

Г.Е. Выборова, К.С. Махмурян, О.П. Мельчина



ADVANCED ENGLISH

**УЧЕБНИК
АНГЛИЙСКОГО
ЯЗЫКА**

Для старших курсов
гуманитарных факультетов
высших учебных заведений

ФЛИНТА • НАУКА

**Г.Е. Выборова,
К.С. Махмурян, О.П. Мельчина**

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**УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА
ДЛЯ ГУМАНИТАРНЫХ ФАКУЛЬТЕТОВ ВУЗОВ,
ФАКУЛЬТЕТОВ ПЕРЕПОДГОТОВКИ
И ФАКУЛЬТЕТОВ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ
УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА**

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зав. кафедрой иностранных языков
и методики их преподавания

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Учебник состоит из базового курса и хрестоматии для чтения. Уроки базового курса включают основной и дополнительный тексты; список ключевых слов, словосочетаний и фразеологизмов; лексические, грамматические и речевые упражнения. Хрестоматия знакомит с некоторыми оригинальными образцами английской и американской художественной и публицистической прозы, а также с рядом реалий, характерных для быта, образа жизни и культуры англоговорящих стран.

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П р е д и с л о в и е

Учебник “Advanced English” предназначен для студентов II—III курсов гуманитарных факультетов педагогических вузов, а также для всех тех, кто стремится совершенствовать свои знания по английскому языку.

При построении учебника авторы исходили из того, что студенты должны сформировать лингвистическую, социолингвистическую, коммуникативную и профессиональную компетенции и овладеть английским языком как средством коммуникации.

Структура и содержание учебника

Учебник содержит две части: базовый курс и хрестоматию для чтения.

Базовый курс состоит из шести уроков. В основу курса положены проблемный, ситуативно-коммуникативный, тематический и социолингвистический принципы.

Урок базового курса включает: учебный словарь, основной текст, лексические упражнения, три дополнительных текста, грамматические упражнения, речевые упражнения.

Учебный словарь включает ключевые лексические единицы, предназначенные для отработки в аудитории, и содержит в сумме около 600 новых лексических единиц активного минимума и 1000 единиц пассивного минимума. Статьи учебного словаря дают необходимые сведения о слове: значение, сочетаемость, употребление, типичные предложные сочетания, идиомы.

Лексические упражнения направлены на закрепление

активной лексики, расширение рецептивного и потенциального словарей, развитие языковой догадки, на совершенствование навыков работы с толковыми английскими словарями. Наряду с грамматическими упражнениями лексические упражнения способствуют предупреждению типичных ошибок и контролю усвоенных единиц.

Тексты учебника знакомят студентов с социальными проблемами и культурой Британии и США, расширяют их знания в области психологии, педагогики, истории и социологии. Все тексты учебника аутентичны, но сокращены и представляют собой отрывки из произведений разных жанров английских и американских авторов — публицистического, научного и художественного.

Авторы учебника считают необходимым сохранить в текстах американских авторов американское правописание (напр. Вг. “behaviour” — Am. “behavior”, Вг. “centre” — Am. “center” и т.д.).

Тематический отбор текстов обусловлен концепцией учебника, требованиями вузовских программ, а также учебно-методическими задачами данного этапа обучения.

Основные тексты предназначены для развития навыков изучающего чтения и включают программный лексико-грамматический материал. Тексты многофункциональны и могут быть использованы для решения одновременно нескольких задач в процессе обучения. Дополнительные тексты носят проблемный и образовательно-развивающий характер и могут использоваться для изучающего, ознакомительного и поискового видов чтения, для развития навыков перевода, реферирования, аннотирования, навыков работы со словарями, а также служат базой для совершенствования навыков говорения.

Грамматические упражнения предполагают, что представленные в учебнике грамматические явления уже известны обучающимся и поэтому рассчитаны на повторение и дальнейшее углубление и расширение знаний и навыков употребления данных явлений в новом лексическом окружении и в новых коммуникативных ситуациях.

Речевые упражнения носят в основном творческий характер и построены таким образом, чтобы в них обязательно присутствовала мыслительная задача, максимально стимулирующая развитие навыков говорения.

Хрестоматия для чтения знакомит студентов с некоторы-

ми оригинальными образцами английской и американской художественной и публицистической прозы, а также с рядом реалий, характерных для быта, образа жизни и культуры англоговорящих стран. Хрестоматия может использоваться на занятиях по домашнему чтению и для самостоятельной работы, а также как дополнительный материал для чтения и говорения по базовым темам учебника.

Методические рекомендации

Учебник рассчитан на 150 аудиторных часов и 300 часов самостоятельной работы дома.

Большая часть упражнений учебника позволяет совместить активизацию лексического и грамматического материала.

В зависимости от уровня группы рекомендуется усложнять лексические упражнения, например, помимо нахождения синонимов и антонимов в тексте, предлагать студентам воспроизвести фразу или ситуацию из текста, где они используются, или дать свои собственные примеры с нужными эквивалентами в созданных студентами ситуациях либо объяснить разницу в употреблении синонимов и т.д. Упражнения на выбор правильного слова можно расширить, предлагая сделать перевод предложений, в которых они употребляются, с английского на русский, а затем обратно с русского на английский, либо подготовить на основе упражнения лексический диктант, либо использовать рекомендации, данные к предыдущему типу упражнений.

Упражнения на понимание содержания текста (Answer the questions) также закрепляют нужную лексику в речи и приводят к составлению диалогов по тексту.

Грамматические упражнения включают в себя тренировочные упражнения на узнавание грамматического явления, трансформирование, конструирование и контролирующие упражнения. Желательно сохранять последовательность упражнений, предложенную в учебнике.

Упражнения на развитие навыков речи предусматривают стимулирование не только навыков говорения, но и письменной речи. Упражнения на комментирование, составление ситуации или рассказов по пословицам или картинкам

могут использоваться для развития навыков письменной речи.

Упражнения на размышление (Points to ponder) рассчитаны на развитие навыков спонтанной речи. Рекомендуется выполнять речевые упражнения в парах или микрогруппах.

Упражнения, как и тексты, можно использовать для разработки диалогов, интервью, ролевых игр и дискуссий.

Эти упражнения способствуют синтезу всего пройденного лексико-грамматического материала.

Авторы выражают глубокую благодарность рецензентам, преподавателям кафедры английского языка гуманитарных факультетов МПГУ им. Ленина и преподавателям кафедры английского языка факультета переподготовки педагогических кадров МИПКРО, где апробировался данный учебник, замечания которых были приняты и реализованы при доработке рукописи.

Авторы будут признательны всем за критические замечания и пожелания.

Авторы

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UNIT I

LOVE, MARRIAGE, FAMILY

Vocabulary

predict *v* forecast or tell in advance: *It is impossible to predict who will win.* **prediction** *n* forecast or prophecy **predictable** *adj* (behaviour, results, weather) **predictability** *n*

decline *v* 1. fall, decay gradually: *Her interest declined after she lost the election.* 2. refuse: *She declined his proposal.* **decline** *n*: fall into decline

decay *v* 1. become bad: *Sugar decays your teeth.* 2. lose power, influence: a decaying culture, society, regime **decay** *n*: moral decay

adopt *v* 1. take smb into one's family: adopt a child 2. take over as one's own: adopt a name, a custom, an idea; **adoption** *n*

involve *v* include within a topic or situation; be involved = have smth to do with; get involved: *He got involved in the affair in spite of himself.* **involvement** *n*

household *n* all those who live in one house: single-parent household; set up one's own household: *They got married and set up their own household.* maintain separate households; household duties

match *v* 1. combine well with smth: *Your bag doesn't match this hat.* 2. find smth that is like or corresponds to 3. be equal **match** *n* (in marriage): *She made a good match when she married him.* **matchmaker** *n* a person who arranges marriages for others

date *n* 1. appointment to meet smb at a particular time: *We*

made a date to go to the theatre. 2. meeting with a person of the opposite sex: *I have a date with my girlfriend tonight.* 3. person with whom one has a date (esp. US): *My date is meeting me at seven.* date *v* go on a date with smb, once or regularly: *They've been dating for a long time. I only dated her once.*

anxiety *n* concern, uneasiness, desire **anxious** *adj* worried or fearful; be anxious about smth/smb: *I am anxious about her success.* be anxious to do smth

care for *n* anxiety, concern: a mother's care for her children; take care of oneself/smb/smth = make sure that one/smb/smth is safe and well: *My sister is taking care of the children while we are away.* **care** *v* feel special interest in smb/smth: *He cares much for her.* not to care = be indifferent: *I don't care.* **careful** *adj* cautious (*ant* careless, carefree)

contend *v* 1. maintain, argue *He contends this conception is wrong.* 2. compete, be in rivalry: *She's had a lot of problems to contend with.*

particular *adj* special, distinguished from others, individual; be particular about smth = give special attention to; in particular = especially **particularly** *adv*

account *n* estimation: *Our team have a splendid account of themselves to win the match.* take account of smth/smb (take smth into account) = include smth in one's assessment: *When judging his performance, don't take his age into account.* of great/small/no account = of great, etc. importance; on smb's account = for smb's sake: *Don't change your plans on my account.* on account of smth = because of smth: *We delayed our departure on account of bad weather.*

assume *v* 1. take over: assume responsibilities, power 2. suppose: *We must assume him to be innocent.* 3. pretend: assume ignorance, indifference, an air of concern, etc. **assumption** *n* supposition: on the assumption

Word Combinations

do with/without smb/smth

do away with
do good/bad (harm)
do well
have smth/notl.ing to do with smb/smth
do smb a favour
be mutually absorbed; absorption in one another
provide a basis for smth
be founded on smth (practical considerations); be based on
loosen one's bonds with smb/smth

Text 1

THE FAMILY

A.

There are many different views on family life. Some people could not do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. Turn on the television or open a magazine and you will see advertisements featuring happy, balanced families. Politicians often try to win votes by standing for "family values": respect for parental authority, stability in marriage, chastity and care for the elderly.

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

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

Concern that the family is in a state of crisis is not new in Britain. In the nineteenth century, many legislators and reform-

ers were saying the same. It was also a concern between the two World Wars, and in the 1980s it became a continuous political issue.

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

B.

The family is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Yet there are many people today who predict the end of the family system as we know it. The family, it is contended, is breaking down, the victim of moral decay, sexual permissiveness, changing gender roles, or irresistible social forces.

Such predictions are heard in all industrialized societies, but the statistics suggest that the family system of the world’s leading postindustrial society, the United States, is under the most pressure. The great majority of both American men and women begin sexual activity before marriage. One in every five American births is to an unmarried mother, usually a teenager. One in every four pregnancies ends in abortion. The number of unmarried couples living together has tripled in less than two decades. Americans are staying single longer than ever, and more than one adult in five now lives alone. About half of American marriages are expected to end in divorce. New alternatives to traditional marriage, such as the single-parent household, are becoming steadily more common...

What exactly is a family? Our ideas on the subject may tend to be ethnocentric, for they are often based on the middle-class “ideal” family so relentlessly portrayed in TV commercials, one that consists of a husband, a wife, and their dependent children. This particular family pattern, however, is far from typical. A more accurate conception of the family must take account of the many different family forms that have existed or still exist both in America and in other cultures.

What characteristics, then, are common to all family forms? First, the family consists of a group of people who are in some way related to one another. Second, its members live together for long periods. Third, the adults in the group assume responsibility

for any offspring. And forth, the members of the family form an economic unit — often for producing goods and services (as when all members share agricultural tasks) and always for consuming goods and services (such as food or housing). We may say, then, that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young. If this definition seems a little cumbersome, it is only because it has to include such a great variety of family forms.

Exercises

Ex. 1. Find in texts A and B

a) synonyms to:

to get along, certainly, lasting, present, to show, shortage, to foresee, pair, grown-up, precise, constant, concern, ordinary, to connect, matrimony, to appear, to stay, to take into consideration, to take upon oneself, to commence, to accuse, alienated;

b) antonyms to:

to deprive, disregard, to put together, to increase, refusal, minority, to flourish, the beginning, married, more, marriage, child, abundance, beyond, temporary.

Ex. 2. Choose the proper word:

a) *to make* — *to do*

1. She ... the best of her charms to marry him. 2. It doesn't ... any sense. 3. He ... well at present. 4. I like the way she ... her hair. 5. He was a young writer and could hardly ... both ends meet. 6. He knew it was not the right way to ... his living. His marriage ... things worse. His wife tried to ... her best by ... her share of work about the house, but her efforts didn't seem to ... their marriage any good. 7. Nothing could ... her ... what she didn't want to. 8. "That won't ... !" he exclaimed. 9. Two and two ... four. 10. "I don't want him to have anything to ... with my daughter. He is no match for her," mother thought. 11. It's very important to ... a very good first impression on the parents and relatives.

b) *constant — permanent — regular*

1. Is this her ... address? 2. Mrs. Smith is one of their ... customers. 3. "Your ... complaints bored me to death," she said. 4. What she needs is ... work. 5. Their meetings are 6. Her ... chatter gets on my nerves. 7. Is this colour ... ?

c) *marriage — wedlock — matrimony — wedding*

1. She spoke of her unhappy 2. I must be provided for by a wealthy 3. Nothing in his estimation was less becoming to a wise man than 4. ... is the act of two free persons mutually taking one another for husband and wife. 5. It was their silver 6. Mary had not lived twenty years in ... with John without becoming expert at reading his face.

d) *to stay — to remain — to leave*

1. We ... there much longer than we expected. 2. Few ... in the building after the alarm was given. 3. He could not ... in his silent lodging when they were gone. 4. The two girls would gladly have ... and helped the mother get dinner. 5. Andrew was inclined to ask himself why he and Christine had ... at Aberlaw since the death of their child. 6. I'm afraid I've no time to 7. We decided to ... in the hotel till the end of the month. 8. He was ... alone in the house. 9. She ... silent. 10. Don't ... your things behind when you ... the train.

e) *to trouble — to worry — to be anxious — to be concerned*

1. Most parents are ... about their children's future. 2. May I ... you for a moment? 3. She was too ... to get the first prize. 4. Don't ... about it, you'll be all right. 5. Queen Elizabeth is ... about some of the Prime Minister's actions. 6. What ... her is that her son has taken to drugs. 7. There's nothing to ... about.

Ex. 3. Use the following words and word combinations in sentences of your own:

a) classroom activities, literary activities, military activities, time of full activity, activity in the market;

b) to break smth, to break down, to break into, to break out, to break away, to break away from, to break off, to break through, to break up, to break with, to break into pieces, to break the news, to break the secret;

c) a man of good family, a man of no family, a family man, nuclear family, cat family, family of languages, in a family way, in the family way, a family tree.

Ex. 4. Translate the following sentences into Russian:

a) 1. The negotiations broke down. 2. The girl was obviously suffering from a nervous breakdown. 3. They had a breakdown on the way.

b) 1. A much more common name is Jack. 2. The plot behind the house was common property. 3. Her brother is a common worker. 4. In such matters you must use common sense. 5. It's a mistake common to all students. 6. It's common knowledge that this work of art is very valuable. 7. There was hardly any hope of finding common ground with the opposition. 8. They have plenty in common.

Ex. 5. Match the following word combinations according to their meaning:

to assume power		to take upon oneself
to assume the role of a leader		to gain power
to assume a part		to put on a look
to assume a look		to pretend (to feign)
to assume responsibility		to take leadership

Ex. 6. Which is the odd word out?

- a) live, dwell, lodge, stay, stop, put up;
- b) begin, commence, start, finish, end, cease, go on, go out, continue;
- c) expect, wait, hope, believe, think, suppose.

Ex. 7. Answer the following questions:

1. What are some of the views on family life? 2. What are the predictions of the end of the family system based upon in Great Britain and the US? 3. What relations are customary between American young men and girls? 4. What are the basic characteristics of a family? 5. What are the definitions of a family? 6. What is your idea of an "ideal" family?

Ex. 8. Complete the following sentences using the words from the texts:

1. He felt he couldn't ... his parents' financial support. 2. Among the most important family values are 3. The two types of families are 4. There are many views that the number of ... containing a nuclear family 5. The purpose of a family is 6. One of the most ancient ... is marriage. 7. All ancient civilizations appeared, flourished and finally 8. His theory ... that the best way to raise children is in the family. 9. Her parents' marriage was a failure, and when a teenager, she decided to stay 10. What is the ... rate in the USA? 11. In his novel "The Forsyte Saga" Galsworthy ... typical representatives of English society of the 19th century. 12. We shall discuss all the questions ... to the problem. 13. ... of children is not so common in our country.

Ex. 9. Translate into English using the vocabulary of the lesson:

1. У меня было предчувствие, что из этого ничего не выйдет. 2. Многие считают, что семья как общественная ячейка приходит в упадок. 3. В США семья, которая уже имеет двоих-троих взрослых детей, часто усыновляет еще одного ребенка. 4. Он пожалел, что оказался причастным к семейной ссоре. 5. В большинстве стран молодые люди, которые поженились, как правило, не живут под одной крышей со своими родителями. 6. Как только мать увидела жениха дочери, она сразу поняла, что он ей не пара. 7. В наши дни электронная сваха помогает одиноким людям обрести свое счастье. 8. Раньше она никогда не опаздывала на свидание, и он очень удивился, что на этот раз она не пришла в назначенное время. 9. Да не волнуйся ты так! Ты ведь всегда сдаешь экзамен хорошо. 10. Мне кажется, что он к тебе далеко не равнодушен. 11. Тебе кофе или чай? — Все равно. 12. Психологи утверждают, что ранние браки редко бывают прочными. 13. Она очень щепетильна в выборе друзей. 14. Я не люблю публично обсуждать частную жизнь, а в особенности отношения между супругами. 15. Вы понимаете, что, вступая в брак, вы берете на себя большую ответственность? — Да. 16. Эта проблема не имеет никакого отношения к теме нашего разговора. 17. Некоторые люди не могут обходиться без советов друзей и знакомых. 18. Я бы выпила

чашечку кофе. 19. Он настолько углубился в свои мысли, что не замечал никого вокруг. 20. Они не нарушали семейных уз и регулярно встречались в канун Рождества в родном доме.

Text 2

ROMANTIC LOVE

The American family is supposed to be founded on the romantic love of the marital partners. Traces of a more pragmatic attitude persist in the American upper classes, where daughters are expected to marry “well” — that is, to a male who is eligible by reason of family background and earning potential. Most Americans, however, tend to look askance at anyone who marries for money or some other practical reason in which love plays no part.

Happily enough, romantic love defies a clinical definition. It is a different kind of love, though, from the love you have for your parents or your dog. It involves physical symptoms, such as pounding heart and sexual desire, and psychological symptoms, such as obsessive focus on one person and a disregard for any resulting social or economic risks. Our culture encourages us to look for this love — to find that “one and only,” perhaps even through “love at first sight.” The phenomenon of romantic love occurs when two people meet and find one another personally and physically attractive. They become mutually absorbed, start to behave in what may appear to be a flighty, even irrational manner, decide that they are right for one another, and may then enter a marriage whose success is expected to be guaranteed by their enduring passion. Behavior of this kind is portrayed and warmly endorsed throughout American popular culture, by books, magazines, comics, records, popular songs, movies, and TV.

Romantic love is a noble idea, and it can certainly help provide a basis for the spouses to “live happily ever after.” But since marriage can equally well be founded on much more practical considerations, why is romantic love of such importance in the modern world? The reason seems to be that it has the following basic functions in maintaining the institution of the nuclear family:

1. *Transfer of loyalties.* Romantic love helps the young partners to loosen their bonds with their family or orientation, a step that is essential if a new neolocal nuclear family is to be created. Their total absorption in one another facilitates a transfer of commitment from existing family and kin to a new family of procreation, something that would be unlikely to happen under the extended family system.

2. *Emotional support.* Romantic love provides the couple with emotional support in the difficulties that they face in establishing a new life of their own. This love would not be so necessary in an extended family, where the relatives are able to confront problems cooperatively. In an extended family, in fact, romantic love might even be dysfunctional, for it could distract the couple from their wider obligations to other kin.

3. *Incentive to marriage.* Romantic love serves as a bait to lure people into marriage. In the extended family system of traditional societies, it is automatically assumed that people will marry, but in the modern world, people have considerable choice over whether they will get married or not. A contract to form a lifelong commitment to another person is not necessarily a very tempting proposition, however: to some, the prospect may look more like a noose than like a bed of roses. Without feelings of romantic love, many people might have no incentive to marry.

To most of us, particularly to those who are in love, romantic love seems to be the most natural thing in the world, but sociological analysis shows that it is a purely cultural product, arising in certain societies for specific reasons. In a different time or in a different society, you might never fall in love, nor would you expect to.

Assignments:

1. Read the text and translate paragraph "Transfer of loyalties" in writing.

2. Text comprehension questions:

1. What is a pragmatic attitude to marriage of the American upper classes? 2. What is romantic love according to the author of the article? 3. In what way is romantic love different from any other kind of love? 4. How does romantic love effect the behaviour of those in love? 5. Why is romantic love of such importance in the

modern world? 6. How has the attitude to the necessity of marriage changed in the modern world as compared to traditional societies? 7. What does sociological analysis of romantic love show?

Text 3

THE AMERICAN FAMILY

Most American families consist of a mother, a father, and three or four children living at home. There may be relatives — grandparents, aunts, uncles, cousins, and in-laws in the same community, but American families usually maintain separate households. This familial structure is known as the “nuclear family.” It is unusual for members of the family other than the husband, wife, and children to live together. Occasionally an aging grandparent may live with the family, but this arrangement is usually not considered desirable. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kinship ties. Visiting between parents and their married children and between married sisters and brothers is frequent when they live close to each other. If they live in different communities, they keep in touch by writing letters and by telephone.

In the American family the husband and wife usually share important decision making. When the children are old enough, they participate as well. Foreign observers are frequently amazed by the permissiveness of American parents. The old rule that “children should be seen and not heard” is rarely followed, and children are often allowed to do what they wish without strict parental control. The father seldom expects his children to obey him without question, and children are encouraged to be independent at an early age. Some people believe that American parents carry this freedom too far. Young people are expected to break away from their parental families by the time they have reached their late teens or early twenties. Indeed, not to do so is often regarded as a failure, a kind of weak dependence.

This pattern of independence often results in serious problems for the aging parents of a nuclear family. The job-retirement age is usually 65. The children have left home, married, and set up their own households. Elderly couples feel useless and lonely with neither an occupation nor a close family group. Many com-

munities and church groups sponsor social centers for "senior citizens." At these centers older men and women can make friends and participate in a variety of planned activities, including games, trips, lectures, and discussion groups. These programs may help some old people, but they do not provide the complete solution to the problems of old age.

Assignment: Read the text and give a summary of it.

Text 4

MARRIAGE IN THE UNITED STATES

Americans have one of the highest marriage rates among the industrial nations. Other countries with high marriage rates are Russia, Egypt, and Japan. This has always been so. More than 90 percent of the members of every birth cohort since the early 1800s have eventually married.

Yet the marriage rate has undergone great fluctuations in the past forty years. This is reflected mainly in the behavior of people between the age of 20 and 24. The percentage of men and women in this age group who have never married started to fall at the beginning of World War II and reached a low point by the end of the 1960s. At that time the median age at first marriage was 22.5 for men and 20.2 for women. Thereafter the percentage rose steadily for twenty years, so that by 1984 more than half of the women in the United States between the ages of 20 and 24 had never been married.

Paul Glick and Arthur Norton offer several reasons for this trend. During the Vietnam War many young men postponed marriage in order to enter service or to avoid military service by continuing their education. Women tended to stay in school and then work to support themselves. Moreover, during the late 1960s and early 1970s the children born during the post-World War II baby boom came of age and competed for jobs. Because many people prefer to postpone marriage until they can get a job and afford to set up a household and raise a family, the tight job market resulted in a lower marriage rate.

Assignment: Read the text and discuss the following questions:

1. Why do you think marriage rates differ in different countries?

2. What are the reasons for the change of marriage rate in the USA? 3. Do you think it's right to postpone marriage until you can get a job and support your family? 4. What are the most important considerations for our youth when they enter marriage?

Grammar revision

(Tense and Voice Forms, Sequence of Tenses, Word Order, Direct and Indirect Speech, Passive Voice)

Ex. 1. Finish the following sentences, using subordinate clauses:

- 1. The parents will be very happy if
- 2. They will be allowed to get married when
- 3. Their marriage won't work unless
- 4. They decided to wait till
- 5. The divorce rate will go down when
- 6. They were told when
- 7. The mother-in-law wanted to know if
- 8. You must consider the problem very carefully before

Ex. 2. Match the two parts:

They have known each other	now
The wedding ceremony had begun	by the end of the month
My sister will have returned from the honeymoon trip	for 10 years
The invitation came	by 3 o'clock
I was writing this letter	at 3 o'clock
The husband has had complete control over family affairs	when you were away
John hoped that his sweetheart would have received his message	when we came
They have lived happily for 25 years	so far
Have you made up your mind	yet

Ex. 3. Ask your friend the following questions. Work in pairs.

- Are you married?
- Yes, I am.
- How long have you been married?
- For two years.
- When did you marry?
- I married in 1991.
- Had you known each other long before you got married?
- We had known each other for five years (since school years...).

Ex. 4. Use the proper Tense-forms:

A.

1. The family always (to be) the fundamental social unit in every society. 2. Some people (to contend) that the family (to break) down. 3. Many different family forms (to exist) or still (to exist) in all countries. 4. To most of us romantic love (to seem) to be the most natural thing in the world. 5. One of the reasons for divorce (to be) that the couple (to grow) apart with time. 6. When she (to marry) him she (to be) fully aware of all the hardships married life (to involve). 7. The woman (to say) that they (to be married) for 10 years and she always (to obey) her husband. 8. For the past 10 years single-parent households (to become) more common. 9. In 1980 the Census Bureau (to discover) that San Francisco (to become) the first city of singles.

B.

A few days (to pass) before Louise (to make) up her mind to go to the marriage office to inquire about her advertisement. She (to find) some letters and (to open) one. It (to seem) very rude and foolish and she (to tear) it into pieces. She (to be) about to do the same with the others, but one of them (to attract) her attention.

“Mademoiselle! I (to watch) all the marriage advertisements for about a month when suddenly I (to see) yours. Let’s be frank from the very beginning. I (to be) a bachelor, and you (to look) for a husband. I (not to give) you the description of my appear-

ance. I (not to consider) it proper under the circumstances. I can only say that I (to have) no physical defects.

Yours affectionately,
Admon.”

Something (to make) Louise think that Admon (to be) a good match for her, that he (to make) a good husband. So she (to return) home and (to sit) to write an answer. Her brother (to come) up to her and (to ask) what she (to do). She (to be) dismayed thinking Robert already (to understand) everything.

When she (to receive) a second letter from Admon, she (to begin) taking care of her appearance and her brother (to get) more and more surprised. Six months (to pass). At last Louise (to receive) the last letter from Admon. It (to say) that they (to know) each other for six months but (not to meet) yet. Admon (to fix) the day of their meeting...

Ex. 5. Make the following statements disjunctive questions. Work in pairs.

1. Married couples are happiest shortly after marriage. 2. They have been engaged for a year. 3. Things normally went according to plan for him. 4. He had just about everything he wanted. 5. She was reluctant to marry anyone outside her class. 6. When he proposed to her, his proposal was accepted eagerly. 7. Marriage is usually preceded by dating. 8. There can be no perfect marriage without security and understanding. 9. Mabel made up her mind to marry her beloved by all means. 10. Marriage has always been a universal social expectation.

Ex. 6. Ask your friend if he/she...

1. is married. 2. is going to marry. 3. is in love. 4. has a family. 5. wants to remain single. 6. has a lot of relatives. 7. has never thought of the problem. 8. knows a happy married couple. 9. knows what romantic love is. 10. has never been in love with anyone.

Ex. 7. Make up indirect questions:

A.	<p>What's her husband's education?</p> <p>Where did you first meet?</p> <p>How long have you been waiting here?</p> <p>Why did they divorce?</p> <p>When are they moving into the new house?</p> <p>Where are you going to spend the weekend?</p> <p>What can I do to help you?</p>
She asks	
She wonders	
She wants to know	
B.	<p>Am I right?</p> <p>Is it true?</p> <p>Is she an ideal wife?</p> <p>Was she born in Paris?</p> <p>Have they never met before?</p> <p>Were you invited to the reception?</p> <p>Will there be many guests?</p> <p>Have they broken the engagement?</p> <p>Did you convince him?</p>
She asked	
She wondered	
She wanted to know	

Ex. 8. Change the following questions according to the Model:

*Model: Is her husband really younger than she?
Do you think her husband is younger than she?*

1. Have they made arrangements about their wedding? 2. Is he fond of drinking beer? 3. Is marriage really her boyfriend's favourite subject? 4. Does he always keep his date? 5. Was she half an hour late for her first rendezvous? 6. Is her mother really a perfect matchmaker? 7. Can they stay in the parents' house after marriage? 8. Is he going to marry a woman with five children? 9. Are good looks most important for him? 10. Does one of the parents have to have a bit of sense to make marriage work? 11. Do politicians often try to win votes by standing for "family values"? 12. Is the family unit in Britain in crisis?

Ex. 9. Use Indirect Speech:

1. He said: "She is one of the most remarkable women I've ever met." 2. He asked his friend: "Why did you break your engagement?" 3. The young girl said: "I cannot believe in love in a cottage." 4. The lecturer remarked: "Nowadays people are marrying later and divorcing more often." 5. The boy asked his father: "What is the best way to start marriage?" 6. One girl asked another: "What can't parents be forgiven for?" 7. She asked her mother: "Do you believe in love at first glance?" 8. She asked him: "Do you really love me?" 9. The sociologist asked me: "How is your family similar to or different from the average family?" 10. The advertisement invited: "Come and spend your honeymoon on board our comfortable liner." 11. The mother warned her teenage daughter: "Don't forget to let me know when you get married." 12. The question was: "Which do you prefer, a boyfriend or a husband?"

Ex. 10. Make the following sentences passive:

1. They brought up their children according to old traditions. 2. The government provides single mothers with monthly payments. 3. They often practise corporal punishment in many countries even nowadays. 4. Some parents beat their children. 5. Most colleges and universities will offer jobs to their students. 6. They are building a new child-care centre close by. 7. Many scientists have characterized this community as oppressive. 8. He didn't know that they had followed him all the way.

Ex. 11. Use the correct Tense-form (Active or Passive):**A.**

1. Our ideas sometimes (to base) on the middle-class ideal family which (to portray) in TV commercials. 2. The family (to be) a group of people who (to relate) to one another. 3. Some Americans (to believe) that the family (to found) on a romantic love. 4. Approximately one in three marriages in Britain (to end) in divorce. 5. When they (to introduce) to each other he (to realize) that they (to meet) before. 6. Roger (to convince) that if a woman (to make) up her mind to marry a man, nothing but instant flight (to save) him. But that (not to be) the case with him. 7. Great alarm (to express) lately in the media about the future of the family in the United States.

B.

In Western Ireland among peasant families economic survival, land ownership, kinship ties, and social status (to control) through written and unwritten marriage agreements. If parents (to live) sufficiently long, they (to receive) the old age pension. Before they (to qualify) for this, the farms (to make) over to a son or daughter. This (to do) on the occasion of the son's marriage. The father (to reserve) to himself and his wife the use of a room and the freedom of the kitchen, and they (to entitle) to all their food. The points carefully (to discuss) at length in the process of matchmaking, and the family of the future wife (to realize) that such points (to form) the final phase of a cycle of life on the farm. By means of such agreements the wife (to bring) into the husband's family.

Ex. 12. Make the following sentences passive:

1. Most parents take good care of their children. 2. Psychologists more and more often refer to Z. Freud's works on psychoanalysis. 3. They speak much about the sociological survey in management. 4. I have been looking for you everywhere. 5. They will wait on you first. 6. Who can I turn to for help? 7. You must think over this proposal very carefully. 8. He doesn't understand that people mock at his statements.

Ex. 13. Change the following sentences into Passive constructions according to the Model:

*Model: They will enrol 20 more students.
I'm sure that 20 more students will be enrolled.*

1. They had visited the American continent long before Columbus. 2. John Lennon wrote "Yesterday." 3. Madonna has performed this song. 4. They have screened "Gone with the Wind" three times. 5. They translated Edgar Poe's poems into many languages. 6. They will add our University in the European University Association. 7. They invite all the students to visit Australia at the end of the term. 8. They are going to abolish entrance exams next year.

Ex. 14. Give as much information about John and Ann as you can:

Before they got married,
John used to... .
Ann used to... .

Ex. 15. Translate the following sentences into English:

A.

1. За эти годы его взгляды на семейную жизнь сильно изменились. 2. Причиной распада семьи часто считают социальные проблемы. 3. В статье говорилось, что, если не принять срочные меры, уровень разводов не снизится. 4. Прежде чем дать свое согласие на брак дочери, мать выяснила его финансовое положение, происхождение, а также не был ли он женат прежде. 5. Американцы предпочитают жениться или выходить замуж, когда они закончили образование, имеют постоянную работу и могут обеспечить семью и растить детей. 6. «Когда мы не были женаты, ты носил меня на руках», — пожаловалась робко Джоан.

B.

1. В наше время многие молодые люди знакомятся, встречаются, влюбляются, женятся и разводятся в течение одного года. 2. Через год их отношения изменились. 3. Совещание проводится раз в месяц. 4. Когда открывается магазин? 5. Мне что-то нездоровится. 6. Книга легко читается. 7. В этой газете публикуются брачные объявления. 8. На нашей улице строятся два новых дома. 9. Мы обменялись впечатлениями. 10. Она со вкусом одевается. 11. Этот журнал уже не продается.

Speech exercises

Ex. 1. Answer the questions:

1. What are the advantages and disadvantages of being married (single)? 2. What do you think is the best age for a person to get married? 3. Do you think it's reasonable for the young people to live together for some time before getting married? 4. Why do you think so many couples divorce nowadays? 5. Can you justify the saying "Love — for pleasure, marriage — for convenience"? 6. What makes a family typical or unique? 7. Would you feel happier in a large or in a small family? Why? 8. Who has more responsibilities in the family: the father or the mother? 9. How many people should constitute an ideal size family? 10. Do you think parents should be involved in matchmaking for their children? 11. Do you think it's possible to find a good mate through marriage bureau? 12. How does a single-parent family influence children's achievements?

Ex. 2. Comment on the following quotations:

1. "Let no one who loves be called altogether unhappy. Even love unreturned has its rainbow." (J.M. Barrie)
2. "Accidents will occur in the best-regulated families." (Ch. Dickens)
3. Being asked whether it was better to marry or not, Diogenes replied, "Whichever you do, you will repent it."
4. "The heart has its reasons of which reason knows nothing." (B. Pascal)
5. "Marriage is popular because it combines the maximum of temptation with the maximum of opportunity." (G.B. Shaw)
6. "Love conquers all." (P.M. Vergil)
7. "All happy families resemble one another, every unhappy family is unhappy in its own way." (L. Tolstoy)

Ex. 3. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)

1. Marriages are made in heaven.
2. A good husband should be deaf and a good wife should be blind.

3. A good wife makes a good husband.
4. Beauty lies in lover's eyes.

Ex. 4. The author of this short poem compares love to a butterfly. Say what else love can be compared to.

BUTTERFLY

(By D.J. Solomon, student)

You took my love
Gently in your hands
Like a butterfly;
Then you plucked off
One of the wings
And laughed as it flopped
Upon the ground.

Ex. 5. Render in English:

A.

Некоторых мужчин лучше избегать, если вы хотите выйти замуж. Психологи выделяют шесть типов закоренелых холостяков.

Жажда свободы. Он ведет интенсивную общественную жизнь. На вид решительный, уверенный в себе. Каждые 2—3 года меняет девушку — вынужденно, поскольку не выносит даже намека на женитьбу. Признается: в браке его пугает отказ от свободы, он не хочет никаких оформленных связей, но хочет держать дверь открытой для приключений.

Психологи утверждают: это — от глубокой неуверенности в себе.

Страх осложнений. Много лет встречается с девушкой и убеждает ее, что такие отношения лучше. А брак — это множество проблем: зачем они нам? Нам и так хорошо.

Психологи утверждают: у таких мужчин просто нет чувств и качеств, которые необходимы для жизни вдвоем.

Поиск идеала. Много лет встречается с одной девушкой — и в то же время позволяет себе мимолетные приключения на стороне. Признается: с ней мне хорошо и мне не удастся найти женщину лучше, но жену я представляю другой...

Психологи утверждают: он недостаточно взрослый, он боится женщин и вообще не способен влюбиться.

Культ самостоятельности. Ему далеко за тридцать, последняя девушка намного моложе. Ее предшественницы сами разрывали их отношения. Он считает: семья — это структура, которая ограничивает, подавляет личность.

Психологи утверждают: видимо, в родительской семье он был зажат и ограничен. Поздно вырвавшись из-под этого ига, он начал строить себя. Но уверенности в себе нет, а страх остался.

Под маминым крылом. Рос без отца. Глубоко привязан к матери. Ему комфортно возле нее. Но девушке он говорит, что, если женится, мать не переживет одиночества.

Психологи утверждают: это эгоизм неповзрослевшего человека. Он не вырос и не хочет расти. Скорее всего, только смерть матери заставит его искать другую женщину — уже жену.

Сказка об охотнике. Чаще всего он разведен. Расстался с женой и расстается с девушками, потому что убежден: мужчина — прежде всего охотник. Если бы не общественное давление, мужчины не женились бы вообще.

Психологи утверждают: все это отговорки. Он хочет снять с себя любую ответственность, потому что в глубине души не уверен в себе и своей силе.

Итак, если вы хотите замуж, а ваш партнер говорит о чем-то подобном, спросите его прямо: готов ли он жениться? Если он вместо четкого ответа продолжит рассуждения в том же духе — бегите от него!

В.

НЕКОТОРЫЕ ЗАБЛУЖДЕНИЯ ПРИ РЕШЕНИИ ВСТУПИТЬ В БРАК

Заблуждение 1. Со следующим мужчиной у меня все будет иначе.

Любовь, замужество, развод, знакомство с новым мужчиной, новое замужество, очередной развод: можно ли ограбить себя раз и навсегда от ошибок в выборе партнера? На все сто процентов это вряд ли возможно, считают эксперты. Ибо женщины спонтанно ищут один и тот же тип мужчины. Причина: с детства девочка ориентируется на отца, который формирует у нее мужской образ. Позже появляются

две возможности: или женщина устремляет свои взоры на соответствующего этому идеалу человека, или она стремится обрести его полную противоположность. Конечно, можно избежать отдельных ошибок, сопровождающих прошлые отношения, но основные принципы выбора обычно остаются неизменными на протяжении всей жизни.

Заблуждение 2. Противоположности притягиваются.

Согласно статистике, общие интересы занимают достаточно высокое место среди критериев выбора партнера. Поэтому не случайно все большее число пар знакомятся на работе. Противоположности притягиваются? Только тогда, когда это не касается крупных проблем, в решении которых партнерам помогает единомыслие. Ведь если, к примеру, она желает работать в вечернее время, а он против, если он предпочитает проводить свободное время в компании, а она — у экрана телевизора, отношения двоих испытывают сильные нагрузки. К сожалению, большинство женщин понимают, что связали свою жизнь не с тем партнером, только через несколько лет после свадьбы. Как следствие и возникает понятие «не сошлись характерами».

Заблуждение 3. Раннее замужество — дело ненадежное.

Практика доказывает обратное: риск развода у скороспелых браков почти на 50% ниже, чем у пар, проверенных временем и только потом зарегистрировавших отношения. Психологи считают, что чем моложе партнеры, тем гибче их характеры и оценки и потому они проще приспособляются друг к другу. К тому же молодожены получают от своих друзей и родственников как бы пробное время на первые годы брака, ибо те полагают, что юные супруги недостаточно созрели для него. Понятное дело, из упрямого стремления не идти на поводу у подобных пророчеств молодые всеми силами стараются доказать обратное.

Заблуждение 4. Спокойный союз более продолжителен, чем бурный.

Для брака совершенно безразлично, каков этот союз: спокойный или бурный. Намного важнее существование определенного равновесия гармонии и дисгармонии. Идеальное соотношение составляет 20:100. Это означает: на двадцать ссор должно приходиться сто ночей любви.

Заблуждение 5. Нужно признаваться партнеру в любом флирте.

Разумеется, честные отношения важны для двоих, но не

как самоцель одной из сторон. В случае измен об этом нередко забывают. Женщины более склонны признаться в измене мужу, чтобы не испытывать потом угрызений совести. Как сильно подобное признание может обидеть партнера и в результате разрушить брак, понимается слишком поздно. Если речь идет о единичной измене, ее лучше сохранить в тайне.

Ex. 6. Solve the problems:

1. Your husband beats you, but with eight children he is your only means of financial support. Your mother comes over to visit you and asks you why you are bruised. What's your reply?

2. You and your wife have been married for five years. You've been very happy but lately you have begun to feel very attracted towards another woman. Your wife asks you if anything is wrong. What do you say?

3. You are going to call off the engagement. What do you say to your boy/girlfriend?

4. You are a reporter of the *Daily Mail Gossip Column*. You are going to interview Elizabeth Smith and Richard Brenton, the famous film stars, who got divorced last year but who, according to rumour, are planning to remarry. What questions will you ask them?

Ex. 7. Read the following marriage advertisements from *The Lonely Hearts Column* and make up your own:

1. English bachelor, 40, own house, seeks sympathetic woman (18—35) of any nationality for lasting friendship, possibly marriage. Interests: classical music, golf, wine. Photo appreciated.

2. Very attractive female, seeks long-term mate. He must be older, wiser and richer than me. I am 24, slim, fair, intelligent, have one child. Tired of doing the rounds of dance halls and want to settle down.

3. Simon, 25. Slim, attractive, own Sussex home, boat, aircraft and cars. Country and animal lover. Seeks warm, affectionate girl, 17—23. No reply without photo.

4. Who wants a 25-year-old, dark-haired, good-looking, lively woman interested in pop music, driving, clothes, and "living life to the full"? If you are a man aged 25—30, with a similar interest in having a good time, then write with photo (or drawing!).

5. Oriental lady, 20, seeks gentleman for friendship and help with language.

6. Managing director. Well-educated, late 40s, attractive, high income, recently divorced, wants to meet attractive, slim lady, aged 16—30, with or without children. Photo appreciated.

7. I am not tall, dark or handsome, but I do have imagination. Is there a girl (18—23), willing to share my dreams? If you like poetry, walking, simple life, then “this is an offer you can’t refuse.”

8. Mature man seeks mature woman. Must be kind, home-loving and interested in art. Write with photo.

9. Divorced woman, 35, with two children, seeks kind, mature man (40—60) who feels equally lonely. Interests: children, home, watching TV, bingo. Photo please.

Ex. 8. Points to ponder:

1. People should not marry outside their religion, nation, race, class, education.

2. Interracial marriages should be discouraged.

3. Adopted children should know who their natural parents are.

4. There is no such thing as love.

5. Loneliness can be beneficial.

6. Divorce is on the increase in Russia.

7. The heart that once truly loves never forgets.

8. It is the wife who changes for the better or the worse, not the husband.

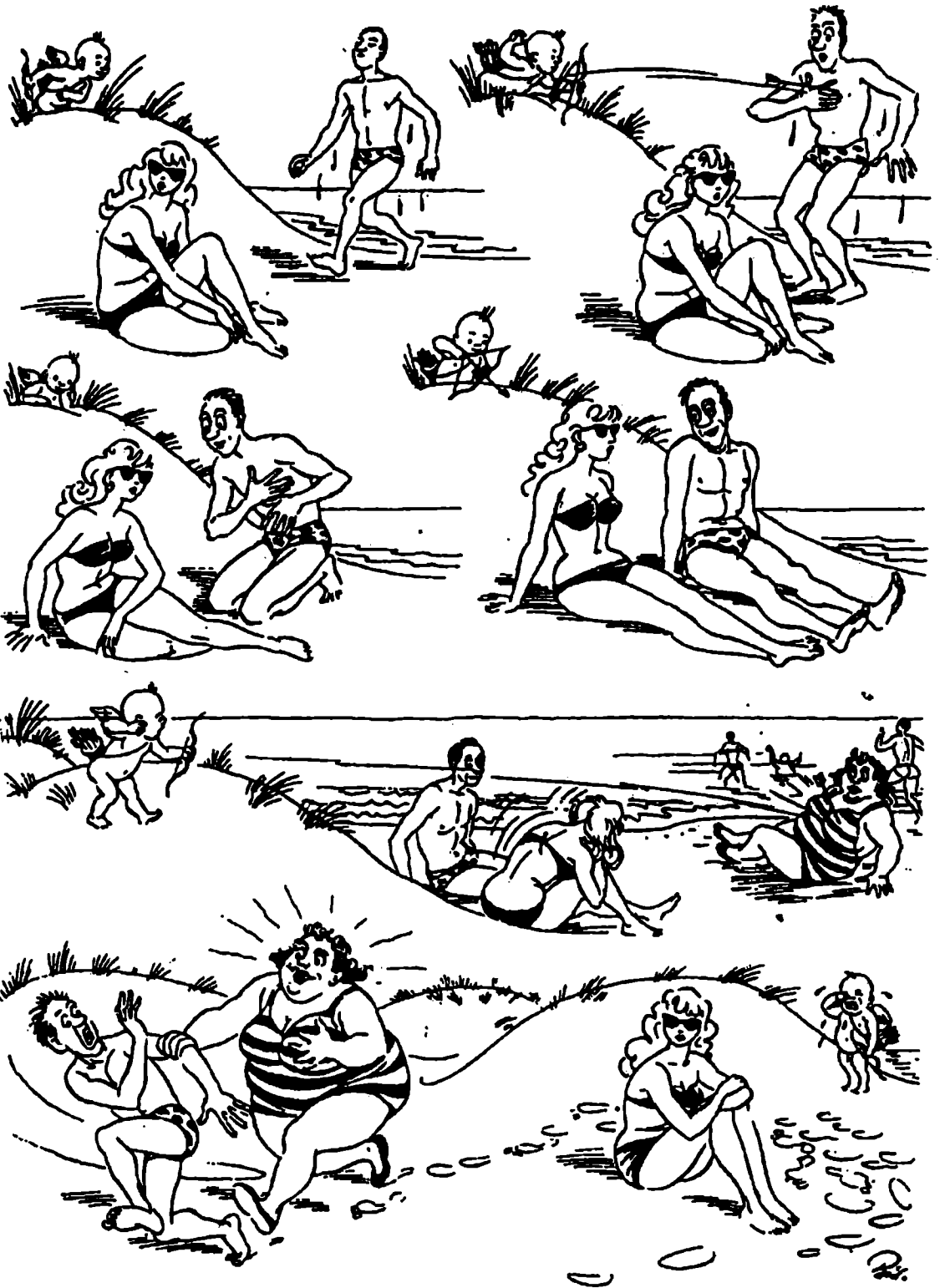
9. Premarital sex has undermined one of the primary reasons for marriages.

10. Love cannot be forced.

11. No herb will cure love.

12. Happiness takes no account of time.

Ex. 9. Make up a story:



UNIT II

GOING THROUGH A STAGE. PARENTS AND CHILDREN

Vocabulary

adolescence *n* the years between childhood and adulthood
adolescent *adj* a person of that age: adolescent boys (crises, attitudes, etc.) **adolescent** *n* a young person between childhood and adulthood

circumstance *n* external condition; under the circumstances = owing to; under no circumstances = never **circumstantial** *adj* depending on additional details

stick *v* 1. push, thrust: *He stuck his hands into his pockets.* 2. put or fix in a position or place: stick a stamp on a letter; *The words stuck in her throat.* 3. become fixed: *The key stuck in the lock. We got stuck in the mud.* stick to one's promise; stick to an idea (opinion, views); stick to the point; stick (smth) out: *Don't stick your head out of the bus window. Her honesty sticks out a mile.* stick together: *Birds of a feather stick together.*

refer *v* 1. mention or speak of smb/smth: *Don't refer to that matter again, please.* 2. concern smb/smth: *What I have to say refers to all of you.* 3. turn to smth/smb for information: refer to a dictionary (an expert, watch, etc.) **reference** *n* statement speaking of or mentioning smth/smb: *He made obvious references to the recent scandal. The book is full of references to places I know.* reference book **references** *n, pi* *It's hard to find a job without good references from former employers.*

steady *adj* 1. firm and well balanced: in a steady position 2. regular and even 3. dependable: a steady friend **steadily** *adv* constantly **steady** *v* make smb steady

halfway *n* 1. one part of smth: *Halfway to the station he remembered that his ticket was left behind.* 2. meet halfway = make a compromise: *If you can drop your price a little, I'll meet you halfway.*

occur *v* 1. happen 2. come to one's mind: *An idea occurred to me.* 3. appear: *Heart disease occurs more frequently among old people.* **occurrence** *n* event, incident, happening: *Robbery is now an everyday occurrence.*

grip *v* 1. take and keep a firm hold of: *The frightened child gripped its mother's hand.* 2. seize the attention (esp. passive): be gripped with (by) fear; *The audience was gripped by the play.* **grip** *n* action of gripping: *I released my grip and he ran away.* in the grip of disease (despair, winter, etc.); get/keep/take a grip/hold on oneself = gain control of oneself and improve one's behaviour; lose one's grip **gripping** *adj* exciting, holding attention: *gripping account (film, story, etc.); What a gripping story!*

yearn for *v* long for, desire: *He yearned for his home and family. She yearned for a close friendship.* **yearning** *n* strong desire

identify *v* treat as identical, associate with **identity** *n* absolute sameness; individuality, personality **identification** *n* recognition as true or similar: *The identification of the accident victims took some time. Can I see some identification, please?* **identification papers** (card) — *abbr.* ID **identical** *adj* the very same, agreeing in every detail: *The twins' features are identical.*

stage *n* 1. platform on which plays are performed 2. scene of action: *Geneva has become the stage for many meetings of world leaders.* 3. point, period or step in the development: *At this stage it's impossible to know whether our plan will succeed. The baby has reached the talking stage.* **stage** *v* 1. present on a stage: *stage a new production of "King Lear"* 2. arrange for (smth) to take place: *stage a protest meeting*

industry *n* 1. manufacture or production: *heavy industry* 2. quality of being hard-working: *Everybody praised him for his industry.* **industrious** *adj* hard-working, diligent **industriousness** *n* **industrial** *adj* engaged in industry: *industrial workers*

Word Combinations

go through a stage
beyond control
at the latest
in favour of
can't help smth/doing smth
crop up
look forward to smth/doing smth
keep (smb) fit
stay in good shape
feel at peace (with smb/smth)
in the first place
attitude of mind

Text 1

GOING THROUGH A STAGE

When I was thirteen, I went through what everyone around me referred to as a stage. The symptoms of this stage were very simple. Every night I would lose a fight with my father, who was bigger and brighter, and I would then storm upstairs into my room. At that point, the various members of my family would nod knowingly at each other and say, "Um, well, she's going through a stage."

In the mid-fifties, this stage was called adolescence, or the terrible teens. Anyone forced through biological circumstances beyond their control to share the dinner table with a sufferer hoped that he or she would get over it as quickly as possible.

The idea was that having passed through adolescence one would inevitably become a grown-up. A grown-up was someone calm, self-assured, realistic and steady. A grown-up was someone who had worked through turbulence and personal conflicts to find serenity and wisdom. By twenty-eight at the latest.

The ideas surrounding grownuphood were like those to do with marriage. You got married and lived happily ever after. There was no mention in the "literature" of dirty dishes, infidelity and quarrelling. Similarly, after one became a grown-up one was. Simply was.

Well, it took me a while, but having just passed the halfway

mark of my fourth decade (the number 35 still sticks in my throat, but I'll be all right in a week or two), I am beginning to give up on the idea of ever being one. A grown-up, that is.

It has begun to occur to me that life is a stage I'm going through.

This is not, you understand, a treatise on reincarnation. It is rather an exploration of a shared sense that we have given up the goal of being a grown-up in favor of the process of growing. Grownuphood was, after all, going to be a rather static place, in which no one was gripped by self-doubt and no one yearned for more.

When I turned thirty, I devised a kind of five-year plan. I figured that by thirty-five — if not now, when? — I would have resolved nine out of ten personal problems. It never occurred to me that I would get any more.

It has taken me five years to give the old conflicts names and origins, and to be able to identify them when they crop up again in new fields. Now I have revised my goals and given up the notion of self-perfection for that of self-knowledge.

And why not? We are, after all, the generation that has made psychology into a major growth industry. We've bought stock in ourselves, in self-exploration and change. In any case, my new five-year plan is far more modest.

If anyone criticized me, I will simply run away from the table and into my room protesting, "I can't help it. I'm going through a stage."

Exercises

Ex. 1. Find in the text

a) synonyms to:

adult, to happen, at any rate, to invent, to refuse, aim, to overcome, to regard, to review, self-awareness, unfaithfulness, to long for;

b) antonyms to:

to win a fight, uncertain, unsteady, adulthood, being unaware, unlike, to take to the idea, to shake one's head, restless, full of illusions.

Ex. 2. Choose the proper word:

a) *to occur — to chance — to happen — to befall*

1. It was the worst thing that had ever ... to him. 2. Storms often ... in this part of the ocean in winter. 3. This particular conversation was reported to have ... yesterday at 5 p.m. 4. He wondered how they could justify this new relationship to his family, should they ... to hear about it. 5. The day ... to fall on the anniversary of his wife's death. 6. She realized that some crushing misadventure had ... her son. 7. All memorable events ... in morning time and in a morning atmosphere. 8. It's so ... that they had met before.

b) *to go — to leave — to quit — to clear out — to withdraw — to depart — to retire*

1. The police are after you, you'd better 2. In accordance with the old English custom the ladies ... after dinner. 3. When it was time for him to ... , she said she would ... too. 4. In silence the widow 5. Aunt Polly was ... from the field with a slipper in her hand and triumph in her eyes. 6. He repeated his apologies and ... the room. 7. He ... the laboratory with a sign of relief. 8. He tried many jobs but ... all of them. 9. What age do women ... in England? 10. The UN troops were eventually ... from the country.

Ex. 3. Translate the following sentences into Russian:

A.

1. The stream goes through the field behind the house. 2. There is only one scent that will go through a brick wall, and that is the scent of an onion. 3. Poor fellow! He has had a lot to go through. 4. This was my son's plan to make his marriage a success and I think he means to go through with it. 5. The architect submitted his drawings and will start to build as soon as they go through the Town Council. 6. In less than a week the newly-weds went through the money supposed to last them a fortnight. 7. He went through his sweetheart's letter once again.

B.

1. Some adolescents are too self-assured, some, on the contrary, have too much self-doubt. 2. He was too self-absorbed to be able to follow the lecture. 3. Self-respect and self-esteem are

indispensable to identify your own self as an individual. 4. He devoted all his life to the search of self-perfection. 5. Self-exploration does not necessarily lead to self-knowledge.

Ex. 4. Match the following words and word combinations according to their meanings:

A.

to go through
to go up
to go down
to go on

|||

to continue
to suffer
to decrease
to increase in price

B.

to give up
to give in
to give away
to give out

|||

to distribute
to surrender
to stop
to betray

C.

to get over
to get to
to get down to
to get in

|||

to begin
to enter
to reach
to overcome

Ex. 5. Which is the odd word out?

a) to grip, to take, to seize, to snatch, to grasp, to comprehend, to clutch;

b) adolescence, reincarnation, maturity, grownuphood, infancy, youth, childhood.

Ex. 6. Answer the following questions:

1. What are the symptoms of the stage of adolescence? 2. What is terrible about being a teenager? 3. What are the most distinguishing features of a grown-up? 4. What has grownuphood

to do with marriage? 5. Why is number 35 important to some people? 6. At what conclusion does the author arrive? 7. Why is grownuphood considered by the author to be a static place? 8. How has the author's attitude to life planning changed with years? 9. Do human values change with age and how?

Ex. 7. Complete the following sentences using the words from the text:

1. Young people aging from 13 to 19 ... as teenagers. 2. The younger daughter didn't want ... the bedroom with her sister. She thought herself to be 3. Teenagers very often lack ... of grown-ups. They are not ... enough to take decisions. 4. When I ... 43 I changed my mind about old age and death. 5. If I live to be 70 I won't ... for more. 6. When we are young we don't think about ... , but when we come of age we understand that man cannot be perfect. 7. When teenagers lose control of their temper, their parents say that they

Ex. 8. Translate into English using the vocabulary of the lesson:

1. Случается, что взрослые дети до старости живут в родительском доме. 2. Он заявил, что ни при каких обстоятельствах не пойдет на компромисс с ними и не откажется от своей затеи. 3. Мне никогда не приходило в голову, что эти фотографии абсолютно одинаковые. 4. Страна долгое время находилась в тисках экономического кризиса. 5. Друзья должны держаться вместе в разных обстоятельствах. 6. Она долго искала няню для ребенка и наконец решила прикрепить объявление на ворота своего дома. 7. Он отдал свой гонорар в пользу детей-сирот. 8. Тело все еще не опознали: в кармане убитого не было никакого документа, удостоверявшего его личность. 9. Ваше прилежание делает вам честь. 10. Каждый человек за свою жизнь проходит определенные этапы развития. 11. Я советую вам обратиться в Совет по работе с трудными подростками. 12. Вы достаточно взрослый, чтобы иметь устоявшиеся взгляды на жизнь. 13. Если хочешь быть здоровым и оставаться в форме, прежде всего, брось дурные привычки. 14. Ему так хотелось снова оказаться дома; он с нетерпением ждал, когда родные снова обнимут его. 15. С древних времен человека интригуют та-

кие явления, как землетрясения, наводнения, и другие подобные им. 16. После длительных ссор они наконец могли чувствовать себя спокойно друг с другом.

Text 2

GROWING OLD

1. My mother used to advise me about getting old. We weren't very sentimental about it in my family. She said the day she couldn't get to the bathroom by herself she was going to kill herself. And that's what I'm going to do. And what do I look forward to? Well, I think most old people get to give their opinion kind of more bluntly than when we're younger. We have to be a little careful about what we say. So I'm looking forward to being a really cranky old man, saying just what I think about everything. And how do I hope to stay young? Well, I row. I hope that by going out in a boat two or three times a week will keep me fit enough to get me to an age when I can be a cranky old man.

2. I think the thing that scares me the most about getting old is being physically infirm and not really being able to get around or take care of myself and being dependent on other people. What I look forward to though is actually just when you are old you really can do what you want. You don't have to worry about other people's opinions. You have a freedom that you don't have earlier in life. How I hope to stay young is with good physical exercise because I think the better shape that you stay in, both mentally and physically, and also I think adventures are really important. You should have adventures all the times and even when you are old you should try new things and learn new things and try and have an adventure whenever you can and that'll keep you younger.

3. I suppose what I fear most about growing old is a feeling of worthlessness. A feeling that nobody needs me or wants me or that I've been used up and that I don't play any part in my community or in my society. What I look forward to about growing old is the sense that I hope that there won't be so much worry, that there'll be more serenity, that I will feel more at peace with the world and that it won't be such a terrifying idea to face the next thirty years. And I suppose not to have to worry about growing old because I'll be old by then. And how do I hope

to stay young? I run, so I want to keep running and I hope that I'm able to do that when I get older. In fact I was shamed into running in the first place by watching older people running in Central Park in New York.

4. I don't think growing old actually worries me. In a way I look forward to it as a chance to be able to do all the things I've always wanted to do. I think I'm slightly worried that when I do get older I won't actually have the strength — the physical strength — to do those things. And I think you keep young by an attitude of mind and really just keep moving so you don't have time to sit down and think.

Assignments:

1. Read the text and translate paragraphs 3 and 4 in writing.
2. Compare the above four points of view on the problem of growing old.
3. Say what you think on this problem.

Text 3

THE CHILDREN

(By C.N. Parkinson)

Granted that children may be desirable, we have next to decide upon their number. All enlightened thought rejects the only child, thus making two the minimum, just insufficient to maintain the population at its present level. A family comprising one boy and one girl might be thought well-balanced, but with too much reliance on the son's survival. In view of the fact that a single illness or accident might extinguish the family's male line there is some reason to have a reserve. With that secure most people would regard the family as complete.

The large family of five or more is not, however, generally desirable. While it may offer a good upbringing to children this is only by a sacrifice of the parents. Five children at an average interval of two years must imply a quarter of a century, more or less, spent in changing nappies and supervising homework. This is justifiable only on the assumption that the children matter more than the parents. But why should this be assumed? There

are instances, to be sure, where the fact is evident, but the theory that parents should always live for their children is absurd. That the child might be an Isaac Newton is true, but the father might be Johann Sebastian Bach. To conclude that each generation must matter less than the next is ridiculous and will lead us nowhere.

What, however, is our object to be? We can seek wealth or status, power or happiness, pleasure or escape. We can even strive, if we will, to achieve mere security in our old age. While this last aim may be reasonable, at least up to a point, we can dismiss it at once as an object for which to live. Age should be no more the object of youth than youth should be the object of age.

We should not live to earn a pension any more than we should wake in order to sleep. Granted that some measure of security may be desirable we ought to achieve more in life than that.

What, for instance, if we were to make wealth our object? Here is an aim which a majority of people would reject, no doubt with scorn. The person who lives for pleasure is like a blind man in the dark room looking for a black cat that is not there. By the very nature of things he is doomed to disappointment.

It is in communal effort that individuals probably find their greatest happiness. Losing themselves in a common cause they can forget their grievances and cease to notice their discomforts and ailments.

Assignment: Read the text and discuss it using the following questions:

1. Do you think the number of children in the family can be planned? 2. Why is it desirable to have more than one child? 3. Is it justifiable to have five or more children? 4. Do you agree with the author's opinion of the main goals of life? 5. What happens to people whose main object of life is pleasure? 6. Where in your opinion can one find happiness? (Compare it with what the author thinks.)

Text 4

PARENT—CHILD INTERACTION

Sociologists believe parent—child conflicts cannot be avoided in a society that is undergoing rapid change. In our society youngsters are at odds with their parents on a wide range of issues, from

how late they can stay up to whom they should marry. This "generation gap" was especially wide during the 1960s, when college students lashed out, sometimes violently, at the values of career success and suburban ease of the over-30 generation.

Despite the expectation of conflict between generations, the most striking feature of several recent studies is the high level of agreement between children and their parents. One study showed, for example, that college-age children largely agree with their fathers on such issues as sexual norms, environmental protection, campus unrest, war, and segregation. Young men tend to disagree with their fathers more than young women do. College students who have spent a longer time in school are more likely to disagree with their fathers. Disagreement also is more likely between working-class fathers and their college-age offspring. Fathers with advanced degrees or conservative views tend to disagree with their children on political and moral issues. Overall, however, agreement is much more common than disagreement.

Bowerman and Bahr surveyed 18,664 adolescents to get a better understanding of these surprising results. They found that adolescents who are raised in families in which parents have equal influence tend to adopt their parents' values, ideas, and opinions. This does not occur in families in which power is vested mainly in one parent, especially if that parent is the mother.

Assignment: Translate the text with a dictionary and write a summary of it.

Grammar revision

(Verbals: Infinitive, Participle I and II, Gerund)

Ex. 1. Use particle "to" where necessary:

1. What makes you ... take such a decision? 2. There is nothing we can do but ... wait. 3. Why not ... tell her the truth? 4. I won't have you ... speak to my mother like this. 5. I'd rather not ... say it. 6. He was made ... go back to school and ... apologize to the teacher. 7. She understood it was too late ... start a new life. 8. He was too smart ... do such easy work. 9. You ought ... have done it on time. 10. She had ... choose between career and chil-

dren. 11. Do we need ... send our son to another city? We have a good college nearby. 12. She'd better ... stay with her parents and ... take care of them. 13. Before they were married he promised ... let her ... go, if the marriage was ... be a failure. 14. You needn't ... look through all these books to find the right answer. 15. They couldn't help but ... admire their daughter-in-law. 16. She was let ... go.

Ex. 2. Use the correct form of the Infinitive:

1. Your proposal is (to consider). 2. She had a lot of things (to do) about the house and hoped (to do) everything by her husband's return. 3. There is nothing (to worry) about. 4. All she wanted was (to leave) alone. 5. You are lucky (to buy) tickets for the Bolshoi ballet. 6. He seemed (to think) about something and didn't hear his father (to call) him. 7. The colonel pretended not (to understand) the language and waited for the speech (to interpret). 8. It seems still (to rain). 9. She is supposed (to work) at the article for half a year. 10. There is one more article (to translate). 11. The problem is too big (to handle). 12. You taught him to think of himself as someone (to respect).

Ex. 3. Use the correct form of the Present Participle:

1. I grew up (to expect) justice and kindness as natural rights of man. 2. (To be) once very close, we now lashed out at each other. 3. The idea was that (to pass) through adolescence one would inevitably become a grown-up. 4. (To look) carefully at the man (to lie) in bed Watson recognized him. 5. They had bought an imposing lot of presents (to cost) twice or three times as much as had been Tom's father's annual income when Tom was Ted's age. 6. Tom and Grace breakfasted alone and once more sat in the living room, (to talk, to think) and (to pretend) to read. 7. (To receive) one more letter from the woman he decided to answer (to thank) her. 8. Susan looks around the kitchen at the piles of laundry (to wait) to be washed. 9. (To awaken) by a fit of coughing he lay in bed silent (to be) afraid to wake up his wife.

Ex. 4. Use Participle I or II:

1. (To motivate) by the best of intentions, most teachers want their students to become (to inform) and independent thinkers.

Many children (to face) such problems become (to frustrate) and (to frighten). 2. Sociological analysis shows that it is a purely cultural product (to arise) in certain societies for specific reasons. 3. The girls were sent to a medical centre in Los Angeles, one of a (to grow) number of hospitals around America. 4. Developmental gains (to win) can later be (to lose) and (to rewin). 5. The ideas (to surround) grownuphood were like those to do with marriage. 6. (To entrance) by the Utopia of the year 2000, which bore (to mark) resemblance of my early heaven, I was also impressed by its economic basis in publicly (to own) wealth and equal division of goods. 7. (To hurt) beyond words, I sat down on the steps, (to worry) not only about this night, but about the next day, (to concern) over the children (to leave) at home with this new kind of father. 8. Mary kicks aside the clothes (to scatter) on the floor (to make) one big pile, the (to rinse) clothes are still in the washtub.

Ex. 5. Use the correct form of the Gerund:

1. The old man caned me for (to smoke, to drink, to lie), (to avoid) church, (to skip) school. 2. Psychologists have succeeded in (to undermine) parents' confidence in their own authority. 3. The children apologized for (not to come) home for Christmas dinner. 4. I am really ashamed of (not to write) to you so long. 5. He is proud of (to graduate) from Oxford University. 6. They insisted on the decision (to take) immediately. 7. She was indignant at her husband (to keep) so late at the office. 8. Nick's mother was surprised at his (to accuse) of bad conduct at school. 9. Even now I still don't like (to be) an only child. I have a horror of (to be) alone. 10. He didn't remember (to feel) lonely as a child, but he used to invent his own dream world.

Ex. 6. Determine whether the "-ing" form is Participle I, Gerund, or Verbal Noun. Translate the passage into Russian:

The lobster grows by developing and shedding a series of hard protective shells. Each time it expands from within, the confining shell must be sloughed off. It is left exposed until a new covering grows to replace the old.

With each passage from one stage of human growth to the next we, too, must shed a protective structure. We are left ex-

posed and vulnerable, capable of stretching in ways we hadn't known before. These sheddings may take several years or more. Coming out of each passage, we enter a longer and more stable period in which we can expect relative tranquility. And none of us solves with one step — by jumping out of the parental home into a job or marriage, for example — the problems of separating from the caregivers of childhood. Nor do we achieve autonomy once and for all by converting our dreams into concrete goals, even when attaining those goals.

Ex. 7. Match the two parts:

Bill liked

The two little kids enjoyed

She hoped he would stop

Someone suggested

The suggestion was

We used

She was used to

After two hours of driving
we stopped

When will you give up

Please, remember

I was too embarrassed
to remind her of

I don't feel like

shouting at the son

to postpone the trip till next
summer

to share all our expenses

paying her own fare

to have his supper in front
of TV

to have lunch

to buy a birthday present

racing their cars across the
room

celebrating the Mother's Day
out in the country

not having paid the money
back

sitting up nights

going through all that again

Ex. 8. Translate into English using Participles or Subordinate Clauses:

1. Она обратила внимание на молодого человека, изучавшего театральную афишу. 2. Будучи упрямым, ребенок с трудом находил товарищей для игр. 3. Будучи в Лондоне, не забудь посетить Музей восковых скульптур. 4. Студент, написавший эту статью, учится в нашей группе. 5. Молодая пара, сидящая за соседним столиком, привлекла всеобщее внимание. 6. Мужчина, ответивший на ее брачное объявление, оказался ей слишком старым. 7. Будучи разборчивой (choosy), в 30 лет она все еще ждала принца. 8. Будучи талантливым, их сын закончил начальную школу за два года. 9. Будучи на пенсии, дедушка продолжал работать. 10. Имея хорошее образование, он легко мог найти высокооплачиваемую работу.

Ex. 9. Translate into English using the Infinitive:

1. Не о чем беспокоиться. 2. Его зачислят первым. 3. Вот статья для перевода. 4. Ее нелегко убедить. 5. Сказать ей «нет» означало обидеть ее. 6. Фильм оставляет желать лучшего. 7. Он не тот, кому можно доверять. 8. Остается только предупредить об этом родителей. 9. Этот вопрос обсудим на собрании, которое состоится завтра. 10. Мы остановились немного поболтать. 11. Она достаточно взрослая, чтобы решать самой такие вопросы. 12. Некому было задать этот вопрос.

Ex. 10. Use the proper Tense-forms:

My mother (not to know) that I (to owe) my father three thousand dollars. What (to happen) (to be) this. My mother (to send) me three thousand dollars to pay my college tuition. That (to be) the deal he and my mom (to make). This (to be) not because my father (to be) rich, but because he (to make) a lot more money than my mother (to do) — she (to be) a teacher. But when the money (to come), instead of giving it to the school, I (to spend) it. The school (to keep) sending bills to my mother, that's how my father (to find out). I (to keep) telling him that the school's computer (to make) an error and that I (to drop) at the office one day and (to clear) it up.

So when I (to come) home to New York for the summer my

mother (to be) frantic, because the school (to call) her. I (to call) my father at his office and he (to say) it (to be) wrong to give me the money. When I (to get off) the phone, mother (to be) in the living room, she (to read) a newspaper. I (to explain) to her that I (not to go) back to college in September. Instead, I (to work) until I (to pay) the school all the money.

Ex. 11. Use prepositions where necessary:

... the middle ... the thirties we come ... the crossroads. We have reached ... the halfway mark. Time starts to squeeze.

The loss ... youth, the faltering ... physical powers we have always taken ... granted. Any ... such shocks as the fading purpose ... stereotyped roles ... which we have identified ourselves can indicate crisis. Such thoughts usher ... a decade ... 35 and 45 that can be called the Deadline Decade. It's a time ... both danger and opportunity. All ... us have the chance to rework the narrow identity ... which we defined ourselves ... the first half ... life. And those ... us who make the most reevaluate how to spend our resources ... now

Ex. 12. Use articles where necessary:

It is ... bright summer day in ... 1947. My father, ... fat, funny man with ... beautiful eyes and ... subversive wit, is trying to decide which of ... eight children he will take with him to ... country fair.

My father is ... driver for ... rich old white lady up ... road. She owns all ... land for ... miles around, as well as ... house in which we live. I am excited at ... prospect of riding in ... car. Someone has told me ... fairs are ... fun. That there is ... room in ... car for only three of us doesn't bother me at all. I stand tossing my head in ... way that makes my ribbons bounce, ... hands on ... hips before my father. "Take me, Daddy," I say with ... assurance; "I'm ... prettiest."

Speech exercises

Ex. 1. Answer the questions:

1. What is the best way to punish a child? 2. Do you think it's easier to be a father or a mother? 3. Do you think you could put

an aging parent into an old-age house? 4. Do you think grown-up children and parents should live together? 5. What problems face single-parent families? 6. What are the main reasons for the conflicts between different generations? 7. Did you or any of your family have to be away from each other for any length of time? Did you miss each other?

Ex. 2. Comment on the following quotations:

1. "Youth is the only season for enjoyment, and the first twenty-five years of one's life are worth all the rest of the longest life of man, even though those five-and-twenty be spent in penury and contempt, and the rest in the possession of wealth, honours, respectability." (G.H. Borrow)

2. "Almost everything that is great has been done by youth." (B. Disraeli)

3. "If youth knew, if age could." (H. Estienne)

4. "When children are doing nothing, they are doing mischief." (H. Fielding)

5. "Few sons are like their father, many are worse, few, indeed, are better than the father." (Homer)

6. "Children are born to be happy." (J. Marti)

7. "It's a wise father who knows his own child." (W. Shakespeare)

8. "If parents could realize how they bore their children." (G.B. Shaw)

9. "The old believe everything; the middle-aged suspect everything; the young know everything." (O. Wilde)

10. "Children begin by loving their parents. After a time they judge them. Rarely, if ever, do they forgive them." (O. Wilde)

Ex. 3. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)

1. Like parents, like children.

2. A good example is the best sermon.

3. Every mother thinks her own gosling a swan.

4. A misery father makes a prodigal son.

5. As the tree, so the fruit.

6. Happy is he that is happy in his children.

7. Life is not all cakes and ale. (Life is not a bed of roses.)

8. Too many cooks spoil the broth.

Ex. 4. Solve the problems:

1. Your son (daughter) came home from school in low spirits and said that the teacher had been unfair to him (her). What would you do?

2. Your daughter is in her first year at college. She wants to go away for the weekend. Would you permit her?

3. Your mother decided to remarry and invited her friend to dinner. You don't like him. What would you do?

4. Your parents are going to divorce. Would you try to prevent the divorce?

5. Your best friend is going to marry a man who is a friend of the family, very nice and intelligent, but old enough to be her father. What would you advise her?

Ex. 5. Read text A and speak on the problems raised in it; say what points in "The ABC's of Happiness" you consider most important and why.

A.

LOVE AND HELP CHILDREN

Today's children will become tomorrow's civilization. Bringing a child into the world today is a little bit like dropping one into a tiger's cage. Children can't handle their environment and they have no real resources. They need love and help to make it.

It is a delicate problem to discuss. There are almost as many theories on how to raise a child or not raise him as there are parents. Some try to raise children the way they were themselves raised, others attempt to exact opposite, many hold to an idea that children should just be let grow on their own. None of these guarantee success.

A child is a little bit like a blank slate. If you write the wrong things on it, it will say the wrong things. But, unlike a slate, a child can begin to do the writing; the child tends to write what has been written already. The problem is complicated by the fact that, while most children are capable of great decency, a few are born insane and today, some are even born as drug addicts: but such cases are an unusual few.

It does no good just to try to "buy" the child with an overwhelm of toys and possessions or to smother and protect the child: the result can be pretty awful.

One has to make up his mind what he is trying to get the child to become. This is modified by several things: a) what the child basically can become due to inherent make-up and potential; b) what the child, himself, really wants to become; c) what one wants the child to become; d) the resources available.

Whatever is one's affection for the child, remember that the child cannot survive well in the long run if he or she does not have his or her feet put on the way to survival. It will be no accident if the child goes wrong: the contemporary society is tailor-made for a child's failure.

It will help enormously if you obtain a child's understanding. What does have a workability is simply to try to be the child's friend. Try to find out what a child's problem really is and without crushing their own solutions, try to help solve them. Observe them — and this applies even to babies. Listen to what children tell you about their lives.

It will help the child enormously if you obtain understanding of and agreement to this way to happiness and get him or her to follow it.

B.

THE ABC'S OF HAPPINESS

(By R. Vallet)

Aspire to reach your potential. Believe in yourself. Create a good life. Dream about what you might become. Exercise frequently. Forgive honest mistakes. Glorify the creative spirit. Humor yourself and others. Imagine great things. Joyfully live each day. Kindly help others. Love one another. Meditate daily. Nurture the environment. Organize for harmonious action. Praise performance well done. Question most things. Regulate your own behavior. Smile often. Think rationally. Understand yourself. Value life. Work for the common good. X-ray and carefully examine problems. Yearn to improve. Zestfully pursue happiness.

Ex. 6. Read the poem and speak on the problems of old age:

GHOSTS

(By S. Gardner)

On Sunday mornings, my father and my uncle,
 both widowed, in the 70's and feeling their age,
 would sit together for hours, over coffee and bagels
 and the Sunday papers, in the sunny room
 that had been my aunt's sewing room.
 They talked of their children, their children's children,
 their youth, past scandals, cold winters, getting old.
 Sometimes they sat silent, thinking of the one
 who had bound them together, made them put aside
 differences, made them become friends for her sake,
the sister, the wife.
 They sat silent, her ghost between them,
 never saying her name aloud, pushing away
 the angel of death, refusing to give her up.
 My uncle died in his sleep one cold black night last winter.
 Now my father sits alone with two ghosts,
 hugging them tight to him, never saying their names.

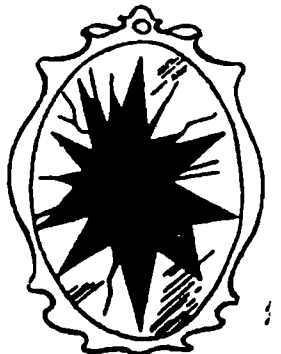
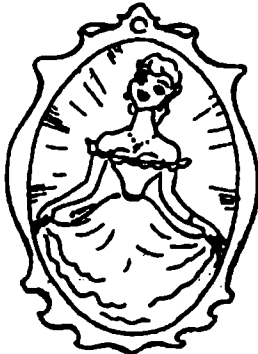
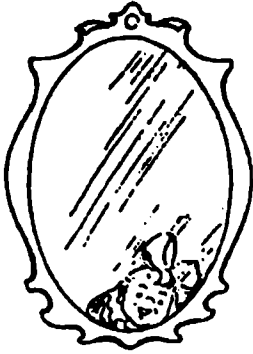
Ex. 7. Render in English:

ПАПА — МОЙ ЛЮБОВНИК...

В народе бытует мнение, что родители чаще всего сильнее ревнуют своих детей противоположного пола. Например, мать — сына, а отец — дочку. Но это более или менее нормальное явление, которое объяснял еще старик Фрейд. А вот с неродными родителями дело обстоит похуже.

Не секрет, что у нас много женщин-одиночек с детьми. И иногда случается, что новый мужчина, приходя в семью матери и дочери, кладет глаз на обеих. Нельзя, конечно, сказать, что все отчимы — сексуальные маньяки. Но все психологи согласны, что у отчимов более выгодное положение в данном случае: во-первых, дочь неродная, но он пользуется всеми правами отца. Отсюда возможность прикосновений, разглядывания и пр. Во-вторых, в таких ситуациях мужчина может любить в де-

Ex. 9. Make up a story:



UNIT III

CHOOSING A CAREER. JOBS AND EMPLOYMENT

Vocabulary

career *n* 1. a job or profession which one intends to follow with opportunities for advancement or promotion 2. the general course of a person's working life: *She spent most of her career as a teacher in London.* choose a career; make a career; the right career; find career **career** *adj* professional, intending to make a job one's career: *He's a career soldier.*

occupation *n* 1. job, employment: *What's your occupation?* 2. activity that occupies a person's time: *His favourite occupation is reading.* 3. action of occupying: *Part of the country was under enemy occupation.* **occupational** *adj* connected with a person's job: an occupational advice service; occupational diseases **occupy** *v* 1. live in or have possession of (a house, land): *They occupy the house next door.* 2. take possession of: *The army occupied the enemy's capital.* 3. keep oneself busy: *occupy oneself (in); How does he occupy himself now he's retired?* 4. hold: *My sister occupies an important position in the Department of the Environment.* **preoccupied** *adj*: *She is too preoccupied with her own thoughts.*

job *n* 1. regularly paid position or post: *Thousands of workers lost their jobs when the factory closed.* a part-time job; a full-time job 2. piece of work, task or assignment: *pay smb by the job; do a fine job: It was quite a job finding his flat.* 3. responsibility or function: *It's not my job to lock up.* make the best of a bad job; make a good job of smth; be out of a job **jobless** *adj* unemployed the **jobless** *n* the unemployed: *The government's scheme is designed to help the jobless.*

sight *n* 1. ability to see, vision, view: lose one's sight = become blind; have good/poor sight 2. range within which we can see: in (within)/out of (smb's) sight; *The train is still in sight. You must keep out of sight. Out of sight, out of mind.* 3. thing (to be) seen or worth seeing, esp. remarkable: *The flowers are a lovely sight in spring.* at first glance/sight; catch a glimpse/sight of smb/smith **sighted** *adj* able to see, not blind: *Those of us who are sighted don't understand the problem of the blind.* short-sighted; far-sighted.

apply *v* 1. make a formal request: *You should apply immediately, in person or by letter.* apply for a job (post, passport, visa, position) 2. use: apply the ointment (the glue, etc.); apply economic sanctions; apply force; *We must apply our minds to finding a solution. The results of this research can be applied to new developments in technology.* **applicant** *n* 1. person who applies, esp. for a job: *As the wages were low there were few applicants for the job.* a job applicant 2. person who takes entrance exams to a university or institute **application** *n* 1. formal request: *We received 400 applications for the job.* 2. use: three applications per day; *The new invention will have a lot of applications in our industry.*

employ *v* (*ant* sack, fire) 1. give work to smb: *They've just employed five new workers.* 2. make use of; occupy (time, attention, etc.): *You could employ your spare time better.* **employee** *n* person who works for smb or for a company: *The manager sacked three employees.* **employer** *n* person or company that employs others: *They're not good employers.* **employment** *n* 1. act of employing: *The expansion of the factory will mean employment of more workers.* be in/out of full-time employment 2. occupation: give employment to smb; find employment; government employment office; employment agency (*ant* unemployment: unemployment rate; unemployment benefits **the unemployed** *n*).

labour *n* 1. physical or mental work: *Workers are paid for their labour.* 2. *pi* task, piece of work: tired after one's labours 3. workers as a group or class: skilled/unskilled labour; labour leaders = trade union leaders; labour union = trade union.

costly *adj* expensive: *It would be too costly to repair the car.* costly mistake.

search *v* 1. examine (a thing or a place): *We searched around for hours, but couldn't find the book.* 2. look at or go over smb: *The police searched her for drugs.* 3. find smth by searching: *We've searched out some of your favourite toys.* **search** *n* 1. act of searching: a search for a missing car; in search of smb/smth: *Scientists are in search for the cure of the disease.*

complex *adj* 1. made up of closely connected parts: a complex system (network, etc.); a complex sentence 2. difficult to understand or explain: a complex argument (theory, subject, etc.) **complexity** *n*: a problem of great complexity; the complexities of mathematics.

list *n* series of names, items, figures, etc. written or printed: a shopping list; make a list; make a list of things one must do; put smth/smb on the list; take smth/smb off the list; a waiting list; on the danger list **list** *v* 1. make a list of smth: list one's arrangements for the week 2. put smth on the list: *The books are listed alphabetically.*

Word Combinations

make (the best) use of it
explore smth from every angle
follow in the footsteps of
take the trouble (to do smth)
cover major fields
make a good first impression
it pays
above all

Text 1

CHOOSING A CAREER

How do you choose a career? Many students finish high school and begin college without a clear idea of what they want to do in life. Part of the problem is the size and complexity of the job market itself. Seven hundred and sixty-three different occupations were listed in a recent publication of the United States

Department of Labor, and this list is probably incomplete. With so many kinds of work, how can you tell which will interest you? And what about the job outlook? Some of these occupations are already overcrowded. In old industries, there may be little need for new workers, while new and growing industries will offer good jobs, now and in the future. Finally, how can you make the best use of your own special talents? Those who know themselves often find the best jobs. The article that follows does not answer all these questions, but it does try to get you started.

Getting Started

For most people, choosing a career isn't easy, yet it is one of the most important decisions you will make in your life. Find the right career, and you will be happy and successful. Find the wrong career, and you may be unhappy and unsuccessful. It pays, therefore, to explore your choice of occupation from every angle, collect as much information as you can, actually try different kinds of work before making up your mind. Above all, evaluate yourself. Be sure you know your own interests and talents.

Unfortunately, not everyone takes this trouble. Those who don't, can make costly mistakes. For example, some people simply follow in the footsteps of a parent or a relative. One young man I know became a doctor because that was his father's profession. Yet he could not stand the sight of blood. Watching an operation made him sick to his stomach. One day he had to amputate a leg, and, after making the first cut, fainted in the operating room. A young woman I know became an accountant although she hated maths. Her uncle encouraged her by promising a job in his company. It took her several years, and several disasters with the company books, before she realized her mistake.

Procrastinating, postponing a decision, is another error people make. "Mañana*" is the Spanish word for it. I'll get started tomorrow, or next week, or next year. These people refuse to face the problem, hoping it will go away. But if you don't take the first step now, how can you plan for the future, take the right courses in school, get in the right programs? Procrastinators just drift, missing many opportunities.

* [manja:na] tomorrow

Well then, how do you find a career? Jascha Heifetz was a concert violinist at the age of thirteen. Shirley Temple was a movie star at the age of five. Most of us are not so talented, or so lucky. Everyone has skills, but yours may not be so obvious; may, in fact, go undetected. Your career search has to look for everything. Be systematic. Analyze your problem. Determine what information you have. Then go after the information you need.

First, start with yourself. Make a list of inventory of your interests, your talents, and abilities. Most people have a lot of these, but at the beginning they are undeveloped and may not seem outstanding. By concentrating on a few, or on one, you may surprise yourself, and everyone else, at how good you can get.

The interest inventory that follows covers the major fields in which most people find careers: science, arts, social service, business, sales.

Then find where your interests lie...

Exercises

Ex. 1. Paraphrase or explain the following:

Model: occupation — job, position; smth that you do for a living

1. complexity 2. incomplete 3. to find the right career 4. actually 5. above all 6. to evaluate oneself 7. costly 8. to encourage 9. to realize 10. school course 11. to search 12. outstanding 13. inventory 14. major 15. outlook

Ex. 2. Translate the following sentences into Russian:

A.

1. Unfortunately not many people take the trouble of discovering their own interests and talents. 2. Don't trouble trouble till trouble troubles you. 3. Teenagers are a lot of trouble to their parents. 4. The trouble is that some people tend to underestimate the importance of choosing the right career.

B.

1. She couldn't stand the sight of blood. 2. The glass won't,

stand this heavy vase. 3. How can she stand her daughter's whims?
4. Better die standing than live kneeling. 5. It stands to reason.

C.

1. Indecisive people refuse to face the career problem. 2. The sitting-room windows face a beautiful lawn. 3. She avoided seeing him face-to-face. 4. Small kids like to make faces at each other.

D.

1. Negotiations between the two sides were broken off. 2. In 1945 Allied Forces broke through the German defences. 3. Fighting broke out between Hindus and Moslems. 4. Bangladesh broke away from West Pakistan in 1971. 5. Can you break my one-pound note? 6. I've been breaking my head over it for the last few days. 7. She was the first to break the news of their engagement. 8. It's the last straw that breaks the camel's back.

Ex. 3. Choose the proper word:

a) *occupation — job — work — career — position*

1. Why is it important to find the right ... ? 2. She tried many ... but finally chose the ... of an accountant. 3. There are many ... open to our University graduates. 4. Looking for a ... is hard 5. What is your current ... ? 6. Many students have no practical skill for doing hard 7. He wasn't happy about his ... , he wanted to be President of the company. 8. The construction of the factory in the town created a lot of 9. We finished the test and the teacher collected our 10. The ... of the bank manager is still open.

b) *sight — look — view — glance*

1. The mere ... of the cobra made her sick. 2. It was clear by the ... of him that he was not quite himself. 3. We bought a small house with a ... of the mountains. 4. If you take a bird's eye ... of the Cathedral, you'll feel the splendour of its domes. 5. Do you believe in love at first ... ? 6. She gave me a 7. She couldn't stand the ... of a dead man. 8. He could recognize her in the photo at a

Ex. 4. Use the following words and word combinations in sentences of your own:

1) to tell tales, to tell the truth, to tell a lie, to tell smth from smth, to tell by, to tell fortune;

2) to take the trouble, to take a course, to take a bus, to take an interest in, to take to smth/doing smth, to take up, to take for, to take in, to take for granted, to take a chance;

3) to look at, to look for, to look upon, to look after, to look through, to look out, to look forward to, to look like, to look alike, to look well, to look exhausted.

Ex. 5. Match the following words and word combinations according to their meaning:

to be good at
good-for-nothing
good for you
no good
to do good
what's the good of

what's the use
poor
you've done it perfectly
to do well in
of no use
to have a positive effect

Ex. 6. Which is the odd word out?

amazed, struck, surprised, shocked, confused, embarrassed, depressed, puzzled, astonished

Ex. 7. Answer the following questions:

1. What are the problems facing many high school leavers associated with? 2. What is the advantage of new industries? 3. Why is it so important to know your personal interests? 4. Why does it pay to explore your choice of occupation? 5. Why can't some people evaluate themselves? 6. What are the most common mistakes in choosing a career? 7. What are the necessary steps if you want to avoid errors? 8. What are the author's recommendations to average people (those who are not obviously talented)? 9. Do you agree with the author's procedure of making a list of your interests? 10. Could you add anything else to the list?

Ex. 8. Complete the following sentences:

1. When you finish school you should have ... of what you want to do in life. 2. He was offered hundreds of different ...

3. Enjoying work means choosing ... in the first place. 4. It is necessary to ... yourself if you want ... of your own special talent. 5. It took her a month to think over the proposal before she 6. Children often ... of their parents or relatives choosing a career. 7. Don't ... of taking this course as your major. 8. He was exhausted in ... of a job.

Ex. 9. Translate into English using the vocabulary of the lesson:

1. Выпускники вузов озабочены будущей карьерой и в своих поисках часто хватаются за первую попавшуюся работу. 2. Его любимым занятием в часы досуга было разгадывание кроссвордов. 3. Он долгое время оставался без работы, прежде чем ему предложили должность управляющего банком. 4. Я расстраиваюсь при виде пожилых людей, просящих милостыню. 5. Мама стояла на крыльце и махала рукой, пока машина не скрылась из виду. 6. «Мы должны приложить все усилия, чтобы покончить с безработицей», — сказал кандидат в своей предвыборной речи. 7. Результаты анкетирования применяются психологами и социологами для развития новых социальных программ. 8. Всегда существуют разногласия между нанимателями и служащими. 9. Поисковая экспедиция не обнаружила признаков разумной жизни на этой планете. 10. Он искал в кармане мелочь, но ничего не нашел. 11. Я не потерплю, чтобы меня обыскивали в присутствии других людей. 12. Абитуриенты озабоченно просматривали списки, и те, кто обнаруживали себя в списке, были вне себя от радости. 13. Сложность проблемы можно объяснить отсутствием финансов. Это был дорогостоящий проект, и администрация не торопилась принять решение. 14. Она даже не потрудилась известить своего начальника, что ее не будет на работе, поэтому ее уволили. 15. Большинство родителей предпочитают, чтобы их дети в выборе карьеры шли по их стопам. 16. Чтобы найти интересную и хорошо оплачиваемую работу, требуется потратить много времени и усилий, но в конечном счете это оправдывается.

Text 2

WORK AND WAGES: IN WHOSE INTEREST?

(From "Understanding Britain" by K. Hewitt)

...In the West we are hard-working, realistic, full of humanitarian goodwill and virtuous. Like people all over the world, some of us are, some of us are not, and the system in which we live and work shapes our natural temperaments, making some activities easier than others.

For example, most of us are not very hard-working but are horrified if we find ourselves out of a job, and not just for financial reasons. Among us are a minority who really enjoy hard work. They are committed "workaholics." The rest of us do the work we are required to do, escape when we can, are very conscientious if the work seems humanly important, and try to get as many advantages out of the system as we can. But if we are not allowed to work at all, we feel that we have lost part of our dignity as human beings. We need to feel that we are contributing something to our society and our own lives.

How best to describe the situation of the English employee in a market situation? One way is to ask the question, "In whose interest?"

Most of the working population in Britain are employees who work for a wage which is paid either weekly or monthly. About a third of the working population are employed by the State. And many of the biggest "employers" in Britain are not individuals but trusts, or financial organisations representing hundreds or thousands of shareholders. These big businesses are managed; it is in the interests of managers to make profits.

Employees have different interests. They want more wages, easier working conditions, and as many benefits (extra advantages) as they can get out of the system. In private businesses, there is an inevitable conflict of interests between employers and employees.

State employees are in a different positions. They include national and local government administration, almost all school teachers and university teachers, doctors and medical staff, many

research workers, the police, and all the service personnel required to make the state organizations function properly.

Employers expect work to be a priority, not for moral reasons, but because they have to make profits.

Compassion and understanding, real commitment to and love of one's work — these exist in all societies. By Western standards, the British work long hours but are rather easygoing. Americans are much more dedicated to the idea of work. But in those long hours, including overtime, the British are earning money. Money is necessary...

Assignment: Read the text and 1) translate paragraph 2 in writing; 2) say what incentives different people have for working hard.

Text 3

A.

THE JOB INTERVIEW

When a job opening is advertised in the United States, there are often a lot of people interested in applying. Many job hunters send in their résumés and apply for the same position. Sometimes a company will receive hundreds of résumés for a single job opening. The job interview, therefore, is very important. In the interview, an applicant must demonstrate that he or she is the best person for the job.

Because job interviews are so critical, some job hunters read books or take courses to help them make a good first impression. These books and courses are full of advice and suggestions to help job applicants prepare for their interviews. For example, successful applicants dress appropriately and have a clean and neat appearance. They take their résumé or a sheet of paper listing their education and work experience with them to the interview. They also prepare a list of questions about the job or the company. They go to the interview alone and are always on time.

At the beginning of the interview, the applicant shakes hands firmly with the employer. The employer usually invites the applicant to sit down. During the interview, it is appropriate to smile often and to look directly into the eyes of the interviewer. The applicant doesn't chew gum or smoke during the interview. The

applicant is prepared to answer questions about education and previous jobs. More difficult questions are possible, such as: "Why did you leave your last position?" Sometimes interviewers also try to get to know the applicant better. They ask questions about the applicant's personal background, family, and hobbies. Interviewers expect applicants to talk profoundly, confidently, and truthfully about their work experience, skills, goals, and abilities. When the interview is over, the applicant stands up, shakes hands with the interviewer, and says thank you for the time the person has offered.

Job applicants who can show they are capable, well-prepared, punctual, polite, and honest have a better chance of getting the job they're looking for.

B.

WORK AND CAREERS

Sometimes we say that someone we know is "a square peg in a round hole." This simply means that the person we are talking about is not suited for the job he is doing. He may be a bookkeeper who really wants to be an actor, or a mechanic who likes cooking. Unfortunately, many people in the world are "square pegs"; they are not doing the kind of work they should be doing, for one reason or another. As a result they are probably not doing a very good job and certainly they are not happy.

Choosing the right career is very important. Most of us spend a great part of our lives at our jobs. For that reason we should try to find out what our talents are and how we can use them. We can do this through aptitude tests, interviews with specialists, and consulting reference books on the subjects that interest us.

There are many careers open to each of us. Perhaps we like science. Then we might prepare ourselves to be chemists, physicists, or biologists. Perhaps our interests take us into the business world and into such work as accounting, personnel management or public relations. Many people find their place in government service. Many other fields — teaching, newspaper work, medicine, engineering — offer fascinating areas to those with talent and training.

Assignment: Read texts A and B and say what is most essential: 1) to get the job you want, 2) to feel happy about the job.

Text 4**PEOPLE WITHOUT WORK**

For millions of Americans, work is a problem because they have none. The money, self-respect, and routine that work provides do not exist for them.

The number of officially unemployed Americans has varied in the last four decades. Changing economic conditions determine whether unemployment increases or decreases.

But these statistics hardly tell the story. Since government statistics are averages for the whole year, they hide much of the reality of people who are unwillingly idle. If we look at how many people were out of work for some period we see that up to 20 percent were unemployed (some for many weeks, others for a few weeks).

Many people who want to work but cannot find jobs are excluded from these statistics. Among them are the following: people who work part-time but want and need full-time work; those reentering the work force (such as mothers who took time off to raise young children) but have yet to find a job; and people on welfare, prisoners, and older people whom employers will not hire. At any given time, the actual unemployment rate is at least twice the official rate.

The effects of unemployment are devastating. They hit poor and working-class families the hardest, not because these people are more likely to be unemployed but because they have no financial resource to fall back on. Depression, lower self-esteem, illnesses, and suicides all increase. In various surveys, workers report they cannot sleep (20 to 50 percent of them); they smoke and drink more.

We may think that unemployment benefits soothe the pain and lessen financial hardships. They do to some degree. But very often less than a half receive them.

With temporary exceptions, unemployment has been a permanent feature of the US economy. It exists primarily for two reasons. First, the existence of millions of unemployed people tends to prevent most of those working from asking for higher wages since they can be replaced easily. Second, in their search for profits, corporations move to wherever labor is cheapest.

Assignment: Read the text and compare the problem of employment in the USA and in our country. Sum up in what way they differ.

Grammar revision

(Complex Object and Complex Subject)

Ex. 1. Translate the following sentences into Russian:

1. The old man expected me to obediently accept his own values. 2. Many TV programmes devoted to children make them act aggressively and violently. 3. Even though the father doesn't think much of his work, he expects the son to follow in his footsteps. 4. The small child sees his mother working around the house for him, more often than not he sees his father watching TV, hiding behind his paper. 5. There are young people who would like their future work to be all fun. 6. We males cannot expect women to find roles for us, we are expected to do it ourselves. 7. During the job interview they would like the applicant to demonstrate all his skills. 8. Don't let your child spend hours in front of a TV screen glued to his chair. 9. I don't want a job as a gardener, the flowers make me sneeze. 10. What he made me feel was a conviction that imitation was futile.

Ex. 2. Use the correct form of the Infinitive in the Complex Object Construction:

1. The mother didn't want her daughter's boyfriend (to invite) to the party. 2. We expect them (to receive) our fax by tomorrow. 3. I hardly expect the reader (to credit) me. 4. She didn't want her marriage plans (to interfere) with. 5. I would like you (to prepare) carefully for the interview if you want them (to choose) you. 6. Nothing could make her (to discourage). 7. We want the work (to do) today. 8. When reading the letter he imagined her (to write) it late at night.

Ex. 3. Use the Infinitive or the Present Participle:

1. I heard my students (to discuss) something, but I couldn't catch the words. 2. Have you ever watched the sun (to set)? 3. She liked to see her son (to wash) the dishes after dinner. 4. He heard somebody (to call) his name and turned round to see who it was. 5. Nobody noticed the burglars (to enter) the house or heard any noise. 6. I watched her (to walk) about the backyard looking for her cat. She didn't notice it (to sit) in the tree. 7. The

girl was frightened hearing somebody (to climb) up the steps.
8. Suddenly she felt the girl (to pull) her by the sleeve.

Ex. 4. Translate into English, using Complex Object where possible:

1. Разве вы не слышали, как я вошла? 2. Он видел, что это не его призвание. 3. Я слышала, что он решил сменить работу на более высокооплачиваемую. 4. Вы когда-нибудь видели, чтобы она занималась в библиотеке? 5. Мама почувствовала, что с дочерью творится что-то неладное. 6. Мы слышали только, как дождь стучит по крыше. 7. Он почувствовал, что за ним кто-то следит, и ускорил шаг. 8. Она видела, что не права, но не могла признаться.

Ex. 5. Translate into Russian:

1. He wouldn't like many tax deductions taken out of his paycheck. 2. They got hired labourers to do the hard work on the farm. 3. Where did you have your new glasses made? 4. I won't have you talk like this to your father. 5. They had to have a new dress made for the school farewell party. 6. I got the secretary to type all my papers. 7. The strikers wanted their demands satisfied within a week. 8. When will you have your car repaired?

Ex. 6. Pay attention to the types of the predicates in the sentences with Complex Subject: ↙

The Subject	The type of predicate	The Infinitive
<p>I.</p> <p>The manager</p> <p>Her son</p> <p>John</p> <p>They</p> <p>Applicants</p>	<p>is said</p> <p>is known</p> <p>is expected</p> <p>are believed</p> <p>are supposed</p>	<p>to have left his position.</p> <p>to have made a wonderful career.</p> <p>to be offered the job.</p> <p>to have been given the job they were looking for.</p> <p>to be interviewed by the employer.</p>
<p>II.</p> <p>Her husband</p> <p>The young girl</p> <p>Choosing a career</p> <p>He</p> <p>We</p>	<p>seems</p> <p>appeared</p> <p>proves</p> <p>turned out</p> <p>happen</p>	<p>to be looking for a job.</p> <p>to have no experience in teaching.</p> <p>to be not so easy.</p> <p>to like his occupation.</p> <p>to have worked for the same company.</p>
<p>III.</p> <p>Your brother</p> <p>A lot of people</p> <p>She</p>	<p>is (seems) sure (certain)</p> <p>are (seem) likely</p> <p>is (seems) unlikely</p>	<p>to be successful as an actor.</p> <p>to be interested in applying for this job.</p> <p>to make a good first impression.</p>

Ex. 7. Translate into Russian:

1. The American family is supposed to be founded on the romantic love of the marital partners. 2. The reason seems to be that it has the following basic functions in maintaining the institution of the nuclear family. 3. A parent who attempts to interfere in the marriage plan of a son or a daughter is more likely to alienate than persuade the young lover. 4. We were going to get mother a new hat too, but she turned out to like her old grey bonnet better. 5. Societies differ in where newly-married couples are expected to live. 6. Some people are more likely than others to be the targets of crime. 7. My mother seemed to have changed from a source of radiant happiness into a chronic invalid. 8. In New York one seems to begin life all over again upon each arrival. 9. My mind seemed to have been ploughed up during that year of work, so that knowledge took root in it easily. 10. He is sure to make her a good husband. 11. She is unlikely to succeed as a teacher.

Ex. 8. Use the correct form of the Infinitive in the Complex Subject Constructions:

1. All the applicants are supposed (to show) they are capable, well-prepared, punctual and polite. 2. Her grandparents seem (to be) prosperous before migrating to Philadelphia. 3. "Most young men these days seem (to want) dull jobs," the director said. 4. The writer appeared (to impress) greatly by what he heard. 5. Most people happen (to spend) a third of their lives at work. 6. He knew he should write, for his hand seemed intensively (to move) towards pen and paper in moments of leisure. 7. The author is unlikely (to write) anything sincerely without making it something of an autobiography. 8. We happen (to study) at the same university years ago. 9. She was heard (to explain) something to the police officer. 10. The prices are announced (to rise) again.

Ex. 9. Use Complex Subject instead of Complex Object:

1. The manager made him do the work again. 2. They let the students go home for the weekend. 3. The secretary watched the boss signing her papers. 4. Watson saw Morton standing at the corner. 5. Bill found her sitting on the verandah with a morning newspaper. 6. Financial troubles caused her to quit the course.

7. I expect the graduates to look for jobs now. 8. Everybody expects him to make a wonderful career as a doctor. 9. I don't suppose you to find the right job so easily. 10. His father considered business to be the right choice for his son. 11. They consider teaching to be one of the most difficult of all the professions.

Ex. 10. Translate into Russian:

1. They start to behave in what may appear to be a flighty, even irrational manner. 2. The television programme begins with a picture of the Earth as it appears from the Moon. 3. "I've been to the library," Spence said, "I've got books to prove it." 4. It's mother's place to know what's happened to her son. 5. While the family household is still the dominant form in the US, it appears to be giving ground for other forms as well as undergoing drastic changes. 6. He proved to be efficient and hard-working. 7. It so happened that I was out when he called. 8. Then, suddenly, in the midst of my confusion, I happened, quite by accident, to read "War and Peace."

Ex. 11. Complete the following, using:

A.

Complex Object:

1. We expected them 2. What made you ... ? 3. I seem to hear somebody 4. The father wanted his son 5. She hoped the job interviews 6. Can you see one of your employees ... ? 7. I can't imagine her 8. We suppose the telegram

B.

Complex Subject:

1. She was seen 2. The new job appeared 3. Do you happen ... ? 4. They are sure 5. The weather is unlikely 6. The lady turned out 7. Britain is known 8. The man seemed

Ex. 12. Use prepositions where necessary:

Secretarial work, especially ... large organizations, is being subdivided and organized ... repetitive and minute tasks. ... the past, a company, for example a bank, had twenty-five secretaries, each working ... a different person. ... the new system only about half

that number are still employed. No one, however, works ... any one person. All the secretaries work ... everyone. Each becomes a specialist. Some do typing only. They type ... taped messages that are recorded ... telephone answering machines. The secretaries are chained ... their typewriters and type machines. Other secretaries only answer ... telephones, others only make appointments, and so on. Routine and impersonal jobs are replacing jobs that gave secretaries a variety ... work and some room ... creativity. Work becomes alienating, but company profits go ... because fewer secretaries are needed.

Many professional and technical occupations also are changing. People are supervised closely ... others and perform routine jobs. Computer specialists, pharmacists, and social workers are being subdivided ... more positions and are doing less skilled work. They approximate the working conditions ... factory and office workers.

Ex. 13. Use the correct Tense-forms:

A.

It (to amaze) me, in retrospect, when I (to consider) how readily I (to be engage): no questions put, no references asked for. Perhaps, I (to inspire) confidence. I never before (to attempt) to get a job. Getting a job (to be) something which my friends occasionally (to try) to do, and which always (to seem) to be a matter of slow and difficult negotiation or even intrigue. Indeed, it (to be) the spectacle of their ill success which, together with my own temperament, chiefly (to deter) me from any essays in this direction. It never (to occur) to me that it might be possible to get a job simply by going and asking for it, and in any normal state of mind I would never even have made the attempt. You (to point) out, and quite rightly, that the job into which I (to step) so easily (to be) in a category not only unskilled but unpopular where a desperate shortage of candidates might well secure the immediate engagement of anyone other than a total paralytic; whereas what my friends perhaps (to find) it so difficult to become (to be) higher civil servants, columnists on the London dailies, officials or the British Council, fellows of colleges, or governors of the BBC. This (to be) true. I nevertheless (to feel) impressed, and not only by my having got the job, but also by the efficient way in which I (to turn) out to be able to perform it.

B.

One big reason the question (to raise) (to be) the fact that an alarming number of young people who (to graduate) from the school systems (to be) unable to handle simple, everyday tasks, such as reading a newspaper or filling out a job application. These people (to consider) "functionally illiterate" by experts on the subject, who (to estimate) that one out of five adults in the United States (to fall) in this category. Without a mastery of everyday skills, it (to be) extremely difficult for these people to comprehend and deal with the demands of society. And so our language (to become) more technical and the laws more complex, life in general (to become) more frustrating.

Of course efforts (to make) as various agencies and colleges (to try) to reach these people. But they (to be) difficult to reach. Many (to embarrass) by the situation and (to prefer) to live with rather than (to correct) the problem. In many cases, those who (to be) unsuccessful in school easily (to discourage) when they (to try) to learn again, and the dropout rate (to be) high.

Despite the many faults of our system, the fact (to remain) that the opportunity for a basic education (to deny) to no one. What individuals (to get) out of that education, however, (to depend) a lot on how much they (to put) in.

Ex. 14. Use articles where necessary:

Each day of ... year more than 4,000 Americans reach ... age of sixty-five. On that day they are not older, either physically or mentally, than they were ... day before, and most of them still think of themselves as "middle-aged." But in ... literature of sociologists they have moved abruptly into ... new category — "... aged." Henceforth they will be treated as "old" by both employers and governmental bureaucracies.

They can now be discharged without ... hearing regardless of their health, vigor, intelligence, or alertness. It is not called "firing" — we prefer ... euphemism "mandatory retirement" — but ... result is ... same: denial of ... right to continue working at ... job one knows best. And while earlier periods of unemployment were temporary, this one is permanent. ... man or woman who reaches ... age of sixty-five in good health suddenly realizes that he or she faces perhaps twenty years of unemployment — ... period as long as infancy, childhood, and adolescence combined. And however much he may enjoy ... leisure and may have looked forward to

vacations during his working years, he knows that this vacation is going to be much too long.

Speech exercises

Ex. 1. Answer the questions:

1. Have you made a decision about your future profession? 2. Are you going to follow your parents' advice? 3. What do your parents want you to be? Do they approve of your choice? 4. Do you think you have enough talents and qualities for your future profession? 5. Do you think it's wise to try many jobs? 6. What do you think the sources of work (dis)satisfaction are? 7. When can work be enjoyable? 8. What are the sources of unemployment? 9. What is taken into consideration in a job interview? 10. How do you think you can be competitive with other job-seekers in your field? 11. Do you think there is any association between an individual's nature, appearance and occupation?

Ex. 2. Comment on the following quotations:

1. Work is the grand cure of all the maladies and miseries that ever beset mankind. (Th. Carlyle)

2. Diligence is the mother of good fortune, and idleness, its opposite, never brought a man to the goal of any of his best wishes. (S. Cervantes)

3. A man's good work is effected by doing what he does; a woman's by being what she is. (G.K. Chesterton)

4. In this imperfect world industry is rewarded and giddiness punished. (W.S. Maugham)

5. Employment is a process determined by individual characteristics, job characteristics and appearance. (Unknown)

Ex. 3. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)

1. A good beginning makes a good ending.
2. Business before pleasure.
3. Jack of all trades and master of none.
4. No pains, no gains.
5. Every man is the architect of his own fortunes.
6. Nothing is impossible to a willing heart.

Ex. 4. Solve the problems:

1. You go to an interview for a job but you have no experience. How will you explain to the interviewer why you should have the job?

2. Go to an employment agency. Ask them if they have any jobs that you might be qualified to do.

3. Your boss calls you to his/her office to tell you that you have been replaced by a computer. What would you do?

4. Explain the procedure of choosing a career.

5. You are President of a company. You would like to hire an economist. You consider these three advertisements:

(1) Male, university graduate, 22, fluent English, experienced in accounting and banking management, tall, keen on tennis, unmarried. Seeks interesting well-paid job not far from home.

(2) Female, high school graduate, 24, speaks English, German and French, with experience in travel industry, typing, shorthand, and bookkeeping; good-looking and sociable. Seeks worthwhile employment. (Unmarried)

(3) Male, associate degree in accounting and business administration, 23, experience in travelling around the world, married. Seeks part-time work (evenings or weekends).

6. You're looking for a job. You are a university graduate. Decide which job you would choose, considering what each of them would involve in terms of time, money, convenience:

(1) a university lecturer;

(2) a secretary and a shorthand typist ready to accompany her boss in his business trips abroad;

(3) a barman at a night club.

7. You are a boss. You have to fire one of your two employees. One is a very efficient worker. The other is not, but he is your brother-in-law. What would you do?

Ex. 5.**A.**

Read the following advice how to make a successful career and add some of your own:

1. Set goals and strive to reach them by specific deadline dates.
2. Learn to listen. Instead of rushing headlong into a project be professional enough to listen to instructions carefully and to hear the advice of others.
3. Learn to say “no” without feeling guilty.
4. Instead of punishing yourself for wasting time give yourself reward each time you manage your time wisely.
5. Avoid meetings whenever possible. If you must have a meeting prepare a specific agenda ahead of time and stick to it.
6. Make up a daily schedule before going to bed. Stick to your plan every day.
7. Link errands together. Instead of four trips a day go out just once.
8. Learn from your mistakes and don't repeat them.
9. Anticipate change, prepare for it and adapt quickly when it comes.
10. Learn to make a decision — to lead, to follow or to get out of the way.
11. Use machines that will save your time...

B.

Make up dialogues on the following topics:

1. You are interviewing an applicant for a teaching profession.
2. You are talking to a foreigner looking for a job in Russia. Explain the employment problems in this country.
3. Your younger sister made up her mind to become an actress. Try to discourage her.
4. You are interviewing Peter Wilson who after 40 years of a full working life and 30 years as managing director of his own company is now retired.

Ex. 6. Read the poem and answer the questions:

1. Who is the speaker in this poem? How do you think she feels about the decision that has been made?
2. What is the over-

all mood of the poem? What images, or word pictures, in the poem help to create the mood?

LAST DAY AT THE JOB

(By G. Cryer, N. Ford)

Last day at the job
Mom turned sixty-two
And decided it was time to quit
And do the things she'd always wanted to do
So many years at the teller's window
"Hello, count your money, goodbye,"
A lifetime at the teller's window
She forgot about the sky.
And now everybody's asking,
"What are you going to do?
How're you gonna spend your time
With no job and sixty-two?"

"I'm gonna plant some flowers
Watch 'em grow in the sunshine
See the sun coming up along Road 40 every morning
Gonna take the time to listen to the sounds of this old house
And maybe even play the piano again."

Last day at the job
Her friend Bessie wants to cry,
She says the bank won't be the same
And ain't it strange how twenty years can fly?
So many years at the teller's window
Seems like only yesterday
That mama got herself dressed up
And went to get a job with pay.
And now the fat-bellied boss is asking,
"Why did you have to quit?"
And my thin mama answers,
"Jack, I never got to sit."

"Now, I'm gonna plant some flowers
Watch 'em grow in the sunshine

See the sun coming up along Road 40 every morning
Gonna take the time to listen to the sounds of this old house
And maybe even play the piano again.”

Ex. 7. Render in English:

ВАКАНСИИ: КТО НУЖЕН ИНОСТРАНЦАМ?

Сегодня мы хотим познакомить вас с требованиями к специалистам, в которых чаще всего нуждаются инофирмы.

Торговый агент. Если вы молоды, энергичны, предприимчивы, проявляете интерес к коммерции, владеете английским языком и имеете диплом о высшем образовании, тогда, возможно, должность торгового агента — именно то, что вам нужно. Не стоит пропускать объявления о потребности той или иной фирмы в торговых агентах только потому, что вы ничего не знаете об этой профессии. Просто в нашей экономике такой профессии не было. Роль торгового агента — это роль связующей нити между производителями продукции и ее потребителями. Нужно заниматься поисками оптовых и розничных покупателей. Естественно, что предстоит много передвигаться, поэтому без навыков управления автомобилем и водительских прав здесь не обойтись.

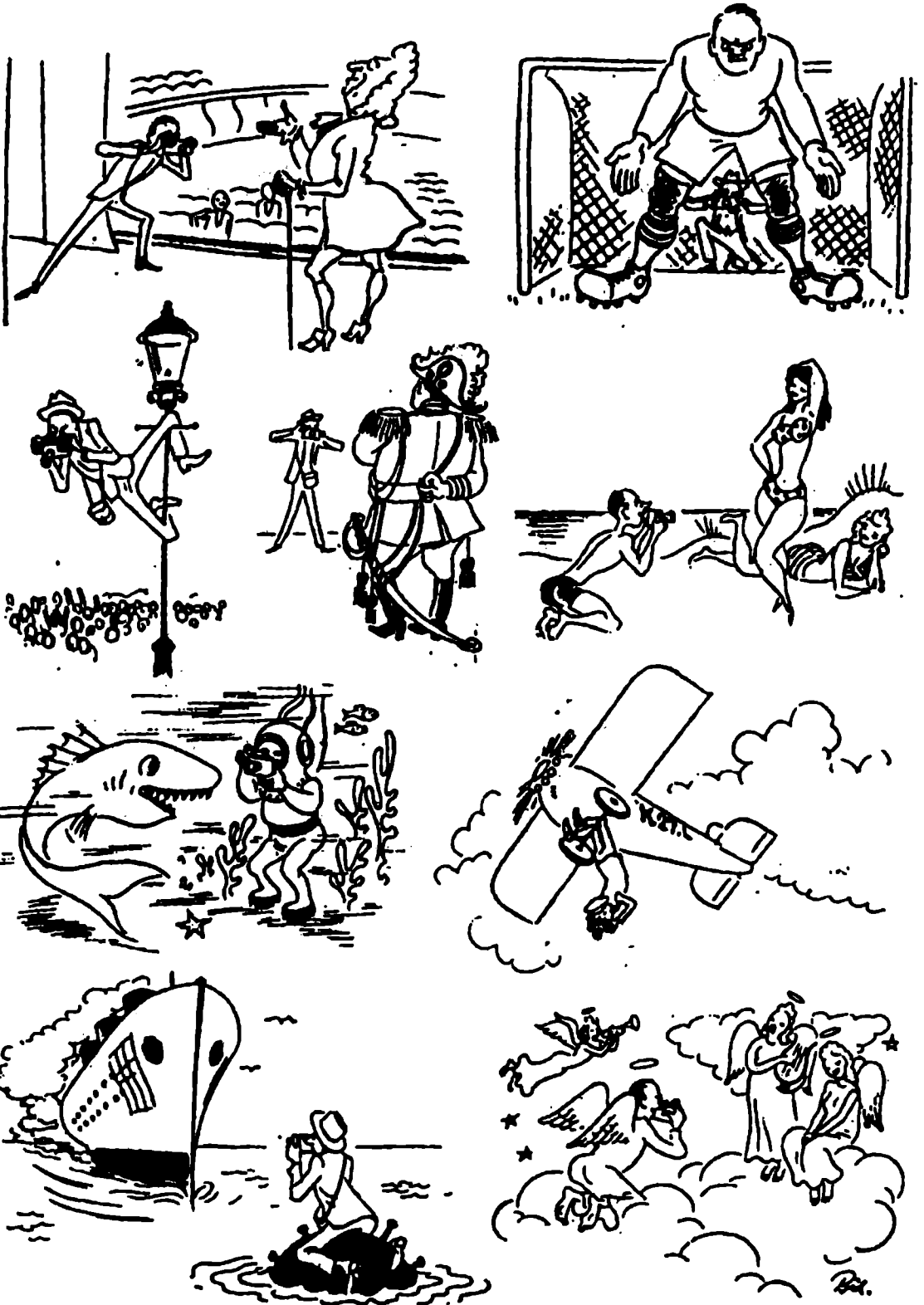
Бухгалтер. Эта профессия включает столь классический набор знаний и умений, что, казалось бы, и говорить о них нечего. Ведь в какой бы стране ни работал бухгалтер, ему приходится выполнять одни и те же операции. Однако опыт показывает: подобрать для работы в инофирме особенно трудно именно бухгалтера. Нередки случаи, когда специалист с большим опытом работы оказывается не готов к работе в инофирме. Не получается же работа потому, что здесь бухгалтеру приходится выступать в роли постоянного посредника между двумя далеко не одинаковыми системами бухгалтерского учета — российской и западной. Следовательно, нужно не только хорошо знать свою работу, но и приспособиться к требованиям иной бухгалтерской школы. В обязанности бухгалтера входит также полное экономическое и финансовое прогнозирование предлагаемых фирме проектов. Предвидеть, насколько возможно, результаты предлагаемой сделки —

эта ответственная обязанность в инофирме также ложится на бухгалтера.

Ex. 8. Points to ponder:

1. Russia is moving towards market economy which involves unemployment rate growth.
2. A gardener's job is better than that of a maid.
3. One chooses one's career for life.
4. Only men can dream of making a career as President.
5. Few things are impossible to diligence and skill.
6. First come, first hired.
7. Some people live to work, others work to live.

Ex. 9. Make up a story:



UNIT IV

FRIENDS AND FRIENDSHIPS

Vocabulary

faith *n* 1. trust: *Have you any faith in what he says? I've lost faith in that man.* 2. strong belief: (in God or in an established religion): *Faith is stronger than reason.* 3. religion: the Christian and Muslim faiths; keep/break faith with smb = keep/break one's promise; be loyal/disloyal to smb; in good faith = with honest intentions **faithful** *adj* (to smb/smth) 1. loyal: a faithful friend, wife, etc. 2. true to the facts; accurate: a faithful copy, description, etc. **faithless** *adj* not trustworthy; not loyal

recover *v* 1. find again: recover stolen goods, lost property, costs, damages, etc.: *We recovered lost time by setting out early.* 2. get back the use of: recover one's faculties, health; *I'm slowly recovering my strength after the flu. The murderer never recovered his peace of mind.* 3. return to a normal state: *He's now fully recovered from the shock.* **recovery** *n* recovery from smth = return to a normal state (of: health or prosperity)

fortune *n* (*ant* **misfortune**) 1. chance, a power affecting people's lives; (good or bad) luck: *He was a victim of ill fortune. I had the good fortune to be chosen for a trip abroad.* 2. event or change in the life of a person or in the progress of a country 3. person's destiny, fate: *At the fair a gypsy told me my fortune.* seek one's fortune **fortune-teller** *n* a person who tells people's fortunes **fortunate** *adj* lucky: *I was fortunate to have a good teacher.* **fortunately** *adv* (*ant* **unfortunately**)

promotion *n* 1. raising to a higher rank or position: gain/win promotion 2. promotion of: smth = encouragement to the progress: *They worked for the promotion of world peace.* **promote** *v* 1. raise smb to a higher position or rank: *She worked hard and was soon*

promoted. He was promoted to sergeant. 2. help the progress of smth: *The organization works to promote friendship between nations.*

secure *adj* (*ant insecure*) 1. not feeling worry, doubt: feel secure about one's future 2. certain, guaranteed: a secure investment, job 3. secure against/from smth = safe, protected: *Are we secure from attack here?* **secure** *v* 1. fix, firmly fasten 2. protect: *The new law will secure the civil rights of our people.* **security** *n* 1. freedom or protection from danger or worry: *In some countries children lack the security of a good home. It's important that elderly people have the security of a guaranteed pension.* 2. measures taken to prevent spying, attacks, theft, etc.: **security man** (service) 3. **securities** *pl* documents showing who owns stock, shares, etc.: government securities

share *n* 1. person's part in smth done or received by several people: *What share did she have in their success?* 2. an interest in a corporation: *He had one hundred shares of stock in the bank.* **shareholder** *n* owner of shares in a business company **share** *v* 1. give a share of smth to others: *Let's share the last piece of cake.* 2. have or use with others: share a bed (room, house, etc.); share success/troubles 3. tell smb about smth: *She won't share her secret with us. I want to share my news with you.* 4. be of the same opinion, views. ... I don't share this idea.

value *n* 1. worth of smth: the value of money/goods 2. quality of being useful or worthwhile or important: be of great (little, some, no) value to smb **values** *pl* moral or professional standards of behaviour; principles: hold (adopt) a set of values **value** *v* 1. value smth (at smth) = estimate the money value of smth 2. have a high opinion of smth/smb: value smb's advice (opinion); value smth above all evaluate *v* (*syn estimate*) find out or form an idea of the value of smb/smth; assess: *She evaluated her chances for success.*

conscious *adj* (*ant unconscious*) 1. knowing what is going on around: *He was in a coma for days, but now he's fully conscious again.* 2. be conscious of smth/that... = be aware: *Are you conscious of how people will regard such behaviour?* **subconscious** *adj*: *One's conscious motives are often different from one's subconscious ones.* **consciously** *adv* **subconsciously** *adv*: *She couldn't put it in words, but she understood it subconsciously.* **consciousness** *n* 1. a

state of being conscious 2. all the ideas, feelings, thoughts of a person

break *n* 1. interval, pause: lunchbreak; work for four hours without a break; break in a conversation 2. change or interruption: a break in a child's education 3. end of a relationship: *She's been depressed since the break with her boyfriend.* break with smb = end a relationship

commitment *n* 1. commitment to smth/to do smth = thing one has promised to do; pledge: *I'm overworked at the moment. — I've taken on too many commitments.* 2. state of being dedicated or devoted (to smth): *We're looking for someone with a real sense of commitment to the job.* **committed** *adj* devoted (to a cause, one's job, etc.): a committed Christian (doctor, teacher)

handle *v* 1. touch (smth) with or hold (smth) in the hand(s) 2. deal with, manage or control (people, a situation, a machine, etc.): *I was impressed by her handling of the affair.* 3. treat (a person or an animal): *The speaker was roughly handled by the mob.* **handle** *n* 1. part of a tool, cup, door, etc. by which it may be held or carried 2. fact that may be taken advantage of: *His indiscretions gave his enemies a handle to use against him.* fly off the handle = lose one's temper

ultimate *adj* 1. beyond which no other exists or is possible; last or final: the ultimate outcome (result, conclusion, etc.) 2. basic or fundamental: ultimate principles, questions, causes; the ultimate truth of philosophy and science **ultimately** *adv* 1. in the end, finally 2. at the most basic level

Word Combinations

run out of steam
 break smb's heart
 be on a par
 root for smb
 become equals
 it (never) hurts to...
 put some distance between smb
 in the long run
 it pays off

Text 1

Friendship, like love affairs, can run out of steam. As we grow up, sometimes we grow apart. Recently, a good friend and I parted company. There was no blow-up, no crashing dishes, no dramatic pie-in-the-face. Just a gradual loss of faith, compounded by geographical distance and the demands of our careers.

Women are often more prepared for the end of a love affair than for the demise of a friendship. We have endless advice books on how to recover when your lover's left you, but little seems to be said about friends who break each other's hearts. Maybe it's because we never think of our relationships with other women as being passionate or intense. But a woman can be as emotionally dependent on a friend as she is on a lover, and when the relationship ends, abruptly or not, it can leave both women hurt and angry, wondering what went wrong.

I've learned from experience that good friendships are based on a delicate balance. When friends are on a par, professionally and personally, it's easier for them to root for one another. It's taken me a long time to realize that not all my "friends" wish me well. Someone who wants what you have may not be able to handle your good fortune: if you find yourself apologizing for your hard-earned rise or soft-peddling your long-awaited promotion, it's a sure sign that the friendship is off balance. Real friends are secure enough in their own lives to share each other's successes — not begrudge them.

On the other hand, that balance may be upset when two friends do become equals. A woman I know valued her friendship with an older mentor who saw her only in that subservient role. When my friend became increasingly successful, and ultimately reached the level of her mentor, the older woman abruptly ended the relationship. It was clear that she was not needed in the same capacity and could not make the adjustment.

Friend-shedding is a rite of passage and should be seen as a positive sign of growth. Certain life events tend to accelerate this process — say, the sudden appearance of a good-looking boyfriend or maybe even an engagement ring.

It's not uncommon for friends to try unconsciously to sabotage these new relationships if they feel threatened by them. But if that happens frequently, it may be time to reevaluate

your friendship. A frank discussion can work wonders in this situation — in my case, I found out that my friend and I were not as close as we'd once been. My life had taken a different direction since we'd first met, and I'd expected her to follow with the same speed and enthusiasm. We finally agreed that we are not as alike as we had once thought, nor should we be. We decided that it was time to take a leave of absence from each other.

Putting each other "on hold" indefinitely is hard, but sometimes it's the wisest thing to do. It never hurts to put some distance between friends if the relationship is strained, and it may even prevent a final, irrevocable break.

Sometimes, friendships can be renewed on their own: unlike love affairs, which demand a certain degree of commitment to stay alive, a little healthy neglect can be good for a friendship and may even lead to a reconciliation that might not otherwise have taken place. And if that happens, you'll likely find yourself in a more honest, and certainly more balanced, relationship. Laying a friendship out on the table like that isn't easy, but in the long run, it pays off. After all, knowing who isn't your friend is just as important as knowing who is.

Exercises

Ex. 1. Find in the text

a) synonyms to:

often, sincere, to comprehend, equilibrium (poise), suddenly, ever more, lately, to consent, belief, to menace, handsome, destiny, finally, indication, to envy, to discover, to speed, to require, to resume, determination, putting up with;

b) antonyms to:

vague, different, to slow the process, a leading role, a failure, conscious, absence, hard.

Ex. 2. Choose the proper word:

a) *affair* — *business* — *matter* — *concern*

1. It's no ... of mine. 2. "Mind your own ...," she said sharply.
3. The Manderley ball was generally an annual 4. He was

tired and wished the day's ... was over so he could go for a shower. 5. It's the ... of the police to find the culprit. 6. I felt he had looked upon something personal to himself with which I had no 7. Not a word had ever been spoken between them on a ... now nearly four years old. 8. That of course is a ... of opinion. 9. The picnic was a jolly

b) to adapt — to adjust — to accommodate

1. Let us take things as we find them and ... ourselves as we can to unavoidable circumstances. 2. Soon Mike's eyes ... to changing condition. 3. I may be old but I can ... myself as well as anyone else to the changing phases of modern life. 4. It marked his adaptability, his capacity to ... himself to changing conditions. 5. He was fit, that was all, and unconsciously he ... himself to the new mode of life. 6. The mind ... itself to different problems as the eye ... itself to darkness.

c) to value — to appreciate — to appraise — to estimate

1. It overwhelmed him that the people of his district had at last begun ... him. 2. The more she suffered, the more highly he ... her. 3. He is a character, that's why she ... his friendship. 4. I ... the information and realized that it was beyond our capability. 5. I like people who can ... good music. 6. They ... the cost of renting an apartment for a year.

Ex. 3. Translate the following sentences into Russian:

A.

1. When the cage was open the monkey ran out. 2. The oil flowed plentifully at first but soon ran out. 3. Give me a cigarette, please. I have run out of mine. 4. The land here narrows considerably and a strip runs out to sea. 5. By 10 o'clock the tide had run out. 6. Friendships, like love affairs, can run out of steam.

B.

1. The balance may be upset when two friends become equals. 2. She is upset about her boyfriend going away. 3. If you don't sit still the boat may be upset. 4. Our plans will be upset if he fails to arrive on time. 5. The government has been upset at the recent elections. 6. Your health will be upset if you work so hard without rest.

C.

1. The increased amount of single-parent families causes additional problems to the welfare committee. 2. The number of applicants to our University is increasing year after year. 3. There is also an increasing number of old people living alone. 4. The rate of unemployment is on the increase in our country. 5. Teachers and doctors in our country are getting increasingly poor. 6. The situation with drug addicts is becoming increasingly dangerous throughout the world.

Ex. 4. Match the following words and word combinations according to their meaning:

A.

to run out
to run over
to run in
to run off
to run up
to run into
to run smth
to run counter
to run with

to own smth
to accumulate
to arrest; to enter quickly
to have no more
to hit and knock down
to encounter
to escape (= to run away)
to be against
to coincide

B.

to lay down
to lay into
to lay smb off
to lay smb on
to lay out

to lay up

to attack with words or blows
to put down
to supply; to provide
to stop employing
to collect and store for future use
to spread out; to arrange; to plan

Ex. 5. Which is the odd word out?

a) angry, indignant, irate, acute, furious, acrimonious, wrathful, infuriated;

b) reach, achieve, gain, win, lead, succeed, attain, get;

c) occurrence, event, case, incident, happening, accident, episode.

Ex. 6. Answer the following questions:

1. What can the loss of faith be put down to? 2. How do women take the demise of a friendship? 3. Do you think friends can break each other's hearts? 4. What are good friendships based on? 5. Do the author's friends always wish her well? 6. What does she say about real friends? 7. What happens when two friends become equals? 8. What kind of new relationship can threaten friendship? 9. How can friendship change with time and age? 10. How can friendships be renewed?

Ex. 7. Complete the following:

1. As people grow up, sometimes they 2. Women are better prepared for the end of a love affair than for 3. They lost contact over the years and now they would like ... their friendships. 4. Good friendships are often based on 5. Real friends do not ... each other's successes. 6. She could not make ... to the new circumstances. 7. Infuriated, he threw the ... overboard. 8. What do you ... in your friend? 9. Sometimes it's wise to ... between friends and it may ... a final break. 10. Love affairs demand a certain degree of

Ex. 8. Translate into English using the vocabulary of the lesson:

1. Когда вы теряете веру в близкого друга, вы теряете все. 2. Только правдивое описание событий помогло мне понять то далекое время. 3. Давая совет, она была уверена, что делала это из лучших побуждений. 4. Я долго не мог оправиться от потрясения. Я и сейчас иногда вспоминаю эту ужасную сцену. 5. Ему пришлось уйти с работы из-за той неудачи. 6. Я получил потерянный зонт в бюро находок на следующий день. 7. Я верю предсказателям судьбы, хотя знаю, что среди них встречаются нечестные люди. 8. Ей просто повезло, что она встретила в своей жизни такого прекрасного друга. 9. Нанимаясь на работу, каждый интересуется возможностями продвижения в карьере и по-

вышения зарплаты. 10. На заседании совета обсуждали права детей и стариков. 11. Она была так счастлива, что ей хотелось немедленно поделиться с кем-нибудь этой новостью. 12. Его с детства учили придерживаться определенных принципов; вы можете на него положиться. 13. Я не могу оценить его способности, не увидев его работу. 14. Дружбу надо ценить. 15. Он подписал этот документ в полном сознании. 16. Неужели он не осознает, что многие люди не хотят с ним дружить? 17. Какое-то неосознанное чувство заставило ее немедленно покинуть этот дом. 18. Ее приверженность к работе поражала всех. 19. Вот это настоящий учитель! Посмотрите, как он ведет урок! 20. У вас есть система охраны или охранники? 21. Акции, закладные, облигации, долговые обязательства — все это ценные бумаги. 22. Я не помню случая, чтобы была ему неверна. 23. Она долго мучила своего возлюбленного, кокетничая с другими мужчинами, и в конечном итоге разбила его сердце. 24. Порой бывает очень больно, когда близкий человек не понимает вас. 25. Они долго не общались, но потом случайно встретились снова, и это принесло плоды (увенчалось успехом).

Text 2

As far as I'm concerned, the first semester away at college is possibly the single worst time to make friends. You'll make them, but you'll probably get it all wrong, through no fault of your own, for these are desperate hours.

Here's desperation; standing in a stadium-like cafeteria, I became convinced that a thousand students busy demolishing the contents of their trays were indifferent to me, and studying me with ill-disguised disdain at the same time. Sitting alone at the table, I see the girl I'd met that morning. I was thrilled to see her. The need for a friend had become violent. Back at the dorm, I told her more about my family's peculiarities. All the right sympathetic looks crossed her face at all the right moments. I realized that I found a soulmate. But what seemed like two minds mixing and matching on a cosmic plane was actually two lonely freshmen under the influence of unprecedented amounts of caffeine and emotional upheaval. This wasn't a meeting of souls. This was a talking jag of monumental proportions.

By February, my first friend and I passed each other in the hall with lame, bored smiles, and now I can't remember her name for the life of me. But that doesn't make me sad in the least.

Loneliness and the erosion of high school friendships through change and distance leave yawning gaps that beg to be filled. Yet, I never made a real friend by directly applying for the position of confidante or soulmate. I made my best friendships by accident, with instant intimacy marking none of them — it wasn't mutual loneliness that drew us together.

I met my best friend Jean in a film class when she said Alfred Hitchcock was overrated. I disagreed and we argued out of the building and into a lifelong friendship where we argue still. We became friends without meaning to, and took our intimacy step by step. Deliberate choice, not desperate need, moved us closer. Our friendship is so much apart of us now that it seems unavoidable that we should have become friends. But there was nothing inevitable about it. It's easy to imagine Jean saying to me in that classroom, "Hitchcock's a hack, you're a fool, and that's all I have to say." But that was not all she had to say. Which is why we're friends today. We always have more to say.

Friendship's value wasn't always clear to me. In the back of my mind, I believed that platonic friendships were a way of marking time until I struck the pay dirt of serious romance. I'd managed to digest many romantic notions by my first year of college, and chief among them was the idea that I'd meet the perfect lover who would be everything to me and make me complete.

Assignments:

1. Read the text and translate paragraphs 4 and 5.

2. Text comprehension questions:

1. How do college friendships differ from those found in other circumstances and at other times? 2. When did the need for a friend become violent? 3. How did his first friend react to what the narrator told her? Was she really sincere? 4. What is the author's opinion about high school friendships? 5. Was the author's last friendship inevitable? 6. What's his idea of platonic friendships?

Text 3

THE FIRST FOUR MINUTES

When do people decide whether or not they want to become friends? During their first four minutes together, according to a book by Dr. Leonard Zunin. In his book, "Contact: First Four Minutes," he offers this advice to anyone interested in starting a new friendship: "Every time you meet someone in a social situation, give him your undivided attention for four minutes. A lot of people's whole lives would change if they did just that."

When we are introduced to new people, the author suggests, we should try to appear friendly and self-confident. In general, he says, "People like people who like themselves."

On the other hand, we should not make the other person think we are too sure of ourselves. It is important to appear interested and sympathetic, realizing that the other person has his own needs, fears and hopes.

But isn't it dishonest to give the appearance of friendly self-confidence when we don't actually feel that way? Perhaps, but according to Dr. Zunin, "total honesty" is not always good for social relationships, especially during the first few minutes of contact. There is a time for everything, a certain amount of play-acting may be best for the first minutes of contact with a stranger. That is not the time to complain about one's health or to mention faults one finds in other people. It is not the time to tell the whole truth about one's opinion and impressions.

Much of what has been said about strangers, also applies to relationships with family members and friends. For a husband and wife or a parent and child, problems often arise during their first four minutes together after they have been apart. Dr. Zunin suggests that these first few minutes together be treated with care. If there are unpleasant matters to be discussed they should be dealt with later.

Assignment: Read the text and give a summary of it.

Text 4

Women are friends, I once would have said, when they totally love and support and trust each other, and bare to each other the

secrets of their souls, and run to help each other, and tell harsh truths to each other when harsh truths must be told.

I once would have said that a friend is a friend all the way, but now I believe that's a narrow point of view. For the friendships I have and the friendships I see serve many different functions, meet different needs and range from those as all-the-way as the friendship of the soul sisters mentioned above to that of the most nonchalant and casual playmates.

Consider these varieties of friendship:

1. *Convenience friends.* These are women with whom, if our paths weren't crossing all the time, we'd have no particular reason to be friends: a next-door neighbour, the mother of one of our children's closest friends and so on.

Convenience friends are convenient indeed. They'll lend us their cups and silverware for a party. They'll drive our kids to soccer when we're sick. They'll take us to pick up our car when we need a lift to the garage. They'll even take our cats when we go on vacation. As we will for them.

But we don't, with convenience friends, ever come too close or tell too much; we maintain our public face and emotional distance.

2. *Special-interest friends.* These friendships aren't intimate, and they needn't involve kids or silverware or cats. Their value lies in some interest jointly shared. And so we may have an office friend or a yoga friend or a tennis friend or a friend from the Women's Democratic Club.

My playmate is a shopping friend, a woman of marvelous taste, a woman who *knows* exactly where to buy what, and furthermore is a woman who always knows beyond a doubt what one ought to be buying.

3. *Historical friends.* We all have a friend who has known us since childhood. The years have gone by and we've gone separate ways and we've little in common now, but we're still an intimate part of each other's past.

4. *Crossroads friends.* Like historical friends, our crossroads friends are important for what was — for the friendship we shared at a crucial, now past, time of life. A time, perhaps, when we roomed in college together; or worked as eager young singles.

Crossroads friends forge powerful links, links strong enough to endure with not much more contact than once-a-year letters at Christmas. And out of respect for those crossroads years, for those dramas and dreams we once shared, we will always be friends.

5. *Men who are friends* — I must mention man—woman friendships too. For these friendships can be just as close and as dear as those that we form with women.

6. There are medium friends, and pretty good friends, and very good friends indeed, and these friendships are defined by their level of intimacy. And what we'll reveal at each of these levels of intimacy is calibrated with care.

The best of friends, I still believe, totally love and support and trust each other, and bare to each other the secrets of their souls, and run — no questions asked — to help each other, and tell harsh truths to each other when they must be told.

But we needn't agree about everything to tolerate each other's point of view. To accept without judgement. To give and to take without ever keeping score. And to be there, as I am for them and as they are for me, to comfort our sorrows, to celebrate our joys.

Assignments:

1. Examine the specific friendships described in categories 1—5 of the essay.
2. Write a paragraph about one of the author's categories of friends. Be sure to use specific supporting details and examples from your own experience and observations.
3. Say if you have friends from each of the five categories.
4. Say whom you consider to be your best friend and why.

Grammar revision

(Gerund)

Ex. 1. Translate the following into Russian:

A.

1. The advertisement invited young men who wouldn't mind working irregular hours.
2. One major decision which faces the American student is the choice of attending a large university or a small college.
3. It is important that people enjoy their work, and enjoying work means choosing the right career in the first place.
4. Roberta recalls, "I considered absorbing the whole cost of the evening myself just to avoid embarrassing Liza."
5. Some people don't seem to mind being asked how much money they

earn or what they spend for their clothes. 6. He was busy answering the Personnel Officer's questions. 7. I worked in a bank, and my feet hurt from standing all day. 8. I will continue practising law after leaving the navy. 9. All I remember is picking up a fragile China vase and hurling it across the room. 10. If this were to happen again, she says, she'd open the package before deciding on an appropriate form of reciprocation. 11. I imagined meeting brilliant students who would challenge me to work instead of going skating. 12. I felt almost like punishing her, but she was too small a child for me to do so. 13. The wagon came at last; and the novelty of seeing our old furniture settled in new rooms kept us from being homesick. 14. I felt for the first time that there might be such a thing as public opinion worth caring for, in addition to doing one's best for it's own sake. 15. "One of the best things I have is my knowledge that you exist and that you are going on living and working," he wrote. 16. Progress means changing something from being one thing to another and sometimes it turns out to be worse than before. 17. If you find yourself apologizing for your hard-earned rise or soft-peddalling your long-awaited promotion, it's a sure sign that the friendship is off balance. 18. Laying a friendship out on the table isn't easy, knowing who isn't your friend is just as important as knowing who is.

B.

It was payday, but he wasn't even excited about having a full wallet. He knew that when he paid his bills there wouldn't be too much left over for having a good time.

He thought about going out for dinner at his favourite restaurant but he couldn't stop himself from getting depressed about the money situation.

Finally he couldn't stand being in his apartment any more so he got into his car and started driving. Being in the country made him feel better. He began to imagine living on his own piece of land and becoming self-sufficient. He began debating in his mind the advantages and disadvantages of living in the country and growing his own food.

Ex. 2. Use the correct form of the Gerund:

A.

1. Managers enjoy (to boss) other people but they hate (to contradict) to though some of them don't mind (to give) a piece

of advice if they are in trouble. 2. You denied (to ask) Langton to get poison or rather you expressed surprise at his (to do) so. 3. I remember (to go) to the British Museum one day to read Encyclopedia Britannica. 4. I'll talk to my convenience friend about (to be) overweight but not about (to depress). 5. I felt proud of (to be) of use to her but I couldn't think of anything to say to her. 6. Mother jumped to the conclusion that the girl had gone out for the evening without (to tell) anybody. 7. We are thankful to you for (to meet) our friends at the airport. 8. He is upset by (to reject) by her. 9. That meant (to work) very hard and (to earn) no money for two or three more years. 10. I took a deep breath and followed my rule of never (to speak) frankly to women in moments of emotion.

B.

Mr. Davis hated his wife (to look) at. He also hated her (to invite) anywhere without him. But he did enjoy (to invite) especially by young pretty girls, and he didn't mind (to look) at either and couldn't understand why his wife did mind his (to go) places without her. He didn't mind (to borrow) money but disliked (to borrow) money from and avoided (to give) money even to his wife. He liked (to give) presents and her (to give) presents especially expensive ones by her relatives.

Ex. 3. Complete the following using the Gerund:

A.

1. They have always enjoyed 2. We suggest 3. She prefers 4. When will you stop ... ? 5. Do you remember ... ? 6. I don't mind 7. The parents didn't approve of 8. He was blamed for 9. You should avoid 10. It's very difficult to give up 11. Nothing could prevent him from 12. The kid burst out 13. He kept 14. My parents stopped me from

B.

1. Is he fond of ... ? 2. She's good at 3. We are tired of 4. My sister is sure of 5. The old friends were used to 6. This new job is worth 7. The secretary is responsible for 8. We found him busy

C.

1. She had no idea of 2. He grew into the habit of 3. It

was the only chance of... . 4. The young worker gave the impression of... . 5. We must find the best way of... . 6. This gave me a sense of... .

D.

1. I don't feel like 2. She can't help 3. We have been long looking forward to 4. Nothing in the world could keep me from 5. There's nothing like 6. There's no use 7. It's no use 8. There's no 9. It's no good 10. How about ... ?

E.

1. You're trying to persuade me in spite of... . 2. Why don't you do some work about the house instead of... . 3. I translated this text without 4. He proved it by 5. He lit a cigarette before 6. They quarrelled because of... . 7. She took the plane immediately on

Ex. 4. Change the following sentences using the Gerund:

1. We couldn't get used to the fact that they denied us that chance. 2. After he turned corners aimlessly, he drove back to her house. 3. When the girl entered the office she felt embarrassed when she saw who the boss was. 4. I see no reason why you should break with Steve. 5. He suggested that I should apply for the post. 6. Having heard the tragic news she burst into tears. 7. Having examined the report he understood it was no good. 8. Before she went to bed she called her friend. 9. The young woman was surprised to see her son with a girl. 10. She was very tired because she had been typing the whole day.

Ex. 5. Use prepositions where necessary:

1. I certainly didn't find it out ... talking to the neighbours. 2. Thanks ... helping me, Dad. 3. He made his living ... driving trucks. 4. "I'm getting married but I'm sure my future wife won't object ... my keeping irregular hours," he said. 5. Why do you insist ... changing your job? 6. ... making his choice among educational institutions the student must consider many factors. 7. However, after such an academic course, many students still have no practical skill ... doing a job. 8. He was in the army ... getting married. 9. At 18 ... discovering John Mill, I was an ardent suffragist. 10. Certain people have a gift ... predicting things.

11. What is the use ... keeping her waiting? 12. To my way ... thinking our finances are nobody else's business. 13. I said a hearty hello and walked past her ... stopping to talk. 14. He gave ... taking drugs. 15. When he was passing the dining car, he saw three men engaged ... playing cards. 16. ... preparing myself to teach, I could also be preparing myself to write. 17. ... electing anthropology as a career, I was also electing a closer relationship to Ruth. 18. My father backed me up to the point ... saying he would give me the money for a trip around the world. 19. Liza paid for her share of the evening's expenses ... giving Roberta a cheque. 20. My brother had a boy's pride ... explaining these localities to me.

Ex. 6. Translate into English using the Gerund:

1. Ей нравится быть популярной, но она не выносит, когда у нее берут интервью. 2. Я знал, что должен писать; я не мог не делать этого. 3. Бесполезно звонить им: они ничего не знают об этом. 4. Она не возражала против того, чтобы ее дочь проводила время с миллионером. 5. Их невозможно остановить. 6. Мы с нетерпением ждали встречи с ними. 7. Не поднимая головы, она сказала: «Вы не против, если я присоединюсь к ним?» 8. А не пойти ли нам в театр сегодня вечером? 9. Он терпеть не может, когда его прерывают. 10. Не помню, когда я чувствовал себя так ужасно. 11. В конце концов я вынужден был уйти, не увидев ее. 12. Я не могу не сочувствовать ей. 13. Она одобрила то, что я выбрала эту карьеру. 14. Она отрицала, что пригласила его на встречу. 15. Я не возражаю против того, чтобы вы отложили решение моего вопроса. 16. Она продолжала говорить, и ее невозможно было остановить. 17. Я не помню, чтобы когда-либо видела эту фотографию. 18. Ребенок гордился, что смог справиться с таким трудным заданием. 19. Критиковать Дэвида за его спиной было несправедливо. 20. Когда Мейбл узнала, что Вильям уехал, ничто не могло остановить ее от того, чтобы следовать за ним.

Ex. 7. Translate into English using possessive pronouns or nouns in the Possessive Case where necessary:

1. а) Я не возражаю против участия в конференции. б) Я не против того, чтобы вы приняли участие в конференции.

2. а) Они винили меня за то, что опоздали на поезд. б) Они винили меня за то, что он опоздал на поезд. 3. а) Ей доставляет удовольствие работать в этой фирме. б) Она довольна тем, что ее дочь работает в этой фирме. 4. а) Она отрицает, что была дома. б) Она отрицает, что ее муж был дома. 5. а) Ничего не имею против того, чтобы пригласить их на вечеринку. б) Ничего не имею против того, чтобы он пригласил их на вечеринку. 6. а) Я с нетерпением жду, когда поеду на юг. б) Я с нетерпением жду, когда они уедут на юг. 7. а) Я помню, как мы с ним гуляли в лунную ночь. б) Я помню, как он объяснялся в любви. 8. а) Он сожалел, что бросил эту работу. б) Он сожалел, что я бросил эту работу.

Ex. 8. Render in English:

A young lady liked dressing in the latest fashion, that's why she was always short of money. And when an old millionaire fell in love with her she was quite happy.

The lady enjoyed greatly being with such a rich man. She was quite sure that he was worth spending time with. She didn't mind marrying him though she was aware of his being too old for her. But he was a millionaire and had a reputation of being generous, and she set her mind on winning his heart. But one day he shocked her by asking: "I say, darling, would you still love me if I were poor?" The young lady put her arms around his neck and avoided giving a direct answer: "Oh, darling, that is worth thinking about!" "But would you love me or wouldn't you?!" insisted the man. "Of course, I would," replied the lady without looking at him, "and I would miss you terribly."

Ex. 9. Think about your childhood. What did you enjoy, hate, like, not like, mind, not mind... doing? What have you given up doing since then?

Ex. 10. Express obligation and ability with Gerund forms according to the Model:

- Model:*
1. *She has to give interviews. She can't stand it. She can't stand having to give interviews.*
 2. *She can speak English and French. She enjoys it. She enjoys being able to speak English and French.*

1. We have to write dictations every week. We mind it. 2. He had to wake up at 6 every morning. He hated it. 3. We could swim easily several miles in the sea. I remember it. 4. We could talk with her for hours without being interrupted. I miss it. 5. She can bring anyone to her way of thinking. She enjoys it. 6. She has to smile to all the customers all day long. She can't stand it.

Ex. 11. Use articles if necessary:

Years ago it was important to have ... large families. ... best Victorian mother was ... mother who had ... most children. ... best Victorian father was ... father who had ... most sons. It was important to have many children. If you were ... rich, you needed ... sons to inherit your land, houses and money. If you were ... poor, you needed ... sons to help you with ... large household.

Not only ... children were important. Everybody in ... family was important. ... large family gave people ... sense of ... stability.

Now things are different. ... young people have ... place where they lived with their parents and take their own families (wife and children) with them. Their own family becomes more and more important as they forget their other relatives.

In Britain, ... families are getting smaller and smaller. ... people have fewer children because ... children are expensive. Who can afford more than three children? Who can afford ... large house for them? Many people believe that two children will be ideal for ... English family.

There is another problem now. Britain is ... small country where 56 million people live. Seven million of those live in London. ... people can't have ... big families when they live in ... small country.

Now ... people get more and more isolated. Sometimes they live very close to other people but don't know them. They have only each other to talk to.

What is ... future of ... family?

Ex. 12. Translate into Russian sentences with the Nominative Absolute Participial Construction:

1. Bill wakes up, and Mary takes him his supper in front of the TV, the children having been sent out of the room. 2. The health of Emily's husband failing, after a year or two, it was evident that

he must change his employment and his residence. 3. My parents did not make a public profession of their faith until after the birth of all their children, eight of whom — I being my father's ninth child and seventh daughter — were baptised at one time. 4. The Saturday's baking was a great event, the brick oven being heated to receive the flour bread. 5. He was sacked, the manager having no further need for him. 6. Fleur having declared that it was "simply too wonderful to stay indoors," they all went out. 7. The wind having driven off his ships, Caesar had to retreat. 8. Time permitting, we'll discuss it today. 9. The weather having changed for the worse, we had to give up the idea of having a picnic. 10. My colleague having been delayed in town, I had to take care of his customers. 11. There being nothing much to see, we left. 12. My friend feeling lonely, I changed my plans and went to see him.

Speech exercises

Ex. 1. Answer the questions:

1. How and by what criteria do men (women) choose friends? 2. What types of friendships do you know? 3. How do the issues of power and competition effect friendships? 4. Can frequent disagreements and arguments result in the break of friendship? 5. Has your friendship ever been affected by financial problems? 6. Do you think that men and women can be friends? 7. Can people of different age be friends? 8. What do you look for in a friend? 9. Do you think it's necessary for friends to be on a par financially, professionally, personally and otherwise? 10. Could you live without friends? 11. Is it wise to keep making new friends?

Ex. 2. Comment on the following quotations:

1. Little friends may prove great friends. (Aesop)
2. Never trust a friend who deserts you in a pinch. (Aesop)
3. Old wood best to burn, old wine to drink, old friends to trust, and old authors to read. (F. Bacon)
4. You shall judge of a man by his foes as well as by his friends. (J. Conrad)
5. When Zeno was asked what a friend was, he replied, "Another I." (Diogenes)

6. A friend is a person with whom I may be sincere. Before him I may think aloud... (R.W. Emerson)

7. The more we love our friends, the less we flatter them; it is by excusing nothing that pure love shows itself (J.B.P. Moliere)

8. A friendship founded on business is better than a business founded on friendship. (J.D. Rockefeller)

9. A friend should bear his friend's infirmities. (W. Shakespeare)

10. Inferiority is what you enjoy in your friends. (Ph.D.S. Chesterfield)

11. Associate with men of good quality, if you esteem your own reputation, for it is better to be alone than in bad company. (G. Washington)

Ex. 3. Use the following proverbs in situations of your own. (Give suitable Russian equivalents if possible.)

1. Among friends all things are common.
2. A friend to all is a friend to none.
3. A friend in need is a friend indeed.
4. A man is known by the company he keeps.
5. Friendship cannot stand always on one side.
6. A broken friendship may be soldered, but will never be sound.

Ex. 4. Solve the problems:

1. Your best friend and you had a major quarrel. You apologized, but he still won't talk to you. What can you do?

2. Your friend has a really serious problem, and he made you promise not to tell anyone about it. But you feel that you won't be able to help him without breaking the promise. How will you do it?

3. You have a friend who has just become very famous. In what way will it tell on your relations?

4. You used to have a lot of friends before you got married. Your wife (husband) objects to some of your old relationships which are very dear to you. What would you do?

5. You introduced your boyfriend to your groupmate and he took fancy to her. Would you break your relationship with your groupmate?

Ex. 5.

A. Read the text and say how you can avoid loneliness:

WHAT DOES IT MEAN TO BE LONELY?

(From "Life, Sex and Everything in Between")

Being alone and loneliness are two different things. Everyone wants some time to himself; time to slow down, relax, and order his life. Can you think of times when you've been happy to spend time alone? How about times when you couldn't wait to get off by yourself? Have you ever felt lonely in a crowd? That usually happens because you feel that no one there truly cares for you. But if a friend walks in and begins to talk to you, your whole perspective may change. Suddenly you feel part of things again. When you feel lonely, look for an unmet need in you that needs caring for.

Loneliness may have a simple cause. If you've been in a troubled or stressed situation, or if you just confronted something you've never handled before, you may feel lonely. Perhaps you've just had a fight with your best friend. By identifying the cause of your feelings and acting to correct a trouble spot, you may solve your problems and begin to feel better fast.

Loneliness doesn't have to remain, if you take a few simple steps:

1. Avoid compromise. While you feel down in the dumps, don't set aside your beliefs, values, and the things that are important to you.

2. Become active. When you feel lonely because a friend whom you've hurt avoids you, if your pride stands between you and the phone call that could heal that friendship, push aside your pride. Be humble enough to ask for forgiveness.

3. Think of your old friends and make new ones. Take yourself back to a time when you and your friend shared something that brought you joy and didn't hurt either of you.

4. Stop comparing yourself with others. Don't look at the TV and imagine that everyone has such a perfect family life. Don't let these idealistic comparisons make you feel blue. Don't keep feeling down on yourself when you have so much to share.

5. Get involved. If you wait for others to ask you to join the

group or go somewhere, they may never know you are interested. Ask if you can come. Take part in something you've always wanted to try. Bring together some people you'd like to have for friends.

B. Make a list of the most important qualities you would like to see in your friends.

Ex. 6. Render in English:

ДРУГ ДЕТСТВА

(В. Драгунский. Сокр.)

Когда мне было лет шесть с половиной, я совершенно не знал, кем же я в конце концов буду на этом свете. У меня тогда в голове была ужасная путаница, и я никак не мог решиться, за что же мне приняться.

То я хотел быть астрономом, а то мечтал стать капитаном... А потом мне до смерти хотелось превратиться в начальника станции метро и ходить в красной фуражке..., а на другой день мне уже приспичило стать боксером, потому что я увидел в телевизоре розыгрыш первенства Европы по боксу. А потом показали их тренировку, и тут они колотили тяжелую кожаную грушу — такой тяжелый мяч, — чтобы развивать в себе силу удара. Тогда я тоже решил стать самым сильным человеком во дворе.

Я сказал папе:

— Папа, купи мне грушу!

— А тебе зачем? — сказал папа.

— Тренироваться. Потому что я буду боксером и буду всех побивать.

— Сколько же стоит груша? — поинтересовался папа.

— Рублей сто или триста.

— Ты спятил, братец, — сказал папа. — Перебейся как-нибудь без груши. — И он пошел на работу.

Я на него обиделся, а мама сразу заметила, что я обиделся, и сказала:

— Стой-ка, я, кажется, что-то придумала. погоди минутку.

Она вытащила из-под дивана большую корзину, в которой были сложены старые игрушки, в которые я уже не иг-

рал. Потому что я уже вырос и осенью мне должны были купить школьную форму.

Мама стала копаться в этой корзинке и достала со дна корзинки огромного плюшевого мишку. Она бросила мне его на диван и сказала:

— Вот. Отличный мишка! Живот такой толстый! Чем не груша? Еще лучше, и покупать не надо.

Я очень обрадовался, что мама так здорово придумала, и я устроил мишку на диване, чтобы мне удобнее было тренироваться.

Он сидел передо мной, такой коричневый, и у него были разные глаза, один его собственный, желтый, стеклянный, а другой — белый, из пуговицы.

Я посмотрел на него и вспомнил, как давным-давно повсюду таскал его за собой. Я его спать укладывал, как маленького братишку, и шептал ему разные сказки. Я его любил тогда всей душой, и вот он сидит сейчас на диване, мой бывший лучший друг, смеется разными глазами, а я хочу тренировать об него силу удара.

— Ты что? — сказала мама. — Что с тобой?

— Со мной ничего. Просто я раздумал. Просто я никогда не буду боксером.

Ex. 7. Comment on the following poem:

TO 'A FALSE FRIEND

(By Th. Hood)

Our hands have met, but not our hearts,
Our hands will never meet again.
Friends, if we have ever been,
Friends, we cannot now remain;

I only know I loved you once,
I only know I loved in vain.
Our hands have met, but not our hearts,
Our hands will never meet again.

Ex. 8. Points to ponder:

1. Making new friends can be as exciting at 50 as it is at 20.

2. Making friends is not easy.
3. The only way to have a friend is to be one.
4. Friendship works wonders.
5. Adult friendship is no more than a mutual flight from boredom.
6. Only childhood friends are true friends.
7. You can never have too many friends.

Ex. 9. Make up a story:



UNIT V

CRIME AND PUNISHMENT

Vocabulary

deliver *v* 1. bring, hand over: *The package was delivered to the door.* 2. set free: *At last the city was delivered from the enemy.*
deliver a lecture **delivery** *n*

escape *v* 1. get away, find a way out: *A dangerous criminal escaped from prison.* 2. avoid: *He escaped punishment.* **escape** *n*
outlet, way out: *We had a narrow escape.* = *We nearly got caught.*

dramatic *adj* 1. theatrical 2. sudden, striking, impressive: *There have been dramatic changes in his life and career.*

try *v* 1. test: *This medicine must be tried before manufacturing.*
2. investigate: *He was tried for theft.* 3. attempt to do smth: try on (clothes) **trial** *n* judicial examination: *She was on her trial for murder.*

guilty *adj* (*ant* **innocent**) criminal, conscious of guilt; be guilty (of); find smb guilty: *He was tried and found guilty.* **guilty** conscience (look, etc.); plead guilty/innocent = confess/deny guilt: *Do you plead guilty?— No, I plead innocent.*

prison *n* (*syn* **jail**, US) a place where a person is kept awaiting trial or for punishment; send smb to prison; take in(to) prison; keep in prison **prisoner** *n* 1. an enemy soldier captured in war: *100 natives were taken prisoner.* 2. one serving a term in prison **imprisonment** *n*: *He was sentenced to three years of imprisonment.*
life imprisonment

appalling *adj* shocking, extremely bad: *I've never seen such*

appalling behaviour. I find much of modern architecture quite appalling. **appallingly adv**: *appallingly thin.*

justice *n* 1. fairness, lawful action: *Justice is a necessary condition in taking decision in court.* 2. exercise of authority, judicial procedures: court of justice 3. judge of the Supreme Court; do justice to smb = show due appreciation, treat fairly.

evidence *n* testimony; give evidence in court: *She refused to give evidence against her friend.* **evidence** *v* indicate, prove: *Two witnesses evidenced against him.*

convict *v* prove or declare guilty: *He was tried and convicted.* **convict** *n* criminal undergoing penal servitude. **conviction** *n* 1. verdict of guilty: *She has three convictions for theft.* 2. firm belief: *It's my conviction that drugs is at the root of our troubles. Do you always act in accordance with your convictions?*

alibi *n* the plea that the suspect was not in the place of the crime when it was committed: check an alibi; *The suspects all had good alibis for the day of the robbery.*

witness *n* 1. testimony 2. one who gives testimony **witness** *v* see: *They witnessed the accident.*

court *n* 1. assembly of judges, acting as tribunal 2. place in which justice is administered: court trial; court case; court procedure.

inquiry *n* investigation **inquire** *v* seek information: *We inquired about (for) her aunt's health. Let's inquire into that matter a little more.*

release *v* 1. set free: *The hostages were released.* 2. issue (release a paper, a journal, etc.)

charge *v* 1. bring an accusation against: *The suspect was charged with stealing money. Mind that every error will be charged against you.* 2. ask as a price: *How much do you charge for it?* **charge** *n* accusation: *The prosecutor brought charge against a group of teenagers.*

Word Combinations

commit a crime
cause a disturbance
get publicity
make official complaints
identification parade/evidence
incite/encourage smb to do smth
resort to (violence, etc.)
generate fear
be at war

Text 1

INNOCENT OR GUILTY?

On April 4th, 1974 five men stole £7,165 from a London office just as the payroll money was being delivered. The men escaped in stolen getaway cars followed by police cars in a dramatic chase. Two policemen who tried to stop the robbers were hardly hurt. The police finally got the money but none of the five men were caught.

In the weeks after the crime several men were arrested in the East End of London. The policemen who had chased the getaway cars and people who had seen the chase were asked to identify these men in an identification parade. After the identification parade five men were sent to be tried for the robbery and for wounding a police officer. Only one man was found guilty.

“George Davis is a perfectly ordinary family man of 33 and the father of two children. He was a driver and lived in an ordinary council house with his wife and family. He is no different from thousands of other East-Enders. But George Davis is no longer with his wife and children. Today he is in prison. For a crime he did not commit.

He was arrested and charged with a particularly violent crime and was sent to prison for seventeen years and today he faces the appalling prospect of spending the best years of his life in a cell, while his children grow up without him.

Why was he found guilty? British justice is not perfect. Many guilty men face our courts and walk away free, and sometimes innocent men face our courts and are found guilty. George Davis

is one of them. The evidence against him was quite simple. Five police officers said they saw him commit the crime and he was found guilty. But the rest of the evidence, the vital evidence, showed him innocent.”

These are the words of a group of East-Enders including George Davis's wife, Rose. The pamphlet which they produced set down in print the anger that hundreds of local people felt at the conviction. They all believed that Davis was innocent. Peter Chappell, a friend of George Davis, said: “I do not believe that George Davis is innocent — I know he is.” Chappell actually saw Davis on the morning of the robbery. Davis was working as a minicab driver that week. Peter Chappell saw him in the minicab office.

George Davis had an alibi: at the time of the robbery he was driving three women to a hospital in his cab. But these women were not called to give evidence in court. They would have proved that George Davis was several miles from the scene of the crime at the time of the robbery.

During the trial three hundred and eight exhibits of expert evidence were shown in court. None of them proved any connection between George Davis and the robbery: so, why was Davis found guilty and put in prison?

Simply because five police officers had picked Davis out in an identification parade. Thirty seven other witnesses did not pick him out. A policeman who was actually wounded by one of the robbers did not pick him out either.

Rose Davis and Peter Chappell led relations and friends in a powerful and angry campaign to free Davis when he was sentenced to seventeen years in prison. The campaign started with protest marches, and the slogan **GEORGE DAVIS IS INNOCENT** appeared on walls all over London. Peter Chappell even went to the British Embassy in Paris to cause a disturbance and get publicity for the Davis case. Mrs. Davis and Peter Chappell also made official complaints against the police which have led to an inquiry into the identification evidence given by the police officers.

In 1975, fourteen months after George Davis went to prison, his release was ordered. The report on the identification evidence used against Davis showed that this was not enough proof to convict him. If you saw a robbery — five men running along the street or speeding past you in a car — would you recognize them again? Are you sure that you could pick them out in the identification parade of men who all looked very similar? Probably not.

Many people in Britain, like George Davis and his supporters, want some changes to be made in the law. They think that a man should never be found guilty on the strength of identification alone. As the result of the activities of pressure groups like JAIL (Justice Against Identification Laws) the law may be changed. Is a one-second look at a man certain enough to put him in prison for seventeen years?

Exercises

Ex. 1. Paraphrase or explain the following:

a payroll, an identification parade, a witness, evidence, conviction, a trial, an inquiry, a prison, police, a criminal, innocent, to find smb guilty, an alibi, to escape, to release.

Ex. 2. Choose the right word:

a) *guilt* — *blame* — *fault*

1. You want Allan to take the 2. They say it was the boy's 3. To my horror in the public prosecutor's office Oscar's ... was said to be known and classified. 4. The evidence against him was so incontrovertible that the defendant had to admit his 5. John's attempt to shift the ... for his defeat on his companion met no response. 6. He could not prove my ... for the accident. 7. He acknowledged his

b) *to rob* — *to plunder* — *to loot* — *to steal* — *to burglarize*

1. The bank was ... today by two masked gunmen. 2. Invaders ... and ... throughout the entire country. 3. Can you not see how the great trusts have ... your treasures? 4. The house of Julia Merton was ... on Wednesday night. 5. His mail was repeatedly 6. He gathered a small army and descended upon the Big House which he ... and distributed the spoils among the poor people. 7. The thief ... the drawers of their contents. 8. You've ... me of my ideas. 9. The maid was accused of having ... her mistress' jewelry. 10. The villa must have been ... by some teenagers.

Ex. 3. Translate the following sentences into Russian:

1. She called for her friend in the afternoon. 2. The situation

calls for considerable tact. 3. Your success calls for a celebration. 4. The strikers called for joint actions. 5. The audience called for the author. 6. Adversity calls forth the best qualities in man. 7. I'll call on you this weekend. 8. I had to call on all my strength to stand the strain. 9. Can I call on you for five pounds? 10. I saw him standing there and called him over. 11. The Derby was called over last night. 12. He was called over the coals for his conduct. 13. Call up the butcher and order some meat. 14. How this calls up my past! 14. The doctor was called for.

Ex. 4. Match the following words and word combinations according to their meaning:

to set back		to start
to set forth		to begin (about a disease or weather condition)
to set in		to hinder, delay
to set up		to establish

Ex. 5. Which is the odd word out?

a) to steal, to pilfer, to filch, to purloin, to rob, to smuggle, to thieve, to plunder;

b) to chase, to trace, to pursue, to follow, to seek, to be after, to hunt;

c) a scoundrel, a robber, a thief, a burglar, a murderer, a killer, a gangster, a bandit, a crook, a swindler;

d) a prisoner, a defendant, a prosecutor, an eyewitness, a judge, an attorney, a sheriff, a lawyer, a barrister;

e) blackmail, smuggling, theft, robbery, burglary, felony, bribery, swindling, drug addiction, kidnapping, fraud, infidelity.

Ex. 6. Answer the following questions:

1. In what way did the robbers manage to escape? 2. Was the money recovered? 3. What was the result of the identification parade? 4. What is George Davis's background? 5. What was George sentenced to? 6. What is the deficiency of British

justice? 7. What was the East-Enders' attitude to George's conviction? 8. What was George's alibi? 9. Why was Davis found guilty and put in prison? 10. What did Davis's wife and his friend undertake to free him? 11. Was the identification evidence enough to prove Davis's guilt? 12. What did the pressure groups call for?

Ex. 7. Complete the following:

Last week there was a big bank ... in the West End. The ... broke into the bank in broad daylight. They were wearing ... and carrying guns. One of the ... made the customers lie on the floor while the others ... the tellers of all the cash. They managed to ... easily. A few minutes later the ... arrived. Somebody must have given the alarm signal.

The police now have ... four suspects by the description of the two ... , but their testimony is not enough to bring them to The prosecutor says that identification ... is necessary, so ... parade is assigned for tomorrow.

The four suspects deny their They claim to have an But it has to be proved. Of course, it's only in court that they decide whether the accused is ... or

Ex. 8. Fill in the blanks with the given prepositional verbs:

A. turn on, turn out, turn to, turn up:

1. A child brought up in a poor environment may ... to be a criminal. 2. She had nobody to ... for advice. 3. Don't worry about her, she'll ... soon. 4. When he entered the house, he ... all the lights. 5. It ... that she was right. 6. Has anybody ... yet?

B. put across, put aside, put away, put down:

1. ... your work ... , I want to talk to you. 2. They were ... some money for their old age. 3. The revolt was severely 4. I ... her telephone number but I can't find it now.

Ex. 9. Translate into English using the vocabulary of the lesson:

1. Доставку утренних газет часто задерживают. 2. Побег был тщательно спланирован, но провалился. 3. Столь внезапный поворот обстоятельств повлиял на решение суда.

4. Его судили за кражу со взломом, но оправдали за недостатком улик. 5. Он читал лекцию о криминальной обстановке в округе два часа. 6. Судебное разбирательство продолжалось два месяца. 7. Я не верю, что он виновен в этом преступлении. 8. Адвокат знал, что его подзащитный невиновен, но не мог доказать это, потому что не было свидетелей. 9. Известно, что О. Генри написал некоторые из своих рассказов, находясь в тюрьме. 10. Меня мучила совесть, из-за того что я отказалась выступить свидетелем в суде. 11. Если сам подсудимый признает себя виновным, суд принимает это во внимание. 12. Смертную казнь заменили пожизненным заключением. 13. Ужасающая бедность часто толкает людей на такие мелкие преступления, как воровство и обман. 14. Супруги имеют право отказаться давать показания друг против друга. 15. Я не меняю своих убеждений ни при каких обстоятельствах. 16. После длительных переговоров с преступниками заложников освободили. 17. Нам пришлось подробнее вникнуть в это судебное дело, чтобы найти истинных преступников. 18. Хотя им предъявлено обвинение во взяточничестве, они оба все еще на свободе. 19. Только на суде выяснилось, что у нее было алиби. 20. Нам часто приходится прибегать ко всяческим уловкам, чтобы вытянуть из нее правду.

Text 2

THE DARK HEART OF AMERICA

The murder within five years of John F. Kennedy, Martin Luther King and Robert F. Kennedy raise — or ought to raise — somber questions about the character of contemporary America. One such murder might be explained away as an isolated horror, unrelated to the inner life of the American society. But the successive shootings, in a short time, of three men suggest a spreading and ominous belief in the efficacy of violence.

In the third quarter of the twentieth century, violence has broken out with new ferocity in the USA. What has given the old propensity new life? What now incites crazy individuals to act out their murderous dreams? What is it about the climate of this

decade that suddenly encourages the relish for hate and the resort to violence? Why have assaults with a gun increased 77 percent in the last years?

We talk about the tensions of industrial society. No doubt the ever-quickenning pace of social change depletes and destroys the institutions which make for social stability. But this does not explain why Americans shoot and kill so many more Americans than Englishmen kill Englishmen or Japanese kill Japanese.

We talk about the fears and antagonisms generated by racial conflict. Unquestionably this has contributed to the recent increase in violence. The murders of Dr. King and Senator Kennedy seem directly traceable to ethnic hatreds. Whites and blacks alike are laying in arms, both sides invoking the needs of self-defence. Yet this explanation still does not tell us why in America today we are tending to convert political problems into military problems — problems of adjustment into problems of force.

It is not just that we have become an industrial society or are a racist society; it is something more specific than that. Nor can we blame the situation on our gun laws, or the lack of them; though here possibly we are getting closer. There is no question, of course, that we need adequate federal gun laws. Statistics make it evident that gun controls have some effect.

Still, however useful in making it harder for potential murderers to get guns, federal gun legislation deals with the symptoms and not with the causes of our trouble. We must go further to account for the resurgence in recent years of our historical propensity toward violence.

One reason surely for the enormous tolerance of violence in contemporary America is the fact that the country has now been more or less continuously at war for a generation.

A second reason for the climate of violence in the United States is surely the zest with which the mass media, and especially television and film, dwell on violence. But they may well teach the morality as well as the methods of violence.

Yet society retains a certain right of self-defence. Is it inconceivable that the television industry might work out forms of self-restraint? Beyond this, it should be noted that the networks and the stations do not own the airwaves; the nation does; if the industry cannot restrain itself, the Communications Act offers means, as yet unused, of control.

There is not a problem of collective guilt, but there is a problem of collective responsibility. Certainly over two hundred mil-

lion Americans did not strike down John Kennedy or Martin Luther King or Robert Kennedy. But they are plainly responsible for the character of a society that works on deranged men and incites them to depraved acts.

Some of the young in their despair have come to feel that the answer to violence is more violence; but these only hasten the plunge toward the abyss. The more intelligent disagree. They want their leaders to talk less about law and order and do more about justice.

Assignments:

1. Translate paragraph 2 in writing.

2. Text comprehension questions:

1. What testifies to the efficacy of violence in the USA? 2. What encourages the relish for hate and the resort to violence? 3. What accounts for the increase in violence in the US during the last decade? 4. Do gun controls have any effect on crime rates? 5. What are the two major reasons for the climate of violence in the US? 6. Do you think mass media plays a certain role in developing destructive impulses? 7. Is there a problem of collective guilt? 8. What do some people think about preventing violence?

Text 3

A.

BIOLOGICAL MAKE-UP MAY HOLD KEY TO CRIMINAL BEHAVIOUR

(From "The Times", Feb. 14, 1995)

There is no such thing as a natural-born killer but genetic make-up may make a person more likely to commit criminal or antisocial acts.

Evidence that genes play a part in social deviance is to be presented at a three-day meeting in London on genes and crime, attended by psychologists, geneticists and lawyers from Europe and the United States.

Studies of twins who have been involved in crimes ranging from juvenile delinquency to serious offences have shown that identical

twins, who share the same genes, are more similar in their antisocial behaviour than fraternal twins. Studies of children who have been adopted show that their antisocial behaviour is more like that of their genetic parents than their adoptive parents.

Professor Sir Michael Rutter, chairman of the conference and head of the Department of Child Psychiatry at the Institute of Psychiatry, said there was no single gene for crime and that the finding of a genetic influence did not mean that environmental factors were unimportant. "That is not how genes operate. Rather they affect how people behave and how they respond to stress. Whether or not this results in crime will depend to a large extent on circumstances."

Professor Rutter said there was "no one entity of crime" and illegal acts ranged from highly principled civil disobedience to widespread antisocial behaviour. The aim was to gain an understanding of how risk factors operated to help to prevent and remedy problems.

There were "huge individual differences" in the way children responded to family discord and disruption, he said. "We don't understand why."

Dr. Greg Carey, of the Institute of Behavioural Genetics at the University of Colorado, said there was no answer to the origins of crime. "We are not insects with strong and rigid genetic programming. We are flexible. Two people with the same genes will not turn out the same. There are very strong environmental factors. Dr. Carey said that criminal behaviour could be influenced by an interplay between genes that affected views of risk-taking, the perceived benefits of cheating and the fear associated with being caught.

B.

CONVICTED KILLER SEEKS BRAIN TEST

Violence, aggression and antisocial behaviour dominate the family tree of Stephen Mobley, 29, a convicted murderer awaiting the death sentence in an American jail.

His uncles, aunts and grandfather were all affected and Mobley had a history of violent and criminal behaviour from childhood before shooting dead a pizzeria manager in 1991. However, his family tree also contains several highly successful businessmen.

"There is a fine line between the aggressive success of the self-made businessman and the violent outrage of the criminal," said

Dr. Deborah Denno, associate professor at the Fordham University School of Law, New York.

Lawyers acting for Mobley asked a court to allow him to undergo neurological tests to determine whether he was suffering from an imbalance of brain chemicals that may have contributed to his behaviour. The court rejected the request on the ground that the influence of genes on criminal behaviour was not yet scientifically accepted. The case has gone to appeal.

Dr. Denno said it was unlikely that the higher court would allow the appeal but she expected the principle of genetic influence to be admissible in court within five years.

“It is inconsistent to reject it when other medical factors about which we have limited knowledge are accepted,” she said, and added: “A genetic abnormality could be compared to other sorts of biological factors which have been admitted as evidence into court.”

Assignment: Read the texts and answer the following questions:

1. Do you think genes really influence man’s social behaviour? What are your arguments? 2. What risk factors can ultimately result in crime?

Text 4

METHODS AND MEASURES

(From “Studying Crime by Studying Its Victims”)

Every one of us has heard, probably in the recent past, about the rising rate of crime. But what is the crime rate in America today? Oddly enough, nobody really knows. Police statistics are our primary source of information about crime. But what do those statistics actually mean? When a police department reports that the crime rate is up, people in the community often react with fear and dismay. But such reports may not reflect an actual increase in crime. Instead they may mean that more criminals are being caught — or they may indicate that more people are reporting crimes.

At present we have no truly reliable measure of criminal activity. Many crimes go unreported — rape victims, for example, often are ashamed to talk to the police. The statistics don’t include un-

detected crimes like bribery of customs officials. And since many crimes are never solved, the number of arrests does not tell us much. For many other crimes, however, arrest seldom leads to conviction. For example, only about one-quarter of all burglaries and auto thefts are “cleared” when a suspect is brought in. Obviously, the official figures conceal a vast reservoir of undetected, unreported, and unrecorded crime.

According to the most conservative estimate, one in every ten people is a victim of a crime each year — a figure 400 percent higher than that reported by the police.

Dramatic as these estimates are, they’re probably still too low. Surveys of victims are valuable — both in theory and in practice. From a theoretical standpoint, improved surveys will make it possible to relate the experience of being a victim to various sociological factors — such as income, education, and race — as well as to such psychological factors as fear of crime and attitude toward law enforcement. In other words, it should be possible to get a good picture of the victim. And perhaps we’ll find out whether some people are more likely than others to be the targets of crime.

From a practical standpoint, the survey should give us some accurate information on crime rates. When an increase in crime is reported, the average citizen often concludes that the police aren’t doing their job. In fact, the opposite is often true. A low crime rate may simply mean that the police are overlooking a good deal of criminal activity. Surveys on victimization could give the public a better picture of what the police are actually doing about crime.

Assignment: Read the text and discuss the reasons for the increase in the crime rate in the US and in our country. Give a summary of the text.

Grammar revision

(Modal Verbs)

Ex. 1. Translate the following into Russian:

1. She didn’t have to explain that her plans were for a trip to Europe. 2. My friend is a woman of marvellous taste, a woman

who always knows what one ought to be buying. 3. I should have said something, I could have said, "Nice day, isn't it?" 4. The conditions in prison are far from perfect, yet some people say, "Why should criminals have such good treatment and be so comfortable? They shouldn't have broken the law in the first place." 5. It is clear to us today that there's a good deal of "progress" that we could have done without. 6. Someone who wants what you have may not be able to handle your good fortune. 7. It must have had something to do with the evidence he manufactured. 8. She thought that the accomplice might have held Baxter's head underwater and might have taken the money belt. 9. The ring could not have been stolen during the quarrel. 10. Clayton must have been drugged by the man he had had a drink with at the club. 11. Nothing could have interested her less than sinister Spanish chest containing dead bodies. 12. He could have got his car round, packed the body in the boot — it's a big boot — driven out in the country and parked it somewhere. He might have been seen getting the body into the car. 13. She must have come in here because she knew her escape was cut off. 14. You don't have to tell us what happened if you don't want to. 15. I suppose I should have tried to write, — perhaps I could not very well have helped attempting it, — under any circumstances. 16. We had to wake up to the fact that by striking due east thirty or forty miles across that monotonous greenness, we should reach our destination, and must accept whatever we could find there, with such grace as we could. 17. He can hardly have felt more ashamed of himself. 18. The article was to have been published in yesterday's issue. 19. Can she have killed her husband?

Ex. 2. Use the proper form of the Infinitive:

1. In Paris there are few changes, one feels it when one returns no matter how long one may (to be) away. 2. A child should (to teach) to draw the object that he is learning to spell. 3. To my mother, who was never strong, the whole experience must (to be) a nightmare of suffering and social endurance. 4. "I might not (to give) a present at all," she says. "Instead, I could (to invite) her over for egging during the holidays to ask her to be my guest at a Christmas programme. Every gesture of friendship doesn't have (to repay) in kind." 5. She ought (to be) home by now. 6. I saw at once that he was dead, struck down from behind, and also that

he couldn't (to be) dead long. 7. He smiled, "Pardon me. I should (to introduce) myself first. 8. No man ought (to bring) to trial without sufficient evidence that some fair people might (to conclude) beyond a reasonable doubt that he is guilty. 9. The land can (to improve), but a lot of things have (to do) first. New farming methods have (to introduce), people have (to educate) and reliable sources of water and energy have (to find). 10. A lot of men died who might (to save).

Ex. 3. Use "must", "to have" or "to be":

1. Since they ... be married in a month a lot of preparations ... be done. Then they ... spend a month at his mother's house. 2. I ... meet my friend at the airport who ... arrive from New York at six in the morning. So I ... spend the night at the airport. 3. The money ... be brought to the boss yesterday. Something ... have happened. 4. I'm afraid you ... go to the police station. 5. According to their plan, the robbers ... escape through the back door. But they ... change their plan unexpectedly. 6. ... I tell the truth? — You ... not to, if you don't want. 7. Could they know then that they ... meet many years later and become good friends? 8. "You ... put up with my requirements or ... look for another job," said the manager.

Ex. 4. Change the following sentences using modal verbs:

Model: I suppose she is working in the library. (may) — She may be working in the library.

1. I am sure she has passed all her exams successfully. (must)
 2. I suppose I'll attend the party even if I don't want to. (have to)
 3. We received a telegramme saying that he is coming on Monday. (to be)
 4. I wonder why she didn't turn to me for help. (might)
 5. You were told to hand in your paper by the first of June, I can't take it now. (should)
 6. I don't believe he has done it. (can)
 7. It's so dark. I think it's raining. (may)
 8. I don't allow you to swim in this dirty water. (must)

Ex. 5. Use the proper modal verb:

1. I ... acknowledge that there were some things I ... not do, and I retired from the field. 2. It was just what I wanted to do, I ... teach at a district school; but what there was beyond that I ...

not guess. 3. Over the years we seem to have had an assumption that money ... cure all of your ills. 4. Life in New York City 100 years ago ... have been difficult. They ... put up with noise, smoke and dirt. 5. I ... not have thought of an author for years, but, suddenly, his name will spring into my mind, and I will say to myself, "I ... read Bacon now," or "I ... read Swift or Sterne, for a change." 6. "I didn't hear anything," he said, "I ... have fallen asleep at half past twelve." 7. The only time he ... have committed the crime was between a quarter to twelve and Charles' return. 8. Something ... have happened. They ... be here half an hour ago. 9. He ... have taken care not to leave fingerprints anywhere. 10. "I ... have run in there for a minute just before dinner," mused Lily Margrave, "or it ... have been the night before." 11. The trial ... take place the next Monday. 12. Some disasters like the sinking of the *Titanic* ... be avoided, others ... not. Nothing ... have prevented the disaster of Pompeii.

Ex. 6. Match the two parts:

The circus was
to arrive on Saturday.

You shouldn't have
given her the papers.

The train was
to arrive at 5.

Must I give her a call?

We had to take a taxi.

He was to have returned
yesterday.

He couldn't have
told a lie.

She might be working
in the garden.

I wonder, what's happened.

He's not the kind of man.

She said she would.

It's too late now.

, the posters said so.

They must be home now.

or we could be late.

No, you needn't.

Ex. 7. Render the following dialogue in the Indirect Speech:

Harry: Were you able to write that letter yesterday?

Nora: Which letter do you mean?

Harry: The one to the headmaster of Peter's school, saying we want to take him away on holiday a week before the end of the term.

Nora: Oh, no! I must write it tonight!

Harry: You ought to have written it yesterday, you know.

Nora: But I thought you said I needn't. Besides, don't you think you ought to write it, as Peter's father? It might seem better coming from you.

Harry: But you can write that kind of letter much better than I can; you always could.

Nora: I think you might do it instead of me — you know I hate letter-writing.

Harry: Perhaps we might write it together. Where is there some paper?

Nora: There may be some in the drawer. Yes, here you are.

Harry: Now, what can we say?

Nora: Well, you could say — you could say Peter needs a long holiday.

Harry: That might do.

Nora: Harry, you could have spoken to the headmaster when you met him last week; then we needn't have written this letter.

Harry: Yes, I know — and you could have written the letter yourself yesterday when you said you were going to.

Nora: Well, anyhow, we don't seem to be making much progress with it now.

Peter: Hello, Mum and Dad!

Harry: Hello, Peter.

Nora: Hello, Peter.

Peter: I've got some good news for you! Our headmaster says the holidays are starting a week earlier because the school is to be painted.

Nora: What a relief, Harry! We needn't have worried about how to write our letter.

Ex. 8. Enlarge on the following:

a) You ask your mother's permission to hold a party at home. Your mother gives you instruction what you must and what you mustn't do. Make up a list of her instructions.

b) You are a boss. You give instructions to your new secretary what she has and what she doesn't have to do.

c) You are renting a room. Your landlady explains what you may and what you may not do.

Ex. 9. Give your opinion of what's happened expressing doubt or assuredness:

1. A man with a sack on his back went into the woods and died. 2. A man heard a sound and swam towards it. He drowned. 3. A woman committed a crime. The police arrested her and took her to court. The judge didn't know what to do about her. 4. There was a small hut in the desert. It was empty except for a dead man hanging by a rope from the roof. Outside stood a lorry. 5. A man walked into a bar in Texas. He asked for a glass of water. The barman pointed his gun at him. The man said, "Thank you" and walked out. 6. John came into the room, drank the water and Mary died.

Ex. 10. Translate the following into English:

1. Она может прийти. 2. Она может не прийти. 3. Она не может прийти. 4. Она могла бы прийти. 5. Она может не приходиться. 6. Она должна прийти. 7. Возможно, она пришла. 8. Должно быть, она пришла. 9. Она должна была прийти в пять (неизвестно, пришла ли). 10. Она должна была прийти (но не пришла). 11. Ей пришлось прийти. 12. Ей тоже следует прийти. 13. Ей надо было прийти (а она не пришла). 14. С какой стати она придет? 15. Ей не нужно было приходиться (а она пришла). 16. Она могла бы прийти (но не пришла). 17. Неужели она пришла? 18. Не может быть, чтобы она пришла. 19. Она не могла прийти. 20. Она не могла не прийти.

Ex. 11. Translate into Russian paying attention to the different functions of "would":

1. This inclusion of drawing and painting and modelling in the education of every child naturally would not make of every child an artist, but it would result in the development of many more artists that we have now; and it would certainly give a greater and wider appreciation of things artistic to the general public. 2. My father would not change his mind. 3. I would never see strangers, and not even my former friends, except in the presence of Cary, who would know by intuition the words that I missed and would hasten to snatch up the broken thread. 4. She wouldn't go anywhere unless she can pay her own way. 5. "I would rather stay single all my life," she said. 6. Would you like to look at these photos? 7. She was sure she would know him if she saw him. 8. If I were you I would call the police.

Ex. 12. Complete the following:

Yesterday you happened to be in a bank when three people came in and robbed it. One of them hit you over the head, so your memory isn't very clear. The police are trying to find out what you remember and what you don't remember happening.

Use: "I remember...," "I don't remember anyone...," "I remember the robbers... ."

Ex. 13: Use the correct tense- and voice-forms of the verbs in brackets.

A violent crime (to occur) every 31 seconds. According to FBI figures, in a 24-hour period, there (to be) 53 murders, 1,400 assaults and 180 cases of rape in the United States. And the rate of these crimes (to continue) to grow.

“It’s an old saying around here that the victim of the crime actually (to victimize) twice: once by the criminal and once by the criminal justice system,” (to say) the head of an agency that (to help) victims of crime. This agency (to put) together a book entitled “The Criminal Injustice System,” which (to note) that the criminal (to have) only a 20 percent chance of being arrested.

If criminals (to arrest), they (to advise) on their legal rights and (to give) medical treatment if they (to require) it. If they can’t afford to hire their own attorney, one (to give) to them at the government’s expense. They then (to get) a hearing and bail (to set). If their bail (to pay), they (to release) and (to tell) to appear on the set trial date.

The trial itself (to offer) a number of options to the criminal. The defence (to have) the right to answer the charges that (to make), prove certain evidence to be inadmissible and postpone the trial’s proceedings.

Speech exercises

Ex. 1. Answer the questions:

1. What types of crimes do you know? Have you ever been a victim of a crime?
2. Do the accused always get a fair sentence?
3. Have you ever been a witness of a crime?
4. Did you ever have to give evidence in court?
5. What minor crimes can bring you to court trial?
6. What are the motives of kidnapping?
7. What are the reasons for the increase in violence among teenagers in our country?
8. Do you think that people who have served in prison or penitentiary come out morally improved and incapable of committing a crime?
9. Are you in favour or against capital punishment? Do you think it may lower crime rates?
10. What measures can the state take to prevent crimes?

Ex. 2. Comment on the following quotations:

1. Society prepares the crime; the criminal commits it. (H. Buckle)
2. If poverty is the mother of crimes, want of sense is the father. (J. de la Bruyere)
3. Every unpunished murder takes away something from the security of every man's life. (D. Webster)
4. Many commit the same crimes with a very different result. One bears a cross for his crime, another — a crown. (D.J. Juvenal)
5. One eyewitness is of more weight than ten hearsays. (T.M. Plautus)
6. He who decides a case without hearing the other side, though he decides justly, cannot be considered just. (L.A. Seneca)
7. It's better to risk saving a guilty person than to condemn an innocent one. (F.M.A. Voltaire)

Ex. 3. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)

1. He that once deceives is ever suspected.
2. Rather suffer an injustice than commit one.
3. A lawyer never goes to law himself.
4. Necessity knows no law.
5. Opportunity makes the thief.
6. The end justifies the means.

Ex. 4. Solve the problems:

1. Your mother is going to die unless you buy a very expensive medicine which can save her life, but you cannot afford it. Would you rob the chemist's shop to get it?

2. There was a mass kidnapping at the airport. The kidnapers wanted a ransom and they shot a hostage every hour between 12 noon and 11 p.m. When the last hostage was shot, they vanished down a secret tunnel and got away. You are a police officer. What would you do?

3. Having discovered that someone was regularly drinking his whisky, the man decided to put poison into one of the bottles. Do you think he had the right to do that?

4. Your brother is being looked for by the police. You are aware of it and you hid him in your house for a while. You know where he is now. Would you tell the truth when asked by the police?

5. Your baby is kidnapped and you were asked a very large sum of money. What would you do?

Ex. 5.

A.

You are a judge. You must decide how long to send the accused to prison for. The minimum is three months. The maximum is a real life sentence. You can also acquit.

Case 1. The accused is a prisoner of war. Your country has just defeated his. He was a pilot. He dropped an atom bomb on your tenth largest city killing 200,000 people and injuring many more.

Case 2. The accused is a doctor. He gave an overdose to an 85-year-old painter who had terminal cancer. The painter had asked for the overdose. The painter's family accuse the doctor of murder.

Case 3. The accused found her husband in their bed with another woman. She took the breadknife and killed him.

Case 4. This man is a well-known leader of a radical organization. He was recently tried for possessing one marijuana cigarette and sentenced to ten years in prison. He is appealing the decision.

Case 5. This factory owner is on trial for cruel and inhuman treatment. The workers in his factory had a sit-down strike to protest against low wages. The owner set rats loose in the factory. The workers killed all the rats and no one was hurt.

Case 6. The woman was given thalidomide while she was preg-

nant. She gave birth to a baby without arms and legs. When it was two months old, she smothered it while it was sleeping.

Case 7. The three teenage boys were having a fight with a fourth boy near a swimming pool. They threw him in the water and then stood on him till he drowned.

B.

THE LAWYERS

There were two lawyers, Alfred and Bertram.

Alfred once borrowed a great deal of money from Bertram. He promised to pay him back on the day he won his first case in court. But Alfred was lazy and never took on a case.

At first Bertram didn't mind, but after five years he got tired of waiting for his money. He decided to take Alfred to court to get the money back.

On the day of the trial they both came to the court feeling happy and confident. They shook each other's hand as if nothing was wrong. Alfred was sure that whether he won or lost in court he wouldn't need to pay Bertram the money back. Bertram, on the other hand, was sure he'd get his money back. Can both of them have been right?

Ex. 6. What types of crimes are described in these situations?

1. He threatened to send the love letters to her husband unless she gave him £500).

2. The telephone box had been smashed and there was graffiti all over the walls.

3. An old man has been attacked and robbed in a city street. He is recovering in hospital.

4. Department stores lose millions of pounds each year through goods being stolen off the shelves.

5. Thieves broke into the house while the family was away on holiday.

6. The young woman was sexually attacked as she walked across the dark park late at night.

7. He watched with satisfaction as the fire he lit burnt down the factory. "That'll make them wish they'd never given me the sack," he thought.

8. It was a perfect copy. It was so good, in fact, that it could even fool an expert.

9. The bank believed her to be trustworthy. They had no reason to suspect that she had transferred thousands of pounds to false accounts.

10. "If you want to see your child again, put £50,000 in an old suitcase and wait for further instructions."

11. George gave the man £50 in return for a small packet of heroin.

12. It was a beautiful day. The sun was shining and people were sitting outside the cafe enjoying the sunshine. Then the bomb went off.

13. "If only I hadn't brought these watches through customs," she thought as she sat crying in the police station.

Ex. 7. Render in English:

A.

УБИЙЦА СДАЛАСЬ ПОЛИЦИИ... ЧЕРЕЗ 23 ГОДА

Разыскиваемая за участие в вооруженном нападении на банк и убийстве полицейского в Бостоне Катрин Анн Пауэр добровольно сдалась в руки полиции. С 1970 по 1984 год она находилась в списке особо опасных преступников США.

Сорокачетырехлетняя гражданка США четверть века назад была активисткой антивоенного движения молодежи. На переломе 60-х и 70-х годов участвовала в демонстрациях против войны во Вьетнаме. Тогда Катрин училась в университете и состояла в двух организациях — Революционном

фронте Востока и Национальном студенческом центре забастовочной информации.

Нападение на банк произошло 20 сентября 1970 года. Было похищено 26 тыс долларов и убит полицейский Вальтер Шрёдер. Трех участников преступления задержали в течение нескольких дней. Пауэр же вместе с подружкой Сусанной Сакс удалось скрыться в штате Кентукки. Через четыре года Сакс была арестована, а Пауэр двинулась дальше на запад страны. В небольшом городке Лебанон в штате Орегон она проживала под чужой фамилией. За это время Катрин родила сына, открыла несколько ресторанов, училась на кулинарных курсах и сама составляла рецепты вкусных блюд. Пауэр вышла замуж за некоего Рона Дункана, с которым жила уже 12 лет. Психическое состояние Катрин в последние годы заметно ухудшилось, ее преследовали кошмарные воспоминания, и она принимала успокаивающие лекарства. И вот однажды наступил финал. Совесть окончательно замучила эту женщину, и она сдалась полицейским сама после переговоров ее адвоката с властями. Катрин призналась, что напала на полицейского с оружием в руках, но без намерения его убить.

Конец этой истории может быть благоприятным для подсудимой, считают специалисты. Формально ей грозит пожизненное заключение, но по договору с прокуратурой Катрин дадут не более 12 лет, из которых 5 она должна отсидеть. Оставшиеся 7 лет заменят условным наказанием... Все-таки добрая Фемида для убийц в штате Орегон!

В.

ТВОЕ ИМЯ В ГЯЗИ

Вашингтон, 14 апреля 1865 года. Ровно пять дней назад генерал Роберт Ли сдался северянам. И все-таки 26-летний актер Уилкинс Бут, исполнитель приговора южан, смертельно ранит из пистолета во время представления в театре Форда президента США Линкольна. Прыгая из ложи, заговорщик повредил ногу, но все-таки сумел скрыться.

В злополучную ночь с 15 на 16 апреля доктор Мадд оказал первую и последнюю помощь находившемуся в бегах убийце президента США Линкольна. И хотя наутро доктор доложил властям о подозрительном визитере, это не спасло его от приговора суда — пожизненное заключение. Поз-

же, в 1869 году, Мадд будет помилован лично президентом Эндрю Джонсоном. Зато его потомки до сих пор пытаются обелить имя Маддов, доказывая непричастность своего предка к заговору. Сейчас они ожидают ответа армейского трибунала на их последнюю апелляцию, поданную... в 1992 году.

Известно, что ни Буту, ни его сообщнику Сюрратту спастись не удалось. Герольд Сюрратт сдался и был казнен с подозрительной поспешностью. Смертельно раненный Бут, похоже, навсегда унес с собой в могилу тайны заговора.

Американцы бережно хранят историю. И поныне стоят здание театра Форда, где произошел роковой выстрел, дом, где сутки спустя скончался президент Линкольн, поместья, где, согласно версии властей, укрывали террористов, и дом-музей Мадда, управляет которым внучка доктора — Луиза Мадд.

Ex. 8. Points to ponder:

1. Crime is a kind of disease and should be treated as such.
2. Whoever profits by the crime is guilty of it.
3. Small crimes always precede great ones.
4. Petty laws breed great crimes.
5. Cruelty is part of nature, at least of human nature, but it is one thing that seems unnatural to us.
6. Suicide should not be considered a crime.
7. Violence is sometimes justified.
8. There is no justification for terrorism.
9. We should disobey a law that is contrary to our own beliefs.
10. Prostitution should be legal.
11. Capital punishment is a deterrent against crime.
12. Drugs should be legalized.
13. Ownership of firearms should be carefully regulated by the government.
14. Parents should be punished for child abuse.

Ex. 9. Make up a story:



UNIT VI

WOMEN AND THEIR ROLE IN SOCIETY

Vocabulary

temperance *n* moderation, self-restraint **temperate** *adj* behaving with temperance, showing self-control: *Please be more temperate in your language.* **temperately** *adv*.

outlaw *n* place beyond the protection of the law **outlaw** *n* person who has broken the law and is hiding to avoid being caught: *Bands of outlaws lived in the forest.*

initial *adj* occurring at the beginning: initial letter **initially** *adv* at the beginning, first **initial** *v* mark, sign with one's initials **initiate** *v* 1. set on foot, begin 2. admit into (a society, group, etc.): *They were initiated into studentship.* **initiative** *n* first step, power of acting independently: on smb's initiative.

alternative *n* 1. permission to choose between two things; either of two possible courses: *I had no alternative.* 2. one of more than two possibilities **alternative** *adj* mutually exclusive.

beverage *n* drinking liquor: *I'd do with a soft beverage, I'm thirsty.*

abolish *v* do away with: *Serfdom was abolished in Russia in 1861.* **abolition** *n* doing away with **abolitionist** *n* one who wishes to do away with: **abolish** inequalities (evil, etc.).

violence *n* extreme force of passion or fierceness; outrage, injury; unlawful exercise of physical force **violent** *adj* of great physical force: *There was a violent storm.* **violently** *adv* **violate** *v* outrage, infringe, act against requirements; commit rape upon; violate the law (the treaty, the terms, etc.): *He was brought to court for violating traffic rules.*

guardian *n* 1. one who guards or protects smth: *The police are guardians of law and order.* a self-appointed guardian of public morality 2. person who is legally responsible for smb who cannot manage his own affairs: a guardian of an orphaned child **guardianship** *n* position or office of a guardian.

Word Combinations

see to smth
in the eyes of the law
extend rights
enjoy rights (equality)
grant the right
retain control of
in the event of
voice one's demands
from every walk of life
live enough to see
a male/female-dominated society
maintain personal identity

Text 1

SUSAN B. ANTHONY

(*A Biography*)

The daughter of a cotton manufacturer, Susan Brownell Anthony was born in Adams, Massachusetts in 1820. From the very beginning, she enjoyed two privileges shared by few women of her time: she got a good education and her Quaker parents taught her that all men and women were equal before God. Her education led her to a career as a teacher, which was the only opportunity for independence open to women of that time and, also, the only alternative to marriage and motherhood that women had. She initially became involved in the temperance movement, the nationwide campaign to outlaw the sale and production of alcoholic beverages. She helped form the Women's State Temperance Society of New York and, in so doing, discovered that she had a great talent for organizing and getting support from others. She gradually began to turn these talents toward abolition,

the movement to end the slavery of blacks in the United States.

After the Civil War, the Fourteenth and Fifteenth Amendments were proposed, extending civil rights and the vote to black males. Susan B. Anthony demanded the same privileges for women, but was ignored. However, she only became more determined that ever to see to it that all people, including women, could enjoy equality in the eyes of the law. She began her campaign by setting out to fight for women's suffrage, or the right to vote. Very quickly, she added two other demands to her public campaign: the first, the right for women to retain control of their own property after marriage, instead of having it become part of their husbands' property; and the second, the right for women to have guardianship of the children in the event of divorce.

From 1868 to 1870, she published a liberal newspaper, called *The Revolution*, in which she voiced her demands to the men and women of New York. Her motto, printed at the top of the newspaper, was "The true republic: Men, their rights and nothing more; women, their rights and nothing less." In 1869, she organized the National Women's Suffrage Movement Association and thereafter travelled extensively across the nation, speaking to women from every walk of life, and fearlessly facing ridicule and even violence from those who opposed her views. Gradually, her support grew and the signatures on the petitions she circulated among her listeners began to number in the thousands. These she showered on the elected officials of Washington, forcing them to acknowledge the growing movement for women's suffrage.

Susan B. Anthony died in Rochester, New York in 1906, at the age of 86. She lived enough to see at least part of the progress that was eventually achieved because of her lifelong campaign for equality. By 1906, Wyoming, Utah, Colorado, Idaho, the Netherlands and Australia had granted women the right to vote. But it was not until 1920, fourteen years after her death, that the Nineteenth Amendment was finally adopted, giving women the right to vote in the United States.

Exercises

Ex. 1. Find in the text the words that correspond in meaning to the following:

producer of articles or goods, to use, to possess jointly, to result in, to become part of, to mock, to laugh at, soft drink, to forbid,

to do away with, ultimately, after all, to recognize, right to vote, something that is owned, special advantage or benefit.

Ex. 2. Use the proper word:

a) *to elect — to select — to choose — to pick out*

1. She had so many admirers that she didn't know whom ...
2. Each semester students are required to ... five or six courses.
3. President of the USA is ... every four years.
4. She ... a few China roses for the wedding party.
5. I didn't know how to ... the right words without being rude to express my indignation.
6. She was asked to ... three students of her class for the maths competition.
7. Out of the ten photos he was shown the witness ... two.

b) *to propose — to offer — to suggest*

1. A year has passed since Nick ... to Kelly and she still hasn't given him any answer.
2. I ... we put off considering this question until the Senator arrives.
3. I ... you put an end to this affair. He is no match for you.
4. He ... to give her a lift.
5. The Father ... that they should celebrate Mother's Day out of town.
6. Two projects were ... for consideration.

c) *to preserve — to retain — to keep*

1. In Britain there are many places which still ... their old Celtic names.
2. There are many ways of ... vegetables for the winter.
3. The manager succeeded in ... control over the company.
4. I don't like ... old clothes.
5. If you want to ... fit, exercise and eat vegetables as much as you can.
6. These manuscripts were ... in the library of the local museum.

d) *company — campaign*

1. Next year Caesar started his ... earlier in the season.
2. The ... pays insurance for its employees.
3. "Is it time or ... ?" she asked me when I yawned.
4. Election ... starts a year before the day of the election.
5. He is good ...
6. The winter ... of 1942 determined the outcome of the war.
7. He wanted to keep us ...

Ex. 3. Translate into Russian:

A.

1. Who could have thought that this clumsy girl would grow into such a beautiful woman?
2. Long hair grew into fashion again.

3. At last he grew out of the habit of sitting up nights. 4. The garden was all grown over with weeds. 5. She was so anxious to grow younger that she went in for shaping. 6. Having stayed in the country during the whole summer the children grew a little wild. 7. A feeling of hate gradually grew up between Mary and her husband.

B.

1. "See to it that all the doors and windows are locked for the night," said the landlady. 2. You see she is willing to join us for the picnic. 3. I can't see you old. 4. She couldn't see herself being an actress. 5. I listened to her story but couldn't see the point. 6. "See you around," she said and got into the car. 7. Is anybody seeing you off to the station? You have too much luggage. 8. I can't believe it until I see it for myself. 9. On the 31st of December the family got together to see the old year out and the new year in. 10. At last Roger saw through all her schemes. 11. He saw me through all my troubles.

Ex. 4. Match the two parts:

The strikers voiced
their demand

Women in the US do not

A lot of women involved
in the suffrage movement

Motherhood is protected

She discovered
she had a great talent

She was determined

The 14th and 15th
Amendments

In our country

took the opportunity of nomi-
nating a woman candidate for
the post

by the state law in our country

for organizing people and get-
ting support

to be guaranteed a 50 percent
increase in wages

get equal payments with men
for the same jobs

extended civil rights of the
Americans

women enjoy some privileges

to move ahead in business career

Ex. 5. Which is the odd word out:

- a) to ask, to beg, to implore, to require, to inquire, to demand;
- b) to vote for, to support, to back, to approve, to favour, to put forward, to sign;
- c) to vote down, to disapprove, to put down, to deny, to reject, to turn down, to dismiss.

Ex. 6. Answer the following questions:

1. What privileges did Susan enjoy in childhood? 2. Why did she choose the career of a teacher? 3. What opportunities did women have at that time? 4. How did she discover that she had a talent for organizing? 5. What did she turn her talents to? 6. What privileges did Susan demand for women after the Civil War? 7. What kind of campaign did she begin? 8. What were the two other demands, besides women's suffrage, of her public campaign? 9. What was the motto of the newspaper *The Revolution*? 10. What kind of activity was she involved in after 1869? 11. What was the result of her efforts? 12. When were women in some of the US states and other countries granted the right to vote?

Ex. 7. Complete the following:

1. Supporters of the women's ... want women to achieve ... with men. 2. Another subject that has been receiving considerable attention recently ... the position of women in the US. 3. The nationwide ... against drugs use started in Australia. 4. *The Revolution* was 5. She was determined 6. Some ... her views, others 7. The ... goods were taken to the market for sale. 8. I ... my invitation to your husband and your family. 9. The majority of the population ... for the new candidate from the Conservative party. 10. The workers ... their demands to raise their wages.

Ex. 8. Fill in the blanks with the following prepositional verbs:

A. come about, come across, come around, come from, come into being, come of, come to, come upon

1. Nobody knows how it 2. The customs ... in the Middle

Ages. 3. She's fainted, but she is 4. Where do you ... ? 5. Nothing ... their discussion. 6. The bill ... 50 dollars. 7. 1 ... this expression in the dictionary. 8. Nobody knows how the accident

B. cut down, cut in, cut off, cut out, cut up

1. She ... the cake and gave everybody a slice. 2. Don't ... on me when I'm talking. 3. The witness wanted to say something else but he was 4. I must ... on my expenses. 5. Smoking is bad for your health, you must ... it 6. The girl is ... for the job.

C. take after, take down, take for, take in, take out, take to

1. Sue ... every word of my lecture. 2. The sightseeing tour ... all these places of interest. 3. Who does the boy 4. Don't ... me ... an idiot. 5. You'd better ... my address 6. Paul is ... Mary ... tonight. 7. If you ... smoking, you won't be able to give it up.

Ex. 9. Translate into English using the vocabulary of the lesson:

1. Согласно первоначальному плану мы должны были связаться с этой международной организацией. 2. На заседании комиссии были поставлены на голосование два альтернативных предложения. 3. Когда ему исполнилось 45 лет, его посвятили в общество холостяков. 4. Американские женщины все еще не могут добиться, чтобы было устранено неравенство в правах мужчин и женщин. 5. Робин Гуд был легендарным нарушителем закона в средневековой Англии. Он грабил богатых и защищал бедных. 6. Насилие и убийства являются самыми распространенными видами преступлений в современном обществе. 7. Международный суд рассматривал вопрос о нарушении прав человека. 8. Одна из первых статей конституции гласит, что все граждане страны рождены равными и пользуются равными правами. 9. Проследите за тем, чтобы все присутствующие на собрании приняли участие в голосовании. 10. Во всем мире матери выражают свое требование покончить с войнами. 11. Матриархат — это общество, где ведущую роль играют женщины. 12. В случае провала операции ему обещали содействие в побеге. 13. В уголке ораторов Гайд-парка можно встретить самых разных людей. 14. Ты еще недостаточно прожила, чтобы судить людей старше себя. 15. Когда в США было отменено рабство, неграм впервые дали гражданские права. 16. Когда в середи-

не XX века Британия теряла свои колонии в Африке, она продолжала удерживать над ними экономический контроль. 17. После заседания, как всегда, угощали напитками и бутербродами.

Text 2

“What do the women want?” asked one confused male. We’ve set them up as wives and mothers, treated them with great respect, even put them on a pedestal. Isn’t that enough? Not anymore, it isn’t! Many women reject the straitjacket role of childbearing and homemaking, jobs which women did not choose for themselves but which had been imposed on them by a male-dominated society. Not that the role of wife and mother is no longer honorable. It is, and numerous women still find homemaking a satisfying career. But in recent years, many thoughtful women have sought to expand this role. They want absolute equality with men — in marriage, in the workplace, in politics. Shouldn’t women receive the same pay as men for the same work, have the same educational opportunities, and be able to rise in any occupation as far as they can? It is no exaggeration to call current changes a social revolution — not only for women but for men, too. And there’s much more to come.

Women’s Liberation, or Women’s Lib, is the name of a broad-based but informal popular movement. It embraces widely varying organizations, people, and ideas. Some are moderate; some are radical. All are concerned with changing the role of women in contemporary society.

This movement is not a political party. It is more like a forum or platform from which feminists (supporters of women’s rights) speak out on women’s issues. In books, articles, lectures, feminists attack the timeless inequities built into a male-dominated social system, and suggest possible remedies.

Such inequities are easy to find, according to these women. One of the most objectionable is the unequal distribution of power throughout the system, especially at the top. Take the US government, for example. Although there have been a few women in Congress, there has never been a woman president; not even a serious contender. A woman was nominated for the

vice-presidency in 1984, but did not win the election. Not until President Reagan appointed Sandra Day O'Connor to the Supreme Court did a woman serve on the nation's highest judicial body. Before that time, all nine justices had always been men.

For years, women hoped that a new social order would gradually evolve, especially after they won the right to vote. Even getting this right wasn't easy. It required an amendment to the US Constitution, which wasn't passed until 1920. But change has been painfully slow, obstructed, the women say, by men who are unwilling to share their power, and by the women themselves, who lacked organization and a program of goals. In the 1960s and 1970s women determined to change all this. "Revolution, not evolution" was the new slogan.

The key word is equality. In every male—female relationship, must the woman always play the secondary role?

The Women's Liberation movement set out to change this. Through the movement, a programme of goals and objectives was set forth. Not all women agree on all points, of course; but there is consensus on most of the following: The family must not take precedence over other things women might do. Women must not be tied to the house. Everyone must be free to experiment with new family styles that permit individuals to develop in their own ways.

All housekeeping chores, such as cooking, cleaning (dusting, vacuuming, laundry), food shopping, diaper changing, and child rearing must be divided equally. Household expenses are also shared. Women may keep their maiden names after marriage, to maintain personal identity.

Having children must be a free choice for both men and women. Women must have the right to end a pregnancy for any reason. Women who choose not to have children should not lose status.

The work of raising children must be shared equally by the mother and father. It should not be considered a full-time job for either one. Maternity leave must be given not only to mothers but also to fathers, so that they, too, can stay home from work if the need arises.

Jobs must be available to both sexes on the basis of individual ability, without the presumption that one sex is more capable than the other. This means that women will enter many lines of work traditionally open only to men.

The Women's Liberation movement has not yet achieved all its goals, some of which are controversial even among women. But the movement has already had considerable impact in many areas of male—female relations. To advance their programme, women welcome the cooperation and understanding of men. For the men who are obstinate, unhelpful, and “sexist”, women have invented an unpleasant name — male chauvinist pig. And no one wants to be called that!

Assignments:

1. Translate the introduction and paragraph 1 in writing.

2. Text comprehension questions:

1. Are women satisfied with their role of wife and mother?
2. What is the social revolution for women?
3. What kind of movement is Women's Liberation?
4. What are the basic inequities that the feminists attack?
5. What examples of women being hardly ever nominated for high posts in the US do you know?
6. What accounts for such a state of things?
7. What are the women's proposals concerning housekeeping chores and raising children?

Text 3

SEX ROLES IN AMERICA

Historians have argued that the early colonists in this country granted women a higher status than they had held in England. One reason for the break with English custom was the importance of women's labour in colonial times. Each family had to be virtually self-sufficient, so the work of both sexes was vitally important.

In 1813 the first New England cloth factory was established. For several decades working-class women provided most of the labor force for such factories. Most of the women working in factories were in their late teens or early 20s; they usually quit-
ted when they married. Eventually, as one product after another began to be made in factories instead of at home, women found

that they were spending less time producing basic necessities and more time shopping for them — they were becoming consumers rather than producers.

In the nineteenth century middle-class women did not work outside the home. Economic and political doings were men's responsibilities; the domestic side of life was the domain of women. The family was regarded as a kind of retreat from the stress and tension of the workaday world; a good wife provided an atmosphere of tranquility, affection, and warmth. Child care, instead of being just one of many tasks, became a "sacred duty" and a woman's most important responsibility.

During the mid-nineteenth century the western migration, the abortion and social-reform movement, the Civil War, missionary activity, and industrialism had the combined effect of undermining the cult of True Womanhood by involving women in activities outside the home. Yet despite the departure of many women from family-centered concerns, our gender ideals and attitudes about sex roles are still rooted in the nineteenth-century belief in the "rightness" of man-as-provider, woman-as-homemaker.

Today, although these stereotypes persist, they have been weakened by several forces. One of the truths that has emerged from psychological research is that there is no such thing as a "pure" masculine personality or a "pure" feminine personality. There are traits of autonomy and dependency, aggression and passivity, in all of us, male and female. Any given personality is a complex mix of all these traits. Another factor that has weakened stereotypes about the sexes is the realization that "masculinity" and "femininity" are at least partly a result of years of exposure to family, schools, peer groups, and other agents of socialization. It is widely recognized that the stereotypes are not "natural" but, rather, are created by the society.

Finally, the women's movement has had a political and social impact. Some states have repealed discrimination laws; women have sued and won back pay, promotions, or reparations for sex discrimination on the job. "Equal pay for equal work" has become part of the American lexicon. For all these reasons, many members of both sexes are reexamining their attitudes, and some are challenging sex roles that they find limiting.

Assignments:

1. Read the text and discuss the following: the status of women in the colonial times and the reasons for its change at different stages of American history.
2. Give a summary of the text.

Text 4

A WEEK LIKE ANY OTHER: WOMEN'S LIVES IN BRITAIN

(From "Understanding Britain" by K. Hewitt)

A Russian friend, now living in Britain, told me, "We used to dream about the West. Especially about the lives of women in the West. We knew all about it from films. You lived in big elegant rooms, lying on beautiful luxurious sofas, spending the whole day polishing your fingernails."

She watched me scrubbing out the sink, scooping the rubbish into the bucket and carrying it out to the dustbin. When I returned, the bucket was dangling from one end of the handle. The other end of the handle had snapped off. We fiddled for a long time. I tried to mend it with a bit of wire and with a plastic hook I found in the bottom of the drawer. Eventually, we rammed it back, unmended, into the cupboard under the sink. "If I go on using it like that, half the rubbish will spill out, each time I empty it," I said. "Next time I go to the shops, I'll have to buy a new one."

"Exactly!" said my friend. "That's the real difference between you and us. We both have to clean out dirty sinks, and we both have buckets with broken handles — but you can easily buy a new bucket. Life isn't normally luxurious for you, and it certainly isn't idle, but it is much more convenient."

I am well aware that if I try to write about women's lives in Britain today, I shall be told that there is no comparison with your worries, shortages and endless crises. But I would like to make some comparisons, based on more normal times. I am therefore using for discussion the well-known story by Natalia Baranskaya, "A Week Like Any Other", published in *Novy Mir* in

1969. That was nearly a quarter of a century ago, back in those happy, unhappy times. Life has changed. And a story set in Moscow does not tell us much about the provinces. But it will do as a basis.

Olga Nikolaevna is happily married with two small children, a decent flat and a job in a research laboratory which she loves. She does not think she is living in Paradise, however. She is always in a rush, often exhausted, worried about her children's illnesses, about money, about getting the housework done, about finding time to shop, about completing her research at the laboratory, about whether her relationship with her husband is suffering from all these other worries. She spends three hours a day travelling, and often has to carry heavy shopping bags. Her boss complains of her lateness, and she has to admit that she has had 78 days off work because of the children's illnesses.

Imagine an English woman called Mary, working in London under similar circumstances. What would be the significant differences in their lives?

First, Mary, like Olga, would consider herself extremely fortunate. A loving husband, two lively children, a comfortable home and an interesting job represent most of the world's real treasures. Mary would probably think herself even more fortunate to have such a job, because scientific research is highly competitive and many of the competitors are men. A laboratory of women with what seem to be lifelong jobs is a very curious idea for us.

Secondly, Mary would be rushing just as much as Olga. The rush hour in London is just as hellish as the rush hour in Moscow. The road to Mary's semidetached suburban house will be less muddy than the path to Olga's new block of flats, but buses will come less frequently, and the underground will be much less efficient. They will both dash into work, console themselves with cups of tea during unofficial or official breaks, and both will grab a sandwich or "butterbrot" or a piece of pizza, to eat during the lunch hour. Cooked, sit-down meals are rare among such workers. But if she wanted such a meal, Mary could easily find a cafe or restaurant to suit her needs, just as she can easily find her a sandwich or something else quick and pleasant to eat.

Like Olga, Mary will probably shop during the lunch hour. Shops shut around five thirty in England, before Mary is home

from work. There is likely to be a shop, most probably run by an Indian or Pakistani family, which opens late in her district, but even so, it will be some distance from her bus stop. In the supermarket she can buy what she wants quickly and easily. She will probably buy a lot of tinned, frozen and prepared foods, which of course are very convenient, but less tasty and probably less healthy than the food Olga buys. Far more Russians make their own pies, soups, preserves and prepare their own vegetables than in Britain. No doubt, many Russians would prefer prepared and tinned food. But for all its advantages, there is a loss of taste and healthy eating. In any case Mary may be an enthusiastic cook, but she will not have much time when she gets home. The same, of course, is true for Olga — it is a problem for both of them, and for all working mothers.

Back at home, a major question is: “Who does the housework?” Wife? Or wife and husband? Or wife, husband and children? Olga does much of it, but her husband helps...

Assignment: Read the text and speak on the common problems of working women in Britain and Russia.

Grammar revision

(Indirect Moods. Sentences of Unreal Condition)

Ex. 1. Complete the following:

A.

1. If the customers knew that the president of the company is a woman, they 2. If I were you, I 3. If there were more women in the government, 4. If women didn't have to take care of the children, 5. If she earned as much as her husband does, 6. ... I would go to Japan. 7. ... they would go on strike. 8. ... she wouldn't join in the movement. 9. ... she wouldn't quit job to get married. 10. ... we would have better opportunities.

B.

1. If she had been more successful in her career, 2. If she had made the right choice, 3. If they had made her school principal, 4. If you had followed my advice, 5. If my boss had invited me to dinner, 6. ... I would have given up smoking.

7. ... she would have agreed. 8. ... he would have told the truth. 9. ... she would have been acquitted. 10. ... we would have never met.

Ex. 2. Complete the sentences using "should" + Infinitive (Simple or Perfect):

1. I insist that (to arrest) 2. They suggested that (to discuss) 3. It is advisable that (to have a good rest) 4. It is desirable that (to visit somebody) 5. It is incredible that (to be enrolled) 6. It is doubtful that (to receive the letter) 7. It is very disappointing that (to refuse the invitation) 8. It is necessary that (to consider the details) 9. Tell us your new address lest (to forget) 10. You must be very careful lest (to make a mistake) 11. She tiptoed across the room noiselessly lest(to wake the baby)

Ex. 3. Paraphrase the following sentences according to the Model:

*Model: I don't know French. — I wish I knew French.
I came late. — I wish I had come earlier.*

1. I am not at home. 2. She is careless. 3. She didn't know what to do. 4. She couldn't find a job. 5. We didn't discuss your proposal. 6. You've come a little late. 7. I don't know where she is now. 8. We attended the party. 9. They noticed her embarrassment. 10. The weather takes the turn for the worse. 11. She isn't very young. 12. I haven't followed your advice.

Ex. 4. Make the following conditional sentences unreal:

1. If she takes the job, she will like it. 2. If you give them a call you'll find them at home. 3. If he knows English he can speak to the guests. 4. If you spend less money on clothes you will be able to save enough for the trip. 5. If I can make my sister stay at home with the kids I shall meet you at the station. 6. If they have enough money they will buy a new car. 7. If it is warm on Sunday we shall go on a trip. 8. If he took a taxi, he caught the 4 o'clock train. 9. If she finished her paper, she handed it in to the teacher. 10. If she was invited to the party, I'm sure she went there. 11. If you have read the book, you know the contents. 12. If there was

no rain, they had a good time in the country. 13. If she could find the time she looked through your essay yesterday.

Ex. 5. Use the correct form of the verb:

1. You know London so well as if you (to live) here. 2. I had a feeling as if we (to know) each other for many years. 3. The room looked as though somebody (to be) in it before we came in. 4. You speak as though nothing (to happen). 5. Her hands were trembling as if she (to frighten). 6. It was so cold as if it (to be) late autumn. 7. Don't look at me as if you (to know) nothing. 8. She looks so sunburnt as if she (to spend) a month in the south. 9. You look so tired as if you (to work) hard the whole day. 10. It seemed as though what was going around him (to be) of little interest.

Ex. 6. Translate into Russian:

A.

1. If I were you I would go out and get a job I like. 2. If teachers were paid more money she wouldn't have given up her job. 3. She wishes she could get involved in a protest movement. 4. Even if Martha were not a feminist she would want to be equal and develop her potential. 5. If I were her, I would have tried to spare my friend's feelings. 6. It's time we did something about it. 7. I felt bad about that, but I'd have felt even worse if I had sacrificed the trip. I had been looking forward to for so long. 8. At times like this she wished she had more to say. 9. I paid 5 dollars and left the restaurant as if it were nothing, as if I spent much money every day. 10. I wish my daughter wouldn't spend so much money on clothes. 11. She wishes she had never seen him. 12. It is strange that she should have refused to give evidence. 13. He formed the conviction that Fred could have said more had he wished to do so. 14. If the bosses had known that he voted liberal he would have got the sack. 15. If he had been there all night without a break he could be not only frozen to the marrow but starving. 16. But for his strong will he wouldn't have become a writer. 17. May all your cherished dreams come true. 18. Even if it were not that you are one whose character is written on his face, your girlfriend knows well enough to know that you would not hurt an earthworm. 19. If ever two people were plotting something, Saddy and Sammy were. 20. It's time you should think about your career.

B.

1. But for his trip abroad he would have finished his new novel. 2. You should see these flowers break into blossom in May. 3. I wish he would change his attitude to studies. 4. She would be a perfect teacher but for her lack of experience. 5. If we were some years younger! 6. I wish she would stay with us for a while. 7. If it were not for your help, I should not have been able to pass the exam. 8. If you would only come and see us, mother would be very proud of your company. 9. And fearful lest he should be seen Soames turned away. 10. Let's close the door, lest it should be cold in the room.

Ex. 7. Continue the following:

1. — If I were you, I'd go to the seaside.
— If I went to the seaside, I'd find a friend there.
— If I found a friend, I'd
2. If I were a man (a woman)
3. If my friend invited me to visit the US
4. If I had won a lottery
5. If I married a millionaire
6. If I were elected President of the country
7. If I lived in the
8. If my friend failed me
9. If I were attacked by robbers at night
10. If I found myself on an uninhabited island
11. If I were invisible

Ex. 8. Answer the questions:

1. What would you do if you dialed the wrong number?
if you saw a tiger?
if you had problems?
if you witnessed a crime?
if you had 12 children?
if you had forgotten to switch off the gas?
if you had four legs and no arms?
if you had been robbed?
2. What would you buy if you had 10,000 dollars?
3. What would you ask a fairy if you met her?

4. What would you advise your friend if he quarrelled with his parents?
5. If you had three wishes what would you ask for?
6. If you could do one thing to change the world, what would you do?
7. If you could live forever, would you choose to do so?
8. If you could change one thing about yourself what would that be?
9. If you could be doing anything right now what would you want to do?
10. If you were at home now what would you be doing?

Ex. 9. Use the correct forms of the verbs:

A.

1. If her job (to be) more important she (to be) happier. 2. She (not to) give up work even if her husband (to be) a millionaire. 3. She wished she (to understand) it when she (to be) young. 4. If they (to talk) more about what they (to expect) before they (to get) married, she (not to discourage) now. 5. His wife (to want) to work evenings as if they (to need) more money. 6. It's important that you (to think) a little instead of rushing into marriage. 7. It's time we (to get) down to business. 8. It looks as if it (to rain) the whole night. 9. It's unbelievable that they (to elect) her President of the college. 10. I wish you (to tell) somebody where you (to be going) to be.

B.

Anne Conowitz has a very responsible job with an international oil company. Like most executives, if she (not to work) hard she (not to reach) her present position. But she thinks that her climb to success (to be) easier if she (to be) a man. "I wish men (to be) more accepting of women in the business world," she said, "I wish they (to believe) we (to be able) to do a job as well as they (to be), and we (not to have) to work twice as hard as they to impress the boss and get more responsibility. If men (not to think) that we should just stay home and take care of a family, we (to have) a chance to be promoted." When asked if she would like a family of her own someday, Ms. Conowitz said, "I sometimes wish I (to have) a family, but then it (to be) difficult for me to keep this job. I wish it (to be) easier for women with children to work outside

the home. If we (not to have) to choose between a career and a family. It's high time the government (to take) some steps to improve the situation."

Ex. 10. Match the two parts:

Even if he asked her

that you should consider
all the options

She wished

she would have done it herself

It's high time

we could be friends

If she had had the
opportunity

she had been warned

I suggest

she wouldn't tell him
anything

But for his help

he would have been justified

If she is elected
President of the company

as if nothing had happened

It seemed

he thought about his future

If she were my neighbour

she would have never been
able to get her degree

Had the real facts
been found

she will be happy

Ex. 11. Translate into English:

1. Я бы на твоём месте отказался от приглашения. 2. Если бы она говорила погромче, нам бы было слышно, что она говорит. 3. Если бы вы сказали, что вам нужна эта книга, я бы принес её вам. 4. Если бы меня предупредили заранее, я бы подготовилась. 5. Если бы он поступил в университет на год раньше, сейчас бы он заканчивал его. 6. Если бы она была постарше, она не совершила бы такую ошибку. 7. У него было такое ощущение, как будто он совершил пре-

ступление. 8. Жаль, что я не смогла пойти с вами покататься на лыжах. Если бы у меня были лыжи, я бы обязательно пошла. 9. Если бы не счастливый случай, она бы так и не стала актрисой. 10. Мы боялись, что слух о его поражении распространится. 11. Неудивительно, что он совершил преступление. 12. Вы настаиваете, чтобы ваши требования удовлетворили? 13. Вам необходимо говорить только правду. 14. Он сожалел, что ничего не знал о том, что произошло. 15. Она так удивилась, как будто слышала об этом в первый раз. 16. Если будете более настойчивы, вашу просьбу удовлетворят. 17. Вы бы слышали, как он говорит по-английски! 18. Как бы мне хотелось, чтобы они встретились. 19. Я сожалею, что солгал вам. 20. Если бы не шторм, они бы вернулись два дня тому назад.

Ex. 12. Use the correct forms of the verbs:

Margaret just (to return) to her office.

M: Hi, Peggy. I (to be) back. Thanks for covering the phones for me.

P: Boy! I (to wish) I (to have) an office like this. Something always (to go on) here. Except I (not to see) how you (to do) any work here.

M: Well, (to be) there many calls?

P: Four, I (to think). Steve (to call). He (to want) to know how long it (to take) to have 10 copies of the new survey. He (to say) he (to call) back this afternoon. And Mrs. Henderson (to call). She (to suppose) to have a meeting on Friday and she (to like) the meeting (to postpone). Mr. Fisher (to call) from the Research Institute. He (to say) it (to be) urgent and he (to wish) you (to be) in.

M: Mr. Johnson (to call), (... not) he?

P: Yes, he (...). He (to say) he (to make) the arrangements for the interview if he (to know) what day it (to schedule) for. He (to like) it (to schedule) for Thursday. I (to talk) to him when David (to come) in and I (to guess) I (to forget) to write the message down. It (to seem) he (to worry) about something, but I (not to remember) what, I (to be) sorry. If I (to put down) the message I (to tell) you.

M: Well, thanks, Peggy. I (to have) better get to work. I (to promise) I (to finish) some reports for Bob by 2 o'clock.

P: By the way, there (to go on) a meeting in Mr. Russo's office and he (to leave) word he (not to want) (to disturb).

M: Who he (to meet) with?

P: Tom. You (to remember) what (to happen) last time he (to be) up here? Marsha (to fire). I (to wonder) who (to fire) this time? Well, I (to be) afraid I must (to go) now. I (to leave) your phone messages here on your desk. (To see) you later.

Ex. 13. Use articles where necessary and retell the text:

Pygmalion was ... king of Cyprus and ... famous sculptor. Pygmalion had no respect for ... women. He saw that ... only thing ... women of Cyprus were interested in was ... pleasure. He believed that though their face and ... figure were beautiful, ... women were bad in ... heart. So he decided never to marry.

One day he took ... piece of ... marble and began to make ... statue of ... young woman. When ... statue was finished, it was more beautiful than any woman in ... world. ... marble girl seemed to be almost alive. Pygmalion looked at his beautiful statue ... day after ... day, and soon he fell in love with it. He brought ... flowers to ... statue and often kissed it. Sometimes it seemed to him that ... statue moved and became warm. But he understood that it was only ... marble statue.

At that time of ... year ... people usually came to Aphrodite, ... goddess of love, to pray. People loved Aphrodite because they thought that this goddess best understood ... hearts of ... men and ... women.

Pygmalion prayed to ... goddess, "Aphrodite, ... goddess of love, listen to my prayer. I love my marble girl very much. Give me for ... wife one who is as perfect and beautiful as she is." When Pygmalion returned home and looked at his marble statue, she seemed to be ... real sleeping girl. He went up to her and kissed her. She was warm! Pygmalion stood near her half afraid. Then ... girl opened her eyes and smiled at him. Now he knew that she was alive. Pygmalion thanked Aphrodite.

Aphrodite came to their wedding. And soon they became ... parents of ... daughter.

Speech exercises

Ex. 1. Answer the questions:

1. What are the advantages and disadvantages of women's emancipation? 2. Should women have some privileges? 3. Do you think women should have a shorter working day? 4. Do you think that men should share the household duties? 5. Who, do you think, are more socially active, men or women? 6. What accounts for women living longer than men? 7. Why is women's participation in power lower than that of men? 8. Do you think that gender roles will change in the near future? 9. Does being male or female make a difference in your life? 9. What are women's problems in Russia? Are there any women's movements?

Ex. 2. Comment on the following quotations:

1. Two women placed together make cold weather. (W. Shakespeare)

2. In old age a woman must put up with the face, the friends, the health and the children she has earned. (W. Fay)

3. I have never regarded woman as a toy. Woman is the intellectual helpmate of man in public as in private life. Without her we should forget the true ideas. (O. Wilde)

4. Plain women are always jealous of their husbands, beautiful women never are! — Beautiful women have no time. They are always so occupied in being jealous of other people's husbands. (O. Wilde)

5. One could never trust a woman who tells one her real age. A woman who would tell one that, would tell one anything. (O. Wilde)

6. The way to fight a woman is with your hat. Grab it and run. (Anonymous)

7. Being a woman is a terribly difficult task. Since it consists principally in dealing with men. (J. Conrad)

8. Don't tell a woman she's pretty; tell her there is no other woman like her, and all roads will open to you. (J.R. Renard)

9. On one issue, at least, men and women agree: they both distrust women. (H.L. Mencken)

Ex. 3. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)

1. A woman is as young as she looks, and a man is as old as he feels.

2. Men make houses, women make homes!

3. Since a wife basked in the glory of her husband's success, so she must share his fall.

Ex. 4. Solve the problems:

1. If you changed overnight into a person of the opposite sex, how would your life be different?

2. You are completing a nationwide survey about the role of women in contemporary society. Make up the list of questions you will ask.

3. What measures would you take to improve women's position if you were Minister of Social Insurance?

Ex. 5.

At a public discussion women were asked the questions: Are you glad that you are living in the second half of the twentieth century? Or do you wish that you had lived during some time in the past, for example, in the second half of the sixteenth century?

Miss K.L. Fowler, a newspaper writer, was the last to speak.

"I work in a newspaper office. Had I lived in the 16th century, I could not have earned my own living as I do today. Women, in those days, had nothing of the freedom they have now. None of the professions were open to them.

Women have not yet won everything they have a right to. We are still fighting, in some professions and occupations, for equal pay. That will come! A woman who does the same work as a man should get the same pay as a man.

400 years ago women were not even free to marry the men they wished to marry! The family chose the husband for a woman in those unhappy times! Men may look back with regret to the days when they were our lords and masters, but women must be glad that they live today, when they are free.

I ask women whether they would like to be without electric light, without their refrigerators, their washing machines, without all these things, that make our life easier."

Assignments: Read the text and:

1. Say whether you think women in the 16th century had more problems than they have today.

2. Imagine the life of women in the 21st century.
3. Describe a dream woman.

Ex. 6. Render in English:

ЧЕЛОВЕЧЕСТВО ПРИБЛИЖАЕТСЯ К ЭРЕ ЖЕНЩИНЫ

(«Социс» №4, 1995)

Мы обычно видим в мужчине и женщине два существа одного порядка, которых природа создала для размножения. Считается, что лишь в силу исторических причин женщина отстала в своем развитии, поэтому стремятся «подтянуть» женщину к мужчине, выровнять по правам и условиям жизни. Во всем, даже в одежде и поведении, сделать их похожими. Считают, что достижение мужских целей и задач и есть эмансипация женщины.

Но так ли это? Является ли мужчина тем идеалом, к которому должна стремиться женщина, или у нее есть своя дорога? Может, наоборот, мужчине придется в конечном счете тянуться к женщине, и именно женщина — человеческий идеал? Может, и не надо устранять разницу между ними?

Применение метода относительности, который до этого использовался в основном физиками, к изучению проблем пола дает ответ на те вопросы, которые ранее казались неразрешимыми.

Прежде всего, становится очевидным, что мужчина и женщина — это разные уровни развития человека. Мужчина — начальная, первая ступень, женщина — последующая, вторая.

Женщины — изначально более совершенные, но пока еще недоразвившиеся существа. Прежде всего недоразвившиеся психологически, что сказывается на их интеллектуальном уровне. Поэтому среди них так мало лауреатов Нобелевской премии. Но только пока. Женщина по уровню своего развития — еще как ребенок. У мужчин развитие затухает, у женщин же — все впереди.

Постепенно, но уверенно человечество приближается к Эре Интеллекта, к Эре Женщины. Буквально на наших глазах происходит процесс активного расширения жизнедеятельности женщин, особенно в сфере труда. Завоеывая одну

позицию за другой, женщины все больше расширяют свое жизненное пространство. Процесс утверждения господства женщин в обществе мы обычно называем эмансипацией. Пока эмансипация воспринимается только как достижение тех же социальных высот, что у мужчины.

Мужчины по причине занятости серьезными делами думают, что вся эта женская эмансипация — лишь очередное женское кокетство. Но придется их разочаровать: общество, которое они с таким упорством создавали, постепенно сменит общество, где будет господствовать женщина. Действительно, феминизацию населения и общества уже никто не может отрицать. Совсем недавно, еще в середине 60-х годов, среди женщин преобладали домохозяйки, сейчас же половина, а во многих странах и 90% женщин трудится вне семьи. Так, за последние годы женщины значительно расширили свое проникновение в самые высшие сферы деятельности общества, которые традиционно считались чисто мужскими. Теперь не редкость женщина-крупный бизнесмен, министр и даже президент.

Ex. 7. Read the article and answer the questions:

FAMOUS WOMEN — ARE THERE ANY?

“If I was a woman at the moment I shouldn't be shouting for my rights. I should be keeping very very quiet. It's all very well for women to say that men have kept them down and I suppose to an extent that's true in many jobs, but when you look back over history you can't explain the total lack of famous women like that. Who is the greatest writer in the world? — Shakespeare, or Goethe, or Moliere. Who is the greatest painter — the greatest composer — the greatest explorer — the greatest inventor? You can pick out names, but one thing is certain, they will all be men.

When women did turn to art they wrote novels, the boring stories of their boring friends leading boring lives. Leonardo could not have been a woman.

Even if you come up to date where are the famous women now? A few playing about in politics, but no women artists or writers or composers and they have not plenty of chance these days. Nobody is keeping them down. They just don't have the talent.”

Questions:

1. Do you think the author of the article is a woman?
2. Do you agree that there have been no famous women in the past and there are few now? If not give your counterarguments.

Ex. 8. Points to ponder:

1. Women are the last to be hired and the first to be fired.
2. With today's high costs, it's certainly true that many families need two incomes to maintain a satisfactory standard of living.
3. Women belong at home taking care of children.
4. Women should be more aggressive.
5. Men and women are emotionally different.
6. Women are inferior to men.
7. Women should serve in combat in wartime.
8. A bad woman is the sort of woman a man never gets tired of.
9. A woman is a trap.

Ex. 9. Make up a story:



Ric

READER

MARRIAGE — WOMEN'S CRUCIBLE FOR GROWING UP

(From "The Girl Within" by E. Hancock)

Women I talked with almost invariably framed their accounts with marriage. "I became an adult the minute I walked out of my parents' house: when I got married," said Miriam, an educational consultant in her middle fifties. Whereas men point to striking out alone in order to become their own person, women hold that joining forces with a mate is the significant event. "I felt then that I could manage my way in the world," Miriam explained. "I didn't think I could do it myself, but with my husband, we could, *we* could manage our way in the world. I was very confident and very secure about that. Together we could do anything we wanted. And we did!"

Whereas the subject of the male statement is apparently *I* that of the female narrative is consistently *we*. Whereas men emphasize separation, women focus on connection. This condition of connection formed the centerpiece of women's accounts in my study. They echoed Miriam's assumption that being an adult means "managing my way in the world" — in tandem with a husband. In undertaking marriage, they did not aspire to solitary independence but to the sort of "joint independence", one of the women said.

It hardly ever occurred to women in this study that they might end up single — by accident or design. "Getting married is what you were supposed to do," they said. "It's what you did."

The symbolic value marriage holds as the emblem of adult womanhood is so great that some women in this study undertook marriage in a deliberate effort to grow up. Wendy, a thirty-nine-year-old housewife who studied music, recognized as college freshman that she needed to free herself from childhood. Faced with a dilemma about how she might become adult, she reached for the typical female solution: "I'd begin my adult life with my marriage, my first marriage," she said after she'd settled herself on my living-room couch. "It was motivated in part as an effort

to grow up. I saw that very consciously. It was intended to finish some growing-up process that I hadn't done. I saw myself as choosing another family, his values and so on. In a sense who I lived with decided what kind of an adult person I was going to be. I really wanted to get away from home, and going to college wasn't enough."

Wendy had grown up in a typical middle-class family. She lacked the arrogance bred of privilege; she possessed no particular worldly ambition. She lived with her second husband and their children in an older house not far from mine. She had written about that family, "Cleverness and cheerfulness were prized; conformity was a close third." Apparently Wendy wanted out: her story seemed to reflect a need to shed her family's conventionality. But she was bound by the limited forms of socially sanctioned attachment in our culture: parent—child bonds and those between husband and wife. Like thousands of other women, she used the one to break the other. But she did not wait till after college, as one might expect, to make the trade and thus enjoy her parents' blessing. She decided as a college sophomore to elope.

Wendy realized, even at age nineteen, that what she sought in marriage was an antidote to childhood. And even though the marriage was secret, she achieved her goal: "When I got married the first time, secretly, I knew inside that it was different; I knew I'd been let out of childhood."

Wendy's marriage is remarkable for its lack of public recognition. Despite the fact that it failed to change her daily life in a single respect — she continued to attend classes, to live in a dorm with a roommate, and to spend vacations with her parents — Wendy saw this marriage as "getting away from home." Since she delayed a formal wedding for a year and a half, Wendy was let out of childhood only in her mind's eye. The uniqueness of her situation is that there were no social consequences whatever to the marriage; others' perceptions of her remained entirely unchanged. What did change, however, was Wendy's perception of herself. So powerful was her decision to marry that she described it as "the action that got me out of the house."

Nearly twenty years later, she still viewed this choice as the act that defined her as something other than a child: "I keep coming back to that first decision really, of what I see as a kind of radical, though underground, act to elope. It was a declaration of purpose, a promise I whispered to myself, 'Yes, you can make this decision yourself, nobody else is part of it, it is really your own.'"

Assignments:

1. Sum up the differences in understanding adulthood by men and women. Give your own ideas.
2. Comment on the title of the text.

THOSE LAZY HUSBANDS

(From "Time". We the People)

Men are lazy in the home, according to an official survey published today.

They have about six hours' a week more free time than wives, but play very little part in cooking, cleaning, washing, and ironing, according to the Social Trends Survey by the Central Statistical Office.

Nearly three quarters of married women claimed to do all or most of the housework, and among married men the proportion who admitted that their wives did all or most of the housework was only slightly lower.

The survey showed that washing and ironing was the least popular task among men, with only one percent performing this duty, compared with 89 percent of women, and 10 percent sharing equally.

Only 5 percent of men prepare the evening meal, 3 percent carry out household cleaning duties, 5 percent household shopping, and 17 percent wash the evening dishes.

But when household gadgets break down repairs are carried out by 82 percent of husbands.

The survey says that, despite our economic problems, the majority of Britons are substantially better off than a decade ago. We're healthier, too — eating healthier foods and smoking less.

The average Briton, not surprisingly, is more widely travelled than a decade ago. More people are going abroad for holidays, with Spain the favourite destination.

So here is the way the statisticians see us...

SPLITTING UP — THE PAINFUL FACTS

There were 162,000 divorces in Britain in 1997, and about a fifth of those involved at least one partner who had been divorced before.

But splitting up is more common among the lower income groups. The survey shows that the rate of divorces per thousand husbands in unskilled manual jobs was more than four times that for professional husbands.

Nearly two-fifths of all currently divorced women aged 18 to 49 were receiving maintenance from their former husbands for their children or themselves.

Marriages in the UK — a total of 387,000 — were three per cent down on the previous year. Just over a third of these were remarriages for one or both partners.

Assignment:

Compare the statistical data of Britain and those of Russia (if available) and comment on them.

THE POST-SOVIET FAMILY

(By M. Matskovsky)

It is high time to begin discussing the complicated matter of the family in Russia today and the factors that have had a destabilizing effect on family and marital relations. We must give serious thought to these problems and to the best ways of creating a family policy to deal with them.

What is the best approach to developing such a policy? We must first define certain fundamental principles that should guide the government and society as they seek to improve the health of marital and family relations.

Any family policy for Russia must, first of all, be *realistic*. Of the many factors influencing the stability of families and marriages — material security, living conditions, state support, alcoholism, etc. — we must identify and focus on those that most lend themselves to some sort of action.

It would be senseless, for instance, to put all one's energy and resources into trying to improve the demographic situation in Russia — the ratio of men to women — which, though a true hindrance to marriage, belongs to the broad sphere of social policy. It would be far more realistic to concentrate on creating an explicit system of privileges, benefits, improved living conditions, day-care, kindergartens and the like designed to promote the family. Also, a sound family policy should systematically educate

the population in order to help it build adequate models of family survival and development, as well as to find the best solutions to difficult everyday problems.

A rational family policy must also apply different approaches to different types of families. For example, we could divide families into four categories: critical, marginal, well-off and thriving. Government efforts should then be concentrated on marginal families, those with very low incomes and poor moral foundations. The state should not give assistance to these families without first considering their social characteristics and the reasons for their impoverishment. Otherwise, the number of such dependent families, incapable of leading a normal life without subsidies, is liable to increase.

Critical families, those living below the poverty line with all the attendant consequences, also need serious help. Ideally, this help should come in the form of new jobs, retraining and re-education, supplemented by media programs and books on the material, medical and moral aspects of family life.

Unfortunately, even families considered well-off these days cannot solve their family problems by themselves: they cannot afford to pay for private medical care, to buy living space, or make other major investments in family life. However they can afford the cost of lectures, seminars, clubs, social activities and serious books about new methods of raising children and other vital social issues. These families have the potential to propel themselves to the next level and thrive.

Thriving families have solid incomes and can afford to pay for most services. For them, family policy would focus on developing special counseling services, organizing various medical and psychological programs and creating private schools and athletic and cultural facilities.

In accord with the old adage that it is better to give the hungry man a fishing rod than a fish, we must change the way we think about family policy planning. Instead of simply doling out social benefits and humanitarian aid, we must constantly work to stimulate the family's own potential. We must help the family discover ways to help itself. To this end, we should increase the number of jobs and provide retraining opportunities for displaced workers. We must also advocate socially desirable models of family survival and development and develop a fair tax policy and special social programs that are specifically intended to support families.

All families must be made to understand that they can no longer count on state aid except in the most difficult and desperate situations. This harsh attitude is the only way to rid ourselves of the psychology of social dependence that has been cultivated in Russia over the last 80 years.

In the sphere of marital and family relations, we must switch our emphasis from dependents to active workers, from irresponsible people to responsible ones, and from wage-levelling to sensible differentiation. Only then can social work be genuinely effective and produce the results that Russia's new society demands.

Assignments:

1. Say what factors in the author's view effect marital and family relations in Russia today. Give your own comments.
2. How do you think the demographic situation in Russia can be improved to meet the demands of our society?
3. Do you agree that "it's better to give the hungry man a fishing rod than a fish"?

BEWARE OF LOVE

(By G. Mikes)

By means of posters, advertisements, lectures and serious scientific books, people are taught how to avoid or cure flu, smallpox, a broken ankle and mumps; at the same time the major part of the world's literature (which is not to be confused with world literature), almost all the films, magazine stories and radio plays persuade you in an indirect way to catch a much more dangerous disease than any illness, universally known under the name love.

The main symptoms of the disease are these:

1) The germ — a charming young lady in some cases, not so charming and not so young in others — makes the silliest and most commonplace remarks and you consider her wittier than Oscar Wilde, deeper than Pascal and more original than Bernard Shaw.

2) She calls you Pootsie, Angelface and other stupid and humiliating names; you are enchanted and coo with delight.

3) She has no idea what is the difference between

UNESCO and LCC* and you find this disarmingly innocent.

4) Whenever she flirts with others and is rude and cruel to you, you buy her a bunch of flowers and apologize to her. If she misbehaves seriously, you buy her jewelry.

The overwhelming majority of novels, short stories, films, etc. teach you that this dangerous mental and physical ailment is something glorious, desirable and romantic. Who are you to question the wisdom of this teaching? You are expected to take the lesson of these high authorities to heart and believe that the world is mostly inhabited by lovers who commit murders and murderers who fall in love.

The least intelligible thing of all is the fact that love is constantly confused with marriage. Even if we accept the thesis that love is alright because it is a "natural thing" we should, I think, insist that it should be kept out of marriage. You are supposed to choose your future spouse when you are absolutely incapable of so doing. You have to choose her or him when you are in love, i.e. when you think silliness wisdom, affectation real charm, selfishness a good joke and a pretty face the most desirable of all human attributes. You would never send a deaf man to buy gramophone records, a blind man to buy you paintings and an illiterate man to choose your books; but you are expected to choose the person whom you are going to hear more than your favourite records, see oftener than any of your pictures and whose remarks will be more familiar to you than the pages of your most treasured book — in a state of deafness, blindness and illiteracy. You may be fortunate: there are a great number of good records, pictures and books around and even the deaf, blind and the illiterate may make a lucky shot. You may discover that there is nothing much in your choice, except that you bought a rousing march** instead of a pastorella, an impressive battle scene instead of a still life, and a copy of *War and Peace* instead of *The Ideal Husband*. Or else, in two years time, you may realize that silk stockings and the films she likes — or the game of billiards he is so terribly fond of — are not the only things that excite you and that to be called "Pootsie" over the age of thirty-five is

* London County Council

** A loud march urging to action

slightly inappropriate. You may wish your wife knew that Vladivostok is not an illness of which Napoleon died after the siege of Sebastopol. But then it is too late.

I suggest:

1) Any propaganda inciting to love (in films, short stories, novels, paintings, etc.) should be made a criminal offence. The author of such a piece should be sent to a desert island with his beloved for five years.

2) Any person falling in love should be sent to quarantine in a similar way.

3) Love should be abolished altogether.

Assignment:

Comment on the author's view of love and marriage.

DADDY

(By J. Clausen)

I like my Daddy's best. It has more rooms. Mommy just has an apartment and you have to go upstairs. The bathroom is in my room. Daddy has two bathrooms. He owns the whole house. Mommy used to live there when I was a little baby. Before they got divorced. That means not married anymore. You get married when you love each other.

Mommy loves me. Daddy says I'm his favourite girl in the whole world, sugar. He always calls me sugar. We like to go to a restaurant for breakfast. Sometimes we go there for dinner if he has to work in the city. I went to his office lots of times. He has books there. You go way up in the elevator. There's no one there except Daddy and me. Sometimes Ellen comes.

My Mommy works. She goes to meetings. First I have to go to school and then day-care. You can make noise at day-care. At school you have to be quiet or you get punished. But I didn't ever get punished. Mommy helps me with my homework. Sometimes we read a book together. Daddy asks me add and take away. He says sugar you're so smart you can be anything you want to be when you grow up. A doctor or a lawyer or a professor or anything. My Daddy's a lawyer. I don't know if I'll get married.

Once in the summer I stayed at my Daddy's for a whole week. Ellen was there. She helped take care of me. You're so helpless

David she said. She laughed. We all laughed. I had fun. We went to Coney Island. During the week I just call my Daddy two times because he works hard. Sometimes if he goes on a trip he can't see me. Daddy and Ellen went on a trip to Florida.

Sometimes Carolyn stays overnight. We only have two beds. She has to sleep in the same bed with Mommy. When I wake up I get in bed with them. We all hug each other. Carolyn and Mommy kiss each other all the time. But they aren't married. Only a man and a woman can get married.

Mommy doesn't like things. She doesn't like the President and she doesn't like my Daddy. I like sleeping late on Sunday mornings. I like to eat. I like books. I like women. I like you.

Do you like men I said. I don't like most men very much Mommy said. Some men are okay. My Daddy likes women I said. Does he Mommy said.

I asked my Daddy does he like women. He said extremely. Some of my favorite people are women he said. Like you. And Ellen. Why do you ask. I said I don't know. Daddy said do you like men. I love you Daddy I said. I bet she gets that you know where Ellen said.

On Sunday we had breakfast at my Daddy's house. We had pancakes. Daddy makes them. He puts on his cook's hat. Then we went shopping. Then we went to a movie of Cinderella. Ellen came too. Then we went to a restaurant. I had ice cream with chocolate. Ellen and Daddy held each other's hand. Daddy said now I'm going to tell you the surprise. Ellen and I are getting married. How does it sound, sugar. Ellen said for god's sake David give her a little time to react.

Daddy said I can be in the wedding. He said Ellen will wear a pretty dress and he will break a glass. He did that when he and Mommy got married too. Then Ellen will have the same name as Mommy and Daddy and me and I can call her Mommy too if I want. I won't have to see my Daddy just on Sunday because Ellen will be there to help take care of me. She only works in the morning. It will be like a real family with a Mommy and a Daddy and a kid. But I can't say that part because Daddy said it's supposed to still be a secret.

I didn't feel good when Daddy brought me home. I started crying. I cried hard.

Mommy brought my pajamas. She hugged me. She said I love you. She said it won't be so different when Daddy and Ellen are married. You like Ellen don't you.

I love you Mommy, I love you, I love you I said. Why don't you like my Daddy. I love my Daddy.

I don't dislike your father Mommy said. We don't have much in common that's all. I'm happy living here just with you. You're special to me and you're special to your Daddy. You see him every week.

I cried and cried. I love you Mommy. I love you and Daddy both the same. And I love Ellen because she's going to be my Mommy too. I'll miss you. I'll miss you so much when I live there. I'll cry. I'm going to have a big sunny room and Daddy said he'll paint it and I can pick a color. I'm going to have a new kitty. Next year I can go to that nice school and Ellen might have a baby. It would be a brother or a sister. Daddy's going to get me a bicycle. I can take anything there I want. I'll just leave a few toys here for when I come to visit you on Sunday.

Assignment:

Answer the questions:

1. Why did the girl feel better at her Daddy's? 2. Do you think a child can be happy with two mothers?

THE FINAL INTERVIEW

(From A.K.L.: Advanced)

Rena got up and paced the room for the third time, staring at bright enamel paintings that broke up the monotony of the white walls. Why was it taking so long? She looked around her. The room was crowded with people, mostly women, waiting for the same interview she was waiting for. Rena reached for her makeup kit at the bottom of her purse and looked into its mirror. It was important to look healthy, she thought. She tossed the kit back into her purse. How much longer would they make her wait? She'd already been waiting six months for an answer.

A tall, slender woman came into the room and marched straight to the outer doors. Her face told everything. She had been denied a license. Rena watched her as the tinted glass doors slid open and she disappeared through the doorway. "What's she so upset about?" Rena wondered. "In six months

she can try again. She's just a girl. She's got plenty of time to try for a license." Rena looked down at her own hands. She was thirty-four and her hands had lost their girlish prettiness. If she didn't get a license this time, she would not be allowed to apply again.

A man in a smartly tailored suit pushed the door open.

"Mrs. Rena Reddick?"

The man smiled at her. "This way, Mrs. Reddick." They walked down long, narrow corridors. As they passed doorway after doorway, Rena could hear the murmuring of voices inside. Question and answer, query and explanation. Rena did not look forward to this interview. She and her husband Brandon had passed the physical and psychiatric examinations with ease. But the final interview was the determining factor and she knew they would ask questions that might be painful to answer.

They stepped into a room whose broad, tinted windows opened out to the city panorama and gave the room a soft, comfortable glow. She was given a chair facing a long table. Two men and a woman sat at the table, sifting through piles of paper. Rena saw the woman press a button and knew that, as always, the conversation would be recorded.

"Mrs. Reddick, I am Glen Taylor. This is Jon Culbertson and this is Linda Timms. Congratulations! Not many couples make it even this far. Your previous examinations seem to be in good order. However, there are a few questions we need to ask before the final determination can be made."

Rena swallowed hard. "I can understand that."

"Good. Then let's get started. This is your first application for a license, isn't it?"

"No, my second."

"Oh, your second..." Rena saw Ms. Timms lean across the table and point to a slip of paper. Mr. Taylor read it quickly. "Yes, I see. You applied for one six years ago and were denied. Is that right?"

Rena looked at her hands again. "Yes."

The interviewers murmured among themselves for some time. Then the woman spoke.

"Mrs. Reddick, it says here that your husband is presently piloting mission transports to Gamma III. Is that correct?"

Rena nodded.

"That must keep him away from home for long periods of time. How long is he usually gone?"

“Ten months, but he’s been offered a moon shuttle position at the port. If we get the license, he plans to accept the job.”

“And how long would he be gone then?”

“Three days at a time.”

The woman nodded and made a note on the paper she held in her hand. Then she smiled at her. “I take it you wouldn’t mind seeing more of him?”

Rena chuckled and began to relax a bit. “Not at all,” she said emphatically.

Again, the interviewers conversed quietly among themselves. Rena watched their faces anxiously. The first man, Mr. Taylor, turned to her with a broad smile.

“Congratulations again, Mrs. Reddick. Your application has been approved. You can pick up your license at the computer station before you leave today. The computer will also give you the name of your attending physician for the term of your pregnancy. You understand, of course, that you will only be allowed to have one natural child because of your age, don’t you?”

Rena fought back tears of relief. “Y-yes,” she stammered.

“You should know, then, that having one natural child improves your chances of adopting another, if you’re interested.”

“Yes. Yes, thank you.” Rena found her handkerchief and blotted her eyes before her makeup ran. The young man appeared silently at the door and Rena followed him out into the corridor. He showed her to the waiting room and then called out the name of another woman and disappeared through the inner doors again. Rena went to the computer station and punched her number into the machine. The machine did not respond for a minute, then rapidly began to print out her maternity license on the terminal.

“Congratulations. You’re very lucky.” A woman sitting near the terminal spoke to her.

“Thank you very much,” she responded. Then, with her license carefully tucked into her wallet, she turned to the others in the room. “Good luck,” she said happily. And then the silent doors slid open and she was gone.

Assignment: Say what kind of license Rena and her husband applied for.

FILL 'ER UP? REGULAR OR HAROLD?

(By L. Grizzard)

It's tough being a male chauvinist these days. Talk about something that will build character and develop grit. I can't even joke about it for fear that some woman will do severe harm to my person (body would be a sexist term in that context). The only reason more men aren't being beaten up by women these days is that no matter how far they've come in other areas, most women still can't run very fast and they'll take a double-pump fake every time.

The fact of the matter is that I don't have many chauvinistic attitudes myself, but since some of my friends do, I decided to help them by starting a Male Chauvinist Hotline. Through my newspaper column, I answered questions regarding men's and women's rights. Following are a few of the more helpful selections:

Q: What makes you think you're such an expert on women?

A: I have been married three times, and I was deeply involved with several other women who auditioned for the part.

Q: Isn't it true that women are more easily frightened than men?

A: Just because they always go to the rest rooms in pairs? Of course not.

Q: I work in a steel mill. My foreman says he is going to have to hire some broads. Do I have to put up with that?

A: Yes, but look on the bright side. Maybe one of your female co-workers will let you have one of her stuffed celery stalks for lunch one day.

Q: My girlfriend is always telling me what great athletes women make. I don't believe that because I still haven't seen a woman who can slam dunk a basketball. How can I overcome such a sexist feeling?

A: Next time you want your dinner cooked, call Julius Erving.*

Q: My wife says I never do anything to make her feel younger. Her birthday is next week. What should I give her?

A: A six-pack of Oil of Olay.

Q: How many women does it take to replace a light bulb?

A: Three. That's one to call her mother for advice on the subject, one to mix the strawberry daiquiris, and one to light the candles when mother doesn't answer.

Despite my vast knowledge of feminine ways, I confess I've had my share of problems with them, too. I was once married to

* A well-known American basketball player of the 80ies

a young woman who became angry at me for missing a dinner party she was giving for her parents. I missed the dinner because I was playing tennis and the match went three sets and then we had to drink a beer.

The next morning I awoke to find my wife had taken one of the Ginsu knives* I had bought for her birthday and cut the strings out of my tennis rackets. I learned my lesson well: I never bought her any more sharp instruments for her birthday.

But that incident was nothing compared to what happened to some of my friends. One fellow's girlfriend discovered he was fooling around with somebody else, so she slipped into his apartment while he was working, took a jar of honey from the refrigerator and poured it all over the kitchen floor. Then she opened the kitchen door and invited in every ant within three counties.

My friend Rigsby probably got it worse than anybody. When his first wife caught him messing around, she went into his closet and cut the ends off all of his ties and one leg off of each pair of pants.

"My second wife topped that," explained Rigsby. "She took all my suits and loaded them into the trash compactor. Take my word for it, a trash compactor adds new meaning to the word wrinkle. Then my third wife scored the coup de grace. I had a convertible that I kept parked in the garage. She got so mad at me one day that she called a concrete company and had them fill my convertible with cement."

"Well," I said, "it looks like you're doing all right. You must have gotten a sympathetic jury for your divorce case."

"Sympathetic?" said Rigsby. "They came back in after a couple of hours of deliberations and asked the judge for more instruction."

"What could they want after two hours?"

"They wanted to know if they could give the death penalty in an alimony case."

I get pretty much the same treatment from my secretary, the lovely Miss Wanda Fribish. Behind every successful man, one can usually find a pleasant, agreeable, supportive secretary. Behind a failure like myself, however, you take what you can get, which is how I came to hire Miss Fribish.

To keep her from pouring glue over the keys of my typewriter or pulling some such feminist prank, I usually buy her off each Christmas by taking her to lunch at the place of her choice. Last

* The knives which don't need to be sharpened

year she chose El Flasho's Burrito Barn, famous for its all-you-can-drink frozen margarita special.

We settled in at a table in El Flasho's and ordered our first round of margaritas. After the third round, Miss Fribish started fidgeting and I could tell she had something on her mind. On the fourth margarita, it spewed forth.

"Come here, Four Eyes," she said, wiping the salt off her mustache and grasping me in a hammerlock, a technique she learned in the Militant Feminist Karate, Kung Fu and Secretarial School, of which she is a proud graduate. "There's a few things I want to get straight with you, you little pencil-necked geek."

"Please continue," I gasped, offering myself, as usual, as the open-minded, willing-to-listen employer.

"I'm sick of working for you," she went on. "The pay's lousy, the hours are miserable, and I have to talk to your creepy friends on the phone. Besides that, I'm tired of your constant sexual harassment."

Assignment: Translate in writing the last part of the story, beginning with "I got pretty much the same treatment..."

THE END OF THE STORY

(By J. London)

The sheet-iron stove roared red-hot. The men played a rubber of whist.

Dr. Linday picked up his hand, and without ceasing from sorting called "Come in", to a knock on the door.

"What's the matter with you?" — this last to the stranger who entered.

The newcomer vainly strove to move his ice-covered jaws. That he had been on trial for long hours and days was patent.

"Nothing the matter with me," he finally announced. "But if they's a doctor in the outfit he's sure needed. They's a man up the Little Peco that's had a ruction with a panther."

"Bad?"

"Shoulder dislocated. Some ribs broke for sure. Right arm broke. An' clawed clean to the bone most all over."

"He's as good as dead," was Linday's judgement, as he angrily fingered the cards.

“That man ain’t going to die. He knows I’ve come for a doctor, an’ he’ll make out to live until you get there. He won’t let himself die. I know him. Besides, his wife’s with him, an’ she’s helping him live till you come. They think a almighty heap of each other.

Three days later the two men staggered up to a cabin that stood beside the roaring Little Peco. Coming in from the bright sunshine to the dark cabin, Linday was no more than aware of two men and a woman. But he was not interested in them. He went directly to the bunk where lay the injured man. The latter was lying on his back, with eyes closed.

“What dressings have you been using?” Linday asked of the woman.

“Corrosive sublimate, regular solution,” came the answer.

He glanced quickly at her, shot an even quicker glance at the face of the injured man, and stood erect. She breathed sharply. Linday turned to the men.

“You clear out — chop wood or something. Clear out.”

Linday busied himself with a superficial examination of the patient while the cabin was emptying.

“So?” he said. “So that’s your Rex Strang.”

She dropped her eyes to the man in the bunk and then in silence returned Linday’s gaze.

“Why don’t you speak?”

She shrugged her shoulders. “What is the use? You know it is Rex Strang. What are you going to do about...” She inclined her head toward the unconscious man.

“Nothing.”

“You mean you will kill him,” she said slowly. “Kill him by doing nothing, for you can save him if you will.”

“Take it that way. From time immemorial it has been a not uncommon custom so to dispose of wife-stealers.”

“You are unfair, Grant,” she answered gently. “Rex never stole me. It was you who lost me. I went with him with a song on my lips. As well accuse me of stealing him.”

“A good way of looking at it,” Linday conceded.

“Do you remember Lake Geneva?”

“I ought to. I was rather absurdly happy.”

She nodded, and her eyes were luminous. “There is such a thing as old sake. Won’t you, Grant, please just remember back...”

“Now you’re taking advantage,” he smiled. “No, thank you. I’m not playing the Good Samaritan.”

“Yet, you made this hard journey for an unknown man,” she urged.

His impatience was sharply manifest. "Do you fancy I'd have moved a step had I known he was my wife's lover?"

"Grant," she cried hastily. "I don't want to lose him. I do love him, Grant. Oh, Grant, please, please."

The injured man's chest rose and fell under the fur robes.

"How much do you love him?" he asked.

Her breast filled and rose, and her eyes shone with a light unashamed and proud. He nodded in token that he was answered.

"I remember reading a story. I want to tell you about it. There was a woman, young and beautiful; a man magnificent, a lover of beauty. This man was a painter. He kissed her and rode away. In ten years she wept the beauty out of her face. Now it happened that the man went blind, and ten years afterwards, led as a child by the hand, he stumbled back to her. He could no longer paint. And she was happy, and glad he could not see her face. Remember, he worshipped beauty. And he continued to believe in her beauty. The memory of it was vivid in him. One day he told her of five great pictures he wished to paint. If only his sight could be restored to paint them, he could be content. And then, no matter how, there came into her hands an elixir. Anointed on his eyes, the sight would surely and fully return. You see her struggle. With sight, he could paint his five pictures. Also, he would leave her. It was impossible that he could abide her ruined face. Five days she struggled. Then she anointed his eyes."

Lindsay broke off. "The question is, do you love Rex Strang as much as that?"

"And if I do?" she countered.

"You can sacrifice? You can give him up?"

Slow and reluctant was her "Yes."

"And you will come with me?"

"Yes." This time her voice was a whisper. "When he is well — yes."

"You understand. It must be Lake Geneva over again. You will be my wife."

She seemed to shrink and droop, but her head nodded.

He stood up briskly, went to his pack, and began unstrapping.

Noted for his daring and success as a surgeon, through the days that followed Lindsay exceeded himself in daring and success. There were days of high temperature and delirium; days when Strang lay unconscious, the sweat of pain on his face. Lindsay was indefatigable, audacious and fortunate and winning. He was not content to make the man live. He devoted himself to the problem of making him whole and strong again.

“He will be a cripple?” Madge queried.

“He will not merely walk and talk,” Linday told her. “He shall run and leap, swim and fight panthers. And, I warn you, he will fascinate women just as of old. Will you like that? Remember, you will not be with him.”

“Go on, go on,” she breathed. “Make him what he was.”

Came the day when Strang’s bed was carried out of doors into the sunshine. Later, Strang was able to sit up on the edge of the bed, able to walk his first steps.

“Let me tell him now,” she said.

“No, I’m making a complete job of this. I want no setbacks.”

Summer came on. Linday never let up on Strang. He studied his walk, his body movements and for the thousandth time made him flex all his muscles. Massage was given him without end. But Linday was not yet satisfied.

July passed, and August neared its end, when he ordered Strang out on trail to get a mouse. Linday kept at his heels, watching him, studying him. At the end of ten miles, he called a halt and threw himself down on the moss.

“Enough!” he cried. “I can’t keep up with you.”

“You’ll go, Strang. For a winter or two you may expect to feel the cold and damp in the old wounds. But that will pass.”

“God, doctor, you have performed miracles with me. I don’t know how to thank you. I don’t even know your name.”

“Which doesn’t matter. I want one final test, and then I’m done with you. At the head of this creek is a tributary of the Big Windy. Daw tells me that last year you went over and back again, in three days. It’s up to you to go there and back in the same time as last year.”

“Now,” said Linday to Madge. “You have an hour in which to pack. I’ll go and get the canoe ready.”

“You have sent him away for three days, and robbed me of my last words to him.”

“Leave a letter.”

When he returned from the canoe, her outfit was packed, the letter written. He carried her pack down to the bank, and steadied the canoe with one hand while he extended the other to help her. He watched her closely, but without a tremor she held out her hand to his and prepared to step on board.

“Wait,” he said. “One moment. You remember the story I told you of the elixir. I failed to tell you the end. And when she anointed his eyes and was about to depart, it chanced she saw in the mirror that her beauty had been restored to her. And he

opened his eyes and cried out with joy at the sight of her beauty, and folded her in his arms.”

She waited, tense but controlled, for him to continue, a dawn of wonder faintly beginning to show in her eyes.

“You are very beautiful, Madge.” He paused, then added drily: “I fancy Rex Strang’s arms won’t remain long empty. Good-bye.”

“Grant...” she almost whispered, and in her voice was all the speech that needs no words for understanding.

He stepped into the canoe and put out a slender, nervous hand. She folded both her own hands about his, and bent and kissed it.

He jerked it away, thrust the canoe out from the bank, dipped the paddle in the swift rush of the current.

Assignments:

1. Imagine you’re Madge and write a letter to Rex.
2. Think of a different end of the story.

LONELINESS?

(By R.H. Schuller)

Many of you know her as “Dear Abby.” Abigail Van Buren said to me privately one day, “Dr. Schuller, loneliness, the need for love, is the number one problem that faces people.” We both agreed that the deepest of all needs is to be accepted, understood, yes, loved! The problem has not gone away. The need has not lessened. We all still long for love. Many of us suffer from the disease of loneliness.

Loneliness is caused by a battle between two persons who live inside of you. One person reaches out for love, like a little child in a candy store grasping for candy. This person desperately, anxiously, almost hysterically, longs for love and understanding. But another self, like a father holding back a child’s hand in a candy store, says to your “grabbing” person, “Look out! Don’t grab so fast. You might get hurt. You might be rejected. You don’t want to love and be rejected, do you? Love is a risky business. To love is to be vulnerable. To be vulnerable is to be accountable. To be accountable is to run the risk of being rejected. Rejection is the risk of all risks: You might end up hating yourself because others don’t love you!”

And so the lonely person is the one who ultimately listens

to fear instead of to faith. The lonely person is the one who chooses the safe road, who listens finally to the self that says, "Be careful. Don't take any chances. Don't make any commitments. Don't get involved. You might get rejected. You might get hurt."

If that's the voice you listen to, if that's the road you choose, you will have your freedom intact, but the *price* you will pay for your freedom from involvement is *loneliness*.

One reason our society is so infected with loneliness is that the spirit of selfish freedom is so widespread. We don't want to risk losing our freedom by running the risks of making long-term commitments. So there are those who say, "What's the use of marriage? It's only a piece of paper. Live together; love together. Then if the relationship cools, you can split, you can go your way, and nobody will get hurt."

The fallacy of such a notion is that the man loves the woman only as long as she's young. Then when the wrinkles come, he deserts her. And when she's old, nobody cares.

We have a lot of lonely people today because unwillingness to make permanent commitments results in temporary interpersonal relationships. When people are hurt, they react like infantile children who pack up their marbles, go their way, and find themselves free once again. Those people will wake up one day and discover that nobody knows them and nobody cares.

Unless you are willing to surrender some freedom to make permanent commitments, you must be prepared to pay the price — *loneliness!*

Love dissolves loneliness, but love has a price tag, too. The price tag of love is commitment to continuity. As I said to a young couple the other day, "The one thing that makes marriage more important than a piece of paper, a license, is the commitment. Marriage says, 'I love you today and always will love you, even when our skin is wrinkled, even when the muscles sag, even when the hair thins.' Believe it or not, that's when you're going to need love more than ever."

LOVE OR LONELINESS? YOU DECIDE!

Wherever you are on the road of life, even if it be on any of the paths of loneliness, you can choose, you can decide where it is you want to go. Your final destination is in your hands. So stop! Quit blaming your loneliness on:

Parents

Ex-spouses

Hurtful, deceitful lovers

Critical teachers

Harsh employers

Two-faced “friends”

Cold, isolated society

Instead, start! Begin to believe in *love*!

It's true that loneliness permeates our world. But so does love! We only need to choose which we want to look for, which we want to have.

You can choose to be lonely, or you can choose to love and be loved!

Assignment:

Sum up the author's views on love and loneliness, make your own choice and give reasons.

BE HAPPY — YOU ARE LOVED

(By R.H. Schuller)

1. “I love you because I need you.”

Love relationships do fill mutual needs — and that's OK! But if love rises no higher than this “I need you” level, it is, indeed, basically selfish. The dangers of selfish love are obvious: This path leads to jealousy and extreme possessiveness. Fear is the end result — the fear of losing a prized possession!

2. “I love you because I want you.”

Passion does have a proper place in all healthy love relationships. But passion alone can be sheer lust. This path too will generate enormous negative tension. Passion does not deserve all the credit that it has been given by romance novelists and soap operas. Passion is *not* proof of love, anymore than lack of passion is absence of love. So let us not be deceived. Let us see real love as it is. As the poet William Blake wrote:

This life's dim windows of the soul

Distorts the heavens from pole to pole
 And leads us to believe a lie
 When you see with, not through, the eye.

I am reminded of a man who is unmarried. He is in his fifties and he was despairing to me recently because his life is lonely: he has never had a family. "The trouble is," he said, "I once knew a young girl, but there wasn't the passion for her that I thought should have been there. So I foolishly thought I didn't love her. However, I deeply respected and trusted her! Now, in retrospect, I see that this was love, but I didn't know it. So I let love pass me by."

How often have we passed love by because we have not recognized it for what it is?

3. "I love you because you need me."

This is **REAL** love! This is the love that releases the hidden possibilities. This love wipes out fear — **FOREVER!**

Why does real love cast our fear? For one simple reason: Real love is a self-*less* love. Self-*ish* love always produces fear. If I love you only because *I need you*, or if I love you only because *I want you*, I'm going to be afraid that I might not win you or hold you. So I'll live in the fearful anxiety of losing you.

But! If I love because I want to give something to you, I'll never be fearful or worried or tense, *for a giving love can never lose!*

Give love, and if it's accepted, you have succeeded! If love is rejected, you still have your love to give to someone else who is waiting to accept and appreciate it!

WHY SHOULD I RUSH TO BOARD THE LOVE TRAIN?

There are two very good reasons to rush to love. The first is that *real love releases my hidden possibilities!*

Although love can hurt, although love can bring disappointment, pain, and rejection — *real* love also brings with it *possibilities!* As Amanda McBroom says so beautifully in her song, "The Rose":

Some say love, it is a river that drowns the tender reed.
 Some say love, it is a razor that leaves your heart to bleed.
 Some say love, it is a hunger, an endless, aching need;

I say love it is a flower, and you its only seed.
It's the heart afraid of breaking, that never learns to dance.
It's the dream afraid of waking, that never takes the chance.
It's the one who won't be taken, who cannot seem to give;
And the soul afraid of dying, that never learns to live.

When the night has been too lonely,
And the road has been too long,
And you think that love is only for the lucky and the strong,
Just remember, in the winter, far beneath the bitter snows,
Lies the seed that with the sun's love,
In the spring, becomes the rose.

We should rush to get on the Love Train because we all long to bloom like the rose. We must be willing to take the chance that, in spite of the challenges and risks, we will discover the real love that can melt the snows and wake the slumbering possibilities swelling within us.

With the warmth of real love, confidence is born within me. I feel loved, and I project that love to others. In the process this love becomes a magnet. It attracts happy and creative people who bring with them inspiring ideas, and in their presence we find inspiration, enlightenment, insight! We are left with an expanded imagination! Latent possibilities emerge in our thinking!

We rush to love because it draws us to new people who stimulate our settled minds with new ideas. Suddenly our minds are opened to fresh possibilities. We discover new doors opening to new relationships! Eye-opening insights! Even faith in God! In ourselves! And in others! So, in the presence of love, the creative process proceeds. "Impossible" situations become challenges that beckon as great possibilities!

The second reason we rush to get on the love train is that *real love releases and encourages the greatness that we all have within*. We all want to be great at something! Whether it be a great husband, wife, parent, employee, or employer, none of us *really* wants to be mediocre. And nothing releases greatness within people more than love.

Assignment:

Translate in writing two paragraphs of the text beginning with "We should rush to get on..."

GETTING WHAT HE DESERVED

(By L. Grizzard)

There were seven or eight of us in line, waiting to pay the cashier for our lunches. We were all in a hurry because that's the way of the American business-day lunch. At the front of the line was a woman with a small boy of about eight. He was a cute little fellow wearing jeans, sneakers and a pullover sweater. A shock of dark hair fell over his eyes.

As the woman fumbled in her purse, looking for money to pay her check, the kid noticed a display of candy bars beside the cash register and immediately wanted one.

"You can't have any candy," said his mother. "You had pie with your lunch."

"But I want some candy," said the kid. His tone was surprisingly insistent. Almost belligerent.

The mother continued her search for money in her purse, and the kid continued to whine about the candy. Then he began to stomp his foot.

The rest of us in line were beginning to get restless. We bunched a little closer together and several folks began mumbling under their breath.

"Ought to snatch him bald," said one man quietly.

The kid by now was reaching for the candy display in open opposition to his mother. She grabbed his arm and pulled it away, but not before he clutched a Snickers bar in his hand.

"Put it back!" said his mother.

"No!" shouted the child, his lips pooched in a classic pout. It was an arrogant "No!" A why-don't-you-try-and-make-me "No!"

The line bunched even more closely together, and the man who had suggested snatching the kid bald appeared ready to do so himself. So much for the kid's shock of dark hair, I thought.

But the mother moved suddenly and with purpose. She paid the cashier, took back her change and dropped it into her purse. Then with one quick motion, she grabbed hold of the child's pullover sweater and lifted him off the floor. The moment his sneakers came back to earth, she turned his back toward her and began flailing his backside. She flailed and flailed. A look of disbelief came across the kid's face. His eyes filled with tears. He tried to break away, but that incensed his mother more, and she flailed him again.

When she had finished administering the punishment, she turned the child around and pointed a finger squarely in his sobbing face. With a voice strong and certain, she said, "The next time I tell you to do something, young man, will you do it?"

The child looked at the floor. Meekly and sincerely, he replied, "Yes, ma'am."

The mother turned to go. The child returned the Snickers bar without further hesitation and marched dutifully out behind her.

The rest of us in line broke into spontaneous applause.

Assignment:

Give your criticism of the mother's behaviour and say what you would do in her place.

WHAT'S WRONG WITH THE KID?

(By P. Cumming)

Recently a well-known psychiatrist stated that modern psychiatry has made us change our opinions of what must be regarded as normal behaviour.

He may be absolutely right, for all I know. I am not going to argue with him anyhow. I should like, however, to point out that the best way to get an idea of normal behaviour (at least so far as children are concerned) is to get married and raise a few. As I look back on my bachelor days, I'm surprised at the wrong views I held on the matter.

Well, the best way to make myself clear, I think, is to take a few examples.

Example 1. A young boy in his early teens works for his neighbour, cleaning out the cellar, fetching wood, mowing the lawn and running errands in order to earn the money for a new tennis racket. Finally he gets the hard-earned money and buys a tennis racket.

Result: a) *Abnormal behaviour* (i.e. the behaviour expected by an unmarried person or inexperienced parent): the boy practices regularly, and in some time becomes an accomplished tennis player.

b) *Normal behaviour:* two days after buying the tennis racket, he removes all the strings and converts them into a line for a "telephone" system. A short time later, the frame of the racket is converted into a giant slingshot.

Example 2. A small girl — let us say aged three — is presented with a new pail and shovel for her sand box.

Abnormal behaviour: the child takes the toys to the sand box and plays with them day after day.

Normal behaviour: the child plays with the toys for ten minutes after which she throws them into a dustbin. She then makes several trips to the house and starts making sand pies with the following tools: one silver spoon, her father's best crystal cocktail shaker, her mother's favourite roasting pan.

Example 3. A five-year-old child shows interest in the neighbour's police dog, an animal the size of a mountain lion and with much sharper teeth. His parents seeing his interest in dogs buy him the cutest little two-month-old spaniel puppy you ever saw.

Abnormal behaviour: the child is crazy about the new pet.

Normal behaviour: the child is crazy with terror at seeing the puppy and attempts to run next door to the police dog for protection.

Example 4. Six-year-old Effie raises hell when her mother doesn't invite Susie Connors to her birthday party, and continues to do so until the mother finally yields.

Abnormal behaviour: Effie greets Susie affectionately when she appears.

Normal behaviour: Effie attacks Susie furiously, scratches her face and pulls her hair until Susie's mother carries away the screaming child.

Example 5. By means of hard work and considerable skill a ten-year-old boy succeeds in making an excellent pair of skis, but then he has to wait three weeks until there is snow.

Abnormal behaviour: the boy is crazy with joy, rushes outdoors and tries his skis.

Normal behaviour: the boy stays the entire day at home teasing the cat and driving mother mad.

I believe these five examples should be sufficient to enable practically anybody to foretell what a child will do under certain circumstances.

Assignments:

Answer the questions:

1. Do you agree with the author's idea of "normal" and "abnormal" behaviour? 2. Do you think these examples are sufficient to foretell a child's behaviour?

WAVING HER FLAG OF FREEDOM

(By L. Grizzard)

We were waiting for a couple of planes. She had two, maybe three drinks. We shared a story and an opinion or two, and then she asked, "How old are you, anyway?"

"Thirty-nine," I answered.

"Same age as my husband, the sorry bastard," she said.

Ever perceptive, I asked, "You're mad at your husband?"

"Actually," she said, "he's now my ex-husband. Ran off with a girl half his age."

I made no comment. I'm old enough to know better.

"You know what's wrong with men your age?" she continued.

"Yeah," I said, "but what do you think is wrong with men my age?"

"You're all afraid of getting old, so you start chasing around after young girls." She ordered another drink. Scotch.

"How long have you been divorced?" I asked.

"Six months."

"Kids?"

"One. He's twelve. Do you know how old I am?"

When a woman asks a question like that, I always subtract five years from my best guess. "Late twenties," I answered.

"Thirty-five, and you know what's wrong with women my age?"

I had several ideas, to be sure, but the best answer at the time seemed to be shaking my head no.

"We were brought up so differently from young girls today," she began. "You take me. My mother has dominated my life. All the time I was growing up, she used to harp on me to always be a 'good girl.' And I was. I didn't dare do anything my mother wouldn't approve of. I never had a drink until I was married. I've had sex with only one man, my husband. I've been a 'good girl' all my life, and all I've got to show for it is a broken marriage and a lot of guilt."

"Yeah," I said awkwardly, "our parents sometimes leave us with a load to carry into adulthood."

"Know what I did today, though?" the woman asked. "I got dressed up in this outfit and went by my mother's house. She said, 'Oh, you look so lovely, darling. Are you going to a party?' I said, 'No, mother, I'm not going to a party. I'm going to leave

here, get on an airplane and meet a man. Then I'm going to commit adultery for the first time in my life.' I thought she was going to faint. She was absolutely bewildered."

"Did she try to talk you out of it?" I wanted to know.

"I wouldn't let her. Every time she tried to preach to me, I just told her it wouldn't do any good. It's my life and I've missed so much. I've got to start being my own person, and now is as good a time as any."

She ordered one last drink. "What's so funny," she said, "is that all my mother could say to me when I left was, 'Don't do anything that will cause you to hate yourself.' If I don't do this, then I'm going to hate myself."

They called the woman's plane. She downed her drink, smiled and boarded. I hope she had a great weekend.

So maybe true grit has less to do with things physical and more to do with things mental. It seems to come from many sources: from religion, and sports, and living with women and dealing with living. In the words of Erskine Caldwell, "Call it experience." I've had my share.

Assignments:

1. Sum up the life story of the young woman.
2. Give your interpretation of Erskine Caldwell's words "Call it experience."

HOW TO GUESS YOUR AGE

(By C. Ford)

It seems to me that they are building staircases steeper than they used to. The risers are higher, or there are more of them, or something. Maybe this is because it is so much farther today from the first to the second floor, but I've noticed it is getting harder to make two steps at a time any more. Nowadays it is all I can do to make one step at a time.

Another thing I've noticed is the small print they're using lately. Newspapers are getting farther and farther away when I hold them, and I have to squint to make them out. The other day I had to back halfway out of a telephone booth in order to read the number on the coin box. It is obviously ridiculous to suggest that a

person my age needs glasses, but the only other way I can find out what's going on is to have somebody read aloud to me, and that's not too satisfactory because people speak in such low voices these days that I can't hear them very well.

Everything is farther than it used to be. It's twice the distance from my house to the station now, and they've added a fair-sized hill that I never noticed before. The trains leave sooner too. I've given up running for them, because they start faster these days when I try to catch them. You can't depend on timetables any more, and it's no use asking the conductor. I ask him a dozen times a trip if the next station is where I get off, and he always says it isn't. How can you trust a conductor like that? Usually I gather up my bundles and put on my hat and coat and stand in the aisle a couple of stops away, just to make sure I don't go past my destination. Sometimes I make double sure by getting off at the station ahead.

A lot of other things are different lately. Barbers no longer hold up a mirror behind me when they've finished, so I can see the back of my head, and my wife has been taking care of the tickets lately when we go to the theatre. They don't use the same material in clothes any more, either. I've noticed that all my suits have a tendency to shrink, especially in certain places such as around the waist or in the seat of the pants, and the laces they put in shoes nowadays are harder to reach.

Revolving doors revolve much faster than they used to. I have to let a couple of openings go past me before I jump in, and by the time I get up nerve enough to jump out again I'm right back in the street where I started. It's the same with golf, I'm giving it up because these modern golf balls they sell are so hard to pick up when I stoop over. I've had to quit driving, too; the rest rooms in filling stations are getting farther and farther apart. Usually I just stay home at night and read the papers, particularly the obituary columns. It's funny how much more interesting the obituary columns have been getting lately.

Even the weather is changing. It's colder in winter and the summers are hotter than they used to be. I'd go away, if it wasn't so far. Snow is heavier when I try to shovel it, and I have to put on rubbers whenever I go out, because rain today is wetter than the rain we used to get. Draughts are more severe too. It must be the way they build windows now.

People are changing too. For one thing, they're younger than they used to be when I was their age. I went back recently to an

alumni reunion at the college I graduated from in 1943 — that is, 1933 — I mean, 1923 — and I was shocked to see the mere tots they're admitting as students these days. The average age of the freshman class couldn't have been more than seven. They seem to be more polite than in my time, though; several undergraduates called me "Sir," and one of them asked me if he could help me across the street.

On the other hand, people my own age are so much older than I am. I realize that my generation is approaching middle age (I define middle age roughly as the period between 21 and 110) but there is no excuse for my classmates tottering into a state of advanced senility. I ran into my old roommate at the bar, and he'd changed so much that he didn't recognize me. "You've put on a little weight, George," I said.

"It's this modern food," George said. "It seems to be more fattening."

"How about another martini?" I said. "Have you noticed how much weaker the martinis are these days?"

"Everything is different," said George. "Even the food you get. It's more fattening."

"How long since I've seen you, George?" I said. "It must be several years."

"I think the last time was right after the election," said George.

"What election was that?"

George thought for a moment. "Harding."

I ordered a couple more martinis. "Have you noticed these martinis are weaker than they used to be?" I said.

"It isn't the good old days," George said. "Remember when we'd go down to the speak, and order some Orange Blossoms, and maybe pick up a couple of flappers? Boy, could they neck! Hot diggety!"

"You used to be quite a cake-eater, George," I said. "Do you still do the Black Bottom?"

"I put on too much weight," said George. "This food nowadays seems to be more fattening."

"I know," I said, "you mentioned that just a minute ago."

"Did I?" said George.

"How about another martini?" I said. "Have you noticed the martinis aren't as strong as they used to be?"

"Yes," said George, "you said that twice before."

"Oh," I said.

I got to thinking about poor old George while I was shaving

this morning, and I stopped for a moment and looked at my own reflection in the mirror.

They don't seem to use the same kind of glass in mirrors any more.

Assignment:

Sum up the changes in the old people's perception of reality.

THE RIGHT TO DIE

(From "Britain Now")

What should we do with someone who is very sick or hurt and can't get better? This is a difficult problem, and it is not easy for anyone to decide. Imagine a problem such as this: Suppose your father has a car accident. He is hurt badly and is unconscious; that is, he can't think, speak, or hear. You take him to the hospital. The doctors tell you that his brain is dead, but they can help him breathe with a machine. The doctors tell you that your father will never wake up again.

Now you must answer some big questions. Do you think he is dead? Do you want the doctors to use the machine to make your father breathe?

Sometimes machines can make an unconscious person breathe for years. If his brain is dead, however, he will never think, speak, or hear again. Do you want the doctors not to use the machine and let your father die?

Someone who is unconscious can't say he or she wants to die. Can his or her family make the decision? Some people think this is a good idea. Some think it is a bad idea. We will interview two people so we can hear both sides of this question. Read both opinions and then decide for yourself: What do you think?

First, we will talk to Doctor Benjamin Burns, who works in a big city hospital.

Interviewer: Dr. Burns, what should doctors do when a person's brain is hurt very badly?

Doctor Burns: When someone's brain is dead, doctors should let him die. When this person is unconscious, the family can decide for him.

Interviewer: What are your reasons?

Doctor Burns: Hospitals are very expensive. A family shouldn't spend all of its money to keep someone on machines. Doctors,

hospitals, and machines should help the people who can get better. They shouldn't waste time on people who will never wake up again.

Interviewer: What about the family close to the dying person?

Doctor Burns: Many people are hurt when machines keep a person alive. If the unconscious person doesn't feel pain, the family and friends do. Machines only make the family and friends hurt longer. The sick person will finally die anyway.

Next, we will talk to Ms. Pam Roland. Her brother nearly died in a traffic accident nine years ago. The doctors thought that he was dead. Today he is alive and has a job and family.

Interviewer: What do you think about this problem? Can any person decide when someone should die?

Pam Roland: No person can decide when someone should die. Doctors should help a sick or hurt person. A doctor shouldn't let a person die.

Interviewer: Why do you say that?

Pam Ronald: Someone may say a person can never get well again. Doctors can be wrong. Anything is possible. Anything can happen. Doctors might learn something to help this person in the future. If we let him die, we will never know.

Interviewer: Doctors have a difficult problem. What should they do in this situation?

Pam Roland: Hospitals and doctors have a job to do. Their job is to save lives and to fight death. A doctor who lets someone die is not doing his job.

Assignment:

Express your opinion on the problem, give your reasons.

OLD FOLK'S CHRISTMAS

(By R. Lardner)

Tom and Grace Carter sat in their living room on Christmas Eve, sometimes talking, sometimes pretending to read and all the time thinking things they didn't want to think. Their two children, Junior, aged nineteen, and Grace, two years younger, had come home that day from their schools for the Christmas vacation. Junior was in his first year at the university and Grace attending a boarding school that would fit her for college.

I won't call them Grace and Junior any more, though that is the way they had been christened. Junior had changed his name to Ted and Grace was now Caroline, and thus they insisted on being addressed, even by their parents. This was one of the things Tom and Grace the elder were thinking of as they sat in their living room on Christmas Eve.

Other university freshmen who had lived here had returned on the twenty-first, the day when the vacation was supposed to begin. Ted had telegraphed that he would be three days late owing to a special examination which, if he passed it, would lighten the terrific burden of the next term. He had arrived at home looking so pale, heavy-eyed and shaky that his mother doubted the wisdom of the concentrated mental effort, while his father secretly hoped the stuff had been non-poisonous and would not have lasting effects. Caroline, too, had been behind schedule, explaining that her laundry had gone astray and she had not dared trust others to trace it for her.

Grace and Tom had attempted, with fair success, to conceal their disappointment over this delayed homecoming and had continued with their preparations for a Christmas that would thrill their children and consequently themselves. They had bought an imposing lot of presents, costing twice or three times much as had been Tom's father's annual income when Tom was Ted's age, or Tom's own income a year ago, before General Motors acceptance of his new weatherproof paint had enabled him to buy this suburban home and luxuries such as his own parents and Grace's had never dreamed of, and to give Ted and Caroline advantages that he and Grace had perforce gone without.

Behind the closed door of the music room was the elaborately decked tree. The piano and piano bench and the floor around the tree were covered with beribboned packages of all size, shapes and weights, one of them addressed to Tom, another to Grace, a few to the servants and the rest to Ted and Caroline. A huge box contained a sealskin coat for Caroline, a coat that had cost as much as the Carters had formerly paid a year for rent. Even more expensive was a "set" of jewelry consisting of an opal brooch, a bracelet of opals and gold filigree, and an opal ring surrounded by diamonds.

Grace always had preferred opals to any other stone, but now that she could afford them, some inhibition prevented her from buying them for herself; she could enjoy them much more adorning her pretty daughter. There were boxes of silk stockings, linge-

rie, gloves and handkerchiefs. And for Ted, a three-hundred-dollar watch, a de luxe edition of Balzac, an expensive bag of shiny new steel-shafted golf clubs and the last word in portable phonographs.

But the big surprise for the boy was locked in the garage, a black Gorham sedan, a model more up to date and better-looking than Tom's own year-old car that stood beside it. Ted could use it during the vacation if the mild weather continued and could look forward to driving it around home next spring and summer, there being a rule at the university forbidding undergraduates the possession or use of private automobiles.

Every year for sixteen years, since Ted was three and Caroline one, it had been the Christmas Eve custom of the Carter's to hang up their children's stockings and fill them with inexpensive toys. Tom and Grace had thought it would be fun to continue the custom this year; the contents of the stockings — a mechanical negro dancing doll, music boxes, a kitten that meowed when you pressed a spot on her back, etcetera — would make the "kids" laugh. And one of Grace's first pronouncements to her returned offspring was that they must go to bed early so Santa Claus would not be frightened away.

But it seemed they couldn't promise to make it so terribly early. They both had long-standing dates in town. Caroline was going to dinner and a play with Beatrice Murdock and Beatrice's nineteen-year-old brother Paul. The latter would call for her in his car at half past six. Ted had accepted an invitation to see the hockey match with two classmates, Herb Castle and Bernard King. He wanted to take his father's Gorham, but Tom told him untruthfully that the foot brake was not working; Ted must be kept out of the garage till tomorrow morning.

Ted and Caroline had taken naps in the afternoon and gone off together in Paul Murdock's stylish roadster, giving their word that they would be back by midnight or a little later and that tomorrow night they would stay home.

And now their mother and father were sitting up for them, because the stockings could not be filled and hung till they were safely in bed, and also because trying to go to sleep is a painful and hopeless business when you are kind of jumpy.

"What time is it?" asked Grace, looking up from the third page of a book that she had begun to "read" soon after dinner.

"Half past two," said her husband. (He had answered the same question every fifteen or twenty minutes since midnight.)

“You don’t suppose anything could have happened?” said Grace.

“We’d have heard if there had,” said Tom.

“It isn’t likely, of course,” said Grace, “but they might have had an accident some place where nobody was there to report it or telephone or anything. We don’t know what kind of a driver the Murdock boy is.”

“He’s Ted’s age. Boys that age may be inclined to drive too fast, but they drive pretty well.”

“How do you know?”

“Well, I’ve watched some of them drive.”

“Yes, but not all of them.”

“I doubt whether anybody in the world has seen every nineteen-year-old boy drive.”

“Boys these days seem so kind of irresponsible.”

“Oh, don’t worry! They probably met some of their young friend and stopped for a bite to eat or something.” Tom got up and walked to the window with studied carelessness. “It’s a pretty night,” he said. “You can see every star in the sky.”

But he wasn’t looking at the stars. He was looking down the road for headlights. There were none in sight and after a few moments he returned to his chair.

“What time is it?” asked Grace.

“Twenty-two of,” he said.

“Of what?”

“Of three.”

“Your watch must have stopped. Nearly an hour ago you told me it was half past two.”

“My watch is all right. You probably dozed off.”

“I haven’t closed my eyes.”

“Well, it’s time you did. Why don’t you go to bed?”

“Why don’t *you*?”

“I’m not sleepy.”

“Neither I am. But honestly, Tom, it’s silly for you to stay up. I’m just doing it so I can fix the stockings, and because I feel so wakeful. But there’s no use of your losing your sleep.”

“I couldn’t sleep a wink till they’re home.”

“That’s foolishness! There’s nothing to worry about. They’re just having a good time. You were young once yourself.”

“That’s just it! When I was young, I was young.” He picked up his paper and tried to get interested in the shipping news.

“What time is it?” asked Grace.

“Five minutes of three.”

"Maybe they're staying at the Murdocks' all night."

"They'd have let us know."

"They were afraid to wake us up, telephoning."

At three-twenty a car stopped at the front gate.

"There they are!"

"I told you there was nothing to worry about."

Tom went to the window. He could just discern the outlines of the Murdock boy's roadster, whose lighting system seemed to have broken down.

"He hasn't any lights," said Tom. "Maybe I'd better go out and see if I can fix them."

"No, don't!" said Grace sharply. "He can fix them himself. He's just saving them while he stands still."

"Why don't they come in?"

"They're probably making plans."

"They can make them in here. I'll go out and tell them we're still up."

"No, don't," said Grace as before, and Tom obediently remained at the window.

It was nearly four when the car lights flashed on and the car drove away. Caroline walked into the house and stared dazedly at her parents.

"Heavens! What are you doing up?"

Tom was about to say something, but Grace forestalled him.

"We were talking over old Christmases," she said. "Is it very late?"

"I haven't any idea," said Caroline.

"Where is Ted?"

"Isn't he home? I haven't seen him since we dropped him at the hockey place."

"Well, you go right to bed," said her mother. "You must be worn out."

"I am, kind of. We danced after the play. What time is breakfast?"

"Eight o'clock."

"Oh, Mother, can't you make it nine?"

"I guess so. You used to want to get up early on Christmas."

"I know, but —"

"Who brought you home?" asked Tom.

"Why, Paul Murdock — and Beatrice."

"You look rumped."

"They made me sit in the 'rumple' seat."

She laughed at her joke, said good night and went upstairs. She had not come even within handshaking distance of her father and mother.

"The Murdocks," said Tom, "must have great manners, making their guest ride in that uncomfortable seat."

Grace was silent.

"You go to bed, too," said Tom. "I'll wait for Ted."

"You couldn't fix the stockings."

"I won't try. We'll have time for that in the morning; I mean, later in the morning."

"I'm not going to bed till you do," said Grace.

"All right, we'll both go. Ted ought not to be long now. I suppose his friends will bring him home. We'll hear him when he comes in."

There was no chance not to hear him when, at ten minutes before six, he came in. He had done his Christmas shopping late and brought home a package.

Grace was downstairs again at half past seven, telling the servants breakfast would be postponed till nine. She nailed the stockings beside the fireplace, went into the music room to see that nothing had been disturbed and removed Ted's hat and overcoat from where he had carefully hung them on the hall floor.

Tom appeared a little before nine and suggested that the children ought to be awakened.

"I'll wake them," said Grace, and went upstairs. She opened Ted's door, looked, and softly closed it again. She entered her daughter's room and found Caroline semiconscious.

"Do I have to get up now? Honestly I can't eat anything. If you could just have Molla bring me some coffee. Ted and I are both invited to the Murdock's for breakfast at half past twelve, and I could sleep for another hour or two."

"But dearie, don't you know we have Christmas dinner at one?"

"It's a shame, Mother, but I thought of course our dinner would be at night."

"Don't you want to see your presents?"

"Certainly I do, but can't they wait?"

Grace was about to go to the kitchen to tell the cook that dinner would be at seven instead of one, but she remembered having promised Signe the afternoon and evening off, as a cold, light supper would be all anyone wanted after the heavy midday meal.

Tom and Grace breakfasted alone and once more sat in the living room, talking, thinking and pretending to read.

"You ought to speak to Caroline," said Tom.

"I will, but not today. It's Christmas."

"And I intend to say a few words to Ted."

"Yes, dear, you must. But not today."

"I suppose they'll be out again tonight."

"No, they promised to stay home. We'll have a nice cozy evening."

"Don't bet too much on that," said Tom.

At noon the "children" made their entrance and responded to their parents' salutations with almost the proper warmth. Ted declined a cup of coffee and he and Caroline apologized for making a "breakfast" date at the Murdocks'.

"Sis and I both thought you'd be having dinner at seven, as usual."

"We've always had it at one o'clock on Christmas," said Tom.

"I'd forgotten it was Christmas," said Ted.

"Well, those stockings ought to remind you."

Ted and Caroline looked at the bulging stockings.

"Isn't there a tree?" asked Caroline.

"Of course," said her mother. "But the stockings come first."

"We've only a little time," said Caroline. "We'll be terribly late as it is. So can't we see the tree now?"

"I guess so," said Grace, and led the way into the music room.

The servants were summoned and the tree stared at and admired.

"You must open your presents," said Grace to her daughter.

"I can't open them all now," said Caroline. "Tell me which is special."

The cover was removed from the huge box and Grace held up the coat.

"Oh, Mother!" said Caroline. "A sealskin coat!"

"Put it on," said her father.

"Not now. We haven't time."

"Then look at this!" said Grace, and opened the case of jewels.

"Oh, Mother! Opals!" said Caroline.

"They're my favorite stone," said Grace quietly.

"If nobody minds," said Ted, "I'll postpone my personal investigation till we get back. I know I'll like everything you've

given me. But if we have no car in working order, I've got to call a taxi and catch a train."

"You can drive in," said his father.

"Did you fix the brake?"

"I think it's all right. Come up to the garage and we'll see."

Ted got his hat and coat and kissed his mother goodbye.

"Mother," he said, "I know you'll forgive me for not having any presents for you and Dad. I was so rushed the last three days at school. And I thought I'd have time to shop a little when we got in yesterday, but I was in too much of a hurry to be home. Last night, everything was closed."

"Don't worry," said Grace. "Christmas is for young people. Dad and I have everything we want."

The servants had found their gifts and disappeared, expressing effusive Scandinavian thanks.

Caroline and her mother were left alone.

"Mother, where did the coat come from?"

"Lloyd and Henry's."

"They keep all kinds of furs, don't they?"

"Yes."

"Would you mind horribly if I exchanged this?"

"Certainly not, dear. You pick out anything you like, and if it's a little more expensive, it won't make any difference. We can go in town tomorrow or next day. But don't you want to wear your opals to the Murdock's?"

"I don't believe so. They might get lost or something. And I'm not — well, I'm not so crazy about —"

"I think they can be exchanged, too," said Grace. "You run along now and get ready to start."

Caroline obeyed with alacrity, and Grace spent a welcome moment by herself.

Tom opened the garage door.

"Why, you've got two cars!" said Ted.

"The new one isn't mine," said Tom.

"Whose is it?"

"Yours. It's the new model."

"Dad, that's wonderful! But it looks just like the old one."

"Well, the old one's pretty good. Just the same, yours is better. You'll find that out when you drive it. Hop in and get started. I had her filled with gas."

"I think I'd rather drive the old one."

"Why?"

“Well, what I really wanted, Dad, was a Barnes sport roadster, something like Paul Murdock’s, only a different color scheme. And if I don’t drive this Gorham at all, maybe you could get them to take it back or make some kind of a deal with the Barnes people.”

Tom didn’t speak till he was sure of his voice. Then: “All right, son. Take my car and I’ll see what can be done about yours.”

Caroline, waiting for Ted, remembered something and called to her mother. “Here’s what I got for you and Dad,” she said. “It’s two tickets to ‘Jolly Jane,’ the play I saw last night. You’ll love it!”

“When are they for?” asked Grace.

“Tonight,” said Caroline.

“But dearie,” said her mother, “we don’t want to go out tonight, when you promised to stay home.”

“We’ll keep our promise,” said Caroline, “but the Murdocks may drop in and bring some friends and we’ll dance and there’ll be music. And Ted and I both thought you’d rather be away somewhere so our noise wouldn’t disturb you.”

“It was sweet of you to do this,” said her mother, “but your father and I don’t mind noise as long as you’re enjoying yourselves.”

“It’s time anyway that you and Dad had a treat.”

“The real treat,” said Grace, “would be to spend a quiet evening here with just you two.”

“The Murdocks practically invited themselves and I couldn’t say no after they’d been so nice to me. And honestly, Mother, you’ll love this play!”

“Will you be home for supper?”

“I’m pretty sure we will, but if we’re a little late, don’t you and Dad wait for us. Take the seven-twenty so you won’t miss anything. The first act is really the best. We probably won’t be hungry, but have Signe leave something out for us in case we are.”

Tom and Grace sat down to the elaborate Christmas dinner and didn’t make much impression on it. Even if they had any appetite, the sixteen-pound turkey would have looked almost like new when they had eaten their fill. Conversation was intermittent and related chiefly to Signe’s excellence as a cook and the mildness of the weather. Children and Christmas were barely touched on.

Tom merely suggested that on account of its being a holiday and their having theatre tickets, they ought to take the six-ten and eat supper at the Metropole. His wife said no; Ted and Caroline might come home and be disappointed at not finding them. Tom seemed about to make some remark, but changed his mind.

The afternoon was the longest Grace had ever known. The children were still absent at seven and she and Tom taxied to the train. Neither talked much on the way to town. As for the play, which Grace was sure to love, it turned out to be a rehash of "Cradle Snatchers" and "Sex" retaining the worst features of each.

When it was over, Tom said: "Now I'm inviting you to the Cove Club. You didn't eat any breakfast or dinner or supper and I can't have you starving to death on a feast day. Besides, I'm thirsty as well as hungry."

They ordered the special table d'hôte and struggled hard to get away with it. Tom drank six highballs, but they failed to produce the usual effect of making him jovial. Grace had one highball and some kind of cordial that gave her a warm, contented feeling for a moment. But the warmth and contentment left her before the train was half way home.

The living room looked as if Von-Kluck's army had just passed through. Ted and Caroline had kept their promise up to a certain point. They had spent part of the evening at home, and the Murdocks must have brought all their own friends and everybody else's, judging from the results. The tables and floors were strewn with empty glasses, ashes and cigarette stubs. The stockings had been torn off their nails and the wrecked contents were all over the place. Two sizable holes had been burnt in Grace's favorite rug.

Tom took his wife by the arm and led her into the music room.

"You never took the trouble to open your own present," he said.

"And I think there's one for you, too," said Grace. "They didn't come in here," she added, "so I guess there wasn't much dancing or music."

Tom found his gift from Grace, a set of diamond studs and cuff buttons for festive wear. Grace's present from him was an opal ring.

"Oh, Tom!" she said.

"We'll have to go out somewhere tomorrow night, so I can break these in," said Tom.

"Well, if we do that, we'd better get a good night's rest."

"I'll beat you upstairs," said Tom.

Assignment:

Answer the following question: Could the parents have expected the children to behave the way they did? Give your arguments.

HUNTING FOR A JOB

(By S.S. McClure)

I reached Boston late that night and got out at the South Station, in the midst of a terrible thunderstorm. I knew no one in Boston except Miss Malvina Bennett. She lived in Sommerville, and I immediately set out for Sommerville. If I had had my wits about me, I should not, of course, have started for anybody's house at that hour of the night. When I got to Miss Bennett's house I was taken in and made welcome, and for several days Miss Bennett and her family did all they could to make me comfortable and to help me to get myself established in some way. I remained with the Bennetts Saturday and Sunday. I had only six dollars and this hospitality was of utmost importance to me.

My first application for a job in Boston was made in accordance with an idea of my own.

Every boy in the West knew the Pope Manufacturing Company and the Columbia bicycle — the high old-fashioned wheel which was then the only kind in general use. When I published my "History of Western College Journalism", the Pope Company had given me an advertisement, and that seemed to be a kind of "connection."

On Monday I took the street car in from Sommerville and got off at Scollay Square. From there I walked a considerable distance up Washington Street to the officers of the Pope Manufacturing Company at 597. I walked into the general office and said I wanted to see the president of the company.

"Colonel Pope?" asked the clerk.

I answered, "Yes, Colonel Pope."

I was taken to Colonel Pope, who was then alert, energetic man of thirty-nine. He had been an officer in the Civil War when a very young man, and after he entered business had, within a few years, made a very considerable fortune. I told Colonel Pope, by way of introduction, that he had once given me an "ad" for a little book I had published. He said that he was sorry, but they were not giving out any more advertising that season. I replied respectfully that I didn't want any more advertising; that I had been a college editor, and now was out of college and out of a job. What I wanted was work, and I wanted it very badly.

He again said he was sorry, but they were laying off hands. I

still hung on. I asked him if there wasn't anything at all that I could do. My earnestness made him look at me sharply.

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

I told him that I was.

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

The next day I went to the bicycle rink on Huntington Avenue and found that what Wilmot wanted was a man to teach beginners to ride. Now, I had never been on a bicycle in my life, but I was in the predicament of a dog that had to climb a tree. In a couple of hours I had learned to ride a wheel myself and was teaching other people.

Next day Mr. Wilmot paid me a dollar. He did not say anything about my coming back next morning, but I came and went to work, very much afraid I would be told I wasn't needed. After that Mr. Wilmot didn't exactly engage me, but he forgot to discharge me, and I came back every day and went to work. At the end of the week Colonel Pope sent for me and placed me in charge of the uptown rink.

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

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

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

Assignment:

Translate in writing the beginning of the story up to "On Monday I took..."

EMPLOYMENT

(From "Britain Now")

More women are employed or seeking employment in Britain today than ever before. Later marriages and effective methods of family planning have led to a decline in family size, with the result that women tend to be absent from the labour force for domestic reasons for a relatively short time. The number of women who have younger children and who return to work has increased rapidly. Other reasons for the growth of the female workforce are: the higher divorce rate and the rise in births outside marriage, leading to larger numbers of lone-parent families (one in six of all families with children), more than nine-tenths of which are headed by women; the need to supplement the husband's income; and the desire of many women to fulfil themselves through work. The changing character of the British economy, with the expansion of service sector industries such as banking and insurance, and the growth in part-time employment, has given women wider working opportunities.

Women comprise more than two-fifths of the British workforce (some 12 million out of a total of 28 million), a higher proportion than in any other European Community country except Denmark. Since the Second World War (1939—45) the proportion of working married women has grown to two-thirds of those between the ages of 16 and 59, and they now make up over one-quarter of the labour force compared with only 4 percent in 1921. As many women combine work and raising a family, and because their earnings have traditionally supplemented those of their husbands, 43 percent of all women in employment work part-time, representing 87 percent of all part-time workers.

Women have traditionally been concentrated in certain types of job and industries, and over three-quarters now work in the service sector. About a fifth of female manual workers in Great Britain (two-thirds in Northern Ireland) are employed in catering, cleaning, hairdressing and other personal services and occupations, and many more are in semiskilled factory jobs and retailing. Of non-manual working women, a little under half work in clerical and related office jobs and two-fifths in professional and related occupations in education, welfare and health.

In certain sectors women have always been well represented. Around four-fifths of state primary school teachers and nearly

half of secondary school teachers are women. The National Health Service employs more women than any other organization in Britain: out of a total workforce of 1,150,000, 910,000 are women. Three-quarters are qualified staff — doctors, nurses, physiotherapists and technical staff.

Women working full-time in non-manual jobs often enjoy markedly better conditions and opportunities than the majority of working women. They are better paid and generally have superior fringe benefits and opportunities for training and promotion. They are also more likely to belong to trade unions, and unionised employment tends to command better pay and conditions.

The majority of women who change jobs do so for work-related, rather than for domestic, reasons. However, if women do leave the labour force and reenter it after childbearing, a substantial minority return at a lower level than that at which they left; this is particularly so if they return to the labour market only part-time, and is more likely the longer the return is delayed.

The Government is fully committed to the principle and practice of equality for men and women at work and actively encourages employers to adopt equal opportunities practices. Although women's average hourly earnings were only 77 percent of men's in 1990, the last three years have shown a progressive rise in women's hourly rates.

The Advisory Committee on Women's Employment advises the Government on questions of employment policy relating to women. Members include the chairwoman of the Equal Opportunities Commission, representatives from politics, industry and trade unions, and several independent members appointed because of their experience of women's education, training or employment.

DEVELOPMENTS

The Government has sought to create an economic climate in which business can flourish and hence provide more jobs for both men and women. Since 1994 over 12 million women have entered the labour force; 15 percent more are working in full-time employment and 13 percent more part-time. The number of self-employed women has more than doubled since 1989 and women now account for one in four of the self-employed in Great Britain and one in six in Northern Ireland; nearly a third of entrants to the Enterprise Allowance Scheme are women.

Women are gaining more educational and vocational qualifications and entering areas of employment traditionally dominated by men. Half of the students in medicine, dentistry and other health services are women. Since 1990 the number of women accountants has doubled; that of women surveyors quadrupled; town planners doubled; and in banking and insurance numbers have increased by one-third. Female unemployment, at 5 percent, remains lower than male unemployment, which is around 11 percent.

An indication of women's progress in breaking down traditional barriers has been the achievements of women in the armed forces: in 1982, for example, a woman took command of a British Army unit for the first time and in the same year the first woman Commander of a Royal Air Force operational station was appointed, with responsibility for the air defence of one-third of Britain. In the army, women are employed in peace and war in all posts except where the primary role is direct combat. The Royal Navy now allows women to serve at sea.

The only vocations to which women are not admitted are the ministries of the Anglican and Roman Catholic Churches, although in 1984 the governing body of the Church of England voted in favour of legislation to permit the ordination of women.

Changes in the labour market, particularly a projected fall of one million in the number of 16- to 19-year-olds entering the job market between 1994 and 2000, are expected to bring further opportunities for women. It is thought that up to the year 2001 women will account for more than 95 per cent of the total increase in the size of the workforce.

Assignment:

Make a summary of the Government's employment policy related to women in Britain.

THE RISE OF AMERICAN LABOR

(From A.K.L.: Advanced)

Today, labor unions in the United States enjoy a considerable amount of power, but from colonial times until the 20th century, unions had very little influence. During the last quarter of the 19th century, the United States experienced a period of great industrial expansion, brought about in part by the establishment

of large corporations that had political support and the favour of the courts. The workers in these corporations had none of the rights workers take for granted today — the right to organize into unions, the right to strike, the right to collective bargaining and the right to organize boycotts of a company's products. In addition, there were no effective laws establishing maximum working hours, a minimum wage or control over child labor. Labor unions existed in those days, but attempts to organize workers to press for expanded rights and protection under the law were generally unsuccessful. But with more and more people working in industry rather than agriculture, the pressure for change in labor rights grew and grew. As a result, the beginning decades of the 20th century saw an improved climate for changes in the country's labor policy, and within a few short years organized labor became an important force in the economic and political life of the United States.

In the early 1900s, unions were still weak. The courts generally supported employers in cases involving attempts by the unions to use strikes and boycotts against companies that employed nonunion workers. The economic and social reforms in these years were nevertheless important and affected all working people. By 1912, at least 38 states had adopted child labor laws, which put restrictions on the age at which children could be employed. Also by 1912, 28 states had enacted laws which afforded protection to women in industry by setting maximum work hours. By 1915, 35 states had adopted workmen's compensation laws and some 25 states had passed maximum-hour laws. Instead of pressing for legal limitation in hours, these laws provided for collective bargaining as the basis for unions to press for reduction of the workday.

In 1914, Congress passed the Clayton Act, which had important clauses that affected the rights of labor. It specifically stated that nothing in the antitrust laws could be interpreted as forbidding the existence of unions and preventing the unions from lawfully carrying out their objectives. Labor leaders welcomed the Clayton Act as a "final guarantee" of the workers' right to organize, to bargain collectively, to strike, to boycott and to picket. As it developed later, however, loopholes were discovered in the legislation and the "guarantees" of the Clayton Act turned out to be limited. In succeeding years, the union pressed for new legislation that would eliminate these loopholes and in 1926 the Railway Labor Act was passed. It restated the right of unions to organize and reaffirmed the process of collective bargaining. Six years later, in 1932, the Norris-LaGuardia Act declared that it was

public policy that labor should have full freedom of association, without interference by employers.

The Roosevelt administration, which began in 1933, marked a momentous change in the history of the labor movement in America. For the first time, the federal government made the welfare of workers its primary and direct concern. Rather than merely tolerating unions, the government urged all workers to join them. Greater gains by wage earners were made in this period than in any period of the nation's history. And in contrast to earlier periods, the government and the courts favored and supported labor interests.

Roosevelt's National Industrial Recovery Act of 1933, with its encouragement for workers to join a union, prompted companies to organize their own unions. Company unions, however, made it impossible for the national unions to recruit company employees as members. To redress the situation, the unions pressed for new legislation and succeeded in getting Congressional support. The Wagner Act, passed in 1935, was designed to prohibit company unions and uphold the national unions' rights to organize. In addition to the Wagner Act, two other significant pieces of legislation supporting labor interests were enacted. In 1935, the Social Security Act was passed and in 1938 the Fair Labor Standards Act was passed. The Social Security Act provided for unemployment compensation and a wide range of assistance programs. The Fair Labor Standards Act fixed a minimum hourly wage, established the 40-hour work week and set down prohibitions against the employment of children under 16 years old.

Labor legislation of the 1930s was admittedly one-sided and nearly ten years passed before the balance was restored by the Taft-Hartley Act, passed by Congress in 1947. Its declared purpose was to restore bargaining power between employees and employers. The Wagner Act, in guaranteeing basic rights to labor, had concentrated on unfair employer practices. The new law dealt with unfair labor union practices as well.

In the 1950s, Congressional investigations uncovered numerous cases of corruption in organized labor unions and, as a result of these disclosures, Congress passed the first legislation in ten years significantly curbing the powers of unions. The Landrum-Griffin Act of 1959 sharply limited the economic powers of all unions and established safeguards for ensuring democratic procedures within unions.

As a result of all this legislation, both unions and employers must

comply with laws designed to maintain a fair balance of power between the two. Of course, conflict often arises between these two groups, but there is never conflict over the rights of unions to represent employees collectively on issues such as wages, working hours, benefits, safety and many other concerns of workers. These rights were established and written into law during three decades of this century — three decades that brought about fundamental changes in the relationship between employees and their employers.

Assignment:

Point out the main stages of the American Labour Movement.

BOY—GIRL FRIENDSHIPS

(From "What's Happening to Me?")

Just now, you are probably more interested in questions about your friendships with the other sex than in future parenthood. When should boys and girls begin dating? What about going steady? What are good ways of showing friendship or affection for someone of the opposite sex? Is something wrong with you if you don't have dates in the first half of the teens? How can you make more friends of the other sex? How can you know what is right and wrong in sex conduct?

Definite rules and straight "yes" or "no" answers are not as useful to you as knowledge of certain facts and principles that help you to find your own answers, and to understand why some actions are considered right, or wrong.

Sue and Louise

When Sue and Louise were in the seventh grade, they were always together, walking to school, eating lunch, joining the same hobby group. They were in the eighth grade when, one Friday, Jim wanted to walk home with Louise. She asked Sue to come with them, but Sue ran on ahead to hide her hurt feelings. At home, she sobbed to her mother, "Louise doesn't want to be my best girl-friend any more! She walked home with that Jim!"

Sue's wise mother helped her to realize that to keep a friendship, she must leave her friends free to have other friends, too, if they wished. She also pointed out that it is natural for a girl in her

teens to begin to be interested in boys. In another year, Sue found this out herself.

Perhaps you know a group of friends that is changing because some of its members are interested in the other sex, and some are not. If you are in such a group, you might think twice before letting friendships break up for no other reason. You may have a friend who is shy, and just needs a little help in feeling at ease with the other sex.

Ben and Art

Two ninth-grade boys, Ben and Art, were sitting in Ben's kitchen trying to decide what girls to ask to the movies on Saturday. Ben suggested Lily, but Art didn't like her girlfriend. Art suggested Florence and Grace, but Ben thought they were too tall. Before the boys knew it, the evening was gone. They never did ask the girls. You yourself may know teenage boys or girls who have fun talking about dates and dating, without having many dates themselves.

Marie and her friends

Marie and half a dozen friends were annoyed. The ninth-grade dance had been called off because not even half of the boys would sign up to ask a girl to go. "You can give a party here for seven or eight couples," Marie's mother suggested. "Marie can send invitations, and the boys will probably all come if they don't have to ask a particular girl."

Marie's mother was right; all the boys came. Boys in their younger teens often are glad to be asked to a party, or to go stag to a school party, before they feel ready to ask for a date. Eighth- and ninth-grade girls are usually more interested in parties, dancing and dating than the boys in those grades. However, there are plenty of events, such as hikes, picnics, or swimming parties, where a crowd of boys and girls can have fun without insisting that the boys ask for dates.

A famous story

Occasionally a boy or girl in the younger teens thinks that he has fallen in love with some older person, who becomes a romantic ideal. Did you ever feel that way about an older person, a

teacher or a club leader, perhaps? In "The Story of a Bad Boy," Thomas Bailey Aldrich tells of falling in love, when he was fourteen, with beautiful Miss Nelly Glentworth, who was nineteen.

"I was wretched away from her, and only less wretched in her presence. The especial cause of my woe was this: I was simply a little boy to Miss Glentworth... When I lay on the sofa, my head aching with love and mortification, would she have stooped down and kissed me if I hadn't been a little boy? How I despised little boys!"

Such an experience is nothing to be ashamed of. "I am not going to deny my boyish regard for her nor laugh at it," wrote Mr. Aldrich. "As long as it lasted, it was a very sincere and unselfish love... I say as long as it lasted, for one's first love doesn't last forever."

On the other hand, a boy and a girl in the younger teens sometimes do experience feelings of deep friendship and affection which may ripen into adult love and marriage. It is true, however, that such youthful feelings often change, though young friends find it hard to believe that they can.

Your personality develops quite rapidly in your earlier teens, and your interests may shift rather often. This is a reason why your feelings about individuals may change, too. It is quite usual for young people in their teens to become fond of several persons before they fall in love with the one whom they later marry.

Assignment:

Comment on the author's statement that "one's first love doesn't last forever" judging from your own experience and observations.

ABOUT MEN, ABOUT WOMEN

(From the "Times")

It took a long time for the reality of sisterhood to become an important part of her life, but novelist Amanda Craig has now finally found true pleasure in the company of other women.

It is something of an embarrassment for a feminist to admit, but until fairly recently I didn't like women very much. Of course, you can be a socialist and detest large segments of humanity, but it doesn't involve quite the same degree of doublethink, because

feminism is as much about sisterhood as it is about emancipation.

The trouble is that my sister and I simply don't get on, so I got off to a bad start with women. Growing up in a family in which the dominant species (including the cat) was female and frightfully bolshy made it hard to understand why our sex was supposed to be oppressed.

Nevertheless, I grew up believing that men were the slugs and snails — untrustworthy, egotistical, ruthless, bullying and vain — whereas women, of course, were sweetness, co-operation and light.

The odd thing was that this never matched up to experience. Of course, boys were often pretty awful — I remember being tied to a football post by my pigtails by a couple who then aimed shots at me — but I also remember that after I boxed their ears we got on tremendously well. I quite understood what a temptation waistlength red plaits presented, and they quite understood that I wasn't someone they could treat like a Barbie doll, so it was pax all round.

It was the girls who were bloody. They would pretend to be friends, then sneak your little secrets to the class. Where boys had a highly-evolved code of warfare, girls would get you into a hairlock, and neither of you, sobbing with pain, would let go until a teacher or parent interfered. (Years later, when I read Konrad Lorenz's comparison in *On Aggression* of the ways in which wolves and doves fight, I recognized it all.) I never joined girly gangs because I despised the way they were held together by the desire to conform to the lowest common denominator.

Yet all through my teens I had this dream of finding my great best friend, that other girl with whom to discuss everything from Playtex to Plato. Zilch. At university, I had a brief friendship with two women, based largely on a shared passion for clothes and the fact that we all had boyfriends elsewhere. We were widely believed to be lesbian until, in a farcical series of events, one of them went off with my boyfriend, and the other thought I'd seduced hers.

After that, I stuck to men. Women, I thought, were trash. Professionally, I was fed up with offices in which female co-operation was based on swapping gynaecological details rather than merit; fed up with women who paid lip service to ideals of networking and supportiveness while stabbing each other in the back; fed up with the feminine mind. Conversations about feelings rather than thoughts struck me as pointless, and lunches seemed to consist of one long whinge punctuated by malice.

Men, on the other hand, were much more fun. Quite apart

from the mild frisson of flirtation, they understood that what I wanted from a friendship was serious gossip, intellectual debate and good food. Even if they never wrote thank you notes for dinner parties, and took years to notice a new haircut, they were endlessly entertaining.

Their satirical perspective on life, their manoeuvres and power struggles seemed much more convivial and professional. I learnt a lot about the way men think — so much so that the male characters in my novels are far closer to my real nature than the female ones — and was never bored or disappointed. To this day, I can think of only one man on whom I would like to dance in hobnailed boots, as opposed to a dozen women.

But the trouble with men is that they reach a certain age and stop. They get frightened by responsibility and change, and bottle out into conservatism just as women begin to alter out of all recognition. Biologically, the new and wonderful incarnations open to women — and their attendant patches of leisure — are not open to them. During the past five years, so many women whom I had dismissed as silly, bitchy and dull have blossomed into enchanting personalities, rich in eccentricity, sense, kindness and courage. For the first time, I understood what (besides sex) men see in us (or do they?).

The habit of commiseration which so annoyed me in my twenties has become a lifeline now we are all exhausted by work and child rearing. The malice has gone out the window. For the first time we are trying to help each other.

Assignments:

1. Give your own opinion of feminism.
2. Sum up the basic differences between women's friendship with women and men.

THE VERY FINE CLOCK

(By M. Spark)

Once there was a very fine clock whose name was Ticky.

His friend, Professor Horace John Morris, had brought Ticky home with him from Switzerland one day, in the wintertime, many years ago. Since then, Ticky and the professor had become very attached to each other and they understood each others' ways.

Professor Horace John Morris did not like to be called "Professor Horace," and so Ticky called him "Professor Morris" for a little while, and later on he called his friend "Professor John," which pleased the professor very much.

Ticky always stood on a table beside the fireplace, which was his favourite spot. Every night at fourteen minutes past ten, when Professor John had finished writing at his desk, he would come and wind up Ticky and listen to hear if Ticky's heart was still beating well. Then he would set his wristwatch by Ticky's time, and, after that, he would set and wind all the other clocks in the house.

"You are a very fine clock, Ticky," he said one night. "You are always on time, and you are never too fast or too slow. In fact, you are the most reliable of all my friends."

"I'm delighted to hear it, Professor John," Ticky replied, "and I know that my grandfather, who lives in a castle on top of a mountain in Austria, would be very proud if he could hear it, too."

"To be perfectly honest, Ticky," said Professor John, "I do not care for grandfather clocks as a rule. They are so very tall that one can never look into their faces and see what they are thinking. But *your* grandfather must be a very special clock, as it is always a good thing to have an ancestor who lives in a castle."

Every Thursday night, instead of going to bed after he had wound up all the clocks in the house, Professor John would stay up till midnight to entertain four of his friends, who came to visit him. Their names were:

1. Professor Sturge Baldwin Parker.
2. Professor Norman Bailee.
3. Professor Raymond Offenbach.
4. Professor Maximilian Rosmini.

All four professors were as clever and famous as Professor John himself. They were all very agreeable to Ticky, for they knew he was Professor John's best-loved friend and was also very reliable.

Ticky would listen eagerly as the five professors sat talking to each other on Thursday nights.

They talked about interesting things like the moon and the stars, and seemed to know so much about them that Ticky could almost believe they had visited all the planets in the sky.

One Thursday evening, Professor Norman Bailee, who came from the north, said to Ticky, "You know, Ticky, you are the

cleverest of us all because you can tell the exact time without looking at the clock.”

All the other professors agreed that this was so.

“Not one of us,” said Professor John, “can be *quite* sure of the time without looking at a clock. We can only make a guess. But Ticky always knows.”

He looked admiringly at his friend, Ticky, who stood on the table by his side. (Ticky was a plain, sturdy, wooden clock with a round white face and long black hands.)

Ticky thanked the professors warmly for their compliment and said that his grandfather would have been proud to hear it. He added, “I could not keep the time, of course, without the help and care of my friend, Professor John, who winds me up at exactly fourteen minutes past ten every night.”

“But,” said Professor Sturge Baldwin Parker, who also came from the north, “if it were not for *you*, Ticky, how could Professor John be sure when it *was* fourteen minutes past ten?”

Nobody was able to answer this question. Then Professor Maximilian Rosmini, who came from the south, said that he had an important suggestion to make.

“I suggest,” he said, “that Ticky is as wise as any of us, and so he should be called Professor Ticky. Let us prepare the papers tomorrow. All five of us shall sign our names and make Ticky our new professor.”

The other four professors all said this was a splendid idea, and Professor Raymond Offenbach who came from the north-north-east, clapped his hands and said, “Bravo, Professor Ticky!”

Ticky then made a speech.

“I am very happy to hear your suggestion,” Ticky said, “and I know that my grandfather would be happy, too.”

“But I am afraid that if I were to become Professor Ticky, I would lose the friendship of all the other clocks in the house.”

“You see, when Professor John goes off in the morning to sit all day in his professor’s chair at the university, and when the rooms have been cleaned and dusted, then all the house is silent except for the sound of the clocks in the other rooms. It is then that we speak to each other and tell all the stories of our lives.”

“Upstairs and downstairs, we give out our tick-tock messages, some in a breathless hurry and some in a shy tremble.”

“The kitchen clock, of course, always lets her tongue run away with her. She is very cheerful, and chatters on a high note.”

“Most of all I like Pepita, the Spanish mother-of-pearl orphan

clock in the spare bedroom. I love her especially when her heart misses a beat.

“Professors, there is an old saying that my grandfather told me: ‘Heart speaks to heart.’ And this is true of us all in this house.

“And so, my dear professors, I must decline to be Professor Ticky. My fellow clocks would never feel the same about me. They would think I had become too grand for them to talk to, while *I* would feel very much left out of their company. Please do not think me ungrateful.”

When the professors had heard this speech of Ticky’s, they all said they admired him more than ever.

“Ticky,” said Professor John, “I have always known that you were a very fine clock; and I think even more highly of you now.

“It is true that the other clocks in the house are not perfect timekeepers like you. But still, it is a noble thing to refuse the title of professor and remain plain Ticky for their sake.”

Professor Maximilian Rosmini clapped his hands at this, while the other four professors nodded their heads gravely.

Ticky smiled and pointed his hands towards midnight. As the four visitors rose to leave, he mused, “Why, the charming pearly orphan, Pepita, in the spare room, would not know how to say the word ‘professor.’ All she can say is ‘Ticky, Ticky, Ticky.’ All day long she says, ‘Ticky, Ticky, Ticky,’ to me.”

Assignment:

Think of a different title of the story.

A FRIEND IN NEED

(After W.S. Maugham)

For thirty years now I have been studying my fellow men. I do not know very much about them. I suppose it is on the face that for the most part we judge the persons we meet. We draw our conclusions from the shape of the jaw, the look in the eyes, the shape of the mouth. I shrug my shoulders when people tell me that their first impressions of a person are always right. For my own part I find that the longer I know people the more they puzzle me; my oldest friends are just those of whom I can say that I don’t know anything about them.

These thoughts have occurred to me because I read in this morning's paper that Edward Hyde Burton had died at Kobe. He was a merchant and he had been in Japan for many years. I knew him very little, but he interested me because once he gave me a great surprise. If I had not heard the story from his own lips I should never have believed that he was capable of such an action. It was the more startling because both his appearance and his manner gave the impression of a very different man. He was a tiny little fellow, very slender, with white hair, a red face much wrinkled, and blue eyes. I suppose he was about sixty when I knew him. He was always neatly and quietly dressed in accordance with his age and station.

Though his offices were in Kobe Burton often came down to Yokohama. I happened on one occasion to be spending a few days there, waiting for a ship, and I was introduced to him at the British Club. We played bridge together. He played a good game and a generous one. He did not talk much either then or later when we were having drinks, but what he said was sensible. He had a quiet, dry humour. He seemed to be popular at the club and afterwards, when he had gone, they described him as one of the best. It happened that we were both staying at the Grand Hotel and next day he asked me to dine with him. I met his wife, fat, elderly and smiling, and his two daughters. It was evidently a united and loving family. I think the chief thing that struck me about Burton was his kindness. There was something very pleasing in his mild blue eyes. His voice was gentle; you could not imagine that he could raise it in anger; his smile was kind. Here was a man who attracted you because you felt in him a real love for his fellows. He had charm. But there was nothing sentimental about him; he liked his game of cards and his cocktail, he could tell a good and spicy story, and in his youth he had been something of an athlete. He was a rich man and he had made every penny himself. I suppose one thing that made you like him was that he was so small and frail; he aroused your instincts of protection. You felt that he would not hurt a fly.

One afternoon I was sitting in the lounge of the Grand Hotel. From the windows you had an excellent view of the harbour with its crowded traffic. There were great liners; merchant ships of all nations junks and boats sailing to and out. It was a busy scene and yet, I do not know why, restful to the spirit.

Burton came into the lounge presently and caught sight of me. He seated himself in the chair next to mine.

“What do you say to a little drink?”

He clapped his hands for a boy and ordered two drinks. As the boy brought them a man passed along the street outside and seeing me waved his hand.

“Do you know Turner?” said Burton as I nodded a greeting.

“I’ve met him at the club. I’m told he’s a remittance man.”

“Yes, I believe he is. We have a good many here.”

“He plays bridge well.”

“They generally do. There was a fellow here last year, a namesake of mine, who was the best bridge player I ever met. I suppose you never came across him in London. Lenny Burton he called himself.”

“No, I don’t believe I remember the name.”

“He was quite a remarkable player. He seemed to have an instinct about the cards. It was uncanny. I used to play with him a lot. He was in Kobe for some time.”

Burton sipped his gin.

“It’s rather a funny story,” he said. “He wasn’t a bad chap. I liked him. He was always well-dressed and he was handsome in a way, with curly hair and pink-and-white cheeks. Women thought a lot of him. There was no harm in him, you know, he was only wild. Of course he drank too much. Fellows like him always do. A bit of money used to come in for him once a quarter and he made a bit more by card playing. He won a good deal of mine, I know that.”

Burton gave a kindly little chuckle.

“I suppose that is why he came to me when he went broke, that and the fact that he was a namesake of mine. He came to see me in my office one day and asked me for a job. I was rather surprised. He told me that there was no more money coming from home and he wanted to work. I asked him how old he was.

“Thirty-five,” he said.

“And what have you been doing before?” I asked him.

“Well, nothing very much,” he said.

“I couldn’t help laughing.

“I’m afraid I can’t do anything for you just now,” I said. “Come back and see me in another thirty-five years, and I’ll see what I can do.

“He didn’t move. He went rather pale. He hesitated for a moment and then he told me that he had had bad luck at cards for some time. He hadn’t a penny. He’d pawned everything he had. He couldn’t pay his hotel bill and they wouldn’t give him

anymore credit. He was down and out. If he couldn't get a job he'd have to commit suicide.

"I looked at him for a bit. I could see now that he was all to pieces. He'd been drinking more than usual and he looked fifty.

"Well, isn't there anything you can do except play cards?" I asked him.

"I can swim," he said.

"Swim!"

"I could hardly believe my ears; it seemed such a silly answer."

"I swam for my university."

"I was a pretty good swimmer myself when I was a young man," I said.

"Suddenly I had an idea."

Pausing in his story, Burton turned to me.

"Do you know Kobe?" he asked.

"No," I said, "I passed through it once, but I only spent a night there."

"Then you don't know the Shioya Club. When I was a young man I swam from there round the beacon and landed at the creek of Tarumi. It's over three miles and it's rather difficult on account of the currents round the beacon. Well, I told my young namesake about it and I said to him that if he'd do it I'd give him a job.

"I could see he was rather taken aback.

"You say you're a swimmer," I said.

"I'm not in very good condition," he answered.

"I didn't say anything. I shrugged my shoulders. He looked at me for a moment and then he nodded."

"All right," he said. "When do you want me to do it?"

"I looked at my watch. It was just after ten.

"The swim shouldn't take you much over an hour and a quarter. I'll drive round to the creek at half past twelve and meet you. I'll take you back to the club to dress and then we'll have lunch together."

"Done," he said.

"We shook hands. I wished him good luck and he left me. I had a lot of work to do that morning and I only just managed to get to the creek at half past twelve. I waited for him there, but in vain."

"Did he get frightened at the last moment?" I asked.

"No, he didn't. He started swimming. But of course he'd ruined his health by drink. The currents round the beacon were

more than he could manage. We didn't get the body for about three days."

I didn't say anything for a moment or two, I was a little shocked. Then I asked Burton a question.

"When you offered him the job, did you know that he'd be drowned?"

He gave a little mild chuckle and he looked at me with those kind blue eyes of his. He rubbed his chin with his hand.

"Well, I hadn't got a vacancy in my office at the moment."

Assignment:

Say if you can approve of Burton's action. Give your arguments.

THE INSPIRATION OF MR. BUDD

(By D.L. Sayers)

£500 REWARD

The *Evening Messenger* has decided to offer the above reward to any person who shall give information leading to the arrest of the man, William Strickland, who is wanted by the police in connection with the murder of the late Emma Strickland at 59, Acacia Crescent, Manchester.

DESCRIPTION OF THE WANTED MAN

The following is the official description of William Strickland: Age 43; height 6 ft 1 or 2; complexion rather dark; hair silver-grey and abundant, may dye same; full grey moustache and beard, may now be clean-shaven; eyes light grey; left upper eyetooth stopped with gold; left thumbnail deformed by a recent blow.

Speaks in rather loud voice; quick, decisive manner.

Disappeared 5th inst., and may have left, or will try to leave, the country.

Mr. Budd read the description through carefully once again and sighed. It was most unlikely that William Strickland should choose his small and unsuccessful saloon, out of all the barbers'

shops in London, for a haircut or a shave, still less for “dyeing same”; even if he was in London, which Mr. Budd saw no reason to suppose.

Nevertheless, Mr. Budd committed the description, as well as he could, to memory. It was a chance — and Mr. Budd’s eye was always fascinated by headlines with money in them.

He put the newspaper down, and as he did so, caught sight of his own reflection in the glass and smiled, for he was not without a sense of humour. He did not look quite the man to catch a brutal murderer single-handed. He was well on in the middle forties — with a small paunch and pale hair, five feet six at most, and soft-handed, as a hairdresser must be.

Even razor in hand, he would hardly be a match for William Strickland, height six feet one or two, who had so fiercely beaten his old aunt to death. Shaking his head doubtfully, Mr. Budd advanced to the door, and nearly ran into a large customer who dived in rather suddenly.

“I beg your pardon, sir,” murmured Mr. Budd, fearful of losing nine-pence; “just stepping out for a breath of fresh air, sir. Shave, sir?”

The large man tore off his overcoat without waiting for Mr. Budd’s helping hands.

“Are you prepared to die?” he demanded abruptly.

The question fitted in so alarmingly with Mr. Budd’s thoughts about murder that for a moment it quite threw him off his professional balance.

“I beg your pardon, sir,” he stammered, and in the same moment decided that the man must be a preacher of some kind. He looked rather like it, with his odd, light eyes, his blush of fiery red hair and short chinbeard.

“Do you do dyeing?” said the man impatiently.

“Oh!” said Mr. Budd, relieved, “yes, sir, certainly, sir.”

A stroke of luck, this: dyeing meant quite a big sum.

“Fact is,” said the man, “my young lady doesn’t like red hair. She says it attracts attention. Dark brown, now — that’s the colour she has a fancy for. And I’m afraid the beard will have to go. My young lady doesn’t like beards.”

“Will you have the moustache off as well, sir?”

“Well, no-no, I think I’ll stick to that as long as I’m allowed to, what?” He laughed loudly, and Mr. Budd approvingly noted well-kept teeth and a gold stopping. The customer was obviously ready to spend money on his personal appearance.

In fancy, Mr. Budd saw this well-off and gentlemanly customer advising all his friends to visit "his man." It was most important that there should be no failure. Hair-dyes were awkward things — there had been a case in the paper lately.

"I see you have been using a tint before, sir," said Mr. Budd with respect. "Could you tell me...?"

"Eh?" said the man. "Oh, yes — well, fact is, as I said, my fiancée's a good bit younger than I am. As I expect you can see I began to go grey early — my father was just the same — all our family — so I had it touched up — grey bits restored, you see. But she doesn't like the colour, so I thought, if I have to dye it at all, why not a colour she *does* fancy while we're about it, what?"

Lightly talking about the feminine mind, Mr. Budd gave his customer's hair the examination of trained eye and fingers. Never — never in the process of nature could hair of that kind have been red. It was naturally black hair, prematurely grey. However, that was none of his business. He received the information he really needed — the name of the dye formerly used, and noted that he would have to be careful. Some dyes do not mix kindly with other dyes.

Chatting pleasantly, Mr. Budd worked on, and as he used the roaring drier, talked of the Manchester murder.

"The police seem to have given it up as a bad job," said the man.

"Perhaps the reward will liven things up a bit," said Mr. Budd, the thought being naturally uppermost in his mind.

"Oh, there's a reward, is there? I hadn't seen that."

"It's in tonight's paper, sir. Maybe you'd like to have a look at it."

The stranger read the paragraph carefully and Mr. Budd, watching him in the glass, saw him suddenly draw back his left hand, which was resting carelessly on the arm of the chair, and push it under the white apron.

But not before Mr. Budd had seen it. Not before he had taken conscious note of the horny, deformed thumbnail. Many people had such an ugly mark, Mr. Budd told himself hurriedly, but the man glanced up, and the eyes of his reflection became fixed on Mr. Budd's face in a serious examination.

"Well," said Mr. Budd, "the man is safe out of the country by now, I reckon. They've put it off too late."

The man laughed.

"I reckon they have," he said. Mr. Budd wondered whether

many men with smashed left thumbs showed a gold upper left eyetooth. Probably there were hundreds of people like that going about the country. Likewise with silver-grey hair ("may dye same") and aged about forty-three. Undoubtedly.

There came back to him the exact number and extent of the brutal wounds inflicted upon the Manchester victim — an elderly lady, rather stout, she had been. Glancing through the door, Mr. Budd noticed that the streets were full of people. How easy it would be...

"Be as quick as you can, won't you?" said the man, a little impatiently, but pleasantly enough. "It's getting late. I'm afraid it will keep you overtime."

"Not at all, sir," said Mr. Budd. "It doesn't matter at all."

No — if he tried to rush out of the door, his terrible customer would jump upon him, drag him back, and then with one frightful blow like the one he had given his aunt...

Yet surely Mr. Budd was in a position of advantage. A decided man would do it. He would be out in the street before the customer could get out of the chair. Mr. Budd began to move round towards the door.

"What's the matter?" said the customer. "Just stepping out to look at the time, sir," said Mr. Budd softly and stopped. He retreated to the back of the shop, collecting his materials. If only he had been quicker — more like a detective in a book — he would have observed that thumbnail, that tooth, put two and two together, and run out to give the alarm while the man's beard was wet and soapy and his face buried in the towel. Or he could put lather in his eyes — nobody could possibly commit a murder or even run away down the street with his eyes full of soap.

But after all, Mr. Budd didn't have to arrest the man himself.

"Information leading to arrest" — those were the words. He would be able to tell them the wanted man had been there, that he would now have dark brown hair and moustache and no beard.

It was at this moment that the great Inspiration came to Mr. Budd.

As he fetched a bottle from the glass-fronted case he remembered an old-fashioned wooden paper knife that had belonged to his mother. Handpainted, it bore the inscription "Knowledge is Power."

Mr. Budd now felt a strange freedom and confidence; he removed the razors with an easy, natural movement, and made light conversation as he skilfully applied the dark brown tint.

The streets were less crowded when Mr. Budd let his customer

out. He watched the tall figure cross Grosvenor Place and climb on to a 24 bus.

He closed the shop door, and in his turn made his way, by means of a 24, to the top of Whitehall.

Mr. Budd was interviewed by an important-looking inspector in uniform, who listened very politely to his story and made him repeat very carefully about the gold tooth and the thumbnail and the hair which had been black before it was grey or red and was now dark brown.

“But there’s one thing more,” said Mr. Budd — “and I’m sure to goodness,” he added, “I hope, sir, it is the right man because if it isn’t it’ll be the ruin of me...”

Nervously he crushed his soft hat into a ball as he leant across the table, breathlessly uttering the story of his great professional betrayal.

The *Miranda* docked at Ostend at 7 a.m. A man burst hurriedly into the cabin where the wireless operator was just taking off his headphones.

“Here!” he cried; “this is to go. There’s something up and the Old Man’s sent over for the police. The Consul’s coming on board. A message to the English police:

“Man on board answering to description. Ticket booked name of Watson. Has locked himself in cabin and refuses to come out. Insists on having hairdresser sent out to him. Have communicated Ostend police. Await instructions.”

The Old Man with authoritative gestures cleared a way through the excited little knot of people gathered about First Class Cabin No. 36, for several passengers had heard of “something up.” Sternly he bade the stewards and the boy to stand away from the door. Terribly he commanded them to hold their tongues. Four or five sailors stood watchfully at his side. In the sudden silence, the passenger in No. 36 could be heard pacing up and down the narrow cabin, moving things, clattering, splashing water.

Presently came steps overhead. Six pairs of Belgian police boots came tiptoeing down the stairs. The Old Man glanced at the official paper held out to him and nodded.

The Old Man knocked at the door of No. 36.

“Who is it?” cried a harsh, sharp voice.

“The barber is here, sir, that you sent for.”

“Ah!” There was relief in the tone. “Send him in alone, if you please. I — I have had an accident.”

At the sound of the bolt being carefully withdrawn, the Old Man stepped forward. The door opened a chink, and was slammed to again, but the Old Man's boot was firmly pushed into the opening. The policemen hurried forward. The passenger was brought out.

"Strike me pink!" screamed the boy, "strike me pink if he ain't gone green in the night!"

Green!

Not for nothing had Mr. Budd studied the complicated reactions of chemical dyes. In the pride of his knowledge he had set a mark on his man, to mark him out from all the billions of this overpopulated world. Was there a port in all the world where a murderer might slip away, with every hair on him green as a parrot — green moustache, green eyebrows, and that thick, springing mass of hair, vivid, flaring midsummer green?

Mr. Budd got his £500. The *Evening Messenger* published the full story of his great betrayal. He trembled, fearing this dangerous fame. Surely no one would ever come to him again.

On the next morning an enormous blue limousine rolled up to his door. A lady, magnificent in furs and diamonds, swept into the saloon.

"You *are* Mr. Budd, aren't you?" she cried. "The *great* Mr. Budd? Isn't it *too* wonderful? And now, *dear* Mr. Budd, you *must* do me a favour. You must dye my hair green, *at once*. *Now*. I want to be able to say I'm the *very first* to be done by *you*. I'm the Duchess of Winchester, and that awful Melcaster woman is chasing me down the street — the cat!"

If you want it done, I can give the number of Mr. Budd's parlours in Bond Street. But I understand it is a terribly expensive process.

Assignment:

Say what you would do if you were in Mr. Budd's place.

THE NAME

(By H. Cecil)

"George Elephant!" called the Clerk in Court Number One; and a small man with glasses was brought.

"Are you George Elephant?" asked the Clerk.

“I am.”

“You are charged with murder; that you at Golders Green on the 19th day of January 1948, murdered Jane Elephant. How say you, George Elephant, are you guilty or not guilty?”

“Not guilty.”

“Very well,” said the Judge. “You may sit down.”

Except for a few remarks on the curious name of the prisoner, few people were interested in the case. The facts as stated were very simple. On the 20th January the prisoner had walked into a police station. “I have cut my wife’s throat,” he said. “She’s quite dead.”

It seemed true enough. Her throat seemed to have been cut with a razor which was near her body.

No defence was put forward at the police court. It seemed a clear case. The prisoner was, however, later defended by Sir Gordon Macintosh, who seldom accepted facts as they seemed. He never accepted more than one case at a time and he went into that case very thoroughly indeed. These are the facts that he discovered about George Elephant.

George was born of ordinary middle-class parents at the end of the nineteenth century. There was no sign of madness in the family. On leaving school George had gone into his father’s business, and after that he had married and settled down to an ordinary life. Jane was not a particularly attractive wife. Although she was pretty, she grew fat as she grew older. She took a good deal of pleasure in laughing at George, and one of the subjects of which she never seemed to get tired was his last name. George was a little ashamed of his name, but he had never had the courage to change it.

I have known a man called Sidebottom very reasonably change his name to Edgedale when he had grown impatient of the telephone calls of jokers.

Usually, however, the owners of unfortunate names just bear them. George had certainly suffered a great deal. When he first went to school and was asked his name in front of the other boys, he replied, “George Elephant.”

“Olliphant?” said the master.

“No, sir, Elephant.”

“What, Elephant? Like the animals?”

“Yes, sir, like the animals.”

After that at school he was called by the names of all known, and some unknown, animals. George was modest, and boys at

school are merciless. He was not happy there and was thankful when he left. But his troubles did not end when he left school. Like Mr. Sidebottom, he received many calls from the people who have nothing better to do than to use the telephone as a means of annoyance.

You Smiths and Robinsons, who have never suffered in this way, may smile. These unwelcome attentions from impolite strangers may seem to you unimportant. But change your name to a foolish one — even for two weeks — and see what happens to you. Some of the Elephant family did, in fact, change their name to Olliphant; but George's father said that what was good enough for his father was also good enough for him. He kept the name Elephant.

George, indeed, had no pride in his name but, for no exact reason, was unwilling to change it. So he suffered the smiles of shopgirls when he gave his name, and the continual jokes of the people on the telephone. He even thought of giving up the telephone, but he needed it and so he kept it.

When he married Jane he had hoped she would make his difficulties lighter. But Jane did not mind being called Elephant; in fact she told everyone her new name, particularly if her husband was near. Even when she was being loving she used to call him "my elephant boy," and so he was not allowed to forget.

When Sir Gordon Macintosh had discovered these facts, he had no doubt at all of the proper defence to raise in the court. He immediately had George examined by famous doctors. He claimed that either the prisoner had been driven mad by his early sufferings and his wife's behaviour; or that he had entirely lost control of himself.

In putting forward the defence of madness he did not say that the prisoner had imagined he was really an elephant. He simply said that the man's mind had given away. It was proved that George was a quiet little man who had never offered violence to anyone. Relations and friends said that his behaviour towards his wife was without fault.

"Why," said Sir Gordon, "should this mild little man kill his wife unless he was mad? I listened to all your names as they were read out in court. You will pardon me if I say that they were all ordinary names. How happy you must be that they are. I do not, however, ask you to find the prisoner not guilty out of thankfulness or pity. I ask you to listen to the words of famous doctors. They will tell you that the mind of the prisoner has been affected from his earliest childhood by this extraordinary name. These doctors have discovered that the boy's nurses and teachers

used to make him angry by laughing at his name. At that time he probably did not know the fact, but the effect on his mind was increased by the boys at school, by those whom he met in business, by jokers, and finally by his unfortunate wife. These doctors are ready to say that, in their opinion, the mind of the accused man may have been in such a state that he was not, at the time when he killed his wife, fully responsible for his actions.”

Sir Gordon said much more of the same kind and then called his witnesses. The doctors said that the accused was not mad, but that his mind was very much affected by jokes about his name. They thought that he would not have killed his wife if a policeman had been in the room at the time. They agreed that he realized that it was wrong to kill a wife. But the doctors for the defence said that the prisoner might have been made so angry by his wife’s jokes that he could not control himself.

George was not found guilty of murder, but he was sent to prison with hard labour for seven years. That, however, was not the end of the matter, because the case by this time caused great public interest.

A law was suggested to make it a serious offence to use the telephone for making jokes about names. Letters were written to the newspapers by those who had unusual names. Doctors wrote articles, and the case of George Elephant became quite famous. In the end, so much sympathy was shown for George and so much pressure was put on the Government, that George’s time in prison was reduced from seven years to three. This meant that George would be set free after a little more than two years if he behaved well.

Two years later, just before he was let out, a priest arrived at the prison where George was. He had a talk with George.

“Before you leave,” said the visitor, “would you like to say anything to me in secret, so that you may feel, when you leave these walls, that you are starting life again with a clean soul?”

George hesitated. “You can trust me, you know,” said the man. “And I feel that there may be something — even something quite small — that is a load on your mind. Perhaps you would like to lay down the load, and perhaps I can help you. Start telling me in your own words the story of your crime; for although there may have been an excuse for it, it was a crime. Tell me, for example, what was it that actually led you to kill your wife?”

“Well, as a matter of fact,” said George, “I was fond of another woman.”

Assignment:

Tell the story in the person of George.

JURY ACQUITS O.J. OF ALL MURDER CHARGES

(From the "Moscow Times")

LOS ANGELES — O.J. Simpson was acquitted Tuesday of murdering his ex-wife and her friend, a suspense-filled climax to the courtroom saga that obsessed the United States. With two words, "Not guilty," the jury freed the football legend to try to rebuild a life thrown into disgrace.

Simpson looked toward the jury and mouthed, "Thank you," after the panel was dismissed. He turned to his family and punched a fist into the air. He then hugged his lead defence attorney, Johnnie Cochran Jr.

Then he boarded a minivan and was whisked from the courthouse to freedom.

"Mr. Simpson is ecstatic and he wants to get on with his life," Cochran said. He added that the defence won the case by demonstrating reasonable doubt in the prosecution's case.

Simpson's ex-wife Nicole Brown Simpson, 35, and her friend Ronald Goldman, 25, were stabbed to death June 12, 1994 outside Ms. Simpson's Los Angeles condominium. Americans dubbed the courtroom drama that ensued "the trial of the century," and few national issues gripped the US public as much as the Simpson case.

President Bill Clinton took a break from working in the Oval Office to watch the verdict in his secretary's office, where there is a television set, said presidential spokesman Mike McCurry.

Clinton then wrote a statement, which said: "The jury heard the evidence and rendered its verdict. Our system of justice requires respect for their verdict. At this moment our thoughts and prayers should be with the families of the victims of this terrible crime."

The verdict was carried live on all major news networks in the United States. Americans everywhere paused in their work to watch the reading of the verdict and millions watched live telecasts around the world.

In the audience, Goldman's sister Kim broke out in sobs. Her father Fred sat back in his seat in disbelief, then embraced his daughter.

Simpson's relatives smiled and wiped away tears. His son Jason sat in his seat, his face in his hands, shaking and sobbing. Prosecutors Marcia Clark and Christopher Darden sat stone-faced.

The judge thanked the jury and cautioned panelists that reporters would seek them out. Jurors said they didn't want to talk to attorneys or the media.

Later, Simpson's lawyers and relatives addressed reporters in the courtroom. "Me and my family want to thank God, without whom, I don't know where we'd be," Jason Simpson said. He then read a statement from Simpson:

“I’m relieved that this incredible part of this nightmare of June 12, 1994, is over. My first obligation is to my young children, who will be raised the way Nicole and I had always planned.

“When things have settled a bit, I will pursue as my primary goal in life the killer or killers that have slaughtered Nicole and Mr. Goldman. They are out there somewhere.”

Fred Goldman, in a statement, said, “Last June 13th, ‘94, was the worst nightmare of my life. This is the second.”

Hundreds of people gathered outside the courthouse as the verdicts were read. Simpson’s supporters cheered.

Simpson, 48, faced a maximum term of life in prison without parole if he had been convicted of the murders.

But as his trial progressed, it often seemed irrelevant that two young people were slashed to death.

The case wasn’t just about murder. It was about fame and wealth, love and hate, fragile egos and racism. Simpson is black; his ex-wife and her friend white.

The prosecution case consumed nearly six months. Without a known eyewitness or a murder weapon, prosecutors spun a circumstantial evidence case built on the theory that Simpson had the motive and opportunity to kill, and left a literal trail of blood from the crime scene to his house.

At the crime scene were bloody footprints in his shoe size and blood drops bearing his genetic markers. Near the bodies was a glove in his size — of a style identical to that of gloves his ex-wife bought him. At Simpson’s house was the glove’s apparent mate, smeared with incriminating evidence: blood with his genetic markers and those of the two victims. Also on it was a hair similar to Ms. Simpson’s and fibers almost identical to those in the carpeting of Simpson’s utility vehicle, a Bronco.

Simpson’s blood was in his driveway and foyer, and a pair of bloody socks was in his bedroom. The blood contained O.J. and Ms. Simpson’s genetic markers.

In his Bronco, there was more blood: on the steering wheel, the door, the center console and the carpeting.

The defence was simple: O.J. didn’t do it. Just who did do it — and why so much evidence pointed to Simpson — was more problematic. His camp crafted a two-pronged defence: he was a victim of a frame-up and mishandling.

The defence argued that the glove at Simpson’s house was planted by a racist rouge cop named Mark Fuhrman, who has wanted to nail Simpson since 1985, when Fuhrman — an alleged hater of interracial couples — responded to a domestic violence call at the Simpsons’.

The black-majority jury was urged to acquit Simpson to send a message that police corruption and racism would not be tolerated.

AUTOPSY FOR O.J. ADDICTS

(AP) — Analysts may wonder why the cast was dead on arrival at the courthouse:

O.J. Simpson was a black superstar, a legendary athlete and the most famous American ever charged with murder. His arrest on charges of killing his ex-wife and her friend was unthinkable to many.

Jury selection was crucial. With the help of a jury consultant, the defence chose a favorably disposed, predominantly black panel which withstood even the whittling away of 10 members dismissed during the trial, most for misconduct.

Simpson's dramatic ability to dominate the trial without ever testifying was underestimated. Darden's decision to have him try on the bloody murder gloves gave Simpson the chance to approach jurors, struggle with the gloves and demonstrate they were too small for his hands.

The prosecution tied itself to a precise time line designed to eliminate any possible alibi on Simpson's behalf. But jurors could have easily surmised that it was impossible for Simpson to drive to his ex-wife's home, kill two people, return, clean up and dispose of a weapon and bloody clothes in less than one hour. The reading of testimony by a limousine driver showed they were concerned about the time element.

The prosecution lacked some of the most important evidence for a successful prosecution: an eyewitness, bloody clothes and a weapon were nowhere to be found.

The decision to use Detective Mark Fuhrman as a key witness opened the door to disaster. He became the villain in a morality play directed by Cochran, who reduced the issues to good against evil.

Assignment:

Find in the articles proofs of the case being "the trial of the century."

WOMEN'S ORGANIZATIONS

(From "Britain Now")

There are hundreds of women's organizations in Britain covering the voluntary sector, political parties, religious groupings, trade unions, single-issue pressure groups and the professions. Some aim to improve the quality of life for women in the home by offering opportunities for social and cultural activities. Others seek to change the status of women in the political, economic, public, legal and social spheres. Certain organizations campaign on issues of particular importance to women, such as abortion,

or represent the interests of a particular group of women, for example, teachers. Many have international interests and maintain links with similar bodies overseas.

Several organizations have many affiliates and act as umbrella groups for women's organizations. The largest are the National Council of Women (set up in 1985) with 90 affiliates, and the newly formed National Alliance of Women's Organizations with 176 affiliates.

Of the broad-based organizations for women, the biggest are the National Federation of Women's Institutes (founded in 1915) with 325,000 members, the National Union of Towns — women's Guilds (1929) with 120,000 members, the Mothers' Union (1876) with 188,000 members and the Women's Royal Voluntary Service (1938) with 160,000 members. These and many others are national in scope and have branches in all parts of Britain.

Women's Institutes aim to provide education for women in subjects such as citizenship, public affairs, music and drama; they also give instruction in agriculture, handicrafts, home economics and social welfare, and seek to promote international understanding. The Mothers' Union, which forms a part of the Anglican Church, works to promote Christian family life through the departments for education, young families, social concern and overseas affairs, and through prayer groups. Other religious organizations include the National Board of Catholic Women, the League of Jewish Women, and the National Free Church Women's Council.

Organizations representing the interests of specific groups include the National Association of Widows, the Carers' National Association, and Gingerbread (representing lone parents). The 300 Group, founded in 1980, aims to ensure that more women (at least 300) are elected to Parliament. It seeks to identify the special problems faced by women in entering politics and to support their efforts.

The Fawcett Society, founded in 1866, strives for the acceptance of equal status for women in the home and in public life, and equal educational and job opportunities. It also runs the Fawcett Library, Britain's main library and archive on the history of the women's movement.

Apart from their activities in such organizations and their role as carers women play a particularly active role in voluntary bodies open to both sexes, and are particularly concerned with areas of social welfare such as health and handicap. A recent government-commissioned study found that 25 percent of women were doing voluntary work, compared with 21 percent of men.

Assignment:

Answer these questions:

1. Is it necessary for women to form their organizations?
2. What problems of social life do women try to solve through their organizations?
3. What women's organizations in Russia do you know?

A WOMAN'S SEARCH FOR SELF

(From "The Girl Within" by E. Hancock)

While women have doubtless made important gains, females are perhaps more separated now than ever before from their natural authority. Despite maintaining happy marriages, rearing healthy children, and achieving what they set out to do in their careers, many women are falling victim to "the depressive shadow of success." Little do they suspect that the multitude of choices now offered to females constitutes an illusion. Most distressing, as the illusion grows stronger, women become less conscious of the split between who they appear to be and who they "really" are. The lack of real choice, and the fact that this lack is camouflaged, sends women veering around a dangerous curve on the route to the development of the authentic self.

Both historic and contemporary constructions of femininity thus thrust a woman down a path that has little to do with who and what she really is, impelling her toward a destiny that is hardly her own. Each does so by forcing a single aspect of female identity into the foreground to the exclusion of the whole — the historic by excluding all but servility and nurture, the contemporary by severing the personal from the professional and blocking out all but competence. Taken separately, either of these forces makes for a threat to the self. Taken together in a culture that pushes a woman toward one pole on a manifest level while covertly lashing her to the other, they strike a blow to identity and make it impossible to shape a meaningful life as a fully human being.

The new woman lives in a man's world, where she is turned against womanly strengths that lie at the heart of her identity. Beckoned by the promise of self-development and aware of the link between the feminine and the unseemly aspects of human life, she seizes the chance to make it in a man's world. Susceptible to the lure of career success, she abandons her feminine values and adheres to patriarchal purposes. Laboring under the assumption that a woman can finally have it all, she is pressured instead to *do* it all by a corporate dictum that offers a woman but a single way to count — a way that requires her to forfeit a

feminine mode. Backed into a corner where she is kept from integrating a variety of purposes by a social scheme that pits competence against care, the new woman pursues an impossible task and frequently finds herself adrift.

Is it not equally difficult for men? They, too, often lack access to meaningful work, and I would not want to trivialize the damage that results. Cultural dichotomies turn men away from vulnerability, feeling, natural dependence and attachment. What's more, they are forced into roles that limit self-expression and self-knowledge. The breadwinner role, for instance, has been thrust on men and taken to such an extreme that the culture holds a man responsible for his family's financial well-being even after his death. Assigning the world of work to males and deeming that world instrumental separates men just as completely from feeling as assigning the affective realm to females separates women from competence.

Assignment:

Translate the paragraph beginning with "Both historic and..." in writing.

WOMEN'S ISSUES IN AMERICAN POLITICS

(From "Women's Issues" by G. Peele)

The role of women's issues on the political agenda of contemporary America is a product both of the changing politics of the women's movement and the general character of the American policy environment in the 1990s. Although the conservative climate which had proved inhospitable to such causes as the Equal Rights Amendment in the early 1980s had eroded somewhat by the end of the decade, there was still a sense that women had to defend the gains of the 1970s. The sense of having to defend hard-won gains was especially true in relation to abortion rights. Abortion not merely became the defining issue for the women's movement in the United States but became the major value conflict in a political system increasingly polarised on cultural as much as on socioeconomic issues.

Not that socioeconomic issues ceased to be important for women in the 1980s. The climate of budgetary constraint also meant that little could be expected from the federal government in the form of enhanced welfare programmes, so that women, like blacks and hispanics, continued to be overrepresented in the section of the country classified as poor. For some feminist theorists, who had seen splits develop within

the political organizations representing women in the 1980s, the "feminisation of poverty" theme seemed one which reunited the movement. For others, however, there was more political mileage to be made from building consensus around demands for better child-care since this was an issue which could unite middle- and working-class women. In fact, on the issue of child-care 1990 saw a major advance in that both the House and the Senate passed comprehensive child-care legislation. The veto by President Bush on cost grounds, although in some ways disappointing for the advocates of reform, was not perhaps a permanent setback since the mid-term elections of 1990 returned a new Congress that was slightly more Democratic than its predecessor. Child-care legislation is thus likely to be reintroduced in circumstances where support for it has been strengthened and where Congress will be better placed to override any presidential veto.

The climate for the promotion of women's issues in American politics at the opening of the 1990s could thus be said to be mixed. Although the overall picture remained bleak for reasons which had as much to do with the economic state of the country as with the political strengths of the women's movement, there were reasons for guarded optimism.

Two factors in particular gave the advocates of women's interests and the feminist movement reason for believing that the tide of opinion had turned. First, there was increasing evidence of greater equality of access for women to education. Over the period 1960—1980 the percentage of women with a college degree in the United States more than doubled from 6 to 13 percent and this trend seemed set to continue. Of particular interest in 1990 was the increased access which women were getting to graduate education, especially to the law schools and medical schools which constituted the key channels to America's professional elite. Secondly, while the women's organisations, like other participants in the liberal civil rights coalition, had found little sympathy in the federal government during the Reagan Presidency, they had participated in the spectacular and symbolic defeat of the 1987 Borik nomination to the Supreme Court. And although President Bush's veto of the Civil Rights Act of 1990 effectively killed legislation which would have made it easier for women to sue their employers for discrimination (and would have allowed more extensive damages to be awarded where discrimination was proved), as with child-care legislation, the 1990 midterm elections produced a better political context for the successful reintroduction of the legislation. While it would be impossible in an essay of this length to do justice to all of these themes, the outlines of the story can be told here.

The legacy of the 1980s

The 1980s had been a difficult period for the women's movement in the United States. Feminist theory continued to make a significant impact in a number of academic disciplines, especially history and literature but also in the study of jurisprudence where scholars such as Catherine MacKinnon developed approaches to legal issues and controversies which emphasised the significance of gender. Thus such difficult issues as the extent to which pornography should be protected by the First Amendment received a distinctive analysis in the hands of feminist critics.

The American women's movement had never been monolithic ideologically and it splintered further in the 1980s. One major division was between those whose ideological perspective put them within the familiar American liberal tradition and those whose ideological framework was derived from Marxist or neo-Marxist criticisms of that tradition. Until the late 1960s the driving intellectual force in the women's movement had been groups and individuals whose claims to equality could be easily assimilated into the mainstream of political debate. From the late 1960s onwards, however, more attention was gained by radical feminists who focused on the structural and institutional inequalities in American society and on the cultural manifestations of gender. And within the radical feminist camp there were further divisions between those who favoured exclusive political strategies (such as all-women political groupings or lesbian separatism) as the only ones calculated to empower women, and those who wanted to link radical feminism to broader political movements of the left. Of course even those who argued for an alliance of radical feminism with left-of-centre ideological groups had somewhat limited appeal in the context of a society with little interest in developing concepts of revolutionary change.

The language in which many of these debates were conducted was often remote from the discourse of many liberal feminists; and it was hardly surprising if their somewhat intense and inward-looking character sometimes seemed to isolate the theorists of feminism from the pragmatic activists of organizations such as The National Organization for Women (NOW) whose primary and practical concern was getting women's issues on to the public policy agenda, although inevitably some of the divisions in the women's movement surfaced inside the organization.

Organizational disharmony also marked the American women's movement in the 1980s. Inevitably the tendencies towards fragmentation displayed by other broad movements such as environmentalism occurred within the realm of women's pressure groups. It could, however, be argued that the proliferation of feminist

groups had the effect of strengthening the movement as a whole by allowing more women to remain inside the broad umbrella of American feminism because different organizations could take account of a variety of special interests and cater for different political persuasions.

The most important organization in the women's movement is the National Organization for Women which was founded in 1966; mention should, however, also be made of the Women's National Political Caucus which was founded in 1971, largely in order to increase the numbers of women in elective office. Both of these groups are firmly in the liberal and Democratic camp. The Women's Equity Action League stood to the right of these groups. In addition there were important specialist groups such as the Women's Legal Defense and Education Fund (which had been founded in 1971 to use the weapon of litigation to attack sex discrimination) and the American Civil Liberties Union's Reproductive Freedom Project. In addition ethnic minority women developed their own literature and organizational structure. Thus at the theoretical level there was an important growth of interest in the ideas and experiences of black women whose distinctive position in American society had been neglected by white feminist theorists. In 1973 the special concerns of ethnic minority women had been given organizational expression in the National Black Feminist Organization.

Over the 1980s, conflicts and tensions surfaced within organizations as well as forming the basis for separate ones. The National Organization for Women was particularly affected by factions and in-fighting. Apart from financial difficulties and losses of membership, there was conflict over tactics.

Assignments:

1. Give a summary of the text.
2. Compare women's issues in the US with those in Britain.

Учебное издание

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