man who had not had his trousers pressed.

2.35. Interpret the text

- 1) Of what significance, if any, is the description of Harry's home?
- 2) Dwell on the scene in the library. What was Harry's dominant emotion? Why did Sally Carrol feel as though she had been spanked?
- 3) What was Sally Carrol's impression of the Bellamies? How objective are her evaluations? Don't you think that the girl was too hasty and sharp in her judgement of the members of the family?

Give evidence from the text to prove your point of view.

Useful phrases:

I doubt that (if)...

It's hardly likely that...

It's too much to say that...

I have a good reason to doubt that...

Judging by her behaviour we can say that...

Here are my arguments

I'd like to draw your attention to...

Let me remind you about...

- 4) People belonging to the Northern races are traditionally referred to as reserved, emotionless, cheerless and melancholy. Is Harry endowed with these qualities? What do you think of his temperament and temper? Was his conceit due to his background?
- 5) Intolerance in opinion is expressed by the adjectives "narrow-minded" and "dogmatic". Can you characterize Harry Bellamy in such terms? Why or why not?
- 6) The author's remark "malignantly apologetic" is made up of words incompatible in meaning. What is suggested about Harry by the use of this oxymoron?



(**Note:** Oxymoron [ˌɒksiˈmɒrən] - a sequence of linguistic units incompatible in their meaning. It serves the purpose of presenting together different, contrasting aspects of a thing.)

- 7) What traits of the personages' characters has the scene of the quarrel brought out?
- 8) Sum up Harry's characteristics.
- 9) Characterize Sally Carrol. For this purpose analyze the author's direct characterization, her own words and actions.
- 10) What impression have you got about the relations between the young people? Do you think they are suited to each other?
- 11) How can you account for Sally Carrol's wish just after the quarrel to get married sooner than they had planned?
- 12) Describe in 2 - 3 sentences the other personages of the passage.
- 13) Analyse the passage in terms of its conflicts.
- 14) Dwell on the climax and the outcome. What important clues do they provide?
- 15) Who do you think the author's sympathy lies with? Do you share his attitude to the personages?
- 16) State the theme of the extract.
- 17) Summarize the discussion suggested in **2.35** and get ready to interpret the text in a lengthy monologue. Look up the *Topical Vocabulary*: "Text Interpretation".

RELATED ACTIVITIES FOR INTENSIVE PRACTICE

2.36. Do you think the young people's quarrel would affect their forthcoming marriage? In what way?

2.37. Project the personages' life into the future.

2.38. Read the story "The Ice Palace" from beginning to end. Account for the title of the story.

2.39. Illustrate the meaning of the proverbs applying them to the text you have read:

- 1) Unkindness destroys love.
- 2) It is not every couple that makes a pair.
- 3) Like should marry like.

FOLLOW - UP ACTIVITIES

2.40. Express your attitude to mixed marriages - between two people of different races, religions or cultures. Work in groups of 3-4. Be also prepared to present your response in a one-page written statement.

2.41. A single factor may be important enough for one person, but not for another to be considered the basis for breaking off an engagement and not marrying a particular person. It depends on the value one places upon any single factor.

Discuss it in groups of 3-4. Report the results of the discussion to the entire class.

2.42. Questions for class or group discussion or for individual reports:

- 1) What type of person is usually able to carry on a successful marriage?
- 2) How should one choose a good husband (wife)? What qualities should she (he) possess and what should she (he) be capable of doing?
- 3) Can two people with different cultural tastes ever "make a go" of marriage?
- 4) What degree of similarity of interests is necessary to insure a successful marriage?

- 5) Is love on the part of both individuals necessary for a successful marriage?
- 6) How can one differentiate between infatuation and love before it is too late?
- 7) How long should a courtship before marriage last?
- 8) Should young people be engaged and what does the engagement mean?

ROLE PLAY ACTIVITIES



2.43. Act out the role play "Dating Agency".

Every year more and more people go to a dating agency. Some of them are shy and find it difficult to make friends. Some think it is a convenient way to find a marriage partner.

Group work

- 1) Prepare role cards with the description of the applicants.
- 2) Bring some male and female photos that may serve as the photos of the clients.
- 3) Give half the group the cards with female character-sketches; the other half - with male character-sketches.
- 4) Act as clerks of the dating agency to find suitable marriages for your clients. Give grounds for the choice you've made: why you regard the person you've chosen as a good match for your client.
- 5) Act as clients sharing the information with a friend and asking for advice.

WRITING ACTIVITIES



2.44. Write a descriptive essay on the topic "My Ideal of a Husband (Wife)".

Part 3.

EXTENSIVE READING



The wedding customs vary greatly depending upon religious and national traditions. The text below provides a sidelight at the wedding etiquette in Britain.

3.1. Read the text. Try to keep in your memory as many words and phrases as you can to speak on a wedding ceremony and a wedding reception.

(There is no equivalent in England of our Palaces of Weddings. Civil ceremonies in a register office are rather dull. Though comparatively few young people nowadays regularly attend church, most girls still dream of a white wedding, with its solemn ceremony).

The Ceremony



The parents and close relatives of the bride and groom arrive a few minutes before the bride. The ushers¹ guide guests to their seats - bride's family and guests on the left-hand side of the altar, bridegroom's on the right. The bridegroom and the best man² should arrive about 10 minutes before the service starts. The bridesmaids³ wait in the church porch with whoever is to arrange the bride's veil before she goes up the aisle.⁴

The bride, by tradition, arrives a couple of minutes late. She arrives with whoever is giving her away. The organist starts playing and the bride moves up the aisle with her veil over her face. (Although many brides do not follow this custom). She goes in on her father's right arm, and the bridesmaids follow her. Then they go to their places, except for the chief bridesmaid who usually stands behind the bride and holds her bouquet.

The minister⁶ begins the wedding service. He reminds the gathering of the reason for their presence, of the institution of marriage and then asks first the man, and then the woman, if they will take each other as wedded wife and husband, to which each answers "I will". After the ceremony the couple, showered with confetti (to bless the marriage with fertility) go into the vestry to

sign the register with their parents, best man, bridesmaids and perhaps a close relation such as a grandmother. Guests wait until the wedding procession has passed them before leaving to go to the reception.

The Reception

The celebration after the wedding may consist of anything from a few snacks to a complete sit down meal, plus wine and champagne, and of course the cake. The official receiving line is: bride's mother, bride's father, bridegroom's mother and father, then bride and bridegroom.

The important parts of the reception are the cutting of the cake and the toast to the bride and groom. The bride cuts the cake, with her husband's hand upon hers. The toast to the bride and groom is usually proposed by a relative or friend of the bride. He may say, "My lords (if any are present), ladies and gentlemen, I have pleasure in proposing the toast to the bride and bridegroom". He should not make a speech full of jokes and silly references to marriage. It should be short and dignified. The bridegroom replies with a few words of thanks. The best man replies on behalf of the bridesmaids, and reads the telegrams.

After the toasts the bride and groom may move around the room talking to their friends until it is time for them to go and change. They say swift thank-you's and goodbye's, and leave for their honeymoon. Guests gather to see them off.

* * *

Notes



1. Ushers - male relatives and friends of both bride and groom who help guests find their seats in a church.
2. The best man - man who helps the groom.
3. The bridesmaids - usually the sisters, near relatives and close girl friends of the bride, and sisters of the groom who help the bride.
4. Aisle - path between rows of seats.
5. Giving away the bride - part of the ceremony. The bride's father gives her away or, if he is dead or cannot be present at the ceremony, his place is taken by her brother or a close relative, or even a great family friend.
6. The minister - Christian priest or clergyman.

LEARNING ACTIVITIES

3.2. List useful words and phrases to speak on the wedding etiquette in Britain.



3.3. Make up questions to ask your classmates about the wedding customs in Britain.

3.4. Give a summary of the text.

FOLLOW - UP ACTIVITIES

3.5. Compare the wedding ceremony in Britain with what we have in this country.

3.6. Discuss the wedding customs (old and modern) in this country. How can you account for the fact that newlyweds lay flowers on the tomb of the Unknown Soldier?

3.7. Give your arguments for and against a wedding reception.

WRITING ACTIVITIES



3.8. Write a letter to your English or American pen-friend in which you explain how a wedding is celebrated in this country. You may begin your letter in the following way:

Dear Susan,

Last weekend I had the most wonderful experience. I attended the wedding of my friend...

3.9. The first year of marriage is one of the greatest adjustments and perhaps the most crucial of any of the years that follow. **On** what does marital success depend from the very beginning?

Read the text below and contemplate the problem.

Adjustments are Normal - Problems Inevitable

The first year of marriage is a most important year - the entrance upon the road to success or the road to disappointment, disillusionment, heartache and failure. It is significant that approximately 40 per cent of all marriages end in separation or divorce by the end of the first five years. The causes of these broken marriages usually have their basis, first in bad mating and, second, in the inability of individuals to establish a satisfactory basis for meeting life's problems during the first year.

Most of the decisions about life together are in the making - adjusting to each other's personal peculiarities, habits and ways of life; working out a routine between themselves; handling the family's money, planning social and recreational life with friends and alone; adjusting to sex relations; establishing satisfactory relationships with parents and in-laws after marriage; planning for and adjusting to the coming of children into the home.

Much happiness is, and should be, a part of the first year of marriage. Much love-making, many good times together, a growing sense of satisfaction and pride in each other, and a settling down to a better understanding of the person to whom one is married. Success in marriage involves not only a knowledge of the relevant facts but also an understanding of human nature and a philosophy of human relations. Regardless of how alike or different the husband and wife may be, there will always be adjustments and adaptations to be made and the responsibility for making them falls upon the husband and wife individually.

There are two things, which it might be desirable for every young person to know as he contemplates marriage. Those are, first, what motives in his life he expects marriage to satisfy; and what motives the person he is to marry is expecting marriage to satisfy; and second, to what extent these expectations are compatible, and to what extent they are incompatible.

* * *

3.10. Sometimes the main idea of a paragraph is stated directly. The sentence that states it is called the topic sentence. Find the topic sentence in the first and the third paragraphs of the article.

3.11. Give the message of the text.

FOLLOW - UP ACTIVITIES

3.12. Speak on the problems the husband and wife face during the first year of their marriage.

3.13. Respond to the following problem situations, acting as marriage counsellor. Predict possible success or failure in marriage.

Make use of the following constructions:

It is likely that...

It works to...

It is necessary that he (she) should...

If I were in her (his) place, I'd...

Anne: Paul and I usually get along quite well. But I feel something is happening to us. We stopped being sweethearts after marriage. Our life became a matter of fact routine. The excitement of some thing new happening is gone. I'm taken for granted.

Debla: I have "in-law-trouble". Jack's mother resents me, although she was very nice to me until our marriage. She even told me she was sorry we were married because she didn't see Jack as much as she wanted. I've taken him away from her. She doesn't accept me.

Nancy: We are exact opposites of each other. I'm quiet, considered above the average in intelligence, rather shy, not given to clever conversation, meek, quite emotional. He is very good-looking, witty, intelligent, quick-tempered, a very-well informed and interesting companion. People say we are not a match, but I've set my heart on marrying him.

3.14. What do you think of the following rules for a successful marriage? Rank them in order of importance. Work in pairs or in groups of three. Sum up the results of your discussion and report them to the class.

- 1) A wife should be younger than her husband.
- 2) A husband should earn more money than his wife.
- 3) The families of the husband and wife should get along well with each other.
- 4) Everything has to be worked out to suit the young couple.
- 5) It is necessary to have children, the greatest responsibility and reward in marriage.

- 6) It is necessary for both husband and wife to keep their relationship filled with mutual encouragement, love and support of each other.



3.15. Think of questions related to marriage and family life that will provoke discussion in class. Write them down. Arrange the discussion.

3.16. Read the newspaper article from the "Guardian" and formulate the issue under discussion. Comment on the headline.

Love is ... Nice and Secure **Love is ... Dangerous**

Funny thing, love.



I've never quite sorted it out. And after 25 years of confusion, I decided that by Valentine Day I would find out. What I needed was a definition of love that sorted out the emotion from the drivel. And since everyone I know either looks irritatingly smug or stares dejectedly at their boots whenever the L-word is mentioned, I was going to have to consult outside experts.

"Valentine Day is a special day for people who love people", says 5-year-old Gemma, a pupil at St. Mary's Infant School in West London. "I've got two boyfriends but it's a secret. They don't know yet".

"Love is being kind, and holding hands and getting married", says 6-year-old Peter bashfully.

Now that I'd got that sorted out, I turned to 6-year-old David for some advice on how to win over the person I love. David is in training to be a real junior school Romeo and is a mine of useful information. He already has future conquests planned down to the last detail. "I'll buy her clothes and chocolates and write her love letters with Dear Darling on the top."

This brought a fit of giggling from Amanda who has yet to be convinced that boys are worth the effort. "Some of them are all right", she says grudgingly, "but most are horrible and shout a lot. Sometimes they just won't leave you alone".

Mutma, a 15-year-old boy at Acland Burghley School, says that love is something girls can talk about quite happily but boys are doomed to suffer in silence.

"It's definitely not something you talk about with your friends", says Mutma. "Everyone would think you'd gone soft and you'd never live it down. But the girls all sit together and read their love stories and dream about romance."

Mutma shyly admits in the end that he is a hopeless romantic but that he finds love a desperately painful business. At 17, Duncan and Jake are resolutely cynical about affairs of the heart. According to Duncan, "love is expensive and hard work".

Jake says: "Girls don't see love in the same way. Boys are attracted by looks and personality. A girl will go out with a complete dickhead, just because he's older and has a car. Most of the ideology of love - the sentimental films and that - it's just rubbish any way".

So, even if I play my Valentine cards right, I'll never experience the passionate, all-consuming happiness of ever-lasting love.

Zoe, 16, tried to explain: "Love isn't like it is in films. Love is nice and secure. It's also dangerous, because you learn how much you can hurt someone".

Am I any wiser? I think, thanks mainly to 6-year-old Keith, I'm. He explained:

"Love is when someone keeps on smiling at you."

3.17. Make note of the vocabulary, sentence and phrase patterns in the text you have read, to be used in further talks on the topic.

3.18. How does the children's attitude to love change from infancy through adolescence?

3.19. What kind of story is it?

1) a humorous essay; 2) a love story; 3) a psychological story.

3.20. The problem tackled in the article is not new, is it? What is unusual about the author's approach to it?

3.21. Comment on the language employed by the children and the author.

3.22. Which of the children's definitions of love would you share? Try to give your own definition of love.

3.23. Suggest other headlines which could have been given to the article.

FOLLOW - UP ACTIVITIES

3.24. Find out some more information about St. Valentine's Day. (See *T. Khimunina "Customs. Traditions and Festivals of Great Britain"* pp. 12-17).

3.25. Write out from dictionaries all the proverbs dealing with love. Which of them contradict each other? Choose one to comment on.

WRITING ACTIVITIES



3.26. Write a descriptive-narrative essay on the topic "Marriage Makes a Family".

3.27. Write an argumentative essay on the topic "Parental Advice or Your Own Choice of a Future Mate?"

SMILE AND RELAX



"Just as Hopkins and the widow Jones started up the aisle to the altar every light in the church went out".

"What did they do then?"

"Kept right on going, the widow knew the way".

* * *

"I want a man to do odd jobs about the house, run on errands, one who never answers back and is always ready to do my bidding", explained a lady to an applicant for a post in the household.

"You're looking for a husband, ma'am, not a servant", said the seeker for work.

* * *

“What is a puppy love?”

“It’s the beginning of a dog’s life.”

* * *

3.28. Humour in proverbs and sayings. Illustrate these ones.

- 1) Love at first sight is cured by a second look.
- 2) Love is blind but neighbours aren’t.
- 3) Love is not fair, you may love a bugbear.
- 4) Choose your love and love your choice.
- 5) God has created two golden armchairs: one for the ideal mother-in-law, the other for the ideal daughter-in-law. Both are still empty.

3.29. Read the text about marriage contracts. Do you find it humorous? Make up your own marriage contract. Choose the approach yourself (formal, serious, jocose, solemn).

Marriage Today

Anyone who listens to the B.B.C. or reads British newspapers might think that marriage is as out of date as silent films. But a quick look at the statistics shows that the British marriage rate is actually rising – and rising faster and more dramatically than the divorce rate.

Ideas about marriage have changed. These days girls don’t marry just for the sake of it; there’s no “must” about it any more. And if they decide to marry, girls (and men too) are more practical about it than their parents were. They usually spend a lot of time together and share their problems – and the housework. They want to know what marriage is all about before a divorce judge tells them. Marriage contracts are fashionable.

Here is a marriage contract for today:

• The Husband

I will...

share the housework with my wife.

give her enough money .

use a deodorant.

give my wife breakfast in bed on Sundays.
never eat biscuits in bed.
never wear bed socks.
never love my car more than my wife.

- **The Wife**

I will...

sometimes wear clothes that my husband likes.
never wear make-up in bed.
tell the truth about how much money I spend.
never drink too much.
never get fat.
never invite my mother to stay for more than an hour.
always be punctual.

* * *

Part 4. LISTENING COMPREHENSION



What do you think about divorce? Can a family face crisis after many years of happiness? How is it possible to preserve a family in a critical situation?

The story “Period Piece” by J. Cary you are going to listen to touches on the subject of divorce.

PRE - LISTENING ACTIVITIES

4.1. Find information about the author.

4.2. Learn to pronounce the names of the characters:

Frank Tutin

Phyllis

Clare Tutin

Mrs. Beer

WHILE - LISTENING ACTIVITIES

4.3. Take notes concerning.

- 1) Modern ideas and views concerning divorce and old-fashioned ones.
- 2) Frank Tutin's arguments in favour of his decision to divorce Clare.
- 3) Phyllis' behaviour and her attitude to Frank.
- 4) Clare's behaviour under the circumstances.

AFTER - LISTENING ACTIVITIES

4.4. After you've listened to the text once, make certain you have understood the basic points. Say whether these statements are true or false. Give evidence from the text to prove your opinion.

- 1) The way Clare behaved in her position was unusual and wrong.
- 2) Clare did not really accept her husband's modern views on divorce but pretended she did as she was afraid to look old-fashioned.
- 3) Frank Tutin was an egoistic and irresponsible man.
- 4) It was impossible for Frank to be happy with Phyllis.
- 5) Clare's mother had nothing to do with the salvation of her daughter's marriage.
- 6) Mrs. Beer had planned to provoke a quarrel between Frank and Phyllis and offended the young woman on purpose.
- 7) Mrs. Beer behaved in a rude and tactless way.
- 8) If Clare had not apologized to her husband he would not have returned to her.
- 9) The author respects Frank and Clare's modern ideas of marriage and shares Tutin's opinion of Mrs. Beer completely.

4.5. Look through the questions below and listen to the text again to answer them.

- 1) At what period of his life did Frank fall out of love with his wife and desire to marry his secretary?
- 2) Why do you think Clare was not against divorcing her husband?
- 3) What was the mother-in-law's stand on the point?

- 4) What steps did Mrs. Beer take to save her daughter's marriage?
- 5) What made Frank doubt the young woman's feelings for him?
- 6) What unexpected events changed Tutin's plans for the future?
- 7) Why did Clare have to come and apologize to her husband?
- 8) How did Frank feel at the crucial moment?
- 9) What did Frank think about his family life a few years later?
- 10) What were the relations between Frank and his mother-in-law after the re-establishment of the family happiness?

4.6. Divide the text into logical parts. Entitle each part. Formulate the controlling idea for each part.

4.7. Speak on the relations between:

- 1) Frank and Clare;
- 2) Frank and Phyllis.

4.8. The author looks upon the events of the story from the viewpoint of Frank Tutin. Can it be justified? Does it lead to more effective revelation of the characters and theme?

4.9. Draw the character sketches of the personages.

4.10. What do you think is the author's attitude to

- a) Frank Tutin, b) Clare; c) Mrs. Beer.

Do you share it?

4.11. Account for the title of the story.

4.12. State the theme.



4.13. Dramatize the text:

- 1) Acting out the dialogues between:
 - a. Frank and Clare discussing their divorce and analysing all the factors involved;
 - b. Frank and Mrs. Beer giving him a bit of her mind;
 - c. Clare and her mother teaching her how to handle the crisis and save the family;
 - d. Frank and his mistress making him a disgusting scene.

2) Imagine:

- a. You are Frank. Share, your thoughts and feelings about the family crisis that once took place in your life.
- b. You are Clare. Look back on the test your marriage went through seven years ago.
- c. You are Mrs. Beer. Relate the events of the past family crisis and speak on your role in the salvation of your daughter's marriage.

FOLLOW - UP ACTIVITIES

4.14. Discuss the following in pairs:

- 1) It is over details and trifles that most family conflicts arise.
- 2) A broken engagement is better than an unhappy or a broken marriage.
- 3) A great many marriages have failed because men do not understand women as personalities and vice versa. What is the remedy?
- 4) The huge majority of broken families results from our humane divorce laws: a man and a woman who have come to dislike each other are no longer bound together for life.
- 5) More adequate sex education might be effective in improving family relations as well as other relations.
- 6) The commitment of marital fidelity has become the most vital issue in marriage.
- 7) Ways and means of avoiding family disagreements.

4.15. Illustrate the proverb:

Look twice before you leap.

4.16. You've discussed many problems facing people in their married life. Respond to the following complaints of husband-wife relations, giving criticism, advice or warning, expressing sympathy.

- 1) Wife: There is a continuous conflict in our family. My husband says he is the boss. He handles the money and I have no knowledge of the financial situation.
- 2) Wife: My husband is too engrossed in his work and resents my asking him questions. At times I can't stand it and make scenes.

- 3) **Wife:** He devotes all his time to reading newspapers and magazines and is not concerned with the burden of raising the children.
- 4) **Husband:** My wife hates the dirty work of housekeeping. There is always lack of orderliness about the house and it's getting on my nerves. Homemaking is a woman's job but my wife fails in it.
- 5) **Husband:** When we got married my wife demanded that I should give up recreations such as fishing and hunting. I'm not going to. Why shouldn't she learn them instead?
- 6) The tangle of roles, jobs and parenthood that many couples face today isn't so easily resolved by everyone.
- 7) Many women meet a lot of resistance on the part of their husbands when it comes to sharing equally the tasks of housekeeping.
- 8) There may be too many gaps in the relationship, too many conflicting aspirations and expectations, too many points on which there can be no agreement.
- 9) Ways and means of avoiding family disagreements.

4.17. According to the British laws a marriage breaks down and a divorce is granted in these cases:

- 1) a separation for the period of 5 years;
- 2) desertion for 2 years;
- 3) adultery;
- 4) unreasonable behaviour.

The majority of people who divorce in this country mention their incompatibility. What do you think it includes? How can divorces be obtained for this reason?

WRITING ACTIVITIES



4.18. Dwell on the so-called civilized divorce and its consequences for the child. Refer to the story "Simple Arithmetic". How is it possible for children to get along and lead a normal life when their parents are divorced?

4.19. Write a short essay about the problems that affect marriage and cause divorce. Entitle your essay. Choose the necessary type of the essay.

Part 5.

PRESS REVIEW



What are the consequences of divorce? How much does it damage the child's security? If parents get divorced do the children belong to both of them?

5.1. Read the newspaper article.

'The Guardian'

Wednesday, 31 January,

Loving Struggle with Tears and Taunts

Christine Moore, at 31, says she feels more like 51. She is struggling to bring up four children, aged between two and six on her own, in spite of mountainous obstacles in the shape of ill-health and poverty. Although, they are very close and happy, she is the first to say it is not the best situation. "If I had the chance of being properly married and having a proper family unit for the children, even though we're so happy now, I'd always pick a two-parent family", she said.

Her eldest child, six-year-old David, feels the absence of a father most. When his mother asked the children if they wanted anything before setting off for the shops, he would say. "Would you get me a new Daddy today?" Eventually she had to sit down with him and explain that Daddies were not for sale at Tesco's. Then he kept saying "Will you get married again Mummy because I want a Daddy".

To make matters much worse, some of his school friends taunt David with not having a father as if it were his fault. "My friend said that if my Daddy loved me, he would live at home with us", the troubled child told his mother. She tried to explain that it was she his father didn't love, not the children.

At the weekend his school-fellows left David out of a fishing excursion because he had no father to take him.

Mrs. Moore can do little to relieve this sort of pain. "It's not their fault. They are the innocent victims of the whole mess", she said.

Some parents do not even notice how the children are suffering. "The parents are in the thick of it and they have their own emotions to sort out. But, the way the children feel about it is quite easily disregarded".

Ideally she thinks children should have contacts with their fathers, but she intends to contest in the courts her ex-husband's attempt to renew access to the children because she thinks he confused and upset the children when he saw them regularly a couple of years ago. "They were being put through a nightmare and I could do nothing about it," she said.

"The courts don't know about the heartache and pain the children go through. They are confused. They still love both parents a lot and think they are to blame for the breakup. It's very hard to convince the child he is not responsible".

She strongly feels that lone parents are stigmatised as inadequate and their children as potentially delinquent-suggestions she fiercely rebuts.

"Single parents live for their children", she said. "In a lot of ways they get more attention than children from two-parent families. I think there is less chance of them becoming juvenile delinquents".

Mrs. Moore hopes her children will one day bring up children in successful and lasting marriages; but is aware they will have no model to follow.

* * *

TEXT COMPREHENSION ACTIVITIES

5.2. Which of the following statements do you think best expresses the main idea of the article?

- 1) Divorce brings relief to children from interparental quarrels and tensions.
- 2) Divorce creates as many problems as it solves especially where children are involved.
- 3) Divorce is a great stress for children for it affects their emotional security.

5.3. Point out the problems the one-parent family is confronted with.



5.4. Role play

1. Situation: What happens in the role play is that having read the article in the newspaper different people react to it in a different way.
2. Cast List: a widower, a single mother, a bachelor, a married couple, Mrs. Moore's mother-in-law, Mrs. Moore, her friend, a psychologist.
3. Choose the roles.
4. Role cards:

Role Card 1. Mr. Brown Telephones Mrs. Moore

- 1) Mr. Brown, a widower, aged 45.

You're greatly moved by Mrs. Moore's problems and willing to help her. You're fond of children and think you could make a good friend to David and his younger brother and sister. You give Mrs. Moore moral support, offer money and ask her to let you come to them for the week-end.

- 2) Mrs. Moore

You're confused by the telephone call and doubtful whether you should allow Mr. Brown to help you. You don't like the idea of his visit and express your reluctance.

Cue Card 1

- 1) Hello, is that 332406? Can I speak to Mrs. Moore, please?

This is John Brown speaking...

What I mean is...

Sorry to bother you but...

I would be happy to...

Is there anything I can do for...

What I'm driving at is...

Do I make myself clear?

I have serious intentions...

I won't find my peace of mind if...

I hope you don't mind my asking...

I'm sure things will turn out all right.

You really needn't worry about...

- 2) Am I right in thinking ... ?
Are you sure it's a good idea?
Could you tell me ... please?
I'm a bit doubtful about...
There is much in what you say but...
It's like this, you see.
You may be right but...
I can't say I'm at all pleased about...

Role Card 2. Mrs. Chapman Phones Mrs. Moore

- 1) Mrs. Chapman, a single mother, aged 52.

Your two daughters are happily married. You know what it is to be a single mother. You express your sympathy for Mrs. Moore, share your experience in raising the children and give advice. You are optimistic about the future of the Moore family.

- 2) Mrs. Moore

You're moved by Mrs. Chapman's words of sympathy and encouragement. You are interested to know how Mrs. Chapman solved her problems and remained so cheerful and optimistic. You're grateful to Mrs. Chapman for her call.

Cue Card 2

- 1) I do know about...
I'm fully aware of...
It's coming back to me now.
The way I see it you should...
You'd better...
It mightn't be a bad idea...
If you follow my advice you'll...
Things'll work out all right.
I am very optimistic about...
Cheer up!
Now, now, take it easy.
Don't get so much upset about...
Try and look on the bright side.

You needn't have any misgivings about...

That's the way it should be.

2) I'm very concerned about...

I'm worried sick about...

Would you give me some advice?

I'd appreciate your advice to...

I feel it's my duty to...

That's very kind of you...

I should like to ask...

I'd be delighted if...

Role Card 3

Mr. Kane writes a letter to Mrs. Moore

George Kane, a bachelor, aged 35.

You've been feeling lonely of late and are eager to participate in family life. You think Mrs. Moore is the type of woman you need. You can provide a convenient home and adequate income. You are also ready to share Mrs. Moore's responsibility for bringing up the children. You inform Mrs. Moore of your likes and dislikes and your views on family life.

Cue Card 3

I have really had you on my mind for weeks.

Perhaps after I have given you an explanation you will understand why...

I wish ...

I'm looking forward to ...

I'm interested in ...

I hope someday in the near future ...

Sorry if I have bored you to death with ...

Sincerely yours, ...

5. Prepare role cards and cue cards for the rest of the cast list.

6. Act out your roles.

FOLLOW - UP ACTIVITIES

5.5. Discuss the following as a class or in small groups:

- 1) A child is a life-long responsibility for both parents.
- 2) The priority must be the children or we have no future as a society.

5.6. Single parents are not exclusively women. In Britain 600.000 one-parent families are headed by the mother. In 80.000 one-parent families the father, separated or divorced, is bringing up the children. What can you say about the divorce rate, the number of single-parent families and their problems in this country?

5.7. Choose one of the following questions:

What do you think it's like:

- 1) to be a single parent?
- 2) to be married and have no children?
- 3) to be married, have two or three children and work?
- 4) to be single?
- 5) to be brought up in a broken family?

Think about what daily life is like for the person in this situation. Share your assumptions with the rest of your group.

5.8. Interview someone in the community who is now in the situation you have selected. Share with the class the results of the interview.

WRITING ACTIVITIES



5.9. Write an essay about the woman's role in marriage and her position in society.



Part 6.

RENDERING ACTIVITIES

Render the Russian texts in English with the help of the props following them. Look up the *Topical Vocabulary: "Marriage and Family Relations"* for the adequate vocabulary.

6.1. Read the text, define its subject and controlling idea.

Текст 1. ПОСЛЕ СВАДЬБЫ

Л.М. Иванова,
кандидат педагогических наук

Отрывок из письма читателя: "Знаете, что бывает в любви? И жених, и невеста очень хороши. Но после свадьбы супруги обнаруживают в характере друг друга такие недостатки, о которых раньше и представления не имели. Почему так происходит? Можно ли этого избежать?"

Возьму за "точку отсчета" благополучный случай, где герои всем хороши и все вокруг них ладится: и родители ими довольны, и дети у них родились здоровые. Но даже в этом случае каждый из молодых испытания проходит серьезные. Если сказать коротко – испытание на ломку стереотипа. Был один образ жизни, привычки, окружение, система поведения, стиль общения. После свадьбы резкая смена - все другое. Надо привыкать ущемлять себя, заботиться о другом, в то время как каждый, чаще всего, будучи единственным ребёнком в семье, привык к тому, что центр всех забот он сам.

Второй момент, и я его считаю наиболее серьезным для молодых пар, когда наступает так называемое прозрение. Как типичны для данной ситуации фразы: "Я его раскусила", "теперь-то я понял ее", "Меня обманули". Обратите внимание: никто не признается "Я обманула". Между тем обман, невольный обман, совершили оба. Оба в период "жениховства" постарались наиболее эффектно преподнести все свои достоинства и затушевать недостатки.

Что потом? Потом у всех по-разному. Потому что по дороге создания благоприятной атмосферы в семье, понимания друг друга пойдут только те, кто вооружен знанием и терпением. Другие пойдут по линии наименьшего сопротивления и увеличат армию разведенных, где, по данным социологов, 82% мужчин назовут основной причиной развода непонимание, а женщины - грубость.

Вот почему так важно знать этику и педагогику отношений. Человек, вооруженный познаниями в элементарной психологии любви, будет знать, что не следует давать обещаний на вечную любовь. У каждого свой потенциал любви: одного за его единственную и верную привязанность назовут однолюбом, а другой окажется способен любить не раз.

Человек, хотя бы немного знакомый с педагогикой, не будет тратить свою жизнь на то, чтобы переделывать супруга, перекраивать его на свой

манер, бесконечно критиковать, негодовать, поучать... . Выдержка и воля нужны всем, когда спускаемся с небес романтического настроения на обычную землю повседневного быта. Тут, кстати, понадобятся и другие качества: быт надо, я бы сказала, эстетически организовать. Женщине для этого необходим развитый хороший вкус. Он поможет и оформить интерьер жилища, и приготовить вкусный обед. Мужчине потребуется и умение повесить полочку, смастерить стеллаж, и готовность скрыть свою раздражительность после напряженного трудового дня и оценить красивую прическу жены, ее новый халат, Ах, как важны эти "неважные мелочи" в жизни молодых да в общем и немолодых супругов.

К сожалению, многие долгий период ухаживания рассматривают как борьбу за счастье, а загс считают финишной ленточкой. Распространенное заблуждение и женщин, и мужчин! Начинается становление, формирование общих интересов, семьи. Естественно, они останутся у каждого свои, но необходимо и появление общих. Ведь это основа семейного союза.

Люди, как правило, начинают семейную жизнь молодыми. Но идет время, и они должны не упустить его - хорошо узнать друг друга, изучить досконально и доброжелательно. У каждого человека есть свой "уровень притязаний", есть самолюбие, есть потребность быть оцененным по достоинству. Не поняв того, кто рядом, можно легко его потерять. Кто, если не муж (жена) первый советчик в сомнениях, в растерянности, в тревоге? Разделённые сомнения, поощряемые усилия, дружеский укор, любящая улыбка, шутка - да мало ли их, приемов семейной педагогики, которые помогают пониманию.

Конечно, любимого человека хочется любыми средствами удержать подле себя, привязать, если можно, приковать. Страшно потерять. А страх - плохой помощник в любви. Страх и рождает всякого рода неверные шаги в борьбе за любимого. Дом, двери которого охраняет старушка-ревность, - ненадёжны. Когда, оправдывая ревность, говорят о ней как о свидетельстве любви, непременно вспоминают о верности в любви.

Итак, учитесь жить счастливо!

* * *

6.2. Render the Russian text in English making use of the suggested outline and props.

1. Introduction

What does the text under consideration deal with? Do you think marriage is different from love? What is the basis of a happy marriage? What contributes to marital success?

2. An emotional return to reality

Props: to marry for love, to be suited to each other, to guarantee marital success, to idealize, to ignore one's faults and magnify one's virtues, to take smth for granted, to get disappointed in smb, to find faults with smb, unsympathetic traits.

Is it natural for young people to "deceive" each other before marriage? Do you think it is possible to avoid the so-called emotional return to reality? Would you advise young people to keep their eyes open before marriage? How should the mates behave to be up to each other's expectations?

3. A happy marriage is a hard job

- 1) Supply this point with vocabulary props
- 2) Make use of the following sentence patterns:

It takes a lot of ... (N) to ... (Vto)

It is no easy matter to ... (V)

... (N) alone is not enough for ... (Adj + N) or (Vto).

Are many young people ignorant of what marriage involves? They believe marriage is a "bed of roses", don't they? Do you think mates face a lot of marital problems and hardships during the first years of their marriage? The adjustment of personalities is considered to be the hardest period in married life. Do you agree to it?

4. The ethics and psychology of family relations

Is the knowledge of this subject important in preparing young people for matrimony? It teaches how to treat each other and handle the domestic and family problems, doesn't it?

Props: It doesn't do to ..., to reform one's character, to nag and sulk, to bring smb. up to the mark, to enforce one's rights over smb., to make scenes, to settle down to domestic life, to get along well with each other, not to take one's irritation out on smb., to appreciate, to please, to control one's temper, to share one's interests, to gain an insight into, to contribute to personality development.

Some people say that jealousy and love are indispensable. Do you think it is true? Why/Why not?

5. Conclusions

Can we say that romantic attraction before marriage will guarantee its success? What matters more than romantic attraction in the long run? Marriage is what two young people make it, isn't it? Speaking on the point make use of the suggested patterns:

(N) ... is of great (little) importance for ...

It works ... (Vto)

6.3. Discuss the roles of husband and wife within a marriage.

SMILE AND RELAX



She: I remember the time when you were crazy to marry me.

He: So do I, but I didn't realize it at the time.

* * *

- My husband and I never quarrel. When he sees I'm right, he always gives in.
- What about when he's right?
- But he never is.

* * *

- No dinner ready! I'm going to a restaurant.
- Couldn't you wait a few minutes?
- Will it be ready then?
- No, it won't. But I'll be ready myself to go with you.

* * *

Someone once said that there are 6 people in marriage: the spouses and 2 sets of parents. In-laws, of course, can quickly become out-laws, but they are a fact of married life whether you embrace them, ignore them, love them, or hate them. How does it happen that a conflict with in-laws may be a cause of young mates' divorce?

Текст 2. БРАК В СЕМЬЕ

Как складываются взаимоотношения молодых супругов с родственниками? Смогут ли молодые создать крепкую, дружную семью под крышей отчего дома? Стоит ли начинать совместную жизнь с родителями?

С такими вопросами обращаются к нам в Нижегородскую консультацию "Семья и брак" молодые супруги. В консультацию к психологу приходят люди, испытывающие трудности в семейном общении, в отношениях с супругами, детьми, родственниками.

С кем из родителей (мужа или жены) лучше налаживаются отношения? Ленинградские ученые выяснили: с тещей ссорятся в 3 раза реже, чем со свекровью. И по-разному реагируют родители на женитьбу сына и замужество дочери.

Вспоминается, в консультацию обратилась молодая пара, стаж их семейной жизни не превышал и 4-х месяцев. А супруги уже стояли перед выбором: развод или сохранение семьи? Что же у них случилось?

Игорь и Катя вместе учились в институте, знали друг друга все 5 лет учебы, после выпускного вечера Игорь сделал предложение девушке, она приняла его. Свадьба состоялась, молодые поселились в доме свекрови - женщины очень самостоятельной, властной, вырастившей сына без мужа. Самое дорогое в ее жизни - сын, и вот появился человек, посягнувший увести, отнять самое дорогое в её жизни. Сыну она постоянно напоминала: "Кроме меня, ты никому не нужен. Никто, кроме меня, о тебе так заботиться и любить не будет". Причиной упреков в адрес невестки было убеждение, что Катя всё делает "не так, как мы привыкли...", всё неправильно".

Поэтому молодой женщине, даже независимо от ее личных качеств и достоинств, очень трудно бывает победить предубеждение свекрови. А предвзятость очень опасна в семейных делах. Можно ли это преодолеть? Конечно. Но для этого прежде всего необходимы терпимость друг к другу, тактичность, стремление предотвращать семейные конфликты. Конфликт неминуемо возникает, когда обе стороны - и свекровь, и невестка - претендуют на исключительное положение: каждая пытается доказать, что она самая главная для сына или мужа.

Плохие свекрови получают из тех матерей, которые растят сыновей "для себя". Такая мать старается любым путем добиться влияния на сына, даже намеренно ссоря молодых. Ей трудно привыкнуть, что ее любимый "малыш" уже вырос и вправе сам решать свою судьбу. Ей хочется всегда быть с ним рядом, учить его, поправлять.

("Ленинская смена")

* * *



6.4. Write an outline with vocabulary props for each point.

6.5. Make sure to know the English counterparts for these Russian words and phrases:

Начинать совместную жизнь, обратиться к психологу, сохранение семьи, сделать предложение, властный, упрёк, предубеждение, умение предотвратить семейный конфликт, невестка, поссорить кого-либо с кем-либо, смириться с мыслью.

6.6. Render the text in English.



6.7. Discuss the problems raised in it in class.

Do you know couples who have married in the face of strong family opposition or who were disowned, so to speak? Are these marriages successful?

6.8. Read the Russian text.

Текст 3

Всегда ли мужья отдают себе отчет в том, что обязанностей у современной женщины стало очень много? Там, где домашний труд ложится только на плечи женщины, не может быть подлинной гармонии отношений. Если жене всё время напоминать мужу, что нужна помощь, если он сам не проявляет инициативы, тогда тоже трудно сохранить равновесие. У нее растёт ощущение обиды, появляется сомнение в силе его любви. Ему же кажется, что его все время "пилят", к чему-то принуждают, "давят" на него. А ведь лишь немногие договариваются о распределении домашних обязанностей, о том, как строить семью. Почему-то молодым людям неудобно, "неловко" говорить об этих прозаических вещах. А жаль! Это ведь все равно, что пускаться в путь без определенного плана, без снаряжения, как говорится - без руля и ветрил.

Домашний труд должен делиться на двоих. Как делить его - это в каждом случае решают по-своему. И не только труд - все заботы и ответственность за уют и комфорт своего дома, за то, чтобы в нём жилось приятно и удобно.

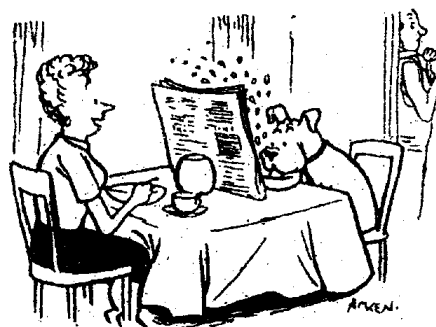
* * *

6.10. There is an old saying "A woman's place is in her home". Do you think it can be applied to a modern woman? What does it imply? What do you make of a "pre-marriage contract" about sharing the house-chores?

A black and white illustration of a domestic scene. A man is seated on a sofa in the foreground, leaning back and reading a newspaper. He is wearing a light-colored shirt and dark trousers. Behind him, a woman is sitting on a bed, looking over her shoulder towards him. She is wearing a patterned dress. A laundry basket filled with clothes sits on the floor next to the bed. In the background, a coat rack with several coats hanging on it is visible on the left, and a window with curtains is on the right. The style is simple and illustrative, typical of mid-20th-century magazine art.

I was sure you would like the soup,
Hubby, dear.

I hate the sight of you working here.
 Couldn't you do it in the bathroom?



6.11. Read the Russian text. Define its subject and controlling idea.

Часто развод - единственный выход из состояния постоянной многолетней вражды между супругами, тем более, если она пагубно отражается на детях. Развестись можно и даже нужно, если исчерпаны все возможности создать нормальную семью. Однако всегда ли развод, особенно в молодых семьях, оправдан? Довольно часто молодые, не прожив и нескольких месяцев, уже разводятся. Неужели они за этот столь короткий срок окончательно убедились в невозможности семейного счастья? Скорее всего, просто ничего не сделали для его сохранения, а само по себе, в готовом виде, счастье не пришло. Да само по себе оно и не могло прийти. Его надо терпеливо создавать самим - трудом своей любви, нежности, ума, стремлением и умением понять другого и приспособиться к нему.

В заявлениях о разводе в качестве причины развода чаще всего указывается очень модная сейчас формулировка - "психологическая несовместимость". Давайте посмотрим, что же молодые супруги под этой "несовместимостью" понимают? Она (с отчаянием и слезами): "Я знаю, он меня разлюбил. А говорил на всю жизнь!"

“Он меня раньше на руках носил! А теперь?! Уехал в командировку - только одно письмо. И про любовь - ни слова!” Разговариваем с ним. Он, оказывается, на самом деле, и не хочет разводиться. Но ведь так жить тоже нельзя: жена всегда в обиде; что ни скажешь, что ни сделаешь - все не так, всегда слезы и постоянные упрёки.

Цитируем молодой женщине слова чешского писателя М. Плзака: "Добрачная любовь обязательно должна перерасти в любовь супружескую - как бурный горный поток переходит в глубокое, но спокойное озеро ... Не понимая этого, молодые супруги часто трактуют характер своих отношений как "смерть любви" ...

Убеждаем, что в семье к влюбленности должны присоединиться доверие, забота, уважение, но сама влюбленность обычно становится менее пылкой. Поэтому не надо обижаться, дуться, упрекать. Это не только бесполезно, но и вредно для супружеских отношений.

("Семья и школа")

* * *

6.12. Render the text in English, answering these questions:

Can divorce be justified? When? Does it sometimes bring welcome relief from inter-parental quarrels and tensions? Hasty decisions must not be taken in such a serious step as divorce, must they? Does marital success depend mostly on the mates themselves? It is no easy matter to build up harmonious family relations, is it? What reason do most young people give when they are going to separate? Do they try to save their marriage? How do you understand the term "psychological incompatibility"? Incompatibility of temper may cause discord in the relations between husband and wife, may it not? Why were the mates from the story going to divorce? Were they really incompatible with each other? What fault did the wife find with her husband? What do you think was wrong with the young marrieds? Romantic attraction differs from matrimonial love, doesn't it? What does the writer M. Plzak compare it to? What conclusions about family success and marital failure can you draw? Is divorce always justified?



6.13. Prepare teaching materials for each problem touched on in the story: questions, handouts for group-work, pair work, individual work.

Act as teacher at this stage of the lesson.

Текст 5. КАК ОСТАТЬСЯ СТАРОЙ ДЕВОЙ

Если вас удивляет заголовок - просим прощения, но этот вопрос очень важен. Ведь обычно дают советы обратного порядка - как найти друга, как удержать его или как сохранить уже существующие отношения. Однако есть категория молодых женщин, которые ведут себя так, как будто действительно хотят остаться старыми девами. Для них, а также для тех, кто еще не обнаружил ошибок в своём поведении, публикуем несколько интересных наблюдений.

1. Будьте твердо уверены в том, что вам суждено всю жизнь быть одной. Пессимизм, овладевший вами, сделает свое дело и неизбежно приведёт к пораженческим настроениям, которые, как и ваш унылый вид, будьте уверены, отпугнут любого мужчину.

2. Распорядитесь своей личной жизнью и свободным временем в точности так, как это пишут в романах о старых: посиделки с приятельницами, прогулки с племянницей, ужин перед телеэкраном, генеральная уборка в выходной и т.д.

3. Из всех сил стремитесь быть "хранителем тайн" всех своих знакомых, каждому помогайте, советуйте и "охраняйте" браки своих приятельниц.

4. Заведите себе приятельницу (по возможности более привлекательную, чем вы), во всем ей доверьтесь, и проводите с ней всё свободное время.

5. Войдите в роль амазонки, которая горда и счастлива, что одинока, и не забудьте подчеркивать это при каждом удобном случае.

6. Избегайте косметических салонов и парикмахерских, позволяйте себе всевозможные сладости и ни в коем случае не покупайте обнов, ведь на вас уже все равно никто не обратит внимания.

7. В обществе ведите себя, как независимая интеллектуалка, а с мужчинами будьте как можно более высокомерной, и любую попытку флирта с негодованием отвергайте как нечто аморальное и непристойное.

8. Живите в счастливой уверенности, что существует "идеальный мужчина", который ждет только вас. Ни за что не отступайте от своих идеалов в отношении характера, внешнего вида и финансовых возможностей ожидаемого "принца".

9. Категорически отвергайте любое приглашение в компанию, где будут мужчины, потому что ничего интересного от этой встречи вы не ждете и поэтому лучше проведёте свободный вечер в кругу приятельниц и родственников.

10. Избегайте мужчин и никогда не сомневайтесь в правильности своих жизненных принципов. Наоборот - пусть целый мир приспосабливается к вам.

* * *

6.14. Render the text in English.

6.15. Discuss the following:

- 1) Man and woman. The natural complement of each other.
- 2) Women's behaviour that men find most alluring and fascinating.
- 3) What sets men and women in different camps sometimes and prevents them from becoming the full and complete persons they can be.

WRITING ACTIVITIES



6.16. Find an article dealing with problems of love and marriage and render it in English. Do it in writing.

6.17. Write essays on the following topics:

- 1) An argumentative essay "Trial Marriages: Pros and Cons."
- 2) A mixed kind of essay "My Idea of a Happy Family."

VIEWING ACTIVITIES



6.18. Watch the film "The Importance of Being Earnest" and discuss it.

LONG TERM TASKS

6.19. Make a report related to the topic on the basis of your set book.

UNIT 5. YOUTH PROBLEMS

Part 1.

AUDIO-ORAL INDUCTION



These days much attention is paid to youth problems. Listen to a panel talk that was held at a meeting of our pedagogical club. Several specialists were invited to talk to the teacher-trainees on some problems facing young people now.

Who may be the people taking part in the talk? They may be a chairman, a psychologist, a psychiatrist, a schoolteacher, a physician and some teacher-trainees. Distribute the roles according to your personal interests, your likes and dislikes.

1.1. Listen to the recording of the panel talk. Point out the key problems of the talk.

Panel Talk

- Today our panel looks at such burning problems as drug and alcohol addiction, AIDS and others. Let me introduce to you Mr. Smirnov, a psychologist, Mrs. Newton, a physician, Mrs. Blake, a psychiatrist and Miss Krasina, a teacher. You are welcome with your questions.

- Do you really consider these problems so vital? It seems to me that the ecological threat, ozone depletion and greenhouse effect are much more important. It beats me why we talk so much about drug-users and alcoholics. Just let them drink themselves to death - they deserve no better. It's their own business, after all!

- No doubt it is. But do remember that an addict sinks rapidly into degradation and is inevitably lost to society. His family suffers. It's a tragedy. The more so if the addict is a teenager.

- Can't agree more. Drug and alcohol abuse is tragically destructive. They ruin youngsters' health, produce insensibility, apathy, frustration and goodness knows what else! All human values lose their significance. It may lead to crime and suicide.

- Yes, that's right. There has been a frightening increase in the number of suicidal teens in recent decades. Obviously, the pressures facing teenagers are

too much for many of them to bear. Broken families, the availability of drugs and alcohol, and the pressures to grow up too fast are creating circumstances so difficult to face that young people instead choose to end their lives. The situation will only grow worse if there are no substantial changes made in our society.

- It tends to be more of a social vice than a purely medical or individual problem.

- I fully share my colleague's opinion. It breaks my heart to see normal young people turn into desperate good-for-nothing creatures. They are often doomed to die from an overdose or be killed in drug wars.

- I wonder where they get the money to buy the stuff.

- That's quite to the point! They may steal or rob - which is also a social crime. They often indulge in various other intoxicants: pain killers, other chemicals. All these abominable mixtures are chewed, inhaled or smoked to produce a state of euphoria. It is nothing but hair-raising lunacy.

- Why is the rate of drug addiction increasing?

- The causes are many and various. First come the distortion of the eternal conceptions of right and wrong, low cultural standards, social injustice. The influence of such an environment is anything but beneficial.

- Do you mean to say that the future has nothing good in store for us? It turns out we have to face rather a gloomy prospect: a world of barbarians and morons if things progress (or people regress) this way.

- I'm sorry, I didn't really intend my words to sound so pessimistic. It was rather a warning or a call to be cautious. It is your duty to prevent these ghastly things from spreading, to enlighten your pupils and their parents.

- That brings me to what I was going to say. Parents fail in their duty - that's where the shoe pinches. It is their overindulgence and severity, strict supervision and total negligence that throw the young in the abyss. Many teenagers develop various complexes, have psychiatric problems and take to drugs or alcohol.

- I might as well add one more side to the problem. Drug-users belong to the so-called high risk-group for catching AIDS. They help spread AIDS through dirty syringes.

- May I ask you a question? What does the abbreviation mean?

- Acquired Immunodeficiency Syndrome. It is caused by a virus that weakens people so much that they become sick. The name of the virus is HIV – Human Immunodeficiency Virus.

- And why is AIDS called the plague of the twentieth century?

- You see, it is a global epidemic. It spreads disastrously. No cure has been found as yet. Moreover, some people have developed the so-called AIDS-phobia.

- How do people contract AIDS?

- According to scientific data it spreads through sexual contact, using dirty needles to take drugs, receiving blood from a person who has HIV, from an infected mother to her child through the exchange of body fluids. In a few situations, healthcare workers, such as doctors and nurses, have got the virus from the blood of patients with HIV.

- And what about casual contacts? Are they dangerous?

- No, they are not. AIDS is not believed to spread through touch ways: handshakes, mosquitoes, cats, sweat or saliva.

- What should be and is being done to prevent the infection from spreading?

- An association for combating AIDS has been founded in this country. Its main goals are: to organize education, prophylactics, prevention and treatment; to provide disposable equipment; to test people for AIDS.

- But in any case each person should be cautious. It's necessary to avoid casual love-affairs. Hygiene and marital fidelity may save one from getting infected. Quite simply, defence against AIDS depends on all of us taking responsibility for our actions.

- Exactly so. Responsibility comes first. Parents, teachers, young people themselves should cultivate a sense of responsibility for their actions, their health, their life. For the most part your health is up to you.

- Sorry, will you specify yourself?

- Well, cigarettes, alcohol, drugs, fat, inactivity - each of these subjects represents a form of suicide. You can live longer and feel better by employing certain restraints in your life style. Moderation and ultimately elimination is the crucial concept here. Reasonable diets, activity, pleasurable exercises, outings, sports can help you cope with the problems and have more energy for your work, family and friends.

Thank you for your participation in our talk. Our next meeting will be devoted to a healthy way of life.

* * *

1.2. Listen to the discussion a second time. Arrange the information on these lines: problems - causes - solutions.

1.3. Discuss the views of the participants of the talk.



1.4. Do the following AIDS Quiz; choose one of the answers: yes – no – may be.

Can you get HIV by:

- 1) Being in the same room as the AIDS patient?
- 2) Breathing after the patient coughs?
- 3) Holding a patient's hand?
- 4) Giving a patient some pills?
- 5) Touching a patient's blood?
- 6) Touching the sheets on his/her bed?
- 7) Touching his/her tears?
- 8) Taking his temperature?
- 9) Giving him an injection?
- 10) Breathing into his mouth in an emergency?
- 11) Listening to his heart?
- 12) Having sex?
- 13) Helping a bleeding person after an accident?
- 14) Using someone's spoon?
- 15) Kissing someone?
- 16) Pricking your finger with an infected needle?
- 17) Injecting drugs with a friend?
- 18) Sitting in a hot tub with someone?
- 19) Shaking someone's hand?
- 20) Getting bitten by a fly?
- 21) Being injected at hospital?
- 22) Getting a mosquito bite?
- 23) Going to the dentist?

1.5. Compare the results of the quiz with those of your classmates. If you do not know the answers to some of the questions, find the telephone number of an AIDS hotline in your area, call the hotline and ask your questions. Write the answers and share them with the class next time.

1.6. How much do people know about AIDS and HIV? Find three people outside your class to complete the quiz. How many questions did they get right? Share the results of the survey with the class.

1.7. Sometimes words can have positive and negative meanings. Words have positive meanings when they make you think of or feel something good or positive. Words have negative meanings when they make you think of or feel something bad or negative.

1. Work in pairs. Look at the words in the list below. Divide the words into two groups. One will go under the heading “Positive”. The other one will go under the heading “Negative”. You must have a reason for putting the words in each group, and you must use all the words in the list.

“AIDS, cure, infected, protective, blood, virus, isolate, risk, breathe, bodily fluids, respect, needle, prick, touch, contact, HIV, ward, disease.”

Meet with another pair and compare answers. Discuss your reasons for your choices.

2. Work with your partner again. Choose eight of the words from the list and put them in two new groups: words that make you think of a patient and those that make you think of a healthcare worker. Meet with another pair and discuss the answers.

1.8. Discuss these questions in a small group:

- 1) Can you tell by looking at someone if the person has AIDS or HIV? Why or why not?
- 2) Would you take a job or volunteer to work with people who have AIDS? Why or why not?
- 3) Many people do not feel sorry for AIDS patients. What do you think is the reason for this?
- 4) People who have HIV may get information both from hospitals and from telephone hotlines. What is the difference between the services that each provides? In what situations would it be better to go to a hospital? In what situations would it be better to call an information hotline?
- 5) Should parents teach their children about AIDS? Why or why not? If parents should teach about AIDS, when should they start talking with their children? What kinds of materials could parents use to help with their discussions?
- 6) Should there be AIDS education in schools? Why or why not? If there should be such education, which age groups should receive the information? Where else could you have AIDS education programmes?

- 7) Should AIDS educators be allowed to communicate their message in public places like TV, billboards (large outdoor advertisements), magazines and the Internet? Why or why not? How else could AIDS educators spread their message?
- 8) What topics should be discussed in AIDS education programmes? What topics should not be discussed? Explain your choices.
- 9) Do you know about AIDS education programmes in this country or in another country? What do they teach? Who pays for the programmes?

1.9. Today many countries have AIDS education programmes to tell people about how it is spread and how to protect themselves. Work in a small group to plan an AIDS education programme. Then present your plan to the class. Use the following worksheet:

Worksheet

1. Who would the programme be for (adults, young adults, secondary school age, primary school age, etc.)?
2. What kind of programme would it be (describe the programme).
3. Why would this kind of programme be helpful?
4. What topics would be covered?
5. Where would the money for the programme come from?
6. What problems could there be with this programme? How would you solve these problems?

Present the programme in class. Each member of the group reports on one question. The listeners should think of one question to ask about the programme.



1.10. State what your aim would be in using the information you have got with senior pupils. Make up a short talk on this problem. Choose one of the suitable openings to begin your utterances:

- | | |
|---------------------|----------------------------------|
| It is advisable | You can't do without |
| necessary | The sooner ... the better |
| important | It doesn't work to ... |
| obligatory | It is no good + V _{ing} |
| probable | It is wishful thinking |
| most likely | |
| not the thing to do | |

Make use of the topical vocabulary "Youth Problems", "AIDS" (see Topical Vocabulary).

1.11. Act out mini role plays



- 1) You've caught your younger brother red-handed: he was sniffing something awful - some chemical stuff. Warn him of the consequences. Try to sound polite, friendly but strict.
- 2) Work in groups of 3. The parents of a drug-user are consulting a doctor. They are beside themselves with grief and gloomy apprehensions. The doctor sounds calm, tries to help them with professional advice.
- 3) You are talking to the parents of a 16 year-old girl whom you've seen smoking and who is a glue-sniffer.

1.12. Express your opinion, contradict, suggest solutions or give advice to somebody who tells you that:

- 1) It is better to legalise drugs for addicts and just let them kill themselves.
- 2) AIDS infected people should be ostracised.
- 3) Drug addiction and alcohol abuse can be cured.
- 4) Alcohol and drug abuse is a purely medical problem and should be solved by doctors.
- 5) Genetic factors account for a tendency to alcoholism.
- 6) Environment plays a great role in alcoholism.
- 7) Indulging in drugs and alcoholic drinks is just some kind of fashion for the young. They will get over it in due time. The devil is not so black as he is painted.

1.13. Illustrate the following proverbs speaking on the problems discussed in 1.1 – 1.12.

- 1) Better late than never.
- 2) It never rains, it pours.
- 3) When there is a will there is a way.
- 4) The idle brain is the devil's workshop.



1.14. Suggest your own discussion points related to the topic. Have examples ready if responses are not forthcoming (**See:** *Classroom English, Topical Vocabulary*)

SMILE AND RELAX



A chemistry professor wished to demonstrate the harmful effects of alcohol to her class. On the lab table, she set two beakers – one containing water and the other filled with grain alcohol. Then she dropped an earthworm into each. The worm in the alcohol beaker wriggled violently in a vain attempt to escape and quickly died. The other worm, in the water beaker, moved slowly and gracefully, seeming to enjoy its new environment. The professor smiled with satisfaction and looked at the roomful of students. Then she asked, “What lesson can be learned from this demonstration?” One student quickly answered, “If you drink alcohol, you’ll never have worms.”

* * *

1.15. Choose the sentence below that reflects the main idea of the anecdote.

- 1) Teaching chemistry is extremely difficult.
- 2) The teacher should not have sacrificed the worm for her lesson.
- 3) More schools should be teaching their students about the harmful effects of alcohol.
- 4) Sometimes what a student learns in class is not what the teacher had in mind.

Part 2.

INTENSIVE READING



What brings about young people's anti-social conduct? To answer the question analyse an extract from J.B. Priestley's novel "Angel Pavement".

J.B. Priestley was a famous English writer, journalist, critic and playwright, a talented actor and producer. His novel "Angel Pavement" was written in the 30-ies, during the notorious depression period. The novel tackles many problems, such as the problem of social protest, youth problems and the eternal one of the generation gap.

Mr. Smeeth Is Worried

(Sergeant Gaily is talking to Mr. Smeeth about his son George. Edna is Mr. Smeeth's daughter)

"How are you getting on, these days? Here, what's the name of that boy of yours?"

"You mean George?" "That's right. George Smeeth, Chaucer Road - eh? I saw the name a day or two ago, and thought it must be that boy of yours. We're having him up the North London next week, Tuesday, I think".

"At the North London!" Mr. Smeeth stopped, and gaped at him. "Do you mean the police court?"

"That's right. Case comes on Tuesday, I think. What, didn't you know?"

"No, of course, I didn't know", cried Mr. Smeeth in horrified amazement. "Do you mean - my boy George?"

"Here, steady, steady, Mr. Smeeth! We're not charging him. He's only up as a witness".

Mr. Smeeth breathed again, but he was still puzzled and worried and the sergeant, noticing this, began to explain.

"I don't know why he's not told you. It's one of these car stealing jobs. We're always getting 'em now. What with cars running over people and then skipping off, and cars in these smash-and-grab outfits ², and cars being lost and pinched - coo! - we get a proper packet of cars! I don't know what the Force did in the old horse traffic days. 'Owever, this is one of the car stealing jobs and by a bit o'luck and judgement, we traced this particular car to that garage where your lad's been working lately. Chap o' the name of Barrett runs it, and between you and me, we've had an eye on him. If he's not a wrong 'un, I give it up. Whether we'll get him this time or not, I don't know. I wasn't on the case myself. But that fifteen quid'll take a bit of explaining. They'll be saying they get cars given 'em soon".

"But where does George come in?" said Mr. Smeeth, who did not care what happened in the car-stealing world, but cared a great deal about his son.

"Oh, that's nothing. He worked there, see, and was there when the car went into the garage, and so on. We've nothing against him, of course. He'll only be asked to say what he saw".

"Thank goodness for that! You gave me a fright, I can tell you, Sergeant. I don't mean by that, mind you, that I thought for a minute my boy'd be mixed up

in anything dishonest, I don't see as much of him as I ought these days, and he just goes his own way, but I know the boy's as straight as you like."

"I'll bet he is", said Sergeant Gailey with a certain forced heartiness, which he immediately dropped for a more serious, cautionary tone. "But, all the same, Mr., Smeeth, he ought to have told you, you know. And another thing. You get him away from that garage and that chap Barrett. He's in bad company there. Doesn't matter if Barrett walks out of that court next Tuesday with the case against him in bits ³; never mind about that; you get your boy out of it and away from that chap. If we can't prove it this time, we'll prove it next time, and there always is a next time with those cocky birds ⁴. I wouldn't let a boy of mine put his nose in a dump like that."

"Don't you worry about that, Sergeant", cried Mr. Smeeth, his voice trembling with excitement. "George doesn't stay there another day. I should think not! And I'm very much obliged to you for telling me, Sergeant, very much obliged".

"That's all right, Mr. Smeeth. Thought you ought to know. Which way you going now?"

"Straight home. That's my way now", replied Mr. Smeeth, and he went as fast as he could go to Chaucer Road. He was still rather alarmed and astonished, for police court affairs were remote from his experience and he had a horror of them, but he was chiefly indignant at the thought that this business, which took George to court and might take his employer to goal, should have been kept from him. Did his wife know all about it, and had she deliberately hidden it out of his sight? He could hear her saying to George, "Now don't you say a word to your father about this. You know what he is". Yes, something like that. If she really had done that, then they would have a quarrel. This was serious. My word, what a life! You never knew what was happening.

He arrived home to find his wife still absent and Edna and her friend, Minnie Watson, screaming with laughter in the dining-room. "Just a minute, Edna, I want you", he said sternly. She followed him into the other room.

"Where's George?"

"I don't know, Dad. Working, I suppose, down at the garage. What's the matter?"

"Did you know anything about this police court business?"

Edna stared at him, her chocolate-stained mouth open.

"What police court business? What are you talking about, Dad? Has it something to do with George?"

"Never mind about that. You don't know anything about it, eh?" It certainly didn't look as if she did, but Mr. Smeeth told himself wearily that you could never tell, not with children like these, such a strange secretive lot. "All right, it doesn't matter. Where is this garage? You can tell me that, I suppose?"

She gave him precise directions, and ten minutes later he was there, confronting a queer George in greasy overalls, who was doing something incomprehensible to the inside of a car. He was probably astonished to see his father, but he only raised his eye-brows and grinned. George had ceased for some time to show any signs of surprise.

Telling himself that this was his son, who had been a child only yesterday, Mr. Smeeth looked sternly at him, and summoning all the forces of parental authority, he said curtly: "Just clean yourself up and get your hat and coat on, George."

"What d'you mean, Dad? What's up? Anything wrong at home?"

"No, there isn't, but just do what I tell you".

"Well, I don't understand".

"Oh, come outside if you're going to argue about it", said Mr. Smeeth impatiently, and led the way out into the street.

"It's the police court business. I've just heard all about it".

"Oh, I see", said George slowly.

"I'm glad you do see. I'd like to have seen a bit earlier", said his father bitterly. "Why didn't you tell me? Have to have a police sergeant telling me what's happening to my own son!"

"Well, you needn't go at me, Dad. I've done nothing, and they'll tell you I haven't".

"I know all about it. And you're not going to do anything either. That's why I came round. You're finishing here now, George. I was warned not to let you stop on - though I didn't need any warning. I'm not going to have you mixed up with this sort of business. So you can just tell them you're finishing now, this minute".

"Oh, I can't do that, Dad. We're busy".

"I don't care how busy you are, George. You've got to stop "

"Oh, all right - if you feel like that about it. But look here, Dad, I must finish that job I'm doing now".

"How long will that take you'?"

"Ten minutes. Quarter of an hour. Shouldn't be longer".

"All right", said Mr. Smeeth grimly, "I'll wait". And he waited twenty minutes; but at the end of that time George came out, washed and brushed and without his overalls.

"I might have lost the week's money, walking out like that", he told his father, "but they paid up - like good sports".

"Who are they?"

"There's another chap running this besides Barrett, a chap called McCrath - proper motor mechanic he is".

"And is he a wrong 'un, too?"

"Not more than most. McCrath's all right".

"Tell me this, George", said Mr. Smeeth, halting and looking very earnestly at his son, "did your mother know anything about this police court business?"

"Course she didn't, Dad, I wasn't going to tell her".

"I see", said Mr. Smeeth, relieved to find there had been no general conspiracy. "But why didn't you tell me, boy? I can't understand you keeping a thing like this to yourself".

They were walking on again now. "Oh, I didn't want to bother you about it", replied George coolly. "I knew there'd be a lot of gassing and fussing if I did. And there was nothing to get excited about. I hadn't done anything. They weren't running me in, were they?"

It was incredible. Mr. Smeeth gave it up. Here was this boy of his, who had been playing with clockwork trains on the floor only the day before yesterday, so to speak, and now he could talk in this strain, as cool as you please, as if he were Sergeant Gailey or somebody! Mr. Smeeth waited a minute or two, then said very quietly: "About that car, George - did you know it was stolen?"

George grinned; no wincing, shrinking, anything of that kind; just a plain grin. "I didn't know, but I had a few ideas of my own about it. And about one or two others, too".

"Do you mean to tell me that you'd a good idea of what was going on there and you didn't do anything about it?" Mr. Smeeth was shocked and astonished.

"What could I do about it, Dad? If I'd been dragged into it, that would have been different. But they didn't try. And you needn't worry - I wouldn't have had it. Buying cars that have been pinched like that is a mug's game ⁵, if you ask me. Barrett's a fool, though he's not a bad sort, really, and he's treated me all right. Doesn't know anything about cars though, not like McCrath does, I believe he had to take over some of those cars. I saw one or two fellows who called to see

him, and I didn't like the look of them at all - real toughs, they were. But mind you, Dad, I don't know anything about those cars, don't forget that".

The boy talked about buying stolen cars as if it was simply a little weakness on Barrett's part, a silly hobby. He didn't seem to be in the least shocked or frightened. Mr. Smeeth could not make it out at all. It was just as if he had brought up a boy who had suddenly turned into an Indian ⁶. The boy was all right, really; he had left the garage without making a fuss; but, nevertheless, his point of view appeared to be whole worlds away from anything his father could understand. "I must say I don't like that, George", he said. "Seems to me you don't understand the seriousness of this business. It's criminal, this is, work for the police and you talk about it as if it was a tea-party or something. Talk like that, and you don't know where you'll land yourself".

"That's all right, Dad", said George tolerantly. "Don't you worry. I can look after myself".

"Well, you're going to do it outside that place now", Mr. Smeeth told him.

"Oh, I meant to leave there soon, anyhow", George remarked airily.

"I should think so! And the next job you find for yourself, I hope, will be in a concern that the police aren't interested in. You'd better tell me something about it, first. Easy to get yourself a bad name, y'know, boy, even if you don't do anything wrong yourself".

George, who seemed to live in a world in which bad names didn't count, a world his father didn't know, made no reply, but merely whistled softly as he walked along. When they arrived home, tea was waiting for them, with Mrs. Smeeth sitting behind the teapot. She was surprised to see George walk in with his father. Mr. Smeeth gave her a look that said "Quarrel or no quarrel, you've got to recognise that this is serious", and cut short her inquiries by remarking. "We'll have a talk about this afterwards, Mother".

As soon as the two children were out of the room, he told her what had happened, and she gave him all her attention, realising at once that this affair transcended any quarrel.

"You did right, Dad", she told him, when he had finished.

"I hope you realise", he added, not without bitterness, "that this means the boy may be out of job for some time, and that means both of them earning nothing. It's all right, of course, but still - we'll have to be careful".

"George'll soon get something. He always does", she said confidently. "I shouldn't wonder if he hasn't got a better job in his eye now. You were right to do what you did, but you leave him alone now and don't worry. He'll find something".

This seemed a good opportunity to tell what had happened during the earlier part of this eventful day, with special reference to the disturbing rumour about Mr. Golspie. But she wouldn't listen. She turned herself again into a woman who had quarrelled with him, merely listened to a few words with a distant politeness, excused herself and then gathered up the tea things in a very grand, dignified manner rather like a duchess visiting a poor cottager. Mr. Smeeth was left to smoke his pipe, alone, a solitary little figure in a huge, dark, mysterious world of cracking walls and slithering foundations, with echoes and rumours of catastrophe in every wind.

* * *



Notes

1. North London - the North London court
2. cars in these smash-and-grab outfits - cars which are deliberately smashed into shop windows so that the shops may be looted
3. with the case against him in bits - acquitted
4. cocky birds (slang) - impudent guys (fellows)
5. a mug's game - a foolish (stupid) business (occupation)
6. Who had suddenly turned into an Indian - who had suddenly turned into a complete stranger, a completely unknown man.

SKIMMING

2.1. Choose the right answer and prove your point of view.

- 1) Why was Mr. Smeeth in a depressed mood?
 - a. he was afraid for George's reputation and his future;
 - b. his regard for appearances was extreme;
 - c. his pride was wounded.
- 2) Why did George take the whole thing as a matter of course?
 - a. he was rather a cynical young man;
 - b. he was involved in the car-stealing business;
 - c. he did not consider himself guilty or in the wrong.
- 3) Why did Mr. Smeeth and his children live in different worlds?
 - a. Mr. Smeeth was too strict with his children;

- b. they belonged to different generations;
- c. Mr. Smeeth did not care much for his children's upbringing.

2.2. Give the plot of the text.

2.3. Answer these questions:

- 1) What do you think is the time and place of action?
- 2) What characters are introduced to the reader?
- 3) Who is the protagonist?
- 4) What are the minor characters?

RELATED ACTIVITIES

The reading, vocabulary and remedial exercises suggested below will help you to express your ideas more accurately and go deeper into all the subtleties of the text for its detailed interpretation.

READING TECHNIQUE AND SPELLING ACTIVITIES

2.4. Choose a passage for good reading (10 - 12 lines). Read it aloud in class.



2.5. Comment on and assess your classmates' expressive reading. Use adequate classroom English.

2.6. Practise the spelling and pronunciation of the following words. Watch the difference between them.

Sergeant	- surgeon	Serious	- series
Traces	- traits	Quiet	- quite
Wear	- weary	Minute (n)	- minute (adj)
Cease	- seize	Employer	- employee
Hear	- heir	Plain	- plane



2.7. Make up a list of words that go under the same spelling and reading rules. Formulate the rules.

Refer - referred Try - tried

Quarrel - quarrelled Relieve - relief

WORD-STUDY ACTIVITIES

2.8. Consult an *English-English Dictionary* for the definition of the following words. Use them in sentences of your own based on your set book.

Caution	Astounded
Amazement	Confident
Horried	Puzzle
Weary	Cease

2.9. Find synonyms for the words "amaze, horror, astounded, cease" in the *Y.D. Apresyan "English-Russian Dictionary of Synonyms"*. Explain to your fellow-students the difference between them.

2.10. A. Look up in the *Longman "Dictionary of Phrasal Verbs"* the meaning of these phrases:

To be up; to go at somebody; to make out; to mix up with; to mix up in.

B. Use them:

- 1) reproducing the conversation between Mr. Smeeth and George;
- 2) in short dialogues of your own.

2.11. Write out from the text adjectives and adverbs to describe:

- 1) Mr. Smeeth's mood (e.g. "sternly, bitterly", etc.)
- 2) George's spirits.



2.12. Design your own exercises to make your classmates practise the words and phrases of **2.8 – 2.11**. You may follow the models given below or come up with some bright ideas of your own.

I. Mechanical Drills

- 1) Give the corresponding nouns / adjectives / adverbs / verbs:
e.g. amaze - amazement, etc.
- 2) Suggest synonyms for:
e.g. surprised - astounded, etc.

II. Meaningful Drills

- 1) Describe Mr. Smeeth's state:
 - a. Finishing the sentences
e.g. After the talk with the Sergeant Mr. Smeeth felt (looked, seemed) ...
 - b. Transforming the sentences:
e.g. Mr. Smeeth was amazed. He could not conceal it. -
Mr. Smeeth could not conceal his amazement.
There was no concealing his amazement.
 - c. Answering the questions:
e.g. What was it that puzzled Mr. Smeeth that day?
Why was it that Mr. Smeeth was horrified?
- 2) Describe the state (mood, spirits) of some personages from your set book.

REMEDIAL ACTIVITIES

2.13. What kind of supposition is expressed in the following sentence?

"That's right, George Smeeth, Chauser Road - eh? I saw the name a day or two ago and thought that must be that boy of yours".



Note: supposition implying uncertainty is expressed by '*may*';
supposition implying greater uncertainty is expressed by '*might*';
supposition bordering on assurance is expressed by '*must*'.

2.14. Go over Ex. 2.1. Answer the questions expressing various degrees of supposition.



2.15. Design an oral speech exercise for remedial teaching to practise the verbs "to rise, arise, raise, arouse" on the basis of the text.

SCANNING



Young people's values are often formed under the influence of the simplest comics and thrillers, cheap ideals, pop idols. Parental negligence aggravates things to such an extent that youngsters may form distorted notions of good and bad, inevitably involving themselves in trouble.

See how things were in Mr. Smeeth's family.

2.16. Find and read out the sentences proving that

- 1) Mr. Smeeth was unable to make out his son's behaviour.
- 2) Father and son lived in different worlds.

2.17. Paraphrase and comment on the following sentences. Act as a teacher making your fellow-students go through the exercise.

- 1) " ... I know the boy is as straight as you like".
- "I'll bet he is", said Sergeant Gaily with a certain forced heartiness, which he immediately dropped for a more serious, cautionary tone.
- 2) My word, what a life! You never knew what was happening.
- 3) Mr. Smeeth was left to smoke his pipe, alone, a solitary little figure in a huge, dark, mysterious world of cracking walls and slithering foundations, with echoes and rumours of catastrophe in every wind.

2.18. Interpret the text.

- 1) Characterise Mr. Smeeth as:

a) a personality; b) a father; c) a husband.

For this purpose analyse the author's direct characterisation; the attitude of other people to him; his own words and actions.

- 2) Delineate George as:

a) a personality; b) a son.

- 3) What impression have you got about the relations between Mr. Smeeth and his wife. Was he happy at home? Did it tell in any way on the children's upbringing?

- 4) What is your impression of the characters? Express your sympathy or dislike, approval or disapproval. Make use of the following:
- a) to like/dislike to disapprove of
 to appeal to to condemn
 to sympathise with to resent
 to pity to appreciate
 - b) to provoke / arouse a feeling of pity / sympathy / compassion /
 resentment / scorn / disdain / contempt
 - c) to be sympathetic
 despicable
 praiseworthy
 abominable, etc. (about a character)
 - d) to be exemplary
 outrageous
 shocking
 revolting, etc. (about somebody's behaviour)
- 5) What problems are tackled by the author? Dwell on each one in detail.
- 6) State the theme of the extract. These questions may be helpful:
- a) What do you think were Mr. Smeeth's life principles?
 - b) What principles did his son live up to?
 - c) Was such a discrepancy natural or abnormal?
 - d) What can you put it down to?
 - e) Is it a rare occurrence that fathers and sons turn out to be poles
 asunder, that their senses of value differ?
- 7) Summarise the discussion and get ready to interpret the text in a lengthy monologue.

RELATED ACTIVITIES FOR INTENSIVE PRACTICE

2.19. What do you think Mr. Smeeth ought to have done to prevent his son from:

- 1) getting mixed up in a dirty business;
- 2) forming rather a lop-sided view of right and wrong;
- 3) turning into a complete stranger to his father?

2.20. What conduct on the part of the parents do the following phrases imply: "to have an eye on somebody"; "to leave somebody alone"? Which do you think is more effective? Use various ways to support your opinion.



2.21. Act out dialogues between the characters and their personified conscience

- 1) Mr. Smeeth and his conscience
- 2) Mrs. Smeeth and her conscience
- 3) George and his conscience

2.22. Imagine you are:

- 1) Mr. Smeeth. What kind of children would you like to have?
- 2) Mrs. Smeeth. What is your idea of a good husband?
- 3) George. What kind of life would you like to lead?

2.23. Illustrate the meaning of the proverbs applying them to the text you have read:

- 1) in the form of a monologue;
- 2) acting out dialogues between Mr. Smeeth and his son
 - a. A man is known by the company he keeps.
 - b. Bad news has wings.
 - c. A good name is better than riches.
 - d. A good name is sooner lost than won.

2.24. Project the personages' life into the future.

FOLLOW-UP ACTIVITIES



2.25. Arrange a group discussion of the problem of infantilism. Make up a list of questions, key-sentences, cue-words to organize the discussion. Concentrate your attention on the basic points: symptoms – causes - consequences - prevention - treatment.

2.26. Summarise the discussion. Report the results in the form of a monologue.

2.27. Interpret the story "The Academy" by D.Ely ('School Stories').

WRITING ACTIVITIES



2.28. Write an essay on one of the following topics:

- 1) Juvenile Delinquency is the Parents' Crime
- 2) The Corruptive Influence of Parental Negligence
- 3) Infantilism: Is It a Serious Problem?

SMILE AND RELAX

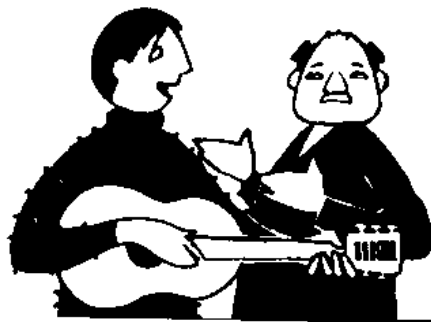
2.29. Describe the cartoons. What problems do they reflect?

- a) May there always be Mummy ...



- b) - I've never seen you reading a single book. Aren't you going to graduate with flying colours?

- No, I am gonna do it with a song, Daddy!



Part 3.

EXTENSIVE READING



Alienation between parents and their teenage and adult children may lead to severe loneliness. The text below warns of the consequences.

Read the text. Time yourselves. Try to understand all the key problems, facts and the most important details.

Text 1. Loneliness May Create Serious Health Risks

Millions of Americans suffer from depression, anxiety and fatigue that are linked to loneliness, says a leading authority who tells you how to cope with feelings of being alone.

Q.: Mr. Young, how widespread is the problem of loneliness?

A.: In one nation-wide study 22 per cent of Americans said they felt lonely or remote from other people. In another poll taken by "Psychology Today", loneliness was the most frequent problem mentioned. Thirty eight per cent of female and 43 per cent of male readers said they often felt lonely.

Q.: What is the difference between normal feelings of loneliness and a real loneliness problem?

A.: There are two main ways to distinguish between normal and problem loneliness. One is by severity. Do your feelings of loneliness interfere with your ability to get enjoyment out of life? The other factor is length of time. Loneliness becomes a chronic problem if it lasts two or more years. Some people have a lifetime pattern of feeling lonely.

Q.: Is loneliness increasing in the United States?

A.: People who live alone tend to say that they are lonely more frequently than people living with others. Since surveys repeatedly show that an increasing number of Americans live alone, we can infer that the frequency of loneliness is increasing. In 1940, only 8 per cent of American households contained one person. In 1980, 22 per cent of households had only one person.

Q.: Who is at greatest risk for loneliness?

A.: Studies of different population groups show that teenagers and young adults have the highest degree of loneliness. One study found that over half of the people in this age group are lonely. One reason is because they are in the process of transition - separating from their parents. They are no longer feeling as close to their parents as they did when they were children and they

may not yet have developed very close, satisfying friendships with their peers. Some adolescents just have trouble making friends.

Q.: What are the major consequences of loneliness?

A.: We know that severe loneliness can lead to a variety of problems. Feeling lonely may actually create serious health risks. There are also psychological consequences. People who are chronically lonely are often less productive in their work lives. They feel that life is less satisfying and are prone to psychiatric disorders such as depression and anxiety.

Q.: When is a person so lonely that treatment is needed?

A.: Having feelings of severe loneliness for more than two years indicates that you are not just having a temporary adjustment to a new situation. There may be a serious psychological problem. Severe loneliness is often accompanied by depression. The symptoms of depression frequently include a persistent sad mood, low appetite, fatigue, withdrawal from people and sleep difficulties.

Q.: What is the best therapy for loneliness?

A.: This is a new area of research. In a therapy I've developed, the approach is to help people look at what they are doing that keeps them from feeling close to other people. One persistent problem for people who suffer loneliness is low self-esteem. The person is afraid to approach new people because he or she anticipates rejection before it's even happened. In other instances, lonely people may find someone, but then they keep a distance by not revealing much about themselves out of fear that once the other person knows them well, they'll be rejected.

Q.: How successful is therapy? How long does it take?

A.: This treatment for loneliness is an adaptation of a technique called cognitive-behaviour therapy that we know is successful against many forms of depression. Length of treatment depends on the severity of the problem. For those trying to adjust to a new situation therapy may consist of once-a-week sessions over 4 to 6 months. For people who have experienced loneliness since childhood treatment can take a year or more.

Q.: How can a person prevent loneliness?

A.: The first thing is to learn how to be alone without feeling something is wrong. Many people avoid being alone at any cost. They are afraid they won't be able to handle it or that there's stigma in not being with someone. You can train yourself to enjoy being alone. It's healthy to do things on your own part of the time. Most important, you have to develop a circle of friends. Participate in activities - sports, cultural events, social gatherings - because that's how you meet people. Don't wait for others to make the first move. Be aggressive in seeking out friendships and keeping them. For some

people, pets and television may ease some of the loneliness, but they can also keep a person turned inward and interfere with developing new friendships.

(Morning Star)

3.1. Skim the text.

- 1) Formulate the controlling idea.
- 2) Divide the text into logical parts. Entitle each part.
- 3) Write out the key sentences of each logical part thus outlining the text.
- 4) Give a summary of the text using the outline as a prop.

3.2. Make up a list of key words to answer the questions of **3.8** (Follow-Ups). Before it do the following vocabulary exercises.

WORD-STUDY ACTIVITIES

3.3. Explain to your fellow-students the meaning of the words given below:

(Opinion) poll	A life-time pattern of
Remote	Process of transition
Chronic	Transition age/period
Reject	Fatigue

3.4. Find synonyms in the text for:

Exhaustion	Psychiatric problems
Underestimation	To take the first step
Young people	To adapt oneself to
Shame	To do something independently

3.5. Give the corresponding nouns:

To esteem, to depress, anxious, lonely, severe, sincere, serene, frequent, separate, adolescent, adult, psychological, psychiatric, adjust, reject

3.6. Give antonyms:

Close to people; accepted by people; admitted to society; temporary problems; to be turned inward; an introvert

3.7. Rephrase the sentences using words from the text:

- 1) You are grown-up enough to act independently.
- 2) Have you quarrelled? Don't wait for your friend to make the first step.
- 3) Young people should be taught to adapt themselves to their surroundings.
- 4) Have you problems with your teenage pupils? Don't despair. It is a temporary period between childhood and adulthood. They will soon grow up.
- 5) Not to feel aloof from others young people should be involved in their contemporaries' company.
- 6) Welcoming youngsters under the home roof may cure their low spirits.
- 7) If a state of depression has lasted for a long time, it is surely a cause for anxiety.
- 8) Have a breath of fresh air, it will shake off your exhaustion.
- 9) Let teenagers oftener mix with their age-mates.

FOLLOW-UP ACTIVITIES

3.8. Answer the questions:

- 1) What people/groups of people often feel lonely?
- 2) What are the causes of their loneliness?
- 3) Who should help lonely people?
- 4) What is being done in this country to help lonely people (the young, the old, the sick, the divorced, the single)? What do you think should be done to help them?

Follow this plan:

- a. measures undertaken by the state;
- b. the help of social and religious organisations;
- c. the attitude of all members of society;
- d. your own contribution to it.



3.9. Test yourself to learn which type you are:

an introvert (a person turned inward) or
an extrovert (a person turned outward).

Choose the right answer. Make a note of which you have chosen (a, b or c) because you will have to add the points to learn the answer.

- 1) You are invited to a party. What is your reaction?
 - a. Good! I hope I meet new people.
 - b. I don't want to go. Nobody spoke to me at the last party I went to.
 - c. I love parties. I like being the centre of attention.
- 2) You are at the party. Everyone is telling jokes.
 - a. You have dozens of jokes to tell.
 - b. You manage to remember a couple of jokes.
 - c. You can't think of a single joke to tell.
- 3) You realise that you have nothing planned for Saturday night.
 - a. You are frantic. You ring up some friends and arrange an outing to the cinema.
 - b. You think "It's time I had an evening in".
 - c. You think "It's a good chance to read more of my library book".
- 4) Do you take risks?
 - a. Sometimes b. Never c. Often
- 5) You are asked to help organise a class excursion.
 - a. You accept willingly.
 - b. You hesitate for a moment and then accept.
 - c. You are terrified. You refuse.
- 6) How do you spend most of your leisure time?
 - a. By yourself b. With one or two friends c. With a group
- 7) Do you ever think about the meaning of life?
 - a. Sometimes b. Often c. Never! I'm too busy living
- 8) Do you find it easy to make decisions?
 - a. It depends.
 - b. It's always easy to decide.
 - c. I can never make up my mind.
- 9) You have a new boy-friend / girl-friend. Your friends tease you about him / her and they make jokes.
 - a. You don't mind at all. In fact, you like being teased.
 - b. You smile. You don't mind being teased.
 - c. You are embarrassed. You don't like people making fun of you.

10) Somebody in your group is saying horrible things about you.

- a. You get worried about it.
- b. You don't care what they say.
- c. You begin saying horrible things about them.

Now add up your points and see below:

I.	II.	III.	IV.	V.
a. - 3	a. - 5	a. - 5	a. - 3	a. - 5
b. - 1	b. - 3	b. - 3	b. - 1	b. - 3
c. - 5	c. - 1	c. - 1	c. - 5	c. - 1
VI.	VII.	VIII.	IX.	X.
a. - 1	a. - 3	a. - 3	a. - 5	a. - 1
b. - 3	b. - 1	b. - 5	b. - 3	b. - 5
c. - 5	c. - 5	c. - 1	c. - 1	c. - 3

35-60 points: You are a true extrovert. You enjoy being in a group. You have lots of self-confidence. You are an active practical person, and you are outward-looking. You enjoy making decisions and taking risks. But be careful! Don't be too sure of yourself! Remember that you can hurt sensitive people by your lack of understanding.

26-34 points: Like many people, the outside world is as important to you as your own inner world. You are somewhere in between the extrovert and the introvert, and you can have the good qualities of both. But be careful that you haven't all the bad qualities.

10-25 points: You are a true introvert. Your inner world of dreams and ideals is more important than the external world. You are often not realistic or practical. You do not like showing your feelings to other people, in case they hurt you. Use your sensitivity to appreciate beautiful things and understand other people's feelings.

3.10. Work in pairs or in groups of three giving advice, warning, expressing sympathy, regret, encouragement in the following situations:

- 1) Talking to a friend who often feels lonely. Try to assure him/ her that he/she possesses many virtues, thus raising his/her self-esteem.

- 2) Talking to your teenage pupil who has developed an inferiority complex. Help him feel loved and needed.
- 3) Talking to your patient (aged 19) who has come to you, a psychologist, as the last resort. You are to find out the causes of her/his loneliness. Give her/him professional advice.

The following phrases and statements will come in handy.

- | | |
|------------------------|---------------------------------|
| 1) It stands to reason | That'll do very nicely |
| I thought as much | How can you be sure |
| Beyond all doubt | You can never tell |
| Looks like that | Too good to be true |
| Highly probable | Cheer up! |
| In a way - yes | Never say die! |
| Sounds good to me | Things will come right |
| Make the best of it | It will blow over |
| I'll tell you what ... | Why not ... |
| Hadn't you better ... | Don't take it too much to heart |
| What if ... | |
- 2) a. The shortest distance between two people is a smile.
 - b. A sense of humour is a delicate, flexible, and, at the same time, most powerful tool of inter-individual relations in society.
 - c. "We don't get to know people when they come to us; we must go to them to find out what they are like". (Goethe)
 - d. The best way to keep your friends is not to give them away. (W. Mizner)

3.11. The American poet Emily Dickenson (1830 - 1886) wrote this short poem:

If I can stop one heart from breaking
 I shall not live in vain;
 If I can ease one life the aching,
 Or cool one pain;
 Or help one fainting robin
 Unto his nest again,
 I shall not live in vain.

Formulate the main idea of the poem. Complete the *if*-clause with your own ideas.

3.12. Loneliness may cause depression. Read the text below and give its summary.

Text 2. Depression

A depressive illness is a "whole-body" illness, involving one's body, mood, thoughts and behaviour. It is not a passing blue mood, it is permanent.

• Symptoms

1. Persistent sad, anxious or "empty" mood
2. Feeling of hopelessness, pessimism
3. Feelings of guilt, worthlessness, helplessness
4. Loss of interest or pleasure in hobbies and activities that you once enjoyed, including sex
5. Insomnia, early-morning awakening or oversleeping
6. Appetite and/or weight loss or overeating and weight gain
7. Decreased energy, fatigue, being "slowed down"
8. Restlessness, irritability
9. Difficulty concentrating, remembering, making decisions
10. Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders and chronic pain

• Causes

1. There is a risk for developing the illness when there is a family history, indicating that a biological vulnerability to depression can be inherited.
2. Psychological makeup also plays a role in vulnerability to depression. People who have low self-esteem, who consistently view themselves and the world with pessimism, or who are readily overwhelmed by stress are prone to depression.
3. A serious loss, chronic illness, difficult relationship, financial problem, or any unwelcome change in life patterns can also trigger a depressive episode.
4. Very often a combination of genetic, psychological and environmental factors is involved in the onset of a depressive illness.

• Treatment

1. Antidepressant medications
2. Psychotherapies
3. Helping yourself. Negative thinking fades as treatment and/or psychotherapies begin to take effect. In the meantime:
 - a. Do not set yourself difficult goals or take on a great deal of responsibility.
 - b. Break large tasks into small ones, set some priorities, and do what you can as you can.
 - c. Do not expect too much from yourself for the time being. This will only increase feelings of failure.
 - d. Try to be with other people, it is usually better than being alone.
 - e. Participate in activities that may make you feel better. You might try mild exercise, going to a movie, a ballgame, or participating in religious or social activities. Don't overdo it or get upset if your mood is not greatly improved right away. Feeling better takes time.
 - f. Do not make major life decisions, such as changing jobs or getting married or divorced, without consulting others who know you well and who have a more objective view of the situation. In any case, it is advisable to postpone important decisions until your depression has lifted.
 - g. Remember! Do not accept your negative thinking.
4. Family and friends can help.
 - a. Offer emotional support. This involves understanding, patience, affection and encouragement. Engage the depressed person in conversation and listen carefully.
 - b. Invite the person for walks, outings, to the movies and other activities. Be gently insistent if your invitation is refused. Encourage participation in some activities that once gave pleasure, such as hobbies, sports, religious or cultural activities, but do not push the person to do too much too soon. The depressed person needs diversion and company, but too many demands can increase feelings of failure.
 - c. Do not accuse the depressed person of faking illness or of laziness, or expect him or her "to snap out of it". Gradually most depressed people do get better. Keep that in mind, and keep reassuring the depressed person that with time and help, he or she will feel better.

(U.S. Department of Health and Human Services.
National Institute of Mental Health)

* * *

3.13. Do you consider the information given in **3.12** valuable? Why (not)? Is it important to you as a future parent and teacher? Why (not)?



3.14. Mini role plays

1) Deliver a lecture to a group of would-be teachers on how to help their pupils/students if the latter feel lonely or depressed. The following pieces of advice may also help you to talk on the point:

A.

- If you want to live to be a hundred or older, you can't just sit around waiting for it to happen. You have to get up and go after
- I do exercises and walk a lot. Walking is even easier than making a Martini. My advice is to walk whenever you can, you feel better and look trim.
- Here is another secret. Think positive. If you ask me what is the single most important key to longevity, I would have to say it's avoiding worry, stress and tension. My attitude is, if something is beyond your control, there is no point worrying about it, and if you can do something about it, then there is still nothing to worry about.
- Challenge yourself, do things. Swim the English Channel; find the cure for the common cold; be the first to go over the Niagara Falls in a rocking chair. You see, the possibilities are endless.
- If all else fails, try doing something nice for somebody who doesn't expect it. You will be surprised how good you will feel. The Scouts have the right idea. The point is, with a good positive attitude and a little bit of luck there is no reason you cannot live to be a hundred.

(After G. Burns "How to Live to Be a Hundred and More")

* * *

B.

- Oh, God, grant me serenity to accept what I can't change, grant me courage to change what I can, grant me wisdom to always tell the difference.

(John Kennedy lived up to this motto)

2) Speak on the problems outlined in **3.1 – 3.14** from the point of view of:

an optimist	a nuisance
a pessimist	an overcautious person
an idealist	an extremist
a down-to-earth person	a wet blanket
a nihilist	a humourist
a conservative	a day dreamer
a critic	a cynic
a coward	a good talker

3.15. They say, our world is a place of extremes, our life is an intricate combination of ups and downs. You have read two texts about the “down side” of life. Read one more text dealing with the “up-side” of it and do the four exercises that follow (**3.16 – 3.19**) to check how well you have read.

Text 3. Skiing the Impossible



Is Kristen Ulmer out of her mind? You might think so when she describes some of the jumps she’s made on skis. For instance, there was the time she flew through the air so out of control that she fainted from fear. Luckily, she didn’t kill herself. But she did crash into a tree. Still, Ulmer didn’t quit skiing. Instead, she went out looking for even bigger jumps.

Ulmer is one of a small band of extreme skiers who feels they have outgrown normal skiing. Normal ski trails are marked. Signs tell everyone how hard the different trails are. Green circles are easy paths for “snow bunnies”. Blue squares are harder, but they can be skied by most good skiers. Black diamonds are steep trails for experts only. Black diamonds offer plenty excitement for most people. But not for Kristen Ulmer and friends. To them, all marked trails look too tame. They want to ski the impossible!

What qualifies as “impossible”? You can take your pick. Some extreme skiers love to ski off cliffs. A man named Terry Cook does back-flips off 60-foot cliffs. Others like to ski in the narrow openings between cliffs. Scott Schmidt is known for skiing along thin strips of snow that cut through the mountains of Italy. He zips through passageways with huge walls of rock on

either side. Sometimes the passageways are no more than 10 feet wide. One slip and he'll smash into the rocks. "It's like skiing through a twisted cave," Schmidt says. "The light is dim and far above you and the rock walls blur as you rocket past."

Others enjoy the thrill of skiing down a glacier in Antarctica. Some, meanwhile, choose to ski the summits of huge mountains in Asia. You get the point: extreme skiers live to prove that what seems impossible really can be done.

Once a slope has been conquered, extreme skiers often move on to something else. The idea is to find a place that no one has ever skied before. Scott Schmidt does that. As he climbs up cliffs, he is always searching for "something tougher." As Schmidt says "I spend all that energy hauling my skis up there, and I don't want to waste it just repeating the old stuff."

Pierre Tardivel, a top extreme skier from France, feels the same way. "I'm not interested if something has been done," he says. "I want to know if it can be done. That's the adventure."

Tardivel has skied nearly fifty "firsts." He was the first to ski the south summit of Mount Everest. At 28,766 feet, that's higher than anyone on skis had ever been. Tardivel is an expert at skiing down steep terrain. Most black diamond trails have slopes no steeper than 30 degrees. Tardivel skis slopes of 45 to 60 degrees! Imagine standing up straight on such a steep slope. At 45 degrees you could reach out and touch the snow with your hand. At 60 degrees you could touch it with your elbow!

Tardivel takes his time when he skis a new place. He doesn't simply tuck and race down. That would be suicide. Instead, he picks his way along, making one or two turns at a time. He has to plan every move. That way he can avoid ice and boulders that often litter the run. Even so, he usually slides 50 feet or more before the edges of his skis grab enough to stop.

People can die skiing the "impossible." Tardivel knows that better than most. And he says he doesn't want to die. There is a saying in extreme sports: "Live and learn; learn or die." So Tardivel always climbs up a new run before he skis down it. When asked why, he answers, "Gouvy and Moroni."

Bruno Gouvy and Alain Moroni were extreme skiers. Both died because they didn't climb up a new run before they skied down it. Gouvy took a helicopter to the summit of a mountain in France. He didn't know there was black ice beneath the snow. He slipped and fell to his death. Moroni rode a ski lift to a summit and walked over to a new place he wanted to try. He, too, fell to his death. "Both were killed because they started from the top," says Tardivel.

Why do extreme skiers risk their lives in the first place? To most of us, it seems they must have a death wish. But they deny that. They say it isn't a matter of courting death. It's a matter of facing your fears and overcoming them.

Conquering your fear is not the same as losing your fear. In fact, extreme skiers say the fear is always here. "You've got to have some fear of what you're doing or else you don't belong out there," declares extreme skier Dean Cummings.

"We all know extreme skiing is dangerous," echoes Kristen Ulmer. But she insists it's worth the risks. For her, it's about the need to be the best you can be and to express that through what you do. Also, Ulmer says extreme skiing helps you believe in yourself. You become your own superhero. You learn to have complete faith in your abilities.

Extreme skiers now compete against each other. Every year they face off in the World Extreme Skiing Championship. This event is not open to everyone. You have to be well prepared. You have to prove that you have skied at least four extreme descents. Skiers must be expert mountain climbers. And they must be trained in avoiding and surviving avalanches.

In the championship, the skiers are taken to the top of some wild peak. As they ski down, judges grade them on style and difficulty. If you win – great. But just staying alive is also a triumph. For safety, skiers must wear avalanche beacons. That makes it possible for rescuers to locate them and try to save them.

Dean Cummings once barely escaped death. He was caught in an avalanche and almost tumbled over a 100-foot cliff. What did he think about his brush with death? It was a contest between sheer fright and wild fun. And fun won. Cummings calls his experience the most incredible buzz you could ever have. It's thoughts like this that make Ulmer, Tardivel and Cummings "extreme." The rest of us can find plenty of "buzz" on regular ski trails.

* * *

3.16. Find the main idea.

A good main idea statement answers two questions: it tells who or what is the subject of the story, and it answers the understood question does what? Or is what? Look at the three statements below. One expresses the main idea of the story you have just read. Another statement is too broad; it is vague and doesn't tell much about the topic of the story. The third statement is too narrow; it tells about only one part of the story.

Match the statements with the three answer choices below.

M – Main idea B – Too broad N – Too Narrow

- 1) Extreme skiing, that is, skiing in areas that are usually considered impossible to ski, is a sport that requires strength and daring.
- 2) People who like excitement and the chance to test their own personal limits would enjoy extreme skiing.
- 3) Extreme skier Pierre Tardivel was the first to ski the south summit of Mount Everest.

(Score 15 points for a correct M answer. Score 5 points for each correct B or N answer.)

3.17. Recalling facts.

Choose the correct answer to each of the multiple-choice questions below.

- 1) A black diamond on a trail marker means that trail is
 - a. easy enough for beginners.
 - b. possible for most good skiers.
 - c. full of steep places for expert skiers only.
- 2) Extreme skier Pierre Tardivel always climbs a new run before he skis down it because he
 - a. enjoys mountain climbing as much as skiing.
 - b. wants to learn about its hazards.
 - c. is afraid of ski lifts.
- 3) A slope of 45 degrees would be
 - a. easy to ski.
 - b. good for an expert skier.
 - c. fit only for an extreme skier to try.
- 4) Judges grade extreme skiers on their
 - a. style and the difficulty of the descent.
 - b. speed in coming down the mountain.
 - c. attention to safety rules.
- 5) Skiers wear avalanche beacons because beacons
 - a. make it easier for the judges to see them.

- b. will help rescuers locate them.
- c. can keep the skiers warm.

(Score 5 points for each correct answer.)

3.18. Making inferences.

When you use information from the text and your own experience to draw a conclusion that is not directly stated in the text, you are making an inference.

Below are five statements that may or may not be inferences based on the facts of the story. Write the letter C for each statement that is a correct inference. Write the letter F for each faulty inference.

- 1) Most of the time, extreme skiers would welcome a group of inexperienced skiers to join them on their mountain runs.
- 2) Skier Pierre Tardivel has climbed the south summit of Mount Everest.
- 3) If extreme skiers didn't ski, they probably would find another way to test their strength and courage.
- 4) A person with little self-confidence would be most likely to take up extreme skiing.
- 5) The organizers of the World Extreme Skiing Championship are concerned about the safety of the skiers.

(Score 5 points for each correct C or F answer.)

3.19. Using words precisely.

Each numbered sentence below contains an underlined word or phrase from the story you have just read. Following the sentence are three definitions. One is a synonym for the underlined word, one is an antonym, and one has a completely different meaning than the underlined word. For each definition write the letter that stands for the correct answer.

S – Synonym A – Antonym D – Different

- 1. That way he can avoid ice and boulders that often litter the run.
 - a. make clean and orderly
 - b. build
 - c. clutter up

2. Moroni rode a ski lift to a summit and walked over to a new place he wanted to try.
- a. hotel
 - b. highest point
 - c. lowest point
3. They say it isn't a matter of courting death.
- a. working to attract
 - b. trying to avoid
 - c. understanding
4. He doesn't simply tuck and race down.
- a. crouch
 - b. look carefully
 - c. stretch out
5. But just staying alive is also a triumph.
- a. surprise
 - b. defeat
 - c. victory

(Score 3 points for a correct S answer. Score 1 point for each correct A or D answer.)

3.20. Now use the answer key below to check your work. Add up your correct points to find the total score.

Finding the main idea:

1 - M 2 - B 3 - N

Recalling Facts:

1 - c 2 - b 3 - c 4 - a 5 - b

Making Inferences:

1 - F 2 - C 3 - C 4 - F 5 - C

Using words precisely:

1 - a. A b. D c. S

2 - a. D b. S c. A

3 - a. S b. A c. D

4 – a. S b. D c. A

5 – a. D b. A c. S

100-90 points – excellent; 89-70 points – good; 69-50 points – satisfactory;
49-0 points – try to do better next time.

WRITING ACTIVITIES



3.21. Write a descriptive essay "People Feel Lonely because They Build Walls instead of Bridges".

Part 4. LISTENING COMPREHENSION



Adolescents, urged by their desire for a separate existence, may deeply hurt their parents' feelings. That is why grown-ups should be more careful cultivating compassion, care and consideration in their young ones so as not to suffer from loneliness and bitter degradation in old age.

To gain a better insight into the problem of people rejected by their nearest and dearest listen to the text "Old Folk's Christmas" by R. Lardner.

PRE-LISTENING ACTIVITIES

4.1. Find information about the author.

4.2. Look up the pronunciation of the names of the characters:
Tom Ted Grace Caroline Carter

WHILE-LISTENING ACTIVITIES

4.3. Take notes concerning:

- 1) The children's attitude to their parents.
- 2) The parents' feelings.

AFTER-LISTENING ACTIVITIES

4.4. After you've listened to the text once, make certain you have understood the basic points. Say whether these statements are true or false. Give evidence from the text to prove your opinion:

- 1) Ted and Caroline were spoiled, selfish and ungrateful.
- 2) Tom knew better than his wife why their son had come looking pale and exhausted.
- 3) Grace realised sooner than her husband why their daughter looked rumpled on her return home at about 4 o'clock in the morning.
- 4) Tom and Grace were sensible parents and brought up their children in the proper way.
- 5) The parents were wrong expecting their children to spend Christmas in the family circle: it's natural that young people should seek the company of their friends.
- 6) The Christmas behaviour of their children was a good lesson to Tom and Grace: they realised that it didn't do to concentrate all their thoughts and attention on their children and that they should not forget about their own interests or desires.

4.5. Look through the questions below and listen to the text again to answer them.

- 1) Where did the children of Tom and Grace receive their education?
- 2) Why were Ted and Caroline three days late?
- 3) What Christmas Eve traditions did Tom and Grace intend to observe?
- 4) How much did they spend on the presents for their children?
- 5) Why were the parents sitting up late?
- 6) How did the children like the presents?
- 7) Did Tom and Grace enjoy Christmas in the company of the parents?

4.6. Divide the text into logical parts. Entitle each part. Formulate the controlling idea of each part.

4.7. Draw the character sketches of the personages. Speak on relations between the parents and their children. Use the notes you have taken (See 4.3).

4.8. Comment on:

- 1) The problems tackled by the author.
- 2) The title of the story.
- 3) The theme of the story.

FOLLOW-UP ACTIVITIES



4.9. Dramatize the text making up and acting out the following:

- 1) A dialogue between:
 - a. Caroline and her mother discussing the Christmas presents;
 - b. Tom and his son in the garage;
 - c. Caroline offering her mother two tickets for "Jolly Jane".
- 2) You are Caroline. Share your reminiscences and impressions of the Christmas celebration with your boarding-school friends.
- 3) You are Ted. Share your impressions and reminiscences with your college friends.

4.10. Discuss the following in pairs:

- 1) Selfish parents make the best parents.
- 2) The best way of spoiling children is to give them the advantages the parents themselves did not enjoy in their childhood.
- 3) If the children do not care for their parents as much as for expensive things and seek pleasures outside the family circle, it is the parents' fault.
- 4) A civilised society can be told by its attitude to old people.
- 5) Ways and means of cultivating a sense of responsibility in young people.
- 6) Egoism: its causes and consequences.

4.11. Illustrate the proverb:

As you sow, you shall mow.

SMILE AND RELAX



4.12. Comment on the joke

- Mary, why aren't you a good girl?
- It's hard to be good, but I can be bad without trying.

WRITING ACTIVITIES



4.13. Write an essay the gist of which is the following:

Weak people are unable to resist various temptations. Yielding to a temptation is the beginning of degradation. What should be done to bring up a strong personality, to save people and society from degrading? Entitle your essay. The following additional hints may be helpful:

- 1) Those who try to do something, and fail, are to be preferred to those who try to do nothing and succeed.
- 2) The quickest way to break a bad habit is to drop it.
- 3) Bad habits easily take root.
- 4) We must make the world honest before we can honestly say to our children that honesty is the best policy. (G.B. Shaw)
- 5) Activity is the only road to knowledge. (G.B. Shaw)

Part 5.

PRESS REVIEW



Facing a lot of problems, young people often experience difficulty in coping due to ignorance, whereas the way out can be simple enough. The seemingly insoluble problems of resisting environmental pressure, overcoming addictions, breaking addictive relationships, avoiding and resisting the temptations of the so-called "youth culture" can be solved with the help of medication, psychotherapy, reasonable diets, pleasurable exercises and sports under careful guidance.

Read the following newspaper and magazine articles and outline the problems tackled in them.

Text 1. Overcoming Addictions

- **Caffeine**

Coffee, tea and cola drinks contain caffeine. There are also significant amounts in chocolate and some drugs.

In moderation, caffeine is very useful. A welcome cup of coffee makes us feel energetic and clear-headed. We associate tea and coffee with taking a break, watching the world go by. Most of us have the sense not to sip all day.

Caffeine is a stimulating, addictive drug, which acts on the central nervous system, especially the brain, and on the muscles, the kidneys, the adrenal glands and the metabolic processes.

Coffee, high in caffeine, has several undesirable effects. It raises blood pressure, so in excess it should be avoided by those with hypertension.

Coffee also increases the heart rate, and heavy coffee drinkers have been found to have a higher risk of heart disease.

Because both coffee and tea stimulate the kidneys, they should be cut down or avoided by those with kidney problems.

There is very probably a link between states of anxiety and tension and high coffee and tea consumption, says acupuncturist Caroline K.

"I often find that patients who are insomniacs or on tranquillisers are heavy coffee drinkers and have simply never been told that it is a very strong stimulant as well as being very toxic."

"People don't realise they are swinging between uppers and downers - they use the coffee to get them going, and the tranquillisers to calm them down!"

Cut down gradually if you drink a lot of coffee or tea, or you may feel tired, headachy and rather touchy.

Simply drinking your tea and coffee weaker is a good first step. Diluting ordinary coffee with decaffeinated works quite well, too, and decaffeinated tea is available. However, decaffeinated coffee can stimulate acid stomach secretions and cause indigestion.

The least harmful time to drink coffee and tea is about 4 p.m., when it will pick you up and do less damage to your nerves.

Teabags release less caffeine than tea brewed from leaves, and coffee substitutes and herbal teas are very popular now.

You might enjoy some fresh squeezed fruit, vegetable juice or bottled mineral water occasionally.

Coffee and tea are a pleasant social ritual, so, whether you decide to cut down or cut out, just try to replace one welcome, habitual drink with another less harmful to your health.

• Nicotine



Nicotine is the only addictive substance in tobacco, yet it has contradictory effects on the smoker. As well as releasing endorphins, the natural hormones, which relieve pain and depression, it immediately stimulates the output of adrenaline and nor-adrenaline.

These stress hormones lift the blood pressure and heart rate, constrict blood vessels and increase blood sugar and fats, preparing the body for emergency action. Then the nicotine calms the brain, stopping adrenaline flow and impeding nerve transmission along muscles.

So, after a 'high', we get a 'letdown' and reach for another cigarette.

Nicotine cuts down blood oxygen, which robs the tissues and can cause an arterial disease.

It may take more than 10 years to remove a long-established nicotine addiction from every cell in the body.

Nicotine withdrawal can cause restlessness and insomnia, headaches, constipation, impaired memory and judgement, and decreased heart rate. These symptoms - which do not occur in everyone - may persist for between 48 hours and three weeks.

Acupuncture definitely eases withdrawals. The treatment takes away a lot of chest discomfort and helps control smoker's cough. It helps prevent headaches and irritability from building up.

Acupuncturist Caroline K. says: "We discuss with the patients what their smoking habit is about. If, for example, they always smoke when they pick up the phone, I say, 'OK, make sure there are no cigarettes within reach, or stick a little notice on your cigarette packet saying, 'Stop', or 'Do you really need this, or is it habit?'"

"The relaxation comes later. When a person is first giving up smoking is not a good time for relaxing; usually there's suppressed anger, irritability coming out.

"I also recommend 3 g of vitamin C a day to help the body clear out the toxins, and a large daily dose of B complex. I ask patients to avoid meat and give up caffeine in tea and coffee." Hypnotherapy and herbal medicine may also help.

(New Idea)

* * *

5.1. Divide the texts into logical parts and entitle each part.

5.2. Point out the main idea of the whole text and of each part. Memorize them.

5.3. Choose the vocabulary from the text and the Topical Vocabulary to be used and activized.



5.4. Make up questions on the text (Yes/No – questions, Why – questions) and ask your classmates to answer them.

5.5. Give a summary of the text.

5.6. Express your attitude to the ideas, share your own opinion with your classmates (Use the chosen vocabulary).

5.7. Reproduce the article from the point of view of:

- 1) a non-smoker
- 2) an inveterate smoker
- 3) a caffeine-addict
- 4) a doctor.



5.8. Act out mini role plays

- 1) Try to convince your patient of the danger of caffeine and nicotine:
 - a. your patient has insomnia
 - b. your patient complains of irritability.
- 2) Have a heart-to-heart talk with:
 - a. your son (daughter)
 - b. your student who indulges in caffeine and nicotine.

5.9. Elaborate these statements. Use various ways to support your opinion (facts, statistics, examples, personal stories). Give arguments and counter-arguments if necessary.

- 1) Tobacco is one of the most addictive of all drugs.
- 2) Smoking ruins people's health. It kills many more people than all illegal drugs combined.
- 3) Teenagers start smoking to appear more grown up and independent.
- 4) Many girls start smoking just because it is fashionable.
- 5) Many smoke as a way to reduce tension.
- 6) Smoking makes clothing smell bad and stains teeth – that is the problem.
- 7) Non-smokers are endangered by breathing the smoke from others' cigarettes.
- 8) Cigarette advertising should be banned so as not to encourage smoking.
- 9) There is no actual treatment and cure for nicotine addicts.
- 10) It is not difficult to give up smoking if you make up your mind.

SMILE AND RELAX



Many people have been so scared by reading about the harmful effects of smoking that they decided to give up reading.

Text 2. Twenty Ways to Leave Your Man and Survive

Many people are currently in relationships they want to end for one reason or another, the love affair that got off to such a great start is now causing pain.

How many times have you stayed in something - a job, a town or a relationship - only because you thought it might improve? And how often does it? We all tend to hold on too long.

The programme for falling out of love that I recommend employs the principles of behaviour therapy. Behaviour therapy is based on the belief that our emotional responses are learned.

The key point to behaviour therapy is that what is learned can be unlearned. Given proper motivation you can change your reactions to anything you wish.

- **Do not bother about your looks**

When you see him, do not try to look good. Do not worry how your clothes or hair appear to him. This person is going to become just one among many.

Fight the tendency to make him see what he's going to be missing.

- **Imagine you are falling out of love**

You are falling out of love. Imagine it and think as if it is really happening. Pretend that you no longer love this person.

Images have great power. Images put you in love in the first place. Change your imagery and your self-image. You are a person who is not in love.

- **Don't believe you are loved**



Don't believe this person loves you. We are slow to break up because we believe we are loved. It's flattering to the ego to believe this.

Don't listen when he says he loves you. What could be a bigger lie? Love doesn't cause this much pain.

Many people stay in negative relationships because they believe the other person can't make it without them. They are then usually amazed at just how well the other half can survive alone.

Imagine he doesn't love you. Tell yourself he doesn't love you. Believe he doesn't love you.

- **Make a decision**

Decide that you absolutely want to forget this person. Do you want to stop the pain? It's your choice. You can feel whatever you choose to feel.

There was a time when you didn't love this person. Remember it! No one controls your feelings but you. Exercise that control.

A bad decision is better than no decision. Nothing is more crippling than indecisiveness. Conflict is the major source of all anxiety. A decision will end the conflict.

You will get over it. And you will feel better.

- **Appear unaffected**

Act as though he hasn't hurt you. Play it cool. A person who means nothing to you is incapable of moving you. Never cry in front of him. It's out of character. Don't argue with him. He's not worth the effort. Indifference is your final objective. You wish to end this relationship neither loving nor hating him.

- **Be with friends who are not in love**

Model their emotional stability, their steady calm.

Unattached singles are the best models for you at this time. Associate with people who feel the way you want to feel ... secure, independent and, most of all, not in love.

- **Love is a habit**

Love is a habit that must be unlearned. Habits are acquired and strengthened by repetition. The more you think of him in a positive light, the more you will love this person. Conversely, the more you view this person dimly, the less love you will feel for him.

- **Get rid of fear**

If you want to get rid of love, get rid of fear! The person who is afraid someone or something will take her lover away will have difficulty falling out of love.

Practise hypnosis, relaxation exercises, meditation ... anything that will lower your general anxiety level and counter the fear you may be experiencing.

(Extracted from *Breaking Free: 90 Ways To Leave Your Lover and Survive*, by William Fezier, Ph.D., New Idea)

* * *



5.10. Arrange a discussion of the problem with your classmates if it is not too personal. Point out the ideas that seem challenging to you. Give well-grounded arguments to prove your point.

5.11. Express your opinion, agree or disagree, suggest solutions or give advice to somebody who tells you that:

- 1) Love is a habit
- 2) Relationships can be addictive
- 3) A bad decision is better than no decision
- 4) Laugh when you feel like crying
- 5) All is fair in love and war
- 6) You can change your reaction to anything you wish
- 7) Images have great power
- 8) Love never causes pain
- 9) You can feel whatever you choose to feel.

5.12. Comment on the following paradoxes:

- 1) The only difference between a caprice and a life-long passion is that the caprice lasts a little longer. (O. Wilde)
- 2) It is only because the power of love when it seizes us seems so mighty that we persuade ourselves that it will last for ever. (W.S. Maugham)
- 3) Women inspire us with the desire to do masterpieces and always prevent us from carrying them out. (O. Wilde)
- 4) There are many things that we would throw away if we were not afraid that others might pick them up. (O. Wilde)

5.13. Such paradoxes, though rather cynical, may help laugh off some troubles. They may hurt, but doctors also hurt their patients to cure them. What's your opinion?

5.14. Cynical people are people that know the price of everything and the value of nothing. Are they dangerous, antisocial?

5.15. Read the information below.

The Disowned Selves

The disowned selves are the feelings, emotions and intentions that we have stifled in ourselves. They remain in our unconscious, having a surprisingly powerful impact on our lives. They are automatically projected on other people or things.

Whenever we feel “possessed” by another person or thing, we should know automatically that the latter is carrying projected disowned selves.

The basic law of psyche: The people in the world whom we hate, judge or have strong negative reactions toward or conversely whom we overvalue emotionally are direct representations of our own disowned selves.

Each of these people is a potential **teacher for us** if we can step back and see how the basis of our reaction is a disowned self of our own.

(H.Stone and S.Stone. Embracing Each Other.)

* * *

This law of psyche is universal and holds good not only in love matters but also in any relations we get involved in. Do some retrospect analysis of your life experience. Discuss it in class or just let it be food for thought, or both. Make the necessary conclusions. Good luck!

SMILE AND RELAX



The Cliche Expert Testifies on Love

(F. Sullivan)

- ... There is another side to sex.
- What side?
- The seamy side. There are, you know, men who are wolves in sheep's clothing and there are, alas, lovely women who stoop to folly.
- My goodness! Describe the men, please.
- They are snakes in the grass who do not place a woman upon a pedestal. They are cad's, who kiss and tell, who trifle with a girl's affections and betray her innocent trust. They are cynics who think that a woman is only a woman, but a good cigar is a smoke. Their mottoes are "Love'em and leave'em" and "Catch'em young, treat'em rough, tell'em nothing". These cad's speak of the "light that lies in woman's eyes, and lies - and lies - and lies". They have black hair, and roadsters, and they drive up to the kerb and say "Girlie, can I give you a lift?"

They are fiends in human form, who would rob a woman of her most priceless possession.

- What is that?
- Her honour.
- How do they rob her?
- By making improper advances.
- What does a woman do when a snake in the grass tries to rob her of her honour?
- She defends her honour.
- How?
- By repulsing his advances and scorning his embraces.
- Suppose she doesn't do that.
- In that case, she takes the first false step. She devotes the best years of her life to him.
- Then what does he do?
- He casts her off.
- How?
- Like an old shoe.
- Then what does she do?
- Her mind becomes a blank, she pulls a revolver, and gives the fiend in human form something to remember her by.
- That is called?
- Avenging her honour.
- What is it no jury will do in such a case?
- No jury will convict.

* * *

5.16. Write out all the cliches from the text and explain their meaning.

5.17. Reproduce the story in the name of:

- 1) the snake in the grass when he cast the lovely woman off like an old shoe;
- 2) the lovely woman speaking in the court room.

Text 3. Be at Your Best

Have you ever felt as if you and your body were in different time zones? What you have to do is tune in to the correct rhythm of your day.

How you feel, how well you do work assigned you, your level of alertness, your sensitivity to taste and smell, the degree with which you enjoy food or take pleasure in music - all are changing throughout the day.

Chronobiologists have been successful in determining some general time frames within the day. Here is what they have determined:

- **When you are most alert**

Most of us reach our peak of alertness about noon. Therefore, you'd be wise to postpone lunch until after this period of peak alertness - and put it to use on a work project instead.

- **The early afternoon letdown**

Soon after our alertness reaches its peak about noon, it takes a sudden drop. We feel tired and less able to concentrate; we may even feel an uncontrollable urge to sleep. Fortunately, the early-afternoon letdown lasts for only a couple of hours, at most.

One way of lessening its impact on your work is to eat your lunch late - say, at 1 p.m. or later, and to include some energising protein in it.

- **When your memory is at its best**

Your short-term memory is best in the morning - in fact, about 15 per cent more efficient than at any other time of day. So, students, take heed: when taking an exam in the morning, it does pay to review your notes just before you take the test.

Your long-term memory is a different matter. Afternoon is the best time for learning material that you want to recall days, weeks or months later.

How well you remember things depends on when you learn them, not when you recall them. In other words, when you take a test is not as important as when you studied for it.

- **When your thinking is at its best**

On average, we tend to do best on cognitive tasks - things which require great mental effort - during morning hours, particularly late morning. You'd do well to schedule work that requires complex thinking or organizational skills at that time.

If you are a morning person, you also should be aware that during late afternoon and early evening your reasoning skills will experience a considerable sag. This is definitely not a good time for you to take on tasks that require considerable complex thinking. Evening types also have a sag then, although not as pronounced.

- **When you are best at simple, repetitive tasks**

If all or part of your job requires simple, repetitive tasks, you'll find that you probably do your best work in mid-afternoon. These are the tasks that are not too complex or don't require you to draw too much on your memory - such as filing, sorting or photocopying. The tasks must be simple and straightforward to fall into this category.

- **When you work best with your hands**

Your manual dexterity - the speed and co-ordination with which you perform complicated tasks with your hands - is best in the afternoon. You might also find it a good time to practise the piano or other instrument - particularly since long-term memory skills are also high in the afternoon.

- **Using food to enhance your daily rhythms**

Scientists have discovered these fascinating facts about the relationship between food and the brain:

- Carbohydrates help calm and focus your mind.
- Protein foods increase your alertness and energy level.
- A protein-rich food will not boost your mental energies if that food is also high in fat.
- Protein should be eaten alone. For carbohydrates to have their calming effect, they must be eaten alone, too.

- **Tips for a 'rhythmic' diet**

- Eat smaller meals as the day progresses.
- Avoid high-kilojoule snacks in the evening.
- Eat proteins when you need a little boost of mental energy.
- Eat carbohydrates when you want to calm down mentally.
- Avoid fatty foods when you need to be mentally alert.

- **When you are at your best at sports and other athletic activities**

The best time for any sporting interest is afternoon and early evening. This is when you are most co-ordinated, and when you're able to react the quickest to an 'outside' stimulus.

Researchers have been able to pinpoint even smaller 'windows' of physical performance during the day that can be applied to particular sports. For example:

- The strength in our hands and arms peaks between 2 p.m. and 8.30 p.m. This time frame, therefore, is good for weightlifting, rowing, tennis, squash and other sports that require strength in the hands and arms.

- Body flexibility peaks around 1.30 p.m., when divers, gymnasts and other athletes who bend and twist their bodies should find it easier to perform.

- Our aerobic ability is at its peak in late afternoon and early evening. This time of day, therefore, is best for running, cycling, and other sports that require aerobic endurance.

(New Idea)

* * *

5.18. On reading the article tell your classmates about your individual day rhythm. Does it coincide with the one described in the article?

5.19. Reproduce the rules you think you will live up to from now on.

5.20. Taking a personal view of things, say which rules are easy to put into practice and which ones are but wishful thinking. Give reasons for the choice.

5.21. Amplify these statements giving pros and cons:

- 1) Some people break the so-called health rules every day and escape punishment, others brood on health and don't live any longer in the end.
- 2) The pursuit of personal health is a marvellous game but it should never become a whole-time occupation.
- 3) Our faith in life is a very important principle for healthy living.
- 4) What really matters is plenty of physical exercise.
- 5) Poor health is something we inherit with harmful genes and there's no sense in trying to fight it.

5.22. Have you ever kept to a slimming or any other kind of diet? Was it effective? Share your experience and give your classmates good advice.



5.23. Listen to the story "Mediterranean Islands, July" by A. Bennet.

- 1) Study the following vocabulary:

Marseilles [ma:'seilz] - a seaport in the South of France

Mauretania ['mori'teinja] - the name of a huge ocean liner

maroon - desert in an uninhabited place

jib - stop suddenly, refuse to move

spurn - reject with contempt

- 2) Make up:

- a. detailed questions on the text to cover the plot;
- b. a list of key-words to be used by your classmates to retell the text;
- c. discussion points and the necessary props to elaborate the topics.

- 3) Act as a teacher using your questions and keywords as handouts. Work in pairs or in groups of three.
- 4) Arrange the discussion of the key-points. Practise team-teaching.

5.24. Relate a similar event from fiction (e.g. J.K. Jerome "Three Men in a Boat"; M. Twain "The Adventures of Tom Sawyer", etc.) or from your own experience.

SMILE AND RELAX

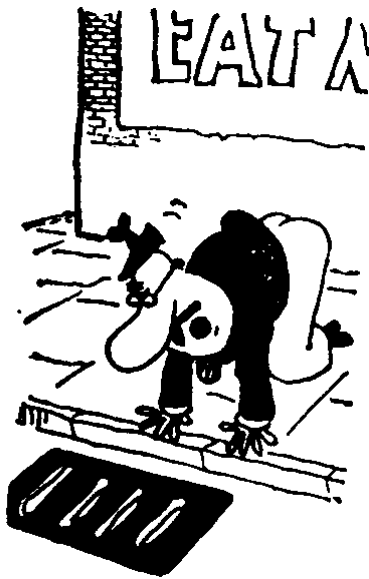


5.25. Comment on the joke:

Doctor (to a woman-patient): I'd recommend you to take baths, have plenty of fresh air and dress in cool gowns. (Later on)

Husband: What did the doctor tell you?

Wife: He said I was to go to the sea, to have plenty of fresh air and to buy myself some new gowns at once.



5.26. Describe the cartoon.

"Didn't I say you were overdoing that silly dieting?"

Text 4. Taking to the Woods: The Latest Sports Challenge



Orienteering is described as a combination hike, marathon, and treasure hunt - and devotees say it's the best thing to come along in outdoor sports since cross-country skiing. Using a compass and a detailed topographical map, orienteers race through a course covering twenty square miles of wilderness, a city park, or anything in between, searching for a series of brightly coloured flags called controls. On beginning courses, controls are at eye level near trails; advanced orienteers must ferret out controls hidden behind boulders or trees or in dry streambeds. Says Sharon Crawford, a champion orienteer from Concord, MA: "When you compete, all you've got is a compass, a map, and your own wits. The sport teaches you to develop an incredible sense of self-reliance."

Orienteering originated in Norway and Sweden at the turn of the century as a military exercise. Today in Sweden, organizers of one popular annual meet have been forced to limit enrollment to twenty-five thousand competitors. The sport is slowly gaining converts in the United States, where about ten thousand enthusiasts of all ages and levels of skill participate each year. Now that orienteering has become a class C Olympic sport, eligible to become a medal event, undoubtedly more people than ever will take to the woods. You'll find the most action in the Northeast, but there are clubs in almost every state.

("Vogue")

* * *



5.27. Make up questions on the text and ask your classmates to answer them.

5.28. You are fond of sports, aren't you? Tell the group about your favourite kind of sport. Use the following list for ideas: chess, football, hockey, rugby, table-tennis, lawn-tennis, rowing, cycling, aerobics, shaping, body-building, karate, figure-skating, skating, skiing, gymnastics, running, jumping, slalom, yachting, etc.

5.29. Who is your favourite sportsman? Tell the group what he/she is famous for.

5.30. Tell the class about extreme kinds of sports, such as: mountain climbing, climbing up walls of skyscrapers, white water (river rapids) rafting, hang gliding (floating on a kite pulled by a motorboat), running with the bulls, walking a tightrope across the Niagara Falls, ski jumping, sky diving, rodeo riding, BASE jumping (jumping off Buildings, Antennae, bridge Spans, and Earthbound objects), etc. What kinds of people do such sports? Would you like to try any of these? Why (not)? What do they mould in sportsmen?

5.31. Speak on the influence of nature on a person's health, mood, intellect, emotional and psychological make-up.

5.32. Speak on the role of environment protection as one of the prerequisites for a healthy life. (Useful vocabulary: to exhaust the natural resources, to violate the laws of nature/the natural balance, to destroy the balance, to accumulate, to affect the climate, to intrude upon nature,

to pollute, industrial waste, dirt, dust, smoke, chemicals, radioactive fallout, acid rain, to contaminate the atmosphere, to combat pollution, to harm, to abuse nature, to threaten, to purify water and air, to refine waste, to cleanse rivers/lakes, etc).

5.33. Recall some proverbs about the rules of healthy living and illustrate them.

SMILE AND RELAX



5.34. Interpret the story.

The Shrike and the Chipmunks

(by James Thurber)

Once upon a time there were two chipmunks, a male and a female. The male chipmunk thought that arranging nuts in artistic patterns was more fun than just piling them up to see how many you could pile up. The female was all for piling up as many as you could. She told her husband that if he gave up making designs with the nuts, there would be room in their large cave for a great many more and he would soon become the wealthiest chipmunk in the woods. But he would not let her interfere with his designs, so she flew into a rage and left him.

"The shrike will get you", she said, "because you are helpless and cannot look after yourself." To be sure, the female chipmunk had not been gone three nights before the male had to dress for a banquet and could not find his studs or shirt or suspenders.



So he couldn't go to the banquet, but that was just as well, because all the chipmunks who did go were attacked and killed by a weasel.

The next day the shrike began hanging around outside the chipmunk's cave waiting to catch him. The shrike couldn't get in because the door was clogged up with soiled laundry and dirty dishes. "He will come out for a walk after breakfast and I will get him then", thought the shrike. But the chipmunk slept all day and did not get up and have breakfast until after dark. Then he came out for a breath of air before beginning work on a new design. The shrike swooped down to snatch up the chipmunk, but could not see very well on account of the dark, so he batted his head against an alder branch and was killed.



A few days later the female chipmunk returned and saw the awful mess the house was in. She went to the bed and shook her husband. "What would you do without me?", she demanded. "Just go on living, I guess", he said. "You wouldn't last five days", she told him. She swept the house and did the dishes and sent out the laundry and then she made the chipmunk get up and wash and dress. "You can't be healthy if you lie in bed all day and never get any exercise", she told him. So she took him for a walk in the bright sunlight and they were both caught and killed by the shrike's brother, a shrike named Stoop.

Moral: Early to rise and early to bed makes a male healthy and wealthy and dead.

* * *

WRITING ACTIVITIES



5.35. Make up a leaflet to be issued by the Department of Health and sent to every household in the country "Rules for Healthy Living".

5.36. Write an argumentative essay "Extreme Sports: Pros and Cons."

Part 6.

RENDERING ACTIVITIES



Render the Russian articles in English with the help of the props following them. Look for more vocabulary. Use the information to arrange a round-table talk "A Healthy Way of Life".

Текст 1. Спортивные фанаты

Заметным явлением в жизни молодежи несколько лет назад стали молодые футбольные болельщики. Их деятельность строится по своим законам и ритуалам. Знаками принадлежности к сообществу служат шапочки, шарфы, футболки, флаги, кепки, повязки цветов эмблем любимых спортивных команд. Фанаты имеют своих организаторов, постоянные места сбора (вне стадиона), используют набор речёвок,

превозносящих свою команду и унижающих команды соперников. Для большинства характерен один и тот же возраст, один и тот же социальный статус - "нормальные" дети из "нормальных" семей.



Ребят скорее всего привлекает возможность запросто поговорить с любимым парнем или девчонкой в одежде "своей" команды, готовность в любую минуту встать на их защиту. Негативная деятельность фанатов - надписи на стенах (в Москве на их уничтожение уходит до 2 миллионов рублей в год), скандирования в колоннах на улицах после матчей, хулиганские выходки (драки, битьё стекол и т.д.; особенной ожесточенностью отличаются драки с болельщиками других команд). При всём при том не хотелось бы, чтобы создалось впечатление, что все фанаты - хулиганы; многие просто играют в фанатов, и это для них способ самовыражения и проведения свободного времени (в том, что подростки предпочли именно этот способ времяпровождения, виновата плохая организация молодежного досуга).

(АиФ)

(Arm bands; slogans/cheers; to support a team; inscriptions; to cheer/to chant)

* * *

6.1. Answer the questions:

- 1) People have always been fond of some sports, haven't they?
- 2) Have you fans in your family? Are you a sports fan yourself?
- 3) Why has this universal or at least mass pastime turned into a negative troublesome occupation with some people?
- 4) The purpose of any discussion is to arrive at some conclusion and any conclusion presupposes a coincidence of views. What's your personal attitude to such "sports fans" as are described in the article? Do you approve of their activity?
- 5) Do you like fans at stadiums yelling? How do they most typically explain their noisy behaviour? Are you ready to take in their explanations?
- 6) Do you happen to know what a "cheer-leader" is? Look it up in the dictionary.
- 7) Cheering is a common thing done at stadiums, but it ought to be moderate, oughtn't it?

- 8) It's a common tendency in the world that sports fans turn noisy and even violent sometimes, isn't it? Have you read anything about it?
- 9) What's the role of culture and upbringing as something controlling one's behaviour?
- 10) Culture and education are two different notions, aren't they? Is everything all right with our culture of behaviour?
- 11) Do you approve of the sports fans' demonstrations and marches after some sports events?
- 12) We come across dirty words written on fences and houses, they are called graffiti. What are your emotions whenever you see such an act of barbarity? Where do you see a way out?
- 13) What do you think this misbehaviour is caused by? Is it entertainment? Is it an emotional relaxation of people overburdened with stresses of everyday life, overloaded with work, bored by routine. Aren't people guided by their instinct of self-preservation? Isn't it a form of mass psychosis when people are driven by the mob spirit?
- 14) Do you think man will ever grow civilized or will the savage and the brute in him remain for ever?
- 15) Do you consider this problem to be as serious as it is outlined above? What's your opinion?

6.2. Divide into two groups. One group consists of sports fans, the other of people condemning their behaviour. Advocate your views.



6.3. Pair work: Your son is going to a football match. Give him the necessary instructions and warn him against behaving outrageously at the stadium.

6.4. Pair work: Write 5 - 10 rules for the sports fan to follow at the stadium. Read these rules to your partner who is a sports fan. The partner can argue either way, for or against.

Текст 2. Без спорта не обойтись

Больше пользы, чем все диеты, вам принесет активный образ жизни. Нужно не пренебрегать потребностями собственного тела, а уметь их учитывать. Садитесь за стол, только когда голодны, а не потому, что пришло время есть. Займитесь спортом, спите, сколько нужно. Ешьте медленно, чтобы насытиться меньшим. И вообще, будьте активнее. Не хандрите, а постарайтесь отыскать причину ваших проблем и стрессов,

боритесь с ними. Женщинам же нужно, прежде всего, выйти из своей благоприобретенной пассивной роли.

Все усилия обрести хорошую фигуру только тогда приведут к успеху, когда вы подкрепите их рациональным и полноценным питанием. Больше разнообразия, больше свежих овощей и фруктов, больше картофеля, молока и молочных продуктов. Лучше есть чаще и понемногу, чем редко, но помногу.

Как можно меньше алкоголя. Алкоголь содержит много калорий. Больше занимайтесь собой, своим телом и душой. Это поднимает общий тонус, придает уверенность в себе. И конечно же все это идет на пользу фигуре.

Нужно только действительно захотеть!

* * *

6.5. The author of the article gives approximately eight pieces of advice. Divide the text into 8 - 10 parts respectively, distributing the parts one to each student.



At home: write down the piece of advice on a slip of paper, provide it with a list of props: useful vocabulary, questions, statements, so that it may serve as a hand-out to help your classmate elaborate the topic.

In class: arrange rendering and discussion.

6.6. Do the same kind of work, rendering and discussing the following article.

Текст 3. Программа сохранения здоровья

1. Будьте благоразумны. Избегайте стрессовых ситуаций, не позволяйте оказывать на себя давление, не вступайте в контакт с неприятными людьми.

2. Регулярно посещайте тренировки. Если хотите сбросить вес или удержать его в норме, не принимайте после тренировок белковую пищу в течение 2,5 - 3 часов. Не перегружайте работу сердца - не пейте после тренировки воду в течение 40 минут.

3. Избегайте искусственных стимуляторов - кофе, чай, алкоголь. Не курите.

4. Воспитывайте в себе хорошие привычки, развивайте силу воли.
5. Читайте больше литературы, посвященной вопросам оздоровления.
6. Употребляйте простую натуральную пищу. Не переедайте.
7. Ограничьте потребление соли.
8. Съедайте не более 2-3 яиц в неделю. Ограничьте потребление мяса до 2-3 раз в неделю. Замените его овощными белками (соя, семечки подсолнуха, тыквы; орехи).
9. Имейте в виду, что фрукты и овощи, сырые или слегка проваренные, должны составлять 50% пищи ежедневно.
10. Не используйте в пищу промышленные консервы, консервированные соки и супы в пакетиках. В них содержатся вредные для здоровья вкусовые добавки и химические консерванты для продления срока годности.
11. Старайтесь обходиться без таблеток и лекарства. Используйте настои из лекарственных трав только по назначению.
12. Выделяйте достаточно времени для сна. Помните - сон служит для сохранения свежести и красоты, если вы спите 1-1,5 часа днём или с 21.30 вечера. С 23 ч. вечера сон носит не оздоровительный, а чисто восстанавливающий характер. Не используйте высокую подушку.
13. Пейте только чистую воду (не из-под крана). Не пейте газированные напитки. Лучшие по качеству напитки - соки и компоты домашнего приготовления, травяные чаи.
14. Не употребляйте консервированные заменители сахара, они готовятся из вредных химических веществ. Хорошая замена сахару - мед и сладкие фрукты (курага, изюм).
15. Чаще гуляйте на свежем воздухе.
16. Занимайтесь закаливанием (ходьба босиком, обливание холодной водой).

(П.С. Брэгг "Нервная сила")

(To walk barefoot, restoring, health-improving, carbonated water, soya, pumpkin, to abuse, to get fit/to make oneself fit/improve one's endurance, take a cold shower/sluice oneself down with cold water, dried apricot, par-boiled, artificial flavourings, additives, chemical preservatives, to prolong the shelf life).

* * *



6.7. Read the text below. Render it in English. Tell the class about your priorities. Discuss them with your classmates.

Текст 4

Самая большая трагедия, постигшая человека – это эмоциональная депрессия, тупость интеллекта, потеря инициативы, которые имеют началом неправильное питание. “Люди не умирают, они убивают сами себя” – считают философы.

Пища для размышлений

Самый большой грех – страх.

Самый лучший день – сегодня!

Самый лучший город – там, где ты преуспеваешь.

Самая лучшая работа – та, которую ты любишь.

Самый лучший отдых – работа.

Самая большая ошибка – потеря надежды.

Самая большая слабость – ненависть.

Самый большой нарушитель спокойствия – болтун.

Самая нелепая черта характера – самомнение.

Самый опасный человек – лжец.

Самая большая потребность – общение.

Самое большое богатство – здоровье.

Самый лучший дар, который ты можешь дать или получить – любовь.

Самый большой друг и товарищ – хорошие книги.

Твои враги – зависть, жадность, потакание собственным слабостям, жалость к самому себе.

Самое большое событие в жизни – физическое, ментальное и духовное перерождение.

Самое отвратительное в человеке – зазнайство.

Самое отталкивающее – тирания.

Наиболее гадкая черта – высокомерие.

Самый большой камень преткновения, о который постоянно спотыкаешься – невежество.

Самый умный человек – тот, кто всегда делает то, что следует, это и есть правило, следуя которому можно стать умным человеком.

(Из книги “Двери в бессмертие и окно в космос”)

* * *



6.8. Find a Russian article dealing with the problems discussed, provide it with the necessary props, organize its rendering and discussion in class.

FOLLOW-UP ACTIVITIES

6.9. Prepare a talk on your role as teacher and parent in bringing up a harmoniously developed personality, which is a sort of immunity from any addiction or mania.



6.10. Arrange a round-table talk in the TV-studio "A Healthy Way of Life".

- 1) Situation: To lead a healthy life is a vital necessity for everyone, especially for young people. It is the only way to realize oneself, not to get lost. The duty of public at large is not to let young adults suffer or die of ignorance.
- 2) Cast List: A famous sportsman, a psycho-analyst, a dietician, a psychologist, a narcologist, a football fan, a TV reporter, an abstainer, a former alcoholic (now an AA-society member), a sociologist, a famous film star.
- 3) What You Must Decide:
 - a. What are the ways and means of resisting temptations of the so-called "youth culture"?
 - b. What principles of healthy living can you recommend?
- 4) Choose the roles, make up the role-cards and cue-cards, act out the role play.

WRITING ACTIVITIES



6.11. Write an essay "How to Enjoy Life".

VIEWING ACTIVITIES



6.12. Watch the film "Ecstasy" and discuss it.

LONG TERM TASK

6.13. Prepare a report on the problems tackled in Unit 5 on the basis of your set book.

FOOD FOR THOUGHT

6.14. Using the information you have acquired this year comment on the following bits of psychology and philosophy.



- 1) Life is best in retrospect (W. Gerhardt).
- 2) When a condition or a problem becomes too great, humans have the protection of not thinking about it (J. Steinbeck).
- 3) Failure is a state of mind. It's like one of those sand traps an ant lion digs. Once you get out, you'll find success is a state of mind, too (J. Steinbeck).
- 4) Most people live 90% in the past, 7% in the present, and that only leaves them 3% for the future (J. Steinbeck).
- 5) Your only obligation in any lifetime is to be true to yourself (R. Bach).
- 6) Some people are unhappy because they have chosen to be unhappy (R. Bach).
- 7) You are never given a wish without also being given a power to make it true. You may have to work for it, however (R. Bach).
- 8) There is no such thing as a problem without a gift for you in its hands. You seek problems because you need their gifts (R. Bach).
- 9) Argue for your limitations and you get to keep them (R. Bach).
- 10) The mark of your ignorance is the depth of your belief in injustice and tragedy. What the caterpillar calls the end of the world, the master calls a butterfly (R. Bach).
- 11) We are all free to do what we want to do as long as we do not hurt somebody else (R. Bach).

- 12) To be conscious that you are ignorant is a great step to knowledge (B. Disraeli).
- 13) The great tragedy of life is not that the men perish, but that they cease to love (W.S. Maugham).
- 14) It is a very different thing to tell the truth about yourself and to have somebody else tell it (W.S. Maugham).
- 15) We must not find the present unsatisfactory; we must merely take it for granted (W.S. Maugham).
- 16) You teach best what you most need to learn (R. Bach).
- 17) None of us can stand other people having the same faults as ourselves (O. Wilde).
- 18) A prophet has no honour in his own country (The Bible, John, 4:44).
- 19) Money not only has no heart, but no honour, nor any memory. Where money is concerned the ordinary rules of conduct take a holiday (J. Steinbeck).
- 20) Within each of us lies the power of our consent to health and to sickness, to riches and to poverty, to freedom and to slavery. It is we who control these, and not another (R. Bach).
- 21) Remember where you came from, where you are going and why you created the mess you got yourself into (R. Bach).
- 22) Your conscience is the measure of the honesty of your selfishness. Listen to it carefully (R. Bach).
- 23) An ounce of vanity spoils a hundredweight of merit (Ch. Dickens).
- 24) Criticism is purely destructive. Anyone can destroy but not everyone can build up (W.S. Maugham).
- 25) He that falls in love with himself will have no rivals (B. Franklin).
- 26) Truth is always strange – stranger than fiction (J.G. Byron).
- 27) The liar's punishment is not in the least that he is not believed, but that he cannot believe anyone else (G.B. Shaw).
- 28) Every effect that one produces gives one an enemy. To be popular one must be a mediocrity (O. Wilde).
- 29) Charms strike the sight but merit wins the soul (A. Pope).
- 30) No quality will get a man more friends than a disposition to admire the qualities of others (J. Boswell).

Appendixes

Appendix 1. Text Interpretation

Reading a piece of fiction we participate in the adventures and the imaginary experiences of imaginary people. There are two main types of literature: literature of escape and literature of interpretation. Escape literature has its only object – pleasure. It is created to entertain readers. A story becomes interpretative as it illuminates some aspects of human life or behaviour. An interpretative story presents an insight into the nature and conditions of our existence. It gives us a keener awareness of what it is to be a human being in the Universe. It helps us to understand other people and ourselves.

In the text interpretation the reader gets an insight into the plot, the composition, the idea and themes, the problems and facts of life and the characters.

The plot is a sequence of events of which a story is composed. It is the easiest element in fiction to comprehend and put into words. The plot may include what a character does as well as what he says or thinks. But it leaves out descriptions and analyses concentrating on major happenings. The plot may include one or many episodes.

The development of the plot depends on the CONFLICT. The conflict may be physical, mental and emotional. It may be of three types: 1) MAN against MAN (the main character is in conflict with some other person or group of persons); 2) MAN against ENVIRONMENT (the main character is in conflict with external force, e.g. Nature, fate, society, etc.); 3) MAN against HIMSELF (the main personage is in conflict with his own qualities of character). In some stories the conflict is single, clear-cut and easily identified. In others it is multiple, various and subtle.

The central character in the conflict whether he be a sympathetic or an unsympathetic person, is referred to as the PROTAGONIST. The forces arrayed against the protagonist whether persons, things, conventions of society or traits of his own character, are the ANTAGONISTS.

Reading for character is more difficult than reading for the plot. Anyone can repeat what a person has done in a story, but considerable skill may be needed to describe what a person is.

An author may present his character directly and indirectly. In direct presentation he tells us straight out what a character is like or someone in the story tells us about it. In indirect presentation the author shows us the character in action. We conclude what a character is like from what he thinks or says or does.

All fictional characters may be classified as STATIC (who are the same sort of people at the beginning or at the end of the story) and developing or DYNAMIC (if they undergo a permanent change for the better or for the worse). The characters are FLAT if they are characterized by one or two traits and ROUND if they are many-sided. STOCK-CHARACTER is the stereotyped figure who has occurred so often in fiction that his nature is immediately known (the cruel stepmother, the beautiful modest girl or the brilliant detective with eccentric manners, etc.)

Every kind of fiction has a basic structural design, which is called the composition. There are three main elements in the composition: the exposition (the necessary preliminaries to the action in which the time or subject is presented; it may be detailed and concentrated in one place or scattered all through the story); the climax (the highest point in the story); the outcome (the unwinding of the action, the events immediately following the climax and bringing the action to an end).

The THEME of a piece of fiction is its controlling idea or its central insight, its central purpose. In getting at the theme it's better to ask not "What does the story teach?" but "What does it reveal?" There are no prescribed methods for discovering the theme. Sometimes the best approach is to explore the nature of the central conflict and its outcome. Sometimes the title may provide an important clue. Sometimes it may be the revelation of a human character. Sometimes the theme is explicitly stated either by the author or by one of the characters. More often it is implied.

The theme must be expressed in the form of a statement, e.g. "Motherhood sometimes has more frustrations than rewards", or in the form of a text. The theme must account for all major details of the story. It must not be contradicted by any detail; it is what gives a story its unity. Some readers consider the terms "moral" and "theme" to be interchangeable. Sometimes they really are and the theme of the story may be expressed as a

moral principle without doing violence to the story. In stating the theme terms like “every”, “all”, “always” should be used cautiously. Terms like “sometimes”, “some”, “may” are often more accurate.

Appendix 2.

Rendering

Rendering is the exposition of the content of the Russian text in English. It implies conveying:

- a) the author's communicative aim;
- b) the subject matter of the text and its controlling idea;
- c) the plot of the text (on a large scale) and the author's point of view on the problems explicitly or implicitly expressed by the author;
- d) the learner's attitude to the problem.

The following phrases may be of help to you to cope with rendering:

- 1) The author reveals the drawbacks (demerits) of..., preaches a humane (altruistic, considerate, merciful, etc.) attitude to...; mocks at; criticizes; ridicules; makes a laughing stock of; idealizes; glorifies; declares; proclaims; wants to make us: think, meditate on, ponder over, feel ashamed for sb./sth. arouses in us a feeling of (guilt, regret, remorse, sympathy, etc.)
- 2) The author is sure (unlikely, likely) to make us reconsider our attitude to, look inside ourselves, reveal the inner motives of, take sides with, take up a firm attitude, not to jump at conclusions, etc.
- 3) The article entitled (headlined) ... is about ...

The subject matter of the article is a sentimental, tragic, banal, romantic, dramatic, etc. story/the relationship between ...

- 4) The scene is laid; the setting of the story is; the action takes place; the events unfold, the plot runs as follows; the plot centres on the fate (relations, behaviour), round the events; the plot unfolds this way.
- 5) The author raises, deals with, dwells on, touches upon the problem of...
- 6) I share the author's opinion (doubts, hesitation, meditation, etc.).

I strongly disagree with the author's opinion (view).

I also feel very strong about sth. (charity, mercy, compassion, humaneness, etc.).

That remains to be seen if

It would be right/wrong to assume that

It is fair/unfair to suggest that

Appendix 3.

Role Play

Role play activity is one of the methods of teaching and learning the language. You are offered to act out various roles in an imaginary situation imitating a real life situation.

The following stages should be observed in the role play:

1. **Setting of the situation.** You describe what is going to happen in the role play, outlining the circumstances, the place of action, the main events.

2. Problem to solve or what you must decide. The problem is usually of controversial character, the participants may argue for or against, supporting their opinion.
3. Cast list. The participants of the role play are enumerated here.
4. Role cards and cue cards for each participant of the role play.
 - a) the role card contains the information about the person's name, age, social status, profession, the main line of behaviour, the point of view he/she shares or expresses;
 - b) the cue card contains some linguistic props the person may need to express his/her ideas: vocabulary, syntactic structures, grammatical structures.
5. Role preparation at home and/or in class.
6. Role play proper.
7. Discussion, assessment.
8. Follow-ups. They may include written work on the same topic, oral speech, long-term tasks.

What should you observe in role play?

1. The type of role: a) social
b) psychological.
2. Emotional attitude.
3. Language function depending on our communicative aim.
4. Formality.
5. Para-linguistic features.
6. Extra-linguistic factors.

The Type of Role

- a) Social roles are the roles we fulfil in everyday life, those of a teacher, a student, a waiter, a customer, a patient, a doctor, an actor, a driver, a pilot, a secretary, a parent, a pupil, a son, a father, etc.
- b) Psychological roles may be of the following type:

An optimist, a pessimist, a cynic, an idealist, a conservative, an innovator, a demagogue, a down-to-earth person, an extremist, a non-conformist, a nuisance/a bore, a nihilist, a coward, a philistine/a consumer, a day-dreamer, a good talker, a self-seeker, an erudite, a snob/a hypocrite/a double-faced person, a sycophant/a flatterer, a humourist, a whiner/a wet blanket, an overcautious man, an adventurer, a slow thinker, a boaster, a leader, a gossip, an egoist, an altruist, a liar, a truth lover/ a truth seeker, a coquette, a critic, a pacifier, a miser, a cool head (one that thinks rationally in times of

difficulty), a sitting duck (a person that is easy to offend or injure), a snake in the grass (a person who pretends to be a friend but who at the same time is secretly damaging one), etc.

Emotional Attitude

In accordance with the emotions overwhelming us we may sound and feel:

Surprised, doubtful, bored, interested, curious, mistrustful, hostile, resentful, amiable, hypocritical, angry, irritated, tactful, rude, diplomatic, frustrated, disappointed, upset, sad, delighted, sulky, embarrassed, encouraging, discouraging, indifferent, gloomy, jocose, jovial, enthusiastic, prejudiced, provocative, anxious, etc.

Language Function Depending on Our Communicative Aim

Our utterances may be aimed at expressing: an opinion, agreement, disagreement, praise, criticism, persuasion, complaint, greeting, leave-taking, inviting, refusing, accepting, disapproval, approval, reprimand, paying compliments, likes, dislikes, encouragement, discouragement, etc.

Formality

We are more or less formal in our speech depending on our relationship to the person we are speaking to. In accordance with this the vocabulary chosen can be:

- a) formal
- b) less formal
- c) informal.

Para-Linguistic Features

To be understood in the right way we should be particular about such features as: stress, intonation, rhythm, tone of voice, pitch and loudness.

Extra-Linguistic Factors

They include gestures and facial expressions, which accompany the language.

The number of people participating in the role play may be different. The role play can be organized in small groups consisting of 2-3 people, in groups of 5-7 people as well as in the whole group consisting of 10-15 people.

The work can be arranged in the so-called “buzz-groups” when all the groups work simultaneously. The teacher is moving from one group to another to control their work and help if necessary. One more type of work is taking turns when the groups present their role play in turn while the rest of the class and the teacher are listening to them and assessing the role play.

The teacher usually does not participate in the role play but if he sometimes has to do it, he performs a minor role. His/her task is to watch the role play, to note down the mistakes without interrupting the role play.

After the role play the teacher comments on it expressing praise (first and foremost) and criticism, points out the typical mistakes and arranges correction work.

Read an example of a role play given below.

Television

Situation. At a students' debating club a discussion is held on the role of television in society. Some students of the British group who are on an exchange visit are participating in it. The discussion is conducted by a well-known journalist. The students are asked to give some serious thought to the following problems:

1. TV and children (whole generations are growing addicted to television).
2. Books versus screen versions. Active pursuits such as reading give way to passive screen-watching.
3. The pros and cons of videocassette TV.

• Cast List

A journalist

A psychologist

A postgraduate

Ann, Mary, Helen – students of the English Department

Robert, Caroline, William, Steve – British students

• What You Must Decide

Whose arguments sounded more convincing?

• Role Cards

Journalist. Aged 54. You are a well-known journalist. You were invited to lead the discussion. In setting the problems for discussion you are deliberately provocative and extreme. Don't forget that you started your career as a producer of feature films, so you argue in favour of cinematography. At the end of the discussion you mention your intention to write an article on youth and television and you thank the participants for their valuable contribution.

Psychologist. Aged 40. You specialize in child psychology. You are concerned with the impact of TV on children. You state that those addicted to TV have poorly developed speech habits, they become lazy, they read little, do not communicate with each other and their parents, in short, they become passive observers.

Postgraduate. Aged 30. You are a postgraduate in audio-visual techniques in teaching. You specialize in educational TV. You are of the opinion that it creates enormous possibilities for education. Close-circuit TV, language teaching, specialized subjects may serve as good examples. You can't argue that TV replaces reading. But you do not object to a good screen version of a classic as a supplement to the original.

Ann. Aged 21. You are a 4-th year student participating in a TV language teaching programme, so you are a real devotee of television. You speak of the great popularity of TV and think that it will definitely oust the film industry since it brings entertainment and even education right into your home.

Mary. Aged 22. You are an undergraduate. You praise TV as the shortest and easiest way to gain knowledge. Screen versions of classics have helped you more than once to pass your literature exams. Videocassette TV is a popular way of viewing and you enjoy it very much.

Helen. Aged 23. You are a final year student recently married. Both your husband and you believe that TV prevents everybody from going out into the world itself. No second-hand experience for you, only real books, theatres and films. You are convinced that TV deprives you of the enjoyment of entertaining and that it is no substitute for civilized pleasures, for active hobbies and sports.

Robert / William. Aged 21. You are one of the British students on an exchange visit. During your stay you are to do a project on the educational value of TV. You say a few words about the Open University as a form of adult education on TV. There are a number of problems under discussion. What particularly concerns you is that people, children especially, read far less. They now prefer screenplays and TV serials to books.

Steve / Caroline. Aged 22. You are a British student on an exchange visit. During your stay in the country you are to do a project on TV in Russia. You are present at the discussion of the role of TV in society. Your special interest is the impact of TV on children. You are afraid that children often grow up addicted to the telly and are exposed to rubbish commercials, violence, etc. You'd like to know more about the content of TV programmes in Russia and the most popular children's programmes.

As for the psychological type of role, your emotional attitude, you may choose it yourself from the list of those enumerated above.

Appendix 4. Writing Bank

1. A SUMMARY is a shorter version of a text. It helps the reader understand the most important information. There are several parts of a summary.

- a) It contains the main idea or topic of the text.
- b) It contains the important supporting details of the text. A supporting detail is a fact or example that helps to explain the main idea.
- c) It contains any definitions of important words.
- d) It doesn't contain any of the reader's opinions or any other information.
- e) It is approximately one fourth the length of the text.
- f) It contains no introductions or conclusions.
- g) It should not contain illustrative details, figures, ideas expressed in a figurative language, repetitions, colourless words like: character, nature, case, manner, kind, sort, etc. E.g. "In spite of the fact" is substituted by "Although", "Of a courageous character" by "Courageous", etc.
- h) Sentences must be re-phrased and re-arranged.

2. AN ESSAY is a piece of writing, usually short and in prose, on any subject. It usually assumes an individual interpretation of facts, giving the writer a chance of self-expression. According to the subject matter and the treatment it receives, essays may be divided into three main types: narrative, descriptive and reflective. The division is by no means clear-cut because most essays have features characteristic of not one particular type, but of several.

- a) A narrative essay is a description of happenings as they follow one another. It is the easiest to write because the material is arranged according to the actual course of events; one knows where to start and what to do next, each paragraph being devoted to one particular episode or group of episodes.

E.g. You have decided to write about a hitch-hiking holiday. It is advisable first to write down a plan with paragraph headings: 1. What made my friend and me decide on a hitch-hiking holiday. 2. Preparations. 3. The holidays: a) setting off, b) the most interesting, amusing or memorable events: 1), 2), 3)... 4. Home again. Some thoughts on the advantages of such a holiday.

As an essay rarely belongs to one type only, in addition to describing events in chronological order, you are expected to express your views on the subject as well. Your narrative will also include short descriptions of people and places. For example, you might want to describe an impressive view, a lively scene or a person you met. But your descriptions and reflections should not occupy too much space in relation to the rest of the essay. Take care to preserve the necessary balance.

Narrative essays bear a close resemblance to those short stories in which the author describes events as he himself has experienced them. In fact, practically all narrative essays could be classed as short stories.

b) A descriptive essay describes people and places at rest. It is more difficult to write because the order in which your ideas follow one another is determined not by the sequence of events, but rather by certain qualities of your ideas and the logical connection between them. You must try to give your essay a clear and logical shape, whether you start from the general and work towards particular or vice versa.

Read the following example of a descriptive essay.

First Snow

The first fall of snow is not only an event but it is a magical event. You go to bed in one kind of world and wake up to find yourself in another, quite different, and if this is not enchantment, then where is it to be found? The very stealth, the eerie quietness of the thing makes it more magical. If all the snow fell at once in one shattering crash, awakening us in the middle of the night, the event would be robbed of its wonder. But it flutters down, soundlessly, hour after hour while we are asleep. Outside the closed curtains of the bedroom a vast transformation scene is taking place, just as if a myriad elves and brownies were at work, and we turn and yawn and stretch and know nothing about it. And then what an extraordinary change it is! It is as if the house you are in has been dropped down in another continent. Even the inside, which has not been touched, seems different, every room appearing smaller and cosier, just as if some power were trying to turn it into a woodcutter's hut or a snug log-cabin. Outside, where the garden was yesterday, there is now a white and glistening level, and the village beyond is no longer your own familiar cluster of roofs but a village in an old German fairy-tale. You yourselves do not feel quite the same people you were yesterday. How could you when so much has been changed?

c) Reflective and argumentative essays are slightly different. The first one is primarily an exercise in contemplation upon any given subject, the second – an exercise testing your ability to discuss a problem, to argue for or against a proposition. In the first you rely more on your imagination, in the second – on general knowledge.

Compared with the descriptive and the narrative essays, these are more difficult to write, not only it is more difficult to arrange one's ideas logically, but also because one has to devote more thought and time to the collection of ideas relevant to the subject. Here a plan is essential.

The best way is probably to jot down ideas as they come into your head. Then you can try to group them together and arrange them in the order best suited to your purpose.

You can write reflective essays developing the thoughts through analysis, i.e. you start by breaking out the subject into parts, then group the various ideas together and finally arrange them in a suitable order. The greatest amount of space is generally allotted to the description of the author's own thoughts, feelings, behaviour, etc.

Another type of organization is development by contrast. You organize your pros and cons in separate sections. The main problem in this case is that in the second part you have to remind your readers occasionally about the items contained in the first part. You may contrast pairs instead of sections throughout the essay.

Development by contrast is the most forceful means of writing an argumentative essay.

Read an example of a reflective essay below:

On Beginning

(By J.B.Priestly)

How difficult it is to make a beginning. I speak of essay writing, an essentially virtuous practice, and not of breaking the ten commandments. It is much easier to begin, say, a review or an article than it is to begin an essay, for with the former you attach yourself to something outside yourself, you have an excuse for writing and therefore have more courage. But to be compelled to spin everything out of oneself, to stand naked and shivering in the very first sentence one puts down, is clearly a very different matter, and this is the melancholy situation in which the essayist always finds himself. It is true that he need not always be melancholy; if he is full of himself, brimming over with bright talk, in a mood to take the whole world into his confidence, the essayist will find his task a very pleasant one indeed, never to be exchanged for such drudge's work as reviews and articles; and he will step briskly on to the stage and posture in the limelight without a tremour. But such moments are rare, and the essayist at ordinary times, though he would eagerly undertake to defend his craft, cannot quite rid himself of the feeling that there is something both absurd and decidedly impudent in this business of talking about oneself for money; this feeling haunts the back of his mind and it generally produces one of three effects. According to his temperament, it will prevent him from doing anything at all that particular day or perhaps any other day, or it will allow him to write a few brilliant opening sentences and then shut up, or it will keep him from making a start until the last possible moment.

Excerpts of an argumentative essay are given below:

The Advantages and Disadvantages Of Present Day Life

The advantages are clear to anyone who spends time in one of the world's highly developed nations. The disadvantages of modern life, however, are sometimes not so quickly seen. Consider the average man today in contrast with man 200 years ago. Without doubt, man's life has been eased considerably. Machines now perform for him many of the services that he previously had to do for himself. They cut his grass, wash his hair, open and close his doors, climb stairs for him, serve him coffee, and both put him to sleep and wake him up to music.

In contrast, one finds that progress can also have its drawbacks. It is true that today man moves more swiftly through the world. But in doing so, he often loses track of the roots and traditions that give substance and meaning to life. Nor does the fact that he is better informed through television, radio, newspapers and books necessarily mean that he is wiser than men of earlier generations. Instead, the ease with which the written and spoken words are produced today sometimes seems to lead to the superficiality of thought ...

3. A COMPOSITION presupposes setting out the facts as they are, the primary objective being their accurate and impartial presentation. Unlike in an essay, no individual interpretation is needed. In a composition the writer assembles facts, in an essay – his/her own ideas, opinions and feelings.

Syntax in Writing

a) Put statements in positive form:

E.g. Did not remember - forgot

Did not have much confidence in – mistrusted

b) Avoid a succession of simple sentences.

c) Combine ideas logically.

d) Avoid unnecessary words:

E.g. Owing to the fact that – since, because

The fact that he did not succeed – his failure

After a short period of time – after a while.

e) Avoid tautology – repetition of words close in meaning:

E.g. I happened to meet her by chance – I met her by chance.

Transition Signals

To connect the paragraphs, sentences and clauses we use transition words or connectives.

1) To list ideas in time order or order of importance:

First, firstly, first of all, initially, from the very beginning, now, at this time, at present, presently, now and then, second, further, soon, later, some time later, a little later, after this, just after, afterwards, then, next, after that, from then on, meanwhile, in the meantime, at the same time, all this time, by and by, gradually, after some time, in a while, after a while, his/her next step was, until then, until that time, finally, eventually, at last, in the end.

2) To add another idea:

And, also, furthermore, in addition to, finally, moreover, besides, apart from it.

3) To add an opposite idea:

But, yet, although, even though, however, on the other hand, nevertheless, nor, unlike, by contrast.

4) To add a similar idea:

And, also, likewise, similarly.

5) To give an example:

For example, for instance.

6) To give a cause or reason:

As, for, because, since.

7) To give an effect or result:

So, therefore, consequently, thus, as a result, hence.

8) To add a conclusion:

All in all, in brief, indeed, in other words, in short, in the end, to sum it up.

9) To generalize:

Generally, in general, on the whole, for the most part.

10) To affirm:

Certainly, of course.

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Contents

<i>Preface</i>		3
Unit 1	Home Upbringing	6
<i>Part 1</i>	<i>Audio-Oral Induction</i>	6
<i>Part 2</i>	<i>Intensive Reading</i>	14
<i>Part 3</i>	<i>Extensive Reading</i>	30
<i>Part 4</i>	<i>Listening Comprehension</i>	37
<i>Part 5</i>	<i>Press Review</i>	43
<i>Part 6</i>	<i>Rendering Activities</i>	50
Unit 2	The Teacher's Profession	64
<i>Part 1</i>	<i>Audio-Oral Induction</i>	64
<i>Part 2</i>	<i>Intensive Reading</i>	70
<i>Part 3</i>	<i>Extensive Reading</i>	87
<i>Part 4</i>	<i>Listening Comprehension</i>	91
<i>Part 5</i>	<i>Press Review</i>	95
<i>Part 6</i>	<i>Rendering Activities</i>	102
Unit 3	Education Problems	114
<i>Part 1</i>	<i>Audio-Oral Induction</i>	114
<i>Part 2</i>	<i>Intensive Reading</i>	122
<i>Part 3</i>	<i>Extensive Reading</i>	136
<i>Part 4</i>	<i>Listening Comprehension</i>	145
<i>Part 5</i>	<i>Press Review</i>	152
<i>Part 6</i>	<i>Rendering Activities</i>	157

Unit 4	Marriage and Family Relations	165
<i>Part 1</i>	<i>Audio-Oral Induction</i>	165
<i>Part 2</i>	<i>Intensive Reading</i>	171
<i>Part 3</i>	<i>Extensive Reading</i>	187
<i>Part 4</i>	<i>Listening Comprehension</i>	196
<i>Part 5</i>	<i>Press Review</i>	201
<i>Part 6</i>	<i>Rendering Activities</i>	206
Unit 5	Youth Problems	217
<i>Part 1</i>	<i>Audio-Oral Induction</i>	217
<i>Part 2</i>	<i>Intensive Reading</i>	224
<i>Part 3</i>	<i>Extensive Reading</i>	238
<i>Part 4</i>	<i>Listening Comprehension</i>	254
<i>Part 5</i>	<i>Press Review</i>	257
<i>Part 6</i>	<i>Rendering Activities</i>	274
	Appendixes	283
<i>Appendix 1</i>	<i>Text Interpretation</i>	283
<i>Appendix 2</i>	<i>Rendering</i>	284
<i>Appendix 3</i>	<i>Role Play</i>	285
<i>Appendix 4</i>	<i>Writing Bank</i>	290
	References	296

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IV курс

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