

Рецензент  
доцент *Л.Я. Комиссарова*

Составители:  
*Е.В. Докучаева, Л.М. Лукина*

Рекомендована к изданию кафедрой иностранных языков КРСУ

# АНГЛИЙСКИЙ ЯЗЫК

Методическая разработка  
по внеаудиторному чтению  
для студентов 1–2 курсов  
гуманитарного факультета  
специальности «Психология»

А 64 АНГЛИЙСКИЙ ЯЗЫК: Методическая разработка по внеаудиторному чтению для студентов 1–2 курсов гуманитарного факультета специальности «Психология» / Сост. Е.В. Докучаева, Л.М. Лукина. Бишкек: Изд-во КРСУ, 2011. 70 с.

Основная цель пособия – формирование лингвистической, социолингвистической, коммуникативной и профессиональной компетенции.

Пособие состоит из 4 уроков. Каждый урок включает учебный словарь, тексты для развития навыков изучающего чтения, лексические и грамматические упражнения. Тексты многофункциональны и могут быть использованы для ознакомительного и поискового видов чтения, для развития навыков перевода, реферирования, навыков работы со словарем, а также служат базой для совершенствования навыков говорения.

Предназначено студентам 1–2 курсов гуманитарного факультета, изучающим психологию.

## CONTENT

UNIT I	
Text 1 Family .....	5
Text 2 Romantic Love .....	9
Text 3 The American Family .....	12
Text 4 Marriage in the United States .....	16
UNIT II	
Text 1 Going Through a Stage .....	22
Text 2 Growing Old.....	25
Text 3 The Children.....	28
Text 4 Parent-Child Interaction .....	31
UNIT III	
Text 1 Choosing a Career .....	38
Text 2 Work and Wages: in Whose Interest? .....	41
Text 3 The Job Interview .....	44
Text 4 People Without Work .....	49
UNIT IV	
Text 1 Friendship.....	54
Text 2 Making Friends.....	58
Text 3 The First Four Minutes .....	61
Text 4 Categories of Friends .....	64

## UNIT I

### Vocabulary

**predict** *v* – предсказывать, пророчить  
**prediction** *n* – предсказание, прогноз, пророчество  
**predictable** *adj* (behavior, results, weather) – предсказуемый  
**predictability** *n* – предсказуемость  
**decline** *v* – приходиться в упадок, ухудшаться; отказывать  
**decay** *v* – разрушаться, ухудшаться; терять власть, влияние (a decaying culture, society, regime)  
**adopt** *v* – усыновлять, удочерять; усваивать; перенимать; заимствовать (~ a name, a custom, an idea)  
**involve** *v* – вовлекать, включать в себя, подразумевать  
**household** *n* – семья, домохозяйство (single-parent ~); домашнее хозяйство (maintain separate ~s; ~ duties)  
**match** *v* – подбирать под пару, сочетаться; сватать, женить, выдавать замуж; *n* ровня, пара; человек, подходящий под пару  
**matchmaker** *n* – сват, сваха  
**date** *n* – свидание; тот, кому назначается свидание; *v* встречаться, ходить на свидание  
**anxiety** *n* – беспокойство, тревога; забота; страстное желание  
**anxious** *adj* – озабоченный, беспокоящийся (to be ~ about smth/smb); сильно желающий (to be ~ to do smth)  
**care** *n* – забота, уход, внимание (take ~ of oneself/smb/smth); *v* заботиться; питать интерес, любовь  
**contend** *v* – бороться, соперничать; спорить; утверждать  
**particular** *adj* – специфический, особый, индивидуальный; in particular – особенно  
**account** *n* – мнение, оценка (take ~of smth/smb, take smth into ~); счет; основание, причина; значение, важность (of great/small/no ~); выгода, польза  
**assume** *v* – принимать на себя, присваивать (~ responsibilities, power); притворяться (~ ignorance, indifference, an air of concern); предполагать, допускать

### Word combinations

do away with  
do good/bad (harm)  
do well  
have smth/nothing 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 reformers 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 fourth, 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:**

*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.

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

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

**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 in A with their equivalents in B:**

A	B
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. 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. 7. 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. 8. 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. 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.

#### Ex. 10. 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.

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 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.

#### Exercises

**Ex. 1. Read the text and translate paragraph “Transfer of loyalties” in writing.**

**Ex. 2. Answer the following questions:**

1. What is a pragmatic attitude to marriage in 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?

**Ex. 3. Choose the proper word:**

a) *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.

b) *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. 4. Use the following words and word combinations in sentences of your own:**

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;

**Ex. 5. 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. 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. 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. 8. 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. 9. Translate the following sentences into English:**

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.

**Ex. 10. Points to ponder:**

1. There is no such thing as love.  
2. Loneliness can be beneficial.  
3. Divorce is on the increase in Kyrgyzstan.

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 communities 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.

## Exercises

**Ex. 1. Read the text and give a summary of it.**

**Ex. 2. 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 nowa-

days? 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. 3. Choose the proper word:**

*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 ...

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

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

**Ex. 5. Use the proper Tense-forms:**

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.

**Ex. 6. Translate the following sentences into English:**

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.

**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. 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?

**Ex. 9. Points to ponder:**

1. The heart that once truly loves never forgets.
2. It is the wife who changes for the better or the worse, not the husband.
3. Premarital sex has undermined one of the primary reasons for marriages.

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.

**Exercises**

**Ex. 1. 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 is 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?



**Ex. 2. Choose the proper word:**

*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.

**Ex. 3. 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. 4. Use the proper Tense-forms.**

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 appearance. 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. 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. 6. 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. 7. 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. 8. Render in English:**

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, 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 не повзрослевшего 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!

**Ex. 9. Solve the problems:**

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

2. You are 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. 10. Points to ponder:**

1. Love cannot be forced.
2. No herb will cure love.
3. Happiness takes no account of time.

UNIT II

Vocabulary

**adolescence** *n* – юность

**adolescent** *n* – юноша, девушка, подросток; *adj.* – юношеский, юный (~ boys, crises, attitudes)

**circumstance** *n* – обстоятельства, случай (under the ~s; under no ~s); (*pl.*) условия; подробность, деталь

**circumstantial** *adj.* – подробный, обстоятельный; случайный

**stick** *v* – втыкать; класть, ставить; приклеивать, наклеивать; (~ to one's promise; ~ to an idea/opinion/ views); (~ to the point; ~ smth out)

**refer** *v* – говорить о чем-то, упоминать; иметь отношение; обращаться, наводить справки; отсылать к кому-л, чему-л (~ to a dictionary/an expert/watch)

**reference** *n* – ссылка, сноска, справка; упоминание

**steady** *adj.* – устойчивый, прочный; ровный (in a ~ position); постоянный; верный, надежный (a ~ friend)

**halfway** *n* – лежащий на полпути; компромисс (meet ~)

**occur** *v* – случаться, происходить; приходить на ум; встречаться, попадаться

**occurrence** *n* – случай, происшествие

**grip** *v* – схватить, сжать, крепко держать; понимать, схватывать (умом); овладеть вниманием (be gripped with/by fear)

**yearn for** *n* – томиться, тосковать; жаждать, стремиться

**yearning** *n* – сильное желание; острая тоска

**identify** *v* – устанавливать тождество, опознавать, устанавливать личность

**identity** *n* – тождественность, идентичность, подлинность; личность, индивидуальность

**identification** *n* – опознание, отождествление

**identical** *adj.* – тот же самый, одинаковый, идентичный

**stage** *n* – подмостки, помост, сцена; место действия; фаза, стадия, период, этап; *v* – ставить (пьесу) (present on a ~; ~ a new production); организовывать, осуществлять (~ a protest meeting)

**industry** *n* – промышленность; трудолюбие, прилежание, усердие

**industrious** *adj.* – трудолюбивый, усердный

### Word Combinations

go through a stage

beyond control

at the latest

in favour of

can't help smth/doing smth

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, "Urn, 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:

*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.

#### Ex. 3. Translate the following sentences into Russian:

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 newlyweds went through the money supposed to last them a fortnight. 7. He went through his sweetheart's letter once again.

#### Ex. 4. Match the following words and word combinations in A with their equivalents in B:

A	B
to go through	to continue
to go up	to suffer
to go down	to decrease
to go on	to increase in price

#### Ex. 5. 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. 6. 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 grownups. 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. 7. 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 дня 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 труд-

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

**Ex. 8. Points to ponder:**

1. The childhood shows the man as morning shows the day.
2. Children should be seen and not heard.

Text 2

**GROWING OLD**

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.

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.

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.

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.

**Exercises**

**Ex. 1. Read the text and translate paragraphs 3 and 4 in writing.**

**Ex. 2. Compare the above four points of view on the problem of growing old. Say what you think on this problem.**

**Ex. 3. Choose the proper word:**

*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. 4. Translate the following sentences into Russian:**

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. 5. Match the following words and word combinations in A with their equivalents in B:**

A	B
to give up	to distribute
to give in	to surrender
to give away	to stop
to give out	to betray

**Ex. 6. 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."

**Ex. 7. 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 children. 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. 8. 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. 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 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.

**Ex. 11. Points to ponder:**

1. People over 40 should not have children.
2. Children do not respect their parents enough.

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.

**Exercises**

**Ex. 1. 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.)

**Ex. 2. Match the following words and word combinations in A with their equivalents in B:**

A	B
to get over	to begin
to get to	to enter
to get down to	to reach
to get in	to overcome

**Ex. 3. 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. 4. 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. 5. 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. 6. 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, привлекала всеобщее внимание. 6. Мужчина, ответивший на ее брачное объявление, показался 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 высоко оплачиваемую работу.

**Ex. 7. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)**

1. A misery father makes a prodigal son.
2. As the tree, so the fruit.

**Ex. 8. 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?

**Ex. 9. Points to ponder:**

1. At 20 years of age the will reigns, at 30 – the wit, at 40 – the judgement.
2. Some people can grow old with a good grace.

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, environ-

mental 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.

**Exercises**

**Ex. 1. Translate the text with a dictionary and write a summary of it.**

**Ex. 2. 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 grownup 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. 3. 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. 4. 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 exposed 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. 5. Match the two parts:**

Bill liked	shouting at the son
The two little kids enjoyed	to postpone the trip till next summer
She hoped he would stop	to share all our expenses
Someone suggested	paying her own fare
The suggestion was	to have his supper in front of TV
We used	to have lunch
She was used to	to buy a birthday present
After two hours of driving we stopped	racing their cars across the room
When will you give up	celebrating the Mother's Day out in the country
Please, remember	not having paid the money back
I was too embarrassed to remind her of	sitting up nights
I don't feel like	going through all that again

**Ex. 6. 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. 7. Comment on the following quotations:**

1. "If youth knew, if age could." (H. Estienne).
2. "When children are doing nothing, they are doing mischief." (H. Fielding).
3. "If parents could realize how they bore their children." (G.B. Shaw).
4. "The old believe everything; the middle-aged suspect everything; the young know everything." (O.Wilde).
5. "Children begin by loving their parents. After a time they judge them. Rarely, if ever, do they forgive them." (O. Wilde).

**Ex. 8. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)**

1. Happy is he that is happy in his children.
2. Life is not all cakes and ale. (Life is not a bed of roses.)
3. Too many cooks spoil the broth.

**Ex. 9. Solve the problems:**

1. Your mother decided to remarry and invited her friend to dinner. You don't like him. What would you do?
2. Your parents are going to divorce. Would you try to prevent the divorce?
3. 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. 10. 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. 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. 11. 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, не родная, но он пользуется всеми правами отца. Отсюда возможность прикосновений, разглядывания и пр. Во-вторых, в таких ситуациях мужчина может любить в девочке то, что есть в жене, только она гораздо моложе и привлекательнее.

Недавно в Англии провели исследования на эту тему. И вот что интересно: из трех тысяч опрошенных девочек и девушек 32% заявили, что их отцы часто бывают, агрессивны и применяют физическую силу. А 31% подвергался сексуальным домогательствам со стороны мужчин в своей семье, по большей части отцов. И если даже в благополучной Англии дело обстоит так печально, то, как должна выглядеть картина у нас?

## Ex. 12. Points to ponder:

1. He that has no children knows not what love is.
2. “Spare the rod and spoil the child,” goes the Biblical saying.

## UNIT III

### Vocabulary

**career** n – профессия, род деятельности; карьера, успех; (choose/make a ~, the right ~); *adj.* – профессиональный

**occupation** n – род занятий, профессия; занятость; завладение

**occupational** *adj.* – профессиональный (an ~ advice service; ~ diseases)

**occupy** v – занимать (дом квартиру), арендовать; заниматься чем-то; занимать (пост)

**preoccupied** *adj.* – поглощенный мыслями, озабоченный

**job** *n* – работа; труд; место службы; задание; обязанность (make the best of a bad ~; make a good ~ of smth; be out of a ~); регулярно оплачиваемая работа (a part-time ~; a full-time ~)

**jobless** *adj.* – безработный; **the jobless** *n* – безработные

**sight** *n* – зрение (lose one's ~; have good/poor ~); поле зрения (in/within/out of smb's ~); взгляд; рассматривание; точка зрения; вид, зрелище

**apply** *v* – обращаться за работой, справкой к кому-л (~ for a job/post/passport); применять, употреблять (~ economic sanctions/force); прикладывать (~ the ointment/the glue)

**applicant** *n* – претендент, кандидат (a job ~); проситель; абитуриент

**application** *n* – заявление, прошение; употребление (лекарства) (three ~s per day)

**employ** *v* – нанимать, предоставлять работу; занимать чье-л время; употреблять; применять, использовать

**employee** *n* – служащий; работающий по найму

**employer** *n* – предприниматель; работодатель

**employment** *n* – служба, занятие; работа (be in/out of full-time ~); применение, использование (give ~ to smb; find~; government ~ office; ~ agency)

**labour** *n* – физический или умственный труд (skilled/unskilled ~); работа; задание (tired after one's labours); усилие; рабочий класс

**costly** *adj.* – дорогой (~ mistake); ценный; пышный, роскошный

**search** *v* – искать, обыскивать; *n* – поиски, обыск (a ~ for a missing car; in ~ of smb/smth); исследование

**complex** *adj.* – сложный; составной (a ~ sentence/system); трудный (a ~ argument/theory/subject); запутанный

**complexity** *n* – сложность; запутанность (a problem of great ~; the ~s of mathematics)

**list** *n* – список, перечень (make a ~; put smth/smb on the ~; take smth/smb off the ~; a waiting ~); *v* – вносить в список, составлять список (~ one's arrangements for the week)

### 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

above all

## 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. "Manana" (tomorrow) 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.

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. Translate the following sentences into Russian:

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.

#### Ex. 2. Choose the proper word:

*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.

#### Ex. 3. 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. 4. Match the words and word combinations in A with their equivalents in B:

A	B
to be good at	what's the use
good-for-nothing	poor
good for you	you've done it perfectly
no good	to do well in
to do good	of no use
what's the good of	to have a positive effect

#### Ex. 5. Which is the odd word out?

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

#### Ex. 6. 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. 7. 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. 8. 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 поискал 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 organizations 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...

### **Exercises**

**Ex.1. Read the text and translate paragraph 2 in writing.**

**Ex. 2. Say what incentives different people have for working hard.**

**Ex. 3. Translate the following sentences into Russian:**

**A.**

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.

**B.**

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.

**Ex. 4. Choose the proper word:**

*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 moun-

tains. 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. 5. 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. 6. 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. 7. 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. 8. 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.

**Ex. 9. 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?

**Ex. 10. Points to ponder:**

1. Kyrgyzstan is moving towards market economy which involves unemployment rate growth.
2. A gardener's job is better than that of a maid.

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 resumes and apply for the same position. Sometimes a company will receive hundreds of resumes 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 resume 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.

## Exercises

**Ex. 1. 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.**

**Ex. 2. 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 I 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. 3. Translate the following sentences into Russian:**

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- I 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. 4. 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. 5. Translate into English, using Complex Object where possible:**

1. Разве вы не слышали, как я вошла? 2. Он видел, что это не его признание. 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 по-

чувствовал, что за ним кто-то следит, и ускорил шаг. 8. Она видела, что не права, но не могла признаться.

**Ex. 6. 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.

**Ex. 7. Use the correct Tense-forms:**

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.

**Ex. 8. 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. 9. 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.

**Ex. 10. Use the following proverbs in situations of your own. (Give Russian equivalents if possible.)**

1. No pains, no gains.
2. Every man is the architect of his own fortunes.
3. Nothing is impossible to a willing heart.

**Ex. 11. Solve the problems:**

1. Explain the procedure of choosing a career.
2. 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).



**Ex. 12. Points to ponder:**

1. One chooses one's career for life.
2. Only men can dream of making a career as President.

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.

**Exercises**

**Ex. 1. Read the text and compare the problem of employment in the USA and in our country. Sum up in what way they differ.**

**Ex. 2. 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. 3. 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.4. 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. 5. Use the correct Tense-forms:**

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. 6. Solve the problems:**

1. 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.

2. 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. 7. 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 Kyrgyzstan. 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. 8. 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. 9. Points to ponder:

1. Few things are impossible to diligence and skill.
2. First come, first hired.
3. Some people live to work, others work to live.

## UNIT IV

### Vocabulary

**faith** *n* – вера, доверие (keep/break ~ with smb; in good ~); вероисповедание (the Christian and Muslim ~s)

**faithful** *adj.* – верный, преданный (a ~ friend/wife); верующий; правдивый (a ~ copy/description)

**faithless** *n* – вероломный, ненадежный; неверующий

**recover** *v* – обретать, снова возвращать себе, получать обратно (~ stolen goods/lost property/costs/damages); выздоравливать

**fortune** *n* – удача, счастье; good ~ счастливый случай; bad/ill ~ несчастье, неудача; судьба; богатство, состояние

**fortune-teller** *n* – гадалка, ворожея

**promotion** *n* – продвижение; поощрение; содействие; повышение в звании (gain/win ~)

**promote** *v* – выдвигать, повышать в чине; способствовать; помогать; поощрять

**secure** *adj.* – спокойный, уверенный (feel ~ about one's future); безопасный; надежный (a ~ investment/job); *v* – закреплять, прикреплять; охранять; гарантировать

**security** *n* – безопасность; охрана, защита; надежность; поручительство; (*pl*) ценные бумаги (government ~s)

**share** *n* – доля, часть; участие; акция, пай; *v* – делить; участвовать; быть пайщиком; разделять (мнения, вкусы)

**shareholder** *n* – акционер, пайщик

**value** *n* – ценность (be of great/little/some/no ~ to smb); стоимость, цена (the ~ of money/goods); значение; смысл (слова); (*pl*) ценности (hold/adopt a set of ~s); достоинства; *v* – оценивать; дорожить; ценить (~ smth above all)

**evaluate** *v* – оценивать; определять количество

**conscious** *adj.* – сознающий, ощущающий (be ~ of smth/that); сознательный; здравый; находящийся в сознании

**consciousness** *n* – сознание; сознательность; самосознание

**subconscious** *adj.* – подсознательный

**break** *n* – перерыв (lunch~; without a ~); пауза (~ in a conversation); перемена; разрыв (отношений) (~ with smb)

**commitment** *n* – обязательство; преданность (делу) (~ to smth/to do smth)

**handle** *v* – брать руками, держать в руках, делать что-л руками; обходиться с кем-л; управлять; обращаться с кем-л; *n* – ручка, рукоять; удобный случай; предлог; повод; (fly off the ~)

**ultimate** *adj.* – самый отдаленный, последний; конечный (the ~ outcome/result/conclusion); максимальный, предельный; первичный, элементарный, основной (~ principles/questions)

### 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

### Text 1

## FRIENDSHIP

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-pedaling your long-awaited promotion, it's a sure sign that 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:

*affair – business – matter – concern*

1. It's no ... of mine. 2. "Mind your own ...," she said sharply. 3. The Mandetley 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.

### Ex. 3. Translate the following sentences into Russian:

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.

### Ex. 4. Match the following words and word combinations in A with their equivalents in B:

A	B
to run out	to own smth
to run over	to accumulate
to run in	to arrest; to enter quickly
to run off	to have no more
to run up	to hit and knock down
to run into	to encounter
to run smth	to escape ( to run away)
to run counter	to be against
to run with	to coincide

**Ex. 5. 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. 6. 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. 7. 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 зонтик 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 повышения 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).

**Ex. 8. 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)

**Ex. 9. Use the following proverbs in situations of your own. (Give suitable Russian equivalents if possible.)**

1. A friend in need is a friend indeed.
2. A man is known by the company he keeps.

Text 2

**MAKING FRIENDS**

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 soul mate. 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 hail 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 posi-

tion of confidante or soul mate. 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 away 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.

**Exercises**

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

**Ex. 2. Answer the following 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?

**Ex. 3. Choose the proper word:**

*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.

**Ex. 4. Translate the following sentences into Russian:**

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.

**Ex. 5. Match the following words and word combinations in A with their equivalents in B:**

A	B
to lay down	to attack with words or blows
to lay into	to put down
to lay smb off	to supply; to provide
to lay smb on	to stop employing
to lay out	to collect and store for future use
to lay up	to spread out; to arrange; to plan

**Ex. 6. Complete the following using the Gerund:**

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....

**Ex. 7. Use prepositions where necessary:**

1. Thanks ... helping me, Dad. 2. He made his living ... driving trucks. 3. "I'm getting married but I'm sure my future wife won't object ... my keeping irregular hours," he said. 4. Why do you insist ... changing your job? 5. ... making his choice among educational institutions the student must consider many factors. 6. However, after such an academic course, many students still have no practical skill ... doing a job. 7. He was in the army ... getting married. 8. At 18 ... discovering John Mill, I was an ardent suffragist. 9. Certain people have a gift ... predicting things. 10. What is the use ... keeping her waiting? 11. To my way ... thinking our finances are nobody else's business. 12. I said a hearty hello and walked past her ... stopping to talk. 13. He gave ... taking drugs. 14. When he was passing the dining car, he saw three men engaged ... playing cards. 15. ... preparing myself to teach, I could also be preparing myself to write. 16. ... electing anthropology as a career, I was also electing a closer relationship to Ruth. 17. My father backed me up to the point ... saying he would give me the money for a trip around the world. 18. Liza paid for her share of the evening's expenses ... giving Roberta a cheque. 19. My brother had a boy's pride ... explaining these localities to me.

**Ex. 8. Use the correct form of the Gerund:**

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.

**Ex. 9. Comment on the following quotations:**

1. A friend is a person with whom I may be sincere. Before him I may think aloud... (R.W. Emerson)
2. 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)
3. A friendship founded on business is better than a business founded on friendship. (J.D. Rockefeller)

**Ex. 10. 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.

**Ex. 11. Points to ponder:**

1. Making new friends can be as exciting at 50 as it is at 20.
2. Making friends is not easy.

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.

**Exercises**

**Ex. 1. Read the text and give a summary of it.**

**Ex. 2. Choose the proper word:**

*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:**

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. Complete the following using the Gerund:**

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 ... 9. She had no idea of ... 10. He grew into the habit of ... 11. It was the only chance of ... 12. The young worker gave the impression of ... 13. We must find the best way of ... 6. This gave me a sense of...

**Ex. 5. 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. 6. 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 лема. 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 нетер-

пением 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. 7. Use the correct form of the Gerund:**

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. 8. 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?

**Ex. 9. Points to ponder:**

1. The only way to have a friend is to be one.
2. Friendship works wonders.

Text 4

**CATEGORIES OF FRIENDS**

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.

## Exercises

**Ex. 1. Examine the specific friendships described in categories 1–5 of the essay. Do you have friends from each of the five categories. Say whom you consider to be your best friend and why.**

**Ex. 2. 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. 3. 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.**

**Ex. 4. Translate the following into Russian:**

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-pedaling 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.

**Ex. 5. Complete the following using the Gerund:**

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...? 11. You're trying to persuade me in spite of... 12. Why don't you do some work about the house instead of... 13. I translated this text without ... 14. He proved it by ... 15. He lit a cigarette before ... 16. They quarreled because of...

**Ex. 6. Change the following sentences using the Gerund:**

1. After he turned corners aimlessly, he drove back to her house. 2. When the girl entered the office she felt embarrassed when she saw who the boss was. 3. I see no reason why you should break with Steve. 4. He suggested that I should apply for the post. 5. Having heard the tragic news she burst into tears. 6. Having examined the report he understood it was no good. 7. Before she went to bed she called her friend. 8. The young woman was surprised to see her son with a girl. 9. She was very tired because she had been typing the whole day.

**Ex. 7. 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. 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. Comment on the following quotations:**

1. A friend should bear his friend's infirmities. (W. Shakespeare)
2. Inferiority is what you enjoy in your friends. (Ph. D.S. Chesterfield)
3. 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. 11. Use the following proverbs in situations of your own. (Give suitable Russian equivalents if possible.)**

1. Friendship cannot stand always on one side.
2. A broken friendship may be soldered, but will never be sound.

**Ex. 12. Solve the problems:**

1. You have a friend who has just become very famous. In what way will it tell on your relations?
2. 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?
3. You introduced your boyfriend to your group mate and he took fancy to her. Would you break your relationship with your group mate?

**Ex. 13.**

**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. 14. Points to ponder:**

1. Adult friendship is no more than a mutual flight from boredom.
2. Only childhood friends are true friends.
3. You can never have too many friends.

Составители:

*Е.В. Докучаева, Л.М. Лукина*

**АНГЛИЙСКИЙ ЯЗЫК**

Методическая разработка  
по внеаудиторному чтению  
для студентов 1–2 курсов  
гуманитарного факультета  
специальности «Психология»

Редактор *В.В. Мокрынина*

Компьютерная верстка *Ю.Ю. Юдаковой*

Подписано в печать 9.06.11. Формат 60×84<sup>1/16</sup>.

Офсетная печать. Объем 4,5 п. л.

Тираж 100 экз. Заказ 204.

Отпечатано в типографии КРСУ  
720048, г. Бишкек, ул. Горького, 2