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«Оренбургский государственный университет»

# ПРАКТИЧЕСКИЙ АНГЛИЙСКИЙ

*Методические рекомендации  
по практике устной речи*



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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации для студентов IV курса являются логическим продолжением комплекса учебных пособий по английскому языку для студентов факультета дошкольной педагогики и психологии, изучающих английский язык как вторую специальность. Рекомендации составлены в соответствии с рабочими программами по английскому языку и практическому курсу английского языка на факультете дошкольной педагогики и психологии.

Данные рекомендации являются дополнительным материалом к «Учебнику английского языка» (Часть 1, Часть 2; авторы Н. А. Бонк, Г. А. Котий, Н. А. Лукьянова) и предназначены для овладения основными видами коммуникативной деятельности: говорения, чтения и понимания, аудирования, письма и перевода. Они могут быть использованы для работы с преподавателем в аудитории, а также для самостоятельной работы студентов. Методические рекомендации содержат лексический материал по следующим темам: «Внешность и характер людей», «Отношения внутри семьи», «Воспитание детей», «Деловые отношения», «Средства массовой информации».

Рекомендации включают в себя тематические тексты по названным темам, упражнения на формирование лексико-грамматических навыков, упражнения на развитие коммуникативной компетенции студентов, языковой догадки и компенсаторных умений.

Обучение строится на основе текстов-образцов диалогического и монологического характера из различных сфер коммуникации, что в совокупности с соответствующим комплексом упражнений обеспечивает целенаправленную активизацию всех языковых явлений в ситуативно-контекстной речи.

**CONVERSATIONAL TOPIC**  
**«APPEARANCE AND CHARACTER»**

**APPEARANCE**

**Looking in the Mirror**

*(abridged from «Martin Eden» by Jack London)*

He got up and tried to see himself in the dirty looking glass over the washstand. He saw the head and face of a young fellow of twenty. Above a square-domed forehead he saw a mop of brown hair, nut-brown, with a wave to it and hints of curls, making hands tingle to stroke it. But he passed it by, and dwelt long and thoughtfully on the high square forehead. What kind of brain lay behind it?

He wondered if there was soul in those steel-gray eyes that were often quite blue of colour and that were strong with the salty air of the sea. Well, they were honest eyes, he concluded. The brown sunburn of his face surprised him.

His mouth might have been an angel's mouth, had not the full, sensuous lips a habit of drawing firmly across the teeth. At times so tightly did they draw, the mouth became stern and harsh. The chin and jaw were strong and just hinting of square aggressiveness. And between the lips were teeth that were white and strong and regular.

***Comprehension questions.***

**A.** 1. How does Jack London describe:

- a) Martin's hair?
- b) Martin's eyes?
- c) Martin's mouth?

2. Do you think the author likes his hero or doesn't like him? Prove your point.

3. Select and write out from the text words and expressions describing a person's appearance and behaviour.

**B.** 1. Find the Russian equivalents to the following:

- a) 1) square-domed; 2) a mop; 3) nut-brown; 4) a high forehead; 5) sunburn;
- б) a mouth; 7) full lips; 8) a strong chin; 9) regular teeth.

2. Reproduce the description of the young man as close to the text, as you can.

## Topical Vocabulary

appearance (looks) – внешний вид, внешность

look(v) – выглядеть

look like (resemble smb.) = take after smb. – быть похожим на кого-либо

family likeness – семейное сходство

(not) look oneself – (не) быть похожим на себя (сильно измениться)

look wretched – иметь несчастный вид

look one's best – прекрасно выглядеть

look one's age – выглядеть не старше своих лет

### *The Human Body*

attractive – привлекательный

good (pleasant) – интересный

looking – приятный

pretty – хорошенькая

repulsive – отвратительный

charming – очаровательный

ugly – уродливый

handsome – красивый

beautiful – красивый

plain – заурядный

### *Build (Телосложение)*

large – крупный

small – небольшой

heavy – тяжелый

slim – стройный

delicate – хрупкий

strong – сильный

### *Figure (Фигура)*

well-made (built) – хорошо сложенный

ill-made – плохо сложенный

graceful – грациозный

neat – изящный

stout – тучный, плотный

broad-shouldered – широкоплечий

### *Hair (Волосы)*

flaxen – льняные

golden – золотистые

fair – русые

blond(-e) – блондин(-ка)

chestnut – каштановые

black – черные

brown – шатен(-ка)

dark – темные

red – рыжие

### *Hair-do (Прическа)*

thick – густые

thin – тонкие, жидкие

wear one's hair short – носить короткие  
волосы

straight – прямые

wavy – волнистые

bald-headed – лысый

curly – кудрявые

braided – заплетенные в косу

fringe – челка

### *Face (Лицо)*

thin – худое

wrinkled – морщинистое

freckled – веснушчатое

## ***Face Features (Черты лица)***

### ***Forehead ['fo:rid] (Лоб)***

broad – широкий

high – высокий

narrow – узкий

low – низкий

### ***Nose (Нос)***

straight – прямой

snub – курносый

turned up – вздернутый

### ***Lips (Губы)***

full – полные

well-cut – хорошо очерченные

thin – тонкие

painted – накрашенные

### ***Teeth (Зубы)***

(un)even – (не)ровные

### ***Cheeks (Щеки)***

plump – пухлые

with dimples – с ямочками

hollow – впалые

### ***Eyes (Глаза)***

blue – голубые

gray – серые

brown – темно-карие

deep-set – глубоко посаженные

hazel – светло-карие

wide-set – широко расставленные

dark – темные

bulging – выпуклые

pale – светлые

### ***Chin (Подбородок)***

double – двойной

pointed – острый

## **Dialogue**

A: Who is that man I saw yesterday at the station among those seeing your brother off?

B: I really don't know whom you mean. What does he look like?

A: Rather over middle height, lean and erect, with head not very large and face weathered and seamed for a middle-aged man; his little darkish moustache is cut to the edge of his lips, thin and sensitive.

B: Oh, but it is my cousin, John.

A: His appearance attracted my attention. His browned thin cheeks with rather high cheekbones and his eyes, hazel, quick and glancing, set rather wide apart over a straight thin nose reminded me of someone I knew.

*B:* You are sure to know Mr. Green. John is his son. In fact, John is a younger edition of his father; he resembles his father greatly. Do you happen to know Mr. Green's daughter, Mabel?

*A:* I'm afraid not. Is she pretty?

*B:* She is far from pretty, but she looks very attractive. It's her eyes. They are brown, with a straight and eager glance. She has dark fine hair and a pale expressive face. Will you be present at Ruth's wedding tonight?

*A:* By all means. I have already received an invitation card.

*B:* You'll have a chance to get acquainted with them all.

*A:* Oh, how nice!

### **Vocabulary and speech exercises**

#### ***1. Give Russian equivalents to the following:***

graceful figure,	brown hair,
turned-up nose,	slim figure,
charming smile,	a man with long moustache,
full lips,	broad shoulders,
even teeth,	fair complexion,
curly hair,	rosy cheeks

#### ***2. Give English equivalents to the following:***

1. тонкие, четко очерченные брови;
2. хорошо сложенный, широкоплечий парень;
3. острый подбородок;
4. пухлые щечки с ямочками;
5. светлые редкие волосы;
6. костлявые пальцы;
7. прямые каштановые волос;
8. густые волнистые волосы;
9. глубоко посаженные хитрые глаза;
10. полный мужчина среднего роста;
11. заплетать волосы в косы;



12. неестественная улыбка;
13. выглядеть молодо для своих лет;
14. пойти в отца внешностью и характером;
15. хмурить брови;
16. курносая веснушчатая девочка;
17. ухоженные руки красивой формы;
18. вздернутый нос;
19. походить на кого-либо;
20. усталое морщинистое лицо;
21. подведенные глаза;
22. накрашенные губы.

**3. Match the words and phrases in column A with those in column B.**

- | А                        | В                        |
|--------------------------|--------------------------|
| 1. remarkable appearance | a. ровные зубы           |
| 2. slender figure        | b. выдающаяся внешность  |
| 3. harsh voice           | c. хриплый голос         |
| 4. regular features      | d. тяжелый подбородок    |
| 5. plain face            | e. уродливая челюсть     |
| 6. even teeth            | f. стройная фигура       |
| 7. expressive eyes       | g. лоб со шрамом         |
| 8. ugly jaw              | h. простецкое лицо       |
| 9. scarred forehead      | i. выразительные глаза   |
| 10. massive chin         | j. правильные черты лица |

**4. Give a word for the following definition.**

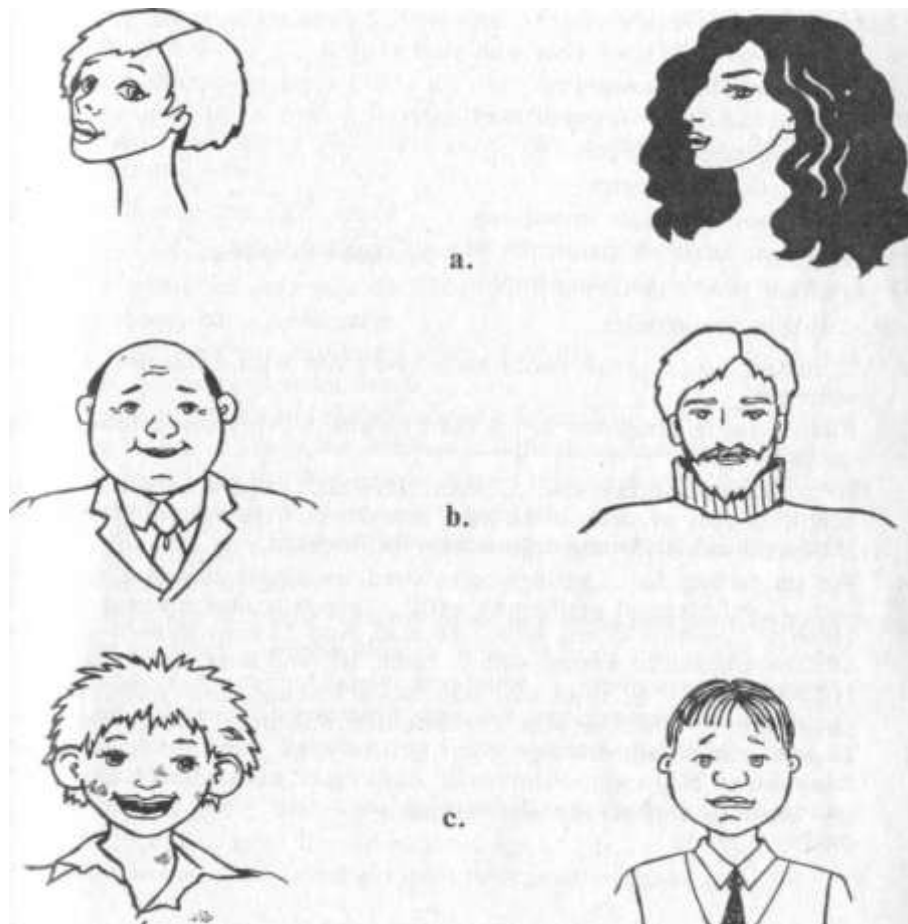
1. The upper part of a man's body.
2. The part of the face above the eyebrows.
3. The part of the face between the nose and the ears.
4. The part of the body from hand to the shoulder.
5. The part of the body that connects the head and the shoulders.
6. The end of the human arm.
7. The front of the head.
8. The joint between the two parts of the arm.

9. The eye cover when the eyes are shut.
10. The hair that grows on the edge of the eyelid.
11. The thin line of hair above the eye.
12. The part of the face above the eyes.
13. The natural colour and appearance of the skin (esp. the colour of the face).
14. The face and its expression.
15. A small, light-brown spot on the skin (esp. on the face and hands) produced by sunburn.

***5. Translate the phrases, paying special attention to the verbs of gestures.***

1. Shrug your shoulders.
2. Turn your head to the left (right).
3. Shade your eyes with your left hand.
4. Press your right hand to your forehead.
5. Fold your arms on your breast.
6. Knit your (eye) brows.
7. Nod your head.
8. Touch the tip of your nose with your thumb.
9. Go to the door on tiptoe.
10. Touch your open palm.
11. Shake your forefinger in warning.
12. Scratch your chin.

***6. Describe the faces and point out the distinctive features.***



**7. Fill in the blanks with the words given in brackets.**

*(white, turned-up, rosy, soft, fair, age, grey, small)*

1. Alice is thirteen years old. She is tall for her ... her hair is ... and ... Her eyes are ... and cheeks are ...; she has a ... mouth and pretty ... teeth. But she has a ... nose and she does not like it.

*(yellow, long, nose)*

2. The girl was between nine and ten years old. She had ... legs and ... arms, two ... pig-tails, a freckled ... that turned up, and eyes that were almost green and almost brown.

*(wavy, dark, long, thin, large, shining, smile, neck, high, black)*

3. Near the park I saw a man on horseback. I saw at once that he was a stranger. He was very tall, dressed in rich clothes, with a gold chain hanging about his ... and seemed to be about forty years old. His face was ... and ..., the eyes were ... and ..., the mouth was small with a cruel ... on it, the forehead ... and marked with a

scar. The man's complexion was ..., his hair like my own was ... . He had a beard and moustache. (R. Haggard)

**8. Expand the situation introduces by the opening sentences.**

1. A: My favourite film star is Julia Pobersts. She is a real beauty.

B: Well, actually, I don't think so.

A: .....

2. A: Who is that man I saw yesterday at the station among those seeing your brother off?

B: I really don't know whom you mean. What does he look like?

A: .....

3. A: It's not necessary to be beautiful to be liked by people.

B: That's true. Look at film stars. Some of them are not good-looking at all, but they are so charming that everybody adores them.

A: .....

**9. Answer the following questions:**

1. What colour of eyes do you like most?

2. What is the difference between a near-sighted person and a far-sighted one?

3. How do you wear your hair?

4. What can happen to a person's voice if he shouts too loudly or too long?

5. What complexion do blond people usually have?

6. With which fingers do we hold a pen or a pencil?

7. What happens to a child's milk teeth?

8. How does hard manual work affect people's hands?

9. What do we call people who lost their hair?

10. To what part of the ear are earrings attached?

11. What does a person deserving to be called well-preserved look like?

12. When do men's cheeks become stubbly?

13. What is the difference between a sunburnt and a swarthy face?

14. What kind of gait do old people often have?

**10. Dramatize the situations.**

1. You saw a film yesterday. You liked the play of an actress/actor who is well-known but you can't remember her/his name. Describe her/his appearance to your friend, maybe she/he will remember the actress's/actor's name.

2. You'd like a big change in your appearance. Discuss it with your friend.

3. Your sister got married. Describe her new husband to your aunt who couldn't be present at the wedding.

**11. Using a coloured picture from a magazine, try to give a detailed description of a man/woman in the picture.**

**12. Describe the appearance of a famous actor (actress, singer, politician, your group-mate, etc.) without naming him (or her) so that your friend could guess who was described.**

**13. Do you know the meaning of these proverbs and sayings? Think of situations in which they could be used.**

1. Appearances are deceptive. 2. All sugar and honey. 3. Beauty lies in lover's eyes. 4. Handsome is as handsome does. 5. Four eyes see more than two.

**14. Topics for discussion.**

1. Do you think the appearance is important when you want to get a job?

Why?

2. In what jobs do you think the appearance is essential? Why?

3. Do you think that the saying «A beauty lives an easier life» is correct? Prove your point.

4. What is your ideal of male/female beauty?

5. Name 10 likes and dislikes in a person's appearance.

## **CHARACTER**

### **The Brothers**

*(abridged from «A Woman of Substance» by Barbara T. Bradford)*

«Come along, boys, this is Emma Harte. Mrs Harte» She led them to Emma, Her face radiant. «This is David,» she said, introducing the taller boy, «and this is

Victor.» The Kallinski boys shook hands with Emma, extended their greetings, and thanked her for coming to their father's aid. They crossed the room to the sofa and sat down together.

David and Victor Kallinski were as different in every way as two brothers could be. David, who was the elder at nineteen, was tall like his mother and well built. He had been blessed with her lovely blue eyes, and his face, handsome and open, had a suggestion of her Slavic bone structure. He had the same of black wavy hair his father's had once been and he had also inherited the older man's outward-going manner. David was a mover, a doer, ambitious, clever and driven. If there was a faint hint of cynicism in his alert blue eyes it was somewhat counteracted by generosity of his wide mouth and his friendly demeanour<sup>2</sup>. David was intelligent, intuitive, and excessively motivated towards one goal: success. He lived by one rule and one rule alone – the survival of the fittest. He not only intended to survive, but to survive in style and with wealth.

Victor, who was sixteen, was small, almost birdlike, and in this he resembled his father to some extent. He had his mother's straight shiny black hair, but otherwise he did not appear to physically favour<sup>3</sup> either of them. His large eyes were soft and hazel in colour and his face was smooth and bland<sup>4</sup> without any emphatic features, but he was pleasant-looking. His sober face mirrored his character, for Victor Kallinski was a gentle and reflective boy; and in one way his temperament was similar to his father's, he had a great forbearance and a deep understanding of human frailties, an understanding that was mature and remarkable in one so young. He was a thinker and a dreamer, and he had the soul of a poet.

Victor was happiest when he was alone reading, or gazing at great paintings in the museum, or listening to the music of Mahler<sup>5</sup> and Beethoven<sup>6</sup>. He was reserved of nature to a point of shyness and not given to conversing easily with anyone, especially strangers. Victor was looking at Emma from under his long dark lashes, a quiet smile playing around his mouth, thinking what a compassionate girl she must be, and how her actions today only reinforced his inherent belief that essentially mankind was good. Like his father, Victor was utterly without bitterness.

**Note:**

1. be blessed with – be fortunate in having
2. demeanour – way of behaving
3. favour (v) – resemble in features
4. bland – gentle and polite in manner
5. Mahler [ma:lə]
6. Beethoven ['beithouvn]

**Comprehension questions.**

1. Whom did Mrs Kallinski introduce her sons to?
  2. Why were they glad to meet Emma Harte?
  3. Were the brothers alike?
  4. How old were David and Victor?
  5. Whom did David take after?
  6. Whose manner did David inherit?
  7. Towards what goal was David motivated?
  8. How did he act to achieve his goal?
  9. Did Victor in any way resemble his brother?
  10. What was Victor's most outstanding trait?
  11. What did he think of Emma Harte?
2. Pick out from the text words and phrases used to characterize the brothers

Fill in the table below; compare the brothers.

	DAVID	VICTOR
	tall and well built	small, almost birdlike
APPEARANCE		
	a mover, a doer	gentle and reflective
CHARACTER		

## Topical Vocabulary

man (person) – человек	characteristic feature – черта характера
personality – личность	
character ['kæriktə] – характер	behaviour – поведение
man of character – человек с сильным характером	weakness – недостаток (характера человека)
trait – черта (характера)	acquired traits [ə'kwɪəd] – приобретенные черты
aptitude (for) (ability) – способность	attitude – отношение (позиция)
hereditary traits [hi'reditəri] – наследственные черты	

### *Innate qualities (Свойства личности)*

active – активный	disobedient – непослушный
inert – инертный	serious – серьезный
cheerful (merry) – веселый	easy-going – легкомысленный
bore – скучный	proud – гордый
amiable – приветливый	bright – сообразительный
sullen – мрачный	dull – тупой
calm – спокойный	clever – умный
irritable – раздражительный	modest – скромный
composed – уравновешенный	smart – толковый
hot/short-tempered – вспыльчивый	wise – мудрый
neat – аккуратный	silly – глупый
sloven [slavn] – неряха	shallow – пустой
obedient – послушный	

### *Volitional powers (Волевые качества)*

bold – смелый	obstinate – упрямый
coward – трусливый	stubborn – упорный
brave – храбрый	strong-willed – волевой
timid – застенчивый	weak-willed – слабовольный
cautious – осторожный	

### *Man and other people (Человек в отношениях с другими людьми)*

communicable – коммуникабельный	strict – строгий
fair – справедливый	polite – вежливый
unfair – несправедливый	well-mannered – воспитанный
frank – искренний	ill-mannered – невоспитанный
hypocritical (deceitful) – лицемерный	generous – щедрый, великодушный
just – справедливый	greedy – жадный, алчный
unjust – несправедливый	responsible – ответственный



open – открытый	irresponsible – безответственный
double-faced – двуликий	attentive – внимательный
sociable – общительный	lazy – ленивый
sly (cunning) – хитрый	hard-working – трудолюбивый
gentle – мягкий, учтивый	indifferent – безразличный
harsh – грубый, резкий	forgiving – (все)прощающий, снис- ходительный
mean – подлый	

***Emotional states (Эмоциональное состояние)***

in a good mood – в хорошем настроении	excited – взволнованный
in a bad mood – в плохом настроении	sad – грустный
	anxious – нервный, обеспокоенный

**Vocabulary and Speech Exercises**

***1. Match expressions having the same meaning. Use the expressions in the sentences of your own.***

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1. keep one's head              | a. make blood freeze in one's veins   |
| 2. have one's hair stand on end | b. to control oneself                 |
| 3. make somebody's blood boil   | c. think about something all the time |
| 4. get cold feet                | d. move away because of fear          |
| 5. have something on the brain  | e. to drive somebody mad              |

***2. Give Russian equivalents to the following:***

- 1) brave; 2) unreasonable; 3) simple-minded; 4) industrious; 5) unreliable; 6) frank; 7) trustworthy; 8) broad-minded; 9) unfair; 10) persistent; 11) obedient; 12) quick-tempered; 13) selfish; 14) greedy.

***3. Match the following words and expressions from column A with those in column B.***

A	B
1. cheerful	славный малый
2. a good sport	противоречивый характер
3. hypocrite	болтушка
4. tactful	трус
5. witty	веселый
6. chatter-box	остроумный
7. split-personality	лицемер
8. coward	неуклюжий
9. generous	тактичный
10. awkward	щедрый

**4. Give the English equivalents to the following:**

1. уравновешенный человек;
2. скромная открытая девушка;
3. мудрый старец;
4. лентяй;
5. зануда;
6. романтическая натура;
7. щедрый мужчина;
8. неуравновешенный лицемерный юноша;
9. неуклюжий туповатый человек.

**5. Ask your fellow student about his acquaintance or an imaginary person.**

1. What he is like, what sort (kind) of man he is;
2. if he is an honest, clever man;
3. if he is easy-going;
4. if your friend thinks that he is not of a forgiving nature;
5. if he is hard or easy to deal with;
6. if he is a man of character.

**6. Answer the following questions, using the words below. What would you say of a person:**

1. Who always says what he thinks?
2. Who never boasts?
3. Who is always ready to share what he has got with others?
4. Who is fond of praising himself?
5. Who always achieves his aim?
6. Who is hard to get along with?
7. Who is easily hurt?
8. Who grasps things easily?
9. Who makes friends easily?
10. Who is never shy with strangers?
11. Who works a lot?

12. Who can not behave?
13. Who never says what's on his mind?
14. Who cannot be trusted?
15. Who you cannot rely on?
16. Who easily obeys other people's wishes, orders?
17. Who refuses to obey or accept orders?
18. Who feels or shows kindness?
19. Who is pleasant and friendly?
20. Who doesn't show any personal opinion?
21. Who suspects that one cannot be trusted?
22. Who is (seems) interested only in his own thoughts?

*affectionate, braggart, bright, confident, defiant, detached, frank, hard-working, ill-bred, ill-mannered, kind, modest, persistent, reliable, sociable, suspicious, outgoing, quarrelsome, quick to take offence, unreasonable, unreliable, withdrawn.*

**7. Translate the sentences from English into Russian.**

1. She is a careless and two-faced person. I consider her very unpleasant, but not at all stupid.

2. She can't be called attractive but she is very warm-hearted and generous. Handsome is as handsome does, you know.

3. You don't know him as well as I do. He is well-bred and pleasant to deal with, though he's a bit pretentious.

4. They make a strange couple. She is full of joy and gaiety and he looks so sullen.

5. His most important trait was his good humour.

6. He could not bear to throw his money about. He was not exactly mean, but was not generous.

7. She was a wonderful charming personality.

**8. Complete the following sentences.**

1. If you want to be popular with others you must be ... .

2. I think that what makes a student unpopular with others is ... .

3. In my opinion, the traits of character which people appreciate in their political leaders are ... .

4. To make a good friend (чтобы стать хорошим другом) one has to be ... .

**9. Translate the sentences from Russian into English.**

1. Хорошо, что твоя мама такая веселая, добрая и умная.

2. Эти молодые люди были приветливыми и общительными.

3. Он был человеком благородным и щедрым.

4. Похоже, эта умная девушка очень горделива.

5. Я достаточно мудрый, чтобы понять, что гордость не всегда хорошая черта.

6. Морщинки на его лице выдают сильный характер.

7. Гости были весьма важные персоны, но такие пустые и легкомысленные.

8. Какой ты хитрец!

9. Она очень скромная и очень волнуется перед выступлением.

10. По натуре он был очень добрым и храбрым человеком.

**10. Do you know the meaning of these proverbs and sayings? Think of situations in which they could be used.**

1. Extremes meet. 2. All men are as stubborn as sheep ? 3. A dog in the manger. 4. An ass in a lion skin. 5. As busy as a bee. 6. As melancholy as a cat. 7. As merry as a cricket. 8. As true as steel. 9. Fortune favours the brave. 10. Still waters run deep.

**11. Topics for discussion:**

1. What do you think is more important: beauty or character?

2. What are your best friend's most attractive traits?

3. What makes a student popular with others?

4. What makes a student unpopular with others?

5. What traits of character in your opinion do students appreciate in a teacher?

6. Do you think that opposites attract? (Somebody simple-hearted and cheerful will make a good match for someone serious, calm, deeply intelligent or that someone stingy will get along well with a generous person).

7. Do you agree with the saying: All men are as stubborn as sheep?

8. What are the traits of an ideal wife/husband? Do you think it's good to live with an ideal?

### *CONVERSATIONAL TOPIC* *«FAMILY RELATIONS»*

«There is no such thing as society,» Mrs. Thatcher once said. «Only individual men and women, and families.» Many people disagree with her, but there remains a strong feeling that the 'nuclear' family is the basic unit of society, and that traditional family values remain the mainstay of national life. The nuclear family is usually pictured as a married couple, with two children, ideally a girl and a boy, and perhaps their grandmother, or «granny», in the back ground. As a picture of the way most British live, this becomes increasingly unrealistic each year. Only 42 percent of the population live in nuclear family households, and even within this group a considerable proportion of parents are in their second marriage with children from a previous marriage. In fact, in 2000 only half the children born in Britain grew up in a conventional family.

Social attitudes and behaviour are undoubtedly changing. The number of people living alone has risen significantly, from one in ten in 1951 to one in four thirty years later. In the current century this number rose to one in three, the proportion of households containing five or more people has dropped from one in five to fewer than one in ten. The British are clearly becoming a more solitary nation in their living habits. This will have social implications, for example housing needs in the future. This does not mean that there are fewer marriages in Britain. Marriages are as popular as ever, with 400.000 weddings yearly. But in 1961 85 per cent of all marriages were for the first time, while today 37 per cent are second-time marriages for at least one partner. This figure implies a high yearly divorce rate, and this has risen to be the highest in Europe.

In fact, more than one in three first marriages end in divorce, one quarter of first marriages failing in the first five years. Research shows that the rate is highest among those on a low income and those who marry very young, say under the age 24.

What happens to those who do not marry? Remarriage may keep up the number of total marriages each year, but there has also been an increase in the number of couples choosing to live together but not marry, and also of women who choose to marry later in life. Other women prefer a measure of independence by living alone, which they fear they will lose by marriage. The preference of pursuit of career rather than marriage was characteristic of the 1980s. Personal development must also partly explain the growing divorce rate. Along side a social acceptance of divorce greater today than in the 1950s and 1960s, women have been increasingly dissatisfied by the traditional expectations of the women's role in marriage. They also frequently want the right to pursue a career. Sometimes the husband's difficulty in adapting to the new situation puts a strain on the marriage. One inevitable consequence of the climbing divorce rate has been the rise of single parent families. These families often experience isolation and poverty. The great majority of single parents are women. Children, of course, are the main victims. One in three children under the age of five has divorced parents. 40 per cent of children experience the divorce of their parents before the age of eighteen. There has also been an increase in babies born outside marriage. They are now described officially as «non-marital». Most of non-marital births are to single mothers, with the rate being highest in areas of high unemployment and the greatest poverty, suggesting to some analysts that the birth of a child gives a woman in such circumstances someone to love, a purpose in life and also state assistance.

What can be made of such evidence? Is Britain really in moral decline? It would be safer to say that moral values are changing, with less attention on traditional definitions of immorality, and greater emphasis on personal morality being rooted in kindness and respect for others.

## Topical Vocabulary

nuclear family – семья, состоящая из родителей и их детей; (extended family – семья, в которой вместе живут три и более поколений)	climbing divorce rate – возрастающее число разводов
mainstay – главная поддержка, опора, оплот	single-parent family – неполная семья (с одним из родителей)
household – (домашнее) хозяйство, дом (как предмет хозяйственных забот)	isolation – одиночество
conventional family – традиционная семья	to be born outside marriage – рожденный вне брака (незаконнорожденный)
solitary – одинокий, уединенный	non-marital – внебрачный
implication – последствия, результаты	unemployment – безработица
imply – предполагать, подразумевать	circumstance – условие
divorce rate – число (процент) разводов	engagement – помолвка
income – доход	to be engaged to smb. – быть помолвленным с кем-л.
keep up – поддерживать	propose to smb. – сделать предложение
pursuit of career – занятие (погоня за) карьерой	marriage certificate – свидетельство о браке
to pursue a career – заниматься (гнаться за) карьерой	marriage for convenience – брак по расчету
inevitable consequence – неизбежное последствие	marry for love – брак по любви
	cohabitation – сожительство

## Vocabulary and Speech Exercises

### *1. Answer the following questions.*

1. What do people consider to be the «normal family» today?
2. Do we witness the same trends in a Russian family?
3. What is the size of an average Russian family?
4. Having read the text, did you find a lot of things different/in common? Give the examples.
5. What is the average marriage age in Russia?
6. Do we have a lot of single-parent families? Why?
7. What family would you prefer to live in: nuclear or extended?

**2. Match the words and phrases in column A with those in column B.**

A	B
1. unsuitable marriage;	a. an old maid;
2. a woman whose husband died;	b. silver wedding;
3. a woman, who has never been married;	c. to divorce;
4. a second wife of one's father;	d. widower;
5. a child of an earlier marriage of one's stepfather or stepmother;	e. step (half) brother (sister);
6. to take a child into one's family (as a relation);	f. a stepmother;
7. a man, who has never been married;	g. misalliance;
8. to put an end to a marriage by law;	h. a bachelor;
9. a jubilee after 25 years of marriage.	i. to adopt.

**3. Find the logical order of the following dialogue parts.**

**1.**

1. – That's right.
2. – Has a wedding date been set?
3. – So you're engaged to Linda?
4. – Something over five months.
5. – How long have you been engaged?

**2.**

1. – Why do you say «will be»? He actually is and we've already got the first quarrel as close relations.
2. – I hear your sister Helen and Harry have got married lately?
3. – Now Harry will be your brother-in-law, won't he?
4. – Oh, yes. They registered the other day and became husband and wife.

**3.**

1. – My dear, I had accepted him the night before.
2. – What made you quarrel with Conrad?
3. – What was the harm in that?
4. – Well, he proposed to me again last night.



#### ***4. Translate the sentences into English.***

1. Мне рассказали историю о близнецах из Огайо, которых при рождении усыновили две разные семьи. Они впервые встретились только в возрасте 39 лет. Оба хотели узнать, много ли у них общего (have smth. in common). И оказалось, что они оба были женаты на женщинах, которых звали Линда. Оба развелись и женились во второй раз на женщинах, которых звали Бетси. Обе пары, которые усыновили их, называли своих сыновей «Джим». В жизни с ними происходило много одинаковых случаев (similar things). Почти все, что они делали, было одинаковым. Как сказал Джим, когда он впервые встретил Джеймса: «Это не было похоже на встречу с незнакомцем». 2. Я семейный человек, я не могу работать так поздно. 3. Они поженились по любви, хотя все считают, что это брак по расчету.

#### ***5. Read and translate the text.***

### **My own rules for a happy marriage**

(abridged)

*by James Grover Thurber*

Nobody, I hasten to announce, has asked me to formulate a set of rules for the perpetuation of marital bliss and the preservation of a sacred union. Maybe what we need is a brand-new set of rules. Anyway, ready or not, here they come, the result of fifty years spent in studying the nature and behaviour, mistakes and misunderstandings of the American Male and his Mate.

RULE ONE: Neither party to a sacred union should run down, disparage<sup>1</sup> or badmouth the other's former girls or beaux<sup>2</sup>. The tendency to attack their character, looks, intelligence, capability and achievements is a common case of domestic discontent.

RULE TWO: A man should make an honest effort to get the names of his wife's friends right. This is not easy. The average wife keeps in touch with at least seven old classmates. These ladies known as «the girls» are often nicknamed: Molly, Muffy, Missy, Midge, Mabby, Maddy and so on. The careless husband calls them all Mugs<sup>3</sup>.

RULE THREE: A husband should not insult his wife publicly, at parties He should insult her in the privacy of their home.

RULE FOUR: The wife, who keeps saying, «Isn't that just like a man?» and a husband, who keeps saying, «Oh, well you know how women are,» are likely to grow farther and farther apart through the years.

RULE FIVE: When a husband is reading aloud, a wife should sit quietly in her chair, relaxed but attentive. If he has decided to read the Republican platform, an article on elm blight<sup>4</sup>, or blow-by-blow account of a prize fight, it is not going to be easy, but she should at least pretend to be interested. She should not break in to correct her husband's pronunciation, or to tell him one of the socks is wrong side out, swing her foot, file her fingernails, catch a mosquito. The good wife allows the mosquito to bite her when the husband is reading aloud.

RULE SIX: A husband should try to remember where things are around the house so that he doesn't have to wait for his wife to get home before he can put his hands on what he wants. Perhaps every wife should draw for her husband a detailed map of the house, showing clearly the location of everything he might need. Trouble is, he would lay the map down somewhere and not be able to find it until his wife got home.

RULE SEVEN: If your husband ceases to call you «Sugarfoot» or «Candy Eyes», or «Cutie Fudge Pie» during the first year of your marriage, it is not necessarily a sign that he no longer cares or has come to take you for granted. It is probably an indication that he has recovered his normal perspective.

RULE EIGHT: Two persons living in holy matrimony must avoid slipping into the subjunctive mood. The safest place for a happily married couple is the indicative mood, and of its tenses the present is the most secure. The future is a domain of threats and worries, and the past is a wasteland of sorrows and regrets.

I can hope in conclusion, that this treatise itself will not start, in any household, a widening gap that can never be closed.

*Note:*

1. disparage – относиться с пренебрежением
2. beaux [bauz] (pi) – girl's admirer

3. Mug (si) – face (рожа)

4. blight – plant disease

**6. Answer the following questions and perform the tasks.**

1) What rule you'd certainly follow (when you're married). Prove your point.

2) Comment on all the rules formulated by J. G. Thurber.

3) Add your own rules even though you haven't got J. G. Thurber's experience yet.

**7. a) Which of these traits of character do you most dislike in a partner (future husband)? Why?**

obstinacy            hypocrisy            aggressiveness

arrogance           selfishness           jealousy

shyness            dishonesty           meanness

**b) Which of these traits of character are most important to you in a partner (future husband)? Why? Rank them in order of importance:**

sense of humour           tolerance           reliability           responsibility

faithfulness           sincerity           intelligence           kindness

consideration           modesty           strong will           tenderness

**8. Translate these dialogue from Russian into English.**

*Накануне вечеринки (Сьюзен – девушка Дэвида)*

*Дэвид:* Сьюзен, в субботу у меня день рождения. Мы устраиваем небольшой семейный вечер. Я хочу, чтобы ты пришла к нам.

*Сьюзен:* О, с большим удовольствием. Много будет гостей?

*Дэвид:* Немного. Только несколько близких родственников и наша семья.

*Сьюзен:* У тебя большая семья?

*Дэвид:* Нет, небольшая. Нас трое.

*Сьюзен:* Не очень весело быть единственным ребенком в семье. Каждому нужен в семье ровесник, чтобы поговорить об учебе, о проблемах, вместе отдохнуть.

*Дэвид:* Верно, но я могу говорить с родителями о чем угодно.

*Сьюзен:* Люди старшего поколения, кажется, никогда не понимают молодежь до конца.

*Дэвид:* Это не относится к моим родителям. Мои родители совсем другие. Мы друзья. Я уверен, что ты тоже подружишься с ними.

*Сьюзен:* Хотелось бы. Они ведь среднего возраста, да?

*Дэвид:* Да, но они не выглядят на свой возраст. Они поженились, когда были студентами.

*Сьюзен:* Они венчались в церкви?

*Дэвид:* Нет, это была скромная свадьба в общезитии, где в гостях были всего несколько родственников и друзей.

*Сьюзен:* Сейчас многие традиции прошлого возвращаются.

*Дэвид:* У нас с тобой обязательно будет официальная помолвка.

*Сьюзен:* Согласна.

### ***9. Translate into English.***

1. Я слышал, ваша дочь выходит замуж?
2. Он заметил, что брак по расчету часто бывает удачнее брака по любви.
3. Я вижу, вы не верите в любовь с первого взгляда.
4. Я слышала, ваш сын только что развелся.

### ***10. Read and translate the text. Express your point of on this problem.***

#### **Civil Marriages**

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

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries, and increasingly in the large cities of developing countries, the

nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. In fact, the number of households containing a nuclear family is shrinking year by year.

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

It implies a high yearly divorce rate, and this has risen to be the highest in Europe. In fact, more than one in three first marriages end in divorce, one quarter of first marriages failing in the first five years. Research shows that the rate is highest among those on a low income and those who marry very young, say under the age of 24.

What happens to those who do not marry? Remarriage may keep up the number of total marriages each year, but there has also been an increase in the number of couples choosing to live together but not marry, and also of women who choose to marry later in life. Some women prefer a measure of independence by living alone, which they fear they will lose by marriage.

So what is it like, the family tradition? Whose descendants are we? What are the stories your granny used to tell? What can family albums, letters and diaries reveal? What is your grandfather's name? What is the name of your great-grandfather? Many of the Russians are not able to answer these simple questions. The family tradition is lost for them. And it is one of the reasons why most people have no sense of family honour and pride.

A group of people who have the same name and sit together in front of a TV set is not yet a family. Here are some family statistics in Russia. Over 80 per cent of women and about 70 per cent of men marry by the age of 25. At present, more than 40 out of every 100 marriages end in divorce. Every year about one million families break up. About 50 per cent of divorcees do not want to remarry. Men remarry more

often than women. Over 50 per cent of divorced men remarry within a period of ten years, while only 25 per cent of such women do so. Many young families have material difficulties.

As a result, young couples often have to rely on the assistance of their parents or live in the civil marriage.

The housing shortage is another problem of many young families. Most young people don't wish to live together with their parents. They want to have their own experience in family life. They want to run a household, to manage the family budget themselves. But they are afraid of the climbing divorce rate, moral decay, irresistible social problems, etc. That is why new alternatives to traditional marriage, such as the civil marriages, are becoming steadily more common.

What can be made of such evidence? The moral values are changing, with less attention on traditional definitions of immorality, and greater emphasis on personal morality being rooted in kindness and respect for others. The revival of the family should start with the restoration of its traditions.

***11. Answer the following questions.***

1. Do you think people should get to know each other well before getting married?
2. Do you approve of cohabitation?
3. Do you believe in love at first sight?
4. Do you believe that marriages of convenience can be successful (happy)?
5. What are the reasons for getting married?
6. What is your attitude to mixed marriages?
7. What is the best age for getting married?
8. What should people take into consideration before getting married?

***12. Give words or phrases for the following definitions:***

1. to win the affections with a view of marriage;
2. unsuitable marriage;
3. a woman whose husband died;
4. a woman who has never been married;

5. a second wife of one's father;
6. a child of an earlier marriage of one's stepfather or stepmother;
7. to take a child into one's family (as a relation);
8. a man who has never been married;
9. to educate, to raise children;
10. to put an end to a marriage by law;
11. man (woman) to whom one is engaged;
12. your father's (mother's) parents;
13. a jubilee after 25 years of marriage;
14. a circular band (often of gold) given as a token of love.

***13. Give a free translation into English.***

Какую роль в жизни человека играет семья? Опрос показал, что для большинства (58,1%) роль семьи особенно велика в стрессовых ситуациях. Однако, когда речь идет о проведении досуга, устройстве карьеры, общении с друзьями и занятии любимым делом, то семья оказывается скорее помехой и обузой.

Какими видят идеального супруга / супругу женщины и мужчины? По данным опроса, главное в подруге жизни для мужчины доброта, хозяйственность, хорошее здоровье и любовь к детям. Женщины хотят иметь здоровых, добрых мужей, обладающих чувством ответственности. Кроме того, для женщины большое значение имеет высокий заработок мужчины. И те, и другие хотят быть любимыми.

Для подростков-девочек свыше 15 лет быть любимой важнее всего прочего. Большую роль для них играет материальное благополучие, любимая работа и привлекательная внешность.

Мальчики-подростки полагают, что необходимо хорошо зарабатывать, иметь любимую работу и друзей.

В системе ценностей взрослых респондентов на первом месте стоят здоровье и материальное благополучие. Для женщин также важно иметь душевное спокойствие и взаимопонимание с детьми. Как ни странно, это не означает, что они стремятся уделять детям больше времени.

Для мужчин иметь хорошо оплачиваемую работу, друзей, высшее образование и даже красивую одежду важнее, чем иметь ребенка.

Ответы на вопрос: «Важно ли для Вас состоять в браке?» показали, что важность вступления в брак невелика как для женщин, так и для мужчин.

То же самое касается и подростков. Им представляется, что иметь сексуального партнера важнее, чем вступить в брак. Интересно отметить, что для подростков «стать достойным гражданином», «хорошо учиться» менее важно, чем «стать богатым человеком и сделать удачную карьеру».

***14. Do you know the meaning of these proverbs and sayings? Think of situations in which they could be used.***

1. Love in a cottage.
2. Love me, love my dog.
3. Marriages are made in heaven.
4. Marriage goes by contrasts.
5. Out of sight, out of mind.
6. They are hand and glove.

***15. Topics for oral discussion.***

1. Young people today are far more preoccupied with employment problems than with love.
2. Young people stand on their two feet earlier today than they did in the past.
3. Girls who go to college or university tend to marry later.
4. There is not much difference between being married and just living together.
5. A lot of relationships end for the very reason that lovers get married.
6. In Russia it is now acceptable for young people to live together before they are married.
7. In families where parents talk frankly with their children about love and sex teenagers tend to have more successful relationships with the opposite sex.



8. The growing number of unmarried teenage mothers is the result of poor sex education.

9. Loving a person means allowing him / her to be himself / herself.

*CONVERSATIONAL TOPIC*  
*«BRINGING UP HAPPY CHILDREN»*

All parents want their children to be happy and there are plenty of things parents can do to help their children be happy and well-balanced. Here are the most important of them.

It is extremely important to communicate with your children. Communication involves not only talking to your children but also listening to what your children have to say. Listening is an extremely important and indispensable skill. A mistake a lot of parents make is that they may hear what their children have to say, without actually listening to them.

Children should feel that you are there for them and whatever they say doesn't go in at one ear and out at the other. It's vital for children to have a sense that their parents respect their views, and if this is present then the children will be far more likely to talk to a parent about any problems they may be having.

Making time for your children is something that every parent should do. If you're both working parents, it is essential that you set aside time for your children to do «kids stuff». Read to them, talk to them and play with them. Ask them how their day was, find out if they have any problems – just talk to them! Children should never feel that their parents are neglecting – this is one of the keys to raising a happy child.

Make sure that your children are healthy and happy. Health is more important than anything else in the world, as without good health, a person does not have much of a life. Bad health can be attributed to a variety of causes, for example a poor diet. More and more children nowadays are replacing fresh food and fruit with junk food

like crisps and biscuits. Making time to ensure that your children eat well and eat the right kinds of food is an important to happiness.

It is important for you as a parent to have high self-esteem, with low self-esteem expect their children to achieve the things they haven't achieved and set almost unattainable standards for them. Every parent wants his or her child to grow into a self-assured, confident human being. The way you bring up your children is instrumental in the way they turn out. Children need a lot of love: by the same token they need discipline to give them an understanding of what is right and wrong. Giving into every demand your child makes is an unhealthy approach to bringing them up, as they can become spoilt and expect everyone to give in to them at every occasion. On the other side, too much discipline can lead children to resent their parents, especially if no justification is given for why an action might be wrong. A healthy balance must be maintained, and the child must be treated as a human, not as an object or as something to model into a parent's preferred image.

Throughout their lives but especially in their early years children look on parents as their role models. The way you behave as a parent will decide to a large extent how your children interact with their peers. If you are aggressive or threatening, they will see this as an acceptable behaviour standard and behave in this way with their peers. Happy parents usually bring up happy children, and while you can't be with your child all hours of the day, listened to, respected child will be far more likely to be getting on well than an unhappy one from a troubled background.

### Topical Vocabulary

bring up a child = to raise a child – воспитывать ребенка	to replace smth. with smth. – замещать, заменять
well-balanced – разумный, уравновешенный	junk food – пища, богатая калориями, но имеющая низкую питательную ценность
involve – касаться, затрагивать	ensure – убедиться
indispensable – важный, необходимый;	self-esteem – самоуважение
vital – (жизненно)важный, существенный	achieve – добиваться, достигать

to have a sense – чувствовать, ощущать	to set unattainable standards for smb. –
to set aside time for smb. (smth.) –	устанавливать недостижимые нормы
оставлять время для кого-л. (на что-л.)	to grow into – превращаться
to make time – уделить время (внима-	self-assured – уверенный в себе
ние)	confident – уверенный;
neglect – пренебрегать, игнорировать	by the same token – к тому же, кроме того
Bad health can be attributed to variety of	to give into every demand – уступать
causes. – Плохое здоровье может объ-	каждому требованию
ясняться рядом причин.	to become spoilt – испортиться
to maintain – поддерживать, сохранять;	to resent – обижаться, сердиться
to treat – относиться	justification – оправдание, извинение
to interact with one's peers – взаимодей-	to be aggressive and threatening –
ствовать с равными себе	склонный к агрессии и угрозам
a troubled background – беспокойное	
(тревожное) окружение (семья)	

### Vocabulary and speech exercises

#### *1. Answer the following questions.*

1. Why is it important for parents to communicate with their children?
2. What is one of the most common mistakes parents make when communicating with their children?
3. What should parents do for their children not to feel neglected?
4. What are the reasons for bad health among children?
5. How does parents' self-esteem affect children?
6. Why is discipline important in upbringing?
7. Where do children take models of communication with their peers?
8. How does the atmosphere in the family influence a child?

#### *2. Match the words with their definitions.*

Child	kid	teenager	newborn	toddler	baby
-------	-----	----------	---------	---------	------

1. a small child who is just learning to walk;
2. a young person from the time they are born until they are aged about 14 or 15;
3. an informal word meaning a child;
4. a young person of between 13 and 19 years old;

5. a recently born baby;
6. a very young child, especially one who has not yet learnt to speak or walk.

**3. Match the expressions on the left with those on the right.**

- |                     |                        |
|---------------------|------------------------|
| 1. He's 5 days old. | a. He's still a child. |
| 2. He's 18 months.  | b. He's a newborn.     |
| 3. He's 8.          | c. He's a teenager.    |
| 4. He's 14.         | d. He's an adult.      |
| 5. He's 20.         | c. He's a toddler.     |

**4. Use the words from exercise 3 to complete the sentences.**

1. It is normal for \_\_\_\_\_ (pl.) to have very large heads.
2. Mrs Sampson was standing on the porch with a \_\_\_\_\_ clinging to her skirt.
3. Don't worry, it's typical for \_\_\_\_\_ to argue with their parents.
4. She is a bit spoilt, because she's an only \_\_\_\_\_ in the family.
5. My sister is expecting a \_\_\_\_\_ .
6. The \_\_\_\_\_ (pl.) are on cloud nine. Their father is taking them to the zoo

tomorrow.

**5. Rewrite the sentences according to the example.**

*Example: My son's three years old. – I've got a three-year-old son.*

1. My sister is six. – I've got a \_\_\_\_\_.
2. They've got a son of seven. – They've got a \_\_\_\_\_.
3. Their baby's only two months old. – They've got a \_\_\_\_\_.
4. Mary's brother is eight. – Mary's got an \_\_\_\_\_.
5. He's got a nephew, who is ten years old. – He's got a \_\_\_\_\_.
6. I teach kids of seven. – I teach \_\_\_\_\_.
7. Most of them were only sixteen. – Most of them were \_\_\_\_\_.
8. The boy the police arrested was only nine! – He was only a \_\_\_\_\_.

**6. Complete the following sentences with the words the box.**

pregnant	healthy	fee	born
newborn	toys	birth	pregnancy

1. Mary is going to stop work when the baby is \_\_\_\_\_.

2. Doctors advise women not to smoke during \_\_\_\_\_.
3. Julie's staying in hospital for a few more days. It was quite a difficult \_\_\_\_\_.
4. Have you heard? Nancy's \_\_\_\_\_ again.
5. Looking after a \_\_\_\_\_ baby is more difficult than you think.
6. I'm exhausted. I have to get up three times every night to \_\_\_\_\_ the baby.
7. I don't mind whether it's a boy or a girl as long as it's \_\_\_\_\_.
8. Don't forget to bring some \_\_\_\_\_ for the children to play with.

**7. Expecting a baby. Complete the following sentences with the correct form of the verbs below.**

plan	expect	lose	get
------	--------	------	-----

1. One of the girls at my school \_\_\_\_\_ pregnant when she was only 15.
2. We only \_\_\_\_\_ to have two children, so Janet was a bit of surprise – to both of us!
3. Have you heard? Alice's \_\_\_\_\_ another baby. It's due in October.
4. A friend of mine crashed her car when she was pregnant and \_\_\_\_\_ the baby.

**8. Match the words with the pictures.**

dummy	pram	cot	buggy
-------	------	-----	-------



**9. Complete the following sentences with the words and phrases from the box.**

nappy	sleepless nights	child-minder
breast-feeding	crawling	baby-sitter
nursery school	maternity leave	twins

1. We've had quite a few \_\_\_\_\_ since the baby was born. I'm absolutely exhausted most of the time.
2. The baby's crying again. I think her \_\_\_\_\_ needs changing.
3. I can't drink any alcohol at the moment. I'm \_\_\_\_\_.

4. I wish we could go out a bit more in the evening, but getting a \_\_\_\_\_ is very expensive.

5. I've still got two months of my \_\_\_\_\_ left but I'm not sure what to do then. I'd quite like to go back to work but employing a \_\_\_\_\_ to look after the baby will be so expensive.

6. Justin's six months now. He's just started \_\_\_\_\_. He'll be walking in no time.

7. Jenny's nearly three now. She'll soon be able to go to \_\_\_\_\_ and I'll be able to go back to work.

8. If you think having one baby to look after is difficult, imagine what it's like if you have \_\_\_\_\_ or even triplets.

**10. Good or bad behaviour. Read this text and then put the expressions in the bold type into the correct group below.**

I wish our children were more like my brother's children. His children are so well-behaved – they're so polite and they always seem to do what they're told. Our children are so naughty all the time. Tommy's always getting into trouble at school – last week he broke a window in one of the classrooms. And my daughter Jenny's no better – last week she got told off by her teacher for drawing on the desk in the classroom. I do love my children very much – I just wish they could learn to behave themselves a bit better.

being good: \_\_\_\_\_

not being good: \_\_\_\_\_

**11. Rules. Match the beginnings of the sentences with the endings. Some of the beginnings match with more than one ending.**

1. My parents made me.

2. They didn't let me.

3. I had to.

4. I couldn't.

5. I wasn't allowed to.

a. brush my teeth before I went to bed.

b. wear make-up till I was 14.

c. do my homework before I could watch TV.

d. watch TV after 9 o'clock.

**12. Read the sentences below. Replace the words in bold type with the words from the box in the correct form.**

to neglect	to resent	vital	a background
to replace	a peer	indispensable	

1. If parents don't pay attention to their child's problems, his attitude to them is unlikely to be good.

2. The opinions of children of his age are more important to him his parents' ideas.

3. Good food is an essential condition of good health.

4. It's necessary for children to know that their parents support and respect their views.

5. The society must help children from disadvantaged families.

6. If parents are aggressive and threatening, children are likely to hate them.

**13. In pairs or small groups discuss the following.**

1. What can parents do to make their child's life happy. 2. Should parents be friends for their children or is it better to keep them at a distance? 3. Why is it important for children to see positive relations in the family? 4. Should parents help their children as much as they can or should they give children more independence? 5. How much time do you think parents should devote to their children? 6. Do you agree that children should be brought up in discipline?

**14. Translate the sentences into English.**

1. Где родители этого мальчика? Разве можно отпускать трехлетнего ребенка на улицу одного? 2. Родственники и друзья пришли посмотреть на новорожденного и поздравить счастливых родителей. 3. Женщинам не следует употреблять спиртные напитки во время беременности. 4. Она больше не работает, потому что ждет ребенка. 5. К Мери приехала мама, чтобы помочь ей ухаживать за ребенком. 6. Няня уложила ребенка в коляску и отправилась на прогулку. 7. Их малыш уже ползает, поэтому им пришлось убрать все бьющиеся

предметы и закрыть розетки. 8. Энн собирается начать работать, поэтому ей придется либо отдать ребенка в детский сад, либо нанять няню. 9. Его дети совершенно не умеют вести себя на улице. Они постоянно выбегают на дорогу и дерутся с другими детьми. 10. Когда он был ребенком, родители постоянно заставляли его читать книжки. 11. Когда Мери было семь лет, она нарисовала портрет своих родителей. Он до сих пор висит в их комнате.

**15. Read the text using the vocabulary. Express your opinion.**

### **The Difficult Child**

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home.

The disciplined repressed child – the unfree child, accepts what he has been taught almost without question and then being a parent, he hands down all his complexes and fears and frustrations to his children.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet life as possible. The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on.

The happiest homes are those in which the parents are frankly honest with their children without moralizing.

The happiest and well-being of children depend on a degree of love and approval we give them. We must be on the child's side.

Home plays many parts in the life of the growing child; it educates him in all sorts of ways, provides him with his opportunities of recreation; it affects his status in society.

**16. In small groups discuss the meaning of the quotations below.**

1) «At every step the child should be allowed to meet the real experiences of life; the thorns should never be plucked his roses.» Ellen Key, Swedish writer.

2) «Children have never been very good at listening to their elders, but they have never failed to imitate them. They must, they have no other models.» James Baldwin, US writer.



3) «The childhood shows the man, as morning shows the day.» John Milton, English poet.

4) «One hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, how much I had in my bank account, nor what my clothes looked like. But the world may be a little better because I was important in the life of a child.» Unknown Author.

***17. Points for discussion.***

1. What are the advantages and disadvantages of having a working mother?  
2. Nowadays people (esp. women) are becoming more and more career-oriented. Why do you think this happens? Do you agree that people tend to devote more time to their career rather than to their family and children?  
3. Did your mother work when you were a child? Back then would you like to have a working or a stay-at-home mother?  
4. Very often young couples ask their parents for help with their babies. Do you think it is right?  
5. Sometimes when both parents work, they hire a baby-sitter to take care of their baby. Would you hire a baby-sitter for your child?  
6. What are the advantages and disadvantages of being an only child?  
7. What traits of character do single children sometimes develop? What problems are they likely to have in future?

***18. Do you know the meaning of these proverbs and sayings? Think of situations in which they could be used.***

1. As like as two peas in a pod.
2. Blood is thicker than water.
3. He that has no children knows not what is love.
4. Too many cook spoil the broth.

***19. Group work. Divide into two groups, discuss one of the topics suggested below and share your results with the other group.***

*Group A:* What do you think ideal parents are like? Make up a list of ten characteristics according to the degree of their importance.

*Group B:* What is your idea of a perfect child? Make up a list of ten characteristics according to the degree of their importance.

**CONVERSATIONAL TOPIC**  
**«BUSINESS RELATIONS»**

**Text 1**

**The job interview**

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

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

At the beginning of the interview, the applicant shakes hands firmly with the employer. The employer usually invites the applicant to sit down. During the interview, it is appropriate to smile often and to look directly into the eyes of the interviewer. The applicant doesn't chew gum or smoke during the interview. The applicant is prepared to answer questions about education and previous jobs. More difficult questions are possible, such as: «Why did you leave your last position?» Sometimes interviewers also try to get to know the applicant better. They ask questions about the applicant's personal background, family, and hobbies. Interviewers expect applicants to talk profoundly, confidently, and truthfully about their work experience, skills, goals, and abilities. When the interview is over, the applicant stands up, shakes hands with the interviewer, and says thank you for the time the person has offered.

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

## Text 2

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

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

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

### Topical Vocabulary

applicant – претендент, кандидат

application – заявление

to apply – обращаться, прилагать

ability – способность

aptitude – пригодность, способность

advertisement – реклама

to advertise – рекламировать

to dedicate – посвящать

career – карьера, род деятельности

community – сообщество

occupation – занятие, профессия

job – работа, труд

to earn – зарабатывать

to search – искать

to obtain – получать, приобретать

publicity – публичность, реклама

public relations – связи с общественностью

personnel – персонал, личный состав, кадры

to promote – продвигать, поддерживать, поощрять, активизировать

permission – разрешение

profit – прибыль

courtesy – вежливость, этикет

wages – заработная плата

employer – предприниматель, работодатель	share – акция, пай
employee – служащий, работающий по найму	executive – исполнительный, административный
to employ – нанимать, держать на службе	skill – мастерство, умение, сноровка
	to require – требовать

## **The Resume**

Aside from an employer's own application form, two basic documents are often required to obtain a job of some stature: the resume and the letter of application.

Every good resume contains four basic parts:

1. A heading.
2. Experience (a description of the jobs you've held).
3. Education (degrees, major courses taken, special training, etc.).
4. References (a short list of people whom an employer can contact for information about you).

*The heading:* Give your resume a heading. It will usually contain your name, address, telephone number, and the position you are applying for. Some applicants also include the name of the company to which they are applying.

*Experience:* List the jobs you've held (with dates), starting with your present position and working backward. Describe the duties of each job – that is, what you actually did.

*Education:* First, indicate your degree, the institution that awarded it, and the year. Then indicate any courses you took – perhaps creative writing, business communications, or copywriting, and so on.

*References:* Finally, list three or four references, giving their courtesy title, name, position, affiliation, address, and, if possible, telephone number. Your most important references will be those for whom you have worked – supervisors, managers, and executives. Before you list people as references on your resume, you ought to get their permission. You can do this in person, on the telephone, or by letter.

*Other headings:* In some resumes you will see such headings as «special interests and achievements», «brief personal history» and the like. If you have something really important to say under these headings, by all means go ahead.

*The Resume may look like that:*

Name: Klaus Klein

Address: Josephstrasse 56, D-5000 Keln 1

Telephone number: 221-324299

Date of birth: 9 January 1980

Place of birth: Berlin

Sex: Male

Nationality: German

Education:

1995-1999 School of Facility Management, Kelner Hochschule, Keln (higher vocational education).

1989-1995 Gymnasium Kreuzgasse, Keln (equivalent of English A levels)  
Subjects: German, English, History, Geography, Philosophy, Biology, Mathematics, Chemistry.

Work experience:

1998-1999 Arco GmbH, Keln, receptionist.

1998-1995 Braun Catering, Keln. I was mainly occupied with logistics.

1993-1994 Holiday job at a summer camp in the United States.

Interests: Tennis, reading, playing the guitar and travelling. I have travelled through Russia and Asia. I like reading Russian and Asian literature.

References: Franz Zimmerman Arco GmbH Sales Manager.

### ***The Application Letter***

If you have prepared a really good resume, the hard work is done. Now you merely transmit the resume by means of a personal letter. The main objective of both documents is to obtain an interview. So your objective has been achieved if you get a letter or telephone call inviting you to come for an interview; it means that you looked good enough on paper to be seriously considered for the position.

People have different ideas about letters of application. Some letters are two or more pages long and loaded with self-promoting statements. Others consist of only a line or two, saying in effect, «Here's my resume.» We think something in between is best. Do not simply repeat what is in your resume.

A good application letter contains the following elements:

1. How you learned about the vacancy
2. A brief statement as to why you are interested in the job and why you believe you qualify for it.
3. A request/or a personal interview.
4. Information about where you can be reached.

### *Situation*

Russell Buchanan decides to write to the national sales manager of Kauffman Institutional Equipment Inc., whose name he obtained by telephoning the company in Milwaukee.

### *The Letter*

Dear Mr. Hewlett:

At the recent convention of the AASA in Detroit, I learned that Kauffman Institutional Equipment Inc. has an opening for a regional sales manager. Please consider me a candidate for the job.

A summary of my qualifications is enclosed. You will see that I have had several years' experience in education (teaching and administration) and in sales and sales administration, so I feel that I know the educational community from both the inside and the outside.

Ever since I first purchased Kauffman classroom equipment and later became acquainted with a number of your representatives, I have considered the Kauffman name synonymous with quality and style. It is with such an organization that I am eager to associate myself, Although I'm not an expert on your entire line, I'm quite familiar with much of it and, frankly, I think so highly of your products that I would consider it an honor to represent your company.

A. J. Sholes, the director of marketing at Horton-Miller Book Company, is aware that I am making application (you will see his name on my list of references) and has said that he would welcome a call from you if you wish to know more about me.

In the meantime, I would be glad to come to Milwaukee to see you whenever it is convenient. You may write to me either at my home or at Horton-Miller. If you wish to telephone me, you may call (312) 255-6000, which is the home office in Northbrook. The people there always know where to reach me.

Cordially yours

### Dialogue 1

*Mr. Smith:* Good afternoon, Mr White, how are you?

*Mr. White:* Very well, indeed, thank you, and how are you?

*Mr. Smith:* Quite well, thank you. Won't you sit down? Have a cigarette, will you?

*Mr. White:* Thank you.

*Mr. Smith:* Well, what's the news, Mr White? How's business?

*Mr. White:* Pretty good, thank you. And how are things with you?

*Mr. Smith:* Well, not too good, I'm afraid, and going from bad to worse. In fact, it's the worst year we've had for a long time.

*Mr. White:* I'm sorry to hear that. I hope things will soon improve.

*Mr. Smith:* Yes, let's hope for the best. And how's your nephew Richard getting on?

*Mr. White:* Oh, he's getting on quite well, thank you. He's staying in the country just now with his Uncle William and his cousins.

*Mr. Smith:* How long is he going to stay there? I don't know exactly, but he's having a very pleasant time and it's doing him a lot of good, so the longer he stays, the better.

### Dialogue 2

*Husband:* Good news, darling.

*Wife:* No, I don't believe you. What is it?

*Husband:* I'm getting a rise.

*Wife:* No! But that's incredible.

*Husband:* A 50% rise.

*Wife:* A 50% rise? I refuse to believe it.

*Husband:* We'll be able to buy a car.

*Wife:* Really?

*Husband:* Yes. And a new carpet.

*Wife:* A new carpet? You're not serious, are you darling?

*Husband:* Oh yes, I am. And we'll get a new TV.

*Wife:* You can't expect me to believe that. It all sounds like a dream.

*Husband:* Well, it's a dream come true. But we'll have to wait a while. You see, I shan't get the rise till next autumn.

*Wife:* Oh, next autumn. I see. I thought it was too good to be true.

### **Dialogue 3**

*Nicolai:* Mary, what's PC?

*Mary:* Oh, hi, Nicolai. Thanks for getting that work done. Did you have to do a lot of overtime?

*Nicolai:* Not much.

*Mary:* Well thanks anyway. I really appreciate it. So, what's this about PC?

*Nicolai:* If I compliment a girl in the office, why isn't it PC?

*Mary:* It depends on the compliment, but you have to be careful. Political correctness cover gender issues and race issues. It also covers things you say about how a person looks.

*Nicolai:* Gender issues?

*Mary:* Sure. Women and men have an equal position here. So, you mustn't say anything that treats them as anything else. That includes sexual comments.

*Nicolai:* Wow! Is it just for women?

*Mary:* No, It's for men as well.

*Nicolai:* And what about race?



*Mary:* Same thing. You mustn't say or do anything that might suggest one race is inferior to another.

*Nicolai:* So, I can't say words like...

*Mary:* No, you can't. And don't try it. And other people shouldn't make rude remarks about Russians, or anyone else.

*Nicolai:* So, I have to be careful about what I say.

*Mary:* Yes, you should.

## **Vocabulary and speech exercises**

### ***1. Answer the questions:***

1. Have you made a decision about your future profession? 2. Are you going to follow your parents' advice? 3. What do your parents want you to be? Do they approve of your choice? 4. Do you think you have enough talents and qualities for your future profession? 5. Do you think it's wise to try many jobs? 6. What do you think the sources of work (dis)satisfaction are? 7. When can work be enjoyable? 8. What are the sources of unemployment? 9. What is taken into consideration in a job interview? 10. How do you think you can be competitive with other job-seekers in your field? 11. Do you think there is any association between an individual's nature, appearance and occupation? 12. Have you tried to work in summer to find out what jobs you like most of all? 13. Do you think you will succeed in your career? 14. Which abilities of your character would you like to develop? Why? 15. What professions are in demand nowadays?

### ***2. Solve the problems:***

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

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

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

4. Explain the procedure of choosing a career.

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

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

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

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

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

(1) a university lecturer;

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

(3) a barman at a night club.

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

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

1. Set goals and strive to reach them by specific deadline dates.

2. Learn to listen. Instead of rushing headlong into a project be professional enough to listen to instructions carefully and to hear the advice of others.

3. Learn to say «no» without feeling guilty.

4. Instead of punishing yourself for wasting time give yourself reward each time you manage your time wisely.

5. Avoid meetings whenever possible. If you must have a meeting prepare a specific agenda ahead of time and stick to it.

6. Make up a daily schedule before going to bed. Stick to your plan every day.
7. Link errands together. Instead of four trips a day go out just once.
8. Learn from your mistakes and don't repeat them.
9. Anticipate change, prepare for it and adapt quickly when it comes.
10. Learn to make a decision – to lead, to follow or to get out of the way.

**4. Make up dialogues on the following topics.**

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

**5. Render in English.**

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

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

Бухгалтер. Эта профессия включает столь классический набор знаний и умений, что, казалось бы, и говорить о них нечего. Ведь в какой бы стране ни работал бухгалтер, ему приходится выполнять одни и те же операции. Однако опыт показывает: подобрать для работы в инофирме особенно трудно именно

бухгалтера. Нередки случаи, когда специалист с большим опытом работы оказывается не готов к работе в инофирме. Не получается же работа потому, что здесь бухгалтеру приходится выступать в роли постоянного посредника между двумя далеко не одинаковыми системами бухгалтерского учета – российской и западной. Следовательно, нужно не только хорошо знать свою работу, но и приспособиться к требованиям иной бухгалтерской школы. В обязанности бухгалтера входит также полное экономическое и финансовое прогнозирование предлагаемых фирме проектов. Предвидеть, насколько возможно, результаты предлагаемой сделки – эта ответственная обязанность в инофирме также ложится на бухгалтера.

**6. Comment on the following quotations.**

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

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

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

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

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

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

1. A good beginning makes a good ending.

2. Business before pleasure.

3. Jack of all trades and master of none.

4. No pains, no gains.

5. Every man is the architect of his own fortunes.

6. Nothing is impossible to a willing heart.

**8. Translate the titles of the following professions. Which of the job-titles would best describe the following:**

*boss, director, manager, executive, administrator, secretary, clerk, skilled worker, unskilled worker, labourer, receptionist, public relations officer, safety officer, security officer, union official economist, personnel officer, sales assistant, adviser, education officer, research-worker, supervisor.*

1. The person who represents the workers' interests in disputes with the management in a factory.

2. A person who has a high (but not the highest) position in a company and whose job it is to make important decisions.

3. An important person in a company who sits on the Board.

4. A worker whose job requires no special training.

5. A person generally in charge of the day-today administration in a company.

6. The person who makes sure there are no risks of accidents from machinery, etc.

7. A person whose job it is to keep an eye on the day-to-day work of other workers.

8. A person who does hard physical work.

9. The person who handles applications for vacant posts.

10. The person who gives out information to the press for a company.

**9. Points to ponder:**

1. Russia is moving towards market economy which involves unemployment rate growth.

2. A gardener's job is better than that of a maid.

3. One chooses one's career for life.

4. Only men can dream of making a career as President.

5. Few things are impossible to diligence and skill.

6. First come, first hired.

7. Some people live to work, others work to live

**10. Make up your own resume.**

## ***11. Read and translate the text:***

### **Work and wages: in whose interest?**

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

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

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

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

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

State employees are in a different positions. They include national and local government administration, almost all school teachers and university teachers, doctors and medical staff, many research workers, the police, and all the service personnel required to make the state organizations function properly.

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

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

## *CONVERSATIONAL TOPIC* *«MASS MEDIA»*

### **Text 1**

Mass media are one of the most characteristic features of modern civilizations. People are united into one global community with the help of mass media. People can learn about what is happening in the world very fast using mass media. The mass media include newspapers, magazines, radio, TV. The earliest kind of mass media was newspaper. The first newspaper was Roman called «Acta Diurna» started in 59 B.C. **Magazines** appeared in 18 century. The most exciting and entertaining kind of mass media is television. It brings moving pictures and sounds directly to people's homes. So one can see events in faraway places. **Radio** is widespread for its portability. It can be easily carried around. People like to listen to the Radio in the park, on the beach, at the seaside, in the car, while driving a car, on the picnic. The main kind of radio entertainment is music, news, musical quiz. **Newspapers** can present all comment on the news in much detail in compares on to radio and TV. Magazines are designed to be kept for a long time. So it have cover and binding. They are printed on better paper then newspapers. The youngest kind of mass media is global computer net called **Internet**. I think that Internet is kind of mass media of the future. People can find on word wide web whole information about all things from sport to travel, from music to shopping. Internet is the most advanced and fast-growing kind of digital media. It gives people the freedom of speech and self-expression unavailable before, at the same time allowing many new and unforeseen combinations of different

media types. Internet is also the foundation of new technologies that will impact the society in numerous ways, such as e-commerce and virtual multi-user communities.

The press, the radio and TV play an important role in the live of our family. I am fond of reading «The Moscow Komsomolets» because it gives a full coverage of the events in our country and abroad. I like to read this newspaper because there are no long and boring articles. They are short, laconic, informative, some of them are entertaining and easy to read. I find it useful and convenient because the advertisements in this paper help me find out what's on in the theatres and concert halls and where I can buy different things. One can also find newspapers for teenagers and children and people of different profession. My parents like to read «Arguments and Facts» which concern with factual reports of major national and international events in the world of politics and business, and with the arts and sport. It is a national weekly newspaper, its circulation is more than 3 million copies. This newspaper has no editorial. The front page usually contains some pictures and articles that catch the reader's eye. This paper appeals to readers of all age groups and interests.

Of course, we like to watch TV. In our technological age TV has become a part of daily life. It broadens our horizons and enriches our mind because there are different programs on the arts, history, archaeology, technical inventions. But a peculiar feature of modern TV is a soap sentimental serial drama dealing with domestic problems. My mother adores to watch them. I find them boring. In our family the radio is turned on most of the time. You can listen to the radio while doing some work about the house, reading a book or driving a car. Radio and TV bring into millions of homes not only entertainment and news but also cultural educational programs. My favorite is «Current Affairs». This program deals with political problems of modern society. Its aim is to give an analysis of the different problems, show different view points.

The importance of mass media and journalism has greatly increased in recent years. In democratic countries, people depend on the news media for the fair and truthful reporting of current events. Freedom of the press encourages the exchange of ideas among citizens. Media forms public opinion now. A lot of politicians strive to



possess mass media. Media carries great possibilities for society, but they are not only good ones. Nobody should forget, that media is the fourth power.

## **Text 2**

Television is one of the most important mass media. It plays a great role in our life today. First of all, it is a very convenient source of information. It informs us about current events and the latest developments in science and politics, both in our country and abroad. There are special educational programmes which are very helpful and interesting for children and grown-up people. We can widen our knowledge of different subjects and learn a lot of interesting facts about the world around us.

Television today competes with cinemas and theatres. You can see different films and theatrical performances without leaving home. Many people consider it much cheaper. Not only that. In some faraway places and small towns people can see the Bolshoi ballet or the performances of the best theatres of the country only on TV.

Our television is linked with Europe and the world through the Eurovision and Intervision networks, and we can see programmes transmitted from other countries.

TV is a convenient source of entertainment too. Everybody has his or her favourite entertainment programme: drama, classical or pop music concert, contest, quiz, football or hockey match, etc. Most popular today are the so-called «soap operas» which attract millions of TV viewers. Special children's programmes are very popular too.

Advertisements and commercials take a good amount of time on TV now, some people are not happy about it, but TV can't do without them. A great variety of different programmes on different channels makes some people think that television begins to dominate our lives, to attract us away from other things. Others complain of the poor quality of some of the programmes. But most people find it useful and watch the programmes to their liking: late evening talk-shows, cops-and-robbers series, comedies, news programs. But psychologists have argued that the presentation of violence on television might lead young people to regard violence as acceptable behaviour.

Although most studies show the negative effects of television, there are also some important positive influences. There are many excellent educational programs, especially for children. Some schools have children watch certain programs in the classroom. They often get them to watch worthwhile programs at home by encouraging them to discuss what they have seen the next day in class. «Sesame Street» is a program that is watched by millions of children around the world. It uses bright colors, fast timing, and humour in order to get children to pay attention. It makes children enjoy learning about the alphabet, reading, and numbers.

Television also exposes children to different people and places. A little girl who had never seen a ballet before watched a famous ballerina on TV. This program got her to decide to become a ballerina herself. TV also increases young people's understanding of other people's views of life.

Besides this television is the main source of news for many households around the world. TV does what none of the other media can: it brings the sight and sounds of some important news events by means of filmed, taped or live reports. Like regular radio news bulletins, daily TV news programmes provide only brief accounts of relatively new stories. But the visual aspect of TV news story can often help viewers understand the story. In addition to daily news reports, television covers special news events.

Television also broadcasts in-depth programmes that help explain a story or subject. Such programmes, which run from half an hour to three hours, include documentaries and interview programmes. Most documentaries are filmed or taped. They may perform such subjects as crime, foreign policy, or race relations.

### **Text 3**

It is almost impossible to imagine our life without newspapers. Millions of copies of them appear every day. There are few homes to which at least one newspaper is not delivered every morning. Many people subscribe to two or even more newspapers, others buy morning or evening papers at the newsstands.

There are national daily newspapers, such as Izvesiia, Segodnya, Komsomolskaya Pravda, Trud, Economicheskaya Gazeta, Nezavisimaya Gazeta, Sovetskaya

Rossiya. There are also national weekly papers, for example, *Argumenty i Fakty*, *Literaturnaya Gazeta*, *Nedelya*. Most national papers express a political opinion and people choose the newspaper they read according to their own political beliefs.

There are local papers in all parts of Russia. In Moscow the most popular local newspapers are *Moskovsky Komsomolets* and *Vechernyaya Moskva*. There are also many free local newspapers which are delivered to people's homes whether they ask for them or not. They usually contain a lot of advertisements.

One can find newspapers for children and teenagers, for sports fans and for people from all walks of life.

I'd like to tell you about the newspapers my family and I subscribe to. I like Moscow News very much. This is a weekly newspaper of *Novosti Press Agency*. It was first published on the 5th of October, 1930.

The newspaper contains current news, detailed articles about home and international events, reviews of new books, plays, TV shows, letters of readers to the editor. I like to read articles on social issues and the pages devoted to literature and the arts. I like fiction and it's a pity that the newspaper doesn't run novels and stories by progressive English and American writers as it used to. I wish the newspaper published jokes, short stories and items about traditions, places of interest, and famous people of English-speaking countries. It would be very useful for those who study English.

I think Moscow News helps me in studying English. When I read this newspaper, I learn a lot of new words and expressions.

My parents subscribe to *Moskovsky Komsomolets*. It's a four-page newspaper, but on Saturdays there are eight pages in it. My parents don't read all the articles in *Moskovsky Komsomolets* from the first to the last page, they only choose the material they are interested in. For example, they like to read the articles by Aronov and Minkin. They laugh their heads-off looking at the caricatures and pictures drawn by Merinov. And they only look through the rest of the articles. As for me, I don't consider *Moskovsky Komsomolets* a serious newspaper though I sometimes look through it.

## Text 4

### Computers

More and more people nowadays are interested to be known about all events, in taking some information quickly. With the help of computers and Internet you can make it easily. Twenty years ago only highly trained specialists used computers. Today it's not unusual to find one under the Christmas tree with a 6-year-old's name on it.

If you don't have a computer, should you add one to your gift list? Maybe. You can still write a letter with a pen or a typewriter. You can also pay bills, prepare tax returns or plan a well-balanced diet without a computer. But these tasks – and many others – can be done far more efficiently with a computer. And if you have kids, let's face it: computer literacy gives them a significant edge both in school and in the job market.

Now millions of people around the world are logging into libraries, call up satellite weather photos, download computer programs and music, take part in discussion groups. Even the Presidents have their own Internet accounts. In fact, anyone with modem connected to the phone line can enjoy Internet. Internet users are unimpressed by television promise of 500 channel future. The Internet already delivers 100.000 channels for all interests. In future all technics will be connected to the Internet. Now we can connect with Internet mobile phone, photo camera, palm computers and even alarm clock. Now we can be connected with all the world everywhere – in the bus, underground and even on the north pole.

I think that Internet is kind of mass media of the future. People can find on word wide web whole information about all things from sport to travel, from music to shopping. Internet is the most advanced and fast-growing kind of digital media. It gives people the freedom of speech and self-expression unavailable before, at the same time allowing many new and unforeseen combinations of different media types. Internet is also the foundation of new technologies that will impact the society in numerous ways, such as e-commerce and virtual multi-user communities.

But nobody owns the Internet, and no organization controls its use. That is why internet swindlers can easily deceive the internet users. Besides that it is very dangerous for the children to use Internet without proper control of their parents.

### Topical Vocabulary

mass media – средства массовой информации	daily – ежедневный; ежедневная газета
to play a role – играть роль	to deal with – иметь отношение к
channel – канал	regional – районный
at our disposal – в нашем распоряжении	local – местный
to transmit – передавать (по радио, телевидению)	daily – ежедневный
to receive – принимать (зд. – программу)	weekly – еженедельный
source – источник	variety – разнообразие
current events – текущие события	to appear – появляться
latest developments – последние события	favourite – любимый
to link – связывать	circulation – тираж
network – сеть	copy – экземпляр
entertainment – развлечение	to contain – содержать
quiz – викторина	to cover – охватывать, освещать
to attract away – отвлекать	international – международный
advertisements/commercials – реклама	article – статья
amount – количество	nature – характер
to do without – обойтись без	prominent – выдающийся
variety – разнообразие	boring – скучный
to dominate – преобладать, завладеть	entertaining – развлекательный
to complain – жаловаться	editorial – передовая статья
poor quality – плохое качество	sensorship – цензура
to watch TV – смотреть телепередачи	front page – первая страница
to look through – просматривать	to catch the eye – попасть на глаза, привлекать
circulation – тираж	fiction – беллетристика, художественная литература
to publish – публиковать, издавать	to run – зд. печатать в газете или журнале
size – размер	item – небольшая заметка, сообщение
quality papers – газеты высокого качества	to laugh one's head off – смеяться от души
headline – заголовок	an indoor (outdoor) aerial – антенна комнатная (наружная)
to be designed to – быть предназначенным для	

to offer – предлагать	turn the wireless down (up) – сделать радио потише (погромче)
crime reports – статьи о преступлениях	the reception is good (poor, bad) – слышимость хорошая (плохая)
cartoon – карикатура	an announcer – диктор (на радио, телевидении)
advertisement – реклама	the tuning knob – регулятор настройки (to work the tuning knob)
to contain – содержать	
to appeal – обращаться к; нравиться	
article – статья	
coverage of events – охват событий	

### Dialogue 1

*Mr. G.:* Here is our set, Sami. You may switch it on – I'll show you how – in the afternoon and evening. If there's a good programme we may all come and watch it.

*J.:* I'll tell you when there's a good play or something funny. The morning paper always gives the daily programme.

*Mrs. G.:* I like to watch it myself sometimes; but I sometimes wish it had never been invented. Mrs. Brown, down the road never lets her children look at it for more than an hour a day. She lets them see the children's hour and that's about all.

*Mr. G.:* She's sensible. Whatever may be the benefits of television, some of the effects are thoroughly bad.

*S.:* Why do you say that some of the effects are bad?

*Mr. G.:* For one thing, when the set is turned on, the room must be kept dark. It need not be quite dark, but dark enough to prevent anyone from doing any work or from reading comfortably. And you cannot carry on a conversation because you may interfere with the «viewers».

*Mrs. G.:* So you see, Sami, the TV set can be very inconvenient to those who don't want to watch.

*Mr. G.* Another thing, hundreds of thousands of school kids now go straight home from school and switch on the set – if their mothers haven't switched it on already. Then they sit down and there they stick with their eyes glued to the screen, hour after hour. They don't do their homework, they don't play games in the fresh air, they don't read good books, or bad ones either, and they ruin their eyesight.

*J.:* In spite of what Mum and Dad say, I'm all for television. I've been watching the telly as long as I can remember, and my sight isn't ruined by any means.

*Mr. G.:* I've told you not to call it the «telly». I hate the word. It's vulgar. If you are too lazy to say «television», you can say TV, just the two letters. No, your sight is all right, but I don't let you sit for hours every day gazing at the screen till your eyes are ready to drop out.

*J.:* You like watching it yourself, you know you do.

*Mr. G.:* I like turning it on at news time, though I prefer to turn off the picture and just listen to the sound. I find it boring to look at a man reading from papers. It distracts my attention from the news.

*Mrs. G.:* You know you like watching the tennis championships at Wimbledon.

*Mr. G.:* You're right. That's one thing I do really enjoy. I played a pretty good game myself, when I was younger. I have watched the championships for a good many years now, Sami. I'd rather watch the matches from the comfort of my own sitting-room than pay a lot of money and go to the centre court at Wimbledon.

*J.:* And you like to see the other outside events when they are televised.

*Mr. G.:* They call that «live television». What was the last live television programme we saw, my dear?

*J.:* The boat-race last year when Oxford beat Cambridge.

*Mr. G.:* Look, it's nearly time for the news.

*J.:* News time, everybody. I've switched on. Make yourself comfortable, and enjoy yourself.

## **Dialogue 2**

*T.:* Stop twiddling those knobs, Walter. That noise is getting on our nerves.

*W.:* I like to listen in. When I come home, I switch my set on and try to find an interesting programme.

*T.:* Tune in to some music.

*V.:* Here's the weather forecast: Bright periods and occasional showers. Lighting-up time : 8.45 p.m.

*T.:* Get another station.

*W.:* This is jazz music. Is it too loud?

*T.:* Do you think we are stone-deaf? Turn this left hand knob, the volume control, to make the sound softer.

*W.:* The programme is being spoilt by interference from another station that transmits on nearly the same wavelength, and the radio receives two stations at once.

*T.:* Better turn this right hand knob to adjust the tuning dial to the correct wavelength. Have you got an aerial, Walter?

*W.:* Yes, my set has got a built-in aerial.

### **Vocabulary and Speech Exercises**

#### ***1. Answer the following questions:***

1. Why is TV more convenient for some people than theatre or cinema?
2. What entertainment programmes can we see on TV?
3. Why do some people think that TV begins to dominate our lives?
4. Do you like to watch «soap operas»?
5. What is your favourite TV programme?
6. Does television have a negative or bad influence on children?
7. How does the television experience affect a child's language development?
8. How does television stimulate children's curiosity?
9. How does watching television for several hours each day affect the child's abilities to form human relationships?
10. What happens to family life as a result of family members' involvement with television?
11. Do you enjoy listening to the radio?
12. What do you like to listen to?
13. What kind of programmes do you know?
14. Who are called listeners (viewers, announcers)?
15. How can radio and television be used for educating people?
16. Must we pay any fee for our TV and radio sets?
17. Have you ever appeared on television?
18. Have you ever spoken on the wireless?
19. When did you buy your TV set?
20. How many channels has your TV set? Describe it.
21. What do we call «live television»?

***2. Choose the phrase that is closest in meaning to the original sentence. Note that several of the choices may be factually correct, but you should choose the one that is the closest restatement of the given sentence:***



Parents have become increasingly concerned about the television viewing habits of their children – so much so that families are beginning to censor the programs that enter their homes.

(1) Families watch television together more often now than in the past so that they can decide whether shows are desirable or not.

(2) Families with televisions are not as close as families without televisions because the former bicker more over program choices.

(3) Although parents worry about the programs that their children watch they find it difficult because censorship is not what it used to be.

(4) Because of their concern over the television programs that are aired many parents are deciding which programs they will allow their children to watch.

### ***3. Complete the following sentences.***

1. If you wish to hear some music, you ... 2. I think your son's eyes began to ache because you let him ... 3. The child is asleep. Will you ...? 4. I can teach you how to operate the set. You must ... 5. I'll go on changing stations until ... 6. I'm sure many TV programmes will benefit when ... 7. Yesterday the reception was poor because of ... I cannot resist the temptation to turn ... the radio ... news time, just to see if there is anything fresh. 5. I have a very bad habit. I listen ... radio music and read a book ... the same time. The book prevents me ... listening properly ... the radio, and the radio distracts my attention ... the book. 6. What was ... television last night? – I didn't watch it. I don't care much ... television. – I must say that I am a regular viewer ... our television programmes. 7. We are all ... television. Why does father object ... buying a TV set? – We can't spare a room ... TV and it's most inconvenient to have it installed ... the living-room as it is next ... his study and he won't be able to work. 8. What ... earth has gone wrong ... my set, I wonder? – I suppose one ... the valves is faulty and you'll have to replace it. – Oh, bother. They are rather expensive. Fortunately they generally last ... a long time though you never know when one will give trouble. Even the best makes are not guaranteed, and one may go wrong ... the day you have bought a new set. 9. I wonder what effect television has ... school-age children? My neighbour's two boys simply rush ... their homework, they never seem to

read a book, they don't play games ... the fresh air or study anything; they just sit all the time with their eyes glued ... the screen. 10. I want to stay up tonight and listen ... the shortwave broadcast ... England. 11. We stay in almost every night and watch ... television. 12. Plug the set ..., turn the volume control knob ... the right (clockwise), select a wave band you request and then turn the tuning knob.

***4. Be ready to talk on one of the following topics. (Look for some additional information.)***

1. The invention of radio. 2. Radio and television in everyday life. 3. How you (or a friend of yours) appeared on the television. 4. Our radio (TV) programmes. 5. Why you like (or dislike) radio (TV). 6. Give some details of a television or radio programme you've recently seen or heard. 7. What hobbies have you taken up as a result of viewing? 8. Does television cause conflict in the family? 9. Judging from what you have seen or heard on television, what were two of the most important happenings in the world last week? 10. Kinds of radio and TV sets. 11. How to regulate radio and TV sets. 12. How you bought a TV set.

***5. You are invited to broadcast for three minutes on any subject you choose. Write out and read aloud what you would say.***

***6. Compose your own dialogues on the topic.***

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