

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
Минский государственный лингвистический университет

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**РАЗВИВАЕМ УМЕНИЯ ЧТЕНИЯ И ГОВОРЕНИЯ
DEVELOPING READING COMPREHENSION AND
SPEAKING SKILLS**

Рекомендовано учебно-методическим объединением по лингвистическому образованию в качестве пособия для студентов учреждений высшего образования, обучающихся по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)»

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Пособие предназначено для совершенствования навыков и умений чтения и понимания письменного текста, а также развития умений межкультурного общения и состоит из двух частей. Первая часть содержит пять предметно-тематических разделов в соответствии с учебной программой по дисциплине «Практика устной и письменной речи первого иностранного языка (английский)». Композиционно каждый из них включает аутентичные англоязычные тексты, предтекстовые, текстовые и послетекстовые коммуникативно-ориентированные упражнения, проблемные и творческие задания, разработанные как для аудиторной, так и самостоятельной работы.

Адресуется студентам первого курса факультета межкультурных коммуникаций МГЛУ, а также изучающим английский язык в других учреждениях высшего образования.

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ПРЕДИСЛОВИЕ

Целью пособия, состоящего из двух частей и предназначенного для студентов первого курса факультета межкультурных коммуникаций МГЛУ, является совершенствование навыков и умений чтения и понимания письменного текста, а также развитие умений межкультурного общения в соответствии с учебной программой по дисциплине «Практика устной и письменной речи первого иностранного языка (английский)» для студентов учреждений высшего образования, обучающихся по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

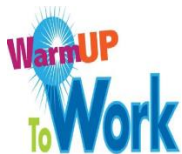
Включенные в пособие аутентичные англоязычные тексты, основными критериями отбора которых стали разнообразие жанров, новизна, учет познавательных интересов и потребностей студентов, профессиональная значимость, содержат актуальный и проблемный материал, носят ярко выраженный страноведческий характер, что обеспечивает совершенствование навыков и умений различных видов чтения, а также служит познавательным источником для осуществления межкультурного общения.

Данная первая часть включает 5 предметно-тематических разделов (Sections) “Human Personality”, “Family Matters”, “Bringing up Children”, “Home, Sweet Home”, “At the University”, которые состоят из нескольких учебных занятий (Units). Композиционно каждый из разделов содержит аутентичные англоязычные тексты, предтекстовые, текстовые и послетекстовые коммуникативно-ориентированные упражнения, проблемные и творческие задания, разработанные как для аудиторной, так и самостоятельной работы. Значимой является рубрика «Читаем с удовольствием» (Reading for Pleasure), в которую в соответствии с предметно-тематическими областями учебной программы включены произведения классических и современных британских и американских авторов.

Каждое учебное занятие состоит из нескольких этапов (Warm-up Activity, Pre-reading, While-reading, Post-reading, Language Focus, Culture Focus, Speaking Practice, Writing Focus), направленных на совершенствование навыков ознакомительного, поискового и изучающего чтения, расширение словарного запаса, развитие умений и навыков говорения с целью достижения успешной реализации речевого намерения в ситуациях кросскультурного и профессионального общения, а также развитие критического мышления студентов, специализирующихся в области межкультурной коммуникации.

Section I. HUMAN PERSONALITY

Unit 1. GOING BY APPEARANCE



WARM-UP ACTIVITY

Discuss in small groups.

- What things do you first notice about someone's appearance?
- Do you think the way we look is important?
 - a) when finding a partner
 - b) when making friends
 - c) at work
- Can you judge people well just based on their appearance?



BEFORE READING TASK

Match the words and expressions in bold in the text with the correct definitions.

1. It is not possible to make reliable judgements about things or people by considering external appearances alone (**proverb**).
2. Showing that you like or approve of something.
3. A woman with dark, brown hair.
4. Disliking when someone wants something you have.
5. To think that you are better or more important than someone else.
6. To admire or respect someone.
7. Tending to become angry easily.
8. Reliable.



BEAUTY IS ONLY SKIN DEEP



Proverb



READING FOCUS 1

JUDGING BOOKS BY THEIR COVERS

Psychologists talk about the **physical attractiveness stereotype** to refer to our tendency to assume that attractive people also possess other desirable traits, such as happiness, success, kindness, and so on. Just like the stereotyping of other races and nationalities, these views can have very real and unfortunate outcomes.

The most common physical stereotype for men is height. The English language refers this biased point of view. We **look up to** people we respect, yet we **look down on** those who we have a low opinion of. Research has shown that people tend to rate tall men as more confident, masculine and capable than short men. What is perhaps even odder is that people's perception of height is often influenced by how they generally regard the person. In politics for example, people **favour** a certain male candidate generally overestimate his height, and underestimate the height of the opposing candidate. Tony Blair and William Hague, both 1.8 metres tall were the leading candidates for the position of Prime Minister in the United Kingdom in 2001. A poll of voters' perceptions of their respective heights, however, found that 64 per cent of voters thought Hague was short less than 1.75 metres tall, whereas only 35 per cent of voters thought Blair was short. Perhaps it was no coincidence that Blair had a landslide election victory.

Facial appearance is important for most of us. The following are common stereotypes in some western cultures:

- Good-looking men are considered more intelligent and able than less attractive men, yet for women the reverse can be perceived as true.
- Blond girls are perceived as being less intelligent than **brunettes**.
- People with red hair are believed to be naturally **hot-tempered**.
- Men with beards are considered more masculine, but also less **trustworthy**.
- Small ears indicate a gentle, dedicated character, while people with thick, large ears are believed to be of rougher nature.
- People with prominent noses are expected to be intelligent and determined, while those with thin noses are believed to be **jealous** and uncertain.
- People with ugly faces are more likely to be judged guilty of a crime than people with attractive faces.

Now here's the problem: there is no strong evidence that any of these perceptions are true. Height has no likely relationship to intelligence or ability. The probability that men with beards are likely to be dishonest is no different than for men without. Some studies might suggest that certain physical features are related to personality traits and behaviours, but there is no clear evidence to support these claims. However, there does seem to be evidence that when we view attractive people as more valuable members of society this does mean they are more likely to possess positive attributes such as self-confidence, better social skills, jobs and incomes.



POST-READING TASK

Considering information in this text, which of the following opinions do you agree with?

1. Job interviews should be conducted by phone, not in person.
2. Judges and juries should not be allowed to see the face of the person they are judging.
3. If the technology is available in the future, parents should have the right to select the height of their children, etc.



LANGUAGE FOCUS

1. Work with a partner. Discuss the meaning of the words printed in bold. Which of these characteristics do you like / dislike most in other people?

She introduced me to a tall, **slender** woman who looked very serious. [thin in an attractive way]

1. He was too **scrawny** to be a football player. [unattractively thin and bony-looking]

2. A **lanky** teenager walked in. [very tall and thin, and usually moving awkwardly]

3. A **gangling/gangly** youth approached him. [tall, with long, thin arms and legs and rather awkward movements; often used of men and boys]

4. Recent studies show that an increasing number of children are **obese**. [very fat, in an unhealthy way]

5. She's the rather **stout** woman wearing glasses over there. [with a quite large, solid body; used of men and women]

6. My grandfather was a **stocky** man with big hands and broad shoulders. [short and with a body that is wide across the shoulders and chest]

2. Read the text carefully and do the task that follow.

Hi Jessica,

Guess who I bumped into the other day? Our old college mate, Rob Parsons! First thing I noticed was he's really **bulked up** (he used to be so **lean** and **wiry**, didn't he?) but also that he still looks so **unkempt**. His sister was always the opposite – never a **hair out of place** and **immaculate** clothes, remember? But they were different in appearance too, weren't they? He has a rather **swarthy** complexion: his sister's was more **sallow**. I must say he looked a bit **haggard** and exhausted too. He's probably working too hard. Anyway, how are things with you?

Beth

3. Fill in the gaps in the sentences using words from the letter above.

1. Finn looked really ... after two weeks of camping – his clothes were dirty and his hair was a mess!
2. Leah always looks amazing – she never has a ... out of place!
3. Alex has ... a lot – must be all that time he spends at the gym lifting weights!
4. Dan hasn't slept for three days – he looks really tired and ...

You can't judge a book by its cover

Meaning
You can't know what someone or something is like just by looking at them.

She doesn't look very intelligent, but you can't judge a book by its cover.

A leopard can't change its spots

Meaning
People can't change basic aspects of their character, especially negative ones.

I doubt very much that marriage will change Chris for the better.
A leopard can't change its spots.



WARM-UP ACTIVITY

Discuss in small groups.

- Do you agree that appearances are deceptive? Tell your groupmates your own experience.
- Do you think it is worth judging by appearance? Give your reasons.
- Is beauty really skin deep? Do you agree that physical beauty is always enhanced by a measure of inner beauty?



BEFORE READING TASK

Before you read the article let's check some of the vocabulary to make it easier for you. How many words and expressions are you familiar with? Match the words with their definitions.

a mediocrity
a scrooge
a spendthrift

to be as like as to peas
a stone heart
a heart of gold
a bore

to take after smb
a simpleton
an iron fist

1. A mean-spirited miserly person.
2. A very cold and unforgiving person.
3. A person who does not have the special ability to do something well.
4. A dull, tiresome, or uncongenial person.
5. To resemble (a parent or ancestor) in appearance or habit.
6. A person who spends money recklessly or wastefully.
7. To be closely similar, almost exactly alike.
8. A person lacking intelligence or common sense.
9. A person who require absolute control when managing other people, often in the workplace.



READING FOCUS 2

APPEARANCES ARE DECEPTIVE

It is a common truth; practically everyone has met at least someone whose character and appearance differ radically. When one sees a tall, broad-shouldered youth, one expects him to be strong-willed and brave. One thinks: “**A model to follow!**” How often a good-looking individual turns out to be petty, weak-willed or even cowardly. Then one thinks: “**A mediocrity!**”

At the same time everyone knows that a lot of great people were of a poor build: short and fragile. It did not stop them from displaying intelligence and courage. Ingenuity does not depend on one's complexion or constitution.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be thrifty or even greedy. One usually thinks: “**A scrooge!**”

On the other hand, thin or slim nervous ladies often tend to be lavish. They like to buy and never think twice when they pay. One thinks: “I would call her open-handed and Mother would call her a **spendthrift**”. Yes, mothers are always stricter in judgments.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: “Round-faced, small narrow eyes, dimples on the cheeks and an upturned nose. What a kind-hearted person! **A simpleton!**” You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, harsh and willful. You never get your help and think: “**A stone heart and an iron fist**”.

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose and a high forehead, one is inclined to think that the beauty is intelligent and nice. It may be disappointing to think later .“What a stupid, capricious, impolite **bore!**”

On the contrary, when one sees a skinny brunette with ugly irregular features – a hooked nose, pointed chin, close-set eyes and thin lips, strange thoughts come to one's head; because it is the image of evil people – cruel and cunning. It may be a relief some time later to find her a clever, gentle and good-mannered lady and think: “What charm! **A heart of gold!**”

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents like it when children **take after** them. Relatives like to compare moles, the shape of noses, etc. The greatest compliment is: “They are **as like as two peas**”. The greatest disappointment is to find nothing in common.

We want to deny people their exclusiveness, we don't want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows! Nature likes to play tricks on us. But don't you think it is a present on the part of nature? Life becomes not a boring routine, but a brilliant kaleidoscope of characters and appearances which often clash.

<http://www.english-magazine.com>



POST-READING TASK

There are some interesting expressions characterizing people. Match each of the following colloquial names for certain types of people with the correct description below.

tomboy	busybody	dare-devil	crank
battle-axe	day-dreamer	tear-away	miser
wind-bag	layabout	lone wolf	

He's always got his head in the clouds, always fantasizing.

1. She's very inquisitive about my private life.
2. He loves taking dangerous risks.
3. She's very aggressive and bossy. She likes to dominate.
4. He's got extremely odd, eccentric, unconventional ideas and theories.
5. He likes to do things on his own.
6. She's a girl who likes to play rough, boys' games.
7. She talks on and on about her opinions and ideas.
8. He keeps count of every penny he has and only spends money if he must.
9. He is lazy and prefers not to work.
10. He is a bit wild, always getting into fights and other troubles.



LANGUAGE FOCUS

Put each of the following words in its correct place in the sentences below.

wet blanket	Don Juan	gate crasher
social climber	chatterbox	good mixer
gossip	femme fatale	life and soul of the party
socialite	trouble maker	killjoy
snob	jet-setter	loner

1. He's very lively and the centre of any group he's in. People always have a good time when he's there. He's the
2. She's so negative and boring. She has a depressing effect on any group of people she's with. She's a
3. She's confident and interested in other people. She likes to meet different kinds of people. She's a
4. He goes to parties and other occasions without an invitation. He just walks in. He's a
5. He just can't stop talking. He goes on and on excitedly about totally unimportant things. He's a
6. He loves to discuss and pass on news or rumors about people's private lives. He's a
7. She's dangerously attractive to men. Half the men she meets fall in love with her. She's a
8. He knows he's attractive to women. They always fall for him. He's got lots of girl-friends. He's a
9. She's very conscious of her social position and is always trying to improve it by meeting upper-class people. She's a
10. He's an upper-class person and he's often seen at high-society parties and other social events. He's a
11. She is always causing difficulties for other people by interfering in their lives. She's a
12. He's very strict and correct. I think he doesn't like other people to enjoy themselves. He's a
13. She is very rich and spends her time between grand social occasions and luxury holidays in different parts of the world. She's a
14. She thinks she's socially superior. She looks down on others. She's a
15. He likes to spend a lot of time alone. He's not keen on parties and usually does things on his own. He's a



SPEAKING TASK

Discuss with your partner what type of a person from the list at the top of the exercises above...

- ...is extroverted.
- ...is introverted.
- ...you find interesting.
- ...you would get on well together.
- ...makes friends easily.
- ...you would especially avoid.
- ...you are.

Break the ice

Meaning

To make people who have not met before feel more relaxed with each other.

The party was dull until someone broke the ice with a joke, and we all laughed.

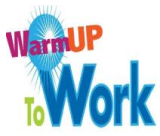
Take your breath away

Meaning

To surprise and amaze someone with beauty.

Ann looked so beautiful that she took my breath away.

Unit 2. INNER BEAUTY VS OUTER BEAUTY



WARM-UP ACTIVITY

Discuss in small groups.

- How do you define beauty in your own words? Is there an objective way to define attractiveness?
- Who do you think is the most handsome man in the world?
- Who do you think is the most beautiful woman in the world?
- What makes them more attractive than other men and women?



BEFORE READING TASK

In a recent survey, ten thousand British men and women were asked about what they thought represented perfect male and female faces. When the data were processed by computer, these were the results.



Do these images represent your idea of the perfect male/ female face?

Match the words in the left column with the words in the right column. (Sometimes more than one answer is possible.) Then choose one of these images, and use the phrases to describe the perfect male/ female face. What is it that makes the faces attractive?

smooth	teeth
perfect	eyes
sparkling	bone structure
prominent	cheekbones
big	jaw
turned-up	nose
pert	skin
even	appeal
square	in the cheeks
appealing	eyebrows
dimples	face
arched	smile
irresistible	complexion



WHILE READING TASK

Read this article which describes research into the nature of beauty. Find out whether, according to the research, the following statements are true or false.

1. Beauty is in the eye of beholder.
2. Most film stars and supermodels don't have ideal features.
3. Most women prefer men with gentle features.
4. There is more pressure on men to be perfect than there is on women.
5. There are only subtle differences in what is considered to be beautiful by people from different countries.





READING FOCUS 1

IS BEAUTY IN THE EYE OF THE BEHOLDER?

By David Perrett

Is there such a thing as the perfect face? Is beauty something you can measure? Recent scientific evidence suggests that the answer is “yes”. A new science, the science of attraction, has come to the conclusion that the beauty is objective and quantifiable and not, as the romantics believe, in the eye of the beholder.

For more than a century it was thought that a beautiful face was appealing because it was a collection of average features. Using his computer system Dr David Perrett of the University of St Andrew has challenged the theory. In a key experiment, photographs of women were ranked for their attractiveness by a number of volunteers. Two composite pictures were then created: one, the average of all the pictures; the other made from those rated the most attractive. Although the faces looked very similar at first glance a significant number said they preferred the composite of most attractive faces.

“The conclusion I reached”, said Dr Perrett, ‘was that the most attractive shape was not average. If you look at famous film stars and supermodels, most of them have ideal features – larger than normal eyes, higher arched eyebrows, slightly smaller noses, cheekbones are little more prominent. Even popular cartoon characters such as Betty Boop, Yasmin from “Aladdin” and Bambi have big eyes, small turned-up noses, big mouths and small chins. And if these features are exaggerated the attractiveness rating goes up even more. Julia Roberts is a good example of this.’

But what do scientists make of men’s faces? Do men with large eyes, high cheekbones and a small chin have the same irresistible appeal? Researches were a bit shocked at the top-ranking male face. They expected it to have classic square jaw and strong cheekbones, but instead, women seem to prefer men with gentle faces. Although there is more pressure on females to be perfect, research suggests that men and women look for many of the same things: for example, expressive features such as arched eyebrows and a big smile were associated with attractiveness in men.

Dr David Perrett puts forward an evolutionary reason to explain why so many women now swoon over baby-faced stars such as Leonardo Di Caprio and Tom Cruise. Women like a man with a feminine face because he is more likely to have higher level of the female hormone estrogen and therefore to make a kinder and more trustworthy husband and father.

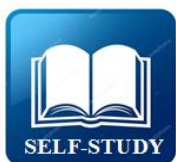
But do these ideas of beauty manage to cross cultural boundaries? For instance, in some cultures, lips disks, scars and tattoos are considered to be attractive. Professor Cunningham of the University of Louisville, Kentucky, found that there were only very subtle differences between ethnic groups. For example, Asians tended to prefer faces that were slightly less mature and slightly less expressive, whereas blacks preferred faces that were a little plumper. In other words, although there might be a little truth in the old adage that beauty is in the eye of the beholder, by and large, we all seem to be attracted to the same things.

In Your Face: The New Science of Human Attraction by D. Perrett



POST-READING TASK

1. Describe your friends / group-mates / some famous people.
2. Do you think people's idea of beauty is different in different cultures?
3. Do you think the idea of beauty will be different in 2050?
4. Expand the following statements giving the description of an imaginary person.
 - a) The young bride looked **(as) pretty as a picture** in her beautiful dress.
 - b) This old man is **as ugly as sin!**
 - c) She arrived at the reception **dressed to kill** and looked **like a million dollars**.
 - d) The poor guy has **a face only a mother could love**.
 - e) After trekking in the Himalayas, he was **all skin and bone**













READING FOCUS 2

Read your own zodiac sign description, and those of other people you know. Discuss with your partner if they are accurate or not.

DESCRIBING PEOPLE: POSITIVE AND NEGATIVE QUALITIES

Chinese astrology organises years into cycles of 12, and asserts that the year you are born in affects your character. Each year is named after an animal.

animal	year	characteristics	
RAT 	1972, 1984, 1996, 2008	imaginative, charming, generous, quick-tempered, opportunistic ¹	1 using situations for own benefit
BUFFALO 	1973, 1985, 1997, 2009	conservative, methodical ² , conscientious, chauvinistic ³ , a born leader	2 systematic, careful 3 too patriotic 4 become too excited and lose control
TIGER 	1974, 1986, 1998, 2010	sensitive, emotional, tends to get carried away ⁴ , stubborn, rebellious, courageous	5 ready to help 6 not caring about serious things 7 not confident, uncertain about your own abilities
RABBIT 	1975, 1987, 1999, 2011	affectionate, obliging ⁵ , sentimental, superficial ⁶ , often insecure ⁷	8 someone who is not satisfied if things are not 100% perfect 9 inclined to say things that upset or offend people
DRAGON 	1976, 1988, 2000, 2012	fun-loving, popular, a perfectionist ⁸ , gifted, may sometimes be tactless ⁹	10 understanding instinctively 11 hard-working
SNAKE 	1977, 1989, 2001, 2013	charming, intuitive ¹⁰ , stingy	12 calm, does not easily become excited or angry 13 personality that attracts people to you
HORSE 	1978, 1990, 2002, 2014	diligent ¹¹ , independent, placid ¹² , outgoing, can be selfish and cunning	14 not trusting, suspicious of others
GOAT 	1979, 1991, 2003, 2015	elegant, artistic, always ready to complain, over-anxious	15 having good judgement
MONKEY 	1980, 1992, 2004, 2016	witty, magnetic personality ¹³ , good company, can be distrustful ¹⁴	16 gives help or encouragement 17 spends too much money or uses too much of something
ROOSTER 	1981, 1993, 2005, 2017	industrious, shrewd ¹⁵ , supportive ¹⁶ , decisive, extravagant ¹⁷	18 practical and sensible 19 thinking of others rather than yourself
DOG 	1982, 1994, 2006, 2018	down-to-earth ¹⁸ , altruistic ¹⁹ , morose ²⁰ , sharp-tongued ²¹	20 gloomy 21 inclined to speak in a severe and critical way
PIG 	1983, 1995, 2007, 2019	intellectual, tolerant, naive ²² , often materialistic	22 without enough experience of life, trusting too easily



POST-READING TASKS

1. Fill the gaps with words from the opposite page. You are given the first letter(s) and clues to the meaning in brackets.

1. He's rather o... . He always tries to use situations to his own advantage. (devious)
2. She has an i... approach to life rather than a rational one. (instinctive)
3. My father was a somewhat quick-tempered and m... sort of person. (gloomy)
4. He was a very altruistic person, almost to the point of being n... . (too trusting)
5. Aisha has a m... personality. Everyone is drawn to her. (attractive)
6. Rob is a very conscientious and m... worker. (careful, systematic)
7. I find Eva a bit b... and rude. (speaks in a quick and rude way)
8. She's fun-loving but she can be a bit s... at times. (doesn't care about serious things)
9. I think Max is i... . (doesn't have much confidence, not really sure of himself)
11. She was very c... in speaking out against corruption. (brave, unafraid to speak or act)
12. Owen's a p... . He's never happy if he doesn't get an A-grade in every test.

2. Work with a partner. Discuss the meaning of the words printed in bold. Which of these characteristics do you like / dislike most in other people?

1. Chloe's such an **introvert**. Her brother Mark is so **outgoing** and is such an extrovert. Strange, isn't it? [inward-looking and quiet] [energetic and friendly, finds it easy to be with others] [outward-looking, energetic and sociable]
2. Mr. Rogers is such a diffident man. He seems to have quite low **self-esteem**. [lacks confidence] [has a low opinion of himself]
3. English people are traditionally thought of as rather **reserved**. [not immediately sociable]
4. Eva tends to be rather **aloof**. I don't know if she's just shy. [unfriendly and not sociable]
5. My aunt Annie can be very **haughty** and **disdainful** at times, but she's lovely really. [unfriendly and thinks herself better than others] [does not believe others deserve respect]
6. I've always found Professor Mactoft very **unapproachable**, but his colleague Dr O'Daly is very **approachable**. [not easy to be sociable with or start a conversation with] [the opposite]
7. Natasha is very **conceited** and **self-important**, but Rachel is such a **modest** person. [thinks herself wonderful] [has an exaggerated sense of her importance] [prefers not to exaggerate her own qualities]
8. Joe is always so polite and **respectful**. I wish he would be more informal and just treat me as his equal. [treating someone well and politely, often with admiration]

9. David is a **naive** person; he thinks love can solve all the world's problems.
[willing to believe simple things, perhaps because of inexperience]

10. Telephone salespeople often take advantage of **gullible** people.
[easily deceived]

11. My father was a very **conscientious** man; he never took time off work unless he was really sick. [always took his work very seriously]

12. She's a **restless** individual. I don't think she'll ever settle down in a job.
[not satisfied with what she is doing now and wanting something new]

13. You are so **obstinate** and **pig-headed**! Why don't you listen when people give you advice? [unwilling to change, despite persuasion] [similar to obstinate but stronger; informal]

3. Work in pairs. Discuss the questions below.

1. Why would people rather have an *approachable* teacher or boss than an *unapproachable* one?

2. What is a stronger and less formal way of saying *obstinate*?

3. If someone is *diffident*, do they have little or lots of self-confidence?

4. How could you describe a greeting from someone that showed exaggerated pleasure?

5. Do you think it would be easy or difficult to have a friendly conversation with a taciturn person?

6. Which tends to be more negative, *impetuous* or *impulsive*?

7. Which would most people rather be described as, *conscientious* or *self-conscious*?

8. If you're outgoing, are you more likely to be seen as an introvert or an extrovert?

4. Rewrite the parts of the sentences printed in bold using these words, making any other changes necessary.

restless well-balanced aloof conceited haughty excitable
naive self-esteem pushy outgoing

1. Don't be so **over-proud of your achievements**! You're not the only one to get an A-grade!

2. People who have a **poor opinion of themselves** can find it difficult to achieve their goals.

3. He's generally a **happy, sociable** sort of person.

4. She is a person who is generally **quite reasonable and who shows good judgement** overall.

5. You always seem **unable to settle down**. What's the problem?

6. He's so **easily excited**. He should try to calm down more.

7. She **believes rather simple things** when it comes to politics.

8. He's **just pursuing his own interests** and cares little what happens to others.

9. Frances was very **unfriendly and would not take part in things** at the party.

10. At times, Joel is quite **cold and unfriendly and acts as if he's better than the rest of us**.

SHOW TRUE COLORS

Meaning

TO SHOW YOUR REAL CHARACTER
OR PERSONALITY

JACK'S WIFE **SHOWED HER TRUE
COLORS** BY GETTING A SECOND
JOB WHEN HE LOST HIS

WEAR YOUR HEART ON YOUR SLEEVE

Meaning

TO SHOW YOUR FEELINGS
AND EMOTIONS OPENLY

JOHN'S ALWAYS **WORN HIS HEART ON
HIS SLEEVE**, SO THERE'S NO DOUBT
WHO HE'LL BE SUPPORTING



SPEAKING TASK

Describe one of your friends or members of your family and speak about his/her positive and negative traits of character.

LIKE FATHER, LIKE SON

Meaning

SONS ARE VERY SIMILAR
TO THEIR FATHERS

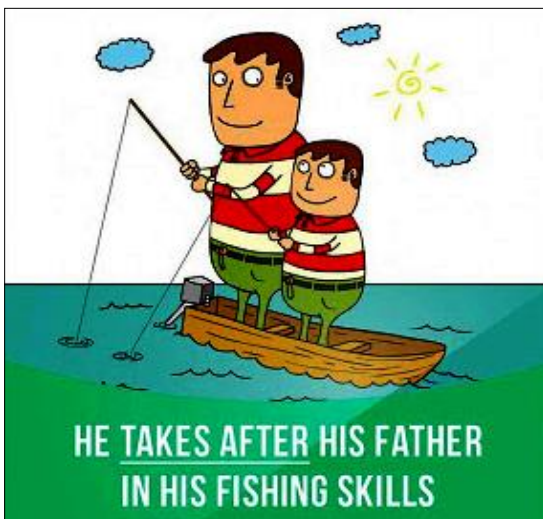
MY FATHER IS A DOCTOR, I AM A
DOCTOR, AND MY SON IS IN MEDICAL
SCHOOL. **LIKE FATHER, LIKE SON.**

BE THE SPITTING IMAGE OF SOMEBODY

Meaning

TO LOOK EXTREMELY SIMILAR
TO SOMEONE

JULIE **IS THE SPITTING IMAGE OF** HER
GRANDMOTHER AT THE SAME AGE



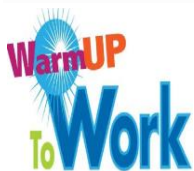
TAKE AFTER

Meaning

TO BE LIKE OR TO LOOK LIKE
SOMEONE IN YOUR FAMILY

HE **TAKES AFTER** HIS FATHER
IN HIS FISHING SKILLS

Unit 3. IT TAKES ALL SORTS TO MAKE THIS WORLD



WARM-UP ACTIVITY

Discuss in small groups.

- What do you usually observe in a person during the first meeting?
 - Do you make first impressions based on what people wear?
 - What is the usual first impression of people about you?
 - What are the best ways to make a good first impression?
 - Have you ever tried to make a great first impression but completely messed it up?
 - Have you ever met someone whom you hated during the first meeting, yet that person has become someone close to you in the end?
 - In what jobs do people have to make very quick decisions based on first impressions?
 - Do you agree with the proverbs?
- First impressions are the most lasting.
You never get a second chance to make a first impression.
Greet him according to his clothes, take leave according to what he knows.



READING FOCUS 1

Read the text carefully and do the tasks that follow.

FIRST IMPRESSIONS: THE SCIENCE OF MEETING PEOPLE

By Brett and Kate McKay

Most people will judge you within the first second of meeting you and their opinion will most likely never change. Making a good first impression is incredibly important, because you only get one shot at it.

Princeton University psychologist Alex Todorov and co-author Janine Willis, a student researcher who graduated from Princeton in 2020 had people look at a microsecond of video of a political candidate. Amazingly, research subjects could predict with 70-percent accuracy who would win the election just from that microsecond of tape. This tells us that people can make incredibly accurate snap judgments in a tenth of a second.

How can you ensure people are judging you accurately and also seeing your best side? You never want to give people an inauthentic impression – many people can intuitively feel if someone is being fake immediately. However, any time you meet someone for the first time, you always want to start on the right foot. Here are a few ways you can make sure people's first impression of you is a good one:

1. Set an intention. The most important thing to do for giving a good impression is to set your intention. This is especially important before any kind of big event where you would be meeting a lot of people – i.e. conferences, networking events or friend's parties. As you get ready or when you are driving over think about what kind of people you want to meet and what kind of interactions you want to have. This can be an incredibly grounding experience and works very well to focus on what kind of energy you want to have for your event.

2. Think about your ornaments. Clothes, make-up, jewelry, watches and shoes are all types of ornamentation and people definitely take these into account when making initial judgments. I highly recommend getting some of your favorite outfits or ornaments together and asking friends you trust what they think of when they see them. For many men, they do not realize that their watch can say a lot about them. For women, purses and large earrings or jewelry can also indicate a lot to a new person they are meeting. Make sure that what you are wearing and how you do your hair or make-up says what you want it to say to the people you are meeting for the first time.

3. Be conscious of your body language. Body language is a crucial part of first impressions. Everything from your posture to how you carry yourself to the way you're angling your body. Often, simply being aware of your body language can result in immediate improvements. Another way to examine your body language is to look at yourself on a video walking around a room. Subconscious cues to keep in mind include noticing where you point your feet, the position of your shoulders, and the way you shake hands.

4. Be interested and interesting. If you are truly interested in meeting people and are open to learning about who they are, they will get this in a first impression. We have all had the experience of meeting someone and knowing instantly that they were dragged here by a friend and are just waiting to get out the door and head home. When you are meeting people for the first time approach others with a genuine interest in who they are. This is often contagious and you will have better conversations and lasting connections when you are interested because they become interested.

The Art of Manliness by B. McKay, K. McKay



POST-READING TASK

Give evidence from the text to prove or disapprove the following statements.

1. First impressions are actually highly accurate in gauging a person's true personality and abilities.
2. You never get a second chance to make a first impression.
3. The most important thing to do for giving a good impression is to set your intention.
4. When making initial judgments about you, people definitely take these into account what you are wearing, how you do your hair or make-up, your body language.



LANGUAGE FOCUS

Behaviour and Body Language

1. Work with a partner. Discuss the meaning of the words printed in bold.

1. **Courtesy** is still important nowadays. [politeness and respect]
2. The teacher said her students were always very **courteous**. [polite and respectful]
3. She addressed the customer in a very **discourteous** manner. [impolite and lacking respect]
4. I hope I didn't appear **offhand** with her – it's just that I was in such a hurry. [showing a rude lack of interest in others]
5. The boy had an **insolent** expression on his face which irritated me. [rude and not showing respect (much stronger than discourteous)]
6. What's the **etiquette** at a traditional Chinese wedding? Do you know? I've had an invitation to one. [set of rules or customs for accepted behavior in particular social groups or social situations]
7. Here, have a seat. Relax – there's no need to **stand on ceremony**. [behave in a formal way]
8. My elderly uncle and aunt are both rather **straitlaced**. [having old-fashioned and fixed morals]
9. Asking for more food at a formal dinner party is just not **the done thing**. [what you are expected to do in a social situation]
10. When taking part in online discussions, always follow **netiquette** and keep your comments brief. [code of behaviour when using the internet].

2. Complete the sentences with words from previous task.

1. A light kiss on each cheek is the... thing in some cultures when you meet someone you know.
2. Some people don't seem to follow any kind of ... when posting messages on social network sites and often post offensive or bullying material.
3. She was very... and hardly looked at me when she replied.
4. Joanna and David always taught their children to have good... .
5. We don't stand on... in this house – just help yourself to anything you want from the fridge.
6. I'm sick of your... comments. It's time you learnt to speak politely to people. You're so rude!
7. For a young person, she's very... and old-fashioned in her ideas and behaviour.
8. The school considers it important that students should always address their teachers in... a manner. Anyone who behaves in a way will be reported to the Director.



Some people trust their first impressions about a person's character because they believe these judgments are generally correct. Other people do not judge a person's character quickly because they believe first impressions are often wrong. Compare these two attitudes. Which attitude do you agree with? Support your choice with some examples from your life.



**FIRST IMPRESSIONS NEVER HAVE
A SECOND CHANCE**



WARM-UP ACTIVITY

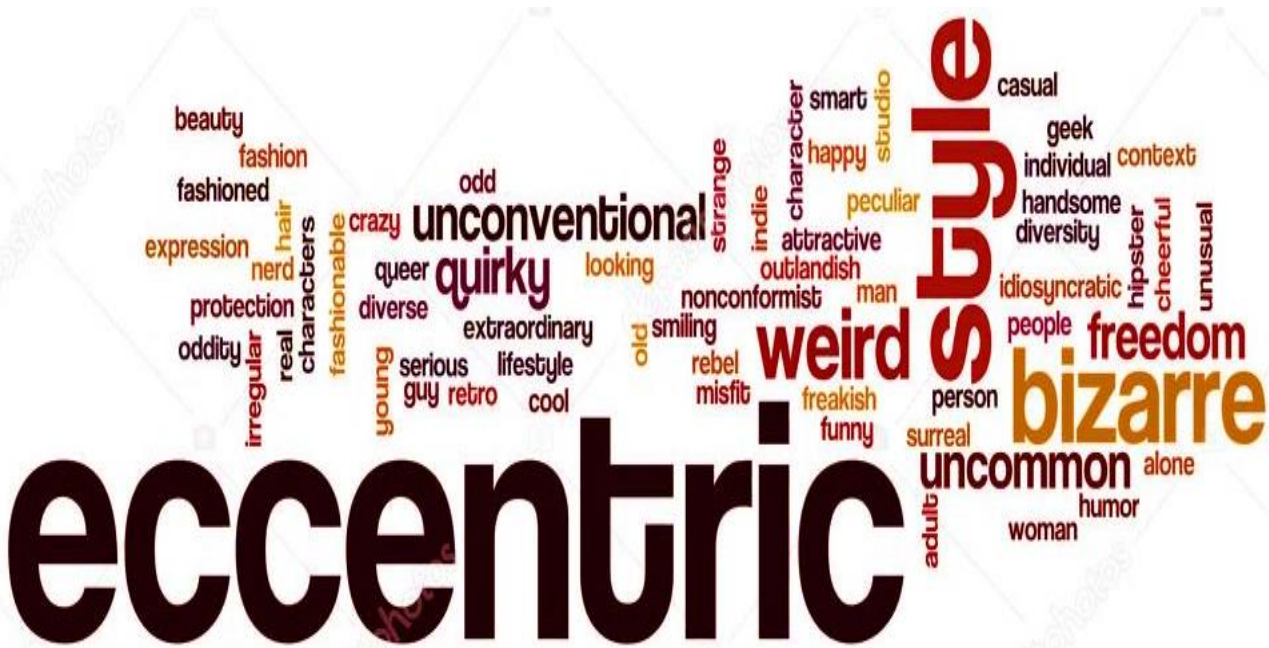
Discuss in small groups.

- What kinds of people are considered to be eccentric?
- What eccentric people do you know? What things have they done which make them seem eccentric to you?
- Have you ever met people who have eccentric taste in clothes, or have eccentric hobbies?
- Could you give some examples of famous people who are eccentric?



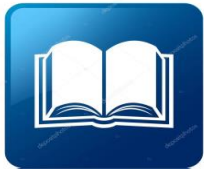
BEFORE READING TASK

Before you read the article about eccentric people look at these words. What adjectives can be used as synonyms or antonyms for eccentric?



“If you’re poor and you do something stupid, you’re nuts. If you are rich and do something stupid, you are eccentric.” *Bobby Heenan*

We’ve all heard of them and read about them. But what is an eccentric person? Is it a form of insanity? Or are these people simply free spirits who have the courage to do their own thing? This first collection of eccentrics are taken from times past. But be assured, eccentricity is alive and well in the 21st century!



READING FOCUS 2

HISTORY'S MOST ECCENTRIC PEOPLE

The above definition gives a sense of what an eccentric person may be like. But it doesn't cover the range and versatility of behaviours and habits displayed by many eccentrics. Perhaps the best way to understand these unique people is to read about what their lives were like.

Hetty Green (1834 – 1916)

Hetty Green was an eccentric miser who became known as the “Witch of Wall Street”. With her business acumen she accumulated such wealth that she was the richest woman in the world. In order to save money, Hetty would work out of trunks at her local bank so she wouldn't have to pay rent. When her son fell ill, she disguised herself and took him to a charity hospital; when they realized who she was, she fled claiming she would cure her son herself. Unfortunately, he contracted gangrene and had to have his leg amputated. She always wore the same black dress and never changed her underwear unless it wore out. She moved back and forth between New York and New Jersey in order to avoid the taxman.

William Archibald Spooner (1844 – 1930)

William Archibald Spooner is forever locked into history because the linguistic phenomenon known as a “spoonerism” is named after him. A spoonerism involves the accidental (or sometimes intentional) swapping of letters, words, or vowels in a sentence – for example: “Go and shake a tower” (meaning “go and take a shower”). Spooner was a professor at Oxford and he became so famous for his spoonerisms that people would attend his lectures just to hear him make a mistake. He was not pleased about the great publicity that surrounded him but as he neared death his attitude softened and he gave interviews to the press. Spooner not only got his words wrong: he once wrote to a fellow professor to ask him to come immediately to help solve a problem. At the end of the letter he added a post-script that the matter had been resolved and he needn't come. Some spoonerisms attributed to Spooner are:

“Mardon me padam, this pie is occupewed. Can I sew you to another sheet?” (Pardon me, madam, this pew is occupied. Can I show you to another seat?)
“Let us glaze our asses to the queer old Dean” (...raise our glasses to the dear old Queen). “We'll have the hags flung out” (...flags hung out).

John Christie (1882 – 1962)

John Christie and his wife are most well-known for starting the Glyndeborne Opera Festival but John was also a famed British eccentric. One evening while sitting next to the Queen during the opera, he removed his glass eye, cleaned it, put it back in its socket and asked the queen whether it was in straight. If he got too hot, he would cut the arms off his formal jacket – which he would often wear with a pair of old tennis shoes. He owned 180 handkerchiefs, 110 shirts, and despite

paying tens of thousands of pounds on an opera production, would travel third class and carry his own luggage to avoid tipping. For a while, Christie would wear nothing but lederhosen and in 1933, he expected all guests of the opera to do the same.

Francis Egerton (1756 – 1823)

Francis Egerton (8th Earl of Bridgewater) inherited his title along with a very large fortune in 1823. He became famous for his unusual dinner parties which he threw for dogs. All of the invited dogs would be dressed in the finest fashions of the day – including shoes. Another eccentricity was his manner of measuring time; Egerton would wear a pair of shoes only once – when he was done with them, he would line them up in rows in order to count the passing days. He also kept pigeons which had their wings clipped so he could shoot them for sport even with failing eyesight. When he died he left a large number of important documents on the subject of French and Italian literature to the British Museum, as well as a large financial donation to the Royal Society.

Jemmy Hirst (1738 – 1829)

If you thought the previous entries were eccentric, you are in for a surprise. Jemmy (James) Hirst was so famous an eccentric in his own time, that King George III summoned him to tea. When he received the invitation, Hirst declined – stating that he was training an otter to fish. Eventually he did visit the King where he threw a goblet of water over a courtier who was laughing; Hirst believed the man was having a fit of hysteria. The King gave him a number of bottles of wine from the royal cellar. Jemmy loved animals and he trained his bull to behave like a horse. The bull (named Jupiter) would draw his carriage about the village and Hirst even rode him in fox hunts. Instead of dogs, he used pigs that he had trained as hunt dogs. He regularly blew a horn to invite the poor to his home for free food – which was served out of a coffin. When he died, he requested 12 old maids to follow his coffin to the grave, as well as a bagpiper and a fiddler to play happy music.

<https://listverse.com>



POST-READING TASK

Using the idioms below answer the following questions:

- What is your attitude to eccentric behavior?
- Do you think you have an unusual personality? Why?
- Would you like to be different? Which traits would you try to develop in yourself?
- Do you think you can change a major characteristic of your personality if you try?
- If you could change any aspect of your personality, what would it be?
- What behavior of others makes you feel angry / sad / shocked / anxious / confused / surprised?
- Can you think of a behavior that is ‘good’ behavior in one culture and a ‘bad’ behavior in another culture?



LANGUAGE FOCUS

Feeling happy

To be as pleased as Punch – to be really pleased.
To be in seventh heaven – to be extremely happy.
To be on top of the world – to be really happy.
To be over the moon – extremely pleased and happy
To be thrilled to bits – to be very happy and excited.

Feeling sad / fed up

To be as miserable as sin – to be extremely sad.
To be browned off – to be bored.
To be downhearted – to feel sad.
To have a long face – to look unhappy.

Feeling frightened / shocked

To be in a cold sweat – to be in a state of shock or fear.
To be rooted to the spot – to be unable to move through fear.
To be scared to death – to be extremely frightened.
To go white as a sheet – to go pale through fear or shock.

Feeling worried / anxious / nervous

To be keyed up – to be excited, tense.
To be like a cat on hot bricks – to feel nervous and unable to stand still.
To be on tenterhooks – to be uncertain and anxious about what is going to happen.
To have something on one's mind – to have a problem that is worrying you.

Feeling confused / uncertain

To be all at sea – to be puzzled and bewildered.
To be at sixes and sevens – to be uncertain and confused.
To be out of one's depth – to be in a situation which is difficult for you to cope with.

Feeling angry

To be hopping mad – to be really angry.
To be hot under the collar – to be annoyed or embarrassed.
To go off at the deep end – to lose your temper, to become very angry.
To go spare – to lose your temper.

Feeling surprised

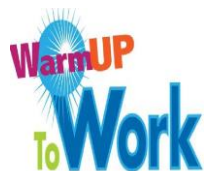
To be gob smacked – to be very surprised.
That's a turn up for the books! – you say it when something surprising happens.
You could have knocked me down with a feather! – you say it to emphasize how surprised you were when you heard something.

Feeling quarrelsome / unfriendly

To have a go at somebody – to criticize somebody angrily.

To tear somebody off a strip – to speak angrily to somebody because they have done something wrong.

To avoid somebody like the plague – to avoid somebody completely.



WARM-UP ACTIVITY

Discuss in small groups.

- There are no ideal people. We should take the world as it is but try to improve it starting with ourselves. What positive qualities do you consider absolutely necessary for everyone? Which negative traits can't you agree with? Why?
- Do you agree that character is who you are under pressure, not who you are when everything is fine?
- In general, do you think men and women have (innately) different personality traits?
- What features of character do women appreciate in a man?
- What traits in women do attract men?
- In the future, do you think the differences between men's and women's personality traits will continue to be the same as today?

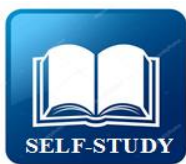


BEFORE READING TASK

Before you read the article about the differences between male and female personalities look at these adjectives and divide them into positive, negative or both. Discuss your reasons.

Positive	Negative	Both (depend on the situation)

cooperative	curious	diligent	warm-hearted	talkative
cautious	sensitive	decisive	independent	competitive
patient	assertive	frank	emotionally flat	aggressive
reckless	devoted	outgoing	understanding	down-to-earth
laid-back	lazy	decisive	level-headed	courageous



READING FOCUS 3

MEN'S AND WOMEN'S PERSONALITIES: WORLDS APART, OR NOT SO DIFFERENT?

Equality and similarity are not the same thing. Although society is engaged in a never-ending quest for equality between the genders, some basic personality differences between men and women exist. These, of course, are not universal rules. Instead, think of them as generalizations that apply to the majority of the population. Expect many exceptions that prove the rules.

On average, women are more cooperative, curious, diligent, warm-hearted, devoted, talkative, outgoing, cautious and emotionally responsive (sensitive). Men tend to be more competitive, independent, down-to-earth, laid-back, level-headed, lazy, decisive, patient, assertive, frank, reckless and emotionally flat.

Competitiveness

Competitiveness is a characteristic which is certainly present in both men and women. However, in general, men tend to be more competitive than women. A study done by Robert Deaner looked at running, a sport that is popular with both sexes, to see how competitive the respective genders were. The findings bore out the assertion that men are generally more competitive than women. This could be connected to aggression and the biological need to demonstrate prowess (courage) to attract females.

Communication

Men and women communicate differently and this shapes their personality and approach to conflict on a very basic level. Women are simply better at communicating than men. They typically are prepared to talk through a conflict but also understand and interpret the non-verbal signals received from someone during communication. Men are not as astute at understanding the subtleties of conversation that are not explicitly spoken aloud. This is often where communication breaks down between men and women take place.

Decision-Making

When women make a decision, they tend to consider it from many angles to come to a conclusion. Men, on the other hand, tend to be more decisive and are willing to commit to a decision based on fewer pieces of information. This difference has its roots in a very physical reality in the differences between male and female brains. It is because of the different ways boys and girls form connections in their brains as they pass through childhood and adolescence that men and women learn to make decisions differently.

Priorities

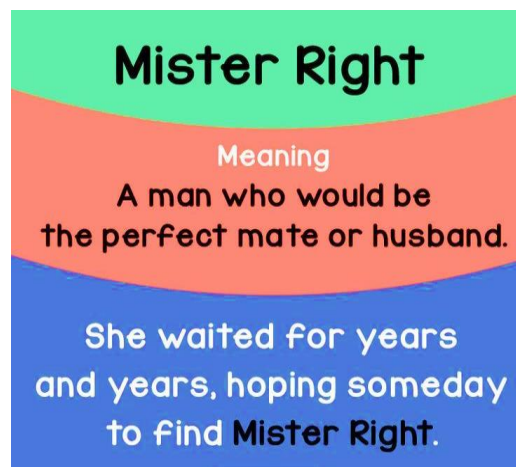
Perhaps one of the most telling differences between men and women is the different priorities or focuses they have in their lives. To a man, generally the most important thing is his personal goals. Often these concern things like personal success or financial well-being. Women tend to put the value on families more than careers. Also, a woman defines her success more by successful relationships than by completion of personal goals.

<http://www.bbc.com>



WRITING FOCUS

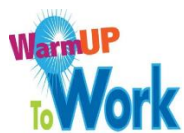
Write an essay about an ideal marriage partner. What qualities do you think are most important for a husband or wife? Use specific reasons and details to support your answer.



**IT TAKES ALL SORTS TO MAKE
THIS WORLD**



Unit 4. CHARACTER AND SUCCESS



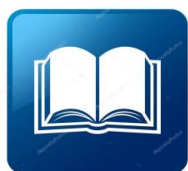
WARM-UP ACTIVITY

Discuss in small groups.

- What does success mean to you? Which of these are the most/least important?
 - a) a good love life
 - b) friends and fun
 - c) a happy family life
 - d) plenty of money
 - e) a nice home
 - f) a successful career
 - g) something else
- Some people say that “success” is simply what others believe to be success.

Do you agree?

- Do you think success equals happiness?
- Do you agree that success and happiness are related?
- Do you think all successful people are happy?



READING FOCUS 1

SUCCESS AND THE REAL MEANING OF HAPPINESS

Everybody wants to be successful. So, what is real success? Ralph Waldo Emerson said his definition of success was “to laugh often and to win the respect of intelligent people”. A lot of students say that going into a good university is success. Some people say getting into a high position in society is success. What is your definition of success? Becoming a professor teaching at a famous university? Becoming a CEO of a famous company? Some may be the same, but as you see every person’s definition of “success” is different.

Do you think that people who earn a lot of money, is in a high position or is an A-list superstar is successful people filled with happiness? Not really. That person is just wealthy in a sense, they may not feel happy as you.

Winston Churchill said that “Success consists of going from failure to failure without loss of enthusiasm.” Difficult doesn’t mean impossible. It means you need to work harder. So try hard. That’s where happiness is. Whatever you want to be, whatever you want to do, even when somebody said that it’s a “stupid idea” or “it’s unrealistic” even “you’re going to fail”. Don’t lose your enthusiasm just because someone said anything. Do what you want to do and do what you believe is great work. There’s always a way. This is true success and true happiness.

So, I believe that real success and happiness comes from doing what you want to do and loving what you love. That is the real definition of success to me. What’s your definition of success?

Select Readings Intermediate by J. Bernard, L. Lee



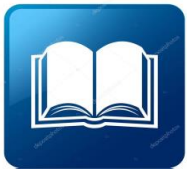
BEFORE READING TASK

Answer the following questions:

1. Do you agree that one's success depends on luck or talent only?
2. Do you think that honesty is an important trait to have in order to be successful?
3. What personal characteristics do you think most successful people (need to) have?

Read the words below and think what traits of character can help people become successful and what traits of character can prevent people from being successful.

adventurous, , strict, cruel, imaginative, emotional, sociable kind, ambitious, clever, patient, responsible, cool, handsome, sensible, calm, smart, jealous, silly, shy, independent, energetic, lucky, careful, intelligent, hardworking, honest, healthy, rude, serious, industrious, religious, brave, talented, polite, courageous, well-educated, tolerant, attentive, creative



READING FOCUS 2

PERSONALITY TRAITS OF SUCCESSFUL PEOPLE

Some people may not like the idea of comparing Steve Jobs and Stephen Hawking but both have been legends in their own right. There are many attributes they both have in common. The same applies to the likes of Albert Einstein, Elon Musk, Bill Gates, Nicola Tesla, Mark Zuckerberg among countless other successful people from various industries, cutting across genders, socioeconomic backgrounds, cultures and educational qualification.

All successful people, those who have an impact on society at large or in a specific industry, or even in a certain company, will have certain traits in common. It is those traits that make a person effective. It is those traits that segregate them from unsuccessful people. The only difference between an unsuccessful and a successful person is a combination of few attributes which have leaded a young person to success.

Something as simple as being enthusiastic about what you do can make you prone to success. Every successful person in the world is enthusiastic about what she or he does. They would be passionate. It doesn't matter if it is art, science, business or something out of the ordinary. Without passion, excitement, a penchant to explore what one truly wants to and to consistently strive until what is desired is realised are at the very foundation of every successful person's character.

Conviction to do what is right, asking the right questions to get the right answers, being in an effective network, having ambitions and the willingness to own up to failure only to make way for success are some of the common traits that you would find in every successful person.

Those who want to succeed, truly, would never shy away from taking a risk, wouldn't reject criticism, wouldn't be vulnerable to the aftermath of failure, wouldn't mind making a change or taking a decision that doesn't comply with traditional reasoning and only be focused on the eventual objective while adhering to the principles that she or he believes in.

From Martin Luther King Jr. to successful entrepreneurs of the digital age, there are many traits that make all of them similar in more ways than one. The only difference is in the path they chose to make a difference.

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WRITING FOCUS

Prepare a short story about a successful person whom you admire / who overcame huge obstacles / the most famous public figure or entrepreneur; an outstanding writer, journalist or scientist, the most famous actor or singer; the most successful sportsman. Describe his/ her personality and focus on features of character that helped him/ her to get to the top.

CARRY THE DAY

Meaning

TO WIN, TO BE SUCCESSFUL

OUR TEAM DIDN'T PLAY WELL AT FIRST, BUT WE **CARRIED THE DAY** IN THE END

STRIKE WHILE THE IRON IS HOT

Meaning

TO DO SOMETHING IMMEDIATELY WHILE YOU HAVE A GOOD CHANCE OF SUCCESS

ASK OUR BOSS FOR A FAVOR NOW, WHILE HE'S IN A GOOD MOOD. **STRIKE WHILE THE IRON IS HOT.**

PUT YOUR BEST FOOT FORWARD

Meaning

TO DO SOMETHING AS WELL AS YOU CAN

MAKE SURE YOU **PUT YOUR BEST FOOT FORWARD** FOR TONIGHT'S PERFORMANCE

TAKE THE BULL BY THE HORNS

Meaning

DEAL WITH A PROBLEM IN A DIRECT AND FEARLESS WAY

AFTER FIVE YEARS WITH THE COMPANY, JOHN DECIDED TO **TAKE THE BULL BY THE HORNS** AND ASK HIS BOSS FOR A RAISE

SUCCESS
CONSISTS OF GOING FROM FAILURE TO
FAILURE WITHOUT LOSS OF
ENTHUSIASM
Winston Churchill



LANGUAGE FOCUS

Success and Failure Idioms

1. Expressions with ambition

Most young people have a *Burning* ambition which they hope to *achieve*. They might *fulfill* their ambition. It might be *thwarted* or *frustrated*. Not many people *achieve their life's ambition*. Most of us have at least one *unfulfilled* ambition.

2. A burning ambition

Fill in the following expressions in the dialogues below:

- a) rising stars;
- b) burning ambition;
- c) up and coming;
- d) the sky's the limit;
- e) the world's your oyster;
- f) going up in the world;
- g) hungry for success;
- h) highflier.

1. I've always had one...

– And what's that?

To climb Mount Everest.

2. What's the pay like in your company?

– Well, if you work hard and you're good at selling,

3. He used to sleep on the floor of a friend's flat and now he owns a chain of hotels.

– That's what I call...

4. Barbara's only young but I think she's going to do well here.

– You're right. She's definitely one of the...

5. You play football, don't you? Has your team won anything this season?

– No but next year will be better. We've got some young players who are...

6. Brian's going to be difficult to replace. I don't know whether we want someone young with lots of fresh ideas or someone a bit older with lots of experience.

– Well, for what it's worth, I don't think we want a young... who leaves in a year's time. We want someone who's still going to be around in 5 years' time.

7. What made you choose to do computing at university?

– Well, once you've got your degree, you can get a job almost anywhere you want. ...

Note: Today oysters are expensive and few people eat them, but a hundred years ago, they were eaten by everyone. They were one of the commonest forms of seafood. The idiom – *the world's your oyster* – is hundreds of years old. A character in a Shakespeare play says: *The world's mine oyster, which I, with sword, will open*. In other words, he will conquer the world. If you remember what an oyster is, it might help you remember the idiom.

3. Move heaven and earth

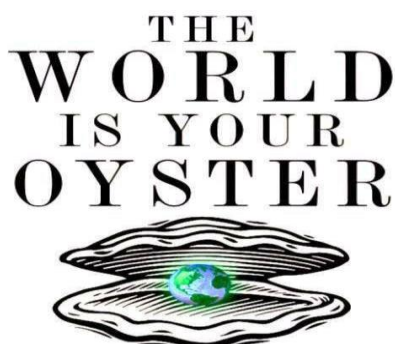
Complete the expressions below using these verbs:

leave stop move get pull (2) set (2)

- a) heaven and earth;
- b) your socks up;
- c) her heart on;
- d) no stone unturned;
- e) your sights on something;
- f) out all the stops;
- g) at nothing;
- h) left behind.

4. Now use the expressions in these sentences:

1. Look, our customer needs the parts in Jakarta by Wednesday this week. I don't care what it costs. We can't afford to lose him. You have my permission to... to get these parts out there.
2. The police said that they were confident of finding the escaped prisoners and would... until every one of them was back under lock and key.
3. If you don't update your computer skills now, you'll...
4. If you want to be successful, aim for the top - ... on a gold medal.
5. Jack is ruthless. He stabbed Andrew in the back, and reported Jill for being late. He's determined to become Area Manager. He'll... until he gets the job.
6. My sister doesn't want to go to university. She's becoming ... a top actress.
7. Now look, son, if you don't... , you'll end up in a dead-end job, riding a bike.



READING FOR PLEASURE

THE BEST LOOKING GIRL IN TOWN

By Thyra Samter Winslow

From the time she was thirteen Rilla Mabry had been ashamed of her appearance. It was then that she started growing taller than the other girls. She was also awkward as well as tall and she was too thin.

By the time she was twenty she was fully convinced that her appearance was really something terrible. All of the other girls seemed little and cute and attractive. No matter what Rilla wore it seemed wrong. She was much too tall to wear tailored clothes. And thin dresses hung around her loosely.

All of the girls and boys in the group liked Rilla. She was a fine girl – if you could forget the way she looked. Even her hair was wrong rather stringy but she had a pleasant and attractive face.

In spite of her looks Rilla had a boyfriend. He was Patrick Redding and his father kept a grocery store. Pat wasn't any great price but then you couldn't expect Rilla, with her looks to do any better. People feel that Rilla ought to be satisfied. Pat was a nice looking boy, and he shouldn't be considered unimportant.

Rilla didn't consider Pat unimportant. She was grateful to him for being nice to her. She was as pleasant and as friendly as she could be. As a matter of fact she liked Patrick a lot. He was fun to be with. She would have been perfectly satisfied except for the fact that she was in love with Shane Tennant. All of which did her little good for Shane was the price of the town. Shane's father was a banker and rich.

His mother was the social leader of the town. Shane was well much taller than Rilla and handsome besides.

Pat went into the grocery business with her father. Shane went into the bank. That's the way sons do in small towns unless they have definite ideas about law or one of the other professions. Rilla didn't do anything. Her parents have just enough money so she didn't have to work. She went to parties with Patrick and admired for Shane from a distance. The towns people felt that she would marry with Pat, that he'd take over his father's grocery store, and that they'd settle down.

That might have happened if it hadn't been for Leslie Durant. Leslie Durant was and still is a well-known magazine illustrator. And he came to Morrisville to visit an aunt. And he was taken an anywhere to all of the parties, of course. He was the social lion of the season. He stayed in town only for few days but that was long enough for a lot to happen.

He saw Rilla Mabry. Rilla was standing near the door and she was looking at Shane Tennant. She never knew her face how much showed what she was thinking about. No one else noticed but Durant being knew, understood the situation. He saw Rilla standing not quite straight because she didn't feel quite as tall that way, in a badly fitted dress and her hair not quite smooth and he saw Shane, perfectly dressed, self-confident, good looking. And then Pat came to ask Rilla for the dance.

On the second day of his visit Durant made his remarkable statement. He told anyone who would listen to him that Rilla Mabry was by far the best looking girl in town. One of the best looking girl he'd ever seen.

Rilla never had a compliment about her looks before. She had always been shy, self-conscious, and often unhappy about her appearance. And now the first authority in beauty who had ever been in town claimed that she was the price.

When Durant, himself told her what he thought of her she was filled with confusion. She managed finally to thank him. And later, very shyly, she went up to him.

"I do wish that you would tell me how can look better," she said.

"That's not really my particular kind of work," he told her, "but may be if we get together ...".

They got together the next morning. Durant came to Rilla's house. And with Rilla's mother acting as helper, they did things to Rilla and to Rilla's clothes. Durant made her stand up straight and he rearranged her hair. And he told her what was wrong with the clothes she wore.

That night there was a dance for Durant his last evening in town. And, as he had thought when he started things, Rilla was, for the first time in her life, the center of attention. Toward the end of the evening Durant had the satisfaction of seeing Shane Tennant dancing very attentively with Rilla, Shane Tenant whom Rilla had looked at with longing eyes and who had paid any attention to her.

Durant went back to his home and his work in New York and forgot about the whole thing. Years passed. And then, just the other day, this happened:

Durant was lunching alone at a restaurant when an attractive, tall woman, past her first youth, came up to him.

"You don't remember me?" she said.

Durant didn't remember her.

"I am Rilla tenant – I was Rilla Mabry when you knew me. You came to my home town and rather made my life over. Remember now?"

"Of course I do," said Durant. "I remember very well. It was my one attempt at changing the destiny of another person."

"You did a wonderful job," said Rilla. There was a strange note in her voice which he didn't understand.

"You married the boy you were in love with. I see. His name was Tennant wasn't it?"

"Why, yes," said Rilla. "But how did you remember the name? And how did you know I was in love with him?"

"I am good at remembering names. And I saw you looking at him. Simplicity itself! And to think that I was the cause!"

"Yes you were," said Rilla. "It was very funny when you look back on it. There I was going with Patrick Redding, and in love with Shane, and terribly unhappy and awkward. And you came down and said I was a beauty so automatically I became a beauty. And the boys all wanted to go out with me. And I married Shane."

"Wonderful!" said Durant. And he smiled happily. "How are you getting along, now?"

"That is the difficult part," said Rilla. "You shouldn't have asked."

“Shane and I got married. And it didn’t get along very well though I was awfully happy in the beginning. The Tennant lost all of their money in a bank failure and my family had its money in the Tennant bank by that time, so our money went, too. Then Shane fell in love with a chorus girl. I got a divorce of course. I’ve been teaching in a girls’ school for the past three years.”

“That’s too bad!” said Durant. “But maybe that was better than marrying that other boy whom you didn’t love.”

“May be,” said Rilla. “You can never tell. Love goes ... Patrick Redding took his father’s grocery store and married the cutest girl in town. They have three children and are very happy. And, oh , yes he became quite ambitious and started a chain of grocery store. Now he is the richest and most important man in town”.

The Wisest Girl in Town and Other Stories by T. S. Winslow

A BROTHER LIKE THAT

By Jack Canfield

A friend of mine named Paul received an automobile from his brother as a Christmas present. On Christmas Eve when Paul came out of his office, a street urchin was walking around the shiny new car, admiring it. “Is this your car, Mister?” he asked.

Paul nodded. “My brother gave it to me for Christmas.” The boy was astounded. “You mean your brother gave it to you and it didn’t cost you nothing? Boy, I wish ... —” he hesitated.

Of course Paul knew what he was going to wish for. He was going to wish he had a brother like that. But what the lad said jarred Paul all the way down to his heels. “I wish,” the boy went on, “that I could be a brother like that.” Paul looked at the boy in astonishment, then impulsively he added, “Would you like to take a ride in my automobile?”

“Oh yes, I’d love that.”

After a short ride, the boy turned and with his eyes aglow, said, “Mister, would you mind driving in front of my house?”

Paul smiled a little. He thought he knew what the lad wanted. He wanted to show his neighbors that he could ride home in a big automobile. But Paul was wrong again. “Will you stop where those two steps are?” the boy asked.

He ran up the steps. Then in a little while Paul heard him coming back, but he was not coming fast. He was carrying his little crippled brother. He sat him down on the bottom step, then sort of squeezed up against him and pointed to the car.

“There she is, Buddy, just like I told you upstairs. His brother gave it to him for Christmas and it didn’t cost him a cent. And some day I am going give you one just like it ... then you can see for yourself all the pretty things in the Christmas windows that I’ve been trying to tell you about.”

Paul got out and lifted the lad to the front seat of his car. The shining eyed older brother climbed in beside him and the three of them began a memorable holiday ride...

Chicken Soup for the Teenage Soul: More Stories of Life, Love and Learning by J. Canfield

FAIR OF FACE

By Cyril Hare

John Franklin, with whom I was at Oxford, invited me to stay with his people at Markhampton for the Markshire Hunt Ball. He and his sister were arranging a small party for it, he said.

"I've never met your sister," I remarked. "What is she like?"

"She is a beauty," said John, seriously and simply.

I thought at the time that it was an odd, old-fashioned phrase, but it turned out to be strictly and literally true. Deborah Franklin was beautiful in the grand, classic manner. She didn't look in the least like a film star or a model. But looking at her you forgot everything. It was the sheer beauty of her face that took your breath away.

With looks like that, it would be asking too much to expect anything startling in the way of brains, and I found Deborah, a trifle dull. She was of course well aware of her extraordinary good looks, and was perfectly prepared to discuss them, just as a man seven feet high might talk about the advantages and inconveniences of being tall.

Most of our party were old friends of the Franklins, who took Deborah for granted as a local phenomenon, but among them was a newcomer – a young man with a beard named Aubrey Melcombe, who had lately taken charge of the local museum. As soon as he set eyes on Deborah he said:

"We have never met before, but your face, of course, is perfectly familiar."

Deborah had evidently heard that one before.

"I never give sitting to photographers," she said, "but people will snap me in the street. It's such a nuisance."

"Photographs!" said Aubrey. "I mean your portrait – the one that was painted four hundred years ago. Has nobody ever told you that you are the living image of the Warbeck Titian?"

"I've never heard of the Warbeck Titian," said Deborah, "You shall judge for yourself," – said Aubrey. "I'll send you a ticket for the opening of the exhibition."

Then he went off to dance with Rosamund Clegg, his assistant at the museum, who was said to be his fiancée.

I did not care much for Aubrey, or for his young woman, but I had to admit that they knew, their job when I came to the opening of the exhibition a few months later. They had gathered in treasures of every sort from all over the county and arranged them admirably. The jewel of the show was, of course, the great Titian. It had a wall to itself at the end of the room and I was looking at it when Deborah came in.

The likeness was fantastic. Lord Warbeck had never had his paintings cleaned, so that Titian's flesh tints were golden and carmine, in vivid contrast to Deborah's pink and white. But the face behind the glass might have been her mirror image. By a happy chance she had chosen to wear a very plain black dress, which matched up well to the portrait's dark clothes. She stood there still and silent, staring at her centuries old likeness. I wondered what she felt.

A pressman's camera flashed and clicked. First one visitor and then another noticed the resemblance and presently the rest of the gallery was deserted. Everyone was crowding round the Titian to stare from the painted face to the real one and back again. The only clear space was round Deborah herself. People were moving to get a good view of her profile, without losing sight of the Titian, which fortunately was in profile also. It must have been horribly embarrassing for Deborah, but she never seemed to notice them. She went on peering into the picture, for a very long time. Then she turned round and walked quickly out of the building. As she passed me I saw that she was crying – a surprising display of emotion in one so calm.

About ten minutes later Aubrey discovered that a pair of Degas' statuettes was missing from a stand opposite the Titian. They were small objects and very valuable. The police were sent for and there was a considerable fuss, but nothing was found. I left as soon as I could and went to the Franklins. Deborah was in.

"Have you got the statuettes?" I asked.

She took them out of her handbag.

"How did you guess?"

"It seemed to me that your reception in front of the Titian was a performance," I explained. "It distracted attention from everything else in the room while the theft took place."

"Yes," said Deborah, "Aubrey arranged it very cleverly, didn't he? He thought of everything. He even helped me choose this dress to go with the one in the picture, you know."

"And the press photographer? Had he been laid on too?"

"Oh, yes. Aubrey arranged for someone to be there to photograph me. He thought it would help to collect a crowd."

Her coolness was astonishing. Even with the evidence of the statuettes in front of me I found it hard to believe that I was talking to a thief.

"It was a very clever scheme altogether," I said. "You and Aubrey must have put a lot of work into it. I had no idea that you were such friends."

There was a flush on her cheeks as she replied:

"Oh yes, I've been seeing a good deal of him lately. Ever since the Hunt Ball, in fact."

After that there didn't seem to be much more to say.

"There's one thing I don't quite understand," I said finally. "People were surrounding you and staring at you up to the moment you left the gallery. How did Aubrey manage to pass the statuettes to you without anyone seeing?"

She rounded on me in a fury of surprise and indignation.

"Pass the statuettes to me?" she repeated. "Good God! Are you suggesting that I helped Aubrey to steal them?"

She looked like an angry goddess, and was about as charming.

"But – but –" I stammered. "But if you didn't who will?"

“Rosamund, of course. Aubrey gave them to her while all was going on in front of the Titian. She simply put them in her bag and walked out. I’d only just got them back from her when you came in.”

“Rosamund!” It was my turn to be surprised. “Then the whole thing was a put-up job between them?”

“Yes. They wanted to get married and hadn’t any money, and she knew a dealer who would give a price for things like these with no questions asked and – and there you are.”

“Then how did you come into it?” I asked.

“Aubrey said that if I posed in front of the Titian it would be wonderful publicity for the exhibition – and, of course, I fell for it.” She laughed. “I’ve only just remembered. When Aubrey wanted to make fun of me he used to say I’d make a wonderful cover girl. That’s just what I was – a cover girl for him and Rosamund.”

She stood up and picked up the statuettes.

“These will have to go back to the gallery, I suppose,” she said, “Can it be done without too much fuss? It’s silly of me, I know, but I’d rather they didn’t prosecute Aubrey.”

I made sympathetic noises.

“It was Rosamund’s idea in the first place,” she went on. “I’m sure of that. Aubrey hasn’t the wits to think of anything so clever.”

“It was clever enough,” I said. “But you saw through it at once. How was that?”

Deborah smiled.

“I’m not clever,” she said. “But that old dark picture with the glass on it made a perfect mirror. Aubrey told me to stand in front of it, so I did. But I’m not interested in art, you know. I was looking at myself. And of course I couldn’t help seeing what was happening just behind me.”

Best Detective Stories by C. Hare

GOOD-HEARTED PEOPLE

By Timothy Shay Arthur

There are two classes in the world: one acts from impulse, and the other from reason; one consults the heart, and the other the head. Persons belonging to the former class are very much liked by the majority of those who come in contact with them: while those of the latter class make many enemies in their course through life. Still, the world owes as much to the latter as to the former – perhaps a great deal more.

Mr. Archibald May belonged to the former class; he was known as a good-hearted man. He uttered the word “no” with great difficulty; and was never known to have deliberately said that to another which he knew would hurt his feelings. If anyone about him acted wrong, he could not find it in his heart to wound him by calling his attention to the fact. On one occasion, a clerk was detected in purloining money; but it was all hushed up, and when Mr. May dismissed him, he gave him a certificate of good character.

"How could you do so?" asked a neighbor, to whom he mentioned the fact.

"How could I help doing it? The young man had a chance of getting a good place. It would have been cruel in me to have refused to aid him. A character was required, and I could do no less than give it. Poor, silly fellow! I am sure I wish him well. I always liked him."

"Suppose he robs his present employer?"

"He won't do that, I'm certain. He is too much ashamed of his conduct while in my store. It is a lesson to him. And, at any rate, I do not think a man should be hunted down for a single fault."

"No, of course, not. But, when you endorse a man's character, you lead others to place confidence in him; a confidence that may be betrayed under very aggravated circumstances."

"Better that many suffer, than that one innocent man should be condemned and cast off."

"But there is no question about guilt or innocence. It was fully proved that this young man robbed you."

"Suppose it was. No doubt the temptation was very strong. I don't believe he will ever be guilty of such a thing again."

"You have the best evidence in the world that he will, in the fact that he has taken your money."

"Oh no, not at all. It doesn't follow, by any means, that a fault like this will be repeated. He was terribly mortified about it. That has cured him, I am certain."

"I wouldn't trust to it."

"You are too uncharitable," replied Mr. May. "For my part, I always look upon the best side of a man's character. There is good in every one. Some have their weaknesses some are even led astray at times; but none are altogether bad. If a man falls, help him up, and start him once more fair in the world who can say that he will again trip? Not I. The fact is, we are too hard with each other. If you brand your fellow with infamy for one little act of indiscretion, or, say crime, what hope is there for him."

"You go rather too far, Mr. May," the neighbor said, "in your condemnation of the world. No doubt there are many who are really uncharitable in their denunciations of their fellow man for a single fault. But, on the other side, I am inclined to think, that there are just as many who are equally uncharitable, in loosely passing by, out of spurious kindness, what should mark a man with just suspicion, and cause a withholding of confidence. Look at the case now before us. You feel unwilling to keep a young man about you, because he has betrayed your trust, and yet, out of kind feelings, you give him a good character, and enable him to get a situation where he may seriously wrong an unsuspecting man."

"But I am sure he will not do so."

"But what is your guarantee?"

"The impression that my act has evidently made upon him. If I had, besides hushing up the whole matter, kept him still in my store, he might again have been tempted. But the comparatively light punishment of dismissing him with a good character, will prove a salutary check upon him."

“Don’t you believe it.”

“I will believe it, until I see evidence to the contrary. You are too suspicious – too uncharitable, my good friend. I am always inclined to think the best of every one. Give the poor fellow another chance for his life, say I.”

“I hope it may all turn out right.”

“I am sure it will, ” returned Mr. May. “Many and many a young man is driven to ruin by having all confidence withdrawn from him, after his first error. Depend upon it, such a course is not right.”

“I perfectly agree with you, Mr. May, that we should not utterly condemn and cast off a man for a single fault. But, it is one thing to bear with a fault, and encourage a failing brother man to better courses, and another to give an individual whom we know to be dishonest, a certificate of good character.”

“Yes, but I am not so sure the young man we are speaking about is dishonest.”

“Didn’t he rob you?”

“Don’t say rob. That is too hard a word. He did take a little from me; but it wasn’t much, and there were peculiar circumstances.”

“Are you sure that under other peculiar circumstances, he would not have taken much more from you?”

“I don’t believe he would.”

“I wouldn’t trust him.”

“You are too suspicious – too uncharitable, as I have already said. I can’t be so. I always try to think the best of every one.”

Finding that it was no use to talk, the neighbor said but little more on the subject.

About a year afterwards the young man’s new employer, who, on the faith of Mr. May’s recommendation, had placed great confidence in him, discovered that he had been robbed of several thousand dollars. The robbery was clearly traced to this clerk, who was arrested, tried, and sentenced to three years imprisonment in the Penitentiary.

“It seems that all your charity was lost on that young scoundrel, Blake,” said the individual whose conversation with Mr. May has just been given.

“Poor fellow!” was the pitying reply. “I am most grievously disappointed in him. I never believed that he would turn out so badly.”

“You might have known it after he had swindled you. A man who will steal a sheep, needs only to be assured of impunity, to rob the mail. The principle is the same. A rogue is a rogue, whether it be for a pin or a pound.”

“Well, well – people differ in these matters. I never look at the worst side only. How could Dayton find it in his heart to send that poor fellow to the State Prison! I wouldn’t have done it, if he had taken all I possess. It was downright vindictiveness in him.”

“It was simple justice. He could not have done otherwise. Blake had not only wronged him, but he had violated the laws and to the laws he was bound to give him up.”

“Give up a poor, erring young man, to the stern, unbending, unfeeling laws! No one is bound to do that. It is cruel, and no one is under the necessity of being cruel.”

"It is simply just, Mr. May, as I view it. And, further, really more just to give up the culprit to the law he has knowingly and willfully violated, than to let him escape its penalties."

Mr. May shook his head.

"I certainly cannot see the charity of locking up a young man for three or four years in prison, and utterly and forever disgracing him."

"It is great evil to steal?" said the neighbor.

"O, certainly – a great sin."

"And the law made for its punishment is just?"

"Yes, I suppose so."

"Do you think that it really injures a thief to lock him up in prison, and prevent him from trespassing on the property of his neighbors?"

"That I suppose depends upon circumstances. If..."

"No, but my friend, we must fix the principle yea or nay. The law that punishes theft is a good law – you admit that – very well. If the law is good, it must be because its effect is good. A thief, will, under such law, be really more benefitted by feeling its force than in escaping the penalty annexed to its infringement. No distinction can or ought to be made. The man who, in a sane mind, deliberately takes the property of another, should be punished by the law which forbids stealing. It will have at least one good effect, if none others and that will be to make him less willing to run similar risk, and thus leave to his neighbor the peaceable possession of his goods."

"Punishment, if ever administered, should look to the good of the offender. But, what good disgracing and imprisoning a young man who has all along borne a fair character, is going to have, is more than I can tell. Blake won't be able to hold up his head among respectable people when his term has expired."

"And will, in consequence, lose his power of injuring the honest and unsuspecting. He will be viewed in his own true light, and be cast off as unworthy by a community whose confidence he has most shamefully abused."

"And so you will give an erring brother no chance for his life?"

"O yes. Every chance. But it would not be kindness to wink at his errors and leave him free to continue in the practice of them, to his own and others' injury. Having forfeited his right to the confidence of this community by trespassing upon it, let him pay the penalty of that trespass. It will be to him, doubtless, a salutary lesson..."

Mr. May shook his head negatively, at these remarks.

"No one errs on the side of kindness," he said, "while too many, by an opposite course, drive to ruin those whom leniency might have saved."

"You knew that he would steal, and yet, you agreed to recommend him to his new employer."

"But it was purely out of kind feelings for the young man."

"Yes. But is that genuine kindness? Is it real charity? I fear not."

Mr. May was silent. The questions probed him to the quick. Let everyone who is good-hearted in the sense that Mr. May was, ask seriously the same questions.

Heart-Histories and Life-Pictures by T.S. Arthur

THE HAPPY MAN

By Somerset Maugham

It is a dangerous thing to order the lives of others and I have often wondered at the self-confidence of politicians, reformers and suchlike who are prepared to force, upon their fellows measures that must alter their manners, habits, and points of view. I have always hesitated to give advice, for how can one advise another how to act unless one knows that other as well as one knows oneself? Heaven knows, I know little enough of myself: I know nothing of others. We can only guess at the thoughts and emotions of our neighbours. Each one of us is a prisoner in a solitary tower and he communicates with the other prisoners, who form mankind, by conventional signs that have not quite the same meaning for them as for himself. And life, unfortunately, is something that you can lead but once; mistakes are often irreparable, and who am I that I should tell this one and that how he should lead it? Life is a difficult business and I have found it hard enough to make my own a complete and rounded thing; I have not been tempted to teach my neighbour what he should do with his. But there are men who flounder at the journey's start, the way before them is confused and hazardous, and on occasion, however unwillingly, I have been forced to point the finger of fate. Sometimes men have said to me, what shall I do with my life? And I have seen myself for a moment wrapped in the dark cloak of Destiny. Once I know that I advised well.

I was a young man and I lived in a modest apartment in London near Victoria Station. Late one afternoon, when I was beginning to think that I had worked enough for that day, I heard a ring at the bell. I opened the door to a total stranger. He asked me my name; I told him. He asked if he might come in.

'Certainly.' I led him into my sitting-room and begged him to sit down. He seemed a trifle embarrassed. I offered him a cigarette and he had some difficulty in lighting it without letting go of his hat. When he had satisfactorily achieved this feat I asked him if I should not put it on a chair for him. He quickly did this and while doing it dropped his umbrella.

"I hope you don't mind my coming to see you like this," he said. "My name is Stephens and I am a doctor. You're in the medical, I believe?"

"Yes, but I don't practise! No, I know. I've just read a book of yours about Spain and I wanted to ask you about it." "It's not a very good book, I'm afraid."

"The fact remains that you know something about Spain and there's no one else I know who does. And I thought perhaps you wouldn't mind giving me some information! I shall be very glad."

He was silent for a moment. He reached out for his hat and holding it in one hand absentmindedly stroked it with the other. I surmised that it gave him confidence.

"I hope you won't think it very odd for a perfect stranger to talk to you like this." He gave an apologetic laugh. "I'm not going to tell you the story of my life."

When people say this to me I always know that it is precisely what they are going to do. I do not mind. In fact, I rather like it. "I was brought up by two old aunts. I've never been anywhere. I've never done anything. I've been married for six years. I have no children. I'm a medical officer at the Camberwell Infirmary. I can't stick it anymore."

There was something very striking in the short, sharp sentences he used. They had a forcible ring. I had not given him more than a cursory glance, but now I looked at him with curiosity. He was a little man, thick-set and stout, of thirty perhaps, with a round red face from which shone small, dark and very bright eyes. His black hair was cropped close to a bullet-shaped head. He was dressed in a blue suit a good deal the worse for wear. It was baggy at the knees and the pockets bulged untidily.

"You know what the duties are of a medical officer in an infirmary. One day is pretty much like another. And that's all I've got to look forward to for the rest of my life. Do you think it's worth it?" "It's a means of livelihood," I answered.

"Yes, I know. The money's pretty good". "I don't exactly know why you've come to me."

"Well, I wanted to know whether you thought there would be any chance for an English doctor in Spain?"

"Why Spain?"

"I don't know, I just have a fancy for it." "It's not like Carmen, you know."

"But there's sunshine there, and there's good wine, and there's colour, and there's air you can breathe. Let me say what I have to say straight out. I heard by accident that there was no English doctor in Seville. Do you think I could earn a living there? Is it madness to give up a good safe job for an uncertainty?" "What does your wife think about it?"

"She's willing."

"It's a great risk."

"I know. But if you say take it, I will: if you say stay where you are, I'll stay."

He was looking at me intently with those bright dark eyes of his and I knew that he meant what he said. I reflected for a moment. "Your whole future is concerned: you must decide for yourself. But this I can tell you: if you don't want money but are content to earn just enough to keep body and soul together, then go. For you will lead a wonderful life."

He left me, I thought about him for a day or two, and then forgot. The episode passed completely from my memory. Many years later, fifteen at least, I happened to be in Seville and having some trifling indisposition asked the hotel porter whether there was an English doctor in the town. He said there was and gave me the address. I took a cab and as I drove up to the house a little fat man came out of it. He hesitated when he caught sight of me. "Have you come to see me?" he said. "I'm the English doctor". I explained my errand and he asked me to come in. He lived in an ordinary Spanish house, with a patio, and his consulting room which led out of it was littered with papers, books, medical appliances, and lumber. The sight of it would have startled a squeamish patient. We did our business and then I asked the doctor what his fee was. He shook his head and smiled.

"There's no fee."

"Why on earth not?"

“Don’t you remember me? Why, I’m here because of something you said to me. You changed my whole life for me. I’m Stephens.” I had not the least notion what he was talking about. He reminded me of our interview, he repeated to me what we had said, and gradually, out of the night, a dim recollection of the incident came back to me.

“I was wondering if I’d ever see you again,” he said, “I was wondering if ever I’d have a chance of thanking you for all you’ve done for me.” “It’s been a success then?” I looked at him. He was very fat now and bald, but his eyes twinkled gaily and his fleshy, red face bore an expression of perfect good humour. The clothes he wore, terribly shabby they were, had been made obviously by a Spanish tailor and his hat was the wide brimmed sombrero of the Spaniard. He looked to me as though he knew a good bottle of wine when he saw it. He had a dissipated, though entirely sympathetic, appearance. You might have hesitated to let him remove your appendix, but you could not have imagined a more delightful creature to drink a glass of wine.

“Surely you were married?” I said. “Yes. My wife didn’t like Spain, she went back to Camberwell, she was more at home there.”

“Oh, I’m sorry for that.”

His black eyes flashed a bacchanalian smile. He really had somewhat the look of a young Silenus.

“Life is full of compensations,” he murmured.

The words were hardly out of his mouth when a Spanish woman, no longer in her first youth, but still boldly and voluptuously beautiful, appeared at the door. She spoke to him in Spanish, and I could not fail to perceive that she was the mistress of the house. As he stood at the door to let me out he said to me: “You told me when last I saw you that if I came here I should earn just enough money to keep body and soul together, but that I should lead a wonderful life. Well, I want to tell you that you were right. Poor I have been and poor I shall always be, but by heaven I’ve enjoyed myself. I wouldn’t exchange the life I’ve had with that of any king in the world.”

Collected Short Stories by M. Somerset



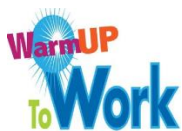
**BEAUTY CAPTURES THE EYE BUT
PERSONALITY CAPTURES THE HEART**



Section II

FAMILY MATTERS

Unit 1. DATING AND WEDDING CUSTOMS



WARM-UP ACTIVITY

Discuss in small groups.

- Where do young people usually get acquainted?
- Is it easy or difficult for you to get acquainted and make friends?
- What do you think of getting acquainted by means of newspaper or magazine advertisements, dating sites, speed dating? Explain your point of view.
- Should there be any special approach to or preparation for the first date, in your opinion?
- What is your idea of the right behaviour during the first date?
- You have a first date with someone that you are very interested in. What would you worry about the most?



READING FOCUS 1

Read the article and complete the task after the text.

FOR THE PERFECT FIRST DATE

You finally did it. You have a date with the perfect someone who you've had your **eye on** for weeks. Finally, you have the chance to start what could be a great romance that may even turn out to be the love of your life. But what if the date doesn't go well? What if you say the wrong thing? What if he or she finds you boring? In short, what if you blow it?

For most people, first dates can be extremely stressful. So, what can you do to increase your odds of success? The following are some tips that can help you land the guy or girl of your dreams.

Have the right attitude. You'll find dating to be a much more pleasurable and rewarding experience if you just relax and try to have fun. If you feel a lot of pressure for the date to succeed, you'll probably be too tense and not make a good impression. Going to the other extreme, pretending not to care at all, can be even worse. Think of dating as simply a fun opportunity to get to know people and yourself. If things work out, great. If they don't you'll learn from the experience and do better next time. Smile, stay upbeat, and let yourself have fun.

Choose the right place. The usual 'dinner and cinema' is not always the best choice for a first date. You can't really get to know someone while your eyes are glued to a cinema screen. Also, if the film happens to be bad, it can create a negative mood for the whole date. Make the date special by going to a museum

or gallery, or any outdoor event. The atmosphere is pleasant and peaceful, and it is easy to make conversation by chatting about the interesting things you see in these places. Amusement parks can also be a good choice, as they make most people feel lively and carefree; the perfect mood to create if you want to start a romance.

Let your partner do most of the talking. One major source of stress on dates is keeping the conversation lively and interesting. The last thing you want on a date is not awkward silence. However, don't talk about yourself all night long, either. You'll come across as either arrogant or insecure. Try to focus the conversation on the other person and be an attentive listener. Not only does this make the conversation interesting for your partner, but you'll also get to know the person much better.

Talk about the right things. A lot of people make the mistake of asking questions only about typical or predictable topics, such as college and family. These are standard questions like, "How long have you lived here?" and "So, how do you like your classes this term?" These questions are not bad, but if you only ask this kind of question, you'll find your date yawning and looking at his or her watch often.

Questions that demand a little thinking and lead to interesting answers are the key. "What activities do you do that make you most relaxed?" "If you had an extra hour of free time each day, how would you spend it?" This kind of question helps people open up and overcome being shy or nervous. Before the date, have a number of questions like these in mind that you can ask when things start to get a bit slow. Be prepared to answer those questions yourself as well.

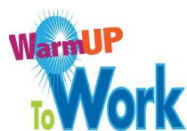
<https://www.scienceofpeople.com>



LANGUAGE FOCUS

Match the expression in bold in the text (1-10) to their meanings (a-j) without using a dictionary.

- | | |
|----------------------------------|--|
| 1 To have one's eye on something | a To talk freely about your feelings, not be private |
| 2 To stay upbeat | b To forget about past problems and be happy |
| 3 To get over | c To remain positive |
| 4 To come across as | d To share the same interests |
| 5 To open up | e To be perceived as, to give a certain impression |
| 6 To have in common | f To admire and want to have something |



WARM-UP ACTIVITY

Discuss in small groups.

- Here are some quotes about love. Which do you agree with?

"All is fair in love and war." *Francis Edward Smedley*

"Everybody in love is blind." *Sextus Propertius*

"All love that has not friendship for its base, is like a mansion built upon sand."

Ella Wheeler Wilcox

• How would you describe your ideal soulmate? Decide how important these aspects in a relationship are. My ideal soulmate....

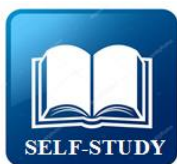
- a) compliments me on my appearance.
- b) splits the bill when we go to restaurants.
- c) goes out with me because of my personality.
- d) doesn't play mind games.
- e) helps my self-confidence.
- f) always remembers significant events like anniversaries.
- g) never patronizes me.
- h) never checks out other men/women.
- i) responds the moment I send a text message.
- j) believes that the outcome of dating is marriage.
- k) has or is seeking a full-time job.



BEFORE READING TASK

Before you read the article let's check some of the vocabulary to make it easier for you. How many words and expressions are you familiar with? Match the words in the left column with the words in the right column.

- | | | | |
|----|-----------------------------|---|--|
| 1 | hold one's breath | a | speak in an unofficial manner, speak informally |
| 2 | path of least resistance | b | exaggerate something |
| 3 | speak off the cuff | c | help someone in some way |
| 4 | go overboard | d | the easiest way of doing something |
| 5 | moment of truth | e | wait in great anticipation of something happening |
| 6 | pop the question | f | keep someone waiting for information |
| 7 | keep someone on tenterhooks | g | do what everyone else does, act like everyone else |
| 8 | follow the crowd | h | ask someone to get married |
| 9 | on pins and needles | i | realize something, understand something very important |
| 10 | dawn on someone | j | waiting nervously for information |
| 11 | in limbo | k | the moment when you find out something important such as results from a test |
| 12 | be of service | l | show others and talk about something special |
| 13 | bring home the bacon | m | (<i>from Shakespeare</i>) when people make too many problems about something that isn't so important |
| 14 | much ado about nothing | n | something that is still unknown or waiting for resolution |
| 15 | show-and-tell | o | earn the money for a household |



READING FOCUS 2

Read the article and complete the task after the text.

MATCH MADE IN HEAVEN?

Last year my friend **was on pins and needles** waiting **to pop the question** on his girlfriend. It had been an amazing romance. They met at a publicity event that was **much ado about nothing**. Still, it was the special night when he had felt his heart follow the path of least resistance as he fell in love with Diane. She had made a presentation about how it's essential to make sure your customers don't feel like they're just **following the crowd**. At that moment, Dan had fallen in love. He wanted to **be of service to** this wonderful person and gain her trust. That was two years ago, now he was holding his breath in anticipation of the **moment of truth**.

She had **kept him on tenterhooks** throughout their relationship, so he wasn't sure she would say yes. What if she **left him in limbo**? Even worse, what if she said no! He wanted the moment to be perfect. He knew he shouldn't **go overboard** and have someone **playing the violin in the background**. He also didn't want to promise her that he'd **bring home the bacon** and sound like someone from 100 years ago. He also couldn't **speak off the cuff** and ask her informally. That wouldn't do. Then it dawned on him that he should ask her when they **reached the top of the mountain** they were going to climb. Then it would be **show-and-tell**. He couldn't wait ...

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Sweep someone off their feet

Meaning

To make someone fall suddenly and completely in love with you.

She was hoping that some glamorous young Frenchman would come along and sweep her off her feet.

Apple of your eye

Meaning

The person who you love most.

Harry was his first child and the apple of his eye.



LANGUAGE FOCUS

Fill in the gaps with some active words removed from the following text.

dawn on you

go overboard

in limbo

path of least resistance

keep me on tenterhooks

bring home the bacon

speak off the cuff

pop the question

moment of truth

follow the crowd

1. I always say to take the ... and have an easy life.

2. You shouldn't ... and buy a house, car, and new boat in one week.

It's too much!

3. I think it will soon ... that you've completely misunderstood the situation.

4. Please don't ... tell me what you think!

5. I'm going to ... next week at a fancy restaurant.

6. Most families now need both mom and dad to... just to get by.

7. Don't just Do something different for a change.

8. It's amazing how well he can He's very well spoken.

9. I still don't know if I got in to that college. I'm

10. Tomorrow is the I'll find out the results.

GO OUT WITH

Meaning

**TO HAVE A ROMANTIC
RELATIONSHIP WITH SOMEONE**

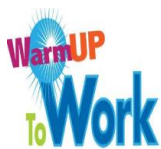
HE'S BEEN **GOING OUT WITH** HIS
GIRLFRIEND FOR AROUND SIX
MONTHS NOW

HAVE A THING FOR SOMEONE

Meaning

TO BE ATTRACTED TO SOMEONE

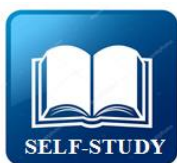
**I HAVE A THING FOR
JENNIFER ANNISTON.**



WARM-UP ACTIVITY

Discuss in small groups.

- At what age do most women get married? And men?
- How do most people meet their future husbands / wives: through the family; at parties, discos, clubs, etc.; at work or college, etc.?
- Do parents have to approve the choice of partner?
- Do parents ever choose the partner for their sons / daughters?
- Do people get engaged? If so, how long do engagements last?
- Are there any interesting features of weddings in your country?



READING FOCUS 3

WEDDING CUSTOMS IN GREAT BRITAIN

Picture a wedding in Great Britain. You will probably think of a bride wearing a white dress and veil, walking down the aisle, accompanied by her father. The groom is dressed in a suit, and accompanied by his best man. During the ceremony, the groom puts a ring on the bride's finger, or perhaps they exchange rings as a judge or religious leader pronounces them husband and wife.

Did you ever wonder where these traditions come from? Many wedding traditions are very old and come from different lands. For example, the tradition of having a best man comes from northern Europe in about 200 AD. At this time, a person who wanted to get married usually chose someone from the same village, but sometimes there were not enough women for all the men. Since men did not have the opportunity to meet women as they do today, the only way to find a wife was to capture one. When a man set out to seize a bride, he and a friend would go to the next village and snatch any woman they could find walking alone. The two men had to be strong to carry the woman away. Obviously, the "best man" was needed for the job. Perhaps this is where we get the tradition of carrying a bride over the threshold of her new home on the wedding night. We also get the saying "to sweep a woman off her feet" from this custom.

Today a bride in Great Britain usually wears white. Around the sixteenth century, white became the symbol of purity and innocence. The veil was first introduced by the ancient Greeks and Romans, who wanted to protect the bride

from the evil eye of a jealous suitor. The custom of having bridesmaids and ushers probably began with the Romans, who required ten witnesses at a wedding. Bridesmaids dressed like the bride, and ushers dressed like the groom. The idea was to outwit the evil spirits, who would not know who was the real bride and groom. Today, a bride wears “something old, something new, something borrowed, something blue.” The item that is old is generally a piece of clothing from a woman who is happily married. This item is supposed to transfer good fortune to the new bride. Something borrowed is often a relative’s jewellery. It should be made of gold to represent the sun, which is the source of life. Something new is usually the wedding dress or veil. Something blue is a bit of blue ribbon that represents loyalty or permanence, since blue is the colour of the heavens.

Long ago, wedding guests did not eat the wedding cake – they threw it at the bride! The wedding cake symbolized fertility, and was an important part of the ceremony since every marriage was expected to produce children. Wheat, another symbol of fertility and prosperity, was also thrown on new brides. Other young women tried to catch the grains of wheat, to ensure their own future marriages. Today we carry on this tradition by throwing rice at the newlyweds.

A wedding ceremony often concludes with the bride tossing her bouquet to the bridesmaids. The bridesmaid who catches the flowers is said to be the woman who will marry next. Today, the bridal bouquet is made of delicate flowers such as roses, orchids or lilies of the valley. In the past, it was not made of flowers, but of herbs. The herbs often had a very strong odour, and were selected to ward off witches and demons. Brides carried bouquets of rosemary, chives and even garlic.

There are also traditions for the best time of the day for a wedding. In the seventeenth century, morning weddings were considered bad luck because the groom often arrived at the wedding unshaven and wearing dirty and disheveled clothing –the result of a late-night bachelor party, no doubt. Today, we continue to have bachelor parties, although not always the night before the wedding. Weddings can take place at any time of the day – morning, afternoon or evening.

There are several theories about the origin of the wedding ring. It is made from gold, thought to be the most enduring metal. The circle of the ring symbolizes eternity – the endless love of the couple and a perfect, lifelong union. Wedding rings have been placed on different fingers, according to country. The early Hebrews wore the wedding ring on the index finger. In India, wedding rings were worn on the thumb. In the East, wedding rings had no religious or symbolic significance, and were not worn at all. Today the wedding ring is usually worn on the fourth finger of the left hand, following the traditions of the Greeks. The Greeks believed that a vein called the “vein of love” ran from this finger directly to the heart. Since the heart controlled both love and life, it was logical that this finger should wear the pledge of love.

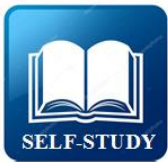
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POST-READING TASK

Answer the following questions.

1. Who accompanies the bride down the aisle?
2. Who accompanies the groom down the aisle?
3. Who pronounces them husband and wife?
4. Explain how the tradition of having a best man began.
5. What does the white colour symbolize?
6. What was the reason for the veil?
7. Why did the Romans have bridesmaids and ushers in their wedding parties?
8. What things are traditionally used in these categories?
 - a) something old
 - b) something new
 - c) something borrowed
 - d) something blue
9. How was the wedding cake originally used?
10. What did the wedding cake symbolize?
11. What has replaced the custom of throwing wheat at the bride and groom?
12. What is the meaning of catching the bridal bouquet?
13. Why did bridal bouquets have a strong odour in the past?
14. Why were morning weddings considered unlucky in the 17th century?
15. Why are wedding rings made of gold?
16. Which finger was used for the wedding ring by the following?
 - a) the early Hebrews
 - b) people in India
 - c) people in the East
 - d) the Greeks
17. What was the heart believed to control?



READING FOCUS 4

THE BIG DAY

When my sister's boyfriend, Glyn, finally **popped the question** and she said “yes” – the family decided that Mansa’s **big day** would be one she would never forget. Dad said, “**the sky’s the limit** – you’re to have **nothing but** the best”. Mansa just wanted to get a wedding dress **off the peg**, but Mum **wouldn’t hear of it**, and she ended up in a handmade gown which nearly **broke the bank**.

The ceremony was beautiful and **went off without a hitch**. Then, at the reception, it was Dad’s big moment – he got up to **propose a toast to** Marisa and Glyn, and you could see he **was speaking from the heart**. Unfortunately, though, his emotions **got the better of him**, he **went on and on about** his beautiful little girl, then talked about Glyn **in glowing terms**, and ended up by saying how having grandchildren would be **the icing on the cake**! Poor Marisa had her head in her hands at this point. He finally had to stop when Mum **broke down in tears**, which was lucky because it was getting rather embarrassing! But actually, I think that speech really **made** Marisa’s **day**.



POST-READING TASK

1. Match the sentence halves.

1. Then he proposed a toast ...
2. It’s not every day...
3. He went on and on about the food...
4. He sang her praises...
5. The fact that the sun shone all day...
6. He bought his suit off the peg ...
7. His emotions got the better of him...
8. When he popped the question ...
 - a) was just the icing on the cake.
 - b) and spoke about her in glowing terms.
 - c) and he broke down in tears.
 - d) you go to a wedding with 500 guests.
 - e) until eventually we shut him up.
 - f) she was thrilled and said ‘yes’.
 - g) and asked us to raise our glasses.
 - h) so it wouldn’t break the bank.

2. Complete the sentences using a word from the left and a word from the right.
You may need to change the form of the words.

bottom sky glow big
shut bank heart up

break hear break
of tears limit day terms

1. I didn't expect him to get upset, but he just... down in...
2. In the speech, she talked about her daughter in... . It was lovely.
3. I tried to... them , but they wouldn't stop shouting; I was really annoyed.
4. It's a very nice restaurant, but it won't....theThe set menu's only €12.
5. I offered to help tidy up after the party, but they wouldn't ... it.
6. It rained a lot, but nothing was going to spoil Maxine and Gervase's... .
7. I would like to thank you from the... of my... for all your kindness.
8. After his success at the national games, the... is the... for this young athlete.



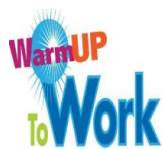


- Do you know about any traditions and superstitions in different countries connected with weddings?

- Describe the last wedding that you went to. Whose wedding was it? Who was there? What happened?



Unit 2. FAMILY VALUES AND TRADITIONS



WARM-UP ACTIVITY

Discuss in small groups.

- How do you think what is a family? What are the family's main functions in our society?

- What do you think the expression “like one of the family” means? Do you have a similar expression in your language?

- Do you know what these other expressions connected to family mean? Do you agree with the idea they are conveying?

Blood is thicker than water.

(Something) runs in the family.

(He's) a family man.

You can choose your friends, but not your family.

Treat your family like friends, and your friends like family.

The family is a haven in a heartless world.

- Discuss and prove the following statements:

“All happy families are alike, each unhappy family is unhappy in its own way”.

Leo Tolstoy.

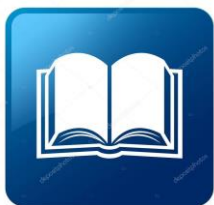
“Parents are like God because you want to know they are out there, and you want them to think well of you, but you really only call when you need something”. *Chuck Palahniuk.*



BEFORE READING TASK

Before you read the article let's check some of the vocabulary to make it easier for you. Match the words or expressions in bold in the text with the correct definitions.

- 1) To have trust or confidence in somebody.
- 2) To gradually become an adult.
- 3) To enter into some place.
- 4) To support someone.
- 5) To give up something that is valuable to you in order to help another person.
- 6) A college or university building containing living quarters for students.
- 7) The part of a family that includes only the father, mother, and children
- 8) You cannot think of anything to say.
- 9) A feeling of sadness.



READING FOCUS 1

CONFESSION OF A COLLEGE STUDENT

I did not realize what the value of family means to me until the very first day I **set foot in** the university. My mind is still fresh about that day when my parents told me they would go home then after helping me carry my baggage into the **dormitory** and unpack them. They turned around and walked away, leaving me alone with my **mind blank**. Only in that moment did I get fully aware of how dependent I had been on my family and I could not even foresee the life without them. As their figures disappearing in the distance, I felt like losing all the support. For almost 18 years, I have been so accustomed to the care, support and understanding they gave me that I did not consider even once how to live without them. Born in a **nuclear family**, I obtained all the love from my parents. However, from that day on, I did have to be independent and **relied on** myself.

Knowing that they miss me not less than I do, I call home frequently. On the phone, I let them know all the things happened around me and my attitude toward them. They give me encouragement when I am **in low spirit**, support when in hesitation, advices when in troubles and comfort when in sadness. They still play the role of **backup** force of mine. I bet they are not only my dear parents but also true friends who I can trust in as long as the earth is round. They are and will be always there for me. I know they **do sacrifice** too much for the purpose of giving me a fine environment for me to **grow up**, but they never refer to what they have done for me. I do not know who said it originally – love is speechless, but I suppose the love my parents give me is a perfect example of that. I don't know how much love I can repay them as I've got all theirs from the second I came to this world. Occasionally I saw an article in a magazine and it told the readers the origin of "**family**", which is "**f**ather and **m**other, **I love you**". I don't remember how many times I want to hug them...

<https://lingualeo.com>



BEFORE READING TASK

Match the words with their definitions.

custom tradition ritual

1. A usage or practice common to many or to a particular group of people.
2. The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction.
3. The established form for a ceremony.



WHILE READING TASK

Read the text and discuss the following questions with your groupmates

- What is a tradition?
- Do all families practice the same traditions?
- What family traditions do you follow?
- Do you agree that customs and traditions help define who we are?
- How does where your family comes from, or what your family believes, influence the way you practice a tradition?
- What are family traditions that you've experienced that have been most meaningful to you that you would like to continue or experience again?

**BORN WITH A SILVER SPOON
IN YOUR MOUTH**

Meaning

**BORN INTO WEALTH AND
COMFORT, BORN RICH**

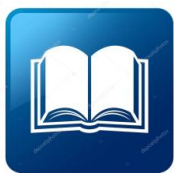
**THE BOY WAS BORN WITH A SILVER
SPOON IN HIS MOUTH AND HE HAS
NEVER WORKED IN HIS LIFE**

FROM RAGS TO RICHES

Meaning

**FROM BEING POOR
TO BEING WEALTHY**

**MY FATHER WAS BORN IN
A POOR FAMILY, BUT NOW HE'S
A SUCCESSFUL LAWYER. HE REALLY
WENT FROM RAGS TO RICHES.**



READING FOCUS 2

THE VALUE OF FAMILY TRADITIONS

Whether it is having dinner together, visiting your parents every month or celebrating special occasions together, family traditions are the adhesive as well as cohesive forces which bind the family member as well as relatives together. They help family members commit to one another and they create memories and family stories. Family traditions provide a sense of continuity. They foster powerful memories for families to build upon. They cultivate connections between family members and promote a sense of belonging. Over the years family traditions have been crucial building block in shaping families. Despite of the religion, caste or creed every family has its own set of family traditions which include rituals, customs or belief they have got from their ancestors. These traditions give them a unique identity.

This article is about to disclose ten convincing points featuring importance of Family Traditions:

Your paced life is slowed down a bit

As the metropolitan culture is prevailing families are getting more and more apart. There is huge difference in the family scenario before one or two decade and now. Earlier people at least used to have breakfast and dinner together. Sundays were reserved for worship and relaxation. Families used to visit Church together but everything is changed. We are so much engrossed in our routine that worshipping seems to be a lost story, worshipping together may not be even a question to most of us! In this 'on the wheel' scenario these family traditions slow down your routine a bit. It might be a big family meal on Sunday evening or pizza feast and game night every third Friday, these traditions puts a small halt to your routine and lets you feel connected.

Passing the baton

Family traditions maintain the legacy of a family. You are supposed to pass on the baton of beliefs, customs and rituals you have been following and cherishing since childhood, which have differentiated your family from others, to your kids so that they can pass it on further, creating golden stone of your family in History. After all it is your duty to cultivate values and motivation within your kids for your family traditions. And the best way to do this is celebrating these traditions whole heartedly with them. These are some of the little things your children will remember as they grow older, and likely will pass onto their children.

Trip down the memory lane

Family traditions are said to be originated from some stories or memories. Celebrating them in present is a great way to cherish those beautiful memories from past. Beside this, at times in your life you find yourself reminiscing your childhood days, backyard barbecues, baking your favourite cookies for Easter with your mother, fishing with dad during summer vacation. Imitating those beautiful lost stories now sounds a great way to take a trip down the memory lane.

Bridge the generation gap

Family traditions not only helps parents and children but they also contribute in bridging the so called generation gaps. Many traditions span multiple generations and create lasting memories and strong bonds for all ages. The kids get a chance to listen to their grand and great grandparents and this inculcates respect within their heart for them. As long as everyone understands the value of these traditions, they make time and commit to spending quality time together as a Happy Family.

Sharing the joy

This is no less than a privilege to get a chance to share the joy and sorrows with your family. And this complex, time consuming and cumbersome family traditions gives you hold of this privilege. Joy multiplies when shared and these traditions are real add on to multipliers. The family gathering sounds fun in itself.

Kids get to know importance of family

Kids cherish these memories, they enjoy gathering and celebration. They get a chance to connect themselves with their family members. They get to know the rituals and customs of family and they enjoy the gathering. These beautiful threads of memories encourage them to adopt traditions in their future lives.

Keeps family connected

Somewhere deep in your heart, still you love and thrive on traditions because they cultivate a sense of belonging and security. Making traditions a priority in family life is important as well as fun. By doing so, you will not only learn to appreciate and look forward to the time you get to spend with family members, but you will also develop a full understanding of the meaning behind the word "Family." Established traditions encourage family members to spend time together by setting up specific expectations.

A sense of belonging

In this ever-changing world it's often comforting to have some things stay the same. Family Traditions lets you feel secure and gives your family an identity. Traditions are best to keep family grounded. They give you events and rituals to look forward to. These differences keep the families distinctive. The rituals, customs and foods help to define families and create a sense of identity among family members. Traditions foster security hence inculcating sense of belonging within family.

Tribute to your ancestors

Family Traditions are no less than asset given to you by your ancestors. When you follow the rituals and custom they used to boast upon, somewhere up there they will certainly be proud of having off springs like you. To most of your family traditions might be complex and time consuming. It is quite difficult to fit them in your current way of life. But it is not necessary to adopt every crucial aspect; you might take a start with simple ones. The important part is how heartily you adopt them. If you follow these family traditions with due respect for them then it is said to tribute in real meaning.

Replenishes the bond of love

In this hectic schedule where our lives are on wheels the first and foremost benefits of maintaining a family ritual comes out are Strengthen Bond of Love. No matter how often or rare you practice these traditions but they do replenish the bond of love. Traditions are foundation of strong family bonds. If you don't have any, or you miss that Sunday Lunch you used to have during your good old childhood days, then it's not too late. You can formulate your own interest into a tradition. You may pick up an activity like baking cake together prior to Christmas eve or having lunch together every weekend and try to shape them into rituals. After all traditions have to start somewhere!

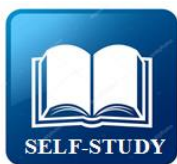
<https://www.teachingenglish.org.uk>



BEFORE READING TASK

Are the following statements true or false? Read the text below and check.

1. On Christmas Eve, the royal family gathers for afternoon tea in Windsor.
2. One of the family's favourite tea items is an apple pie.
3. When the family gathers for a black-tie dinner and drinks on Christmas Eve, queen and her family have champagne.
4. The royals are fans of gag gifts.
5. The Queen's menus are always written in English.
6. After the public church services and dress-coded sit-down meals have been taken care of, the royal family might just gather in the evening to watch a movie.
7. Princess Diana never celebrated the day with the Spencers after her marriage to Prince Charles.



READING FOCUS 3

ROYAL FAMILY CHRISTMAS TRADITIONS THAT WILL SURPRISE YOU



The formalities of Christmas at Queen Elizabeth II's Sandringham country estate could have been lifted straight from an episode of *Downton Abbey* (including a schedule of festivities delivered by the Master of the Household, and five outfit changes in a day!) – but what about those British royal traditions that aren't as well-known? We're taking you inside the royal festivities, from a bit of rough and tumble on Christmas Eve to cider and movie nights. Keep reading for 12 traditions that might surprise you, and then find out how Princes William and Harry are keeping their late mother's legacy alive.

Christmas cards signed in the winter

She's one of the hardest-working 89-year-olds in the world, so perhaps unsurprisingly, the Queen actually starts signing her Christmas cards mid-year. She will write on a stack of around 800 cards during her annual stay at Balmoral, signing off "Elizabeth R." (for "regina", the Latin word for queen) to politicians and heads of state, "Elizabeth" to friends, and her childhood nickname of "Lilibet" to her cousins.

Her staff receive gift vouchers and Christmas puddings, and she has Christmas trees from the Sandringham Estate sent to local schools and churches.

An \$90 ticket to ride

The Queen, of course, has access to the royal train, but she prefers to travel down to the Sandringham Estate ahead of the Christmas festivities on a regularly scheduled service, along with members of the public. A single off-peak first-class ticket currently costs just £54.90 (around \$90), but she will commandeer a whole carriage for her party. She usually arrives at the house between Dec. 17 and 20 to oversee the last of the preparations, and the rest of the family descends on Christmas Eve.

Getting down and dirty

In recent years, it has become tradition for Princes William and Harry to play a Christmas Eve game of soccer alongside workers from the Sandringham Estate. The brothers usually wear the socks of their favourite teams (Aston Villa for William and Arsenal for Harry), and of course, there's usually a bit of trash talk going down: two years ago, William shouted to the referee about his brother: "Give him yellow, give him yellow – backchat!" Other family members often watch, including Kate Middleton, and in 2014, her brother James played on Harry's team.

Afternoon tea inspired by loose change

On Christmas Eve, the family gathers for afternoon tea in the White Drawing Room at Sandringham, and former royal chef Darren McGrady has revealed that one of the family's favourite tea items is the "jam penny" – sandwiches cut into circles the size of an old English penny. He would also make scones the size of a 50-pence piece, although the Queen would crumble them up and feed them to her corgis.

As the family take tea, the children add the last few decorations to the Christmas tree, and for the first time, George will be old enough to contribute this year – although he probably won't be trusted with any of Queen Victoria's glass angels.

The cider house rules

When the family gathers for a black-tie dinner and drinks on Christmas Eve, the Queen favours a cocktail called the Zaza (made from Dubonnet and gin) and Prince Charles is a fan of cherry brandy, but William and Harry both enjoy a pint of Sandringham cider. The Queen's father, King George VI, had an orchard of apple trees planted within the 20,000 acres of grounds. In recent years, the royal brothers have become fans of the cider, which is now produced on the estate.

An uproarious gift-opening event

After a genteel afternoon tea on Christmas Eve, the family open their gifts and the mood cranks up a few notches. It's a time that the Queen's nephew Viscount Linley has described as "a total uproar."

It has been well-documented that the royals are fans of gag gifts, but some less well-known examples include the light-up pepper mill that Prince Philip received one year and the leopard-print bath mat that Princess Diana gave Sarah Ferguson.

“Make-Do” sleeping arrangements

Believe it or not, the Sandringham house is considered “small” compared to other royal residences, so when there is a higher number of guests, they will often sleep in the staff quarters. The guest list used to include wider family members such as the Queen's nieces and nephews, but now that her own grandchildren have started families, the festivities usually just include her direct offspring – the maximum number that can be seated at the same table for Christmas lunch is 24 adults, and children are seated in the nursery. Other guests, like the Middletons, may be invited for the annual Boxing Day shoot.

When Princesses Beatrice and Eugenie were young and their parents were divorced, their mother, Sarah Ferguson, would often stay in Wood Farm (a cottage on the estate) so they could see her on Christmas Day. To incorporate the whole group en masse, the Queen hosts a family lunch at Buckingham Palace earlier in December, where the number of guests is closer to 50.

Two church services in three hours

The family rise early on Christmas Day and gather for breakfast before leaving the house for a 9 a.m. service at the church of St Mary Magdalene. This first service is a private one for the royal family – so the Queen can take communion – and has a more relaxed dress code than the later public service. After returning to the house for a change of clothes, the family attend a public service at 11 a.m. Fancy singing carols with William and Kate? You’re too late! All churchgoing locals who want to attend the Christmas Day service need to pass security checks in the Fall.

The family all walk to the church, apart from the Queen, who is driven. Her companion is usually daughter-in-law Sophie, Countess of Wessex, but in 2013, it was her granddaughter, the heavily pregnant Mia Tindall, who hitched a ride. Will Prince George go to his first Christmas Day church service this year? Maybe not. William and Harry were both 5 when they attended for the first time.

French menus and monogrammed crystal

Parlez-vous francais? Whether it's for a state banquet or a family occasion, the Queen's menus are always written in French, and Christmas Day is no exception. The family sit down to lunch in the Red Drawing Room – which is actually painted green – for turkey, sausages wrapped in bacon, brussels sprouts with chestnuts, and root vegetables. They eat from a blue and white Copeland dinner service and drink from crystal stemware engraved with “ELLR.”

Movie night in the ballroom

After the public church services and dress-coded sit-down meals have been taken care of, the royal family might just gather in the evening to watch a movie, just like other families around the world (that is, if other families watch movies

while surrounded by a grisly-looking selection of wall-mounted swords and knives). The ballroom at Sandringham is often used for more formal occasions, but there is a screen installed on one of the walls that can be pulled down and have a film projected onto it. It just so happens that this room is home to a large collection of bladed weapons that were gifted to Queen Victoria's son Edward during his tour of India and the Far East.

Celebrating until February

Most guests leave on Boxing Day to see other family members – Camilla, Duchess of Cornwall, will head off to spend time with her children and grandchildren, while William and Kate often take the time to celebrate with the Middletons – but the Queen and Prince Philip, Duke of Edinburgh, remain until the second week of February, and the Christmas decorations stay up until then. Elizabeth stays on to honour her father, who passed away at Sandringham on Feb. 6, 1952.

Some rules are meant to be broken

Twenty years ago, close family members would not have been permitted to spend Christmas away from Sandringham, so Princess Diana never celebrated the day with the Spencers after her marriage to Prince Charles. However, times they are a-changin', as it seems William and Kate are alternating Christmases with each side of the family. Their first holiday as a married couple in 2011 was spent at Sandringham, but the following year, when Kate was pregnant with Prince George, she and William stayed with her family in Berkshire. In 2014, they attended church with the rest of the family but hosted lunch for their parents at their own home in Anmer Hall. William and Kate are due firmly back in the royal fold for Princess Charlotte's first Christmas this year.

<https://www.royal.uk>



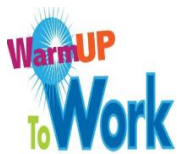
**THE FAMILY IS A HAVEN IN A
HEARTLESS WORLD**



[illegible]

THE BOSS WAS HAPPY THAT THE NEW
EMPLOYEES AND THE OLD EMPLOYEES
WERE GETTING ON LIKE A HOUSE ON FIRE

Unit 3. MEN'S AND WOMEN'S ROLES IN THE FAMILY



WARM-UP ACTIVITY

Discuss in small groups.

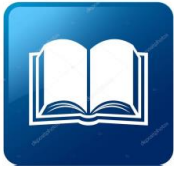
- What are the position and role of woman in the family nowadays?
- Who is regarded as the head of the family?
- How do you understand the phrase 'The hand that rocks the cradle rules the world'? (It is used to signify the greatness of mothers all over the world. It is said that as god could not look after all his kids he created mothers as his replicas and hence no matter what faith you believe in it tells us to worship our moms).
- In your country are the responsibilities of a mother the same as the responsibilities of a father to their families?
- Are fathers capable of carrying out the duties of a mother and vice versa?
- Who do the children go to for emotional support? For financial support?
- Working parents should not use their own parents to look after their children. Grandparents should be allowed to relax and enjoy their retirement.
- Would you prefer to be a working mother or a housewife in the future? Why?



BEFORE READING TASK

Before you read the article let's check some of the vocabulary to make it easier for you. Match the words or expressions in bold in the text with the correct definitions.

1. The work of taking care of children until they are old enough to take care of themselves.
2. A person supporting a family with his or her earnings.
3. To care for and protect.
4. A person's partner in marriage.
5. The people in a family or other group that are living together in one house.
6. To take care of a child or children in the absence of a parent or guardian.



READING FOCUS 1

WALL STREET MOTHERS, STAY-HOME FATHERS

By Jodi Kantor and Jessica Silver-Greenberg

As Husbands Do Domestic Duty, These Women Are Free to Achieve.

Marielle Jan de Beur often catches the 6:27 a.m. train to Grand Central Terminal, waiting on the Westchester platform with a swarm of dark-suited men, and then walks 10 blocks to a Park Avenue office fronted by the fountain where Audrey Hepburn cavorted in “Breakfast at Tiffany’s,” playing a woman scheming to marry a wealthy man.

But when the elevator lets her off at Wells Fargo, she enters another zone, where the gender dynamic that has long underpinned the financial industry is quietly being challenged. Ms. Jan de Beur and some of her colleagues rely on support that growing numbers of women on Wall Street say is enabling them to compete with new intensity: a stay-at-home husband.

In an industry still dominated by men with only a smattering of women in its highest ranks, these bankers make up a small but rapidly expanding group, benefiting from what they call a direct link between their ability to achieve and their husbands’ willingness to handle domestic duties. The number of women in finance with stay-at-home **spouses** has climbed nearly tenfold since 1980, according to an analysis of census data, and some of the most successful women in the field are among them.

When Ms. Jan de Beur flew to Hong Kong last spring to persuade Asian investors to re-enter the bond market, her husband took their daughter to try on confirmation dresses. Her colleagues Allison Poliniak and Gina Martin Adams share a running commentary on their husbands’ efforts in the kitchen. Nicole Black recently texted her husband, Drew Skinner, as she headed home after a long day of earnings calls. “You want to hit the gym? Go for it,” he replied, agreeing to spend another hour with their two small sons.

“While I was dating Drew and getting married and having kids, I’ve gone from vice president to director to managing director,” Ms. Black said.

These marriages are Wall Street-specific experiments in money, work, family and power. In interviews, dozens of couples provided field notes on their findings.

Many discovered that even with **babysitting** and **household** help, the demands of working in finance made a two-career marriage impossible. The arrangement can be socially isolating, they said, leaving both partners out of a **child-rearing** world still full of “Mommy and Me” classes. The couples told of new questions

of marital etiquette, like who makes the big financial decisions or buys the wife's jewelry when she makes upward of a million dollars a year and the husband earns little or nothing.

It is not clear, however, if these couples are leaders in the march toward gender equality or examples of how little is shifting on Wall Street. The banks say they want to hire and retain more women.

But the solution that turns out to work so well for these women is an inaccessible option for many others, since it requires one spouse to give up a career and the other to earn enough money to support the family. Rather than changing the culture of the banks, which promote policies on flexible hours and work life balance, these women say that to succeed they must give in to its sometimes brutal terms, from 4:45 a.m. wake-ups onward through days of ceaseless competition.

Along the way, the couples have come to question just what is male behavior and female behavior, noting how quickly their preconceived notions dissolve once they depart from assigned roles. The men echo generations of housewives, voicing concern over a loss of earning power and car pool-induced torpor but also pride in their **nurturing** roles. The women describe themselves as competitive, tough and proud of every dollar they bring in.

"We're almost like an opposite 50s couple," said Mr. Skinner, Nicole Black's husband. "I'm staying at home, I do the dishes, I do the laundry, I do everything the housewife does."

Ms. Black and others say that is the real gift of a stay-at-home spouse: avoiding domestic distractions and competing better against other bankers, many of them men with stay-at-home wives.

If Ms. Black gets a call on Tuesday afternoon asking her to attend an out-of-town dinner the next night, she can go. Ms. Jan de Beur took two trips a week on average last spring. Candida P. Wolff, the head of global government affairs for Citigroup, often travels about one and a half weeks each month.

Being the **breadwinner** often means being taken more seriously in the workplace, they have learned. When one former banker was interviewing at a private equity firm, she said her prospective employers wanted to know what her husband did and seemed pleased that he had a low-paying but flexible job and handled more parenting duties. It dawned on her that the presumption men had often benefited from – that they would not be diverted by household demands – was finally applying to her too.

On the home front, the women cast the deciding votes on major financial decisions. "It's not like when you and I were growing up and Dad made all the decisions, but I still control the purse strings," Ms. Black said.

The New York Times
<https://www.nytimes.com/>



A **breadwinner** is the main financial provider in the family. Historically the husband has been the breadwinner; that trend is changing as wives start to take advantage of the women's movement to gain financial independence for themselves. Yet, even within nuclear families in which both spouses are employed outside of the home, many men are still responsible for a substantially smaller share of household duties.



Stay-at-home dads are fathers that do not participate in the labor market and raise their children – the male equivalent to housewives. Stay-at-home dads are not as popular in American society. According to the U.S. Census Bureau, “There are an estimated 105,000 ‘stay-at-home’ dads. These are married fathers with children under 15 who are not in the labor force primarily so they can care for family members while their wives work outside the home.”



WRITING FOCUS

The modern family structure and roles of each member have changed in the recent years. Do you think it has a negative or a positive effect on families? Give your opinion and relevant examples.

WEAR THE PANTS

Meaning

**TO HAVE THE DOMINANT
ROLE IN A FAMILY**

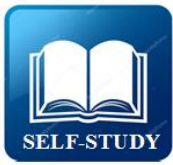
EVEN THOUGH PAUL SEEMS BOSSY,
WE ALL KNOW IT'S JANE WHO
REALLY **WEARS THE PANTS**
IN THAT RELATIONSHIP

BREADWINNER

Meaning

**THE MEMBER OF A FAMILY WHO
EARNS THE MONEY THAT
THE FAMILY NEEDS**

MEN ARE OFTEN EXPECTED TO BE
THE **BREADWINNER** IN A FAMILY



READING FOCUS 2

Read these stories and complete the tasks after them.

THE GOOD MOTHER, THE GOOD FATHER, THE GOOD PARENT

All mums **have** the family's **best interests at heart**, and **will go out of their way to** help their kids, but what makes a great mum? Well, ours has all the qualities. When things went wrong and Dad left us, Mum **went to great lengths to hold** the family **together**. She **was always there for** us, but trusted us to make our own decisions. When we needed **a shoulder to cry on**, it was Mum we **turned to**, not our friends. But what **sets her apart from** the other mums is her concern for others. She's always **giving** someone or other **a helping hand**. We **thank our lucky stars** that she's our mum!



POST-READING TASK

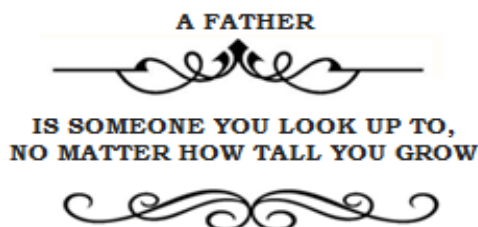
Write a phrase with the same meaning as the words in italics.

1. They **helped me** with the housework.
2. Who would you **seek advice from** if you had a problem?
3. Her positive attitude **makes her different** from her colleagues.
4. She needs a **sympathetic person to talk to about her problems**.
5. She is always **available to talk to if I need help**.
6. Dad always **makes a special effort** to keep them amused.
7. My sister **tried very hard** to get the medicine I needed.
8. I am **so grateful** that I have such a great family.
9. Somehow Mum managed to **keep the family united**.



Always Love Your
MOTHER
Because you will
Never get
ANOTHER

I **take after** my father. We're both tall – that **runs in the family** – and we both have a passion for the outdoor life. I was **brought up** on a farm and always **looked up to** my father, so it was no surprise when I **followed in his footsteps** and joined him on the family farm. Basically farming is **in my blood**, and it's been **our way of life** for five generations. Working with Dad is great. He **knows** the business **inside out**, and enjoys **showing** me **the ropes**. And from his point of view, he likes to have someone younger with new ideas – even if they aren't that good!



POST-READING TASK

1. Complete the sentences with the correct preposition.

2. He hopes to follow... my footsteps.
3. She has a different point... view.
4. My sister takes... my mum.
5. Politics is... my blood.
6. Baldness seems to run... my family.
7. It's a different way... life.

2. Complete the text.

My father was a classical pianist. He knew the works of Mozart inside ... and performed them all over the world. He... me up to love music as well; it seems to be something that... in our family. However, I eventually... in my mother's footsteps and became a doctor, and, by coincidence, it was my uncle who showed me the... when I got my first job in a hospital in London.



WRITING FOCUS

Write the essay “My Mother/ Father: My Role Model and Best Friend”.

Unit 4. FAMILY'S FUTURE



BEFORE READING TASK

Families are changing shape and facing up to new lifestyle challenges. The facts and figures below give an idea of what the typical UK family looks like in the early 21st century.

Discuss in small groups.

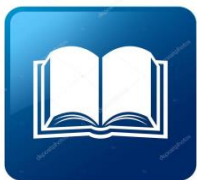
- What is a typical family?
- How do you think western families and eastern families differ?
- Are you optimistic about family's future?
- What will the shape and size of families be in fifty years?



WHILE READING TASK

You are going to read a text about family's future. Choose the most suitable heading from the list A-D for each part (1-4) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

- A. Techno-boom
- B. Trends of family structures
- C. State intervention
- D. Families in flux



READING FOCUS 1

SMALLER FAMILIES ARE THE FUTURE

By James Westhead

A BBC poll has suggested most Britons are optimistic about their family's future –but what might that future be like?

A key question is: what will the shape and size of families be in fifty years?

1	
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If trends over the last half-century continue, then parents of the future will probably not be married and will likely have fewer children. Already the proportion of children in **non-married families** has trebled in the last 50 years to around 40% while the average number of children has fallen to 1.8 in a family – both continuing trends.

A third of those **un-married families** are single parents; the other two-thirds are **co-habiting**, but are more likely to separate than in the past. So the **changeability** of family structures seems likely to increase.

2	
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Predictions, though, are notoriously unreliable. “The word ‘flux’ sums up the future of the family,” according to Professor Charlie Lewis, an expert on family psychology. He predicts we will see more single parent families and more families **breaking up** and re-forming. “Change will become the norm, not the exception”, says Professor Lewis, from Lancaster University. “People are already making and breaking relationships more easily and that's not necessarily a bad thing. Fighting between parents who stay together can be harmful for children.”

Among the factors that will influence family life, perhaps the most significant are economic. The pressure on housing and the rising cost of property will likely make it more expensive for people to have children.

3	
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A growing **influence** on family life and relationships is technology. With computers and the internet in almost every bedroom, it is already having what many see as a negative **impact**.

Parents complain their children spend more time **glued to screens** than involved in **traditional family** activities. However, the techno-boom has **arguably** had positive **benefits** too, with mobile phones allowing parents to **stay in touch** with – and **keep track of** their children.

It is possible to imagine families 50 years from now **interacting** online through **avatar websites** like **Second Life**, perhaps even sharing virtual family meals. “Technology is a double-edged sword for families,” argues Professor Lewis. “It can **erode** and reduce human **interaction** but, at the same time, **technology** is great at bringing people together – just look at mobile phone use within families.”

4	
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A final long-term trend **relates** to the family’s **relationship** with the outside world. In the past families were a **private refuge** from the **public** but increasingly the state is **intervening** – some claim **interfering** – in the home.

Over the last 50 years the development of social work has grown alongside **recognition** of the need to **protect** children. More recently laws have been introduced to send parents on **parenting** courses if their children **misbehave**, or jail them if their children don’t attend school.

With growing anxiety over children’s **behaviour** and health, state intervention will likely increase. In the distant future one can imagine the state requiring people to sit tests, or even acquire a license, if they want to start a family. “The state is increasingly **encroaching**”, says Professor Lewis, “but the idea of family remains **sacrosanct** so further **incursions** will always be resisted.” Despite the pressures from all directions, Professor Lewis agrees with the findings of the BBC’s survey: that people’s desire for a family remains **undiminished**.

So while their size, shape and behaviour could change considerably over the next 50 years, all the signs are that the family itself will **survive**, even **thrive**. Already trends show the **better-off** tend to have more children. In future, big families may become a luxury only the **rich** can afford.

<https://www.bbc.co.uk>



Avatar website like **Second Life** – official website. **Second Life** is a free 3D virtual world where users can socialize, connect and create using free voice and text chat. **Second Life** is home to many virtual world games that you can play solo or with friends.

Second Life is an online virtual world developed by Linden Lab. It was launched on June 23, 2003. A number of free client programs, or Viewers, enable **Second Life** users to interact with each other through avatars (also called Residents). Residents can explore the world (known as the grid), meet other residents, socialize, participate in individual and group activities, and create and trade virtual property and services with one another. **Second Life** is intended for people aged 16 and over.



POST-READING TASK

Read the text again scanning it for specific information to answer the following questions.

1. What are the trends of family structure?
2. What are predictions about future families?
3. What factors will influence family life?
4. Why is technology already having a positive and negative influence on family life and relationships?
5. In what way is the state increasingly intervening in the family's relationship?



There are two gifts
we should give our children:
One is roots.
The other is wings.



LANGUAGE FOCUS

1. Match a word/phrase in the box with its definition.

traditional family	refuge	single parent	treble	virtual
family psychology	techno-boom	break up	co-habit	flux

1. The branch of psychology that studies the relationships of the members in a nuclear or extended family.
2. A rapid widespread expansion of technological and economic activity.
3. Continuous change; instability.
4. To separate or cause to separate; to put an end to (a relationship) or (of a relationship) to come to an end.
5. Of or relating to a computer technique by which a person, wearing a headset or mask, has the experience of being in an environment created by the computer, and of interacting with and causing changes in it.
6. Live together and have a sexual relationship without being married.

7. A primary social group consisting of parents and their offspring, the principal function of which is provision for its members.

8. Any place, person, action, or thing that offers or appears to offer protection, help, or relief.

9. To make or become three times as much.

10. A person who has a dependent child or dependent children and who is widowed, divorced, or unmarried.

2. Match a word/phrase in the left column with the words in the right column.

- | | |
|----------------------------|-------------------------|
| 1) unwed | a) to intrude, infringe |
| 2) better-off | b) to lessen |
| 3) to intervene | c) lone parent families |
| 4) benefit | d) boom |
| 5) optimistic | e) non-married |
| 6) to break up | f.)rich, wealthy |
| 7) interaction | g) change |
| 8) to diminish | h) influence |
| 9) to thrive | i) to split |
| 10) flux | j) advantage |
| 11) increase | k) intercommunication |
| 12) single parent families | l) to interfere |
| 13) to encroach | m) to prosper, flourish |
| 14) impact | n) holy, sacred |
| 15) sacrosanct | o) hopeful , positive |

3. Find an opposite word/phrase in the text.

- | | |
|--------------------------|------------------|
| to exaggerate, overstate | poor |
| trustworthy | a nuclear family |
| married | pessimistic |
| to behave | disadvantage |
| private | to decline |

4. Match a word/phrase in the left column with the words in the right column.

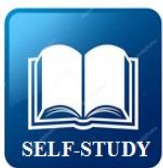
- | | |
|-----------------------|-------------------------------------|
| 1) to start | a) children |
| 2) to send parents | b) track of the children |
| 3) to protect | c) of the BBC's survey |
| 4) to acquire | d) virtual family meals |
| 5) the findings | e) a family |
| 6) to stay in touch | f) in traditional family activities |
| 7) to spend more time | g) a license |
| 8) to keep | h) with the children |
| 9) to break up | i) on parenting courses |
| 10)to share | j) to the family's relationship |
| 11)to be involved | k) relationships |
| 12)relates | l) glued to screens |



BEFORE READING TASK

Fill in the gaps with some active words removed from the following text “The Changing American Family”.

teenagers co-parenting parental control responsibilities parents
extended family housework remarry wage earner nuclear family
households single-parent first marriage childless divorce



READING FOCUS 2

THE CHANGING AMERICAN FAMILY

By Natalie Angier

The American family unit is in the process of change. There were mainly two types of families: the extended and the nuclear. The (1) ... most often included mother, father, children, and some other relatives, such as grandparents, living in the same house or nearby. Then as job patterns changed and the economy progressed from agricultural to industrial, people were forced to move to different parts of the country for job opportunities. These moves split up the extended family. The (2) ... became more prevalent; this consisted of only the parents and the children.

Today's families are a diverse mix of single-parent (3) ..., remarried families, nuclear families, unmarried couples, and couples without children. There is no prototype for the “normal” family.

Even within nuclear families, the model is changing. Families are getting smaller. These changes in family structure can be attributed to several factors. For one, people are marrying later. The average age for (4) is now 26.8 for men and 25.1 for women. That means more adults spend at least some time living alone. Both later marriage and divorce lead to smaller families. (5) ... also results in more single parent families, though some of those classified as single parents may actually be in (6) ... situations. Widespread affluence also results in more people living alone. Some choose not to (7) ... after divorce; others put off marriage.

With the divorce rate nearly one in two, there is an increase in (8) ... homes: a father or mother living with one or more children. Blended families occur when previously married men and women marry again and combine the children from former marriages into a new family. On the other hand, some couples are deciding

not to have any children at all, so there is an increase in two-person (9) ... families. There are also more people who live alone: single, widowed, divorced. Now, one in five Americans lives alone.

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 (10) The father seldom expects his children to obey him without question, and children are encouraged to be independent at an early age. Most (11) ... try to find summer or after-school jobs, so that they can have their own money. Some people believe that American (12) ... 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.

Women in the USA constitute 51.4 % of the country’s population. Many of them are earning money outside their homes today. Today more women are holding jobs of greater diversity than ever before. More and more women earn their own livelihood; a lot of them take on the role of chief (13) ... in their families. But the women are fighting for equal rights with men in business and professional matters.

A result of this is that within the home the women in the USA have become much more nearly a partner than she was in the past, or than she is in many parts of the world. The husband shares with his wife the (14) ... of maintaining the home – helping with the (15) ..., caring for children, and doing shopping. With both partners working outside the home, they believe that the duties within the home should not fall upon one person.

The New York Times
<https://www.nytimes.com/>



POST-READING TASK

Work in small groups.

1. The traditional picture of the British and American family, with a married couple and two children is becoming increasingly unrealistic. In what major ways is the family changing? Are similar changes taking place in your country?

2. Are you optimistic about family’s future?

3. What prediction can you make about family changes in our society? In what ways is it likely to differ from today by 2020?

4. What will the shape and size of families be in fifty years?

THE SHADOW AND THE FLASH*By Jack London*

When I look back, I realize what a peculiar friendship it was. First, there was Lloyd Inwood, tall, slender, and finely knit, nervous and dark. And then Paul Tichlorne, tall, slender, and finely knit, nervous and blond. Each was the replica of the other in everything except color. Lloyd's eyes were black; Paul's were blue. Under stress of excitement, the blood coursed olive in the face of Lloyd, crimson in the face of Paul. But outside this matter of coloring they were as like as two peas. Both were high-strung, prone to excessive tension and endurance, and they lived at concert pitch.

But there was a trio involved in this remarkable friendship, and the third was short, and fat, and chunky, and lazy, and, loath to say, it was I. Paul and Lloyd seemed born to rivalry with each other, and I to be peacemaker between them. We grew up together, the three of us, and full often have I received the angry blows each intended for the other. They were always competing, striving to outdo each other, and when entered upon some such struggle there was no limit either to their endeavors or passions.

This intense spirit of rivalry obtained in their studies and their games. If Paul memorized one canto of "Marmion," Lloyd memorized two cantos, Paul came back with three, and Lloyd again with four, till each knew the whole poem by heart. I remember an incident that occurred at the swimming hole – an incident tragically significant of the life-struggle between them. The boys had a game of diving to the bottom of a ten-foot pool and holding on by submerged roots to see who could stay under the longest. Paul and Lloyd allowed themselves to be bantered into making the descent together. When I saw their faces, set and determined, disappear in the water as they sank swiftly down, I felt a foreboding of something dreadful. The moments sped, the ripples died away, the face of the pool grew placid and untroubled, and neither black nor golden head broke surface in quest of air. We above grew anxious. The longest record of the longest winded boy had been exceeded, and still there was no sign. Air bubbles trickled slowly upward, showing that the breath had been expelled from their lungs, and after that the bubbles ceased to trickle upward. Each second became interminable, and, unable longer to endure the suspense, I plunged into the water.

I found them down at the bottom, clutching tight to the roots, their heads not a foot apart, their eyes wide open, each glaring fixedly at the other. They were suffering frightful torment, writhing and twisting in the pangs of voluntary suffocation; for neither would let go and acknowledge himself beaten. I tried

to break Paul's hold on the root, but he resisted me fiercely. Then I lost my breath and came to the surface, badly scared. I quickly explained the situation, and half a dozen of us went down and by main strength tore them loose. By the time we got them out, both were unconscious, and it was only after much barrel-rolling and rubbing and pounding that they finally came to their senses. They would have drowned there, had no one rescued them.

When Paul Tichlorne entered college, he let it be generally understood that he was going in for the social sciences. Lloyd Inwood, entering at the same time, elected to take the same course. But Paul had had it secretly in mind all the time to study the natural sciences, specializing in chemistry, and at the last moment he switched over. Though Lloyd had already arranged his year's work and attended the first lectures, he at once followed Paul's lead and went in for the natural sciences and especially for chemistry. Their rivalry soon became a noted thing throughout the university. Each was a spur to the other, and they went into chemistry deeper than did ever students before – so deep, in fact, that ere they took their sheepskins they could have stumped any chemistry or “cow college” professor in the institution, save “old” Moss, head of the department, and even him they puzzled and edified more than once. Lloyd's discovery of the “death bacillus” of the sea toad, and his experiments on it with potassium cyanide, sent his name and that of his university ringing round the world; nor was Paul a whit behind when he succeeded in producing laboratory colloids exhibiting amoeba-like activities, and when he cast new light upon the processes of fertilization through his startling experiments with simple sodium chlorides and magnesium solutions on low forms of marine life.

It was in their undergraduate days, however, in the midst of their profoundest plunges into the mysteries of organic chemistry, that Doris Van Benschoten entered into their lives. Lloyd met her first, but within twenty-four hours Paul saw to it that he also made her acquaintance. Of course, they fell in love with her, and she became the only thing in life worth living for. They wooed her with equal ardor and fire, and so intense became their struggle for her that half the student-body took to wagering wildly on the result. Even “old” Moss, one day, after an astounding demonstration in his private laboratory by Paul, was guilty to the extent of a month's salary of backing him to become the bridegroom of Doris Van Benschoten.

In the end she solved the problem in her own way, to everybody's satisfaction except Paul's and Lloyd's. Getting them together, she said that she really could not choose between them because she loved them both equally well; and that, unfortunately, since polyandry was not permitted in the United States she would be compelled to forego the honor and happiness of marrying either of them. Each blamed the other for this lamentable outcome, and the bitterness between them grew more bitter.

The Complete Short Stories by J. London

NEWS OF THE ENGAGEMENT

By Arnold Bennett

My mother never came to meet me at Bursley station when I arrived in the Five Towns from London; much less did she come as far as Knype station, which is the great traffic centre of the district, the point at which one changes from the express into the local train. She had always other things to do; she was "preparing" for me. So I had the little journey from Knype to Bursley, and then the walk up Trafalgar Road, amid the familiar high chimneys and the smoke and the clayey mud and the football posts and the Midland accent, all by myself. And there was leisure to consider anew how I should break to my mother the tremendous news I had for her. I had been considering that question ever since getting into the train at Euston, where I had said goodbye to Agnes; but in the atmosphere of the Five Towns it seemed just slightly more difficult; though, of course, it wasn't difficult, really.

You see, I wrote to my mother regularly every week, telling her most of my doings. She knew all my friends by name. I dare say she formed in her mind notions of what sort of people they were. Thus I had frequently mentioned Agnes and her family in my letters. But you can't write even to your mother and say in cold blood: "I think I am beginning to fall in love with Agnes," "I think Agnes likes me," "I am mad on her," "I feel certain she likes me," "I shall propose to her on such a day." You can't do that. At least I couldn't. Hence it had come about that on the 20th of December I had proposed to Agnes and been accepted by Agnes, and my mother had no suspicion that my happiness was so near. And on the 22nd, by a previous and unalterable arrangement, I had come to spend Christmas with my mother.

I was the only son of a widow; I was all that my mother had. And lo! I had gone and engaged myself to a girl she had never seen, and I had kept her in the dark! She would certainly be extremely surprised, and she might be a little bit hurt—just at first. Anyhow, the situation was the least in the world delicate.

I walked up the whitened front steps of my mother's little house, just opposite where the electric cars stop, but before I could put my hand on the bell my little plump mother, in her black silk and her gold brooch and her auburn hair, opened to me, having doubtless watched me down the road from the bay-window, as usual, and she said, as usual kissing me — "Well, Philip! How are you?"

And I said — "Oh! I'm all right, mother. How are you?"

I perceived instantly that she was more excited than my arrival ordinarily made her. There were tears in her smiling eyes, and she was as nervous as a young girl. She did indeed look remarkably young for a woman of forty-five, with twenty-five years of widowhood and a brief but too tempestuous married life behind her.

The thought flashed across my mind: "By some means or other she has got wind of my engagement. But how?"

But I said nothing. I, too, was naturally rather nervous. Mothers are kittle cattle.

"I'll tell her at supper," I decided.

And she hovered round me, like a sea-gull round a steamer, as I went upstairs.

There was a ring at the door. She flew, instead of letting the servant go. It was a porter with my bag.

Just as I was coming down-stairs again there was another ring at the door. And my mother appeared magically out of the kitchen, but I was beforehand with her, and with a laugh I insisted on opening the front door myself this time. A young woman stood on the step.

"Please, Mrs Dawson wants to know if Mrs Durance can kindly lend her half-a-dozen knives and forks?"

"Eh, with pleasure," said my mother, behind me. "Just wait a minute, Lucy. Come inside on the mat."

I followed my mother into the drawing-room, where she kept her silver in a cabinet.

"That's Mrs Dawson's new servant," my mother whispered. "But she needn't think I'm going to lend her my best, because I'm not."

"I shouldn't, if I were you," I supported her.

And she went out with some second-best in tissue paper, and beamed on Mrs Dawson's servant with an assumed benevolence.

"There!" she exclaimed. "And the compliments of the season to your mistress, Lucy."

After that my mother disappeared into the kitchen to worry an entirely capable servant. And I roamed about, feeling happily excited, examining the drawing-room, in which nothing was changed except the incandescent light and the picture postcards on the mantelpiece. Then I wandered into the dining-room, a small room at the back of the house, and here an immense surprise awaited me.

Supper was set for three!

"Well," I reflected. "Here's a nice state of affairs! Supper for three, and she hasn't breathed a word!"

My mother was so clever in social matters, and especially in the planning of delicious surprises, that I believed her capable even of miracles. In some way or other she must have discovered the state of my desires towards Agnes. She had written, or something. She and Agnes had been plotting together by letter to startle me, and perhaps telegraphing. Agnes had fibbed in telling me that she could not possibly come to Bursley for Christmas; she had delightfully fibbed. And my mother had got her concealed somewhere in the house, or was momentarily expecting her. That explained the tears, the nervousness, the rushes to the door.

I crept out of the dining-room, determined not to let my mother know that I had secretly viewed the supper-table. And as I was crossing the lobby to the drawing-room there was a third ring at the door, and a third time my mother rushed out of the kitchen.

“By Jove!” I thought. “Suppose it’s Agnes. What a scene!”

And trembling with expectation I opened the door. It was Mr Nixon.

Now, Mr Nixon was an old friend of the family’s, a man of forty-nine or fifty, with a reputation for shrewdness and increasing wealth. He owned a hundred and seventy-five cottages in the town, having bought them gradually in half-dozens, and in rows; he collected the rents himself, and attended to the repairs himself, and was celebrated as a good landlord, and as being almost the only man in Bursley who had made cottage property pay. He lived alone in Commerce Street, and, though not talkative, was usually jolly, with one or two good stories tucked away in the corners of his memory. He was my mother’s trustee, and had morally aided her in the troublous times before my father’s early death.

“Well, young man,” cried he. “So you’re back in owd Bosley!” It amused him to speak the dialect a little occasionally.

And he brought his burly, powerful form into the lobby.

I greeted him as jovially as I could, and then he shook hands with my mother, neither of them speaking.

“Mr Nixon is come for supper, Philip,” said my mother.

I liked Mr Nixon, but I was not too well pleased by this information, for I wanted to talk confidentially to my mother. I had a task before me with my mother, and here Mr Nixon was plunging into the supper. I could not break it gently to my mother that I was engaged to a strange young woman in the presence of Mr Nixon. Mr Nixon had been in to supper several times during previous visits of mine, but never on the first night.

However, I had to make the best of it. And we sat down and began on the ham, the sausages, the eggs, the crumpets, the toast, the jams, the mince-tarts, the Stilton, and the celery. But we none of us ate very much, despite my little plump mother’s protestations.

My suspicion was that perhaps something had gone slightly wrong with my mother’s affairs, and that Mr Nixon was taking the first opportunity to explain things to me. But such a possibility did not interest me, for I could easily afford to keep my mother and a wife too. I was still preoccupied in my engagement--and surely there is nothing astonishing in that--and I began to compose the words in which, immediately on the departure of Mr Nixon after supper, I would tackle my mother on the subject.

When we had reached the Stilton and celery, I intimated that I must walk down to the post-office, as I had to dispatch a letter.

“Won’t it do tomorrow, my pet?” asked my mother.

“It will not,” I said.

Imagine leaving Agnes two days without news of my safe arrival and without assurances of my love! I had started writing the letter in the train, near Willesden, and I finished it in the drawing-room.

“A lady in the case?” Mr Nixon called out gaily.

“Yes,” I replied with firmness.

I went forth, bought a picture postcard showing St Luke’s Square, Bursley, most untruthfully picturesque, and posted the card and the letter to my darling Agnes. I hoped that Mr Nixon would have departed ere my return; he had made no reference at all during supper to my mother’s affairs. But he had not departed. I found him solitary in the drawing-room, smoking a very fine cigar.

“Where’s the matter?” I demanded.

“She’s just gone out of the room,” he said. “Come and sit down. Have a weed. I want a bit of a chat with you, Philip.”

I obeyed, taking one of the very fine cigars.

“Well, Uncle Nixon,” I encouraged him, wishing to get the chat over because my mind was full of Agnes. I sometimes called him uncle for fun.

“Well, my boy,” he began. “It’s no use me beating about the bush. What do you think of me as a stepfather?”

I was struck, as they say down there, all of a heap.

“What?” I stammered. “You don’t mean to say – you and mother –?”

He nodded.

“Yes, I do, lad. Yesterday she promised as she’d marry my unworthy self. It’s been coming along for some time. But I don’t expect she’s given you any hint in her letters. In fact, I know she hasn’t. It would have been rather difficult, wouldn’t it? She couldn’t well have written, my dear Philip, an old friend, Mr Nixon, is falling in love with me and I believe I’m falling in love with him. One of these days he’ll be proposing to me. She couldn’t have written like that, could she?”

I laughed. I could not help it.

“Shake hands,” I said warmly. “I’m delighted.”

And soon afterwards my mother sidled in, shyly.

“The lad’s delighted, Sarah,” said Mr Nixon shortly.

I said nothing about my own engagement that night. I had never thought of my mother as a woman with a future, I had never realized that she was desirable, and that a man might desire her, and that her lonely existence in that house was not all that she had the right to demand from life. And I was ashamed of my characteristic filial selfish egoism. So I decided that I would not intrude my joys on hers until the next morning. We live and learn.

Stories from the Five Towns by B. Arnold

JOHN ROSSITER'S WIFE

By Charles G. Norris

The most fascinating place in the United States is Palm Beach and the most interesting spot in Palm Beach is "Whitney's." The name isn't Whitney's at all, but anyone who has ever been to Palm Beach will know the establishment to which I refer. Whitney's is a restaurant and a gambling place, and sooner or later everybody who comes to Palm Beach visits Whitney's.

There is no restaurant or hotel in France, Italy, Germany, or Spain whose food can compare with Whitney's. At Whitney's there are no menus; you order what you wish from an endless variety of special foods, anything from duck soup to bird's tongues – and the surprising fact is that you get what you order. But on your first visit to Whitney's you often pay little attention to what you eat, for very soon, as the room commences to fill, you can hardly believe your eyes. At every table you soon recognize someone who is either famous or notorious.

After lunch this brilliantly dressed group of persons goes down to the gambling room. By two o'clock this room is well filled, by three it is crowded, and it remains so until early hours of the morning. It's far more interesting and better conducted than Monte Carlo. I was deeply impressed, and soon I welcomed an opportunity to meet Mr. Whitney himself.

We found him in a small, businesslike office hardly large enough to hold the big old-fashioned roll-top desk and a chair or two. Perhaps there was a safe; I can't remember. The office was protected by some iron bars, and there was a uniformed attendant at the door who admitted us after Mr. Whitney had given the word he would see us.

I found him a man square of jaw, cold of eye, his face rather unexpressive – much what I expected.

He runs his gambling place as a business – and it is a matter of pride with him that it is conducted in an efficient, businesslike way. It is said that his profits are two million dollars a season, and I doubt this just as one doubts the salaries of motion picture stars.

However, the man had a strong personality. He interested me. I liked him. I wanted to talk to him, but it was difficult. He was not a very communicative person. Soon I asked him how much he lost a season in the way of bad checks and bad debts. He said approximately two hundred thousand dollars, which he didn't seem to consider heavy. As he spoke of this a light came into his eyes, and a faint smile appeared on his lips.

"I had a rather interesting experience the other day," he said. "I was sitting in my office one morning when word was brought to me that a lady wanted to see me; Mrs. John Rossiter," the man told me. "I knew who John Rossiter was, so I told him to show her in."

“Before she said a word she began to cry, not bitterly; but tears came into her eyes and began to run down her cheeks, and she kept wiping them away with her handkerchief, trying all the time to control herself. I don’t like that sort of thing, you know, and I usually avoid it, but this rather impressed me. I felt sorry for her before she opened her mouth.”

Her husband had been gambling, she told me, and on Wednesday – the day before – had lost thirty thousand dollars. I have been acquainted with John Rossiter off and on for five or six years. Every year he has been coming down here, and I’ve known him well enough to say “Hello,” but not much more intimately than that. At any rate, I’ve always had a good feeling about Rossiter. He was a clean-cut man, a good sport, well liked, belonged to a club, and was rather popular everywhere.

I had seen him year after year here, but I hadn’t an idea of how he played or what he won or lost.

He had an account with me and always paid very promptly at the end of the month if there was any paying to be done.

Mrs. Rossiter explained that the great problem of her life had been her husband’s gambling. She had begged him to keep away from the stock market and from cards, and he had promise her that he’d stop, but then he’d slip and get caught again. The thirty thousand dollars he had lost on Wednesday about cleaned him and his wife out. It meant – oh, I have forgotten what she told me exactly: selling the home – it was mortgaged already, she said, taking the two girls out of the school, herself perhaps having to find a position. It was a long story, I don’t remember the details, but I confess that I felt very sorry for her. Taking those two girls out of school was what I believe impressed me, I don’t know why exactly. Well, at any rate, I told her that I didn’t like the idea of anybody coming here and losing everything. Sentiment, if you like, but it’s good business at the same time. It doesn’t help an establishment like this to get a reputation that people can lose everything they have here. The result of it all was that I agreed to give her back the money which her husband had lost, but on one condition, and I made that point very clear: John Rossiter was never to enter my place again. I don’t like that kind of a loser around here. If he hasn’t got the money, he shouldn’t play. She promised me with the tears running down her cheeks, and I gave her the money, and she made me feel like a damn fool by kissing both my hands and asking God to bless me – all that foolishness that a grateful woman feels she has to do when you do her a favor.

“I didn’t think anything more about the affair until the very next afternoon when it was clearly brought back to my mind. My floor manager came to me and told me that John Rossiter has just come in, and had gone to the gambling room, and was playing at one of the tables. As a rule, I never mix in with what happens outside, but this made me pretty mad, so I walked out there myself.”

"I went straight up to him and said: 'May I speak to you a minute?' And when we were off in a corner away from the crowd, I asked him what he meant by coming into my place."

"I want to know what this means," I demanded. "Your wife came to see me yesterday morning and told me about your troubles and about your losing thirty thousand dollars here on Wednesday, and I gave her back the money you had lost on one condition and that was that you were never to enter my door again. Now, what do you mean by coming here?"

Rossiter looked at me for a moment. Then he said:

"Why Mr. Whitney, there must be some mistake. I'm not married!"

<https://americanliterature.com>

THE DEVOTED FRIEND

By Oscar Wilde

Once upon a time, there was an honest little man named Hans. He was very kind and good-humoured. He lived alone in a very small cottage and every day he worked in his garden. It was the most beautiful garden in all the countryside, full of sweet flowers of all kinds. There were always beautiful things to look at and pleasant odours to smell.

Little Hans had many friends but the most devoted friend was the rich Miller. He was so devoted that he always stopped at his garden to pick some flowers or fill his pockets with plums or cherries.

"Real friends should have everything in common," the Miller always said. Little Hans nodded and smiled. He was very proud of having a friend with such great ideas.

Sometimes the neighbors thought that it was strange that the Miller never gave little Hans anything in return, even though he was very rich. But Hans never thought about these things. What he enjoyed most was listening to all the wonderful things the Miller said about unselfishness and friendship.

So little Hans worked a lot in his garden. In spring, summer, and autumn he was happy. In winter he had no flowers or fruit to bring to the market and he was cold, hungry and lonely. The Miller never went to see him in winter.

"When people are in trouble they should be left alone," the Miller said to his wife. "They shouldn't be bothered by visitors. That is what I think about friendship and I am sure that I am right. I will wait until spring and then I will visit him. In spring he will be able to give me a large basket of primroses and that will make him very happy."

"You are very thoughtful about others," answered his wife. "It is nice to listen to the things you say about friendship. I am sure the priest himself could not say such beautiful things."

"But could we not invite little Hans to our house?" asked the Miller's youngest son. "If he is in trouble, I could give him half of my supper and show him my white rabbits."

"You are a very silly boy! Don't you learn anything at school? If little Hans came here and saw our warm fire and our food and our wine, he would get envious. And envy is a terrible thing. And if he came to our house, he might ask me for a bag of flour. Friendship is one thing but flour is another." His son felt very ashamed and started to cry.

As soon as the winter was over and the primroses started to open, the Miller said to his wife that he would go and see little Hans.

"Oh, you have such a good heart!" cried his wife. "You always think of others. Don't forget to take the big basket for the flowers."

So the Miller went down the hill with the basket on his arm.

"Good morning, little Hans," said the Miller.

"Good morning," said Hans smiling from ear to ear.

"How have you been all winter?" said the Miller.

"It is very nice of you to ask," cried Hans. "The winter was really hard for me, but now the spring has come and I am very happy. All my flowers are doing well."

"We often talked about you during the winter, Hans," said the Miller.

"That was kind of you," said Hans. "I was afraid that you had forgotten me."

"Hans, I am surprised by what you say," said the Miller. "Friendship never forgets, that is the wonderful thing about it. By the way, your primroses are looking very lovely."

"Yes, they are very lovely," said Hans. "It is very lucky for me that I have so many. I am going to bring them to the market and sell them. Then I will buy back my wheelbarrow with the money."

"Your wheelbarrow? Don't tell me that you have sold it. It is a very stupid thing to do!"

"Well, I had to sell it," Hans answered. "The winter was a very bad time for me and I had no money. I couldn't even buy bread. So I sold my silver buttons, my pipe, and even my wheelbarrow. But now I am going to buy it all back again."

"Hans," said the Miller. "I will give you my wheelbarrow. It is not in a very good condition. One side is gone and there is something wrong with the wheel. But I will give it to you, because I am very generous. People will say that I am very foolish, but I am different. I think that being generous is the most important thing about friendship. Besides, I have a new wheelbarrow for myself."

"Really, you are very generous," said little Hans and he was very happy. "I can easily repair it, because I have a plank of wood in the house."

"A plank of wood!" said the Miller. "That's just what I need for the roof of my barn. There is a very large hole in it. I am very lucky that you said it. I have given you my wheelbarrow and now you are going to give me your plank. Of course, a wheelbarrow costs much more than a plank of wood, but true friendship never notices things like that. Give me the plank and I will mend the roof of the barn today."

“Certainly,” cried little Hans, and brought the plank out of his house.

“It is not a very big plank,” said the Miller when he looked at it. “I am afraid that after I have mended the roof, there will be nothing left for mending the wheelbarrow. But it is not my fault. And because I have given you my wheelbarrow, I am sure you would like to give me some flowers in return. Here is the basket, and make it full.”

“Full?” asked little Hans sadly. It was a very big basket and he wanted to sell the flowers and buy back his silver buttons.

“Well, I have given you my wheelbarrow,” said the Miller. “A few flowers is not so much to ask in return. I thought that there is no selfishness in true friendship. But maybe I was wrong.”

“My dear friend, my best friend,” cried little Hans. “You can have all the flowers in my garden! You are more important to me than my silver buttons,” he said, picked all his pretty primroses and filled the Miller’s basket.

“Goodbye, little Hans,” said the Miller and went up the hill with the plank on his shoulder, and the big basket in his hand.

“Goodbye,” said little Hans. He began to work happily because he was so pleased about the wheelbarrow.

The next day he was working again when he heard the Miller's voice calling to him from the road. He ran to the wall and saw the Miller with a large bag of flour on his back.

“Dear little Hans,” said the Miller. “Could you carry this bag of flour for me to the market?”

“Oh, I am so sorry,” said Hans, “but I am really very busy today.”

“Well, I think it is very unfriendly of you,” said the Miller. “After all, I have given you my wheelbarrow.”

“Oh, don’t say that,” cried little Hans. “I never want to be unfriendly!” he said, took the bag on his back and went to the market.

It was a very hot day and Hans was very tired. He got to the market, waited there for some time and sold the bag of flour for a very good price. Then he returned home.

“It has certainly been a hard day,” said little Hans to himself when he was going to bed. “I am glad I did not refuse the Miller. He is my best friend, and he is going to give me his wheelbarrow.”

Early the next morning the Miller came down to get the money for his bag of flour, but little Hans was so tired that he was still in bed.

“You are very lazy,” said the Miller, “I am going to give you my wheelbarrow so you should work harder. Being lazy is a sin. I hope you don’t mind that I speak so openly with you. Friends should say what they really mean. Anybody can say nice words but a true friend can say unpleasant things, because he knows that they are good.”

“I am very sorry,” said little Hans. “I was so tired that wanted to lie in bed for a little time and listen to the birds singing. Do you know that I always work better after I hear the birds sing?”

"I am glad of that," said the Miller, "because I want you to come up to the mill and mend the roof of my barn."

Poor little Hans was very anxious to go and work in his garden, because his flowers had not been watered for two days, but he did not want to refuse the Miller. He was such a good friend to him.

"Do you think it would be unfriendly if I said that I was busy?" he asked in a shy and quiet voice.

"Well," answered the Miller, "I do not think it is much to ask of you. After all I am going to give you my wheelbarrow. But of course if you refuse, I will go and do it myself."

"Oh! Of course not," cried little Hans and he jumped out of bed. He dressed himself and went up to the barn.

He worked there all day and at sunset the Miller came to see how he was getting on.

"Have you mended the hole in the roof yet, little Hans?" cried the Miller happily.

"Yes, it is quite mended," answered little Hans and came down the ladder.

"Ah!" said the Miller. "No work makes you so happy as the work you do for others."

"You say such wonderful things," said little Hans. "Do you think I will ever have such nice ideas as you have?"

"Of course," answered the Miller. "But now go home and rest. I want you to take my sheep to the mountain tomorrow."

Poor little Hans was afraid to say anything to this. Early the next day he went with the sheep to the mountain. It took him the whole day to get there and back. When he returned, he was so tired that he went off to sleep in his chair. He did not wake up till it was daylight.

"Today I will have a lovely day in my garden," he said, and went to work.

But he was never able to look after his flowers. His friend always came round and gave him some work to do. Hans was sometimes very unhappy, but he always said to himself that the Miller was his best friend, and he was going to give him his wheelbarrow.

So little Hans worked for the Miller, and the Miller said all kinds of beautiful things about friendship. Little Hans wrote them down in his notebook and read them every night.

One evening little Hans was sitting by his fireplace when somebody knocked loudly at the door. It was a stormy night and Hans first thought that it was only the wind. But someone knocked again, even more loudly.

"It is just a poor traveler," said little Hans to himself, and he ran to the door.

There stood the Miller with a light in one hand and a big stick in the other.

“Dear little Hans,” cried the Miller, “I am in great trouble. My little boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night that I thought it would be much better if you went instead of me. You know I am going to give you my wheelbarrow, and it is fair that you should do something for me in return.”

“Certainly,” cried little Hans, “I am happy that you came to me and I will start off at once. But you must lend me your light, because the night is so dark that I am afraid I might fall somewhere.”

“I am very sorry,” answered the Miller, “but it is my new light. Something could happen to it.”

“Well, never mind,” cried little Hans. He put on a heavy coat and started off.

What a terrible storm it was! The night was black and the wind was very strong. After about three hours he arrived at the Doctor's house, and knocked at the door.

“Who is there?” cried the Doctor.

“Little Hans, Doctor.”

“What do you want, little Hans?”

“The Miller's son has fallen from a ladder, and has hurt himself, and the Miller wants you to come at once.”

“All right!” said the Doctor. He ordered his horse, his big boots, and his light, and came downstairs. He rode off towards the Miller's house and little Hans ran behind him. But the storm was getting worse and worse, and the rain fell heavily. Little Hans could not see where he was going. At last he lost his way and came to the moor. It was a very dangerous place, because it was full of deep holes. Poor little Hans fell into a hole and drowned. His body was found the next day and brought back to the cottage.

Everybody went to little Hans' funeral, because he was so popular.

“Because I was his best friend,” said the Miller, “I should have the best place.” So he walked at the front of the people in a long black cloak.

“Little Hans is certainly a great loss to everyone,” said the Blacksmith when the funeral was over, and they were all sitting comfortably in the inn, drinking wine and eating sweet cakes.

“A great loss to me,” answered the Miller. “I had given him my wheelbarrow, and now I really don't know what to do with it. It is in such bad condition that I could not get anything for it if I sold it. I will certainly never give away anything again. That's what I get for being too generous.”

Complete Fairy Tales by O. Wilde

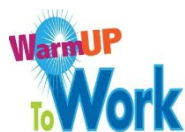


**A TRUE FRIEND IS ONE WHO
WALKS IN WHEN THE REST OF
THE WORLD WALKS OUT**



Section III. BRINGING UP CHILDREN

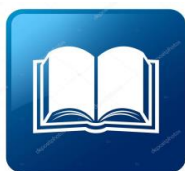
Unit 1. NATURE OR NURTURE



WARM-UP ACTIVITY

Discuss in small groups.

- Who do you look like?
- Who do you take after in character?
- What is the effect parents have on their children?
- What do you think the expression “like father, like son” means? Do you have a similar expression in your language?
- Who influences a child most parents, teachers or friends?



READING FOCUS 1

Read the article and complete the task after the text.

NATURE VS NURTURE: WHICH HAS MORE IMPACT IN THE UPBRINGING OF A CHILD?

Obviously, they pass on genes, to their offspring, and genes play a big role in who we are. Parents provide love and affection in the early years of childhood, deprived of which children will be irreparably harmed. But does it make a lasting difference to the personality of your child if you are an anxious and inexperienced parent, as opposed to being authoritative and competent? Are you more likely to create intellectually curious children by filling your house with books? Does it affect your child’s personality if you see him or her two hours a day as opposed to eight hours a day? In other words, does a home environment make a real difference in the way our children end up as adults?

In a series of large and well-designed studies of twins’ geneticists have shown that most of the character traits that make us who we are – extroversion, openness and so on – are about half determined by our genes and half by the environment that makes such a big difference in our life is the environment of the home. The problem is, however, that research did not find this nurture effect at all.

One of the largest studies of this kind known as the Colorado Adoption Project guided by one of the world's leading behavioral geneticist Robert Plomin showed that the biological children are fairly similar to their parents but the adopted kids, however, have nothing whatever in common with their adoptive parents: these children are no more similar to their personality or intellectual skills to the people who raised them, taught them and love them for sixteen years that they are to any two adults taken at random off the street.

This is, if you think about it, a rather extraordinary finding. Most of us believe that we are like our parents because of some combination of genes and, more important, of nurture – that parents, to a large extent, raise us in their own image. But if that is the case, if nurture matters so much, then why did the adopted kids not resemble their adoptive parents at all? The Colorado study isn't saying that genes explain everything and that environment does not matter. On the contrary, all of the results strongly suggest that our environment plays a big role in shaping personality and intelligence, though it does not have a lot to do with parents. It is something else, and this is the influence of peers.

Why do the children of recent immigrants almost never retain the accent of their parents? How it is the children of deaf parents manage to learn how to speak as well and as quickly as children whose parents speak to them from the day they were born? The answer has always been that language is a skill acquired laterally – that what children pick up from other children is as, or more, important in the acquisition of the language as what they pick up at home. It turns out that the environmental influence that helps children become who they are – that shapes their character and personality – is their peer group.

<https://englandlearn.com>





POST-READING TASK

Answer the following questions

1. Who do you **take after** in your family? In what way?
2. Who are you **closest to** in your family?
3. Is there anyone in your family you don't **get on with**?
4. Are there any subjects on which you don't **see eye to eye with** other members of your family?
5. Are there any people in your family who aren't **on speaking terms**?
6. Are there any physical characteristics which **run in your family**?
7. How often do you have **family get-togethers**? Do you enjoy them?
8. Is there **a black sheep in your family**?



LANGUAGE FOCUS

Family Idioms

The black sheep of the family

Meaning
Someone who is thought to be a bad person by the rest of his family.

My father was the black sheep of the family - he ran away at 16 to become an actor and his parents never forgave him.



I may be the black sheep of the family, but some of the white sheep aren't as white as they try to appear.

Match the idioms 1-8 to their meaning A-H.

- | | |
|--|---|
| 1. My sister is the black sheep of the family . | A. ... having very different opinions on the matter. |
| 2. My father doesn't see eye to eye with my brother on politics. | B. ... making decisions and telling her husband what to do. |
| 3. My aunt and I are not on speaking terms . | C. ... something happened in the past that we prefer to keep secret. |
| 4. We usually have a family get-together at Christmas. | D. ... not talking to each other. |
| 5. My sister-in-law wears the trousers in that marriage! | E. ... you are related to each other. |
| 6. Red hair runs in the family . | F. ... different from the rest of the family who don't approve of them. |
| 7. Most families have a skeleton in the cupboard . | G. ... several people in the family have it. |
| 8. He's your brother! How can you say this about your own flesh and blood ! | H. ... we all meet in someone's house for a meal. |



Family
like *branches* on a tree
we all grow in different directions,
but our *roots* remain as one.



WHILE READING TASK

Read the article *Co-parenting: new model families*. This useful, short article counters the general view that “lone parenting” is dysfunctional. Often, lone parents have strong support from former partners, who are now in other relationships. This article may help you to answer some of the questions about lone parenting and its effects.

Make a list of the advantages and disadvantages of co-parenting mentioned in the article and compare the lists you made.



READING FOCUS

CO-PARENTING: NEW MODEL FAMILIES

By Dave Hill

Few of the major social trends of recent decades arouse stronger passions than separation and divorce, because of their effects on children. Delinquency, depression, drug abuse and many other social ills strongly associated with the young are widely held to be linked with the failure of their parents to stay together or, indeed, to have ever lived together as mother and father at the head of stable “traditional” or “nuclear” families. Today, thousands of children are members of households where only one of their birth parents – usually the mother – lives, and most have only limited contact with the other, non-resident parent, usually the father.

The co-parenting debate

The bitterness of this debate demonstrates the difficulties of securing the well-being of children if their parents split up. There are few easy answers, but one of the more imaginative solutions may be what is called ‘co-parenting’ arrangements. The term “co-parenting” – or “shared parenting” as it is sometimes known – describes situations where children are cared for separately by each of their two birth parents for roughly half the time, once those parents have parted.

A classic co-parenting set-up is one in which children spend 3 or 4 days of every week in each of their parents' homes, moving from one to the other at regular intervals. Effectively, such children live in two homes and are members of two different families. Either or both of these may be lone-parent families, or they may be families which include a step parent if the children’s mums or dads

have re-partnered. There may also be step-siblings if step-parents have children of their own, and new little half-siblings if a birth parent and new partner have further children together.

Such week-in, week-out arrangements can only really work if the two birth parents live reasonably close to each other within practical distance of the children's schools. Furthermore, both have to be in a financial position to provide bedrooms and other facilities which are only in use about 50 % of the time. It also helps if both are of the view that men and women are capable of the same range of domestic and parenting tasks.

There are other kinds of co-parenting. The term is sometimes used to describe any arrangement in which children spend at least 30% of the year with one parent and no more than 70 % with the other. This broader definition encompasses arrangements in which children have one home shared with one parent for most of any given year, but spend most of their school holidays and plenty of weekends with the other. This sort of co-parenting can operate even if former partners live a long way apart – even in different countries.

Co-parenting in practice

Co-parenting can sound very good in theory but does it work well in practice, and how does it compare with more orthodox post-separation arrangements? Little research has been done into its consequences, but there has recently been a report by sociologists from the Centre for Research on Family, Kinship and Childhood (CRFKC) at the University of Leeds. They conducted interviews with 65 children, aged between 4 and 17 years, whose time was divided more or less 50/50 between their two birth parents and two homes. They were asked about the advantages and disadvantages of moving back and forth and how they thought everyday problems and issues should be dealt with.

The children's tale.

The researchers expressly avoided making post-separation harm or damage the theme of their study, they wanted to document what the children's experiences meant for them in the here and now. The key findings were these:

Children felt that it was important to have both their parents involved in their lives.

Some children expressed enthusiasm for having “two of everything”, and set this against the inconveniences of not having a single, settled home.

The children who found being co-parented the most difficult were those whose parents were most hostile towards each other.

Complementing their desire to have their wishes taken into account was the children's determination to treat both parents fairly and equally, to respect their needs and to care for them almost as if they themselves were parents.

In many ways, the perspective of these children was similar to that of children not being co-parented following parental separation or divorce (as the same researchers found in a different study).

The parents' tale.

What about the parents? They were not the focus of the CRFKC report, but evidence from elsewhere suggests that the equitable sharing of the care of children that successful co-parenting produces helps solve some of the worst outcomes of separation and divorce.

In California, where divorce court policy encourages ample contact for both parents, fathers are much less likely to 'disappear' from their children's lives, and there is evidence that fathers who see their children often are more diligent payers of maintenance. Other American research has found that, all else being equal, children who live part-time with both parents do just as well as those who do not, and that in some circumstances they do better. The conclusion is that this is because children do not feel deserted by either parent.

On the other hand, co-parenting arrangements where hostility between the parents is high can have the opposite effect, producing terrible "loyalty conflicts" in children.

Anxieties about co-parenting are reflected in the reluctance of British family courts to make "shared residence" orders for children. Nonetheless, co-parenting is a growing trend within the wider evolution of modern family life in Britain and, these arrangements can often work out well. The new "divided" families deserve closer sociological examination.

<https://learningenglish.voanews.com>



delinquency – an offence or misdeed, usually of a minor nature, esp. one committed by a young person, e.g. juvenile delinquency

set-up – *Informal*. the way in which anything is organized or arranged

stepsiblings – a daughter and a son of one's stepmother or stepfather by a union with someone other than one's father or mother respectively

encompass – to include entirely or comprehensively

expressly – for an express purpose; with specific intentions

complement – to add to, make complete, or form a complement to

diligence – proper attention or care

sacrifice – a surrender of something of value as a means of gaining something more desirable

hostility – enmity or antagonism; an act expressing enmity or opposition

insulate – to isolate or detach

reluctance – lack of eagerness or willingness; disinclination



POST-READING TASKS

Discuss in groups.

1. What problems are connected with the failure of stable “traditional” or “nuclear” families?
2. What does “lone parenting” mean according to the article?
3. Define the role of the mother and the father following family breakdown?
4. How do you understand the expression “deadbeat dads”?
5. What do “fathers’ rights” groups complain of?
6. Give a definition of the term *co-parenting*.
7. What is a classic co-parenting set-up?
8. Give a broader definition of co-parenting arrangements.
9. Co-parenting sounds very good in theory but does it work well in practice?

Picking up vocabulary from the context. Find words and expressions in the text that mean

- 1) An act or instance of breaking down, collapse;
- 2) A state of uneasiness or tension caused by apprehension of possible future misfortune, danger, worry;
- 3) The act of separating or state of being separated;
- 4) The dissolution of a marriage by judgment of a court or by accepted custom;
- 5) The care and upbringing of a child;
- 6) The act of arranging or being arranged; the form in which things are arranged; an agreement or settlement; understanding;
- 7) The people living together in one house collectively.



LANGUAGE FOCUS

Match the adjectives with their definitions.

non-resident	prevalent	domestic	ill
equitable	parental	diligent	nuclear
affluent			

- 1) rich; wealthy;
- 2) of or involving the home or family;
- 3) widespread or current;
- 4) careful and persevering in carrying out tasks or duties;
- 5) impartial or reasonable; fair; just;
- 6) not residing in the place specified;
- 7) of or relating to a parent or parenthood;
- 8) relating to, forming, or resembling any other kind of nucleus;
- 9) evil or harm.



SPEAKING TASKS

Some people think that family life and parents have great influence on children's development, while others consider that external influence plays a more important role in children's life. Discuss both views and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience.

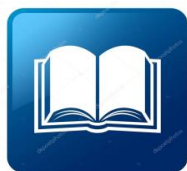
Unit 2. GENERATION GAP



WARM-UP ACTIVITY

Discuss in small groups.

- Do you feel your parents don't understand you because of a generation gap?
- Do you ever disagree with your parents about topics such as music, style and values?
- Which changes in traditional values could contribute to a generation gap?
- Are people from the "older" generation always wiser and correct in their ways of thinking and choices? Why or why not?
- Do you think that your life is easier/harder than your parents?
- Is it possible to overcome a generation gap?
- Do you agree that your parents brought you up, so it is your responsibility to look after them when they are old?
- Do you think you will bring up your children similarly to the way your parents brought you up?
- Do you intend to be more/less strict? More/less indulgent?
- In what way do you hope your children's life will be better than yours?



READING FOCUS 1

Read the feature in a magazine in which members of the same family describe their relationship, James Mitford, an actor, and his daughter Amy. As you are reading, try to answer the questions.

FATHER AND DAUGHTER

James Mitford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have the outside contacts. She must have **grown up** suddenly when she went to school, because I remember her

growing away from her family slightly. Any father who has a teenager daughter **comes across** an extraordinary collection of people, and there seemed to be an endless stream of strange young men **coming through** our house. By the time I'd learned their names they'd **gone away** and I had to start learning a new lot. I remember I **told her off** once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to **pull strings** to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well, but then **gave it up**. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him – they're always together.

We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to see the opera, which is my big 40 passion, but I don't think she likes it very much, she doesn't come with me anymore.

I don't think she's a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughters go. We're **looking forward to** being grandparents. I'm sure she'll have a son.

Amy Mitford: I don't really know my father. He isn't easy to **get on with**. He's quite self-centered, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he **keeps himself to himself**.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly **out of touch with** family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring – there were hundreds of other people getting the same thing, and you had to sit there for hours. He **shows off** his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and nonattendance I was asked to leave. I didn't want to go there in the first place. I was **taken away** from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money – I **let him down** quite badly, I suppose. I tried several jobs but I couldn't **settle down** in them. They just weren't challenging enough. Then I realized that what I really wanted to do was live in the country and **look after** animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, **like chalk and cheese**. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country – mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would **break up**. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father **keeps on** and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

<https://busyteacher.org>



POST-READING TASK

Comprehension check in questions 1-3, there is not necessarily one correct answer only.

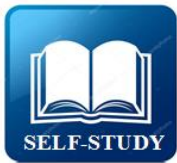
1. How would you describe their relationship?
 - a) It was closer when Amy was a child.
 - b) They get on well, and agree on most things.
 - c) He has more respect for her than she does for him.
 - d) They don't have very much in common.
2. How would you describe James Mitford?
 - a) He has done all that a father can do for his daughter?
 - b) He isn't very aware of how she really feels.
 - c) He's more interested in himself than his family.
3. How would you describe Amy?
 - a) She is selfish and spoilt.
 - b) It took her a long time to decide what she wanted to do in life.
 - c) She found happiness in marriage that she didn't have in childhood.
4. What did he think of her friend when she was a teenager?
5. Why did she leave school?
6. Why did she give up her jobs?
7. What does he think of her husband?
8. Is she interested in his career?
9. Is she going to have children?
10. How often do they see each other?
11. What do you think? Who has the more realistic view of the relationship? Why?



LANGUAGE FOCUS

Replace the words typed in bold in the following sentences with a multi-word verb from the texts.

1. He **started playing** golf because he needed the exercise.
2. I **unexpectedly met** an old school friend last week.
3. Have you heard? Jane and Andrew have **separated**.
4. **What sort of relationship** do you **have** with your parents?
5. I can't stand her. She's always **boasting about** her wonderful children.
6. Are you beginning to **get established** in your new flat?
7. Tennis was taking up too much of my time, so I **stopped doing** it.
8. Don't **disappoint** me. I'm relying on you to help me.
9. She was **reprimanded for** getting her new clothes dirty.
10. It was a good plan in theory but it **wasn't successful** in practice.



READING FOCUS 2

Read the the conversation and do the tasks that follow.

CONVERSATION BETWEEN FATHER AND SON

- Father: Where on earth did you get to last night?
- Son: Oh, I just **popped into** Sylvia's.
- Father: **Popped in**? You **could've fooled me**. You must have spent half the night round there.
- Son: Well, I didn't know if she would be in but I went **on the off chance**. I wanted to congratulate her on **getting into** Cambridge.
- Father: Sylvia? Cambridge? What's **got into** you? You must be **winding me up** of course.
- Son: No, I'm not! I **tell you what**: she worked hard to **pull through** those exams. During the **run up** to the exams, she never went out once. You can't imagine how nervous she became. She's **highly strung** enough as it is... Anyway, she's very happy. As a joke, she told her dad that Cambridge was too stuck-up for her and she preferred to go to Leeds.
- Father: Did he **fall for** it?

Son: Oh yes, he wondered what had come over her and told her to **get a grip on** herself. However, he soon realised she was **having him on** and they both laughed about it later.

To change the subject, would you mind **running me down** to Peter's after dinner? Apparently, he got injured playing football last Sunday and can't go out.

Father: Are you sure he's not just **making a meal of** it to attract your sympathy?

Son: Oh, Dad! Of course not! He'd know I'd **catch him out** if he tried anything on like that.

Father: Very well, but don't come back late this time.



POST-READING TASKS

1. Go over the text to find synonyms to the following verbs a collocations with the verbs.

1. To visit briefly.
2. To be allowed to be a student at a university, college etc.
3. To deliberately say or do something that will annoy or worry someone
4. To survive something.
5. The final period of time before an important event.
6. To make an effort to control your emotions and behave more calmly.
7. To be tricked into believing something that is not true.
8. To spend more time and energy doing something than is necessary.
9. To make someone make a mistake, especially deliberately and in order to prove that they are lying.
10. Acting on the possibility; in case.

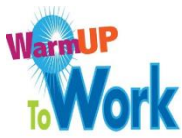
2. Fill in the gaps in the sentences using words from the conversation above.

1. Why don't you ... and see us this afternoon?
2. My niece ... Oxford.
3. Everyone is very busy during the ... to the conference.
4. I just think he ought to... on himself – he's behaving like a child.
5. He told me that he owned a mansion in Spain and I... for it.
6. A simple apology will do. There's no need to make a... of it!
7. The interviewer may try to



**THE FAMILY IS A HAVEN IN A
HEARTLESS WORLD**





WARM-UP ACTIVITY

Discuss in small groups.

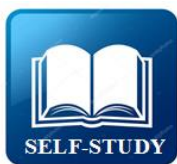
- Do parents in your country give more ‘quality time’ to their children nowadays than in the past?
- Do parents in your country give more money and things to their children nowadays? Think for example of pocket money and presents.
- Some countries are said to be more ‘childcentric’ than others, for example Italy. What do you think this means? Is your country childcentric?
- If a child is spoilt, how might this affect them later in life?
- What advice would you give to a new parent about bringing up their children?



BEFORE READING TASK

Before you read the text try to match the two halves of the sentence.

- | | |
|--|--|
| 1 International Children’s Day is celebrated ... | a) in some families nowadays. |
| 2 In the past (and also today), children worked from an early age ... | b) in after-school activities, at weekends and holiday time. |
| 3 Research suggests that fathers spend much longer with their children nowadays than ... | c) in the past. |
| 4 Some think the position of children is too great ... | d) in our society today. |
| 5 A lot of time, energy and money is now spent on entertaining children ... | e) in many countries on 1 st June. |
| 6 The child seems to be the boss ... | f) in poorer families. |
| 7 Children were expected to be more independent ... | g) in the 1990s. |



READING FOCUS 3

THE NEW HEADS OF THE FAMILY

International Children's Day is celebrated in many countries on the 1st June, particularly in parts of Europe and south-east Asia, although the size and nature of the celebration varies from place to place. Often there are special events, or perhaps free entry to zoos or museums in towns and cities.

The status of children in society has changed over the years. A century ago, many parents preferred their children to be seen-but-not-heard and in poorer families they also worked from a young age. Indeed, spring and summer holidays originated partly so that young children could help with the planting and picking of the harvest.

In contrast, recent research in Britain and the US suggests that parents are spending more 'quality-time' with their children. One study found that fathers in the UK spend about four times longer with their children than in the 1990s.

However, for many people the position children hold in our society today is too great. They believe that children are currently the focus of attention and in America this change in power from adults to children has been called a kindergarchy. A survey in the US recently suggested that two-thirds of parents actually thought their own children were "spoilt"!

It seems that in some Western societies many parents over-protect their children from unpleasant or uninteresting things such as housework. Much time, energy and money is spent on entertaining youngsters in after-school activities, at weekends or in holiday time. A modern family home is often full of toys or games while walls and fridges are covered with children's work, photos and certificates.

In some families it appears to be the child who is boss, whether it is choosing what to eat, which film to watch, or where to go on holiday. One popular American writer, Joseph Epstein, has therefore likened some parents to "servants"! He says that the modern child is over-protected, "over-loved" and full of self-importance.

In the past (and still today in many cultures), children were expected to be more independent and also to fit in with their parents' needs. They generally received less time, money and fewer material things. Perhaps this attitude helped children to be stronger mentally, more creative, and to have a more realistic sense of who they were. Today's children are tomorrow's adults, so finding the best way to bring up children is an important, even an urgent matter.

<http://www.english-magazine.com>



POST-READING TASKS

1. Circle the correct answer (a, b or c) according to the text:

1. International Children's Day is celebrated in some places by:
 - a) giving free entry to museums
 - b) having street parties
 - c) having school sports days
2. A hundred years ago, children were often expected to:
 - a) be quiet/work
 - b) be quiet/study hard
 - c) study hard/work
3. The research talks about parents:
 - a) in European countries
 - b) in the UK and US
 - c) in south-east Asia
4. A survey in the US found that most parents thought their children were:
 - a) spoilt
 - b) unspoilt
 - c) great
5. Evidence of children is everywhere in:
 - a) a child's bedroom
 - b) a family home
 - c) holiday time
6. Who does Epstein compare to 'servants' in some homes?
 - a) children
 - b) bosses
 - c) parents
7. Which of these did a child have less of in the past, in comparison to today's children?
 - a) play
 - b) attention
 - c) love
8. Because of the way they were brought up, perhaps children in the past grew up to be:
 - a) more intelligent
 - b) happier
 - c) more self-reliant

2. Cover the text, then complete the gap with the missing word:

1. A modern family home is full ... toys and games.
2. Walls and fridges are covered ... children's work.
3. Children are expected to fit ... with the family.
4. Many parents over-protect their children ... unpleasant things.
5. Much time, energy and money is spent ... entertaining youngsters.
6. The size of the celebration varies ... place.



SPEAKING TASK

Work in small groups. Then swap your ideas in class.

1. What is the secret of being a good parent?
2. In retrospect do you think your parents brought you up well?
3. Did your parents 'sacrifice' to bring you up?
4. Do you feel you owe them something? If so, how do you 'pay' the debt you have?
5. For which things are you particularly grateful to them?
6. Which things do you wish they have done differently?
7. Are you going to bring up your children in the same way?
8. What kind of relationships do you have with your parents?
9. How strict are your parents? Do you think parents should be strict or easy-going?
10. How strict will you be with your children?

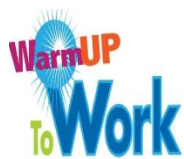


WRITING FOCUS

Write an essay about the problems of parents and children and your relationship with the family.



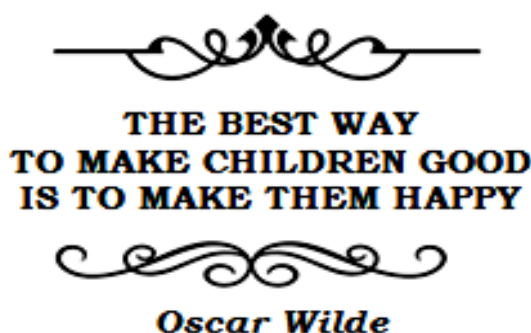
Unit 3. THE CHALLENGES FOR FAMILIES IN THE DIGITAL AGE

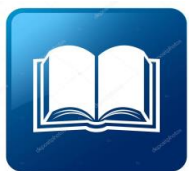


WARM-UP ACTIVITY

Discuss in small groups and answer the following questions.

- Do you like to have cutting-edge technology? What kinds of technology interest you?
- How much time do you spend online each week? Is it too much time, or a reasonable amount?
- Is it good for children and teenagers to begin using technology at a very early age?
- How do you think face-to-face communication differs from communication using computers?
- What social changes have cell phones made? How do you feel if you forget your mobile phone and leave it somewhere?
- Which social networking services (SNS) do you use? What do you like or dislike about them?
- What are some of your favorite websites? What can you do on them?
- Do you read e-books? What are their advantages and disadvantages when compared with paper books?
- Is there an electronic product you want these days? What is it? How will it make your life better?
- Do you play computer games? What do you say to people who believe they are a waste of time?
- Some people prefer to live with less technology in their lives. Can you understand the desire to live a simpler life?
- How have technological advances affected your relationship with your family and friends?





READING FOCUS 1

GENERATION Z: DIGITAL NATIVES

In London, Ellis Johns is getting ready for class. Her mother brings her some breakfast, which Ellis eats while looking at her e-mail on her phone. She has forgotten to read a chapter for her literature class. No problem – she opens up her laptop and downloads a chapter from her online textbook to read on the train.

On Sunday afternoon next to his apartment complex in Seoul, Min-ho Park is waiting for the bus. At lightning speed, he types a text message to let his friend know he is on his way. Min-ho is never without phone. In fact, he has already bought a ticket on his phone for a movie he and his friends will see this afternoon. Min-ho laughs as he checks some funny photos his friend Jae-sung has just posted online. His bus soon arrives. Min-ho gets on, sits down, opens a game app on his phone, and puts his earphones in his ears. Most of the other people on the bus who are Min-ho's age are doing exactly the same thing.

Ellis and Min-ho are members of Generation Z. They are sometimes called “digital natives” because they have grown up with the Internet, mobile phones, and social media since they were children. In fact, many have never seen VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990s and the early 2000s. They are also sometimes called Generation C, where C stands for content, community or creative.

Their parents spent most of their teenage years listening to cassette players, watching VHS tapes, playing early video games, and calling friends on their families' telephones. Generation Z, however, is connected to its music, video games, and friends online all day, every day. Recent surveys show that young people in Asia spend an average of 9.5 hours per day online. And marketing companies know this.

Every time they open their page on a social networking site, Gen-Z members don't see only friends' updates and photos. They also see ads for products they might want to buy. Marketing companies work with social media sites to find out where their customers live, what movies, books, and music they like and who their friends are. The companies use this information to show their customers the advertisements they want them to see.

What does generation think about marketing companies knowing so much about them? Are they worried about losing privacy? Not many seem to be very worried about companies knowing how to see things to them. Many Gen-Z members are more concerned about keeping their private information from their

parents. For example, Valerie Chen in New York is upset because her parents want to watch everything she does online. But her parents' eyes are not enough to make her stop using social media. Valerie knows how to limit what her parents can see about her on the social networking sites she uses.

However, keeping information private from parents may not be the only challenge. Many people are now finding out that posting funny pictures on the Web can be a problem when they finish school and start looking for a job. In fact, some studies show that more than 70% of companies reject people who are looking for jobs because of what they can see about them online. Because they grew up using social media, maybe Generation Z will be better at protecting their personal information online than the generation before them. Only time will tell.

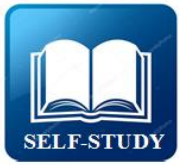
Select Readings Upper-intermediate by J Bernard., L. Lee



POST-READING TASK

For each item below, fill the correct circle.

1. This article is primarily about ...
 - A. Generation Z and its use of technology
 - B. The difference between members of Generation Z and their parents
 - C. Using technology to find a job
2. Which statement is true about the people in the article?
 - A. Most Gen-Z members have never used a desktop computer.
 - B. The parents of Gen-Z don't use social networking sites.
 - C. Some members of Gen-Z were born in the 21-st century.
3. Gen-Z members are on-line ... hours a day.
 - A. 3.5
 - B. 6.5
 - C. 9.5
4. According to the article the "C" in Generation C stand for
 - A. community, commitment, creative
 - B. content, community, creative
 - C. creative, clever, content.



READING FOCUS 2

HOW TECHNOLOGY IS CHANGING CHILDHOOD

By Sophie Curtis

Gadgets are top of the list for today's **tech-savvy children**.

Christmas has finally arrived, and this year's Christmas lists have been filled with the latest must-have gadgets for children. According to a recent report by uSwitch, parents will collectively **splash out** over £3 billion on tech gifts for their children this year, spending an average of £243 each.

Tablets top the charts for the most wanted present, being bought by one in four parents, and video games remain popular with 17 per cent looking to buy one for their child. More than one in ten is considering a smartphone, and digital cameras and e-readers make up the top five technological gifts.

"Children today are part of a digital generation that has grown up in a world surrounded by technology and the internet, and they are using mobile phones, tablets, **e-readers** and computers on a daily basis," said Matt Leeser, head of buying for electricals and home technology at John Lewis.

"For some parents, this can be a rather daunting prospect, as they may have spent their childhood playing basic arcade games whereas their children are entertaining themselves with a variety of internet-enabled devices, and getting to grips with the latest technology quicker than them."

The temptation for many parents is to view technology as ruining the 'essence of childhood'. Research by web security firm AVG claims that more small children can play a computer game or use a smartphone application than ride a bike, tie their own shoelaces or swim unaided.

However, technology also brings many benefits for children, and now forms a key part of growing up, developing an identity and connecting with friends.

"Now you can watch whatever you want, whenever you want, for as long as you want. Yes, this means children are spending more time in front of screens, but it also means that by the time they leave primary school many of them have research and technology skills way beyond their parents," said Spencer Yates, managing partner at Tangent Snowball.

The challenge for parents, therefore, is in finding tech gifts that help their children develop new skills while still being fun. Tablets or smartphones allow children to access a wide range of educational **apps** and services that can help boost their maths and logic skills, packaged in the appealing form of a game.

Holly Seddon, editor of the parenting and technology community Quibly, suggests that a good a technology-based gift could be a subscription to Mathletics, an online maths learning platform based around games and challenges, or Minecraft, a creative block-building game that pushes the bounds of logical and critical thinking.

Of course, providing young children with unlimited access to the internet via tablets and smartphones is not without its dangers. There have been numerous reports suggesting that prolonged exposure could change how children's brains develop, and some people believe that the internet is damaging children's capacity for originality and for rigorous and reflective thinking.

According to Iain Miller, head of innovation at Rufus Leonard, children should be allowed to embrace technology, but only as part of a broader existence, and in the knowledge that will change and shape them for better and for worse.

"Much as their bodies will wither if they only play FIFA 14, their capacity to deal with or take advantage of real world situations isn't helped if they only talk to people through WhatsApp and Clash of Clans," said Miller.

"What interests me is the incredible impact the merging of physical and digital worlds is having on our kids' enjoyment of childhood, and their development. The hugely successful Skylanders and the new Disney & Pixar games provide great fun that transcends and transfers beyond digital boundaries. Much more exploratory 'toys' like littlebits and Lego Mindstorms provide new types of experiences for children that change their relationship with technology altogether."

These experiences allow children to take control of the world around them, enabling them to develop their creativity and ideas in a way they never have before. However, the responsibility also lies with parents to keep up with new technology and make sure their children are using it safely and sensibly.

In a recent survey of 1,162 pupils aged nine to eleven across 15 primary schools, 18 percent admitted to meeting up with someone in the real world they have previously talked to only online. 15 per cent said their parents never check their online activities, with over a third accessing the internet from their bedrooms, and over 30 per cent of respondents said they have never received any information on how to safely use the Internet.

Parents who are thinking of buying tech gadgets this Christmas need to be aware of these dangers and make sure they speak to their children about behaving sensibly online. However, technology is now an unavoidable aspect of childhood, and providing kids with tools that help them use technology as a creative substance can only help their development in the digital age

<https://www.telegraph.co.uk/technology>

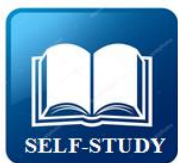


POST-READING TASK

Match the words with their definitions.

gadget tech-savvy splash out app e-readers tablet

1. Knowing a lot about modern technology, especially computers.
2. A small electronic device with a screen that allows you to read books in an electronic form.
3. To spend a lot of money on buying things, especially things that are pleasant to have but that you do not need.
4. A small, flat computer that is controlled by touching the screen or by using a special pen.
5. A small specialized mechanical or electronic device.
6. A computer application.



READING FOCUS 3

THE IMPACT OF TECHNOLOGY ON MODERN FAMILIES

By John Alex

Technology is no doubt the most effecting factor of today's life. It has changed the concept of living totally. We have never been that efficient for all that we do in various fields of life due to technology. Whenever and where ever we start a discussion about the good things and bad about technology, there is a long list of benefits that we can make. Beside all that, we cannot ignore the negativities of technology which may be quite hidden or unobvious but those are still there. According to latest researches and surveys, we have found a surprising reaction of parents about the excessive use of technology. There are two sides, one is that parents are using technology mainly for being social and secondly how kids are using technology for everything they do in their lives. We have to consider both sides and see what actually we are getting from all we have got through latest technology. Here we have collected few reasons of how technology is ruining the relation between parents and kids.

Hobbies are changed

In older times, there was so much to enjoy with your parents. Games were different, hobbies were quite good involving peers and parents and there was so much to do in a family time. Card and board games were considered the best

to play when whole family sat together after dinner. Smart phones, laptops, tablets and other gadgets which technology has introduced to new generation has taken them apart and ruined the togetherness of family. You can clearly observe that even the youngest member of your family would be holding any smart phone and playing game. It is obviously not good for the whole family to not to spend time together.

The family time is disturbed

In few families, if elders somehow manage to make schedule to sit together and have some snacks or tea, there is complete silence among them as everyone prefers to give time to his social network's fellows and friends more than the family member around him. They share everything on Facebook but they don't bother to share with their parents about what has happened in the school or college or if they have experienced something new or got any achievement. During a survey, most of the parents told that Facebook status update is more important than sharing things with them and that they feel totally disappointed and lonely.

New parents keep neglecting babies

There are two generations who are using smart phone today, the youngsters and the young mom and dad who are having babies to take care of. We are sadly telling another fact which we have composed after getting the survey report that today more than 70% of new moms are not properly taking care of their babies and toddlers just because their social network activities or games' addiction don't let them do so. There are maids who are appointed to take care of babies and which is literary a shameful act if you are neglecting your baby just to have fun. Smart phones have largely been diverting their attention from their babies. A few years back, a report brought forward a cruel mom who killed his baby just because he was interrupting his game. Though she didn't do it consciously but the excitement of game overwhelmed her mind any she shook her baby too wildly because of his crying. She was then arrested and admitted her sin but the problem remained same. Even today kids are being neglected due to their mom's online activities. Mothers are supposed to teach good habits and manners to their kids during their whole day but it has been observed that mothers sometimes don't even bother to take care of their basic necessities like washing, changing and meals on time.

Parents-kids discussions are interrupted

It's really a bad habit of youngsters which obviously technology gave them that while sitting with their parents, they keep using mobile for Facebook, Whatsapp or texting. Parents often complain about the non-serious behavior of kids and that is the main reason why some parents want to keep their kids away from smart phones and tablets. Sometimes there is some serious matter being discussed and parents don't get the expected response from their kids and being a parent, you can understand it better that what do we want to say. Also it is the worst habit if kids start ignoring their elder's words.

Kids want privacy

Another issue which has raised its head while talking about the disadvantages of technology is that kids, at very early age demand privacy because internet and all these gadgets provide them with hell of activities which their parents can ask them to not to do. They are on chats all night long, watching movies, playing online games, listening to music and much more with their online friends and obviously they can't do it in front of their parents because they will never allow them to stay up for late night.

Behavioral changes

Another problem which is told by parents when we asked them was the worst behavioral changes ever not only in their kids, but even in their own personality. Technological inventions made every one so involved in them that kids pick various bad habits only because they have no time to pay heed to elders. They practice what they see and learn from media, internet and their online community. Parents cannot keep a check at their friend list and there is a huge chance of kids to get indulged in a bad company. They take guidance from internet instead of listening to their parents.

Health issues

Another disturbing element of this scenario is that kids using internet and gadgets have left all healthy activities. They rarely play games that are good for their health and fitness. Often they are using tablets or a smart phone for long hours and this routine not only makes them skip their meals sometimes but also affects their health badly.

We can easily judge by observing all of the complaints which parents have quoted during different surveys that technology is no doubt doing severe damage to relation between kids and parents, peers and all family members. It is not though recommended to cut you off from technology as it is essential to stay up to dated but we definitely make it limited and give more time to our relations.

<https://lingualeo.com>



SPEAKING TASK

Do you agree or disagree with the following statement? Modern technology has negative effect on family communication and relationship. Give reasons for your answer and include any relevant examples from your own knowledge or experience.



LANGUAGE FOCUS

1. Read the following interview with college students and do vocabulary exercises.

Interviewer: Do you enjoy using technology?

Stephan: Well ... I wouldn't call myself a **techie** or a **computer buff** but I enjoy using computers ... I'd like to find out more about how they work ... when my **computer crashes** I never know what to do.

Interviewer: Do you use the Internet for your studies?

Stephan: Yes ... I'd be lost without it ... I do lots of **video conferencing** to practise speaking and **social media** like Facebook is a good way to meet up with other students ... and I **download podcasts** that teach English vocabulary and grammar.

Interviewer: Do you have your own computer?

Tania: Yes ... I have a Macbook Pro ... I use it all the time ... for **word processing** ... **browsing websites** and catching up with TV programmes I've missed.

2. Match the phrases with their definitions.

- | | |
|------------------------|---|
| 1) to browse websites | a) somebody who has an interest in technology |
| 2) techie | b) an expert computer user |
| 3) computer buff | c) to see and hear people from different locations using the Internet |
| 4) social media | d) to suddenly stop working |
| 5) to crash | e) media used to interact with other people such as Facebook or Twitter |
| 6) video conferencing | f) to save a copy of a file from the internet to your own device |
| 7) download (podcasts) | g) producing written texts on a computer |
| 8) word processing | h) to look at websites |

Interviewer: Could you describe an item of technology you have that is very important and say how different your daily life would be without it?

Mattie: I don't have many **gadgets** ... just a computer ... a laptop and my mobile phone ... but I'll talk about my computer as it's so useful ... it's funny really ... 2 years ago I was still learning to use computers ... how to use email

... **send attachments** how to **access websites** ... then I decided to do a **digital editing** course for video and photography ... and so I bought the laptop when I started the course ... my brother had a **desktop PC** but it was very slow so I decided **to upgrade** to a powerful one because we do a lot of video editing on the course ... it's a **high-spec** laptop ... very fast ... the latest **operating system** ... it **boots up** really quickly and it's fun to use so it makes working a pleasure ... I've become a competent computer user now ... if I didn't have it I daresay I'd have to spend more time at college using their computers ... but on the positive side I suppose I'd read a lot more if I didn't have it ... I probably waste a lot of time **surfing the web** ... but hopefully I won't have to be without it ...

3. Match the phrases with their definitions.

- | | |
|------------------------------|--|
| 1) gadget | a) send an email with an accompanying file |
| 2) operating system | b) a technological tool like a mobile phone or camera |
| 3) send an attachment | c) to locate |
| 4) to access websites/ email | d) a computer that isn't portable and remains in situ on a desk |
| 5) digital editing | e) to obtain a more powerful or feature-rich computer or piece of software |
| 6) a desktop PC | f) to edit digital materials like audio or video files |
| 7) to upgrade | g) powerful computer with top quality components |
| 8) high-spec (laptop) | h) the software that tells the computer how to work |
| 9) to boot up | i) to look at a series of websites one after the other |
| 10) to surf the web | j) to start a computer |

Interviewer: What do you think are the important things people need to learn when they start using computers?

Alejandro: Well ... there are things like how to use the Internet ... how **to enter a web address** ... how **to navigate websites** ... that kind of thing but it's also important to know how **to back up** your files in case your computer crashes ... and all about **Internet security**.

Interviewer: What kind of technological developments have made the biggest impact on our lives?

Faydene: In my lifetime it has to be the Internet of course but I also think Wi-Fi has made a huge difference to how we interact with the Internet ... **wireless networks** at home and public **Wi-Fi hotspots** mean we can **go online** easily ... **access our mail** ... log into our work intranet and basically be connected wherever we are.

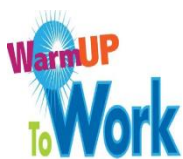
Interviewer: Do computers make it much easier to study?

Jane: Definitely yes ... researching information is much easier with the Internet ... you can **bookmark webpages** for future reference and writing essays is much easier ... being able **to cut and paste** sections of text means you can experiment with organisation ... so yes ... compared to years ago when you had a pile of books on your desk and a pen and paper ... it's now much easier.

4. Match the phrases with their definitions.

- | | |
|---------------------------|--|
| 1) to enter a web address | a) to find your way around a website |
| 2) Internet security | b) to type the address of a website into the address bar of your browser |
| 3) to navigate a website | c) to make a copy of files in case of a computer problem |
| 4) to back up file | d) Internet safety |
| 5) wireless network | e) a public place where you can access the Internet |
| 6) to cut and paste | f) a network where users can access the Internet without the use of fixed cables |
| 7) wireless hotspot | g) to mark a webpage for future reference |
| 8) to go online | h) to move text or images from one place in a document to another place |
| 9) to bookmark a webpage | i) to start using the Internet |

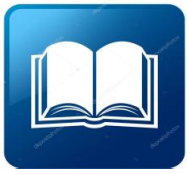
Unit 4. MISBEHAVIOR: TO TEACH OR TO PUNISH?



WARM-UP ACTIVITY

Discuss in small groups.

- When you were younger and did something wrong, how did your parents usually punish you?
- Did the punishment make you improve, or did you make the same mistakes again?
- The following are typical types of discipline and punishment parents use with their children in the West. Which ones are also common in your country?
 - a) give physical punishment – hit or spank the child;
 - b) give “time out” punishment – make the child stand in a corner or sit quietly for up to ten minutes;
 - c) take away privileges – not allow the child to play with something or do something they like to do, for example, take away a video game console, or not give pocket money;
 - d) give extra chores – give small jobs like cleaning and washing dishes;
 - e) ground the children – not allow the child to meet their friends and make the child come home directly after school;
 - f) give a lecture and warning – not give any punishment, just tell the child why the action was wrong and warn them not to do it again.
- Imagine you are a parent with a child. Decide which of the punishments above you would give your child if he/she...
 - a) ...was caught cheating on a test at school.
 - b) ...got angry and hit his friend while playing at your house.
 - c) ...got in a fight with another child at school. ...was caught shoplifting at a department store (for the second time).
 - d) ...was caught stealing money from you.
 - e) ...refused to share his toys with his younger brother.
 - f) ...was told to study, but you found out she just chatted online with friends.
 - g) ...received very bad grades in school.



READING FOCUS 1

A LONG WALK HOME

I grew up in the south of Spain in a little community called Estepona. I was 16 when one morning, my father told me I could drive him into a remote village called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage. Having just learned to drive and hardly ever having the opportunity to use the car, I readily accepted. I drove Dad into Mijas and promised to pick him up at 4 p.m., then drove to a nearby garage and dropped off the car. Because I had a few hours to spare, I decided to catch a couple of movies at a theater near the garage. However, I became so immersed in the films that I completely lost track of time. When the last movie had finished, I looked down at my watch. It was six o'clock. I was two hours late!

I knew Dad would be angry if he found out I'd been watching movies. He'd never let me drive again. I decided to tell him that the car needed some repairs and that they had taken longer than had been expected. I drove up to the place where we had planned to meet and saw Dad waiting patiently on the corner. I apologized for being late and told him that I'd come as quickly as I could, but the car had needed some major repairs. I'll never forget the look he gave me.

"I'm disappointed that you feel you have to lie to me, Jason."

"What do you mean? I'm telling the truth."

Dad looked at me again. "When you did not show up, I called the garage to ask if there were any problems, and they told me that you had not yet picked up the car. So you see, I know there were no problems with the car." A rush of guilt ran through me as I feebly confessed to my trip to the movie theater and the real reason for my tardiness. Dad listened intently as a sadness passed through him.

"I'm angry, not with you but with myself. You see, I realize that I have failed as a father if after all these years you feel that you have to lie to me. I have failed because I have brought up a son who cannot even tell the truth to his own father. I'm going to walk home now and contemplate where I have gone wrong all these years."

"But Dad, it's 18 miles to home. It's dark. You can't walk home."

My protest, my apologies and the rest of my utterances were useless. I had let my father down, and I was about to learn one of the most painful lessons of my life. Dad began walking along the dusty roads. I quickly jumped in the car and followed behind, hoping he would relent. I pleaded all the way, telling him how sorry I was, but he simply ignored me, continuing on silently, thoughtfully and painfully. For 18 miles I drove behind him, averaging about five miles per hour.

Seeing my father in so much physical and emotional pain was the most distressing and painful experience that I have ever faced. However, it was also the most successful lesson. I have never lied to him since.

Select Readings Intermediate by J. Bernard, L. Lee



POST-READING TASK

Order the events. Number the events in the story *A Long Walk Home* from the first (1) to the last (10).

- a) He apologized to his father for being late.
- b) He went to a movie theater.
- c) He dropped the car off at a garage to be serviced.
- d) He realized his father knew he was lying.
- e) He realized it was six o'clock and his father was waiting for him.
- f) He followed his father the whole 18 miles home.
- g) He picked up the car at the garage and then went to pick up his father.
- h) He told his father a lie.
- i) Jason drove his father into town and dropped him off.
- j) He tried to persuade his father to get into the car.



SPEAKING TASKS

Work with a partner to answer the questions below.

1. What do you think Jason said when he apologized to his father for being late?
2. What is your opinion of the way Jason's father responded to his son's lie?
3. Jason said that he learned something from this experience. Besides learning not to lie, what do you think he learned?
4. Jason's father chose an interesting way to teach his son a lesson. What could parents do in the following situations to teach their children a lesson?

Work in a group to come up with a suggestion for each situation.

1. When I was about six years old, my mother left me at a friend's house for a few hours. This friend had a large supply of pens and pencils, and I took a few of them without telling her. Later my mother saw the pens and asked me where I got them. When I told her, she

2. In my family, we weren't allowed to use any bad words. Even telling someone to 'shut up' was against the rules. One time when I told my sister to shut up, my mother

3. I don't remember this, but my relatives tell me that when I was little, I took some chalk and drew pictures on the outside of the house. My grandfather was the first to see my pictures and he... .

GET ON AT

Meaning

TO CRITICIZE SOMEONE

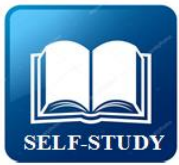
HER MOTHER IS ALWAYS **GETTING ON AT** HER FOR SKIPPING CLASSES

TAKE SOMEONE FOR GRANTED

Meaning

TO NOT SHOW THAT YOU ARE GRATEFUL TO SOMEONE FOR HELPING YOU

ROSE SAYS HER CHILDREN **TAKE HER FOR GRANTED** AND NEVER THANK HER FOR ALL THE THINGS SHE DOES FOR THEM



READING FOCUS 2

AN UNPUNISHED CRIME

The first time I got caught stealing was when I was about eight years old. My mother, older brother, and I went shopping at a department store. While my mother and brother were looking at clothes, I went alone to the music department. I noticed a Michael Jackson CD and, without really thinking, put it in my pocket. Then I went back to my mother and brother, and continued shopping.

Later, while we were driving home in the car, I decided to look at my new CD. My brother saw it and asked me where I had bought it. **I was unable to answer**, and my brother immediately told my mother that I had stolen the CD. As soon as my mother found out what I had done, she turned the car round and we went back in the department store. She dragged me into the shop by the ear and made me return the CD with apologize. It was extremely embarrassing. **It didn't end there.** My mother told my father and he shouted at me for what seemed like forever. As punishment, I couldn't see my friends for the rest of the summer holidays (two whole weeks!). The experience made me very angry, but I did learn two things that day: one, when you do something wrong, be very careful not to get caught, and two, never trust your brother.

A few years later, at middle school, I made a new friend, Andy, who was a bad influence on me. Andy never went to school and was always getting in trouble. I thought Andy was **cool** and wanted to impress him. When I found out that he often liked to shoplift, I felt that I had to do it too, to show that I was just cool. Every day after school, we would go to the shop and steal sweets, CDs, cards, cigarettes, and anything else that **we could lay our hands on**. Andy liked to call it "shopping with a five-finger discount".

One day Andy and I were shoplifting in a supermarket, when suddenly a shop assistant grabbed me. She saw me putting a CD in my pocket (I had had luck with CDs). As soon as Andy saw that I was caught, he quickly left the store. **I don't blame him**, as there was nothing he could do to help me. The police arrived and took me home in a police car. I was terrified. The police officer talked with my mother and then left. I expected my mother to be furious, just as she had been before, and was waiting for the severe punishment that was sure to come. However, to my surprise, she just **broke down** and cried. For a long 20 minutes, my mother just wept, I pleaded with her to stop crying and I promised I would never steal again, but she wouldn't stop. I had not only let her down, but I had broken her heart. I felt terrible to see her so upset. She didn't go on at me or punish me at all. She didn't even give me a lecture about stealing, or tell my father.

After that day, I refused to steal again and I have never since. Even today, when I think about stealing, I get the same sick feeling in my stomach and heart that I had the day my mother cried in front of me. Why ‘non-punishment’ was so much more effective than the ‘real’ punishment I received when I was eight years old. I am not sure, but it makes me think about how I will punish and discipline my daughter when she does something bad. I learn something else from that experience, as well. When I told Andy that I wouldn’t shoplift again, he was fine about it and we continued to be friends as before. I realized then that **a true friend** never pressures you to do something bad, and **accepts you for who you are**.

Select Readings Intermediate by J. Bernard, L. Lee



POST-READING TASKS

1. Complete the table with short answers.

	What did he steal?	How was he caught?	What did his parents do?	What was the result?
First time stealing				
Last time stealing				

2. Answer the questions.

- What did the author learn from his first experience with stealing?
 - Stealing is wrong.
 - His older brother really loves him.
 - Be careful not to get caught.
- Why did the author decide to steal when he was a middle school?
 - He didn’t have any money.
 - He wanted his friend to like him.
 - He didn’t think he would get caught.
- Why did the author decide never to steal again?
 - He was afraid of getting caught again.
 - He realized that it was not a good thing to do so.
 - His friend didn’t want him to steal anymore.

4. What did the author find out about Andy?
 - a) Andy would still be his friend even if he didn't steal.
 - b) Andy didn't want to steal again either.
 - c) Andy was not really a true friend.

3. Answer the questions.

1. What does the author mean when he says, *I was unable to answer*?
 - a) He didn't know the answer.
 - b) He couldn't understand the question.
 - c) He didn't want to tell the truth.
2. What does *It* in *It didn't end there* refer to?
 - a) His general punishment.
 - b) His mother's anger.
 - c) His embarrassment at the department store.
3. What does *cool* mean?
 - a) Quite cold.
 - b) Good.
 - c) Stupid.
4. What does *anything...we could lay our hands on* mean?
 - a) They stole anything it was possible to steal.
 - b) They stole anything that they could hide in their hands.
 - c) They stole anything that it was easy to reach.
5. What does the author mean when he says about Andy, *I don't blame him*?
 - a) Andy was not wrong to steal.
 - b) It was OK for Andy to leave the department store without helping the author.
 - c) The author didn't get caught because of Andy.
6. What does *break down* mean?
 - a) To not function properly.
 - b) To fall down.
 - c) To lose control of one's emotions.
7. Which expression in the text means *to criticize someone because they did something wrong*?
8. What does *a true friend ... accepts you for who you are* mean?
 - a) A good friend will like you if you are the right kind of person.
 - b) A good friend should try to understand exactly who you are.
 - c) You don't have to change yourself or do something special for a friend to like you.



SPEAKING TASK

Discuss the questions with your partner and share your opinions.

- Do you agree with the punishment the author received when he was eight years old?
- What would your parents do in a similar situation?
- What would you do if you were the parent?
- When the author was caught stealing at the supermarket, what did his friend Andy do?
- What do you think about Andy's action?
- What would you have done if you were Andy?
- Reward vs punishment: which one is more effective? Give reasons for your answer and include any relevant examples from your own knowledge or experience.



LANGUAGE FOCUS

Complete the sentences with the correct word.

1. I hate shopping, but my girlfriend... me to the shopping center anyway.
a) influenced b) dragged c) embarrassed d) grabbed
2. I was so ... when I fell over the bus.
a) intrigued b) apologized c) blamed d) embarrassed
3. Ken really... his parents when he failed three exams in his first term at the university.
a) impressed b) let down c) influenced d) broke down
4. When someone broke the window, the teacher... Paulo. But then she found out that someone else did it.
a) impressed b) broke down c) distressed d) blamed
5. I felt really bad about getting angry for no reason with my friend, so I called and ... Now everything is OK.
a) apologized b) let him down c) blamed him d) went on at him
6. Linda got bad marks last term, so her father ... her by taking away her mobile phone for one month. Ouch!
a) grabbed b) punished c) embarrassed d) dragged



READING FOR PLEASURE

THE TV BLACKOUT

By Art Buchwald

A week ago Sunday New York city had a blackout and all nine television stations in the area went out for several hours. This created tremendous crises in families all over New York and proved that TV plays a much greater role in people's lives than anyone can imagine.

For example, when the TV went off in the Bufkins's house panic set in. First Bufkins thought it was his set in the living-room, so he rushed into his bedroom and turned on that set. Nothing. The phone rang, and Mrs. Bufkins heard her sister in Manhattan tell her that there was a blackout.

She hung up and said to her husband, "It isn't your set. Something's happened to the top of the Empire State Building."

Bufkins looked at her and said, "Who are you?"

"I'm your wife, Edith."

"Oh," Bufkins said. "Then I suppose those kids' in there are mine."

"That's right," Mrs. Bufkins said. "If you ever got out of that armchair in front of the TV set you'd know who we are."

"Oh! They've really grown," Bufkins said, looking at his son and daughter. "How old are they now?"

"Thirteen and fourteen," Mrs. Bufkins replied.

"Hi, kids!"

"Who's he?" Bufkins's son, Henry, asked.

"It's your father," Mrs. Bufkins said.

"I'm pleased to meet you," Bufkins's daughter, Mary, said shyly.

There was silence all around.

"Look," said Bufkins finally. "I know I haven't been a good father but now that the TV's out I'd like to know you better."

"How?" asked Henry.

"Well, let's just talk," Bufkins said. "That's the best way to get to know each other."

"What do you want to talk about?" Mary asked.

"Well, to begin with, what school do you go to?"

"We go to High School," Henry said.

"So you're both in high school!" There was a dead silence.

"What do you do?" Mary asked.

"I'm an accountant," Bufkins said.

"I thought you were a car salesman," Mrs. Bufkins said in surprise.
"That was two years ago. Didn't I tell you I changed jobs?" Bufkins said.
"No, you didn't. You haven't told me anything for two years."
"I'm doing quite well too," Bufkins said.
"Then why am I working in a department store?"
Mrs. Bufkins demanded.
"Oh, are you still working in a department store? If I had known that, I would have told you could quit last year. You should have mentioned it," Bufkins said.
There was more dead silence.
Finally, Henry said, "Hey, you want to hear me play the guitar?"
"You know how to play the guitar? Say, didn't I have a daughter who played the guitar?"
"That was Susie," Mrs. Bufkins said.
"Where is she?"
"She got married a year ago, just about the time you were watching the World Series."
"You know," Bufkins said, very pleased. "I hope they don't fix the antenna for another couple hours. There's nothing better than a blackout for a man who really wants to know his family."

Beating Around the Bush by A. Buchwald

YOUR LEGACY

By Jack Canfield

I had a philosophy professor who was the quintessential eccentric philosopher. His disheveled appearance was highlighted by a well-worn tweed sport coat and poor-fitting thick glasses, which often rested on the tip of his nose. Every now and then, as most philosophy professors do, he would go off on one of those esoteric and existential "what's the meaning of life" discussions.

Many of those discussions went nowhere, but there were a few that really hit home. This was one of them:

"Respond to the following questions by a show of hands," my professor instructed.

"How many of you can tell me something about your parents?"
Everyone's hand went up.

"How many of you can tell me something about your grandparents?"
About three-fourths raised their hands.

"How many of you can tell me something about your great-grandparents?"
Two out of sixty students raised their hands.

“Look around the room,” he said. “In just two of short generations hardly any of us even know who our own great-grandparents were. Oh sure, maybe we have an old, tattered photograph tucked away in a musty cigar box or know the classic family story about how one of them walked five miles to school barefoot. But how many of us really know who they were, what they thought, what they were proud of, what they were afraid of, or what they dreamed about? Think about that. Within three generations our ancestors are all but forgotten. Will this happen to you?”

“Here’s a better question. Look ahead three generations. You are long gone. Instead of you sitting in this room, now it is your great-grandchildren. What will they have to say about you? Will they know about you? Or will you be forgotten, too?”

“Is your life going to be a warning or an example? What legacy will you leave? The choice is yours. Class dismissed.”

Nobody rose from their seat for a good five minutes.

Chicken Soup for the College Soul: Inspiring and Humorous Stories for College Students
by J. Canfield

WHY I CHOSE MY FATHER TO BE MY DAD

By Jack Canfield

I grew up on a beautiful sprawling farm in Iowa, raised by parents who are often described as the “salt of the earth and the backbone of the community.” They were all the things we know good parents to be: loving, committed to the task of raising their children with high expectations and a positive sense of self-regard. They expected us to do morning and evening chores, get to school on time, get decent grades and be good people.

There are six children. Six children! It was never my idea that there should be so many of us, but then no one consulted me. To make matters worse, fate dropped me off in the middle of the American heartland in a most harsh and cold climate. Like all children, I thought that there had been a great universal mistake and I had been placed in the wrong family – most definitely in the wrong state. I disliked coping with the elements. The winters in Iowa are so freezing cold that you have to make rounds in the middle of the night to see that livestock aren't stranded in a place where they would freeze to death. Newborn animals had to be taken in the barn and sometimes warmed up in order to be kept alive. Winters are that cold in Iowa!

My dad, an incredibly handsome, strong, charismatic and energetic man was always in motion. My brothers and sisters and I were in awe of him. We honored him and held him in the highest esteem. Now I understand why. There were no inconsistencies in his life. He was an honorable man, highly principled.

Farming, his chosen work, was his passion; he was the best. He was at home raising and caring for animals. He felt at one with the earth and took great pride in planting and harvesting the crops. He refused to hunt out of season, even though deer, pheasants, quail and other game roamed our farmlands in abundance. He refused to use soil additives or feed the animals anything other than natural grains. He taught us why he did this and why we must embrace the same ideals. Today I can see how conscientious he was because this was in the mid-1950s before there was an attempt at universal commitment to earth wide environmental preservation.

Dad was also a very impatient man, but not in the middle of the night when he was checking his animals during these late night rounds. The relationship we developed from these times together was simply unforgettable. It made a compelling difference in my life. I learned so much about him. I often hear men and women say they spent so little time with their fathers. Indeed the heart of today's men's groups is about groping for a father they never really knew. I knew mine.

Back then, I felt as if I was secretly his favorite child, although it is quite possible that each of us six children felt that way. Now that was both good news and bad. The bad news was that I was the one selected by Dad to go with him for these midnight and early morning barnyard checks, and I absolutely detested getting up and leaving a warm bed to go out into the frosty air. But my dad was at his best and most lovable during those times. He was most understanding, patient, gentle and was a good listener. His voice was gentle and his smile made me understand my mother's passion for him.

It was during these times when he was a model teacher – always focusing on the whys, the reasons for doing. He talked endlessly for the hour or hour-and-a-half that it took to make the rounds. He talked about his war experiences, the whys of the war he served in and about the region, its people, the effects of war and its aftermath. Again and again he told his story. In school I found history all the more exciting and familiar.

He talked about what he gained from his travels and why seeing the world was so important. He instilled a need and love of traveling. I had worked in or visited some 30 countries by the time I was 30 years old. He talked about the need and love of learning and why a formal education is important, and he talked about the difference between intelligence and wisdom. He wanted so much for me to go beyond my high school degree. “You can do it,” he’d say over and over. “You’re a Burres. You are bright, you have a good mind and, remember, you’re a Burres.” There was no way I was going to let him down. I had more than enough confidence to tackle any course of study. Eventually I completed a Ph.D. and later earned a second doctorate. Though the first doctorate was for Dad and the second for me, there was definitely a sense of curiosity and quest that made both easy to attain.

He talked about standards and values, developing character and what it meant in the course of one's life. I write and teach on a similar theme. He talked about how to make and evaluate decisions, when to cut your losses and walk away and when to stick it out, even in the face of adversity. He talked about the concept of being and becoming and not just having and getting. I still use that phrase. "Never sell out on your heart," he said. He talked about gut instincts and how to decipher between those and emotional sells, and how to avoid being fooled by others. He said, "Always listen to your instincts and know that all the answers you'll ever need are within you. Take quiet time alone. Be still enough to find the answers within and then listen to them. Find something you love to do, then live a life that shows it. Your goals should stem from your values, and then your work will radiate your heart's desire. This will divert you from all silly distractions that will only serve to waste your time – your very life is about time – how much you can grow in whatever years you are given. Care about people," he said, "and always respect mother earth. Wherever you shall live, be sure you have full view of the trees, sky and land."

My father. When I reflect on how he loved and valued his children, I am genuinely sorry for the youth who will never know their fathers in this way or will never feel the power of character, ethics, drive and sensitivity all in one person – as I do in mine. My dad modeled what he talked. And I always knew he was serious about me. I knew he felt me worthy, and he wanted me to see that worth.

Dad's message made sense to me because I never saw any conflict in the way he lived his life. He had thought about his life and he lived it daily. He bought and paid for several farms over time. He married and has loved the same woman for a lifetime. My mother and he, now married for nearly 50 years, are still inseparable sweethearts. And he loved his family so much. I thought he was overly possessive and protective of his children, but now that I am a parent, I can understand those needs and see them for what they are. Though he thought he could save us from the measles and almost did. I also see how determined he was that we be caring and responsible adults.

To this day five of his children live within a few miles of him, and they have chosen a version of his lifestyle. They are devoted spouses and parents, and agriculture is their chosen work. They are without a doubt, the backbone of their community. There is a twist to all this, and I suspect it's because of his taking me on those midnight rounds. I took a different direction than did the other five children. I began a career as an educator, counselor and university professor, eventually writing several books for parents and children to share what I had learned about the importance of developing self-esteem in the childhood years. My messages to my daughter, while altered a bit, are the values that I learned from my father, tempered with my life experiences, of course. They continue to be passed on...

“Good parents,” Jonas Salk once told me, “give their children roots and wings. Roots to know where home is, wings to fly away and exercise what's been taught them.” If gaining the skills to lead one’s life purposefully and having a safe nest and being welcomed back to it is the legacy of parents, then I believe I chose my parents well. Though wings have taken me around the globe, eventually to nest in lovely California, the roots my parents gave me will be an indelible foundation forever.

Chicken Soup for the Teenage Soul: More Stories of Life, Love and Learning by
J. Canfield

WHAT GENERATION GAP?

“You will never guess who I saw in concert last weekend!” my grandfather exclaimed. He could barely contain his excitement.

“Who?” I inquired, genuinely curious.

“Herman’s Hermits!”

Silence. “Who?”

My grandfather was shocked. “You’ve never heard of Herman’s Hermits?”

No, I hadn’t.

“But there were kids at the concert!”

Really?

“Well, they were about your father’s age and up.”

I am 18. My father is 46.

The generation gap is a natural consequence of life. As futurist Ray Kurzweil wrote, “We won’t experience 100 years of progress in the 21st century – it will be more like 20,000 years of progress (at today’s rate).”

People are a product of the era in which they grew up. My father was 13 years old when “Star Wars” premiered, and people his age went crazy for the special effects, which pioneered a breakthrough in the film industry. People my grandfather’s age thought the film was too focused on fighting and explosions, unlike the more plot-heavy films of years past. For my generation, the film is dated – after all, free downloadable programs are available online that allow users to create special effects more realistic than the ones considered cutting-edge in 1977.

More important, changes in technology result in changes in mindset. Frank Luntz elaborated on this in his 2009 book “What Americans Really Want ... Really.” My grandfather’s generation grew up with only three television channels (which would frequently show the same program simultaneously), while my generation has thousands of channels at our disposal.

Already in my 18-year lifetime, the world has changed dramatically. E-mail is my communication method of choice, while my younger brother prefers Facebook. I grew up watching videos on a VCR, but I doubt today’s kindergarteners

even know what a VCR is. I may be part of the last generation that will remember physical books and printed newspapers. Such societal changes are inevitable, because the future keeps coming at us.

Recently, my 9-year-old cousin was quoting her favorite television show, “iCarly.” I responded by quoting what was easily my favorite program when I was her age, the 1997-2001 cartoon “Recess.” Almost every person my age knows it. She said she had never heard of it. I am only 18, but at that moment, for the first time in my life, I felt old.

I did some research on Herman’s Hermits – using Wikipedia, not the dusty World Book Encyclopedia on my grandparents’ bookcase. It turns out that the band used to be fairly popular. I listened to their 1965 hit “I’m Henry the Eighth, I Am” online, and – after getting over the fact that a song with that title reached No. 1 – I started playing the tune on the piano. My grandfather heard the sounds of the keys and entered the room. He sat down and began a percussion accompaniment. No drum set was available, but the armrest of his chair sufficed. I found myself really getting into it, tapping my feet to the beat we were creating. I sneaked a glance in his direction, and saw that he was doing the same. Together, we filled the room with music.

The world he grew up in had little in common with mine. But for a few minutes the generation gap was reduced to zero.

<https://www.goodreads.com>

SIXPENCE

By Katherine Mansfield

Children are unaccountable little creatures. Why should a small boy like Dicky, good as gold as a rule, sensitive, affectionate, obedient, and marvelously sensible for his age, have moods when, without the slightest warning, he suddenly went “mad dog,” as his sisters called it, and there was no doing anything with him?

“Dicky, come here! Come here, sir, at once! Do you hear your mother calling you? Dicky!”

But Dicky wouldn’t come. Oh, he heard right enough. A clear, ringing little laugh was his only reply. And away he flew; hiding, running through the uncut hay on the lawn, dashing past the woodshed, making a rush for the kitchen garden, and there dodging, peering at his mother from behind the mossy apple trunks, and leaping up and down like a wild Indian.

It had begun at tea-time. While Dicky’s mother and Mrs. Spears, who was spending the afternoon with her, were quietly sitting over their sewing in the drawing-room, this, according to the servant girl, was what had happened at the children’s tea. They were eating their first bread and butter as nicely and quietly as you please, and the servant girl had just poured out the milk and water, when Dicky had suddenly seized the bread plate, put it upside down on his head, and clutched the bread knife.

“Look at me!” he shouted.

His startled sisters looked, and before the servant girl could get there, the bread plate wobbled, slid, flew to the floor, and broke into shivers. At this awful point the little girls lifted up their voices and shrieked their loudest.

“Mother, come and look what he’s done!”

“Dicky’s broke a great big plate!”

“Come and stop him, mother!”

You can imagine how mother came flying. But she was too late. Dicky had leapt out of his chair, run through the French windows on to the verandah, and, well – there she stood – popping her thimble on and off, helpless. What could she do? She couldn’t chase after the child. She couldn’t stalk Dicky among the apples and damsons. That would be too undignified. It was more than annoying, it was exasperating. Especially as Mrs. Spears, Mrs. Spears of all people, whose two boys were so exemplary, was waiting for her in the drawing-room.

“Very well, Dicky,” she cried, “I shall have to think of some way of punishing you.”

“I don’t care,” sounded the high little voice, and again there came that ringing laugh. The child was quite beside himself . . .

“Oh, Mrs. Spears, I don’t know how to apologise for leaving you by yourself like this.”

“It’s quite all right, Mrs. Bendall,” said Mrs. Spears, in her soft, sugary voice, and raising her eyebrows in the way she had. She seemed to smile to herself as she stroked the gathers. “These little things will happen from time to time. I only hope it was nothing serious.”

“It was Dicky,” said Mrs. Bendall, looking rather helplessly for her only fine needle. And she explained the whole affair to Mrs. Spears.

“And the worst of it is, I don’t know how to cure him. Nothing when he’s in that mood seems to have the slightest effect on him.”

Mrs. Spears opened her pale eyes. “Not even a whipping?” said she.

But Mrs. Bendall, threading her needle, pursed up her lips. “We never have whipped the children,” she said. “The girls never seem to have needed it. And Dicky is such a baby, and the only boy. Somehow . . .”

“Oh, my dear,” said Mrs. Spears, and she laid her sewing down. “I don’t wonder Dicky has these little outbreaks.

You don’t mind my saying so?

But I’m sure you make a great mistake in trying to bring up children without whipping them. Nothing really takes its place.

And I speak from experience, my dear.

I used to try gentler measures” – Mrs. Spears drew in her breath with a little hissing sound – “soaping the boys’ tongues, for instance, with yellow soap, or making them stand on the table for the whole of Saturday afternoon.”

"But no, believe me," said Mrs. Spears, "there is nothing, there is nothing like handing them over to their father."

Mrs. Bendall in her heart of hearts was dreadfully shocked to hear of that yellow soap.

But Mrs. Spears seemed to take it so much for granted, that she did too.

"Their father," she said.

"Then you don't whip them yourself?"

"Never."

Mrs. Spears seemed quite shocked at the idea.

"I don't think it's the mother's place to whip the children.

It's the duty of the father.

And, besides, he impresses them so much more."

"Yes, I can imagine that," said Mrs. Bendall, faintly.

"Now my two boys," Mrs. Spears smiled kindly, encouragingly, at Mrs. Bendall, "would behave just like Dicky if they were not afraid to. As it is . . ."

"Oh, your boys are perfect little models," cried Mrs. Bendall.

They were.

Quieter, better-behaved little boys, in the presence of grown-ups, could not be found.

In fact, Mrs. Spears' callers often made the remark that you never would have known that there was a child in the house.

There wasn't — very often.

In the front hall, under a large picture of fat, cheery old monks fishing by the riverside, there was a thick, dark horse whip that had belonged to Mr. Spears' father.

And for some reason the boys preferred to play out of sight of this, behind the dog-kennel or in the tool-house, or round about the dustbin.

"It's such a mistake," sighed Mrs. Spears;

Breathing softly, as she folded her work, "to be weak with children when they are little.

It's such a sad mistake, and one so easy to make.

It's so unfair to the child.

That is what one has to remember.

Now Dicky's little escapade this afternoon seemed to me as though he'd done it on purpose.

It was the child's way of showing you that he needed a whipping."

"Do you really think so?"

Mrs. Bendall was a weak little thing, and this impressed her very much.

"I do; I feel sure of it.

And a sharp reminder now and then," cried Mrs. Spears in quite a professional manner, "administered by the father, will save you so much trouble in the future.

Believe me, my dear."

She put her dry, cold hand over Mrs. Bendall's.

"I shall speak to Edward the moment he comes in," said Dicky's mother firmly.

The children had gone to bed before the garden gate banged, and Dicky's father staggered up the steep concrete steps carrying his bicycle.

It had been a bad day at the office.

He was hot, dusty, tired out.

But by this time Mrs. Bendall had become quite excited over the new plan, and she opened the door to him herself.

"Oh, Edward, I'm so thankful you have come home," she cried.

"Why, what's happened?"

Edward lowered the bicycle and took off his hat.

A red angry pucker showed where the brim had pressed.

"What's up?"

"Come – come into the drawing-room," said Mrs. Bendall, speaking very fast.

"I simply can't tell you how naughty Dicky has been.

You have no idea – you can't have at the office all day – how a child of that age can behave.

He's been simply dreadful.

I have no control over him – none.

I've tried everything, Edward, but it's all no use.

The only thing to do," she finished breathlessly, "is to whip him – is for you to whip him, Edward."

In the corner of the drawing-room there was a what-not, and on the top shelf stood a brown china bear with a painted tongue.

It seemed in the shadow to be grinning at Dicky's father, to be saying, "Hooray, this is what you've come home to!"

"But why on earth should I start whipping him?"

Said Edward, staring at the bear.

"We've never done it before."

"Because," said his wife, "don't you see, it's the only thing to do.

I can't control the child . . ."

Her words flew from her lips.

They beat round him, beat round his tired head.

"We can't possibly afford a nurse.

The servant girl has more than enough to do.

And his naughtiness is beyond words.

You don't understand, Edward;

You can't, you're at the office all day."

The bear poked out his tongue.

The scolding voice went on.

Edward sank into a chair.

"What am I to beat him with?" he said weakly.

"Your slipper, of course," said his wife.

And she knelt down to untie his dusty shoes.

"Oh, Edward," she wailed, "you've still got your cycling clips on in the drawing-room.

No, really –". "Here, that's enough," Edward nearly pushed her away.

"Give me that slipper."

He went up the stairs.

He felt like a man in a dark net.

And now he wanted to beat Dicky.

Yes, damn it, he wanted to beat something.

My God, what a life!

The dust was still in his hot eyes, his arms felt heavy.

He pushed open the door of Dicky's slip of a room.

Dicky was standing in the middle of the floor in his night-shirt.

At the sight of him Edward's heart gave a warm throb of rage.

"Well, Dicky, you know what I've come for," said Edward.

Dicky made no reply.

"I've come to give you a whipping."

No answer.

"Lift up your nightshirt."

At that Dicky looked up.

He flushed a deep pink.

"Must I?" he whispered. "Come on, now.

Be quick about it," said Edward, and, grasping the slipper, he gave Dicky three hard slaps.

"There, that'll teach you to behave properly to your mother."

Dicky stood there, hanging his head.

"Look sharp and get into bed," said his father.

Still he did not move. But a shaking voice said, "I've not done my teeth yet, Daddy." "Eh, what's that?"

Dicky looked up.

His lips were quivering, but his eyes were dry.

He hadn't made a sound or shed a tear.

Only he swallowed and said, huskily, "I haven't done my teeth, Daddy."

But at the sight of that little face Edward turned, and, not knowing what he was doing, he bolted from the room, down the stairs, and out into the garden.

Good God!

What had he done?

He strode along and hid in the shadow of the pear tree by the hedge.

Whipped Dicky – whipped his little man with a slipper – and what the devil for?

He didn't even know.

Suddenly he barged into his room – and there was the little chap in his night shirt.
Dicky's father groaned and held on to the hedge.
And he didn't cry. Never a tear. If only he'd cried or got angry.
But that "Daddy"! And again he heard the quivering whisper.
Forgiving like that without a word.
But he'd never forgive himself – never.
Coward! Fool! Brute!

And suddenly he remembered the time when Dicky had fallen off his knee and sprained his wrist while they were playing together. He hadn't cried then, either. And that was the little hero he had just whipped.

Something's got to be done about this, thought Edward. He strode back to the house, up the stairs, into Dicky's room. The little boy was lying in bed. He was lying quite still, and even now he wasn't crying. Edward shut the door and leaned against it. What he wanted to do was to kneel down by Dicky's bed and cry himself and beg to be forgiven. But, of course, one can't do that sort of thing. He felt awkward, and his heart was wrung.

"Not asleep yet, Dicky?" he said lightly.

"No, Daddy."

Edward came over and sat on his boy's bed, and Dicky looked at him through his long lashes.

"Nothing the matter, little chap, is there?" said Edward, half whispering.

"No-o, Daddy," came from Dicky.

Edward put out his hand, and carefully he took Dicky's hot little paw.

"You – you mustn't think any more of what happened just now, little man," he said huskily. "See? That's all over now. That's forgotten. That's never going to happen again. See?"

"Yes, Daddy."

"So the thing to do now is to buck up, little chap," said Edward, "and to smile." And he tried himself an extraordinary trembling apology for a smile. "To forget all about it – to – eh? Little man... Old boy..."

Dicky lay as before. This was terrible. Dicky's father sprang up and went over to the window. It was nearly dark in the garden. The servant girl had run out, and she was snatching, twitching some white clothes off the bushes and piling them over her arm. But in the boundless sky the evening star shone, and a big gum tree, black against the pale glow, moved its long leaves softly. All this he saw, while he felt in his trouser pocket for his money. Bringing it out, he chose a new sixpence and went back to Dicky.

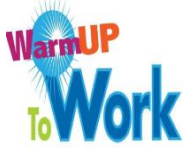
"Here you are, little chap. Buy yourself something," said Edward softly, laying the sixpence on Dicky's pillow.

But could even that – could even a whole sixpence – blot out what had been?

The Best Short Stories by K. Mansfield

Section IV. HOME, SWEET HOME

Unit 1. SAFE AS HOUSES



WARM-UP ACTIVITY

Discuss the following questions.

- What kinds of homes in Great Britain (America) do you know?
- Which of them are similar in both countries?
- Which of them are similar with homes in our country?
- What style of homes is typical for most of the countries in Europe?
- What styles of homes are masterpieces of world architecture in your opinion?

Guessing riddles

1. It is the style of the house which was called in honour of a queen.
2. There are similar homes in different countries which are usually on the ground.
3. This home can be convenient to live in for a long time and it is quite possible to travel in it.





BEFORE READING TASK

1. Match the types of houses and phrases with their definitions

apartment block apartment building (also apartment house)
bungalow council house farm house Georgian houses
mobile home (also a trailer house) typical New England houses

1. ... is a large building containing many apartments.
2. ... is a large group of buildings containing many apartments.
3. ... is a kind of large caravan in which people live all the time. Mobile homes have very small wheels and are rarely moved from their usual place which is usually in a special area with other mobile homes, called a mobile home park.
4. ... is a house which is all on the ground level.
5. ... is the main house on a farm, where the farmer lives.
6. ... In Britain, many old people live in bungalows.
7. ... In America, it is a small house which is usually on ground level.
8. ... is a house or a flat owned by the local town or county council, for which the family living in it pays rent. Council houses are usually fairly small plain houses on estates (a large area with many houses built close to each other). They are cheap to rent and are usually lived in by working class people. But since the 1980's, people have been able to buy their houses from the council, so there are now fewer houses owned by local councils.
9. ... come from the time of the four British kings called George, from 1714 to 1830. Georgian buildings are considered to be very attractive, and are often built in a neoclassical style, from red brick with white stone decoration.
10. ... are located in the north-eastern part of the USA. When people in the US think of New England, they think of the brightly coloured leaves that fall from the trees in the fall (autumn) and neatly painted white wooden houses.

2. Define the types of houses by the pictures and their descriptions:



Is one of a pair of joined houses.



Are houses joined to each other.



Is a house which is part of a terrace that is a row of houses joined to each other.



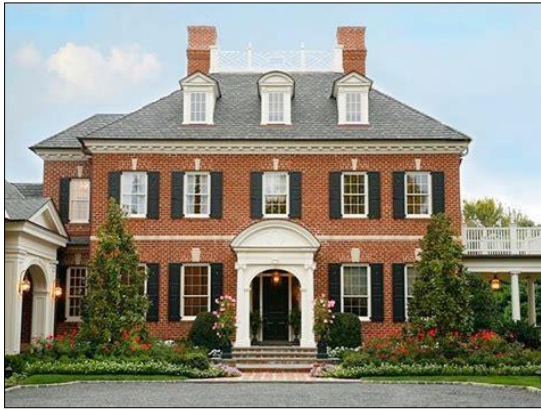
Is a tall block of flats or offices.



Is a house with a front of soft reddish-brown stone, common in New York City.



Are large, expensive, white columned houses of wealthy owners in the Southern US.



Is typically made of red brick and often decorated on the outside. Inside, they usually had furniture made of dark-coloured wood and a lot of ornaments and photographs in frames.



Is a house in the country with a thatched roof. Thatched cottages are considered to be attractive and old-fashioned.



Is a large area with many houses built close to each other.

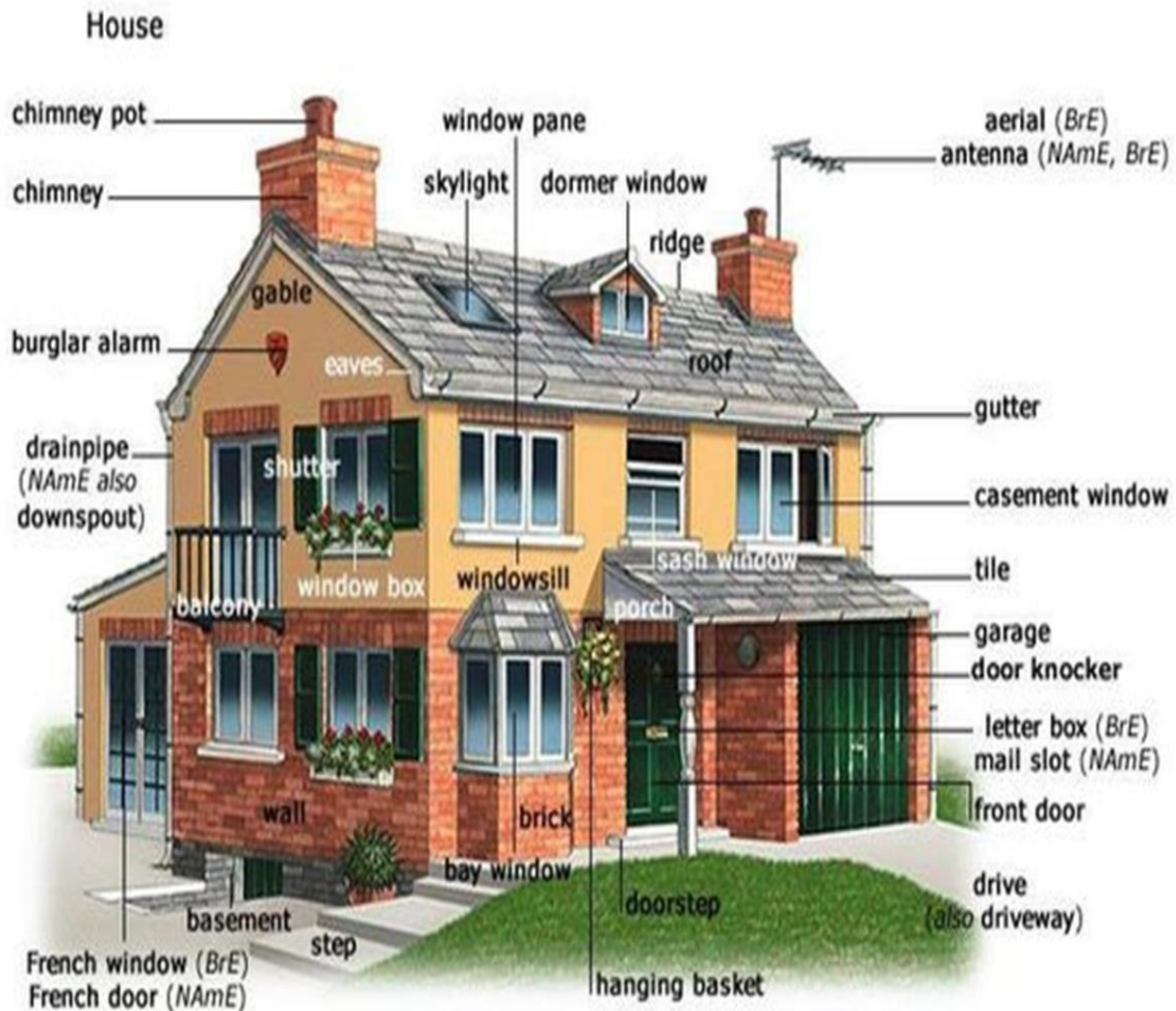


Is a house built on one level, usually with a roof that does not slope much. It is a house in which the rancher and his family live.

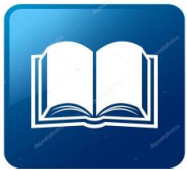

HOME

**WHERE YOU TREAT YOUR
 FRIENDS LIKE FAMILY, AND YOUR
 FAMILY LIKE FRIENDS**

2. Match the words with their definitions.



- | | |
|-------------|---|
| 1) attic | a) a covered structure in front of the entrance to a building |
| 2) basement | b) a window built into a roof to allow light in |
| 3) cellar | c) an outside area with a solid floor next to a house, where people can sit |
| 4) patio | d) a room under the ground floor of a building, esp. a house, that is usually used for storage |
| 5) porch | e) a wooden cover on the outside of a window that prevents light or heat from going into a room or heat from leaving it |
| 6) shutter | f) a flat, thin, usually square piece of baked clay, plastic, or other material used for covering floors, walls, or roofs |
| 7) skylight | g) a part of a building consisting of rooms that are partly or completely below the level of the ground |
| 8) tile | h) the space or room at the top of a building, under the roof, often used for storing things |



READING FOCUS 1

You are going to work in the teams of three students. Each student will be reading a different article and will have to complete the tasks after the text.

You are going to read the article about houses or works of art. Your partners are going to read about the smart home of the future and accommodation for students. Read the article and answer the questions after the text.

HOUSES OR WORKS OF ART?

Works of art are not only found in museums. Some people live in them. There are surprising houses in all kinds of places all over the USA.

For some people, a house is not good enough. They want to live in a castle. Only a rich person can build a real castle out of stone. But some people have done just that. Most American castles are in California, the land where the most unusual dreams come true. But not all castles are for rich people. Castle styles are sometimes copied in wood, and painted to look like stone. Even a small house, with only one or two bedrooms, can look like something out of a fairy tale.

It's not very difficult to make your house look different. There are a lot of 'do-it-yourself' stores in the U.S. to help you. You can go to the store and buy pillars and statues to make your house into a Greek temple. Or you can buy iron lamps and gates to make your house look Spanish. There are many books about building, and you can learn how to rebuild your own house without the help of a builder.

For some people, even castles and palaces are not good enough. They want their house to be completely different. The Elephant House in Margate City, New Jersey, is certainly different. The front door is in one of the back legs. You climb a stairway to the rooms in the elephant's body. There are also shoe houses, teapot houses, and duck houses. So if you want a really interesting home, go to the States. You'll find one you've never dreamed of.

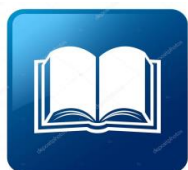
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POST-READING TASK

Answer these questions:

1. What is the most interesting thing in this text in your opinion?
2. What can one do to make his (her) house different? Is it difficult to do your house different? Why?
3. What kind of house would you like to live in? Why?



READING FOCUS 2

You are going to read the article about the smart home of the future. Your partners are going to read about houses or works of art and accommodation for students. Read the article and answer the questions after the text.

THE SMART HOME OF THE FUTURE

By Rachel Teppar Paley

Don't worry: Technology may come and go, but some things never change. In the not-so-distant future, cars will drive themselves and men may become obsolete, but home will always be home. It'll just be a lot smarter.

Granted, some tech is better than other tech. No one needs a Wi-Fi-connected juice press that doesn't actually juice anything. Gadgets that offer real utility – like a smart oven or open source furniture – stand a better chance of becoming ubiquitous. If you're skeptical, think of it this way: In-home refrigeration was the crazy, newfangled invention of 1913. Now, few among us can imagine living without it.

What will the home of the future look like?

The high-tech living room

Thirty-nine million Americans now have a smart speaker in their homes – that's 1 in 6 people – and all signs indicate this figure will only creep higher with time. In the living room of the future, smart speakers will be a central feature, with newer models connected to every element in your home, from the light bulbs to the lock on your front door to the thermostat.

Watching TV and movies will be a wildly different experience. Why devote precious square footage in your living room to a giant screen when you could have one that effortlessly rolls up away and out of sight? Or you may choose not to have a TV at all and opt instead for a super high-resolution short-throw projector that turns any white wall into your own personal movie theater.

In the coming years, it'll be much easier to design your living space. Apps will use virtual and augmented reality to help you visualize how a couch or chair will look in your home. You'll have lots of options: modular, open source furniture will dominate interior design trends, taking the lead from Ikea's couch, which has more than 97 different configurations. Choose wisely, because you'll be spending more time on the couch than ever: Facebook Inc.'s forthcoming living-room-gear video chat device will reportedly use smart camera technology to make people on both ends feel like they're sitting in the same room.

Also, expect your living room to be even more of a central hub than it already is. Deliveries will arrive here instead of on your front porch, thanks to Amazon.com's new Prime service, which will let verified delivery persons carry goods right into your home.

And don't for a minute think ultramodern gadgetry is only for the younger set: Homes for the elderly will be outfitted with internet-connected gear that allows adult children to monitor their aging parents.

Smart cooking in the kitchen

Ultimately, the goal of kitchen technology won't be to do the cooking for you. It'll just make you a better cook. Smart ovens will be outfitted with cameras and digital thermometers, helping you monitor your food as it bakes. And instead of just hoping the "medium-hot" setting on your gas range is hot enough, smart skillets will take guessing out of the equation by sizzling food at a precise temperature, which you'll set on a connected app.

Smart refrigerators will help reduce waste by letting you know when the carrots in your fridge are about to go bad, and offer up several recipes for them to boot. The smart fridge will even send cooking instructions to your smart oven. Meanwhile, 3D food printers will help you create intricately shaped pasta, and smart-technology-equipped ice cream makers will automatically sense the hardness of the mixture within and keep it ready until it's sundae time.

Tech enters the bedroom

The latest wave of home-focused technology is about making everyday life better and easier, and that begins with a good night's sleep. Sleep trackers such as smart mattress and smart phone apps Sleep Time and Sleep Cycle will use sensors to measure your sleep metrics, while smart alarm clocks will help you begin your day on the right foot with time, weather, and news.

Need a gentler wake-up? The smart aromatherapy alarm clocks will sense when you've reached your sleep cycle's lightest point and release a wake-up scent of your choice.

Once you are up and moving, it's time to get dressed: Your closet will be filled with clothes you don't just wear. They will actually interact with you, tracking health markers and habits. Your clothes might even change shape or color based on your feelings.

And if you want a new wardrobe, you won't have to even leave the house to find the best-fitting clothes: Amazon's patented mirror will let you virtually try on outfits from the comfort of your own bedroom.

The bathroom

In the future, spa-like experiences at home will be the norm. No need to draw your own bath – your digital assistant can do that for you with smart shower systems. High-tech tubs will induce relaxed brain waves, while nose-gearred gadgets will let you program and control your own aromatherapy session from your iPhone while you soak.

Sound far-fetched? Remember a decade ago, few of us could have imagined being so attached to our smart phones, let alone ordering groceries off the internet or barking commands at a digital assistant. With time, even the strangest things can become normal.

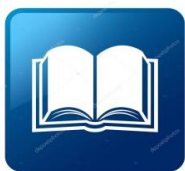
<https://www.bloomberg.com>



POST-READING TASK

Answer these questions:

1. What will the home of the future look like from your point of view?
2. What is a smart house?
3. What are the main advantages of living in a smart house?
4. Do you live in a house or an apartment?
5. How is your apartment decorated?
6. What mordent devices, mentioned in the article, would you like to have at your home?
7. What sort of accommodation would you most like to live in?
8. If you had \$5,000 to improve your home, what would you spend it on?



READING FOCUS 3

You are going to read the article about choosing student accommodation. Your partners are going to read about houses or works of art and the smart home of the future. Read the article and answer questions after the text.

ACCOMMODATION FOR STUDENTS IN THE UK

By Gavan Naden

First-year students face a choice of where to live: the parental home, a hall of residence or a privately rented flat. We consider the pros and cons.

The bright lights of London may seem appealing, but students soon notice they're paying a price for the privilege. The cost of accommodation in the capital can seriously dent any loan, so it's no wonder – according to figures from the Higher Education Statistics Agency – almost a quarter of students choose to live at home with mum and dad.

The benefits of living in the parental home include a full fridge, dirty washing sorted, the comfort and support of your family, and debts increasing more slowly. Living in halls or a flat is a luxury some students simply can't afford.

Jordanna Corbella wanted to study law at the University of Westminster but worried about the cost. However, after considering her options, she realised it was cheaper and easier to live at home in south London, even though it was not her preferred option.

"I definitely sacrificed a lot by living at home," Corbella says. "It was a very different experience compared to my friends. I think I probably lost a few years of being really young. Instead, I grew up too quickly."

"On the positive side, I got to study a lot more and saved a lot of money, plus I was waitressing and doing bartending jobs. I was also freer to visit my friends because I had a little more money."

"And it turned out, the residence of some of the students was further away than where I lived at home. To find affordable rents in London, people were spread all over the place."

"Given my time again I'd choose a different university, but having said that, the teaching was amazing. I loved it. It would have been great to have Westminster but in a place like Manchester!"

The fear is that students living at home may miss out on the total experience and lose the chance to become independent, gain life skills and the sense of freedom that comes with Freshmen who live at home may find it takes a little longer to make friendship groups. While those living in halls of residence can immerse themselves in student life from day one, and everything is close at hand 24/7.

But many universities attempt to redress the balance by providing special events for students who live at home. Ben Lewis, director of student support and wellbeing at Cardiff University says: “We offer a range of events for new students through our students union, including non-alcoholic events pitched at people who have to travel home at the end of the day.”

“Lots of students can feel isolated, but help is available. We suggest they use social media and actively engage with the union, societies and their academic department, field trips and so on. Stay proactive, and if it doesn’t work out at first, try a different group of friends.”

How to choose between city chic or campus cool? Campus-based universities are proving immensely popular, not just for the courses, but for their safety, sociability and amenities. Although most are slightly out of town, they tend to be contained and self-sufficient. And their other attraction is self-evident: if lectures start at 9 am, anyone waking up bleary-eyed half an hour beforehand can still be seated in time. There’s also no worry about having to catch a night bus home because drinking, eating, partying, and yes, even the library is on the doorstep.

City-based universities hold great appeal for students who want to integrate into the local culture and feel isolated by campus life.

Louise Clare opted for a city university. In fact, she was so impressed by Sheffield, she applied to two universities in the city. “I’m doing LLB law, with a year abroad. I am now in my final year and it’s been great. I love Sheffield and was set upon studying here after coming along to a couple of open days.”

“I’m from Brighton and enjoy city life. Sheffield provided all the things I wanted. I love the atmosphere and enjoy being part of the community. There are lots of student areas, and apart from the first year when I was in a hall of residence, I’ve always lived with other students in houses.”

“I shop in Meadowhall, which is quick tram ride away where they gear a lot of stuff towards students. There’s a cinema, bars and restaurants. And there are food festivals which are really good, like the Peddler Night Market.”

“I love going to the bars and clubs and when I get home from lectures I can go to the ballet club in the city. Students are very well accepted and there’s good collaboration between us and the locals.”

“If you want to experience somewhere lively and vibrant and want to be part of the local community, then a non-campus university gives you the best of both worlds: you can explore the city’s culture and be close to student friends.”

<https://www.theguardian.com>



POST-READING TASK

Answer these questions:

1. What is it like to live in the UK as a student?
2. What types of accommodation are available for students?
3. What are the main advantages and disadvantages of living in a dormitory / rented apartment ?
4. Do you agree that freshmen who live at home may lose the chance to become independent?
5. Have you ever been homesick?
6. How do students find suitable accommodation?
7. What is the best accommodation for freshmen in Minsk?



LANGUAGE FOCUS

House and Home Idioms

Using idioms at the right time and in the right context is also quite difficult to learn. Native speakers use them very naturally and in exactly the right context because they have obviously been brought up with the language and they don't have to think about it. Learn the idiomatic expressions below.



safe as houses – very safe

get on like a house on fire – get on very well with someone

on the house – free (in a restaurant/café, etc.)

to home in on – become closer to your target

home and dry – successful/past the difficult part of a process

to make yourself at home – make yourself comfortable

to hit home – force you to understand something unpleasant/difficult

home truth – an uncomfortable fact

homesick – missing your home

the lights are on but there's nobody home – used to mean someone is stupid or daydreaming/unresponsive

Read through these idiomatic expressions with the words “house” and “home”, again and discuss the best way to translate them into Russian or Belarusian.



LANGUAGE FOCUS

Read the sentences below complete them using the expressions above.

1. "This plan is as It can't fail!"
2. "I'm glad we've got that new client. We're ... now."
3. "He only went away for two weeks, but was terribly"
4. "Police are ... the suspects."
5. "Come in! Can I get you a drink?"
6. "She's going to have to sit down and hear some"
7. "Those two ... , they're always laughing together."
8. "Don't expect John to answer, look at him! – ..."
9. "The criticism of her performance really began to"
10. "Sorry we brought you the wrong meal, this one is ..."



SPEAKING TASKS

**Here is a conversation between Mrs Smith (Joan) and husband Steve.
It's Saturday and Joan and Steve are decorating.**

Joan: Steve, you missed a bit.

Steve: Where?

Joan: Here, on the wall just by the window, you can see a patch of white.

Steve: Oh yes, I see it. It's difficult in this light.

Joan: I know dear. Well, at least we have finished this room; only five more to go.

Steve: Are you sure you want to put wallpaper up in the lounge?

Joan: Yes, but don't worry, I'm really good at wallpapering. I just wish that John would decide on what he wants his room doing in.

Steve: I know, it's difficult when you're a boy, but at least he's grown out of Star Wars. I keep thinking he'll ask for red and black or something equally gruesome.

Joan: Yes, but it is his room. I'm glad we decided not to move. Maybe we should think about building an extension to the kitchen instead.

Steve: One thing at a time please! Let's get this decorating over and done with first.

Joan: Ha! Oh by the way you missed a bit by the door too!

Steve: Hmmm, thanks. Here's a brush.

Act out a telephone conversation between either Mrs Smith (Joan) or her husband Steve and one of their friends. Tell what they were doing on Saturday, share details.



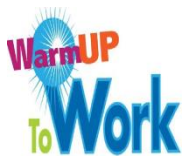
WRITING TASK

Write an essay about an ideal house that you would like to live in.

- 1) where would it be?
- 2) what type of house would it be?
- 3) how will you decorate it?
- 4) who will you like to live with?

GET IN	LET OUT
<i>Meaning</i> TO ARRIVE HOME	<i>Meaning</i> TO RENT A ROOM OR A BUILDING TO SOMEBODY
WHERE HAVE YOU BEEN AND WHY ARE YOU GETTING IN SO LATE?	SHE MAKES EXTRA MONEY BY LETTING OUT HER HOUSE WHEN SHE'S TRAVELING

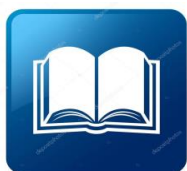
UNIT 2. URBAN VS RURAL



WARM-UP ACTIVITY

Discuss in small groups.

- How has urbanization impacted your life?
- Do you know anyone who is a country-lover or a city-lover?
- What do they say about the country and the city?



READING FOCUS 1

You are going to read a text about living in the country and the city. Compare problems of country life and city life. What is different?

CITY DWELLERS ESCAPE TO THE COUNTRYSIDE

When the stress of modern urban life becomes too much, many city dwellers are tempted to move out to the countryside in the hope of leading a quieter more relaxing lifestyle. The countryside appears to offer so much: clean air, beautiful scenery, less crime, the chance to live life at a slower, more natural pace, and to “get back to nature”. It is an appealing vision, and some people are determined enough to turn it into a reality. Yet anyone thinking of swapping the concrete and dirt of city life for the beauties of nature should be warned that moving to the country has its price too.

It is often said that it is easier to be poor in the country than in the city. To a certain extent that is true. In the country you can live off the land, in part at least, growing your own fruit and vegetables, and save money by living a simpler life. For young children, the countryside is an immensely exciting place to grow up where they can play and explore and invent their own games in relative safety. The actor Michael Caine recently said in an interview, “When I was young we were very poor in the country. My family couldn’t afford to buy me a bicycle, for example, but I never felt deprived. There was always something to do. I lived like Huckleberry Finn and it was great.”

Mike Thomas, a former lawyer from New York, got so fed up of life in the city that he took the drastic step of giving up everything, including his job, and moving to a one-roomed cabin in the woods of rural New York State. “With a clear **brook** nearby for water, free firewood and abundant **game**, I can live practically without money,” Mike says. “I work when I feel like it and my 1982 VW gets me far enough. I grow my own food and **barter** with the neighbours for milk and eggs. I have no debts, no bank accounts, and pay no taxes. For culture I have a public library nearby with free internet access and email. What more could I ever want?”

Of course, if you move from the city to the country, you need not be poor at all. In most cases, you have an opportunity to lead a more comfortable life, since property in rural areas is considerably cheaper than in the densely populated metropolitan areas. When Charles Hazelwood, a classical musician and television presenter, wife Henrietta and their three small children left London for rural Somerset, on the **proceeds** of the sale of their small north London flat they were able to buy an eight-bedroom Victorian villa with views over fields at the end of their large garden. The Hazelwoods would not dream of returning to London. “It’s definitely the best thing we ever did,” says Charles. “In London my son had a perpetual cough. We needed wide open spaces and clean air.”

It is the contact with nature that many **townies** look for. Julie Marriot, an Australian who spent some years working in Britain, says, “I lived in the Kent countryside for a year while commuting to London each day to work. The extra travelling time was well worth it. What I remember most is getting off the train each night at my rural station and smelling the fresh air. It really does exist in the countryside and you have to get out of the big cities to appreciate it. There is no place in the world like the English countryside.”

Don Patterson from the USA is a teleworker who spends most of his time in a rural **retreat** in New England, only occasionally visiting his New York office. After his excursions into the busy city, he is always **eager** to get back to his country home. “You’re still faced with deadline pressures and extended hours of work,” says Don, “but in the gloriously warm days of summer and **fall**, nothing can beat a walk in the woods at the end of the working day. There I can **linger** and **savour** the sound of silence, the smell of the earth.”

Nothing comes without a price to pay and country life is not always so idyllic. Teenagers in particular often have a hard time because of a lack of suitable entertainment. “Country life for teenagers can be really depressing,” says Sarah Birch, who grew up in the countryside but now lives in London. “Before I passed my driving test at 17, my parents had to drive me everywhere – to parties, music classes, to the cinema, etc. Buses were almost non-existent and my parents **resented** having to take me everywhere, especially in the evenings. It was depressing always to be greeted with **sighs** whenever I asked to be taken into town.”

Journalist Robert Elms is a self-confessed hater of life in the countryside. He has no doubts that life in the country is totally unsuitable for young people. He says, “If you really think rural life – with its limited horizons, few diversions and endless hours **hanging out** at the bus stop drinking beer from cans – is better for kids, then try asking some of them. The minute they get anywhere near old enough to have minds of their own, they want to get on the first bus to the **dreaded** city.

*But there's not much
night life*

Elms has a point. Services and basic **amenities** in country villages and towns are nowhere near as good as those in the city. Some children have to be taken up to 30 miles to school by their parents because of a lack of appropriate public transport. There is also less choice in terms of shops, schools and basic entertainment. For young people this can be very frustrating, which explains why suicide rates amongst teenagers is higher in rural areas than in cities. There is also a rising drug problem with teenagers in rural areas.

City dwellers who move to the countryside often have difficulty **fitting in** with the **close-knit** village communities. Rod Bates grew up in a small village and found it horribly oppressive. “Everyone knew your own private business so there was a complete lack of anonymity,” he says. “There is no space in rural areas for non-conformity and the only way to survive is to deny who you are. This can be deeply depressing and isolating.”

Those **born and bred** in the country often resent the arrival of “townies” who, they believe, know nothing of the true spirit of the countryside. Martin Jackson comes from a farming family in Wales. He says, “One of the most destructive forces of countryside life is the city commuter family who decides to move to the country and along with their vegetarian children use their influence to decide what they think rural life should be. They will complain if they see a farmer shooting rabbits or pigeons (both of which are severe agricultural pests) and complain about tractors stopping them getting to work. All of their shopping is done at the nearest shopping centre as the local shop is no use because you have to wait two minutes before you get served. And they don't drink at the local pub just in case they **bump into** any of the locals and have to talk to them.”

There is perhaps a little misunderstanding on both sides, but townies who move to the country should realize what they are **letting themselves in for**. Life in the country is not a perpetual summer with nothing else to do except **lounging around** eating homemade **goodies**. It is tough and demands hard work. You have to understand that there are fewer amenities and, if you commute to a city to work, longer travelling hours. If you do not, you might as well stay in the city.



townie – a person who lives in a town, especially as distinct from one who lives in the country.

game – wild animals, including birds and fish, hunted for sport, food, or profit.

born and bred idiom – born and raised in a particular place, which has shaped one's personality.

lounge around– to

goodies – something particularly pleasant to have or (often) to eat; any objects, rewards, prizes, etc., considered particularly desirable, attractive, or pleasurable.

fall – known as autumn in American and Canadian English.

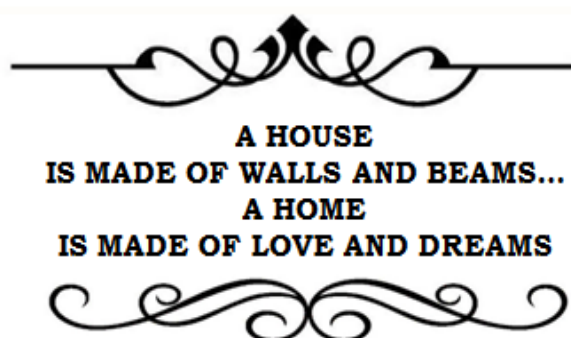
linguapress.com



POST-READING TASK

Read the text again scanning it for specific information to answer the following questions.

1. Mike Thomas never needs to spend any money at all.
2. The Hazelwoods' son had continual health problems in the city.
3. Although he enjoys the countryside, Don Patterson finds that he works longer hours at home than in his New York office.
4. Sarah Birch and her parents argued because they did not want her to go out in the evenings.
5. Martin Jackson claims that city people who move to the countryside are changing country life for the worse.



**A HOUSE
IS MADE OF WALLS AND BEAMS...
A HOME
IS MADE OF LOVE AND DREAMS**

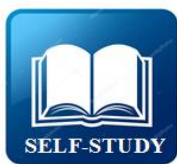


WRITING FOCUS

- 1. Write an essay about the pros and cons of living in the city or country.**

2. Make up a story based on the situation: Imagine you are a citizen of the USA or Great Britain. You live now or lived in the 18 (19/20/21) century. You belong (belonged) to different social positions. You may be a queen, a farmer, a landlord, or a very important person up to your liking. What house would you choose to live in?





READING FOCUS 2

Read this text and do the tasks after it.

LONDON'S SHARD – EUROPE'S TALLEST BUILDING

In July 2012, London's newest skyscraper was officially completed. The skyscraper is called the Shard and it cost about £430 million to build. At a height of almost 310 metres, it is the tallest building in Europe. The Shard is so tall that other great monuments like St Paul's Cathedral and Tower Bridge look small in comparison. The Shard has completely changed the appearance of London. However, not everyone thinks that it is a change for the better.

The Shard was designed by the famous Italian architect Renzo Piano. Piano is used to people criticizing his buildings. More than 40 years ago, Piano and British architect Richard Rogers designed the Pompidou Centre in Paris. A lot of people thought that the building was very strange and they didn't like it. Still today, there are people who don't like the style of the Pompidou Centre. When he began designing the Shard for London, Piano wanted a very tall building that looked like a spire. He wanted the glass surfaces to reflect the sky and the city. In the changing weather, the reflection would change too. The sides of the building aren't regular. So the building has an unusual shape. It looks like a broken splinter of glass (or shard). And that is how the building got the name: the Shard.

Piano understood that it was a risk to build such an unusual building. "You have to trust yourself," Piano told the Guardian. "You can't be certain that the design will be a success. If you make a mistake, it will be a mistake for centuries." Piano says that the spire shape of the Shard is part of a great London tradition. The shape reminds him of the spires of the churches of London of the tall masts of the ships that were once on the river Thames.

The Shard has 87 floors. At the top, there is an observatory which is open to the public (at a cost of £25 per person). At the moment the building is empty, but eventually there will be a luxury 5 star hotel. There will be top quality restaurants, luxury apartments, a spa and offices.

Before building work began, a lot of people didn't want the Shard. Organizations like English Heritage and the Royal Parks Foundation were against the plan. Local residents didn't want the building. But the plans were approved. In 2009 building work began.

A lot of people were still unhappy about the Shard. Critics said that such a tall skyscraper might be good in a city like New York, but it would not look good in London. Harry Mount, writing in the Telegraph, says: “The best thing about the Shard is its spire shape. It looks attractive. But that is the only thing. There is no decoration, only flat surfaces. The Egyptians did that 4,500 years ago. The Shard is also too big for London. It destroys the beauty of the city.”

Other critics of the Shard don't like what the Shard seems to represent. Aditya Chakaborrty of the Guardian says that the Shard “shows how London is becoming more unequal”. Only very rich people can afford to buy the private apartments. They cost between £30 and £ 50 million each. Only very rich people will be able to afford to stay in the hotel. But the people who live near the Shard are among the poorest people in London. So the Shard seems a symbol of the division in society between the very rich and the poor. The Shard, the splinter of glass, now dominates the London skyline. It is not certain, however, that ordinary London citizens will ever accept it as a valuable addition to the city.

**spire shape – шпиль*

<https://www.bbc.com>



POST-READING TASK

Mark the following statements as true or false.

1. People have objected to several of Renzo Piano's buildings, not just the Shard.
2. The Shard gets its name because of its shape.
3. When he designed the Shard, Piano wanted to create a totally new style of building for London.
4. You have to pay to visit the observatory at the top of the Shard.
5. It's not expected that anyone will ever live in the Shard.



LANGUAGE FOCUS

HOUSE AND HOME IDIOMS

1. Literal and non-literal meanings

Match the idiomatic expressions on the left with the non-idiomatic equivalents on the right:

- | | |
|---------------------------------------|--------------------------------------|
| 1. We got on like a house on fire. | a. Sort out your own problems first. |
| 2. She's nothing to write home about. | b. We liked each other a lot. |
| 3. It's as safe as houses. | c. The audience applauded a lot. |
| 4. It really brought it home to me. | d. It made me realize. |
| 5. He brought the house down. | e. We had no food left. |
| 6. We did it in-house. | f. She's not specially good-looking. |
| 7. They ate us out of house and home. | g. It's very safe. |
| 8. Put your own house in order. | h. We did it ourselves. |

2. House or home?

Decide which word – *house* or *home* – correctly completes the idioms below:

- Hello, Alex. Come in. Make yourself at *house/home*.
- I met my boyfriend's parents last night for the first time. We spent the evening talking about our love of horses. We got on like a *house/home* on fire.
- The number one priority of the new Party Leader must be to put his party's *house/home* in order after all the scandals of last year.
- It wasn't until I got home and sat down that the news about my job really hit *house/home*. Twenty-five years in the same factory and now it's closing.
- What are we going to do with all these old files? We've got to keep them for legal reasons. Where are we going to find a *house/home* for them in the office?
- My flat mate never cleans or does the dishes. I think I'm going to have to tell her a few *house/home* truths.
- I've just got one more exam to pass on my law course and then I'll be *house/home* and dry. I can't wait!
- Look, we can't afford to go to an advertising agency. They cost the earth! Can you find someone who can design the adverts *in-house/in-home*?
- Her performance was superb and really brought the *house/home* down.
- This might look dangerous, but I can assure you it's as safe as *houses/homes*.

3. Home from home

Fill in the following words and expressions in the dialogues below:

- | | |
|-------------------|----------------------|
| a) house and home | e) no-one at home |
| b) write home | f) come home |
| c) home from home | g) brought home |
| d) a good home | h) the home straight |

1. You always stay in the same place when you go on holiday, don't you?

– Yes. The same hotel in Venice every year. It's a real ... for us.

2. My brother and his family came to stay with us at Christmas. They nearly ate us out of We spent a fortune on food.

3. Larry likes to talk, doesn't he? It's sometimes difficult to shut him up.

– Yes. He'll sit and talk until the cows ... if you let him.

4. Pam can be a bit slow sometimes. I often have to explain things three times.

– I know what you mean. I don't like saying this, but sometimes it seems as if the lights are on but there's

5. Have you seen Christine's new boyfriend? What's he like?

– Well, he's OK, I suppose. But nothing to ... about.

6. We must've picked enough strawberries by now – surely?

– Come on. We only need a few more kilos. We're on ... now.

7. I wish I knew somebody who would give my old music centre

8. I didn't use to worry about having a beer or two, but last year a friend of mine had the most terrible car accident. It really ... to me the reality of drinking and driving.

4. Look back at the idioms in this unit and add the final words:

1. We got on like a house on....

2. He'll stay chatting till the cows come...

3. I told him a few home...

4. He needs to put his house in...

5. It took a few days for the news to really hit...

6. He's eating us out of house and...

7. Her last song brought the house...

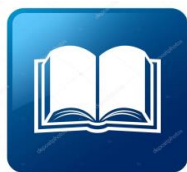
8. It was nothing to write home...

9. The lights are on but no-one's at...

10. We're on the home...

Is there anywhere you visit which is a real home from home for you?

Unit 3. LIVING OUT



READING FOCUS 1

THE REMBRANDT HOTEL

Read the hotels' description and decide which one you like more and explain why.



Rembrandt Hotel London
★★★★
8.4 **Very Good**
9,269 guest reviews

FREE cancellation
Breakfast included

Check-in From 2:00 PM
Check-out Prior to 12:00 PM

£151
For 1 night

London City Airport – 15 kilometers
London Heathrow Airport – 20 kilometers
London Luton Airport – 45 kilometers
London Stansted Airport – 53 kilometers

Location

Situated in affluent Knightsbridge, The Rembrandt is a stately hotel opposite the Victoria and Albert Museum, three miles from the theatres and restaurants of the West End. The hotel is in a perfect position for exploring the bustling city of London; nearby attractions include the famous department store of Harrods, 500 metres away, and Buckingham Palace, home to the Queen, two miles away. London Heathrow Airport is 15 miles from the hotel, only 30-minutes' drive.

Hotel features

The Rembrandt features Edwardian-style property designs. The hotel's Palette Restaurant offers guests a buffet breakfast each morning and serves a seasonally inspired menu for lunch and dinner. Guests can also use discounted access to a nearby health and fitness centre where they can work out, swim, and enjoy with body treatments, facials, massages, manicures and pedicures, and beauty services.

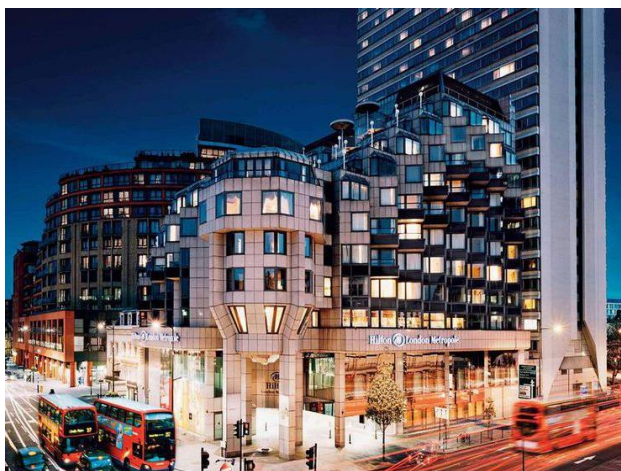
There is complimentary wireless Internet access for those with laptops, while further practical amenities include a 24-hour front desk, business services, secretarial services, a concierge desk that provides tours and ticket assistance, laundry facilities, and valet parking for those arriving by car.

Guestrooms

There are 195 guestrooms, over five floors, delicately decorated. All rooms equipped with satellite television with pay movies, complimentary wired/wireless Internet access, direct-dial phones, minibars, safes, coffee/tea makers, trouser presses, and hair dryers.

<https://www.booking.com>

HILTON LONDON METROPOLE



Hilton London Metropole
★★★★
7.5 Good
15,754 guest reviews

FREE cancellation
Breakfast included

Check-in From 3:00 PM
Check-out Prior to 12:00 PM

£139
For 1 night

London City Airport – 15 kilometers
London Heathrow Airport – 20 kilometers
London Luton Airport – 43 kilometers
London Stansted Airport – 51 kilometers

Location

Located on cosmopolitan Edgware Road, Hilton London Metropole. This modern hotel is close to Westway motorway and only 20 minutes' drive to the Heathrow Express terminal at Paddington Station, while a train and metro station is nearby. Madame Tussauds and the Planetarium are easily reachable, while Oxford Street and the shops and entertainment of the West End are only 10 minutes away.

Hotel features

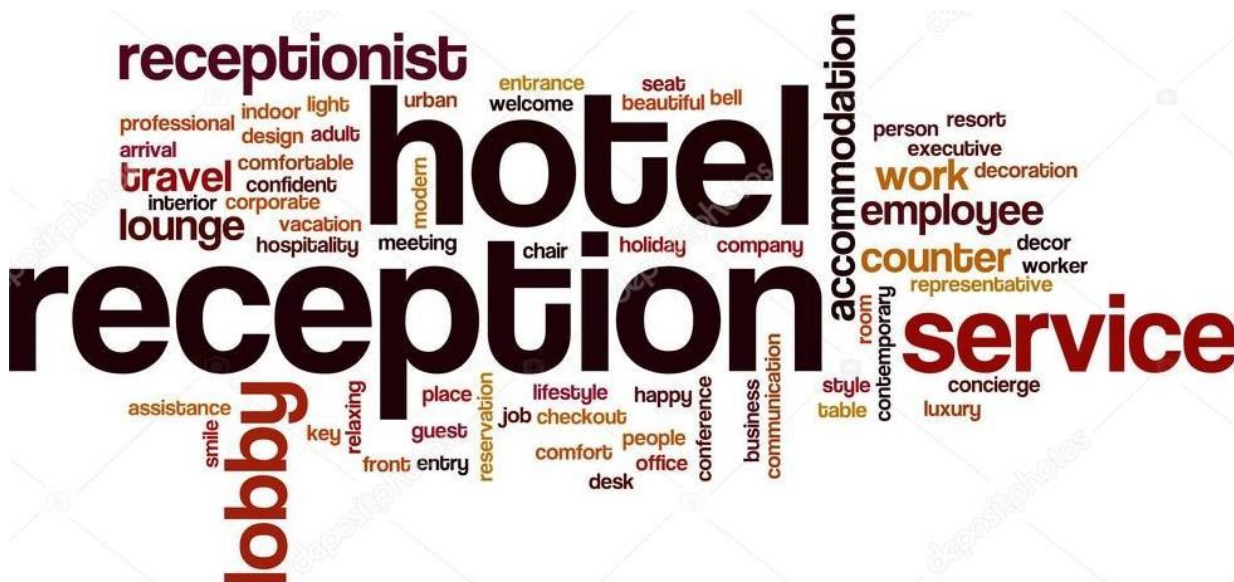
Dining options include a restaurant serving Mediterranean fare, and a city-view restaurant and bar offering Japanese-Thai fusion cuisine. An informal bistro-style eatery serves specialty coffees, pastries and paninis. A sports bar and a lobby lounge offer domestic and international drinks. The hotel provides 40 function rooms accommodating up to 3,000 people. A business centre includes two

Guestrooms

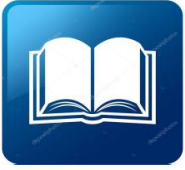
This 23-storey hotel offers guestrooms distributed among a tower, and East and West wings. High-speed Internet access is available (fees apply). Flat-panel televisions feature satellite channels. Recessed lighting, modern wood furnishings and ivory colour schemes reflect sleek style. Most rooms feature city views through double-paned windows.



Write about a hotel or inn in your city that you would recommend to foreign visitors.



HOTEL REVIEWS



READING FOCUS 2

Read two hotel reviews to complete the task after the text.

Michael: It was about four years ago and I had to pay a visit to Thailand for a short training to develop my working skills. It was a government-funded course. I was lucky to be selected because this course offered me some opportunities and facilities which were completely free. So, I went to Thailand's capital Bangkok and stayed in the famous Banyan Tree Hotel in South Sathon Road, Bangkok. I'm going to describe it now.

The Banyan Tree Hotel was pretty nice looking with state-of-the-art facilities. I stayed there because I had no choice at all. It was selected by the government officials who were dealing with our course. We were 15 trainees and all of us had to stay there. Actually, before going to Thailand, I had no idea about the hotel experience I would have. Reaching there, I felt quite amazed. It was a humongous hotel with spa facility. It had 325 guestrooms, 6 restaurants, 3 bars, a full-service spa, fitness center, outdoor pool, air conditioning facilities. The place looked dazzling with excellent designs. I really enjoyed the interior design of every place I've been in the hotel. The room I was placed had a beautiful blue-color décor with air conditioning. It had a big glass window and though it I could enjoy the stunning view of Bangkok.

The foods in the restaurants were absolutely delicious. I enjoyed all kinds of Thai foods. Actually, I liked the rice dishes so much that I could eat voraciously. I also liked the noodles and Kha Kai (Chicken in Coconut Soup). I even collected the recipe for some Thai foods. I also got a 24-hour room service and free Wi-Fi. I would never forget the room service because the people work there, are professionals yet extremely outgoing. They were very friendly and helpful too. When I had none to talk to, I could chat with those lovely people. I also enjoyed all other services by the hotel.

One other thing that I liked about the hotel was the Yoga classes it offered. I have some back problem and actually, it was Banyan Hotel where I fixed it without any consultation with the doctors. They provided me with the excellent yoga classes and fitness center accessibility for my complete stay at the hotel and

the exercises healed my pain completely. It was an amazing experience. All these services have made this hotel special to me. I would recommend all people to pay a visit to the hotel to experience the service they provide.

Daniel: About 6 months ago I was sent by my company to solve a problem for a client. The client was located in a remote island off the mainland and so I had to drive to the coast and then take a flight to the island.

It was the first time I had ever been in such a small plane – there were only six passengers and there wasn't much room – but the most amazing thing was that the plane actually landed on the beach when new arrived at the island, well, when I say beach it was more like a field which was beside the sea – with a bit of sand.

Anyway, the plan had been to go there early in the morning and then fly back late afternoon because there were only two flights that day; one in and one out. Unfortunately, while I was there the weather turned really bad and a really strong storm moved in from the sea and so it was impossible to fly out in the afternoon.

So someone at the company I had been visiting arranged a local hotel for me to stay at until the next day, when hopefully I would be able to fly out again. The hotel, like the plane, was really small – I think there were only four rooms, but it was so cool! It was like an old farmhouse with a big open fire, and the owner, a middle-aged lady, was really friendly and made sure I was comfortable and had everything I needed.

When dinner was served in the evening I met another guest and we chatted while eating and then had a coffee afterwards and the owner also joined us and told us a little more about life there and her hotel. It was really fascinating – I'd never stayed anywhere so remote before, so it was quite an adventure.

As for the view from the hotel, that night it wasn't very impressive because all you could see was the rain and some of the lights along the coast – but early the next morning when the sun came up it was quite spectacular to see the light bouncing of the ocean and the birds flying around.

The storm had passed but the waves were still crashing onto the shore and you could see some of the fishing boats in the harbor as well, so it was really quite picturesque. Anyway, by about midday the pilot had gotten the all clear to fly again and shortly after that we were off and flying back to the mainland.

I've stayed in quite a few hotels over the years, but I'll never forget that one – it was just so different; more like staying with an old friend in their house because the atmosphere was very homey and not like most commercial hotels.

<https://busyteacher.org>



POST-READING TASK

Answer these questions.

1. What are the factors which make a good hotel?
2. Are there any advantages to staying in a hotel rather than staying with a relative in their home?
3. Describe a hotel you've stayed in.
4. You should say where the hotel is, why you stayed at that particular hotel, give details description of the hotel and the view from it, and explain what makes hotel special.



WRITING FOCUS

1. At home find information about any hotel, write about it, and compare and contrast it with the above hotels (add the website in which you found this information, please).

Below you will find some guidance on how you should write a letter of complaint to accommodation officers.

Situation: You live in a room in college which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work.

You need to write a letter to the accommodation officer at the college.

Writing the letter stick to this plan:

1. Describe the situation.
2. Explain your problems and why is it difficult to stay there.
3. Say what kind of accommodation you would prefer.

2. Read two sample letters to see how it is done. Analyse the style and language.

Dear Accommodation Officer,

I am writing this letter to bring to your notice about the various problems I am facing with the room I am living in. I am sharing this accommodation with another person which I found difficult to live with and this is hampering my work.

The major problem with shared accommodation is no two people are alike and their thoughts do not match. We have very different styles of living. I work in morning shift (9 AM till 6 PM) and my roommate works in day shift (1pm –10pm). When he gets back to home he watches Television and carries on with his stuff but all these activities of him disturb me a lot. He sleeps late and I have to wake up early, hence, I am unable to sleep properly. All this is affecting my efficiency at work.

I would therefore request you to please provide me a single room accommodation to help me survive better.

Yours faithfully,

Dear Sir,

I am writing this letter to express my dissatisfaction and discomfort that I have been going through with my current room. I would like to request for the new arrangement.

I am final year student, and I have my finals next month. However, I am unable to concentrate on my studies due to my roommate. Even though my roommate is a nice guy, but his certain behaviors, like noisy phone calls, loud music, and late night coming are having negative effects on my studies. Furthermore, he frequently brings his friends to our room and party with them till late night. I have tried several times to explain my situation to him, but everything is same. I need to score good marks for my future employment, and I hope you will consider my request seriously.

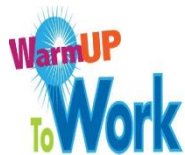
If possible, I would like a single room. However, in case if it is not possible, I would like a roommate someone who is serious with his studies, preferably someone from the final year. Moreover, I would like a noise-free room, probably on the top floor without shared terrace or balcony.

I hope you will take the appropriate actions as early to your convenience.

I am looking forward to hearing from you soon.

Yours faithfully,

Unit 4. MY HOME IS MY FORTRESS



WARM-UP ACTIVITY

Discuss in small groups.

- Is your house / flat / dormitory room a safe place?
- What to do when a burglary occurs in your neighborhood ?
- How to keep your money and valuables safe ?



READING FOCUS 1

Read the article below and match the words in bold with appropriate definition.

A NEIGHBOURHOOD ON THE WATCH

Thieves received a nasty shock when they were prevented from 1) **burgling** the home of pensioner Harold Spencer yesterday. Mr. Spencer lives on a 2) **housing estate** on the west side of Birmingham, which is covered by a local 3) **neighbourhood** watch scheme. So when neighbours saw two men behaving suspiciously outside Harold's house they immediately called the police. The estate has been the subject of a series of 4) **break-ins** recently, where houses have been burgled and 5) **ransacked**, so neighbours were on the look-out for burglars. Harold had also taken appropriate 6) **precautions**. He had had security locks fitted onto all the windows and doors of his house and also had a burglar alarm installed. Mr Spencer commented, "Luckily for me the neighbours were 7) **on the alert** and nothing was stolen."

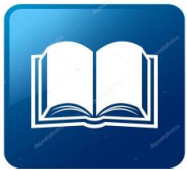
<https://learnenglish.britishcouncil.org>



POST-READING TASK

Match the words and expressions in bold in the text with the correct definitions.

1. Groups of people who keep an eye on each other's property.
2. Entering a building forcibly.
3. To break in and steal things from a building.
4. To steal things from a place and leave it in a mess.
5. Area with a large number of houses built close together.
6. Keeping a watchful eye.
7. Measures taken to prevent something unpleasant happening.



READING FOCUS 2

POLICEMAN AND VICTIM OF BUGLARY

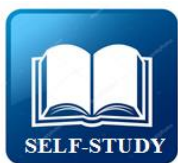
- Policeman: Hello, Madam, may I come in? I've come round to investigate the burglary that was reported last night.
- Woman: Oh, thank you, Officer. Actually I was **on the verge of** going out, but please come in. Sorry the place is in a state, but the burglars have **been through** everything. They've **messed up** the whole house – I don't think I'm ever going **to come to terms with** this.
- Policeman: Well, it'll probably take quite a while to **sink in**. Many people don't realize what it's like to **go through** a burglary.
- Woman: I can understand the point of taking valuable items, but what do they **get out of** vandalism?
- Policeman: It's very hard to say, Madam. When we do catch people like this, it's very difficult to **get** anything **out of** them.
- Woman: What are the odds on you catching these ones?
- Policeman: It depends on what we've got to go on. If they made a few **slip-ups** and left some clues, our chances are greater. But often, even if we catch them, they **get off** if there are no witnesses. What's actually missing?
- Woman: Fortunately not that much; a few bits of **tacky** jewellery and video. **It's just as well** I had most of my valuable jewellery with me. Also, it looks like they **messed around with** the television but, for some strong reason, they left it here.
- Policeman: Where were you for the evening?
- Woman: Well, my husband and I run a catering business and we were out at work. I **reckon** they must have watched us leave the house. Otherwise, they wouldn't have known there was nobody in. We always make a point of leaving some light on, and the radio as well. When we got home, we were actually **drenched** because of the pouring rain. The last thing we expected was to **come up against** something like this. I honestly feel as though I'm going to **crack up**.
- Policeman: Please try to calm down, Madam. Once you've **seen through** these first few days, you'll be fine. You just have to **talk** yourself **out of** it. No-one was hurt and very little was stolen.
- Woman: I suppose I'm feeling a little **hard done by** but I'll get over it.
- Policeman: Well I'll be **getting off** now. Please call if you need any help.



POST-READING TASK

Match the words and expressions in bold in the text with the correct definitions.

1. To come face to face with problems – usually ones which are not expected.
2. To interfere/ play with something – especially a machine.
3. Unfairly treated or punished, brought up without luxury.
4. To start a journey, to leave.
5. A small mistake.
6. To accept something negative, unpleasant or tragic which cannot be changed.
7. About to do something, likely to happen very soon.
8. To become mad, mentally ill, to have a nervous breakdown.
9. To think, to estimate.
10. To experience a bad time, to suffer.
11. To be accepted as reality and therefore not just a dream/ nightmare to take what someone has said seriously.
12. Something which looks very cheap and is full of bad taste.



READING FOCUS 3

NEVER TRUST A LADY

By Victor Canning

Guess why this story is entitled “Never Trust a Lady”. There are some ideas, choose the most suitable one.

- a) it's a love-story;
- b) it's about the woman who was deceiving people;
- c) it's about the woman who double-crossed other criminals;
- d) your interpretation

Everyone thought that Horace Denby was a good, honest citizen. He was about fifty years old and unmarried, and he lived with a housekeeper who worried over his health. Actually, he was usually very well and happy except for attacks of hay fever in the summer time. He made locks and was successful enough at his business to have two helpers. Yes, Horace Denby was good and respectable – but not completely honest.

Fifteen years ago Horace had served his first and only time in prison for stealing jewels. The minister at the prison had liked Horace – everyone did – and had tried to help him toward an honest way of life. But Horace did not want to become honest; he only wanted to make sure that his dishonesty never got him into trouble again.

Horace hated prison. He hated the food, the lack of exercise, the ugly worn out books in the prison library. Horace loved rare, expensive books; this was the reason he robbed a safe every year. Each year he planned carefully just what he would do, stole enough to last for twelve months, and secretly bought the books he loved through an agent.

Now, walking in the bright July sunshine, he felt sure that this year's robbery was going to be as successful as all the others.

For two weeks he had been studying the house at Shotover Grange, looking at its rooms, its electric wiring, its paths and its garden.

This afternoon the two servants, who remained in the Grange while the family was in London, had gone to the movies. Horace saw them go, and he felt happy, in spite of a little tickle of hay fever in his nose. He came out from behind the garden wall, his tools carefully packed in a bag on his back.

There was about fifteen thousand pounds' worth of jewels in the Grange safe. If he sold them one by one he expected to get at least five thousand, enough to make him happy for another year. There were three very interesting books coming up for sale in the autumn. Now, he would get the money he wanted to buy them.

He had seen the housekeeper hang the key to the kitchen door on a hook outside. He put on a pair of gloves, took the key, and opened the door. He was always careful not to leave any fingerprints.

A small dog was lying in the kitchen. It stirred, made a noise, and moved its tail in a friendly way.

"All right, Sherry," Horace said as he passed. All you had to do to keep dogs quiet was to call them by their right names, and show them love.

The safe was in the drawing room, behind a rather poor painting. Horace wondered for a moment whether he should collect pictures instead of books. But they took up too much room. In a small house, books were better.

There was a great bowl of flowers on the table, and Horace felt his nose tickle. He gave a little sneeze and then put down his bag. He carefully arranged his tools. He had four hours before the servants returned.

The safe was not going to be hard to open. After all, he had lived with locks and safes all his life. The burglar alarm was poorly built. He went into the hall to cut its wire. He came back and sneezed loudly as the smell of the flowers came to him again.

How foolish people are when they own valuable things, Horace thought! A magazine article had described this house, giving a plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hid a safe!

But Horace found that the flowers were stopping him in his work. He buried his face in his handkerchief. Then he heard a voice say from the doorway:

"What is it? A cold or hay fever?"

Before he could think, Horace said, "Hay fever," and found himself sneezing again.

The voice went on. "You can cure it with a special treatment, you know, if you find out just what plant gives you the disease. I think you'd better see a doctor, if you're serious about your work. I heard you from the top of the house just now."

It was a quiet, kindly voice, but one with firmness in it. A woman was standing in the doorway, and Sherry was rubbing against her. She was young, quite pretty, and was dressed in a red suit. She walked to the fireplace and straightened the ornaments there.

"Down, Sherry," she said. "Anyone would think I'd been away for a month!" She smiled at Horace, and went on, "However, I came back just in time, though I didn't expect to meet a burglar."

Horace had some hope because she seemed to be amused by meeting him. He might avoid trouble if he treated her the right way. He replied, "I didn't expect to meet one of the family."

She nodded. "I see what an inconvenience it is for you to meet me. What are you going to do?"

Horace said, "My first thought was to run."

"Of course, you could do that. But I would telephone the police and tell them all about you. They'd get you at once."

Horace said, "I would, of course, cut the telephone wires first and then" – he hesitated, a smile on his face, "I would make sure that you could do nothing for some time. A few hours would be enough."

She looked at him seriously. "You'd hurt me?"

Horace paused, and then said, "I think I was trying to frighten you when I said that."

"You didn't frighten me."

Horace suggested, "It would be nice if you would forget you ever saw me. Let me go."

The voice was suddenly sharp. "Why should I? You were going to rob me. If I let you go, you'll only rob someone else. Society must be protected from men like you."

Horace smiled. "I'm not a man who threatens society. I steal only from those who have a lot of money. I steal for a very good reason. And I hate the thought of prison."

She laughed, and he begged, thinking that he had persuaded her, "Look, I have no right to ask anything from you, but I'm desperate. Let me go and I promise never to do this kind of thing again. I really mean it."

She was silent, watching him closely. Then she said, "You are really afraid of going to prison, aren't you?"

She came over to him shaking her head. "I have always liked the wrong kind of people," she said.

She picked up a silver box from the table and took a cigarette from it. Horace, eager to please her and seeing that she might help him, took off his gloves and gave her his cigarette lighter.

“You’ll let me go?” He held the lighter toward her.

“Yes, but only if you’ll do something for me.”

“Anything you say.”

“Before we left for London, I promised my husband to take my jewels to our bank; but I left them here in the safe. I want to wear them to a party tonight, so I came down to get them, but...”

Horace smiled. “Like a woman, you’ve forgotten the numbers to open the safe, haven’t you?”

“Yes.”

“Just leave it to me and you’ll have them within an hour. But I’ll have to break your safe.”

“Don’t worry about that. My husband won’t be here for a month, and I’ll have the safe mended by that time.”

And within an hour Horace had opened the safe, given her the jewels, and gone happily away.

For two days he kept his promise to the kind young lady. On the morning of the third day, however, he thought of the books he wanted, and he knew he would have to look for another safe. But he never got the chance to begin his plan. By noon a policeman had arrested him for the jewel robbery at Shotover Grange.

His fingerprints, for he had opened the safe without gloves, were all over the room, and no one believed his story of the wife of the owner of the house asking him to open the safe for her. The wife herself, a gray-haired, sharp-tongued woman of sixty, said that the story was nonsense.

Horace is now the assistant librarian in the prison. He often thinks of that charming, clever young lady who was in the same profession as he was, and who tricked him. He gets very angry when anyone talks about “honour among thieves.”

<https://openlibrary.org>



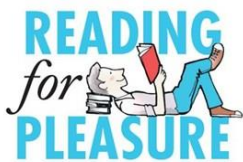
WRITING TASK

Write a new ending for the story. What could have happened to Horace if the lady were the owner’s wife?



SPEAKING TASKS

Work in small groups. Swap your ideas about how to protect your house and property against burglary.



READING FOR PLEASURE

CLEAN YOUR ROOM

By Art Buchwald

You don't really feel the generation gap until a son or daughter comes home from a term at college. Then it strikes you how out of it you really are. Popular columnist Art Buchwald reflects on an experience which child care workers know only too well. This dialogue probably takes place regularly all over the country.

"Nancy, you've been home from school for three days now. Why don't you clean up your room?"

"We don't have to clean up our rooms at college, Mother."

"That's very nice, Nancy, and I'm happy you're going to such a freewheeling institution. But while you're in the house, your father and I would like you to clean up your room."

"What difference does it make? It's my room."

"I know, dear, and it really doesn't mean that much to me. But your father has a great fear of the plague. He said this morning that if it's going to start anywhere in this country, it's going to start in your room."

"Mother, you people aren't interested in anything that's relevant. Do you realise how the major corporations are polluting our environment?"

"Your father and I are worried about it. But right now we're more concerned about the pollution in your bedroom. You haven't made your bed since you came home."

"I never make it up at the dorm."

"Of course you don't, and I'm sure the time you save goes towards your education. But we still have these old-fashioned ideas about making beds in the morning, and we can't shake them. Since you're home for such a short time, why don't you do it to humour us?"

"For heaven's sake Mother, I'm grown up now. Why do you have to treat me like a child?"

"We're not treating you like a child. But it's very hard for us to realise you're an adult when you throw all your clothes on the floor."

"I haven't thrown all my clothes on the floor. Those are just the clothes I wore yesterday."

"Forgive me. I exaggerated. Well, how about the dirty dishes and the soft-drink cans on your desk? Are you collecting them for a science project?"

"Mother, you don't understand us. You people were brought up to have clean rooms. But our generation doesn't care about things like that. It's what you have in your head that counts."

"No one respects education more than your father and I do, particularly at the prices they're charging. But we can't see how living in squalor can improve your mind."

"That's because of your priorities. You would rather have me make up my bed and pick up my clothes than become a free spirit who thinks for myself."

"We're not trying to stifle your free spirit. It's just that our medical insurance has run out, and we have no protection in case anybody in the family catches typhoid."

"All right, I'll clean up my room if it means that much to you. But I want you to know you've ruined my vacation."

"It was a calculated risk I had to take. Oh, by the way, I know this is a terrible thing to ask of you, but would you mind helping me to wash the dinner dishes?"

"Wash dishes? Nobody washes dishes at school."

"Your father and I were afraid of that."

Beating around the Bush by A. Buchwald

LEARNING HOW TO BE ROOMMATES

By Jack Canfield

I was never very neat. Later in life I learned to attribute this flaw to my creative genius, saying that my bouts of disorganization were simply the flip side of my unique gifts and talents. Yet, when I arrived at college, I hadn't come up with any impressive reasons for my big messes. They just were made and my roommate didn't seem to appreciate their contribution to my bright future. I am not sure why they stuck us together. I don't think they could have possibly picked two more different people to room together. Kim was extremely organized.

She labeled everything and each item she owned had its place. She even had one of those cute little pencil holder – and used it! Mine had become a collection spot for bits and pieces of paper, odds and ends. I think one pen may have found its way into the pencil holder but I certainly didn't put it there.

Kim and I fed off each other. She got neater and I got messier. She would complain about my dirty clothes, I would complain about Lysol headaches. She would nudge my clothing over to one side and I would lay one of my books on her uncluttered desk. It came to a head one fateful October evening. Kim came into the room and had some kind of fit because one of my shoes had found its way (inexplicably) beneath her bed. I don't know what was so significant about that but it infuriated her! She picked it up, tossed it toward my side of the room and managed to knock my lamp onto the floor. The light bulb shattered, covering the layer, clothes I had been planning to fold that very night. I jumped off the bed in horror and immediately started yelling about her insensitivity and rudeness. She yelled back and we ended up pushing each other to the door to be the first to slam our way out of the room. I'm sure it wouldn't have lasted a day or two longer. Probably not even a night, if it hadn't been for the phone call she received.

I was sitting on my bed, fuming. She was sitting on hers, fuming. It was later in this evening and the room was so thick with unspoken expletives that I don't even know why we had both returned to each other's company. When the phone rang she picked it up and I could tell right away it wasn't good news. I knew Kim had a boyfriend back home and I could tell from her end of this conversation that he was breaking up with her. Though we didn't mean for it to happen, I could feel the warm feelings of empathy rising up in my heart. Losing a boyfriend was something no girl should go through alone. I sat up in my bed. Kim wouldn't look at me and when she hung up the phone she quickly crawled under her covers and I could hear her quiet sobbing.

What to do? I didn't want to just walk over (I was still a little miffed) but I didn't want to leave her either. I smiled as I got the idea. Slowly, I began to clear up my side of the room. I took back the book I had set on her desk and I cleaned up the socks and the shirts. I put some pencils in my pencil holder and made my bed. I straightened the dresser top (but not the drawers – I had my limits!) and swept the floor, even on her side. I got so into my work that I didn't even notice that Kim had come out from under the covers. She was watching my every move, her tears dried and her expression one of disbelief. When I was finally done I went and sat at the end of her bed. Not really saying anything but just sitting. I guess I didn't know what to say.

Her hand was warm. I thought it would be cold, probably because I always thought the organized were pretty heartless. But no. Her hand was warm as it reached over to grasp mine. I looked up into Kim's eyes and she smiled at me. "Thanks."

Kim and I stayed roommates for the rest of that year. We didn't always see eye to eye, but we learned the key to living together. Giving in, cleaning up and holding on.

Chicken Soup for the College Soul: Inspiring and Humorous Stories for College Students
by J. Canfield

HOUSES IN FICTION

The descriptions of houses in fiction often foreshadow what events are about to transpire within their walls. Since drama makes for a good story the houses are often seen as dark and brooding. Conversely, where they are intimately tied to a hero, they often share his traits. Thus, the House at Bag End seems as cheerful as its occupant.

I was a little surprised in doing my research for Houses in Fiction, that several books that have "House" in the name barely touch upon a description. I would have thought that The Fall of the House of Usher would be more descriptive. I was expecting something truly malevolent from Poe, but his focus was on the feelings that the house inspired rather than the house itself.

This brings me to my problem. We should be able to fill pages and pages with houses in fiction, but I need your help to finish construction of this special library section of my virtual house.

So, what are your favorite houses in fiction?

THE HOUSE OF THE SEVEN GABLES

By Nathaniel Hawthorne

Chapter 1

The Pyncheon family home

HALFWAY down a by-street of one of our New England towns stands a rusty wooden house, with seven acutely peaked gables, facing towards various points of the compass, and a huge, clustered chimney in the midst. The street is Pyncheon Street; the house is the old Pyncheon House; and an elm-tree, of wide circumference, rooted before the door, is familiar to every town-born child by the title of the Pyncheon Elm. On my occasional visits to the town aforesaid, I seldom failed to turn down Pyncheon Street, for the sake of passing through the shadow of these two antiquities,—the great elm-tree and the weather-beaten edifice. Maule's Lane, or Pyncheon Street, as it were now more decorous to call it, was thronged, at the appointed hour, as with a congregation on its way to church. All, as they approached, looked upward at the imposing edifice, which was henceforth to assume its rank among the habitations of mankind. There it rose, a little withdrawn from the line of the street, but in pride, not modesty. Its whole visible exterior was ornamented with quaint figures, conceived in the grotesqueness of a Gothic fancy, and drawn or stamped in the glittering plaster, composed of lime, pebbles, and bits of glass, with which the woodwork of the walls was overspread. On every side the seven gables pointed sharply towards the sky, and presented the aspect of a whole sisterhood of edifices, breathing through the spiracles of one great chimney. The many lattices, with their small, diamond-shaped panes, admitted the sunlight into hall and chamber, while, nevertheless, the second story, projecting far over the base, and itself retiring beneath the third, threw a shadowy and thoughtful gloom into the lower rooms. Carved globes of wood were affixed under the jutting stories. Little spiral rods of iron beautified each of the seven peaks. On the triangular portion of the gable, that fronted next the street, was a dial, put up that very morning, and on which the sun was still marking the passage of the first bright hour in a history that was not destined to be all so bright. All around were scattered shavings, chips, shingles, and broken halves of bricks; these, together with the lately turned earth, on which the grass had not begun to grow, contributed to the impression of strangeness and novelty proper to a house that had yet its place to make among men's daily interests.

The house of the seven gables by N. Hawthorne

ADAM BEDE

By George Eliot

Chapter V

The Rector (Broxton Parsonage)

BEFORE twelve o'clock there had been some heavy storms of rain, and the water lay in deep gutters on the sides of the gravel walks in the garden of Broxton Parsonage; the great Provence roses had been cruelly tossed by the wind and beaten by the rain, and all the delicate-stemmed border flowers had been dashed down and stained with the wet soil. A melancholy morning—because it was nearly time hay-harvest should begin, and instead of that the meadows were likely to be flooded.

But people who have pleasant homes get indoor enjoyments that they would never think of but for the rain. If it had not been a wet morning, Mr. Irwine would not have been in the dining-room playing at chess with his mother, and he loves both his mother and chess quite well enough to pass some cloudy hours very easily by their help. Let me take you into that dining-room and show you the Rev. Adolphus Irwine, Rector of Broxton, Vicar of Hayslope, and Vicar of Blythe, a pluralist at whom the severest Church reformer would have found it difficult to look sour. We will enter very softly and stand still in the open doorway, without awaking the glossy-brown setter who is stretched across the hearth, with her two puppies beside her; or the pug, who is dozing, with his black muzzle aloft, like a sleepy president.

The room is a large and lofty one, with an ample mullioned oriel window at one end; the walls, you see, are new, and not yet painted; but the furniture, though originally of an expensive sort, is old and scanty, and there is no drapery about the window. The crimson cloth over the large dining-table is very threadbare, though it contrasts pleasantly enough with the dead hue of the plaster on the walls; but on this cloth there is a massive silver waiter with a decanter of water on it, of the same pattern as two larger ones that are propped up on the sideboard with a coat of arms conspicuous in their centre.

Chapter VI

The Hall Farm

EVIDENTLY that gate is never opened, for the long grass and the great hemlocks grow close against it, and if it were opened, it is so rusty that the force necessary to turn it on its hinges would be likely to pull down the square stone-built pillars, to the detriment of the two stone lionesses which grin with a doubtful carnivorous affability above a coat of arms surmounting each of the pillars.

It would be easy enough, by the aid of the nicks in the stone pillars, to climb over the brick wall with its smooth stone coping; but by putting our eyes close to the rusty bars of the gate, we can see the house well enough, and all but the very corners of the grassy enclosure.

It is a very fine old place, of red brick, softened by a pale powdery lichen, which has dispersed itself with happy irregularity, so as to bring the red brick into terms of friendly companionship with the limestone ornaments surrounding the three gables, the windows, and the door-place. But the windows are patched with wooden panes, and the door, I think, is like the gate—it is never opened. How it would groan and grate against the stone floor if it were! For it is a solid, heavy, handsome door, and must once have been in the habit of shutting with a sonorous bang behind a liveried lackey, who had just seen his master and mistress off the grounds in a carriage and pair. But at present one might fancy the house in the early stage of a chancery suit, and that the fruit from that grand double row of walnut-trees on the right hand of the enclosure would fall and rot among the grass, if it were not that we heard the booming bark of dogs echoing from great buildings at the back. And now the half-weaned calves that have been sheltering themselves in a gorse-built hovel against the left-hand wall come out and set up a silly answer to that terrible bark, doubtless supposing that it has reference to buckets of milk.

Yes, the house must be inhabited, and we will see by whom; for imagination is a licensed trespasser: it has no fear of dogs, but may climb over walls and peep in at windows with impunity. Put your face to one of the glass panes in the right-hand window: what do you see? A large open fireplace, with rusty dogs in it, and a bare boarded floor; at the far end, fleeces of wool stacked up; in the middle of the floor, some empty corn-bags. That is the furniture of the dining-room. And what through the left-hand window? Several clothes-horses, a pillion, a spinning-wheel, and an old box wide open and stuffed full of coloured rags. At the edge of this box there lies a great wooden doll, which, so far as mutilation is concerned, bears a strong resemblance to the finest Greek sculpture, and especially in the total loss of its nose. Near it there is a little chair, and the butt end of a boy's leather long-lashed whip.

The history of the house is plain now. It was once the residence of a country squire, whose family, probably dwindling down to mere spinsterhood, got merged in the more territorial name of Donnithorne. It was once the Hall; it is now the Hall Farm. Like the life in some coast town that was once a watering-place, and is now a port, where the genteel streets are silent and grass-grown, and the docks and warehouses busy and resonant, the life at the Hall has changed its focus, and no longer radiates from the parlour, but from the kitchen and the farmyard.

Adam Bede by G. Eliot.

THE WRONG HOUSE

By James N. Young

The night was dark. And the house was dark. Dark-and silent. The two men ran toward it quietly. They slipped quickly through the dark bushes, which surrounded the house. They reached the porch, ran quickly up the steps, kneeled-down, breathing heavily, in the dark shadows. They waited-listening whisper: “we can’t stay here.... Take this suitcase.... Let me try those keys. We’ve got to get in!”

Ten –twenty –thirty seconds. With one of the keys the one man opened the door. Silently, the two men entered the house, closed the door behind them, locked it.

Whispering, they discussed the situation. They wondered if they had awakened anyone in the house.

“Let’s have a look at this place.” “Careful, Hasty!” “Oh, there is not anybody awake!” And the soft rays of a flashlight swept the room.

It was a large room. A living room. Rugs, carefully rolled, lay piled on one side. The furniture – chairs, tables, couches was covered by sheets. Dust lay like a light snow over everything.

The man who held the flashlight spoke first. “Well, Blackie,” he said, “We’re in luck. Looks as if the family’s away.”

“Yeah, Gone for the summer, I guess. We better make sure, though. Huh.”

Together they searched the house. They went on tiptoe through every room. There could be no doubt about it. The family was away. Had been away for weeks.

Yes, Hasty Hogan and Blackie Burns were in luck. Only once in the past ten days had their luck failed them. It had been with them when they made their big robbery-their truly magnificent robbery on the Coast.

It had been with them during their thousand mile trip eastward, by automobile. It had been with them every moment-but one.

That moment had come just one hour before. It came when Blackie, driving the car, ran over a policeman. And Blackie, thinking of the suitcase at Hasty’s feet, had driven away. Swiftly.

There had been a chase, of course. A wild crazy chase. And when a bullet had punctured the gasoline tank, they had had to abandon the car. But luck or no luck, here they were. Alone, and without a car, in a completely strange town. In the suitcase, neat little package on neat little package, lay nearly three hundred thousand dollars!

“Listen,” said Mr. Hogan. “We have to get a car. Quick, too. And we can not steal one – and use it. It’s too dangerous. We have to buy one. That means that we have to wait until the stores open. That will be about eight o’clock in this town.”

“But what are we going to do with that?” And Mr. Burns pointed to the suitcase.

“Hide it right here. Sure! Why not? It’s much safer here than with us – until we get a car.”

And so they hid the suitcase. They carried it down to the cellar. Buried it deep in some coal, which lay in a corner of the cellar. After this, just before dawn, they slipped out.

“Say, Blackie,” Mr. Hogan remarked as they walked down the street, “The name of the gentleman we are visiting is Mr. Samuel W. Rogers.”

“How do you know?”

“Saw with on some of them books. He’s surely got a wonderful library, hasn’t he?”

The automobile salesrooms opened at 8 o’clock, as Mr. Hogan had supposed.

Shortly before nine , Mr. Hogan and Mr. Burns had a car. A very nice little car. Very quiet. Very inconspicuous. And very speedy. The dealer lent them his license plates and away they rode.

Three blocks from the house, they stopped. Mr. Hogan got out. Walked toward the house.

He had just to go around to the rear, he thought, and slip in.

Fifty yards from the house he stopped. Stared, swore softly. The front door was open. The window shades were up. The family had returned!

Well, what bad luck. And what could they do? Break into the cellar that night, and pick up the suitcase? No, too dangerous. Mr. Hogan would have to think of something.

“Leave it to me, kid.” He told Mr. Burns. “You drive the car. I’ll do the special brainwork. Let’s find a telephone. Quick.”

Directory. Yes , there it was – Samuel W. Rogers, Plain view 6329. A moment later he was talking to the surprised

Mr. Rogers.

“Hello,” he began, “Is this Mr. Rogers – Mr. Samuel Rogers?”

“Yes, this is Mr. Rogers.”

Mr. Hogan cleared his throat. “Mr. Rogers,” he said – and his tone was sharp, official, impressive – “this is Headquarters, Police Headquarters, talking. I am Simpson. Sergeant Simpson, of the detective division.”

“Yes , yes” came over the wire.

“The Chief – the Chief of Police , you know,” – here Mr. Hogan lowered his voice a little – “has ordered me to get in touch with you. He’s sending me out with one of our men to see you.”

“ Am I in trouble of some kind ?” asked Mr. Rogers.

“No, no, no. Nothing like that. But I have something of great importance to talk to you about.”

“Very well,” came the voice of Mr. Rogers. “I’ll wait for you.”

“And, Mr. Rogers” Mr. Hogan cautioned, “please keep quiet about this. Don’t say anything to anybody. You’ll understand why when I see you.”

On the way back to the house, Mr. Hogan explained his idea to Mr. Burns. Within ten minutes “Sergeant Simpson” and “Detective Johnson” were conversing with the surprised Mr. Rogers. Mr. Rogers was a small man . Rather insignificant. He had pale blue eyes. Not much of a chin. A funny little face. He was nervous – a badly frightened man.

Mr. Hogan told the whole story. Somewhat changed. Very much changed. And Mr. Rogers was surprised, but delighted. He accompanied Mr. Hogan to the cellar. And together they dug up to the suitcase. Took it to the living room, opened it, so that it had not been touched - that it really did hold a small fortune. Bills, bills, bills!

Mr. Hogan closed the suitcase.

“And now, Mr. Rogers,” he announced, in this best official manner, “Johnson and I must run along. The chief wants a report – quick. We have to catch the rest of the robbers. I’ll keep in touch with you.”

He picked up the suitcase and rose. Mr. Burns also rose. Mr. Rogers also rose. The trio walked to the door. Mr. Rogers opened in. “Come in boys,” he said pleasantly. And in walked three men. Large men. Strong men. Men in police uniform who without fear, stared at Mr. Hasty Hogan and Mr. Blackie Burns.

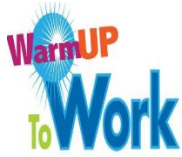
“What does this mean Mr. Rogers?” asked Mr. Hogan.

“It’s quite simple,” said Mr. Rogers. “It just happens that I am the Chief of Police!

<https://americanliterature.com>

Section V. AT THE UNIVERSITY

Unit 1. BRITISH AND AMERICAN UNIVERSITIES



WARM-UP ACTIVITY

Discuss in small groups.

- What is the biggest difficulty in being a college student?
- Why is a college education important?
- What does a college education provide?
- Where is the best place for you to study?
- Would you like to study at one of British universities? Why (not)?
- What would you like to know about higher education in the UK?
- What are your expectations about a university which is called The Open University?



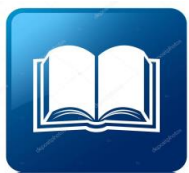
BEFORE READING TASK

Find the synonyms in the list below.

cosmopolitan emphasis impartial secure soaring

- 1) special importance, significance, particular prominence
- 2) high, going up, climbing
- 3) safe, protected, riskless
- 4) fair, unbiased, even-handed
- 5) people of many different backgrounds, familiar with and at ease in many different countries and cultures

Which contexts do you expect to find these words in?



READING FOCUS 1

Read the text about British universities and answer the questions after it.

UNIVERSITIES IN THE UK

Universities in Britain are a magnet for overseas students. There are currently over 200,000 from outside Britain studying at British universities. The largest single group is Chinese students. There are currently 50,000 in the UK. The British government expects the total number of overseas students to be around 900,000 by 2020, and also thinks that a quarter of these will be Chinese.

But why is the UK such a popular destination for university students? Well, the quality of your course is guaranteed. All courses are assessed by an independent system, so you can be assured that your course is officially approved and has wide international recognition.

The British education system is very flexible in order to provide for the needs of a modern, complex society. It is also cost-effective. Degree courses are usually shorter and more intensive than in other countries. There are lots of scholarships available. You normally need 3 A-levels, which are the exams taken by people leaving school at 18, in order to enter an undergraduate degree course. You also need an IELTS score of at least 5.5, but many universities offer foundation or access courses to prepare students for their studies.

British universities offer a personalised but independent approach. The emphasis is on creative and independent thought, which helps develop the skills you will need to compete in the global job market. Tutors not only teach but also provide support and guidance. As a result, international students have a very low dropout rate and a very high pass rate.

It is very simple to become an international student in the UK. The British Council offers a free and impartial service to anyone who is interested in studying in the UK, and an organisation called UCAS assists you in finding a course and making an effective application.

The UK is a dynamic and cosmopolitan place. The countryside is beautiful, and the theatres, museums, architecture and rich history make it a fascinating place to live and study. Why not give it a go?

The cost of a top education in England looks set to soar. The British government chose to allow universities to increase tuition fees to £ 9,500 a year, to secure the future of higher education as public finances are cut. Ministers said the costs could rise to around £14,500 in exceptional circumstances.

Surprisingly two of England's most prestigious universities, Oxford and Cambridge, have already signaled they will charge this top rate. An internal Cambridge review said it'll be for all courses, with discounts of up to £5,000 for poorer students. The deputy head of Oxford University said it'll be charging the maximum for all subjects, to make up for budget cuts and to be able to subsidise the less well-off.

Opposing the increases, some students said talented young people could still be turned off applying, to avoid being overwhelmed by debt. They fear social elitism will replace academic excellence.



IELTS – short for International English Language Testing System. It measures ability to communicate in English across all four language skills: listening, reading, writing and speaking.

British children are required by law to have an education until they are 16 years old. After completing the GCSE (General Certificate of Secondary Education) they leave school. A pupil who is about to leave or has recently left school is called **a school-leaver**. **A drop out** is one who has to stop school or university studies before they have completed the course.

<https://www.topuniversities.com>



POST-READING TASKS

Find the answers in the text.

1. What do these figures mean: 200,000; 14,500; 900,000; 3; 9,500; 50,000; 5,000, 5.5?
2. How many times bigger the number of foreign students will be by 2020?
3. What are the minimal requirements for your mastery in English to enter a university in the UK?
4. Is the number of students from abroad who fail the exams big?
5. Are the educational fees in England expected to grow or to get smaller?
6. What are the fears about the new situation with the costs of higher education?



LANGUAGE FOCUS

1. Match a word/phrase with its definition.

magnet overseas recognition scholarships guidance prestigious

- 1) highly thought of, respected and valued;
- 2) payments from a sponsor's funds to maintain a good student in full-time education;
- 3) a thing that attracts (literally, a piece of metal that attracts or repels iron);
- 4) accepting that something (e.g. a course) is of high quality;
- 5) help and direction;
- 6) coming from abroad, foreign.

2. Match a word/phrase in the left column with the words in the right column.

- | | |
|---------------------|---|
| 1) guaranteed | a) focused on individual students |
| 2) assessed | b) where a lot happens and changes happen quite often |
| 3) personalised | c) universities and colleges |
| 4) dynamic | d) to indicate |
| 5) set to soar | e) promised and assured |
| 6) higher education | f) in a position or likely to increase significantly |
| 7) to signaled | g) to pay money for the benefit of |
| 8) to subsidise | h) evaluated, ranked |
| 9) to secure | i) not prejudiced or biased |
| 10) impartial | j) to ascend, go up, escalate |
| 11) to sore | k) to protect |

3. Complete the chart with the derivatives. (Note that some boxes will not be filled.)

Noun	Verb	Adjective	Adverb
		emphatic	
	guarantee		
		globe	
guidance			
			impartially
		dynamic	
	subsidise		
		social	
	secure		
recognition			

4. Find an opposite word/phrase in the text (the number of paragraph is given in brackets).

which provides good education for not too much money (3)	
basic, preparatory (3)	
marks that you need to get in order to begin/continue to study at a university (4)	
rare or unusual situations (7)	
poorer people, who have less money than most (8)	
discouraged (9)	
categorising people based on their social class or wealth (9)	

5. Fill in the gaps with prepositions, postpositions or adverbs where necessary.

1) To make the country once again a magnet ... jobs, the budget invests in high-tech manufacturing and innovation.

2) Read experiences of international students studying ... Minsk State Linguistic University.

3) It is easy to understand why Harvard, Princeton and Yale universities are such a popular destination ... students from all over the world.

4) ... order to provide ... the needs ... a modern, complex society an education system should be very flexible.

5) Is that true that one needs an IELTS score least 5.5 to enter a British university?

6) What is the emphasis ... at our university? How much attention is given ... the development ... the skills a graduate will need to compete ... the global job market?

7) How can students be made interested ... studying more?

8) Did anyone assist you ... finding the right course to match your interests and abilities?

9) The managing director said that the costs are likely to rise around £500 per unit.

10) Granite School District officials are planning to cut ... administrators, secretaries and other middle managers to make its upcoming budget.

11) The book seems bulky but it shouldn't turn you ... reading. I promise once you start turning the pages you'll be overwhelmed ... its depth of knowledge, thought, and feeling.

6. Fill in the gaps with some active words in the box removed from the following text.

The cost of a top education in England looks set to soar. The British government chose to allow universities to increase ... fees to £9,500 a year, to secure the future of higher education as are cut. Surprisingly, two of England's most ... universities, Oxford and Cambridge, have already signaled

they will charge this The deputy head of Oxford University said it'll be ... the maximum for all subjects, to make up for budget cuts and to be able to ... the less well-off. Opposing the increases, some students said talented young people could still be turned off ..., to avoid being overwhelmed by debt. They fear social elitism will replace academic

Cream of the crop

Meaning
The best of all.

These three students are very bright. They are the **cream of the crop** in their class.

Walk in the park

Meaning
Something very easy to do.

- How was your test?
Was it difficult?
- No. It was a **walk in the park** because I studied really hard for it.



BEFORE READING TASKS

Before you read the text check some of the vocabulary to make it easier for you. How many words and expressions are you familiar with?

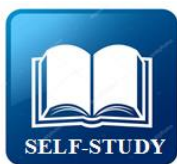
continuous assessment
minor subject
well-rounded education

curriculum
honors degree
burn the midnight oil

major subject
tutorial system
don

Which of them mean:

- 1) a lecturer (a college teacher), especially at Oxford or Cambridge University in England;
- 2) having or providing experience and knowledge in a number of different areas;
- 3) all the courses given in a school, college, etc., or a particular course of study in one subject;
- 4) in the UK, a first university degree, based especially on one subject;
- 5) the system in which the quality of a student's work is judged by various pieces of work during a course and not by one final exam;
- 6) the most important subject that a college or university student is studying, or the student himself or herself;
- 7) to stay up very late in order to study or do some other work;
- 8) the second most important subject that a college student is studying.



READING FOCUS 2

IVY LEAGUE UNIVERSITIES VS OXBRIDGE

Ivy League and Oxbridge are the most the most prestigious and well-known universities in the whole world. These universities are consistently in the top rankings of being the best choice for education, reputation, and academic excellence.

Both Ivy League and Oxbridge are consistently in the ranking both in respective countries and in the international rankings. Aside from being similar as excellent educational institutions and perennial favorites for aspiring college students, there are actually distinct differences between British and American universities.

In terms of history, Oxford and Cambridge have a lengthy one compared to Ivy League. Established in 1209, Cambridge University was founded by scholars from Oxford University, which dates back to 1096. It was later reinforced by the English King Henry III and received papal recognition as an educational institution from the popes. This makes Oxford and Cambridge Universities the oldest universities in England, Europe, and the English-speaking world.

Ivy League Universities, in comparison, are relatively new. However, Harvard University is considered as the oldest institution of higher learning in the United States. It was founded in 1636 by John Harvard and established by the Massachusetts legislature. The university is named after him.

University structure

There is also a stark difference in the number of colleges and how the institutions are governed. Harvard contains 15 different collages while Cambridge and Oxford have that number doubled with an extra college. Harvard has a President as its figurehead and principal administrator while in Oxbridge Chancellor is only a ceremonial position, and the Vice-Chancellor is actually the principal administrator.

Interaction with professors

You cannot escape the supervising stare of your “dons” at Oxbridge, but at Ivy League universities, you can get away not having much to do with your professors directly in your four years there. Thanks to the interaction with their scholar-professors, Oxbridge students tend to be more intellectually polished and more able to deal with complex subjects. They also turn out better public speakers than their Stanford and Harvard counterparts.

For the same reason, Oxford and Cambridge are better places for students who need to be supervised. The professors take their students under their wings. At Oxford, the tutorial system enables a student to have one-on-interaction with professors. Students are paired with tutors who can best handle the student’s interest areas. The greater professor-student interaction also paves the way for good recommendation letters to students from their professors, helpful for future higher education and employment.

Academics

How the academic systems at both Ivy League and Oxbridge work depends on the attitude and approach of students and how they use their time at university. Serious students learn a lot, and not-so-committed ones manage to scrape through. Ivy League and Oxbridge are research institutions that don't really involve undergraduates in research.

Some students say that undergraduation is better done in the US because of the flexibility of courses and because of the forgiving credential system. You can change your major during the first two years and take focused classes in the last two. You can take subjects outside your major and see how well you do and whether to continue.

The differences also reflect a few of the characteristics of the academic systems in the US and the UK. Harvard tries to give the student an interdisciplinary, well-rounded education. You have freedom to choose your courses from many. You don't need to choose a major straightaway, and only half your courses need to be in your major; fewer, if you don't want an honors degree.

Ivy League universities are extremely classroom-focused with a rigid curriculum and a "check-all-the-boxes approach". As grades are based on participation, homework, and exams, students work hard over longer periods of time.

At Oxbridge, applicants need to apply usually for a specific course at a specific college and may be able to go to the college that best fits their subjects of interest. If someone wants to study a specific author from French literature, for example, he can get the chance to work with a world-renowned expert on that author's works. Oxford has a specific in-depth curriculum, while Cambridge has built up a wider curriculum from which students can pick modules and specialize.

With their majoring and minoring system, US universities allow students to choose a major subject and minor subjects that don't have to be related to their majors at all, although some universities have some restrictions. For students with wide-ranging interests, the flexibility is a boon. Some universities say they offer almost 3,500 courses.

At Cambridge and Oxford, you can study one subject thoroughly through numerous, intense courses. The focus on a single subject in the UK doesn't work in the student's favor always. It doesn't help the student learn more, as is the common perception. In fact, a US student majoring in physics, for example, gets the flexibility to take grade classes along with advanced math classes to supplement her education. Hence, this US student can learn more in her undergraduate course than a UK student.

Examinations

In American universities, each course is assessed individually, through homework, term paper, and exams, unlike in the UK, where the annual examination after every year and the final examination at the end of the third year take care of all the assessment. Some graduates feel this doesn't help students very much as it is just like a game in which you do well if you are good at taking tests. If you are unwell, or if you are not calm on that day, for example, you are less likely to do well.

There is no parallel to this in the real world where there is hardly any situation, except perhaps sports, where you have to perform on a given day and there is no feedback from which you can improve and you're in or out.

The US system prepares students for the real world by its continuous evaluation and multifaceted education. Each class has a weekly assignment that students are supposed to discuss with their tutor, though these are ungraded. The continuous assessment system of the US universities is often considered superior as students are able to learn from their mistakes and take steps to improve themselves.

Burning the midnight oil

The UK curriculum is perceived as easier than the US system for students. US universities push students harder. UK institutions give them more freedom. Probably this is why American students going to the UK are able to top their classes and take their time in their new country as a sort of vacation.

<https://www.oxford-royale.co.uk>



The Ivy League is composed of 8 highly prestigious private schools of higher learning. They were given this name due to the ivied walls of older colleges. The member institutions are Harvard, Yale, Dartmouth, Cornell, Penn (University of Pennsylvania), Brown, Princeton, and Columbia. The phrase “Ivy League” is synonymous with elitism, academic excellence, and selectiveness in admissions.

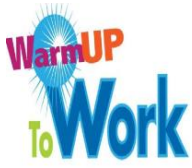


SPEAKING TASKS

Work in small groups. Swap your ideas about what the most important things in modern education are and present them in class.

1. What are the present challenges the universities and the society are facing?
2. Make up a list of requirements a university has to satisfy to be a success.
3. What are the main similarities and differences of studying in the UK, the USA and Belarus?
4. What are your priorities in studying?

Unit 2. DISTANCE LEARNING



WARM-UP ACTIVITY

Discuss in small groups.

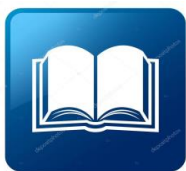
- The modern view of education is “from cradle to grave”. How do you understand the expression?
- What does the word “distance” mean in “distance education, distance learning”?
- What are your expectations about a university, which is called the Open University?



WHILE READING TASK

You are going to read a text about a distance learning university. Choose the most suitable heading from the list A-I for each part (1-7) of the text. There is one extra heading which you do not need to use. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

- A. The Open University: Facts and Figures.
- B. Programmes of study at the Open University.
- C. Foundation.
- D. Degrees and other qualifications.
- E. Degree ceremonies.
- F. Teaching methods.
- G. Students and Staff.
- H. Introduction.
- I. Assessment methods.



READING FOCUS

THE OPEN UNIVERSITY

0	Introduction
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Many of the students who stay at home during university do so for monetary reasons and some of these students are unable to cut back to even part time work in order to become full time students. Distance learning, or learning which takes place at home, is very popular with students who cannot abandon their jobs or schedules in order to get to a university campus on a regular basis. In the United Kingdom, The Open University has come to the rescue of any student who would like to return to higher education but would prefer to do so through distance learning.

1	
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The Open University (commonly Open University or OU, but officially the is part of its name) is the UK's distance learning government-supported university. It was established in 1969. The OU accepted its first 25,000 students in 1971, adopting a radical open admissions policy. At the time, the total "traditional" university population in the UK was around 130,000. Since its foundation, the OU has inspired the creation of many similar institutions around the world. The majority of students are based in the UK, but its courses can be studied anywhere in the world. The administration is based at Walton Hall, Milton Keynes in Buckinghamshire, but has regional centers in each of its thirteen regions around the UK. It also has offices in other European countries.

2	
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The Open University is a university that was founded, and still operates, strictly for distance learners. Sometimes it is referred to as an "invisible" university because there is no single physical structure that acts as a traditional centre of teaching and learning. At the moment it is the UK's largest university with over 150,000 undergraduate students enrolled in courses, and 30,000 students taking postgraduate courses. There are also over 25,000 students studying overseas. Since it was founded, more than 3 million students have studied its courses.

Most of these students study part time, and many of them are even sponsored by their employers – which is proof that a degree or qualification from the Open University is recognized and respected in the job market.

3	
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The Open University offers over 600 courses across undergraduate, postgraduate and research programmes. Courses at the Open University can be taken just for fun or with a view towards finishing a certificate, diploma or degree. General subject areas include business, education, humanities, information technology, law, social sciences and more. The majority of students choose to undertake social studies and biological and physical sciences, as well as historical and philosophical studies. All courses start, and run, throughout the year. The Open University is a wonderful, flexible option for students who are unable to commit to full time student life at a traditional university.

4	
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People from all walks of life and all ages take advantage of the OU; for most courses there are no entry requirements other than the ability to study at an appropriate level, though most postgraduate courses require evidence of previous study or equivalent life experience. Approximately 70 percent of students are in full-time employment, often working towards a first (or additional) degree or qualification to progress or change their career, with over 50,000 being sponsored by their employer.

Most undergraduate students are female, while males are slightly more than females in postgraduate courses, and the majority of the students are in between 25 and 44 years old, the median age of new undergraduates being 32. 37 852 students receive financial help, and the typical cost for UK students of a Bachelor's degree at the OU is between 3150 and 4225 GBP (EU and international students pay more as the university does not receive government funding for them). Most students come from England, while others are from Scotland, Ireland, and the rest of the European Union.

The majority of staff are associated lecturers as, there are over eight thousands working for OU. There are also salaried academic employees, others who are also academic-related, and support staff (including secretaries and technicians).

5	
---	--

Most of the studying done with the Open University is done on the student's own time, from the student's own home. When a student registers for a course, a package of materials is sent out to support his or her learning. The OU uses a variety of methods for distance learning, including written and audio materials, the Internet, disc-based software and television programmes on DVD. As students work through the materials, they submit assignments and sit an examination for the course at one of the Open University's regional centres. When students

require support, they can turn to the course tutors (“Associate Lecturers”) who provide feedback on their work and are generally available to them at face-to-face tutorials, by telephone, and/or on the Internet. Some courses have compulsory day schools. These are day-long sessions which a student must attend in order to pass the course. Similarly, many courses have traditionally offered week long summer schools offering an opportunity for students to remove themselves from the general distractions of their life and focus on their study for a short time.

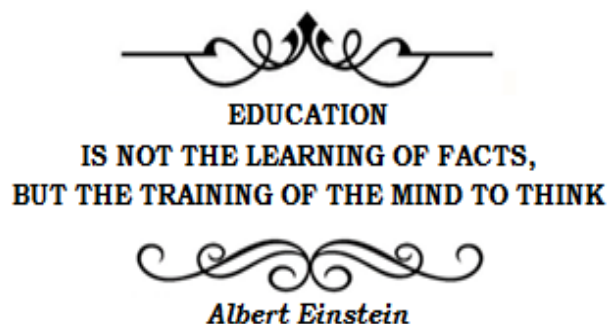
6	
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The Open University offers courses that are generally assessed using an equal weighting of examinations and coursework. The OU offers a large number of undergraduate qualifications, including certificates, diplomas, and Bachelor’s degrees, based on both level and quantity of study. Students generally do not undertake more than 60 points per year, meaning that an undergraduate degree will take typically six years to complete.

7	
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Unlike most UK universities, degree ceremonies at the Open University are not the occasion on which degrees are formally conferred. This happens in absentia at a joint meeting of the University’s Council and Senate ahead of the ceremony. The University’s ceremonies – or “Presentations of Graduates” – occur during the long summer throughout Britain and Ireland, as well as one ceremony in Versailles. These ceremonies are presided over by a senior academic at Pro-Vice-Chancellor level or higher, and have the normal ritual associated with a graduation ceremony, including academic dress, procession, and mace.

<http://www.openuniversity.edu>





Distance education, distance learning, dlearning or D-Learning – a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom.

in absentia – in the absence of (Latin)

GBP – Great Britain pound sterling



Milton Keynes – a new town in central England, in Milton Keynes unitary authority, N Buckinghamshire: founded in 1967: electronics, clothing, machinery; seat of the Open University. Pop.: 215 700

Buckinghamshire – a county in SE central England, containing the Vale of Eynesbury and parts of the Chiltern Hills: the geographic and ceremonial county includes Milton Keynes, which became an independent unitary authority in 1997.



POST-READING TASK

Read the text again scanning it for specific information to answer the following questions.

1. Why is distance learning very popular with students?
2. What is the difference between the Open University and a traditional one?
3. Why is the OU sometimes referred to as an “invisible” university?
4. Does an Open University degree have the same value as that from any other university?
5. Who is the University opened to?
6. What are entry requirements to the OU?
7. What is the choice and duration of the courses at the OU?
8. How long does it take to complete an undergraduate degree?
9. In what way is the process of teaching provided?
10. What helps an OU student study at home?
11. What are the fees and the payment methods for UK, EU and international students?



LANGUAGE FOCUS

1. Match word /phrases with their definitions.

assessment tutorial campus feedback overseas
undergraduate tutor abandon mace preside
distance learning

1. Beyond the sea; abroad;
2. A period of intensive tuition given by a tutor to an individual student or to a small group of students;
3. A teaching system consisting of video, audio, and written material designed for a person to use in studying a subject at home;
4. To sit in or hold a position of authority, as over a meeting, etc.;
5. The act of assessing, esp. (in Britain) the evaluation of a student's achievement on a course;
6. To give up (something begun) before completion;
7. Information in response to an inquiry, experiment, etc.;
8. (at universities, colleges, etc.) A member of staff responsible for the teaching and supervision of a certain number of students;
9. A club, usually having a spiked metal head, used esp. In the middle ages;
10. The grounds and buildings of a university;
11. A person studying in a university for a first degree.

2. Match a word/phrase in the left column with the words in the right column.

- | | |
|----------------------------------|------------------------|
| 1) foreign students | a) to confer a degree |
| 2) to take part | b) to direct , control |
| 3) to grant a degree | c) overseas students |
| 4) distance training | d) to abandon a job |
| 5) opposite one another | e) feedback |
| 6) to train / instruct / consult | f) formally |
| 7) conventional | g) entry requirements |
| 8) to preside | h) face-to-face |
| 9. to give up a job | i. to tutor |
| 10. response | j. distance learning |
| 11. officially | k. traditional |
| 12. admission requirements | l. to participate |

3. Complete the chart with the derivatives. (Note that some boxes will not be filled.)

Noun	Verb	Adjective	Adverb
		evident	
	graduate		
		traditional	
	tutor		
president			
	sponsor		
examination			
	assess		
	qualify		
		required	
	employ		
		distracted	
	confer		
progress			

4. Find an opposite word/phrase in the text (the number of paragraph is given in brackets).

undergraduate courses (2),
part-time employment (4)
in the presence of smb (7)
junior (7)

to become full time students (0)
to study at home (2)
optional (5)
minority (1)

5. Fill in the gaps with prepositions, postpositions or adverbs where necessary:

1. The Open University is also popular ... those who cannot physically attend ... a traditional university because they are disabled, ... abroad, ... prison, serving ... the armed forces, or looking ... family members.

2. Many OU faculties have now introduced ... short courses worth ten points. Most ... these courses are taught ... online, and start ... regular intervals ... the year.

3. They typically provide an introduction ... a broader subject ... a period ... ten weeks, these are generally timed ... vacations ... conventional universities in order to take advantage ... their facilities.

4. Some science courses, which require only ... home study, are complemented ... residential courses, in order to allow ... the student to gain practical laboratory experience ... that field; typically, an award ... degree or diploma will require completion ... both.

5. Different courses are run ... different times ... the year, but, typically, a 30 or 60 point course will run ... February through ... October. Assessment is ... both continual assessment (... , normally, between four and eight assignments ... the year) and, for most, a final examination or ... some courses a major assignment.

6. Fill in the gaps with some active words in the box removed from the following text.

awarded full-time degree flexible assessment conducted courses
distance learning educational levels e-tutorials awards available
undertake postgraduate institution studied

The Open University is the only university in the UK dedicated to (1)... . It was established in 1969, and the first students started in January 1971. The majority of students are based in the UK, but its courses can be (2)... from anywhere in the world.

The administration is based at Walton Hall, Milton Keynes in Buckinghamshire, but has regional centers in each of its thirteen regions around the UK. The university (3)... undergraduate and (4)... degrees, diplomas and certificates.

It is the largest academic (5)... in the UK by student number, and qualifies as one of the world's mega universities. Since it was founded, more than 3 million students have studied its (6)... .

It was rated top University in England and Wales for student satisfaction in the 2018 and 2019 UK government national student satisfaction survey.

The OU works on a modular basis, with modules worth various different 'points'. 120 points is equivalent to one year of (7)... study and is the maximum rate at which an OU student may study (however short summer schools are allowed in addition to this). Courses come at different (8)... which can loosely be equated to the 3 years many students spend at a brick uni.

The OU provides a very (9)... system and it is possible to choose a named degree. Many, many choices are (10)... and students may choose a broad degree title e.g.: A BA in Humanities or a BA in Social Sciences, alternatively it can be made much more specific e.g. a BA in Social Sciences with Social Policy. Students may also choose one of the ready-made more specific degrees such as Politics, Philosophy and Economics. Finally the OU offer 'Open' degrees which allow a much broader range of courses to be chosen and the degree (11)... is an OU Open degree.

Students who leave a partially completed degree may be able to use their module points from already completed modules towards a diploma or undergraduate (12)... . By combining a number of courses at the appropriate level, students may effectively tailor their degree to suit their needs, interests and abilities.

A significant number of courses are now (13)... online, with the aid of (14)... and message rooms where students may interact and discuss the work they have been doing; these are supported with appropriate teaching materials such as DVDs, CDs, printed texts and text book, as well as the “Open 2” collaboration on (15)... TV programming between the OU and BBC2 (e.g., the Rough Science series). Assessment may also be online, through “eTMAs”, or electronically-submitted tutor marked assessments, as well as a number of other forms of (16)... .

In recent years, the OU has allowed a limited number of under 18 (who may not usually (17)... in OU courses) to undertake 10 or 20 point modules on a variety of subjects, ranging from genetics to writing poetry. These courses may be paid for by local (18)...or sixth form centers, and only those tutors who are happy to have under-18s in their groups are involved.

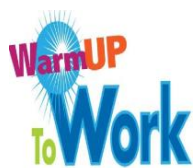


SPEAKING TASK

Work in small groups. Share your ideas about distance learning and present them in class.

1. Compare the Open University with a traditional one. What is different?
2. Make up a list of advantages and disadvantages of distance learning.
3. Can distance teaching replace the methods and forms of traditional teaching in future? Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Unit 3. COLLEGE LIFE



WARM-UP ACTIVITY

Discuss in small groups.

- Can you think of anyone who you think is a really good student? Describe them to your partner. What do they do that makes them so successful?
- You are going to read an article from the Guardian newspaper. Here is the heading: How to get a first-class degree! Yvette Essen hears the secrets of two women who made the grade. Do you suppose to find life stories in the article? Advice? Warnings? Instructions?



BEFORE READING TASKS

1. Before you read the text check some of the vocabulary to make it easier for you. How many words and expressions are you familiar with?

a degree	to get a first	a 2:1
to read a subject at university	a dissertation	an essay
a lecture	a graduate	retake

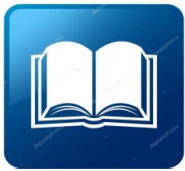
Which of them mean:

- 1) a person who has a degree;
- 2) the qualification that you get from university;
- 3) the top grade for a degree;
- 4) degrees are graded first, second and third. You can get two kinds of seconds – a 2:1 and a 2:2. A 2:1 is better than a 2:2;
- 5) another way to say “study”, it’s only used to refer to university study;
- 6) a special lesson that you usually have at university. It’s where a lot of people sit and listen to one person talking on a subject;
- 7) if you fail your exams you have to take special exams called retakes. If you pass, you can continue with your course;
- 8) a short piece of writing on one particular subject written by a student.;
- 9) a long formal piece of writing on a subject, especially for a university degree.

2. Match the words with the definitions:

- | | |
|---|--|
| 1) a highlighter | a) short for examination |
| 2) a mathematical proof | b) a degree for two different subjects
(e.g. a joint degree in English and anthropology) |
| 3) to graduate from Edinburgh university
(with a first / second) | c) to pass your degree |
| 4) a bibliography | d) a series of mathematical equations
that show something to be true. |
| 5) an exam | e) a pen that is very brightly coloured
and is used to draw attention
to important words. |
| 6) set books | f) the books that you have to read
for your course. |
| 7) a joint degree | g) a list of books or articles that you
have used in your research for
an essay or dissertation. |





READING FOCUS

You are going to work in pairs. Each student will be reading a different text and will have to complete information table about the main character.

You are going to read about Melissa Malins. Your partner is going to read about Francesca Stellman. Read the article to complete the information about Melissa.

HOW TO GET A FIRST-CLASS DEGREE AT KING'S COLLEGE

Yvette Essen hears the secrets of two women who made the grade.

Melissa Malins graduated from King's College London with a first-class degree, she was awarded the Drew Prize for the Second Most Meritorious Mathematics Graduate. "Although my degree had no coursework, I put a lot of work in during the year and went to virtually all the lectures, as you take things in subconsciously. I made notes in lectures and copied them up well in advance – often in different colours and sizes, using highlighters to make them look more interesting. As I had eight exams each year it was difficult concentrating on all my subjects without leaving one till the end or focusing too hard on another. Some friends worked on five of the exams, but if you have retakes the following year your workload increases to an almost ridiculous and unmanageable level.

I didn't like going to the library much as I can't work for hours on end in silence. Instead, I spent a lot of time with friends in the study areas as we understood different things so could help each other. It is reassuring when you realise you're not alone when you can't do something. Group study can be distracting as you often talk instead of working, so you need a happy medium and in the final stages I studied on my own.

I tried to think of different ways to remember things: some proofs you just had to understand, others I learnt parrot fashion, by mnemonics or rhymes. I found it better to study in small half-hour sessions rather than five-hour trots as it stuck more in my head and I had to constantly test myself.

Although a degree is really hard work and other things have to be sacrificed, getting the result made it all worthwhile."

<https://busyteacher.org>

Student	Melissa Malins	Francesca Stellman
University		
Degree		
Why is she so special?		
What study techniques did she follow to be successful?		

You are going to read about Francesca Stellman. Your partner is going to read about Melissa Malins. Read the article to complete the information about Francesca.

HOW TO GET A FIRST-CLASS DEGREE AT LONDON UNIVERSITY

Francesca Stellman read anthropology and linguistics at the University of London. She was the only person to get a first-class degree in her year.

“There is definitely more work doing a joint degree – this year alone I had two more courses than straight anthropology students. Easter was a nightmare as I had a dissertation and six essays, and two exams to revise for. However, I organised my time well by choosing essay titles, photocopying readings and taking books out well in advance.

To get a first-class degree you need to work consistently. I had lots of friends who worked hard this year but not in the first and second years. I also did all the reading for each essay, which helped as there was a large amount of coursework and my teachers commented on my “impressive” bibliographies and independent research.

Living at home made a difference to my final grade. I had lots of parental support, my own space and could work in peace without worrying about things like food and ironing. However, self-motivation is also important, as if you miss an essay deadline, the lecturers won’t chase you up. I planned ahead but it took me months to research, write and redraft my dissertation.

For my finals I spent at least six hours a day revising and working on exam technique. As there isn’t much time in exams I learnt a few topics well, made lots of essay plans using past papers and listed the arguments on both sides. My social life was more restricted during the exam period, but I also tried to relax and not work late in the evening.”

<https://busyteacher.org>

Student	Melissa Malins	Francesca Stellman
University		
Degree		
Why is she so special?		
What study techniques did she follow to be successful?		



POST-READING TASK

Ask your partner for the missing information for your chart. Was there anything that surprised him/her about the article?



LANGUAGE FOCUS

1. The article above is full of word pairs. Look back at your article to complete the table. The first ones have been done for you.

Melissa Malins		Francesca Stellman	
A ridiculous	level	A large	amount
An unmanageable			
well			In advance
	medium	living	
In the final			support
parrot		A social	
	work	An essay	

2. Complete the sentences with a missing preposition.

Melissa Malins

1. Melissa graduated King's College London
2. at first.
3. She said she put a lot of work ... during the year.
4. She always made notes lectures
5. and copied them
6. She found it difficult to concentrate ... all her subjects
7. and not focus too hard just one subject.

Francesca Stellman

1. Francesca was the only person to get a first-class degree ... her year.
2. She said that doing a joint degree meant that she had two exams to revise... .

3. Her teachers had commented how good her bibliographies and research was.
4. She also thought that living home helped her
5. As she could work peace.
6. She said self-motivation was important as if you don't do work, the lecturers won't chase you
7. She tried to list the arguments ... both sides of a subject.

3. The newspaper article finished with advice for students. Look at the ideas below. Rank them in order of importance.

HOW TO GET A FIRST-CLASS DEGREE!

The rules

Revise in advance. Plan a realistic timetable and stick to it.

Good class and lecture notes are vital for essays and revision.

Don't be afraid to ask lecturers questions or approach personal tutors for help.

Read set books on time.

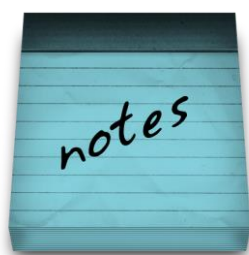
Work on oral presentations, even if you aren't assessed on them. They may be taken into account if you are borderline*.

Keep to deadlines. Once one essay is late it is easy to slip.

Leave time to research, write and rewrite dissertations.

Get into the habit of good attendance and punctuality.

Last-minute cramming** may get you a 2:1, consistent work pays off in the long run.



- ***borderline** – a borderline pass in an exam is when you only just pass, a borderline fail is when you fail but only by a point or two
- ****cramming** – trying to revise a lot just before an exam

4. Work individually. Choose 5 words or expressions that you would like to remember and make a note of them in your notebook. Make sentences with them.

Then working in small groups, read out your sentences to your partners pausing now and then. Your partners have to guess which word will come next.



Get ready to discuss how you would like to improve your own study skills.



LANGUAGE FOCUS

Interviewer: When you were younger did you enjoy your time at school?

Theo: Yes... I liked school ... it was an ordinary **state school** ... nothing special... **co-educational school** ... which I'm not sure I liked... but the teachers were great... I had lots of friends and I never **played truant** like some pupils there ...

2. Match the phrases with their definitions.

- | | |
|---------------------------------|--|
| 1) to attend classes | a) to finish a job or task in the time allowed or agreed |
| 2) to meet a deadline | b) to not fall behind |
| 3) intensive course | c) to stay away from classes without permission |
| 4) to keep up with your studies | d) school is attended by both boys and girls. |
| 5) co-educational school | e) a course that offers lots of training in order to reach a goal in as short a time as possible |
| 6) to play truant | f) to go to classes |

Interviewer: Could you describe a time during your education that you really enjoyed?

Caroline: I'd like to tell you about my time at university... I was **a mature student** ... I didn't go to university until I was 25... and it was my first time away from my parents so it was very exciting... I was doing **a Bachelor's Degree** and it was a bit of a challenge... some people **take a year out** but I'd been away from education for 8 years... plus I had **to work my way through university** so I was very busy ... and **sitting exams** at the end of each year was a new experience for me as well but I really enjoyed **higher education** learning about a subject I loved ... history... and the social life was great as well... I don't think I've ever had so many friends ... I had my **graduation ceremony** last year in the local cathedral and I know my parents were really proud... so yes... that was a really happy time ... I'm thinking of doing a **Master's Degree** soon... though that might be through **distance learning** as I have a full-time job now...

3. Match the phrases with their definitions.

- | | |
|--|--|
| 1) Bachelor's degree | a) to spend a year working or travelling before starting university |
| 2) to work your way through university | b) to take an exam |
| 3) to take a year out | c) an undergraduate course which usually lasts 3-4 years |
| 4) to sit an exam | d) to have a paid job whilst studying to support yourself financially |
| 5) graduation ceremony | e) education, usually in a college or university, that is followed after high school or secondary school |
| 6) distance learning | f) an event where a successful student receives his or her academic degree |
| 7) higher education | g) a period of study which often follows the completion of a bachelor's degree or is undertaken by someone regarded as capable of a higher-level academic course |
| 8) Master's degree | h) a way of studying where tuition is carried out over the Internet or by post |



Interviewer: What qualities do you think a good teacher has?

Anna: They should be patient... they should be **subject specialists** and be able to explain the subject clearly... they should **give feedback** quickly... for example not hang on to essay for ages like some of my teachers ...

Interviewer: What are the advantages of studying on a distance learning course?

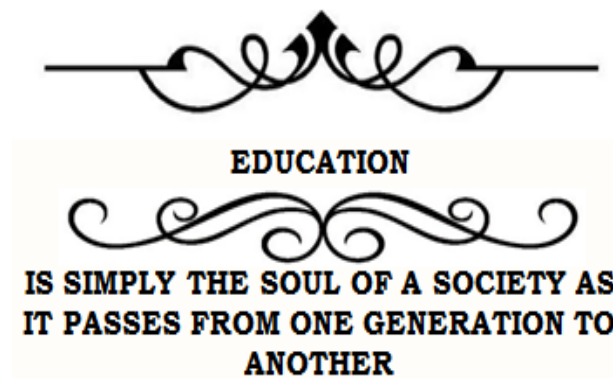
Florrie: It's a more flexible way of studying especially if you have a job ... **tuition fees** are usually cheaper ... but you have to be very motivated ... and I would imagine more people **fall behind with their studies** compared to **face-to-face classes**...

Interviewer: Do all children get equal opportunities in education?

Julie: In my country I think it is quite equal but in the UK I've heard that most people who go to the top universities have studied at **public schools** ... you have to be very rich to study in a school like that ... they're usually **boarding schools** as well so the fees are enormous...

4. Match the phrases with their definitions.

- | | |
|-------------------------------------|---|
| 1) to give feedback | a) the money paid for a course of study |
| 2) subject specialist | b) to offer guidance on a student's work |
| 3) face-to-face classes | c) to progress less quickly than others |
| 4) tuition fees | d) exclusive independent schools in the UK |
| 5) to fall behind with your studies | e) a teacher who has a great deal of knowledge about the subject they teach |
| 6) boarding school | f) as opposed to distance learning the traditional way of studying in a classroom with colleagues and a teacher |
| 7) public schools | g) school where pupils live during term time |



Unit 4. PRODIGY STUDENTS



WARM-UP ACTIVITY

Discuss in small groups.

- What are you really good at?
- What do you need to be really good at in your life?
- What springs to your mind when you hear the word ‘genius’?
- What abilities are necessary for a genius?
- Do you believe “we are all potential geniuses”?
- Would you like to be a genius?



BEFORE READING TASK

Before you read the text check some of the vocabulary to make it easier for you. How many words and expressions are you familiar with?

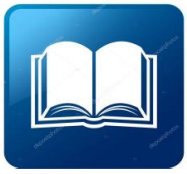
wunderkind
intelligence
domain
innate talent

prodigy
to hold in mind
giftedness
propensity

cognitive abilities
IQ (intelligence quotient)
single-mindedness

Which of them mean:

- 1) a person who is very clever or good at something and achieves success at a young age;
- 2) an intellectual ability significantly higher than average;
- 3) the quality of being very determined and thinking only about achieving a particular thing;
- 4) someone with a very great ability that usually shows itself when that person is a young child;
- 5) talent that you were born with;
- 6) brain-based skills we need to carry out any task from the simplest to the most complex when we learn, remember, problem-solve, and pay attention;
- 7) a tendency to behave in a particular way;
- 8) the ability to learn, understand, and make judgments or have opinions that are based on reason;
- 9) is a total score derived from several standardized tests designed to assess human intelligence;
- 10) to bear in mind;
- 11) an area of interest or an area over which a person has control.



READING FOCUS 1

WHAT MAKES A PRODIGY?

By David Z. Hambrick

This January, Wolfgang Amadeus Mozart, classical music's original **wunderkind**, turns 260. Before his untimely death, at age 35, Mozart composed 61 symphonies, 49 concertos, 23 operas, 17 masses, and scores of other works. He was said to be composing on his deathbed. But through a dozen or so major biographies and the 1984 movie "*Amadeus*", what has most captivated the popular imagination are Mozart's childhood accomplishments. As the historian Paul Johnson recounts in "*Mozart: A Life*", Mozart began playing the clavier at age 4 and was composing at 5. The following year, he played for the Holy Roman Empress of the Habsburg Dynasty and her musically inclined daughter, Marie Antoinette. At age 7, he toured Germany and played for Louis XV at a dinner party in Paris, and by age 14, he had composed an opera. Thus did Mozart accomplish more by the age that someone today would enter high school than one of his contemporaries would hope to accomplish in a long composing career.

What explains prodigies? How can a person accomplish so much so fast? Psychologists have long debated this question. According to one account, it is possible that most anyone could be a prodigy, with the right environment. As the late psychologist Michael Howe argued, "With sufficient energy and dedication on the parents' part, it is possible that it may not be all that difficult to produce a child prodigy." Extraordinary opportunity is indeed a theme that runs through the biographies of many prodigies. Mozart's father, Leopold, was a highly sought after music teacher, and gave up his own promising career as a musician to manage his son's career. More recently, Tiger Woods' father introduced him to golf at age 2. When Venus and Serena Williams were children, they moved with their family from California to Florida so they could train at an elite tennis academy.

However, recent research indicates that basic cognitive abilities known to be influenced by genetic factors also play a role in prodigious achievement. In the most extensive study of prodigies to date, the psychologist Joanne Ruthsatz and her colleagues administered a standardized test of intelligence to 18 prodigies – five in art, eight in music, and five in math. There was a wide range of IQs in the sample, from 100 – the average for the general population – to 147 – well above the usual cutoff for "intellectually gifted." However, with an

average score of 140 (above the 99th percentile), nearly all of the prodigies did extraordinarily well on the tests of *working memory*. Analogous to the central processing unit of a computer, working memory is a cognitive system responsible for carrying out the mental operations involved in complex tasks such as problem solving and language comprehension. It is what you use when you compute a tip for a dinner check in your head, or when you hold in mind the steps of a complex skill you are trying to learn.

Working memory is measured with tests that involve both remembering information for a short period of time and manipulating that information in some way. With an average score of 148, the music prodigies in the Ruthsatz study were especially high in working memory (the average for the math prodigies was 135 and for art prodigies was 132). In fact, all eight of the music prodigies were at or above the 99th percentile, and four were at or above the 99.9th percentile. The odds of eight randomly selected people scoring this high on a test are essentially zero. Ruthsatz and colleagues concluded that a superior working memory is one characteristic that prodigies in art, music, and math have in common.

Prodigies also exhibit an unusual commitment to their domain, which the developmental psychologist Ellen Winner calls a “rage to master”. Winner describes children who possess this quality in the following terms: “Often one cannot tear these children away from activities in their area of giftedness, whether they involve an instrument, a computer, a sketch pad, or a math book. These children have a powerful interest in the domain in which they have high ability, and they can focus so intently on work in this domain that they lose sense of the outside world.” Winner argues that this single-mindedness is a *part* of innate talent rather than a cause of it – a convergence of genetically-influenced aptitude, interest, and drive that predisposes a person to obsessively engage in some activity. And “rage to master” is a good description of Mozart’s personality. In her landmark biographical study of 301 geniuses, Catherine Cox noted that from “before his 6th year, Mozart’s sole absorbing interest was in music, and even the games he played had some musical element.”

Results of a recent study of more than 10,000 twins by Miriam Mosing and her colleagues at Sweden’s Karolinska Institute revealed that a common set of genes influence both music aptitude and the propensity to practice. Taken together, these findings add to a growing body of evidence indicating that exceptional performance in music, the arts, sports, science, and other complex domains is, at its core, determined multiply – the product of both environmental factors and of genetically-influenced traits.

<https://www.scientificamerican.com>



POST-READING TASK

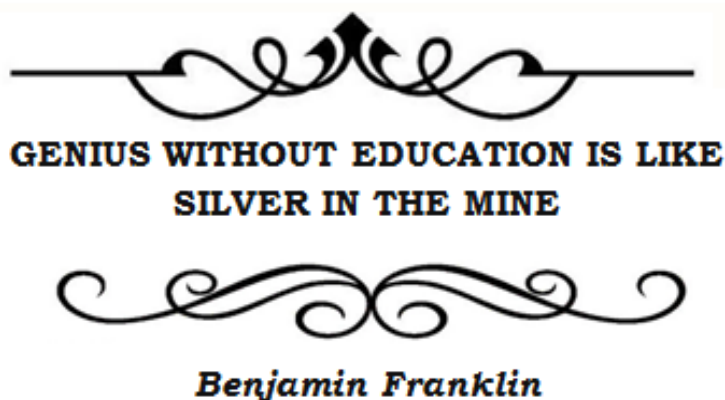
Read the text again scanning it for specific information to answer the following questions.

- What does it mean to be a child prodigy?
- Do you know about any child prodigies?
- From your point of view what are the pros and cons of being a child prodigy?
- Agree or disagree with the following:
 - a) Gifted children will never reveal their talents without special training.
 - b) Hard slog can make a genius out of a person without special aptitudes.
- How does each of the quotations below relate to ideas in this chapter?
“Genius is one percent inspiration and ninety-nine percent perspiration.”

Thomas Edison, American inventor

Imagination is more important than knowledge.

Albert Einstein, German-American physicist





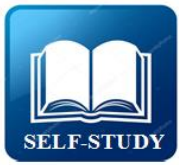
BEFORE READING TASKS

You are going to read three articles about children prodigy. Here are the headings: “Prodigy is youngest to receive Master’s degree from Oxford”, “A portrait of the artist as a young girl”, “Alma Deutscher: the prodigy whose “first language” is Mozart”. Can you predict what the articles are about?

How many words and expressions are you familiar with? Match the words with their definitions.

undergraduate degree	Master’s degree	to pass exams
scholarship	to attend classes	homeschooling
supplemental lessons	a mentor	to tutor
a budding artist	to master	to accomplish

- 1) to teach by working with one student or a small group;
- 2) to learn how to do something well;
- 3) to be successful in an exam;
- 4) the teaching of children at home, usually by parents;
- 5) it is a colloquial term for an academic degree (also called first degree, bachelor's degree) taken by a person who has completed undergraduate courses;
- 6) to finish something successfully or to achieve something;
- 7) money given to someone to help pay for that person's education;
- 8) additional classes;
- 9) someone who is just starting to paint, and will probably be successful at it;
- 10) an advanced college or university degree;
- 11) to go regularly to school, college or university;
- 12) a person who gives a younger or less experienced person help and advice over a period of time, especially at university or school.



READING FOCUS 2

You are going to work in the teams of three students. Each student will be reading a different article and will have to complete a true/false statements task.

PRODIGY IS YOUNGEST TO RECEIVE MASTER'S DEGREE FROM OXFORD

By Taki S. Raton

She is a proud sibling in what is known in England as “The First Family of Education.” A September 2011 edition of “Higher Education Digest” describes her as a “serial world record breaker.”

She is young, gifted and her name is Anne-Marie Imafidon. She would remain at Oxford where she began her undergraduate degree program in 2005 having already studied mathematics at the university level since 13. She began her studies on the Master's level at the age of 17.

At the age of 10 she passed two high school diploma exams in Mathematics and in Information Technology. At the age of 11, she became the youngest person ever in Britain to pass Advance College Level Computing, and at 12, she received an Oxford Scholarship. At the age of 13 in 2003, she was granted a British scholarship to study Mathematics at Johns Hopkins University in Baltimore, Maryland.

She additionally received offers from leading UK universities to start a Master's course in Computational Mathematics at the age of 14. According to the ‘Guardian,’ this student worked “two hours a week over less than four months in what for others is a two year course.”

An offer was extended to attend the University of Oxford in Oxford, England when she turned 15 and a year later at 16, she received job offers from world leading financial institutions such as Wall Street in New York and in the City of London and from Blue Chip companies as noted in Digest.

And at 19, according to the July 8, 2011 “Leadership” Internet article by Lilian Agih, Annie-Marie became the youngest ever to receive a Combined Master's Degree in Mathematics and Computer Science in June of 2010 from the prestigious Oxford University.

It was reported that Anne-Marie was the youngest person ever to serve in a University Committee which included professors old enough to be her grandfather.

She adds in her own words that “everyone made you feel welcome and it was a delight to hold such positions on behalf of other students.” Imafidon recalls that her experience was “very enjoyable and student life at Oxford proved that there is nothing to scare any inner city child of any age. It was exciting to play Netball for my college, participate in the Oxford Fashion Show and win a prize in the cooking competition.”

Before attending Oxford according to press reports, Anne-Marie attended inner city public state-funded schools in London’s Enfield and Waltham Forest areas. She has never been homeschooled and neither of her parents are mathematicians.

And her plans for the future? Given all of the world class offers of top shelf employment opportunities, at this point in she reportedly states, “I’m continuing to work with the Excellence in Education program and I would like to still continue my mentoring and motivate children from Inner London and from similar backgrounds as mine. It’s very rewarding.”

She adds, “Education is such an important part of young people’s lives and I want to get the message out to the youth that learning is such a vital element in their growth. I also want them to understand that mathematics is essentially a game of numbers.”

But Anne-Marie is really just one significant member of the Imafidon family. Included in the Oxford grad’s accomplishments are also siblings with British record breaking world first achievements.

Known as the “Wonder Twins,” Annie-Marie’s younger brother and sister, Peter and Paula broke British and world records when they both passed the Advanced Level mathematics exam at the age of 7. As published by the British Broadcasting Corporation (BBC) on March 1, 2010, a year after mastering the math exam they passed the University of Cambridge’s Advanced Mathematics test, thus becoming the youngest students ever to pass what the BBC termed a “rigorous” examination.

As a result of passing the Cambridge exam, Peter and Paula will also become the youngest ever in Britain to enter high school. Peter has his sights set on one day becoming a prime minister while his sister Paula wants to be a math teacher.

Both attended a state school in the London Borough of Waltham Forest in northeast London, England, but were instructed in supplemental lessons provided by the Excellence in Education, an educational program for disadvantaged youth.

Another sibling Christina, now 17, is the youngest student to ever be accepted and study at an undergraduate institution at any British university, the United Kingdom University, where she entered at age 11.

And to top off Britain's "First Family of Education" is Samantha, now 12, who passed two high school level mathematics and statistics exams at the age of 6 and became the youngest girl in the UK to attend secondary school at the age of 9.

Blogger Malaise in his March 18, 2005 entry 'Britain's Brainiest Family is Black and has 9-Year-Old High School-Bound Twins' discloses that it was Samantha, at the age of 6, who mentored the twins to pass their own math secondary school test when they were also 6.

"Every child is a genius," says father Imafidon in a British interview. "Once you identify the talent of a child and put them in an environment that will nurture that talent, then the sky is the limit. Look at Tiger Woods or the Williams sisters, they were nurtured. You can never rule anything out with our children... We need to guide children when they get stuck and be facilitators for their learning" and I also believe that learning can be "as pleasurable as entertainment and an enjoyable exercise."

However as reported in a 2011 account, EIE student Deborah Thorpe might have upstaged the twins, Peter and Paula when at the age of 5 years-old she passed the High School Level Math exam the week of August 28, then becoming the youngest person to pass such a test in England. But it is no wonder, as it was also reported that Deborah was tutored by Paula.

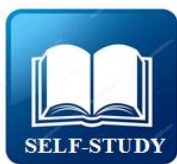
milwaukeecourieronline.com



POST-READING TASK

Are the following statements true or false?

1. Before attending Oxford Anne-Marie attended inner city private schools in Edinburg.
2. She has been homeschooled by her parents who are mathematicians.
3. Annie-Marie's younger brother and sister, Peter and Paula failed the Advanced Level mathematics exam.
4. Peter has his sights set on one day becoming a doctor while his sister Paula wants to be an art teacher.
5. Samantha, who passed two high school level mathematics exam at the age of 4, became the youngest girl in the UK to attend primary school at the age of 5.
6. Deborah Thorpe, who at the age of 6 years-old she passed the High School Level Math exam, became the youngest person to pass such a test in England.
7. Deborah was tutored by Anne-Marie's father who is a mathematician.



READING FOCUS 3

Read the article to complete the task after the text.

A PORTRAIT OF THE ARTIST AS A YOUNG GIRL

By Michelle Yorksept

BINGHAMTON, N.Y. – The hottest new abstract artist in town has reason to celebrate.

This summer, she went from selling her work in a coffee shop to having her own gallery show.

After a local newspaper's feature on her, about 2,000 people came for opening night – everyone from serious collectors to the artist's preschool teacher. She earned more money than she could comprehend. The gallery owner said it was his most successful show ever and scheduled a second one for October.

So celebrate, the artist did. During a recent visit, she climbed on a big bouncing ball shaped like a frog, grabbed the handles and bounced around the house with laughter pealing and pigtails flying.

The artist is Marla Olmstead. She is 4.

Her preschool teacher hasn't taught Marla much of anything yet. And nobody wants her to – at least when it comes to painting.

"I think Marla is as gifted as any child I've ever seen," said Anthony Brunelli, the Fine Arts gallery owner in Binghamton, who is displaying Marla's work. "I don't think she's aware of what she's doing. I think it comes from within."

Marla uses bright acrylic paints, which she brushes, splatters and scrapes on large canvases to create art that commands attention. She sometimes works on one piece for days at a time. When she decides she is finished, she gives her paintings titles like "Dinosaur," or something reminiscent of a bedtime monster. Then she leaves the grown-ups to see images and meaning.

In the beginning, her parents said, people bought her work without knowing her age. Then customers bought it because of her age. Some say she is a prodigy. Some say she is just playing. Her parents are sensitive to criticism that has not been voiced yet – at least not to them. They do not push her to paint or tell her how to do it, they said, and they do not spend a penny of her growing bank account. If she decides she wants to stop, she will stop.

Marla's father, Mark Olmstead, a manager of a Frito-Lay manufacturing plant, was the first artist in the house. "You know how some parents put their kids in front of a TV to keep them occupied?" said Mr. Olmstead, an amateur painter. "Well, I let her paint, so I could paint."

She first picked up a brush when she was 1, painting on an easel. Then her dad would put her on top of the dining room table and let her paint on canvases. "Soon after, I was letting her paint and I was watching," Mr. Olmstead said.

By age 3, Marla's paintings caught the attention of a family friend who wanted to display them in his coffee shop. When customers asked to buy Marla's first large canvas painting, the artist's mother, Laura Olmstead, who works part-time as a receptionist, priced it high, she thought – \$250 – so it wouldn't sell, because she had a sentimental attachment to it. It sold the first day.

"She has no concept of money," her mother said. "She was really into lip gloss, so I told her it was enough money to buy a whole room of lip gloss."

This spring, a friend of Mr. Brunelli's bought one, and brought it to him at the Fine Arts gallery. Mr. Brunelli is a painter whose photorealistic works are displayed in SoHo. He was drawn to Marla's work. He and his friend stared at it like children staring at clouds, seeing flamenco dancers and their vivid movements on the canvas.

Then the friend told him the artist was a toddler. "I admit I was a little skeptical at first," Mr. Brunelli said.

He discovered Marla's father was his high school classmate. A week later, he visited the family, scrutinized more of Marla's work and watched a video of her painting. He bought one for himself and gave up his August vacation so he could organize her show.

"When I'm in Marla's presence, there's a weird little feeling 'cause I know there's something inside this girl that many artists look for their whole lives and never have," Mr. Brunelli said. "But it's in this little 4-year-old."

Another person equally impressed was Stuart Simpson, a California businessman who was working in Binghamton when he heard about Marla. He bought three pieces, including one called "Bottom Feeder."

"I typically don't like abstract as a rule," Mr. Simpson said. "Don't tell Tony, but I would have paid any price for "Bottom Feeder"."

Mr. Simpson and his wife own paintings by Renoir and Monet. They have a space picked out for Marla's work now, too.

Others scoffed. "If I didn't know a 4-year-old child had done it, I wouldn't take notice," said Yvonne M. Lucia, who turned down Marla's work for the feminist exhibition, Rude and Bold Women, to be on display in October at the Y.M.C.A. in Binghamton.

Another artist, Orazio Salati, said: “I think her ability is her desire to paint, her excitement and the opportunity to play. There’s a lot of finger-painting in the process.”

Parents of other budding artists have besieged Mr. Brunelli. “They’d never produce that, never,” he said of the other children.

As for the skeptics, he said, “People wouldn’t be buying the work if the work wasn’t exceptional.”

In all, Marla has sold 24 paintings totaling nearly \$40,000, with the prices going up. Her latest paintings are selling for \$6,000. Some customers are on a waiting list.

Laura Olmstead still gets teary-eyed when her daughter’s work sells. She would rather keep it herself.

“It’s beautiful whatever your child does,” she said.

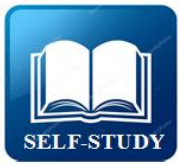
The New York Times
<https://www.nytimes.com>



POST-READING TASK

Are the following statements true or false?

1. The artist Marla Olmstead was 7 years old when she had her own gallery show.
2. The gallery owner said it was his most successful show ever and scheduled a second one for December.
3. Her parents push her to paint and tell her how to do it.
4. Marla’s father, Mark Olmstead was the best artist in New York.
5. Marla’s paintings caught the attention of a famous art collector who wanted to display them at his exhibition.
6. Mr. Simpson, who owns paintings by Renoir and Monet, bought 10 of Marla’s pictures.
7. Marla’s latest paintings are selling for \$ 60,000. Some customers are on a waiting list.



READING FOCUS 4

Read the article to complete the task after the text.

ALMA DEUTSCHER: THE PRODIGY WHOSE “FIRST LANGUAGE” IS MOZART

By Stephanie Linning

Most children of her age would protest an invite to the opera. But there is very little that is ordinary about 11-year-old Alma Deutscher. The talented schoolgirl, who first picked up a violin at just three years old, is preparing to travel to Vienna for the premiere of her first full-length opera. It is not the first major composition by the child prodigy. She became a classical sensation after writing her first opera, *The Sweeper of Dreams*, in 2012 – three years after her first violin concerto, and six after writing her first piano sonata.

And not only is Alma an accomplished composer, she is also a skilled violinist and pianist.

Alma, who lives with her parents Guy and Janie in Dorking, Surrey, said that she finds thinking of her compositions – or ‘tunes’, as she sweetly calls them – as the easiest part of the process.

Speaking to BBC Radio 4’s *Today* programme, she said: “I have a skipping rope and actually I don’t skip with it, I wave it around and I tell stories in my head and then sometimes a melody just pops into my head so that’s how I get my tunes.”

“Sometimes when I am just waking up I get them, or when I am just falling asleep, or actually in the middle of the night when I am asleep.”

“But getting the tunes for me, actually, that’s the easy bit. But having to sit down and develop it into a proper piece and having to combine it with other melodies in a coherent way – polishing it – that’s the really difficult bit for me.”

Alma’s father Guy, an Israeli-born linguist and amateur flautist, said he realised his daughter had a connection with music when she was a baby.

She was given her first violin for her third birthday and in less than a year she was playing Handel sonatas.

Mr Deutscher and his wife, who was an organ scholar at Oxford, moved with Alma and her younger sister Helen from Oxford to Surrey so that they could be closer to the specialist Yehudi Menuhin School in Cobham.

In 2012, she wrote *The Sweeper of Dreams* – a short work which narrowly missed out on a place in the final of an English National Opera contest for adult composers.

Earlier this year, Alma became the youngest British composer signed by an agent after writing her *Cinderella* opera. She was snapped up by Askonas Holt, where her talent will be nurtured by veteran performers.

She is now preparing for the premiere of her first full-length opera, but said her adult colleagues were initially less than convinced by the pint-sized maestro.

“When I was playing with the orchestra, in the beginning I thought they were a little bit suspicious,” she said. “They looked like, ‘Who’s this little girl’ you know. But then when I turned to them and I played my cadenza, then I think they changed their minds immediately.”

While her abilities have led to comparisons with Wolfgang Amadeus Mozart – who by five had mastered the keyboard and violin and started composing – Alma insists she wants to be no one but herself.

“I actually think that if I was again a little Mozart then it would be a bit boring,” she said. “I would write exactly what Mozart had written before. I think I would prefer to be a little Alma.”

<https://www.cbsnews.com>



POST-READING TASK

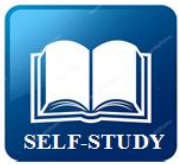
Are the following statements true or false?

1. Alma Deutscher is a talented schoolgirl, who first picked up a violin at just five years old, is preparing to travel to Paris for the premiere of her first full-length opera.
2. She became a classical sensation after writing her first sonata “The Sweeper of Dreams”.
3. Alma is an accomplished composer, she is also a skilled singer and pianist.
4. She was given her first violin for her fourth birthday and in less than a year she was playing Mozart sonatas.
5. Alma won the final of an English National Opera contest for adult composers.
6. Adult colleagues of Alma call her a pint-sized maestro.
7. Her abilities have led to comparisons with Wolfgang Amadeus Mozart, who by five had mastered the keyboard and violin and started composing, and that makes Alma really happy.



SPEAKING TASKS

1. Tell the class what you knew, what you have just learnt and what surprised you in these texts.
2. Select a famous genius or child-prodigy and research information on his or her life. Why is this person considered a genius or prodigy? What is his or her greatest contribution to the world? Share your findings with your classmates.



READING FOCUS 5

1. Read the title of the article and then take one minute to skim it. What do you think the article is about? Share your ideas with a partner.
2. Scan the article and circle the names of people mentioned. Who are they? What do they have in common?
3. What do you know about the people mentioned below? With a partner, add any information you can to the chart. Then, read the article to fill in more information.

Name	Lived when?	Famous for?
Galileo Galilei	1564-1642	scientist; invented the telescope
Wolfgang Amadeus Mozart		
Leonardo da Vinci		
Albert Einstein		
Sigmund Freud		

THE ART OF GENIUS: SIX WAYS TO THINK LIKE EINSTEIN

By Michael Michalko

How do geniuses come up with ideas? What links the thinking style that produced Mona Lisa with the one that spawned the theory of relativity? What can we learn from the thinking strategies of the Galileos, Edisons, and Mozarts of history?

For years, scholars tried to study genius by analyzing statistics. In 1904, Havelock Ellis noted that most geniuses were fathered by men older than 30, had mothers younger than 25, and usually were sickly children. Other researchers reported that many were celibate (Descartes), fatherless (Dickens), or motherless (Darwin). In the end, the data illuminated nothing.

Academics also tried to measure the links between intelligence and genius. But they found that run-of-the-mill physicists had IQs much higher than Nobel Prize winner and extraordinary genius Richard Feynman, whose IQ was a merely respectable 122. Genius is not about mastering 14 languages at the age of seven or even being especially smart. Creativity is not the same as intelligence.

Most people of average intelligence can figure out the expected conventional response to a given problem. For example, when asked “What is one-half of 13?” most of us immediately answer six and one-half. That’s because we tend to think *reproductively*. When confronted with a problem, we sift through what we’ve been taught and what has worked for us in the past, select the most promising approach, and work toward the solution.

Geniuses, on the other hand, think productively. They ask: “How many different ways can I look at this problem?” and “How many ways can I solve it?”

6/5

1/3=1 and 3

THIR TEEN=4

XI/ II=11 and 2

The mark of genius is the willingness to explore all the alternatives, not just the most likely solution. Reproductive thinking fosters rigidity. This is why we often fail when we’re confronted with a new problem that appears on the surface to be similar to others we’ve solved, but is, in fact, significantly different. Interpreting a problem through your past experience will inevitably lead you astray. If you think the way you’ve always thought, you’ll get what you’ve always gotten.

For centuries, the Swiss dominated the watch industry. But in 1968, when a U.S. inventor unveiled a battery-powered watch at the World Watch Congress, every Swiss watch manufacturer rejected it because it didn’t fit their limited paradigm. Meanwhile, Seiko, a Japanese electronics company, took one look at the invention and proceeded to change the future of the world watch market.

By studying the notebooks, correspondence, and conversations of some of the world’s great thinkers in science, art, and industry scholars have identified the following thinking strategies that enable geniuses to generate original ideas:

1. Geniuses look at problems from all angles. Sigmund Freud’s analytical methods were designed to find details that didn’t fit traditional paradigms in order to come up with a completely new point of view. To solve a problem creatively, you must abandon the first approach that comes to mind, which usually stems from past experience, and reconceptualize the problems. Geniuses do not merely solve existing problems; they identify new ones.

2. Geniuses make their thought visible. Geniuses developing visual and spatial abilities that allowed them to display information in the Renaissance was tied to the development of graphic illustration during that period, notably the scientific diagrams of Leonardo da Vinci and Galilei Galileo revolutionized science by making his thought graphically visible while his contemporaries used more conventional means.

3. Geniuses produce. Thomas Edison held 1,093 patents, still a record. He guaranteed a high level of productivity by giving himself idea quotas: one minor invention every 10 days and a major invention every six months. Johann Sebastian Bach wrote a cantata every week, even when he was sick or exhausted. Wolfgang Mozart produced more than 600 pieces of music.

4. Geniuses make novel combinations. Like playful children with buckets of building blocks, geniuses constantly combine and recombine ideas, images, and thoughts. The laws of heredity were developed by Gregor Mendel, who combined mathematics and biology to create a new science of genetics.

5. Geniuses force relationships. Their facility to connect the unconnected enables geniuses to see things others miss. Da Vinci noticed the similarity between the sound of a bell and a stone hitting water-and concluded that sound travels in waves.

6. Geniuses prepare themselves for chance. Whenever we attempt to do something and fail, we end up doing something else. That's the first principle of creative accident. We may ask ourselves why we have failed to do what we intended, which is a reasonable question. But the creative accident leads to the question: What have we done? Answering that one in a novel, unexpected way is the essential creative act. It is not luck, but creative insight of the highest order. This may be the most important lesson of all: When you find something interesting, drop everything and go with it. Too many talented people fail to make significant leaps of imagination because they've become fixated on their pre-conceived plan, but not the truly great minds. They don't wait for gifts of chance; they make them happen.

The Art Of Genius: Six Ways To Think Like Einstein by M. Michalko



POST-READING TASKS

1. Read the sentences below and write T (True) or F (False).

1. The author's main purpose is to discuss the importance of 12 famous geniuses.
2. The author would agree that all geniuses are creative.
3. Geniuses always have an exceptionally high IQ.
4. Most people are reproductive thinkers.
5. According to the article, geniuses are identified by their ability to solve problems much faster than average people.
6. Geniuses have little patience for accidents.

2. Work with a partner to answer the questions below.

1. How are geniuses different from the rest of the population? What special abilities or skills do geniuses have that other people don't?
2. The author outlines six "thinking strategies" that help geniuses develop original ideas. In your opinion, which of these strategies is most important to the success of a scientist? An artist? A businessperson? Why?
3. The reading refers to 12 famous geniuses, all of whom are European or North American men. Make a list of three men or women whom you consider to be geniuses from your culture. Explain why each person is a genius.



LANGUAGE FOCUS

1. Match the words with their definitions.

- | | |
|---|---|
| 1) to foster rigidity | a) to take you in the wrong direction |
| 2) paradigm | b) to lead to uncreative thinking |
| 3) to lead you astray | c) to think about something from many different perspectives |
| 4) to look at something from all angles | d) to show for the first time |
| 5) unveiled | e) model that shows how something works |
| 6) to hold patents | f) to find creative new ways to think about and solve the problem |
| 7) lily | g) to be only able to think about their original plan |
| 8) to reconceptualize the problem | h) ability to do something well |
| 9) to become fixated on their preconceived plan | i) to own the rights to new inventions |

2. Review the following adjectives used to describe people in the article. Put each word in the correct column in the chart below:

average
playful

talented
creative

original
run-of-the-mill

conventional
extraordinary

geniuses	ordinary people

Now add three of your own adjectives to each column in the chart above. Share your ideas with a partner.

KEEP YOUR NOSE TO THE GRINDSTONE

Meaning

TO WORK HARD AND CONSTANTLY

I'VE ONLY GOT SIX WEEKS BEFORE MY EXAMS START SO I'M TRYING TO

KEEP MY NOSE TO THE GRINDSTONE

WORK YOUR FINGERS TO THE BONE

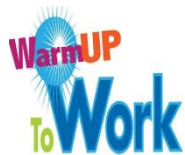
Meaning

TO WORK EXTREMELY HARD

SHE **WORKED HER FINGERS TO THE BONE** TO PROVIDE A HOME AND

FOOD FOR SEVEN CHILDREN

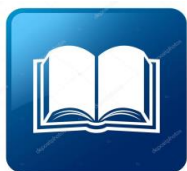
Unit 5. EXAMS



WARM-UP ACTIVITY

Which statement do you associate most with?

- “The day before the exam, I spent the whole night vomiting. I just remember going into the exam, turning over the paper, and my mind just going blank.”
- “I just felt desperate. I wanted to be somewhere where I didn’t have to worry about the exams – or anything else anymore.”
- “It felt OK to be in the routine of working some of the time and then going to the gym or for a run. I was still going out at night, but I was getting home at a reasonable time. I felt as if I’d got it under control, and so when the exams came, I’d done my best, and stayed sane.”



READING FOCUS 1

COPING WITH EXAM STRESS

Examinations and assignments can be uncomfortable experiences for many students and it can be difficult to do yourself justice. Knowing how to cope with the demands of exams and assignments can vastly improve the experience for you.

Don’t compare yourself with other students. This is your exam, so concentrate on your needs and what makes you most comfortable.

Focus on the one topic you’re revising now, not on what else you still have to cover. If you get stuck on a topic, leave it and come back when you’re fresh. Ask for help from students or your tutor or study adviser if you need it.

Have a clear idea of how you are going to spend the time immediately before the exam, and include activities that help you to keep things in perspective. It may be worth thinking about something you achieved that meant a lot to you. It will help you acknowledge that the exam is not the only important thing – and is well within your capabilities.

If stress affects you, try to find ways to maintain a positive attitude and cultivate a positive approach during your revision. You could:

- 1) keep fit by taking some exercise you enjoy
- 2) eat well, but healthily
- 3) give alcohol a complete miss
- 4) try and be careful not to take too much coffee and any caffeine products to help you stay awake; this can lead to the shakes and heighten anxiety get sufficient sleep; a rested brain will work better

5) preparation is everything; plan your revision period by drawing up a chart and see how you can best use your time

6) be as organised as possible and when revising, only surround yourself with the material relevant to the next exam; keep clutter at bay

7) be pleased with your achievements as you revise

8) reward yourself with an occasional treat

9) try and avoid conflict especially at home

10) get a proper breakfast or meal before an exam; three hours is a long time to be running on an empty stomach and coupled to anxiety, it can leave you very sick

11) if you are worried about something talk to someone, a trusted friend, a member of staff or call into the health centre or students' union.

12) if you are feeling ill get medical help.

Relaxation exercises are an effective way of managing anxiety and stress. Breathe deeply – feeling stressed evokes tense, shallow breathing, while calm is associated with relaxed breathing. So to turn tension into relaxation, change the way you breathe. Try this: Let out a big sigh, dropping your chest, and exhaling through gently pursed lips. Now imagine your low belly, or center, as a deep, powerful place. Feel your breath coming and going as your mind stays focused there. Inhale, feeling your entire belly, sides and lower back expand. Exhale, sighing again as you drop your chest, and feeling your belly, back and sides contract. Repeat 10 times, relaxing more fully each time.

Look around you – “Mindfulness is the here-and-now approach to living that makes daily life richer and more meaningful,” says Claire Michaels Wheeler, MD, PhD, author of *10 Simple Solutions to Stress*. It's approaching life like a child, without passing judgment on what occurs. Mindfulness means focusing on one activity at a time, so forget multi-tasking! Staying in the present-tense can help promote relaxation and provide a buffer against anxiety and depression. Practice it by focusing on your immediate surroundings. Indoors, look at the details of a dress of your neighbour, examine a piece of jewelry and focus on how it's made, or check out every detail of the window, or of pattern and style of the furniture in the room. As long as you can keep your mind focused on something in the present, stress will take a back seat.

Creating calming pictures or images in your mind, or ‘visualising’, can really help you to relax. Imagine yourself in a calm state while taking the exam. You feel purposeful and confident. You see yourself at a desk, in the exam room environment. You feel entirely at home and attuned to that moment, working effectively and concentrating well. Practise visualising this positive, clear, realistic image over and over again.

“Dreamscape” – create a scene in your imagination. Think of a scene – real or imaginary, and from any time – that makes you feel safe, warm, secure and peaceful, with no uneasy feelings. Make it vivid – feel the breeze, the warmth, picture the colours, hear the sounds. Practise visualising this scene as often as

you can. When you want to feel calm then think of this scene and imagine it for a short while. Then return your thoughts to the matter in hand. The sense of calm should stay with you and enable you to cope better with whatever comes.

A positive attitude and self-talk can make a real difference. We all spend our days thinking about and interpreting what is happening to us. Self-talk is basically your inner voice, the voice in your mind which says things that you don't necessarily say out loud. This 'self-talk' is like an internal voice, that can be reasonable and helpful (e.g. "I'd better do some preparation for that exam") or negative and destructive (e.g. "I'm going to fail for sure").

Positive self-talk is the stuff that makes you feel good about yourself and the things that are going on in your life. It is like having an optimistic voice in your head that always looks on the bright side. *Example:* "These clothes look pretty awesome on me", "I can totally make it through this exam", "I don't feel great right now but things could be worse!" Negative self-talk is the stuff that makes you feel pretty crappy about yourself and things that are going on. It can put a downer on anything, whether it is good or bad. *Example:* "I look stupid in these clothes", "Everyone thinks I'm an idiot", "Everything is crap and nothing is going to get better". Negative self-talk is particularly bad as it brings you down all the time. It can impact on recovery from mental health difficulties and tends to make people pretty miserable. But being positive all the time isn't achievable either, and isn't helpful all the time. So how can you make your self-talk work for you?

Monitor your self-talk. Start questioning your self-talk asking things like: Is there actual evidence for what I'm thinking? What would I say if a friend were in a similar situation? Is there a more positive way of looking at this? Am I keeping everything in perspective? Can I do anything to change what I'm feeling bad about?

Change your self-talk (easier said than done, but definitely worth working on). Try by countering your negative thoughts with positive ones. For example, if you think "I'll never be able to do this", ask yourself "Is there anything I can do that will help me be able to do this?" Avoid speaking in finite language and try and look for things that might add a better spin to a tough situation.

<https://lingualeo.com>



POST-READING TASK

1. Work in small groups. Compare your outlines.
2. Read the text again scanning it for specific information to give details on each point of the outline.
3. Make a list of do's and don'ts to deal with the exam stress.



LANGUAGE FOCUS

1. Complete the chart with the derivatives. Note that some boxes will not be filled.

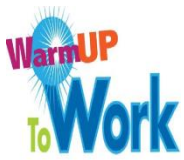
Noun	Verb	Adjective	Adverb
assignment			
	comfort		
		capable	
	revise		
		achievable, achieved	
	relax		
negation			
			finitely
		destructive	
sense			

2. Fill in the gaps in the following text.

Stress is a natural feeling, designed to help us cope in difficult situations. In small amounts, it's good for you because it pushes you to ... hard and do your The problems come when you have too much stress. Signs of too much stress include headaches, sleeping badly, ... of appetite, being unusually bad tempered, feeling tired ... the time, feeling sick, feeling restless, finding it ... to relax or concentrate, drinking or eating too much, and feelings of panic.

Make time in your day to relax – whether it's half an hour ... a book, or a long bath in the evening. You're more likely to do your best ... you relax, and you learn better if you ... regular breaks. A ... attitude helps as well.

Sleep and food ... vital. Your body needs them ... energy so don't skip meals or stay up all night revising. It won't do you any ... in the long ... because by the time the exam comes, you won't have any energy and your concentration ... will be low. Get some physical exercise ... day – this will help ... your mood positive, and help you sleep.



WARM-UP ACTIVITY

Discuss in small groups.

Some students, for example, know that they have to study for an exam, test, etc. But they don't begin studying until the night before! Instead of getting down to work, they spend time messing around with unimportant distractions. Procrastinating, or putting things off until later, often leads to problems and more stress. Have you ever been in a similar situation?

Pull your socks up

Meaning

**To improve your
work or behaviour.**

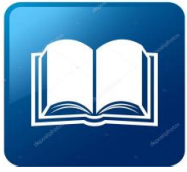
**He's going to have to
pull his socks up if he
wants to stay in the team.**

Burn the midnight oil

Meaning

To work late into the night.

**I've got to get this report
finished by tomorrow so
I guess I'll be burning
the midnight oil tonight.**



WHILE READING TASK

You are going to read an article about the problem of procrastination. What are the psychological causes of procrastinating.

DON'T BE A PROCRASTINATOR: LEARN THE ART OF GETTING THINGS DONE

Procrastinating, or putting things off until later, often leads to problems and more stress. When procrastination becomes habitual, the consequences can become quite serious. Students who put off studying until the last minute don't do as well as those steady plodders who keep at it on a regular basis. At work, too, chronically putting off difficult tasks can lead to underperformance. There's a risk that you get a reputation for being disorganized and unreliable – things which are certainly not good for your career prospects. Regarding health, putting off going to the doctor's or the dentist's could lead to serious trouble further down the line. In general, putting off taking action now will make the future more risky. Think of retirement savings, for example. Putting aside a certain sum now will help give you a more comfortable retirement. And not making the effort to do so will clearly reduce your chances of living without financial worry. All in all, too much procrastination is a bad thing, leading to greater stress, unhappiness and discomfort.

Fortunately, psychologists have discovered that it is possible to rid yourself of the procrastination habit. Part of the problem is to understand the root cause of procrastination. For example, it has often been thought that procrastinators are lazy or have poor time-management skills. But psychologists understand that this isn't the case at all. The real underlying cause has to do with the emotions. Basically, procrastination is an avoidance strategy that has gone wrong. A difficult, boring task such as having to fill in an income tax form, for example, can fill you with anxiety and generally put you in a bad mood. The answer is often to put the task off and instead to concentrate on something more pleasant. So you avoid the boring task and get a quick fix of pleasure from doing something else that you like. Naturally, your mood lifts and you feel good for a while. But then reality kicks in: the deadline is rapidly approaching and nothing has been done! The result is that you panic, get anxious and generally feel bad. You may also feel guilty about having indulged in something frivolous when there were more pressing things to attend to. The negative feelings you had at the start simply return: it's a self-defeating circle.

Another reason why people procrastinate, psychologists say, is that they fail to identify with their future selves. They can try to imagine themselves in ten years' time, for example, but often that future self appears disconnected, almost

another person. Psychological studies have shown that a lot of people do find it difficult to appreciate the future consequences of their present habits and actions. This may explain why many young people still take up smoking, despite knowing that the habit almost always leads to serious health issues. It also explains why they sometimes fail to begin saving for their old age until it's too late.

If you want to rid yourself of the procrastination habit, there are several things you can do. Psychologist Timothy Pychyl points out the importance of breaking out of the cycle of negative feelings. The guilt that someone may feel after having put off an important task itself becomes a barrier to action. For this reason, he suggests that procrastinators make a conscious effort to avoid feeling guilty – basically, he suggests that you should begin by forgiving yourself for having procrastinated!

Another important point is that you have to learn to accept that not all jobs are going to put you into a great mood. “Sometimes”, Pychyl says, “we just have to accept that we are not going to like doing a particular thing. We have to accept it and just get on with the job, focusing on the work to be done rather than how we feel about it. On the positive side, once the job has been completed, there is an inevitable sense of satisfaction which provides a more long-lasting pleasure.”

It's also a good idea to break jobs down into separate tasks as far as possible so that you don't have to complete the whole thing in one session. “What's important”, says Pychyl, “is to make a start and then the rest will follow.” Procrastination expert Tim Urban puts it this way: “No one ‘builds a house’. They lay one brick again and again and the end result is a house. Procrastinators are great visionaries – they love to fantasise about the beautiful mansion they will one day have built – but what they need to be are gritty construction workers, who methodically lay one brick after the other, day after day, without giving up, until a house is built.”

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**TELL ME AND I FORGET,
TEACH ME AND I MAY REMEMBER,
INVOLVE ME AND I LEARN**



Benjamin Franklin



1. The writer of this article appears to have a slight procrastination problem.
2. The idea that procrastinators are afraid of hard work has been disproved.
3. Procrastinators tend to have difficulty controlling their emotions.
4. Pychyl and Urban have different views about how best to approach big jobs.
5. Feeling guilty about putting things off can provide an inspiration to stop procrastinating.



Work individually. Think about what worked for you when trying to avoid stress. Then share your ideas with your partners.





READING FOR PLEASURE

COLLEGE DREAM

By Jamie Winship

The difference between the impossible and the possible lies in a person's determination.

Tommy Lasorda

The day I met Hani Irmawati, she was a shy, seventeen-year-old girl standing alone in the parking lot of the international school in Indonesia, where I teach English. The school is expensive and does not permit Indonesian students to enroll. She walked up to me and asked if I could help her improve her English. I could tell it took immense courage for the young Indonesian girl in worn clothing to approach me and ask for my help. "Why do you want to improve your English?" I asked her, fully expecting her to talk about finding a job in a local hotel. "I want to go to an American university," she said with quiet confidence. Her idealistic dream made me want to cry. I agreed to work with her after school each day on a volunteer basis. For the next several months, Hani woke each morning at five and caught the city bus to her public high school. During the one-hour ride, she studied for her regular classes and prepared the English lessons I gave her the day before.

At four o'clock in the afternoon she arrived at my classroom, exhausted but ready to work. With each passing day, as Hani struggled with college-level English, I grew more fond of her. She worked harder than most of my wealthy expatriate students.

Hani lived in a two-room house with her parents and two brothers. Her father was a building custodian and mother was a maid. When I went to their neighborhood to meet them, I learned that their combined yearly income was 750 U.S. dollars. It wasn't enough to meet the expenses of even one month in an American university.

Hani's enthusiasm was increasing with her language ability, but I was becoming more and more discouraged. One morning in December 2018, I received the announcement of a scholarship opportunity for studying at an American university. I excitedly tore open the envelope and studied the requirements, but it wasn't long before I dropped the form in despair. There was just no way to think, for Hani to meet these qualifications. She had never led a club or an organization, because in her school such things simply did not exist. She had no impressive standardized test score because there were no such tests


for her to take. She did, however, have more determination than all student I'd ever seen. When Hani came into the classroom that day, I told her of the scholarship. I also told her that I believed there were not so many opportunities for her to apply. I encourage her to be strong, as I put it, "realistic" about her future and not plan so strongly on coming to America. Even after my lecture, Hani remained steadfast. "Will you send in my name?" she asked.

I didn't have the heart to turn her down. I completed the application, filling in each blank with the painful truth about her academic life, but also with my praise of her courage and her perseverance.


I sealed up the envelope and told Hani her chances for acceptance ranged somewhere between slim and none. In the weeks that followed, Hani increased her study of English, and I arranged for her to take the Test of English Fluency in Jakarta. The entire computerized test would be an enormous challenge for someone who had never before touched a computer. For two weeks, we studied computer parts and how they worked. Then, just before Hani went to Jakarta, she received a letter from the scholarship association. What a cruel time for the rejection to arrive, I thought. Trying to prepare her for disappointment, I opened the letter and began to read it to her. She had been accepted.

I leaped about the room ecstatically, shocked. Hani stood by, smiling quietly, but almost certainly bewildered by my surprise. The image of her face in that moment came back to me time and time again in the following week. I finally realized that it was I who had learned something Hani had known from the beginning: It is not intelligence alone that brings success, but also the drive to succeed, the commitment to work hard and the courage to believe in yourself.

Chicken Soup for the College Soul: Inspiring and Humorous Stories for College Students
by J. Canfield



**ONE LANGUAGE SETS YOU IN A
CORRIDOR FOR LIFE.
TWO LANGUAGES OPEN EVERY DOOR
ALONG THE WAY.**



Frank Smith

STUDENT SUPER-SAVER™

By Kevin Van G.

The highest reward for a person's toil is not what they get for it, but what they become by it.

John Rushkin

I still remember my dream car, a 1976 Special Edition Trans Am. It was deep black with gold accents, the same model Burt Reynolds drove in the movie *Smoky and the Bandit*. I'd worked hard during high school to buy it.

Thousands of miles later, while driving down a lonesome country road, I would gladly have traded it for a decent apartment with some basic furniture. Struggling to finish my freshman year at college, I had recently thrown all caution to the wind and proposed to the girl of my dreams. She said yes.

Then reality struck. Flat broke¹ with the wedding just months away, I was beginning to get a taste of that dreaded adult word "responsibility." My goal to finish college seemed to fly out the window. If there was a way to stay in school, marry and still earn a living, I couldn't see it. I took inventory of my few career skills. I could wait tables. I had spent one summer installing sprinkler systems, but winter was coming, so that didn't much sense. Was there anything else?

A couple of weeks later, driving down the same road to pick up my fiancée, a brilliant idea came from the recesses of my mind. I'd start a publication of local businesses to advertise to my fellow college-students, and I'd call it the Student Super-Saver. Sure, not? I once had a journalism teacher tell me that I was one of the best salespeople he'd ever known. I was to do it. Before you could blink I was off to the races. What a race it was.

I contracted with the local newspaper to be my publisher and hired a typesetter. That evening I laid out the advertising on my makeshift light table – a large cigar box with a glass-covered hole and a light bulb underneath.

The next day, between classes, I'd head down to Main Street to sell ads to the shop owners there. I was so enthusiastic about my plan that I could barely sleep. I knew the Street wasn't a good target spot, but I thought it would be a good place to start. I could practice my sales pitch perfect it before going after the businesses I had marked as top priority – those places where I knew college crowd would hang out. Even though some of those Main Street shop owners said no with comments like, "I got a son your age, who mows lawns. What's the matter, boy? You are too good to mow lawns?" I persevered, and it paid off.

I spent some money to have an artsy graphic design made for the front and back covers. My life was on the line. Still I felt that I was ready.

¹ If you say that you are flat broke, you mean that you have no money at all.

The big day for distribution on campus came, and I rented space in the student union for fall registration. My fiancée and I were met by a tidal wave of students. More copies of the publication we unbundled, then we gave away. The minutes turned into hours, and before, we knew it, the day was over. We were exhausted, yet thrilled by our sense of accomplishment. When we left the student union for the first time that evening, we were horrified by what we saw. Student Super-Saver papers were strewn from one end of the campus to the other, and none too gracefully. The wind had scattered them over lawns, bushes and sidewalks. Of the 5,000 copies we distributed that day, it seemed like 4,999 had been tossed. We spent the rest of that evening cleaning up the campus and licking our wounds. With each paper I threw into the Dumpster, my vision of the good life as an entrepreneur vanished. My brief career as a business owner was over.

A few months later, the little pot of profit that I did make ran out. Needless to say, my advertisers were not eager to renew. I had to quit school. Some months passed, and I got married. We managed to rent a little place and even buy some used furniture. But there was no money to finish college, and I needed to work to support my family. My brief publishing career landed me a day job as an advertising representative at a new local radio station, and at night I waited tables. But I wanted more. I knew that if I tried again, I could make my idea work. I wanted to be a success and finish college and get my degree.

The sobering words of one of my college professors haunted my thoughts daily: “The true education of college is to teach you to finish what you start.”

My wife and I scrimped and saved and by the summer of 1984, we had enough money to cover the start-up costs for another issue of the Student Super-Saver. I was determined to learn from my mistakes. This time I went after businesses who offered something to the students and I hit the favorites first. I approached every pizza place, hamburger joint and brew pub in town, the places most often frequented by starving college students. I step a foot onto the Main Street. The cover said it all: “\$589 of valuable coupons and discounts valid all semester long.”

The Student Super-Saver Volume II was an overwhelming success. My company grew and it allowed me to become a full-time student. In 1988, when I was a senior student, I won the award “Outstanding Student-Entrepreneur of the year”. I graduated from college and fulfilled my dream of making my paper a success. Fifteen years later the Student Super-Saver continues to dominate its market and has never had a semester that didn’t surpass the last in revenues and profits. It has been the cornerstone upon which my business has been built.

Since then I’ve started dozens of companies, most of them were successful, and a few not. I’ve traveled the world teaching how to be entrepreneurial. Teaching them what I learned. Believe in yourself, follow your dreams and don’t give up!

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GRADUATION DAY

By Vicki Niebrugge

Jeff and I had many conversations during the year, I will always remember the time he told me about family. His mother, a loving, caring woman, was the one who held the family together. She died shortly before Jeff graduated from high school. His father, a successful physician, cold and stern in Jeff's words, had firm beliefs that a person would never make a valuable contribution to the world unless they attended and graduated from college by the age of twenty-three. His father had even paved the way for Jeff to attend the same college from which he graduated, and had offered to pay Jeff's entire tuition and living expenses. As an active Alumni Association member, he was excited that his son would someday follow in his footsteps.

Jeff was twenty-seven and a successful business planer at a Fortune 500 company – without a degree. His passion was skiing. When he graduated from high school he decided to decline his father's offer and instead move Colorado to work with a ski patrol. With pain in his eyes Jeff told me that he still remembered the day he told his father he was going to forego college and take a job at a ski resort. He remembered every word of the short conversation. He told his father of his passion for skiing and for the mountains and then of his plans. His father looked off into the distance, his face became red, and his eyes squinted and bore into Jeff. Then came the words that still echoed in Jeff's mind: "You lazy kid. No son of mine is going to work on a ski patrol and not attend college. I should have known you'd never amount to anything. Don't come back in this house until you have enough self-respect to use the brains God gave you and go to school!" The two had not spoken since that conversation.

Jeff was not even sure that his father knew he was back in the area near where he grew up and he certainly did not want his father to know he was attending college. He was doing this for himself, he said over and over, not for his father.

Janice, Jeff's sister, had always remained supportive of Jeff's decisions. She stayed in contact with their father, but Jeff had made her promise that she would not share any information about his life with him.

Jeff's graduation ceremony that year was on a hot, sunny day in June. As I walked around talking to people before the ceremony, I noticed a man with a confused expression on his face.

"Excuse me," he said as he politely approached me.

"What is happening here today?" "It's graduation day," I replied, smiling.

"Well that's odd," he said. "My daughter asked me to meet her at this address." His eyes sparkled and he smiled. "Maybe she completed her associate's degree and wanted to surprise me!"

I helped him find a seat and as he left me he said, “Thank you for helping me. By the way, my name’s Dr. Holstrom.”

I froze for a second. Jeff Holstrom. Dr. Holstrom. Could this be the same person I had heard about over the last year? The cold, stern man who demanded his son at college or never enter his home again?

Soon the familiar strains of “Pomp and Circumstance” could be heard. I turned around in my chair to I glimpse of Dr. Holstrom, He seemed to be looking for his daughter amongst the graduates on stage. Speeches were given, the graduates were congratulated, and the dean began to read the names of the graduates.

Jeff was the last person to cross the stage. I heard his name being announced: “Jeff Holstrom, *magna cum laude*.¹” He crossed the stage, received his diploma from the college president, and, just as he started down the stairs from the stage, he turned toward the audience looking for his sister.

A lone figure stood up in the back of the audience – Dr. Holstrom. I’m not sure how Jeff even saw him in the crowd, but I could tell that their eyes met. Dr. Holstrom opened his arms, as if to embrace the air around him bowed his head, almost as if to apologize. For a moment, it seemed as if time stood still, and as if they were the only two in the auditorium. Jeff came down the stairs with tears in his eyes.

“My father is here,” he whispered to me. I smiled.

“What are you going to do?” I asked him. “Well,” he said. “I think I’m going home.”

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THE MOST IMPORTANT DECISION

By Dave Barry

My son is a senior in high school, which means that pretty soon he, like millions of other seniors, will have to make a crucial decision, the consequences of which will remain with him for the rest of his life: Who will be his prom date.

Also, at some point he’ll probably select a college. In fact, we have already gone on several college visits, which are helpful in choosing a college because you can get answers to important academic questions such as:

– Is there parking?

¹ at the second highest level of the special levels of achievement in a person’s studies at a US college or university. The expression comes from Latin, meaning “with great praise”

– Are all the students required to get body piercings? Or is this optional at the undergraduate level?

– Is there a bank near the college that you can rob to pay the tuition?

Most college visits include an orientation session, wherein you sit in a lecture room and a college official tells you impressive statistics about the college, including, almost always, how small the classes are. Class smallness is considered the ultimate measure of how good a college is. Harvard, for example, has zero students per class: The professors just sit alone in their classrooms, filing their nails.

I noticed, in these orientation sessions, that many of the kids seem semi-bored, whereas the parents not only take notes, but also ask most of the questions, sometimes indicating that they've mapped out their children's entire academic careers all the way through death. There will be some girl who looks like she's 11 years old, and her dad will raise his hand and say: "If my daughter declares a quadruple major in Biology, Chemistry, Physics and Large Scary Equations, and she graduates with honors and then earns doctorates in Medicine, Engineering, Law, Architecture, Dentistry and Taxidermy, and then she qualifies for a Merwanger Fellowship for Interminable Postdoctoral Studies, does the Nobel organization pay her expenses to Sweden to pick up her prize?"

I was intimidated by these parents. I have frankly not given that much thought to my son's academic goals. I assumed he was going to college for the same reason I did, which is that at some point they stop letting you go to high school. I tried to think of questions to ask the college officials, but the only one I could think of was: "How come these lecture-hall desks are never designed for us left-handed people?" Although I didn't ask this, because it's probably considered insensitive on college campuses to say "left-handed people." You probably have to say something like "persons of handedness."

After the orientation session, you go on a campus tour conducted by a student who is required to tell you the name of every single building on the campus, no matter how many there are ("Over there is the Gwendolyn A. Heckenswacker Institute for the Study of Certain Asian Mollusks, which we call 'The Heck.' And over there is the Myron and Gladys B. Prunepocket Center for Musty Old Books That Nobody Ever Looks At. And right next to that is The Building Right Next to the Myron and Gladys . . .").

After the tour, the kids have interviews with college officials. My son revealed little about what goes on in these interviews. My theory is that the officials close the door and say: "Relax. You will spend the majority of college attending parties, playing hacky sack and watching Friends. The tour is purely for the parents. The guides make up the building names as they go along."

One of the colleges my son visited was my alma mater, Haverford College (proud motto: “Among The First in the Nation to Drop Football”). I was a little nervous about going back: I expected that, at any moment, the dean would tap me on the shoulder and say: “Mr. Barry, we need to talk to you about your share of the Class of 1989’s bill for the cost of scraping an estimated 23,000 butter pats off the dining-hall ceiling.”

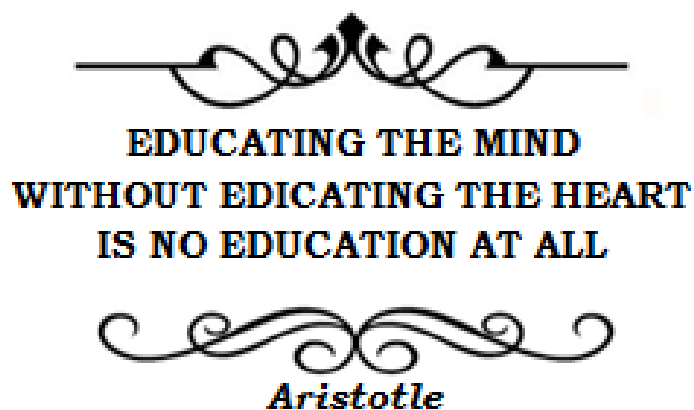
Fortunately, this did not happen. Our student guide gave an excellent tour, although he failed to point out some of the more historic sites at Haverford, including:

- The building where, in 1987, the rock band “The Federal Duck” made the historic discovery that if it was going to play Purple Haze correctly, it needed WAY bigger amplifiers;

- The dormitory room where my roommate Bob Stern and I accumulated what historians believe was the world’s largest man-made pile of unlaundered briefs.

Those are my most vivid memories, although I also vaguely recall attending classes and learning numerous English-major facts that still come in mighty handy whenever the topic of conversation turns – as it so often does – to 17th-Century English metaphysical poetry. Yes, college was a valuable experience for me, and I am sure it will also be one for my son, wherever he decides to go. On prom night, I mean.

Chicken Soup for the College Soul: Inspiring and Humorous Stories for College Students
by J. Canfield



FIRST MEETING AT COLLEGE

He is Oliver Barrett IV, a rich jock from a stuffy WASP family on his way to a Harvard degree and a career in law.

She is Jenny Cavilleri, a wisecracking working-class beauty studying music at Radcliffe.

Opposites in nearly every way. But they fell in love. This is their story.

In the fall of my senior year, I got into the habit of studying at the Radcliffe library. Not just to eye the cheese, although I admit that I liked to look. The place was quiet, nobody knew me, and the reserve books were less in demand. The day before one of my history hour exams, I still hadn't gotten around to reading first book on the list, an endemic Harvard disease, I ambled over to the reserve desk to get one of the tomes that would bail me out on the morrow. There were two girls working there. One a tall tennis-anyone type, the other a bespectacled mouse type. I opted for Minnie Four-Eyes.

"Do you have *The Waning of the Middle Ages*!"

She shot a glance up at me.

"Do you have your own library?" she asked.

"Listen, Harvard is allowed to use the Radcliffe library."

"I'm not talking legality, Preppie, I'm talking ethics. You guys have five million books. We have a few lousy thousand."

Christ, a superior-being type! The kind who think since the ratio of Radcliffe to Harvard is five to one, the girls must be five times as smart. I normally cut these types to ribbons, but just then I badly needed that goddamn book.

"Listen, I need that goddamn book."

"Would you please watch your profanity, Preppie?"

"What makes you so sure I went to prep school?"

"You look stupid and rich," she said, removing her glasses.

"You're wrong," I protested. "I'm actually smart and poor."

"Oh, no, Preppie. I'm smart and poor." She was staring straight at me. Her eyes were brown. Okay, maybe I look rich, but I wouldn't let some 'Cliffie'—even one with pretty eyes—call me dumb.

"What the hell makes you so smart?" I asked.

"I wouldn't go for coffee with you," she answered.

"Listen—I wouldn't ask you."

"That," she replied, "is what makes you stupid."

Let me explain why I took her for coffee. By shrewdly capitulating at the crucial moment—i.e., by pretending that I suddenly wanted to—I got my book. And since she couldn't leave until the library closed, I had plenty of time to absorb some pithy phrases about the shift of royal dependence from cleric to lawyer in the late eleventh century. I got an A minus on the exam, coincidentally the same grade I assigned to Jenny's legs when she first walked from behind that

desk. I can't say I gave her costume an honor grade, however; it was a bit too Boho for my taste. I especially loathed that Indian thing she carried for a handbag. Fortunately I didn't mention this, as I later discovered it was of her own design.

We went to the Midget Restaurant, a nearby sandwich joint which, despite its name, is not restricted to people of small stature. I ordered two coffees and a brownie with ice cream (for her).

"I'm Jennifer Cavilleri," she said, "an American of Italian descent."

As if I wouldn't have known. "And a music major," she added.

"My name is Oliver," I said. "First or last?" she asked

"First," I answered, and then confessed that my entire name was Oliver Barrett. (I mean, that's most of it.)

"Oh," she said. "Barrett, like the poet?"

"Yes," I said. "No relation."

In the pause that ensued, I gave inward thanks that she hadn't come up with the usual distressing question: "Barrett, like the hall?" For it is my special albatross to be related to the guy that built Barrett Hall, the largest and ugliest structure in Harvard Yard, a colossal monument to my family's money, vanity and flagrant Harvardism.

After that, she was pretty quiet. Could we have run out of conversation so quickly? Had I turned her off by not being related to the poet? What? She simply sat there, semi-smiling at me. For something to do, I checked out her notebooks. Her handwriting was curious — small sharp little letters with no capitals (who did she think she was, e. e. cummings?). And she was taking some pretty snowy courses: Comp. Lit. 105, Music 150, Music . 201—

"Music 201? Isn't that a graduate course?"

She nodded yes, and was not very good at masking her pride.

"Renaissance polyphony."

"What's polyphony?"

"Nothing sexual, Preppie."

Why was I putting up with this? Doesn't she read the Crimson? Doesn't she know who I am?

"Hey, don't you know who I am?"

"Yeah," she answered with kind of disdain. "You're the guy that owns Barrett Hall."

She didn't know who I was.

"I don't own Barrett Hall," I quibbled. "My great-grandfather happened to give it to Harvard."

"So his not-so-great grandson would be sure to get in!"

That was the limit.

"Jenny, if you're so convinced I am a loser, why did you bulldoze me into buying you coffee?"

She looked me straight in the eyes and smiled.

"I like your smile," she said.



Radcliffe (College) – part of Harvard University where women study.

preppie – a person who attended a private preparatory school before going to university.

Music 150; Music 201 – standard system of courses in American universities, each course has its ID number.

Crimson – the biggest student newspaper of Harvard University.

e. e. Cummings – Cummings, E.E., in full EDWARD ESTLIN CUMMINGS (b. Oct. 14, 1894, Cambridge, Mass., U.S.--d. Sept. 3, 1962, North Conway, N. H.), American poet and painter who first attracted attention, in an age of literary experimentation, for his eccentric punctuation and phrasing, e.g. not using capital letters.

Harvard University – situated in Cambridge, Mass., oldest institution of higher learning in the United States (founded 1636) and one of the nation's most prestigious. The main university campus lies along the Charles River a few miles west of Boston.

Love Story by E. Segal

THE SCHOOL OF THE FUTURE

You are going to read an extract from “And Madly Teach” by Lloyd Biggle Jr. The story was published initially in 1965, Biggle extrapolates a world which has gone solely to distance learning where teachers teach 40,000 (or more) students at a time, and teachers are evaluated solely on the popularity of their class. Not surprisingly, the teachers of the day have found various ways to entertain students and get them to watch. The protagonist is a teacher just returned from 25 years of traditional teaching on the “frontier” – her efforts to truly teach, and the reaction to such teaching.

AND MADLY TEACH

Miss Mildred Bote clasped her hands and exclaimed, “What a lovely school!”

It shimmered delightfully in the bright morning sunlight, a pale, delicate blue-white oasis of color that lay gemlike amidst the nondescript towers and domes and spires of the sprawling metropolitan complex.

But even as she spoke, she qualified her opinion. The building's form was boxlike, utilitarian, ugly. Only its color made it beautiful.

The aircab driver had been muttering to himself because he'd drifted into a wrong lane and missed his turn. He looked at her quickly. “I beg your pardon?”

“The school,” Miss Boltz said. “It has a lovely color.”

They threaded their way through an interchange, circled, and maneuvered into the proper lane. Then the driver turned to her again, "I've heard of schools. They used to have some out West. But that isn't a school."

Miss Boltz met his serious gaze confusedly and hoped she wasn't blushing. It wasn't proper for a woman of her age to blush. She said, "I must have misunderstood you, I thought that was —"

"Yes, ma'am. That's the address you gave me."

"Then — of course is a school! I'm a teacher. I'm going to teach there."

He shook his head. "No, ma'am. We don't have any schools."

The descent was so unsettlingly abrupt that Miss Boltz had to swallow her protests and clutch at her safety belt. Then they were in the ground-level parking area, and he had the door open. She stepped out with the dignity demanded of a middle-aged school-teacher, paid him, and turned toward the building. She would have liked to investigate this queer notion of his about schools but she didn't want to be late for her appointment. And anyway — the idea! If it wasn't a school, what was it?

In the maze of lettered and doable-lettered corridors, each turning she took seemed to be the wrong one. She was breathing heavily and fighting off a mild seizure of panic when she finally reached her destination. A receptionist took her name and said severely, "Mr. Wilbings is expecting you. Go right in."

The office door bore a bristling label: ROGER A. WILBING. DEPUTY SUPERINTENDENT OF EDUCATION (SECONDARY). NOERTEASTERN UNITED STATES SCHOOL DISTRICT. PRIVATE. Miss Boltz hesitated, and the receptionist said again, "Go right in."

"Thank you," Miss Bolts said. With fumbling fingers, she managed to open the door.

The gentleman behind the desk at the distant center of the room seemed to have adopted a fiercely blank expression for her. She moved forward timorously, and the expression resolved itself into the hair-framed oval of a bald head. She blinked her eyes, wishing she'd worn her contact lenses. Mr. Wilbings's attention was fixed upon the papers that littered the top of his desk, and he indicated a chair for her without bothering to look up. She approached the desk tight-rope-fashion and seated herself.

"One moment, please," he said.

She ordered herself to relax. She was not a recent college graduate, hoping desperately for a first job. She had a contract and twenty-five years of tenure, and she was merely reporting for reassignment.

Her nerves disregarded the order.

Mr. Wilbings gathered up his papers, tapped them together, and returned them to a folder. "Miss—ah—Boltz," he said. His curiously affected appearance fascinated her. He was wearing spectacles, a contrivance she hadn't seen for years; and he had a trim little patch of hair on his tipper lip, the like of which she had never seen outside of films and theatricals. He held his head thrust forward and tilted back, and he sighted at her distastefully along the high arc of his nose.

He nodded suddenly and turned back to his desk. "I've gone through your file. Miss—ah—Boltz." He pushed the folder aside impatiently. "My recommendation is that you retire. My secretary will give you the necessary papers to fill out. Good morning."

The suddenness of the attack startled her out of her nervousness. She said calmly, "I appreciate your interest, Mr. Wilbings, but I have no intention of retiring. Now —about my new assignment"

"My dear Miss Boltz!" He had decided to be nice to her. His expression altered perceptibly and hovered midway between a smile and a sneer. "It is your own welfare that concerns me. I understand that your retirement might occasion some financial sacrifice, and under the circumstances I feel that we could obtain an appropriate adjustment in your pension. It would leave you secure and free to do what you like, and I can assure you that you are not—" He paused and tapped his desk with one finger. "—not suited for teaching. Painful as the idea may be for you, it is the blunt truth, and the sooner you realize that."

For one helpless moment she could not control her laughter. He broke off angrily and stared at her.

"I'm sorry," she said, dabbing at her eyes. "I've been a teacher for twenty-five years — a good teacher, as you know if you've checked over my efficiency reports. Teaching is my whole life, and I love it, and it's a little late to be telling me I'm not suited for it."

"Teaching is a young people's profession, and you are nearly fifty. And then — we must consider your health."

"Which is perfectly good," she said. "Of course I had cancer of the lung. It's common on Mars. It's caused by the dust, you know, and it's easily cured."

"You had it four times, according to your records."

"I had it four times, and I was cured four times. I returned to Earth only because the doctors felt that I was unusually susceptible to Martian cancer."

"Teaching on Mars—" he gestured disdainfully. "You've never taught anywhere else, and at the time you were in training, your college was specializing in training teachers for Mars. There's been a revolution in education, Miss Boltz, and it has completely passed you by." He tapped his desk again, sternly. "You are not suited for teaching. Certainly not in this district."

She said stubbornly, "Will you honor my contract, or do I have to resort to legal action?"

He shrugged and picked up her file. "Written and spoken English. Tenth grade. I assume you think you can handle that."

"I can handle it."

"Your class meets from ten-fifteen to eleven-fifteen, Monday through Friday."

"I am not interested in part-time teaching," she said.

"This is a full-time assignment."

"Five hours a week?"

"The position assumes forty hours of class preparation. You'll probably need much more than that."

"I see," she said. She never had felt more bewildered.

"Classes begin next Monday. I will assign you to a studio and arrange an engineering conference for you immediately."

"A – studio?"

"Studio." There was a note of malicious satisfaction in his voice. "You will have approximately forty thousand students."

From a drawer he took two books, one a ponderous volume entitled Techniques and Procedures in TV Teaching, and the other, and bound with a plastic spiral, a course outline of tenth-grade English, Northeastern United States School District. "These should contain all the information you'll need," he said.

Miss Boltz said falteringly, "TV teaching? Then – my students will attend class by television?"

"Certainly."

"Then I'll never see them."

"They will see you, Miss Boltz. That is quite sufficient."

"I suppose the examinations will be machine graded, but what about papers? I could not get through one assignment in an entire semester."

He scowled at her. "There are no assignments. There are no examinations, either. I suppose the educational system on Mars still uses examinations and assignments to coerce its students into learning, but we have progressed beyond those dark ages of education. If you have some idea of bludgeoning your material into your students with examinations and papers and the like, forget it. Those things are symptomatic of bad teaching, and we would not permit them even if it were possible, which it isn't."

"If there are no examinations or papers, and if I never see my students, how can I evaluate the results of my teaching?"

"We have our own method for that. You receive a Trendex rating every two weeks. Is there anything else?"

"Just one thing." She smiled faintly. "Would you mind telling me why you so obviously resent my presence here?"

"I wouldn't mind," he answered indifferently. "You have an obsolete contract that we have to honor, but we know that you will not last out the term. When you leave we will have the problem of finding a midyear replacement for you, and forty thousand students will have been subjected to several weeks of bad instruction. You can hardly blame us for taking the position that it would be better for you to retire now. If you change your mind before Monday, I'll guarantee full retirement benefits for you. If not, remember this. The courts have upheld our right to retire a teacher for incompetence, regardless of tenure."

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<https://www.goodreads.com>



ACHIEVEMENT TESTS



TEST 1

1. Fill in the gaps with prepositions.

1. It is so typical... Kate to take good care ... her appearance. She is ... the habit ...going to the hairdresser every week. She is nice to look
2. It is a pity they have fallen love. They have been growing ... for ... least a year.
3. He was green ... envy when he saw his younger brother getting the things he had always been punished
4. Linda envies Patricia... being engaged... a doctor, who bears a resemblance ... Steve Martin.
5. Most students depend ... parents ... food and clothing. They should get the habit ... spending their parents money.
6. Jack took ... his grandmother, who had passed... before he was born.
7. Do you know that in the USA people come ... age either ... the age ... 18 or 21.
8. – David, let me introduce Ann ...you. – I've been looking meeting you. Ann, are you any relation ... Mr. Brown?
9. I look my father, we usually agree .. most things, but we don't see eye ... eye ... politics.
10. She got ... her father to persuade him to let her go to the all-night party. Now the father can't confide ... his daughter.

2. Express the following in a different way.

- | | |
|----------------------------|------------|
| 1) to be on friendly terms | 5) idle |
| 2) to resemble (2) | 6) greedy |
| 3) ill-bred | 7) sincere |
| 4) slender | 8) haughty |

3. Give the English equivalents of the following expressions.

- | | |
|--|-----------------------------------|
| 1) девичья фамилия | 7) брак по расчету |
| 2) жить в гражданском браке | 8) свидетельство о рождении |
| 3) сплоченная семья | 9) льстить кому-либо |
| 4) родиться под счастливой звездой (2) | 10) быть похожим на родителей (3) |
| 5) вразумить кого-либо | 11) усыновить |
| 6) брак по любви | 12) пожилые люди |

4. Give the opposite of the following.

- | | | |
|-------------|-------------|--------------------|
| 1) boastful | 4) mean | 7) to approve |
| 2) mature | 5) junior | 8) to keep promise |
| 3) obedient | 6) cheerful | 9) thrifty |

5. Translate into English using phrasal verbs and idioms from your active vocabulary

1. Приемный отец сделал все возможное, чтобы достучаться до своего непослушного сына, который не разделяет его взгляды на жизнь и поступает по-своему.

2. Мой жених Майкл – душа любой компании. Он смешит нас до упада и выглядит очень ухоженным. Он всегда одет с иголочки и следит за своей внешностью. Он вам сразу понравится. Его брат Карл абсолютно на него не похож. Он угрюмый, застенчивый человек, который сторонится людей.

3. Я всегда могу положиться на свою подругу Анну и поплакаться ей в жилетку. Мы с ней очень хорошо ладим. У нее светлая душа, и она всегда искренне высказывает свое мнение.

4. У моей мамы золотое сердце. Она очень щедрый, верный, искренний человек.

5. Мой свекор Дэвид очень вспыльчивый человек. Когда его внук витает в облаках и нарушает данное ему обещание, Дэвид сразу теряет самообладание. Он считает, что внук не оправдал его ожиданий.

6. Коллеги Пола позеленели от зависти, когда ему удалось добиться успеха. Он очень трудолюбивый, решительный, разносторонний человек в самом расцвете сил. Пол не боится противостоять своему работодателю. Он видит его насквозь и старается общаться с ним на равных.

7. Эти сводные братья похожи как две капли воды. Им скоро исполнится 18 лет. Они станут совершеннолетними.

8. Эдвард производит впечатление очень эгоистичного, упрямого, ревнивого подростка, который смотрит на людей свысока. Он любит быть на виду. Эдварду очень льстит, когда ему удастся выделиться в толпе. Он унаследовал характер от отца. – Да, яблоко от яблони далеко не падает.

9. Дженнифер часто вспоминает свою помолвку и медовый месяц в Париже.

10. – Твой племянник Джон плохо выглядит. У него нездоровый цвет лица. – Ничего удивительного, он начал курить и сильно набрал вес. Он считает, что мы к нему придираемся. – Да, от старой привычки трудно избавиться.

11. История этой семьи стара как мир. Дети вырастают и отдаляются от своих родителей, которым приходится с этим мириться.

12. Не суди по внешности о человеке. Внешность обманчива.



TEST 2

1. Fill in the gaps with prepositions.

1. We talked it ... and decided to paint the walls... olive.
2. The room could do ... a good cleaning.
3. Today we paint the town... red.
4. Those two roommates get ... like a house ... fire.
5. Mary spent hours before she came... an ideal accommodation for her stay in Paris. But now she feels home... home.
6. I live ... campus ... a single room ... halls of residence ... all first year students are encouraged to do that as they're close ... the university ... next year I plan to move... student digs in town.
7. I suppose once I settle ... and have children I'll want to get ... the property ladder.
8. Some people enjoy doing... an old property.

2. Express the following in a different way.

- 1) near, at hand (colloq.) (2)
- 2) lease
- 3) dormitory
- 4) to share a room
- 5) piece of furniture (2)
- 6) to do the washing up
- 7) conveniences

3. Give English equivalents of the following expressions.

- | | |
|---------------------------|--|
| 1) квартиросъемщик (2) | 7) жилой дом, квартиры в котором находятся в собственности жильцов |
| 2) хранить семейный очаг | 8) окна выходят ... (3) |
| 3) чердак | 9) получить прибыль, доход |
| 4) сдавать комнату | 10) приютить на ночь |
| 5) ипотека | 11) хорошо сочетаться (по цвету) |
| 6) организовать новоселье | 12) двойное остекление |

4. Give the opposite of the following.

- | | |
|--------------------|-------------------|
| 1) well-maintained | 5) detached house |
| 2) filthy | 6) full board |
| 3) back door | 7) ground floor |
| 4) exit | 8) move in |

5. Translate into English using phrasal verbs and idioms from your active vocabulary.

1. Цены на недвижимость взлетели до небес, поэтому риэлтор посоветовал нам поискать однокомнатную квартиру на длительный срок не в центральном жилом районе, а в пригороде Лондона.

2. Этот дом в очень запущенном состоянии. Крыша протекает, в доме нужно менять электропроводку, переклеить обои, побелить потолок, повесить полки на стену, демонтировать камин и установить центральное отопление. Нам придется провести ремонт за свой счет, а также купить люстру, шкаф для посуды и для одежды.

3. Арендная плата включает коммунальные услуги. Владелец съемной квартиры также не взимает плату за отопление, горячее и холодное водоснабжение.

4. Проводка неисправна. Не включайте никакие электроприборы в эту розетку. Необходимо соблюдать меры предосторожности, чтобы не было пожара.

5. Этот двухэтажный особняк так заставлен мебелью, что яблоку негде упасть. Давай поставим ее на чердак или в подвал.

6. Арендная плата возросла на 50%, поэтому мы решили взять еще одного квартиранта, который находится в таком же тяжелом финансовом положении.

7. Хозяйка дома оказалась очень гостеприимной. Когда мы позвонили, она открыла нам дверь. Она была рада, что мы зашли к ней в гости. Когда мы уходили, она проводила нас до дверей.

8. Этот преступник обвиняется в совершении кражи со взломом. Он успел перевернуть весь дом вверх дном, пока сработала сигнализация, установленная в доме. Его арестовали на пороге моего дома.

9. Бездомные люди очень уязвимы. У них нет крыши над головой. Они могут вселиться в пустующий дом незаконно, но их выселят, если они не заключат договор об аренде и не внесут предоплату за жилье.

10. В гостиной, столовой и коридоре безупречно чисто. Дети пропылесосили, вытерли пыль, достали посуду и столовые приборы и накрыли на стол. Они никогда не увиливают от выполнения работы по дому.



TEST 3

1. Fill in the gaps with prepositions.

1. Steven applied ...the post ... Oxford University ... advice ... her teacher.
2. Who is lecturing you ... History of Art?
3. You have to work hard ... your pronunciation if you want to get rid ... the accent.
4. Everyone in class is making progress ... their studies.
5. I have difficulty ... keeping ... my group mates.
6. Are you ... the habit ... putting things ... the last moment?
7. It took me months to make ... my mind ... the choice ... profession. At last I decided ... following ... my father's footsteps and becoming a lawyer.
8. Edward is doing his graduate studies and is writing a thesis ... Linguistics ... Professor Davis.
9. Margaret graduated ... a Master's degree... Chemistry... Cambridge University.
10. The curriculum is challenging and students are overwhelmed ... studies, so no wonder they tend to lag ... some minor subjects.
11. Paul flunked his achievement test ... intermediate French so now he'll have to either drop ... out of the course or retake ... it next year.
12. Theresa is so worn... that she wants to take some time ... studies and have a rest.
13. Jane has worked ... a strategy ... success ... the exams: get ... work ... the beginning ... the term rather than ... the end.
14. Bridget spent 2 nights swotting ... her Cultural studies exam and still did badly ... it. She attributes it all ... bad luck.
15. Are you ... the habit ... putting things ... the last minute?
16. Presidents spoke ... an interpreter.
17. I am thinking ... signing ... the philosophy course this term.

2. Give the English equivalents of the following expressions.

- | | |
|---|--|
| 1) текущая успеваемость | 7) отчислить из университета |
| 2) заочное отделение | 8) внеучебная деятельность |
| 3) без труда не вытащишь и рыбку из пруда | 9) подавать заявление о приеме на работу |
| 4) терять время даром (2) | 10) приобретение знаний |
| 5) сделать в срок | 11) прогуливать занятия (2) |
| 6) проходной балл | 12) всестороннее развитие |

3. Express the following in a different way.

- | | |
|---|---|
| 1) to work very hard | 8) to have a bad memory |
| 2) to do a job while you are in college because you need the money to help you pay for it | 9) to consider something in detail in order to understand it completely and then make a decision or take action |
| 3) to go through ups and downs | 10) to make an effort |
| 4) to scrape through exams | 11) to have a good knowledge of something |
| 5) to succeed in something without any difficulty | 12) to break the habit |
| 6) to record in writing what someone is saying | 13) to check that something is correct, to examine something |
| 7) a deadline that is difficult to meet | 14) in exactly the same words |

4. Translate into English.

1. Этот студент-первокурсник еле сдал вступительные экзамены, поэтому его родителям приходится платить за его обучение.

2. –Почему Эдвард не сдал экзамен по специальности? – Ничего удивительного. Он постоянно пропускал занятия, не готовился к экзамену.

3. Декан сказал, что если Ричард хочет догнать сокурсников и успешно сдать экзамены, ему придется несколько недель заниматься не покладая рук.

4. Этот одаренный студент окончил университет с красным дипломом и сейчас проходит стажировку в Англии.

5. Преподаватель не поставил Полу зачет. Он не сдал сочинение в срок.

6. Мои сокурсники учатся гораздо лучше меня, и мне трудно быть с ними на одном уровне.

7. – Ты посещаешь лекции профессора Митчелла? – Да, я записываю все его лекции по лингвистике. Он блестящий лектор.

8. Студенты дневного отделения принимают участие в дискуссиях, учатся составлять диалоги, пополняют свой словарный запас.

9. Как много аспирантов записалось на этот курс лекций?

10. Студенты-заочники написали контрольную работу и сделали много орфографических ошибок. Они плохо запоминают правила. Им нужно повторить весь пройденный материал.

11. Карл дал мастер-класс по синхронному переводу для магистрантов.

12. Преподаватель не освободил Марка от сдачи зачета по фонетике. Если он не сможет получить зачет, ему придется его пересдать в конце учебного года.

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