

3. Shame and guilt are essential for the development of some noble qualities such as generosity, unselfishness, duty.

4. Many teachers recognize that the excitement of anxiety and challenge is the very zest of teaching.

**Topic 2. Emotions are perfectly permissible signs of the healthy body's response to distress**

Talking points:

1. When we feel anger, physical tension develops spontaneously, automatically. We need to release this tension through action of some kind — to run, bang, even to hit.

2. Anger that is expressed spontaneously clears the air, can both remove the tension and the disturbing cause.

3. Accumulation of irritation, annoyance and stress leads to headaches, sickness of various kinds and proverbial ulcers.

4. People's inner feelings have no claim to public recognition. We have a responsibility — not only to the social unit, but also to our personal dignity — to keep "it" in.

**Topic 3. Who has never tasted bitter, knows not what is sweet**

Talking points:

1. The fact of succeeding despite difficulties excites us, contributes to our self-confidence and self-esteem.

2. A removal of pain or revival of hope makes us feel good.

3. Most things that involve great pleasure also involve sweat, toil, perseverance and agony.

4. Satiation and easy gratification ultimately destroy pleasure.

## Unit Seven

### SPEECH PATTERNS

1. **I have always hesitated to give advice.**

I hesitated to ask him for help.

He didn't hesitate to take such a big risk.

Don't hesitate to refuse the offer if you don't like it.

2. **How can one advise another unless one knows that other as well as one knows himself?**

They won't accept your plan unless you alter it.

You'll fail unless you work hard.

Unless I'm mistaken, he's an artist.

Unless he's done the work properly, I shan't accept it.

3. **He had some difficulty in lighting it.**

I have some difficulty in understanding spoken German.

She had some difficulty in finding the house.

We had some difficulty in selecting a present for her.

I had some difficulty in writing an essay.

4. **He gave an apologetic laugh. I had not given him more than a cursory glance.**

The girl gave a deep sigh.

Jim gave a loud cry (groan).

She gave me a critical look.

5. **It's precisely what they are going to do. That's what I've got to look forward to. That's all I've got to look forward to.**

This is precisely what I object to.

That's what they've got to expect.

That's all they've got to hope for.

6. **He was dressed in a blue suit a good deal the worse for wear. This is an old coat, but it is none the worse for wear.**

The road is a good deal the worse for the rain.

We are none the happier for learning the truth.

I like you none the worse for being frank.

7. He looked to me as though he knew a good bottle of wine when he saw it.

He knows a good book when he sees it.  
The man knew a good painting when he saw it.  
I know a good play when I see it.

8. You could not have imagined a more delightful person to drink a glass of wine with.

I can't imagine a better place to have a rest in.  
I don't know a worse place to go for holidays to.  
He never saw a more interesting person to speak with.

### EXERCISES

#### 1. Complete the following sentences using the Speech Patterns:

1. Caution made Jim hesitate to ... . 2. He did not hesitate to ... .  
3. I shan't touch upon the subject unless .... 4. No use discussing the matter with me unless ... . 5. We thought we knew Italian having studied it from books, but we had some difficulty ... . 6. It's not always easy to teach children to read. Some children have special ... . 7. The door was so narrow that we had some ... . 8. With so many other things to occupy my mind, I had not given Wilson ... . 9. The two old gentlemen were obviously displeased with the interruption. They gave us a ... . 10. I'm not astonished at his refusal to help us at all. That is precisely ... . 11. Now it's quite evident that we shan't be able to finish the work on time. That's ... . 12. I know that he's sorry about what happened, but I am none ... . 13. The boy is naughty, but I like him none ... . 14. I think it only fair to tell you that that's all ... . 15. He's a connoisseur of art and he surely knows a good painting when ... . 16. This young actress has got real talent. I assure you I know a good actress when ... . 17. You cannot imagine a more delightful person to.... 18. If you're in need of advice, you cannot find a better person to ... .

#### 2. Suggest the beginning matching up the end:

1. ... to go further because he was afraid. 2. ... to refuse if you think the plan is unwise. 3. ... we ought to have a good trip there.

4 ... we shan't get home before dark. 5. ... in getting the information. So don't fret. 6. ... in understanding what she said because of her bad French. 7. ... , seemed to hesitate and then walked on. 8. "... a ring, it's urgent." 9. ... what it's going to be if we can't find some better explanation. 10. ... what you expected a teacher to be. 11 ... for knowing the truth. 12. ... for being frank and straightforward. 13. ... to hope for. 14. ... when he heard it. 15. ... to have a chat with. 16. ... to work with.

#### 3. Paraphrase the following sentences using the Speech Patterns:

1. He seemed unwilling to give advice, afraid of responsibility, I think. 2. Don't be shy of calling if you need me. 3. If I'm not mistaken, this is but a temporary job. 4. Don't do anything if you don't hear from me. 5. We're going on a hike next Saturday, if the weather does not turn out nasty. 6. I always find it difficult to remember dates, they just slip my memory. 7. It was rather difficult for me to understand the article. 8. He laughed apologetically and said, "So that's it. How on earth did you guess the truth?" 9. Tom shrugged his shoulders. "What next, I wonder?" 10. The landlady looked critically at the three young men and closed the door in their faces. 11. At seeing me Jovella sighed with relief. 12. It's just the thing I was afraid of. 13. If I had my time over again, I should act exactly in the same way. 14. I did not like the boy less for being a bit naughty. 15. Wealth did not make him happier in the least. 16. "I'm aware that that's my only hope," said the man. 17. "Is there nothing else for me to look forward to?" asked Cora. Allan made no comment. 18. Soames was a good judge of paintings. 19. He is a well-read person and a real connoisseur of French poetry. 20. I'm fond of the South-West of Moscow. I don't think there is a better district to live in. 21. He thinks there is no better place to have a rest in than Scotland.

#### 4. Respond to the following statements and questions using the Speech Patterns:

1. Why on earth didn't you turn to me for help at once? 2. Do you think it's absolutely necessary for me to come? 3. Do you think here's anyone else who knows about it? 4. You're an hour late. I thought you would never come. 5. How did you manage to get the book? It's no longer on sale. 6. Did the girl scream when she was given an injection? 7. I hear he's had a bad fall. 8. Will you let him

know of the change in our plans? 9. I think I must have the matter out with her. 10. Whatever makes you go to this village every summer? 11. I'm only asking you to dust the flat. 12. Are you sure the painting is worth buying? 13. Is this young poet really a promising one? 14. Would you advise me to wait a little?

**5. Translate the following sentences into English using the Speech Patterns:**

1. Сю взялась за ручку двери, но все еще не решалась войти в комнату. 2. Если вам понадобится моя помощь, не стесняйтесь и звоните мне в любое время. 3. Если я не ошибаюсь, собрание отложили до понедельника. 4. Я бы предпочла остановиться в гостинице, если только она не переполнена. 5. Нам было нелегко найти эту улицу, потому что ее еще нет на плане и никто не знал, где она находится. 6. Я так долго переводила статью потому, что у меня были трудности с техническими терминами. 7. Генри глубоко вздохнул и сказал: «Никогда бы не подумал, что эта работа окажется такой трудной». 8. Энн бросила беглый взгляд на заголовки статей в газете и отложила ее. 9. Я все рассказала ей. — Именно этого вы и не должны были делать. 10. Не надо было поднимать одной этот ящик! — Право же со мной от этого ничего не случилось. Вы зря беспокоитесь. 11. Вы можете звонить ей весь день и все же ничего не добьетесь: она не поднимает трубку. 12. Джим прекрасно знал, что это все, на что он мог надеяться. И все же он не отчаивался. 13. Вот все, что я должен сказать тебе. Надеюсь, ты отнесешься к этому серьезно. 14. Кирилл прекрасно разбирается в старинных вещах. Вы бы лучше спросили у него, стоит ли эта ваза таких денег. 15. Никогда не встречал человека, с которым было бы так интересно поговорить.

**6. Make up two sentences of your own on each pattern.**

**7. Make up and act out in front of the class a suitable dialogue using the Speech Patterns.**

TEXT SEVEN

THE HAPPY MAN

By Somerset Maugham

William Somerset Maugham (1874-1966), a well-known English novelist, short-story writer, playwright and essayist, was the son of a British diplomat. He was educated at King's School in Canterbury, studied painting in Paris, went to Heidelberg University in Germany and studied to be a doctor at St. Thomas Hospital in England. Although Somerset Maugham did not denounce the contemporary social order, he was critical of the morals, the narrow-mindedness and hy-

pocrisy of bourgeois society. It was his autobiographical novel *Of Human Bondage* (1915) and the novel *The Moon and Sixpence* (1919) based on the life of the French artist Paul Gauguin, that won him fame. Somerset Maugham was also a master of the short story.

Somerset Maugham's style of writing is clear and precise. He does not impose his views on the reader. He puts a question and leaves it to the reader to answer it. When criticizing something he sounds rather amused than otherwise.

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

Once I know that I advised well.

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

"Certainly."

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

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

"Yes, but I don't practise."

"No, I know. I've just read a book of yours about Spain and I wanted to ask you about it."

"It's not a very good book, I'm afraid."

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

"I shall be very glad."

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

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

When people say this to me I always know that it is precisely what they are going to do. I do not mind. In fact I rather like it.

"I was brought up by two old aunts. I've never been anywhere. I've never done anything. I've been married for six years. I have no children. I'm a medical officer at the Camberwell Infirmary.<sup>2</sup> I can't stick it any more."

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

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

"It's a means of livelihood," I answered.

"Yes, I know. The money's pretty good."

"I don't exactly know why you've come to me."

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

"Why Spain?"

"I don't know, I just have a fancy for it."

"It's not like *Carmen*, you know."

"But there's sunshine there, and there's good wine, and there's colour, and there's air you can breathe. Let me say what I have to say straight out. I heard by accident that there was no English doctor in Seville.<sup>3</sup> Do you think I could earn a living there? Is it madness to give up a good safe job for an uncertainty?"

"What does your wife think about it?"

"She's willing."

"It's a great risk."

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

He was looking at me intently with those bright dark eyes of his and I knew that he meant what he said. I reflected for a moment.

"Your whole future is concerned: you must decide for yourself. But this I can tell you: if you don't want money but are content to earn just enough to keep body and soul together, then go. For you will lead a wonderful life."

He left me, I thought about him for a day or two, and then forgot. The episode passed completely from my memory.

Many years later, fifteen at least, I happened to be in Seville and having some trifling indisposition asked the hotel porter whether there was an English doctor in the town. He said there was and gave me the address. I took a cab and as I drove up to the house a little fat man came out of it. He hesitated when he caught sight of me.

"Have you come to see me?" he said. "I'm the English doctor."

I explained my errand and he asked me to come in. He lived in an ordinary Spanish house, with a patio,<sup>4</sup> and his consulting room which led out of it littered with papers, books, medical appliances, and lumber. The sight of it would have startled a squeamish patient. We did our business and then I asked the doctor what his fee was. He shook his head and smiled.

"There's no fee."

"Why on earth not?"

"Don't you remember me? Why, I'm here because of something you said to me. You changed my whole life for me. I'm Stephens."

I had not the least notion what he was talking about. He reminded me of our interview, he repeated to me what we had said, and

gradually, out of the night, a dim recollection of the incident came back to me.

"I was wondering if I'd ever see you again," he said, "I was wondering if ever I'd have a chance of thanking you for all you've done for me."

"It's been a success then?"

I looked at him. He was very fat now and bald, but his eyes twinkled gaily and his fleshy, red face bore an expression of perfect good-humour. The clothes he wore, terribly shabby they were, had been made obviously by a Spanish tailor and his hat was the wide-brimmed sombrero of the Spaniard. He looked to me as though he knew a good bottle of wine when he saw it. He had a dissipated, though entirely sympathetic, appearance. You might have hesitated to let him remove your appendix, but you could not have imagined a more delightful creature to drink a glass of wine with.

"Surely you were married?" I asked.

"Yes. My wife didn't like Spain, she went back to Camberwell, she was more at home there."

"Oh, I'm sorry for that."

His black eyes flashed a bacchanalian smile. He really had somewhat the look of a young Silenus.<sup>5</sup>

"Life is full of compensations," he murmured.

The words were hardly out of his mouth when a Spanish woman, no longer in her first youth, but still boldly and voluptuously beautiful, appeared at the door. She spoke to him in Spanish, and I could not fail to perceive that she was the mistress of the house.

As he stood at the door to let me out he said to me:

"You told me when last I saw you that if I came here I should earn just enough money to keep body and soul together, but that I should lead a wonderful life. Well, I want to tell you that you were right. Poor I have been and poor I shall always be, but by heaven I've enjoyed myself. I wouldn't exchange the life I've had with that of any king in the world."

#### EXPLANATORY NOTES

1. **Victoria Station:** a railway terminus in the southern part of London.
2. **Infirmary:** a hospital; sick quarters at school.
3. **Seville** ['sevil]: a town in the province of Andalusia [ændə'luzjə] in the south of Spain.

4. **patio** ['pætiʊ]: an open courtyard within the walls of a Spanish house.

5. **Silenus** [saɪ'lɪ:nəs]: a Greek mythological character, the tutor and companion of Dionysus [daɪə'naisəs], the God of wine.

#### ESSENTIAL VOCABULARY

##### Vocabulary Notes

1. **confide** *vi/t* 1) to feel trust in smb., *e. g.* I can confide in him. 2) to tell secrets to, *e. g.* He confided his troubles (secret, plans, fears) to me.

**confidence** *n* 1) strong trust, *e. g.* I have no confidence in such people (in his ability, in his opinion). He enjoys everybody's confidence. What she says does not inspire confidence. I shan't betray your confidence. She took me into her confidence. 2) assurance, belief that one is right or that one will succeed, *e. g.* He has too much confidence in himself (self-confidence). His lack of confidence is most annoying. His comforting words gave me confidence. 3) secret which is confided to smb. (*often in pl.*), *e. g.* I listened to the girl's confidences with a mixed feeling of pity and disapproval.

**confident** *adj* 1) sure, *e. g.* We were not confident of success. 2) showing confidence, *as* a confident manner, smile, voice, tone.

**confidential** *adj* private or secret, *as* confidential information, matter, correspondence, voice, etc.

2. **start** *vi/t* 1) to begin to move; to set out; to begin a journey, *as* to start early (late, at 6 p. m., etc.); to start on a trip (a journey, an excursion) for the mountains; 2) to begin to do smth., *as* to start work (business, conversation); to start working, running, crying; 3) to cause, to enable, to begin, *e. g.* How did the war (the fire, the quarrel) start? 4) to set going, *as* to start a car (a motor, a newspaper); 5) to make a sudden movement (from pain, shock, etc.), *e. g.* He started at the noise.

**starting-point** *n* a place at which a start is made, *e. g.* The incident turned out to be a starting-point that set everything afloat.

**start** *n* 1) the act of starting, *as* the start of a race; at the journey's start, *e. g.* That gave her a start in life. **from the start** from the very beginning, *e. g.* Everything went wrong from the start. **from start to finish.**, *e. g.* This is the whole story from start to finish. 2) a sudden movement caused by pain (shock, etc.), *e. g.* He sprang up (awoke) with a start. You gave me a start, I must say. **by fits and starts** irregularly, *e. g.* Research work cannot be done by fits and starts.

3. **confuse** *vt* 1) to mistake one thing or person for another; to mix up, *as* to confuse names (words or persons); to confuse facts (dates), *e. g.* They look so much alike that I always confuse them. Old people often confuse dates and figures. 2) to make a person feel uncomfortable,

e. g. Everybody's attention confused her and she was at a loss for words. **syn. embarrass; to be (feel, seem, get) confused (embarrassed)**, e. g. He seemed a trifle confused (embarrassed).

**confusion** *n* 1) the state of being confused; disorder, *as* to lie (be, be thrown about) in confusion, e. g. His things lay in confusion on the sofa. His thoughts were in confusion. He remained calm in the confusion of battle. **syn. mess**; 2) shame, embarrassment, e. g. His confusion was obvious. 3) mistaking one thing for another, *as* the confusion of sounds, letters.

**confusing** *adj* embarrassing, e. g. An examiner must not ask confusing questions (not to put the student out). Don't ask embarrassing questions (not to make one uncomfortable).

**confused** *adj* 1) embarrassed, e. g. The girl looked confused. 2) inconsistent or muddled, e. g. His tale (answer) was confused. He was unable to put his confused ideas into shape.

4. **drop** *vt/i* 1) to allow to fall, *as* to drop a glass (a handkerchief, etc.); to drop bombs; to drop a letter in a pillar-box (a coin in a slot); 2) to give up, to stop doing smth., *as* to drop one's work (studies, a habit); to drop smoking, e. g. Let's drop the argument (the subject). 3) (used with many different meanings) *as* to drop a subject; to drop a person at some place; to drop a line; to drop (smb.) a hint (on smth.); to drop one's voice (eyes); to drop one's friends; to drop anchor; 4) to fall to the ground, to the floor, into smth., *as* to drop with fatigue; to drop into a chair; to drop on (to) one's knees; to drop dead; leaves (apples, blossoms) drop, e. g. It was so quiet, you might have heard a pin drop. 5) to become less or smaller or weaker, *as* the temperature, the wind, one's voice, prices may drop; **to drop in** to see smb. at some place, e. g. Several friends dropped in to tea. **to drop off** 1) to go away, become fewer, *as* one's friends (customers, the doctor's practice) may drop off; 2) to fall asleep, e. g. He dropped off during the performance. **to drop behind** to fall behind, e. g. The two girls dropped behind the rest of the party.

**drop** *n* 1) a small round portion of liquid, a small quantity of liquid, *as* drops of water (perspiration, rain, etc.); to drink smth. to the last drop, take ten drops a day; 2) sudden fall, *as* a sudden (unexpected, sharp, slight) drop in prices (temperature, etc.).

5. **mind** *vt* 1) to attend to or take care of, e. g. Mind your own business. Please, mind the baby (the fire). 2) to obey, e. g. The child won't mind his granny. 3) to be careful of, e. g. Mind the step (the dog). Mind! There is a bus coming. Mind the traffic rules. 4) to object to, be afraid of, e. g. Do you mind my smoking (if I smoke)? — I don't mind it a bit. (Yes, I mind it very much.) Would you mind closing the window? — Never mind (an answer to an apology).

**mind** *n* 1) intellectual faculties, *as* the great minds of the world; to be in one's right mind, e. g. Lomonosov was one of the greatest minds of the world of his time. Are you in your right mind to say such things? 2) memory or remembrance, *as* to come to one's mind; to bear in mind,

e. g. The incident gradually came to my mind. Bear in mind that you are to be here at six sharp. 3) one's thoughts, opinions, wishes, **as to make up one's mind** to come to a decision, e. g. I've made up my mind and I'll stick to my decision. **to change one's mind.**, e. g. I won't change my mind whatever is said. **to be in two minds** to hesitate, e. g. I'm in two minds and can't give you a definite answer now. **to speak one's mind** to say what one thinks, e. g. Don't beat about the bush, speak your mind. **to give a person a piece of one's mind** to tell him frankly what one thinks of him, e. g. I shall give you a piece of my mind, unpleasant as that may be. **to have a (no) mind to** to be disposed to, e. g. She had no mind to answer such questions. **to have smth. on one's mind** to be anxious about smth., e. g. She seemed to have something on her mind and could not concentrate.

**-minded** *adj* in compounds having the kind of mind indicated, *as* absent-minded, fair-minded, broad-minded, narrow-minded, e. g. She is very absent-minded and always leaves her things behind.

6. **practise** *vt* 1) to do regularly, *as* practise early rising, a method of work; to practise what one preaches, e. g. If only he'd practised what he'd preached! 2) to pursue the profession (of a lawyer or a doctor), *as* to practise law, medicine, e. g. It has been long since I practised medicine. 3) to do again and again, *as* to practise tennis, the piano, e. g. She practises the piano for an hour every day.

**practice** *n* 1) action *as* opposed to theory, e. g. The method is rather simple in practice, and very effective. **to put into practice** to carry out, *as* to put into practice a theory, a plan, an idea, a suggestion, e. g. The theory seems right, but we must think of how to put it into practice. 2) systematically repeated action, *as* much, regular, constant, sufficient practice, e. g. What you need is more practice. Look how precise the movements of the worker are, practice shows. **to be in (out of) practice** to be able (unable) to do smth. well, e. g. I used to be a good chessplayer, but I'm out of practice now. 3) habit or custom, e. g. It was then the practice (or a common practice). After supper Dad went for a walk *as* was his usual practice. 4) the work of a doctor or a lawyer, e. g. Doctor N. has retired from practice. Manson had a large practice. He was a young lawyer with no practice at all.

**practitioner** *n* practising doctor or lawyer, e. g. Andrew Manson worked as a general practitioner.

**practical** *adj* useful, *as* practical advice, results, benefit, help, matters, use, application, considerations, difficulties (difficulties in putting smth. into practice), e. g. It's of no practical use. There were practical difficulties. They used to play practical jokes on each other and neither ever got offended.

**practically** *adv* virtually, e. g. Practically everyone was willing to help.

7. **odd** *adj* 1) (of numbers) not even, e. g. 1, 3, 5 are odd numbers. 2) used of one of a pair when the other is missing, *as* an odd shoe or glove; 3) used of one or more members of a set when separated from the rest, *as*

two odd volumes of an encyclopaedia; 4) extra, over, *as* thirty odd years, fifty and some odd miles; 5) occasional, not regular, *as* odd jobs; 6) strange, not ordinary, surprising, *as* an odd person (way, manner; look, appearance, behaviour), *e. g.* How odd!

**Note:** **strange**, **odd** and **queer** are synonyms; **strange** means out of the natural order of things; **odd** refers to what one does not ordinarily see and is surprised at; **queer** implies some doubt as whether all is well, *e. g.* a queer feeling, a queer affair.

**oddly** *adv* in an odd manner; **oddly enough** strange to say, *e. g.* Oddly enough, she did not turn up at the party.

**odds** *n pl.* the chances in favour, *e. g.* The odds are against us. **odds and ends** remnants, *e. g.* What's to be done with all these odds and ends of the paper?

8. **concern** *n* 1) that in which one is interested, *e. g.* It's no concern of mine. It's my own concern. What concern is it of yours? 2) anxiety, worry, *as* the teacher's concern over the pupil's progress.

**concern** *vt* 1) to have to do with, *e. g.* That doesn't concern you at all. As far as I'm concerned ... He is said to be concerned in this affair. (He is said to be mixed up in this affair.) 2) to be busy with, interest oneself in, *e. g.* Don't concern yourself with other people's affairs. I'm not concerned about details. 3) to take trouble about, *e. g.* Lord Illingworth had never been concerned about his son.

**concerned** *adj* anxious, *e. g.* He has a very concerned look. *ant.* **unconcerned.**

**concerning** *prep* about, regarding, *e. g.* Montmorency manifested great curiosity concerning the kettle.

9. **sympathy** *n* a fellow-feeling, a feeling of pity, *as* to arouse (show, express) sympathy, *e. g.* You have my sympathies. I have no sympathy with (for) idle people. I feel some sympathy for her, she is unhappy.

**sympathize** *vt* to be interested in and approve of, *e. g.* I sympathize with you (your ambition to be a writer).

**sympathetic** *adj* 1) quick to understand and share other people's feelings, *e. g.* A good doctor is always sympathetic. *ant.* **unsympathetic;** 2) having or showing kind feeling towards others, *e. g.* I felt grateful to her for her sympathetic words.

**sympathetically** *adv* kindly, *e. g.* She smiled sympathetically.

10. **fail** *vi/t* 1) not to succeed, *e. g.* My attempt has failed. I tried to convince him, but failed. The maize failed that year. 2) not to pass, *as* to fail in mathematics, in an exam; 3) to break down, to die away, to let down, *e. g.* His courage failed him. His heart failed him. His sight (health) was beginning to fail him. I'll never fail you. Words failed me. 4) to neglect, omit, *e. g.* He never fails to write to his mother. Don't fail to let me know. I fail to see your meaning. I could not fail to perceive who she was.

**failure** *n* 1) lack of success, *e. g.* Success came after many failures. His efforts ended in failure. 2) a person who fails, *e. g.* She was a complete failure as an actress.

### Word Combinations and Phrases

to alter manners (habits, points of view, plans, one's way of living, a dress)	to be littered with books (papers, lumber, etc.)
a ring at the bell (a knock at the door)	to have not the least notion (of smth.)
to reach out (up, down) for smth.	to remind smb. of smth.
to have a fancy for smth.	a dim recollection
to keep body and soul together	shabby clothes (house, man, street)
to drive up to a house (come up to the door)	to be (feel, make oneself) at home somewhere
	to exchange smth. (for smth.)

### READING COMPREHENSION EXERCISES

1. a) Listen to the recording of Text Seven and mark the stresses and tunes. b) Repeat the text in the intervals after the model.

2. Put fifteen questions to the text.

3. Pick out from Text Seven the sentences containing the word combinations and phrases given on p. 223 and translate them into Russian in writing.

4. Complete the following sentences using the word combinations and phrases (p. 223):

1. When one is no longer young, it is not an easy thing ... one's habits. 2. The coat is a size too large for you, you must ... . 3. I'm tired of ... my plans every time you change your mind. 4. She had scarcely finished speaking before there was a ... and a knock. 5. Without a word she ... pen and paper. 6. Lora ... the letter, but the man was quick enough to catch hold of it. 7. She daren't even ... the switch lest the movement should wake him. 8. Clare is easily carried away; when she ... she cannot think of anything else. 9. Some more cake? — Thank you, I have quite ... chocolate cake. 10. Dave had to do all kinds of odd jobs that came his way to ... . 11. The moment David saw the car ... the house, he rushed out to meet his

friends. 12. I found myself in a room ... books, papers and all kind of lumber. 13. I'm at my wits' end. I have not ... of where to look for him. 14. I have ... what he's hinting at. Do his words make sense to you? 15. I wish you ... , it just slipped my mind. 16. The moment he mentioned the incident, a ... came back to me. 17. The clothes the man wore were terribly ... , but that evidently did not bother him. 18. Ed had some difficulty in finding the place, a ... building in an evil-smelling slum. 19. Let's ... for you to have a better view of the stage. 20. The three friends ... a glance. They were unanimous in their disapproval. 21. They ... ideas before reaching a decision. 22. If you don't ... me of it, I'll forget. 23. Her friendly sympathetic smile made me ... .

**5. Paraphrase the following sentences using the word combinations and phrases (p. 223):**

1. A number of things happened to me and caused a change in the course of my life. 2. English spelling is appalling, but in time it will be partially changed. 3. He heard the bell ring and went to open the door. 4. She held out her hand to take the letter. 5. Dobbin stretched out his hand and caught the vase before it fell to the floor. 6. Jane's salary was hardly sufficient to make both ends meet. 7. I saw a cab approach and stop at the door of my house. 8. There were test-tubes and phials scattered about on the table. 9. He was left alone in the unkempt study with books, papers and what not thrown about. 10. I haven't the faintest idea of what you're talking about. 11. I have only a vague idea of the street I used to live in. 12. It was a poor, ill-furnished small bedroom. 13. The man was wearing a much worn grey suit. 14. The boy did not feel at ease in such a splendid house.

**6. Translate the following sentences into English using the word combinations and phrases (p. 223):**

1. Вы совсем не щадите себя. Вы заболаете, если не измените свой образ жизни. 2. Я уже готова к отъезду, осталось только переделать одно платье. 3. Они только уселись за стол, как раздался еще более громкий стук в дверь. 4. Эд протянул руку за письмом, но Клэр все еще колебалась и не решалась отдать ему его. 5. Зачем вы купили эту картину? — Она просто понравилась мне. А чем она плоха? 6. К дому подъехала машина скорой помощи, и врач поспешил наверх. 7. Я достаточно хорошо вас знаю; ясно, что вы не откажетесь от своего плана. Но почему не прислушаться к мнению других людей: может быть,

все же стоит его немного изменить? 8. «Может быть, это и не самая лучшая работа, — сказала Элла с горечью, — но по крайней мере она дает мне возможность сводить концы с концами». 9. Его письменный стол всегда завален книгами и бумагами. Не представляю, как он умудряется находить то, что ему нужно. 10. Представления не имею, как пользоваться этим прибором, давайте прочтем инструкцию. 11. Я постараюсь завтра выяснить этот вопрос, только, пожалуйста, напомните мне об этом. 12. Мы, должно быть, сбились с дороги. Я представления не имею, куда девалась станция, мы давно уже должны были бы быть там. 13. Я смутно помню, как я болела корью и старшая сестра ухаживала за мной. 14. В своем поношенном костюме Мартин чувствовал себя неловко в их доме. Лучше бы уж он не приходил. 15. Мне бы хотелось обменять эту книгу на другую, если можно. 16. Я почти не встречался с ним, и только однажды мы обменялись несколькими словами.

**7. Make up and practise a short situation using the word combinations and phrases (p. 223).**

**8. Make up and act out a dialogue using the word combinations and phrases (p. 223):**

1. An acquaintance of yours is asking you for a piece of advice, which you hesitate to give. (to have some difficulty in smth., to hesitate, unless, to have not the least notion, to decide for oneself)

2. You are late for a house-warming party. Apologize to the hostess, (early enough, I had hardly ... when, to reach (out) for, to have some difficulty in smth., to open the door to smb., to come up to, a dim recollection, to alter one's habits)

3. Your plans for a trip to the South are ruined. You're complaining about that to a friend of yours, (to alter plans, to feel at home, it is precisely what, none the worse for, not to know a better place to ...)

**9. Find in Text Seven equivalents for the following:**

to tell people how to live; of the same kind; to thrust smth. on smb.; to exchange news and ideas by speech or writing; sometimes; to release one's hold of; a totally unknown person; hanging loosely; to swell out; to be ready; to slip one's memory; a slight illness, fastidious

**10. Find in Text Seven English equivalents for the following:**

плохо знать самого себя; одинокая башня; дать хороший совет; скромная квартира; бросить беглый взгляд; коренастый полный

мужчина; коротко подстриженные волосы; средство существования; отказаться от надежной работы ради неизвестности; решать самому; медицинские приборы; весело поблескивать; располагающая к себе внешность; уже не первой молодости

11. Explain what is meant by the following phrases:

1. to communicate by conventional signs; 2. an irreparable mistake; 3. a total stranger; 4. without letting go off his hat; 5. to be in the medical; 6. to stick smth.; 7. to give somebody a cursory glance; 8. a means of livelihood; 9. to give up a good safe job for an uncertainty; 10. to keep body and soul together; 11. to have a trifling indisposition; 12. a squeamish patient

12. Answer the following questions and do the given tasks:

1. What do you know of Somerset Maugham? 2. What do you think of his stories and novels? 3. Who is the narrator of the story «The Happy Man»? 4. What can you say about the structure of the story? 5. What conclusions as to Somerset Maugham's attitude towards life and relations between people can you draw from the first passage? Do you share his views? 6. Translate the following sentences from the first passage into Russian, paying attention to the metaphors: a) "Each of us is a prisoner in a solitary tower." b) "But there are men who flounder at the journey's start." c) "I have been forced to point the finger of fate." d) "I have seen myself for a moment wrapped in the dark cloak of Destiny." Explain how the metaphors contribute to the vividness of narration. 7. Point out three metaphors and three epithets used by the author to characterize Stephens and comment on them. 8. Give synonyms of colloquial style to the following literary words: 'to flounder', 'hazardous', 'content', 'a trifling indisposition', 'errand', 'to perceive'. 9. What words and phrases are used to describe Stephens at the beginning and at the end of the story? How can the reader gather that Stephens was happy in Spain? What was it that attracted him to Spain? 10. How does the author draw the main character: by describing him or by showing him through his actions and conversation? 11. Find evidence in the story that the author sympathized with Stephens. What traits of character did the doctor possess that appealed to the author? 12. How would you explain the title of the story? 13. What is the message of the story and by what devices did the author achieve the effect?

13. Retell Text Seven close to the text.

14. Give a summary of Text Seven.

15. Discuss Stephens's idea of happiness.

16. Make up and act out a dialogue between two friends discussing what happiness is.

## VOCABULARY EXERCISES

1. Study the Vocabulary Notes and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian. Pay attention to the words and word combinations in bold type:

A. 1. **Confide in me**, and all will be well. 2. He had to make sure that she would not be likely **to confide** the whole story to Gervase, which she might do. 3. Kayerts was moved almost to tears by Wallace's kindness. He would, he said, by doing his best, try **to justify his confidence**. 4. Doubtless he realized that something was in the wind, but I did not think it necessary to **take him fully into my confidence**. 5. He **inspired universal confidence** and had an iron nerve. 6. Turning towards her he saw a glimmer of understanding come into her eyes, and he quickly smiled **to give her confidence**. 7. It had become his second nature **to listen to confidences** and not to offer them. 8. Mr. Pyne, what I am about to tell you is in the strictest **confidence!** You do understand that, don't you? 9. During the war Bret was sure she had never worried about him, she was perfectly **confident** of his coming back unhurt. Her **confident** letters had made him lonely. 10. He hurried up the basement stair and out of the house, and **started running** along the street. 11. He **started** the motor and the boat swung away from the dock. 12. Everyone assumed **from the start**, just as I did myself, that Gilbey was a writer. 13. I told him the whole story **from start to finish**. 14. Finally, **with a start**, he aroused himself from his reverie. 15. The luxury of the house **embarrassed** Dolly and made her feel badly dressed, out of place and timid. 16. Miss Brown poured out her story, going back to points she had forgotten, getting **confused** and repeating herself. 17. The accident threw the traffic into **confusion**.

18. There was just awkward **embarrassment** in not knowing how to react to such a curious outbreak. 19. I noticed he'd **dropped** his Yorkshire accent. 20. He had developed the habit of **dropping in** on her sometimes during the week to discuss the latest news. 21. "You can **drop me** at Darlington if you don't mind." Magda pulled the car abruptly. 22. Constance bit back her desire to tell Miss Chetond **to mind** her own business. 23. I've never been the nervy type who **minds** the dark or being alone in an empty house. 24. She had a passion for cars — in fact, she said, she had always been **mechanically-minded** and used to drive a sports car. 25. **At the back of his mind** there lurked an uneasy sense of danger. 26. He had gone **through these movements in his mind** so often that he now acted purely automatically. 27. Miller was not a very good driver really. He went in fits and starts as if he could not **make up his mind** where he was going. 28. He **had half a mind** to walk out of the hotel, leaving everything behind.

**B.** 1. He qualified as a doctor, though he never **practised**. 2. Dad always **practised** what he preached; and we respected him greatly. 3. "At any rate their efforts to teach us handicrafts were not a success," said Jim. "As usual the theory was right, but the **practice** went wrong." 4. He's never been up against any of the first-rate players and it would be wonderful **practice** for him. 5. He took an angry look at Mr. Crabben, but it was impossible to suspect that young man of a **practical joke**. 6. Marjorie and Dorothy shared a natural intimacy, being closer together in age, so Phyllis was **the odd one**. 7. She had been feeling the weight of her **eighty-odd** years moving slower, talking less. 8. She had apologized for having to give up the **odd jobs** she had done for them. 9. I did not listen to them attentively, I only heard some **odds and ends**. 10. "Death is nothing to be afraid of," he said, "I think about it every day of my life." "You're very **odd**," she said, "I try never to think about it at all." 11. I had that **queer** feeling that one sometimes has when sitting in an empty room that one is not by oneself. 12. **What concern is it of yours?** — This is the least of **my concerns**. I just wanted to help. 13. Philip looked at the kid **with some concern**. What sort of man was he going to be, he wondered. 14. But I recommend you not to repay his hospitality by taking his wife's side against him in a matter that **doesn't concern you**. 15. Just why, I wanted to think about it, **to concern myself with it** in any way, I wasn't clear about. 16. She was tortured by an irresistible and ill-bred curiosity **concerning** the identity of the

visitor. 17. He walked past them **with as unconcerned an air** as he could assume. 18. Her holiday had done her good, but she **was concerned about him**, his lack of appetite and haggard look. 19. She looked round nervously, but everybody **was too concerned** with his or her own reaction to the news to observe the reactions of anybody else. 20. They got small thanks for their **sympathy**. 21. I understood for the first time how Father felt about his garden. I wondered how often and how obviously I'd shown my **lack of sympathy** at his enthusiasm about it. 22. Campion felt that it was impossible **not to sympathize with her**, even if her point of view was not altogether his own. 23. The reporters looked back, the coroner ordered silence, the shocked public **made sympathetic murmurs**. 24. His reputation had been built on the fact that he often succeeded where other doctors **had failed**. 25. He had never known fear and could not recall a time when his nerves **had failed him**. 26. He held out his hand, and for a moment speech **failed** him. Then he rose to the occasion. "Pleased to meet you," said Mr. Burt. 27. He tried jokes, but John **failed** to manage even a routine smile. 28. Do you think I'm a **failure** as a writer? — **Failure's** a thing you measure at the end of a life. You **haven't failed** yet — not till you give writing up or die.

**3. Paraphrase the following sentences using your active vocabulary:**

**A.** 1. The words were hardly out of her mouth when she wished she had not told Ann her secret. 2. It is equally wrong to trust all and none. 3. His assurance of success was infectious. 4. You seem to be very sure of his ability. 5. Now she seemed to linger at table, evidently inclined to have a heart-to-heart talk. 6. I wonder if there is anything that can make him a bit less sure of himself. 7. You are making a mistake: you're taking me for somebody else. 8. Everybody was made uncomfortable by the turn of the talk. 9. Her things are always thrown about in a mess. 10. She put the coin in the slot and took up the receiver. 11. Since I have taken the case up, I mean to give up everything in order to see it through. 12. For the time being let's stop the argument. 13. "After a certain age," said aunt Ann, "one gets a liking for falling asleep at improper moments." 14. The boy just won't obey his mother. 15. Who will look after the children when you're away? 16. And again she was unable to tell whether he would have objected or not. 17. Don't forget that you must be back before twelve. 18. He seemed about to deny every-

thing but thought better of it. 19. But here was a man who sincerely did not care what people thought of him.

**B.** 1. How long has he been working as a lawyer? 2. The plan seems good to me, let's think how best to carry it out. 3. It was a habit with Father to have the magazines bound as volumes. 4. Strange to say it was Johnny who settled everything. 5. You do say ridiculous things sometimes. 6. There are some mighty suspicious things going on here. 7. She said she had nothing to do with it. 8. The mother's worry over her daughter's poor health kept her awake all night. 9. "The matter affects the interest of a friend for whom I'm acting," said the lawyer. 10. Why do you interest yourself in other people's affairs? 11. Nothing was said about the matter. 12. He has a very worried look today. 13. The boy seemed to be more interested in food than in the conversation. 14. Her heart went out to him in understanding. 15. I smiled at her to show my affectionate understanding. 16. He had kindly understanding eyes and the manner of one who had done a little suffering of his own accord. 17. He was sure that he would be successful this time. 18. Robert felt that the guilt was partly his own, that he had let him down as a human being. 19. I cannot see the humour in it. 20. I don't believe you know what lack of success is.

**4. Explain or comment on the following sentences:**

**A.** 1. He had a suspicion that Stella did not take her father into her confidence. 2. You could not have imagined a more trustworthy person, he enjoyed everyone's confidence. 3. I hesitated before making the decision: the offer did not inspire confidence. 4. It might give him confidence in himself to let him try. 5. She could always draw confidences from a heart of stone. 6. Did he know enough of real life to speak with confidence on anything? 7. I'm a lawyer. A client's communications are confidential. 8. She rose and silently started for the exit door. 9. When he returned to London, he started a little restaurant in Soho. 10. The untidy room of the first-floor in Baker Street had been the starting-point of many remarkable adventures. 11. You must have confused me with someone else. 12. He was never embarrassed, always ready with some glib explanation. 13. He was left in a state of confusion and despair. 14. Some Englishmen drop their h's. 15. He was not a man who let a thing drop when he had set his mind on it. 16. Once more he seemed to drop a curtain between

himself and the others in the room. 17. He seems to have dropped most of his friends. 18. Drop me a line when you are away. 19. The last thing I heard as I was dropping off to sleep was Mr. Lendow's voice saying good-night to Carol. 20. Will you mind my luggage while I go and find out? 21. So I decided to mind my own business and to say nothing about what I had seen. 22. The children mind her like trained seals. 23. "Mind how you go or you'll knock your head," Lucas warned him. 24. They did not seem to mind each other's presence in the least. 25. And then, being a fair-minded man, he looked at the other side of the question. 26. I tried to concentrate, but my mind wouldn't work properly. 27. "I have a logical mind," she returned, "which you have not and never will." 28. His eyes, when they looked at you directly, gave you the feeling that they were seeing right through your mind. 29. His name had conveyed nothing to me; perhaps it was kept in mind only by journalists. 30. Keep in mind the purpose of your speech and speak to the point. 31. I tried to get my mind on my drawing, and did a few lines; but it was no use. 32. It just didn't come to my mind. 33. If Melody could not make up her own mind — well, it must be made up for her. 34. I wasn't in two minds and acted quickly. 35. I've got a good mind to quit.

**B.** 1. The new doctor had only a small practice. 2. It is the practice of this surgeon to give local anaesthetics whenever possible. 3. The odds are against this football team. 4. But oddly enough, though so much alike, they detest each other. 5. There were several things about it all that struck me as queer. 6. Everybody was filled with concern when news came that Father was seriously ill. 7. Laura and Linda exchanged concerned glances. 8. I knew those concerned and was eager to learn the whole story. 9. I know him well enough to be sure that he is not concerned in the affair. 10. As practising physicians we're naturally concerned with the professional standards you maintain here. 11. Andrew dropped his eyes, sympathizing, yet hardly knowing what to say. 12. Dottie remained silent, merely watching him sympathetically. 13. Angela was oppressed by a sense of injustice, but her mother was unsympathetic. 14. His mission was ending and he felt that he had failed. 15. My eyesight has been failing me for some time. 16. During the anecdotes he never failed to laugh at exactly the right point. 17. The pilot could not fail to see us there on the open beach. 18. I'll expect to see you both. Without fail. 19. He was a failure in whatever he did. 20. How do you explain his failure to come?

5. Choose the right word:

*confuse — embarrass* (or their derivatives)

1. Keep still for a minute, you're only ... me. Let me think.  
2. I was ashamed; I was hot with ... . 3. She watched Roy so closely that he felt ... . 4. "I don't like solicitors. They ... me," said Elsie.  
5. My eyes, resting on him curiously, caused him no ... . 6. Most people who stutter are very ... about it. 7. I had better explain. I can understand how ... you are. 8. Her eyes reflected the ... of her mind.

*odd — queer*

1. It was certainly an ... pair and everyone stared at them.  
2. There was something ... about the way his temperature ran below normal. 3. Something woke me up. Some sound. There are so many ... noises in London. 4. It's ... wanting to eat an ice in this weather. 5. He must have done it. He has been acting ... lately.  
6. He has an ... way of walking with his feet turned in slightly.  
7. The front-door bell resounded ... in the empty rooms. 8. He noticed that Crale was looking very ... , but he did not yet know how seriously ill he was.

*to be concerned in — to be concerned with —  
to be concerned about*

1. There were rumours that Ned had once been ... something crooked. 2. I felt pretty sure that she was genuinely ... my health.  
3. I am not ... the details. 4. Your vocation is quite a different one, doctor. You are ... people. 5. I am really ... you. 6. The neighbours did not suspect that the nice-looking young man was ... the crime.

6. Give English equivalents for the following words and phrases:

доверять (верить) кому-л.; доверить (рассказать) что-л. кому-л.; пользоваться доверием; внушать доверие; быть уверенным в успехе; отправляться на экскурсию в горы; пуститься бежать; затеять ссору; с начала до конца; с самого начала; чувствовать смущение; сбивчивый ответ; валиться с ног от усталости; зайти к кому-л. домой; резкое понижение температуры; быть в нерешительности; претворять в жизнь; нечетное число; 20 с лишним лет; иметь озабоченный вид; вызывать сочувствие; чувствовать расположение к кому-л.; сочувственная улыбка; окончиться неудачей.

7. Translate the following sentences into English:

A. 1. Она никому не доверяла своих планов. Это был вопрос, который она должна была решить сама. 2. Если бы вы полностью доверились мне, может быть, и можно было бы избежать этой неприятности. 3. С самого начала Великой Отечественной войны, даже в самые тяжелые дни, люди твердо верили в победу. 4. Я полностью согласна с вами, что он внушает доверие, но не в этом дело; дело в том, что я просто недостаточно хорошо его знаю, чтобы просить о помощи. 5. При малейшем шуме Кейт вздрагивала и смотрела на часы, но время, казалось, остановилось. 6. Это очень милые люди. Я с самого начала чувствовала себя у них как дома. 7. В дверь постучали. Майкл вздрогнул и проснулся. 8. Все посмотрели на него с любопытством, но это нисколько не смутило его. 9. Я не запомню эту дату, если не запишу ее. Я всегда путаю даты и цифры. 10. Фашисты сбрасывали бомбы на города и села, не щадя мирное население. 11. Ваш приятель придет сегодня? — Может быть, он зайдет попозже. 12. Накапайте десять капель этого лекарства в стакан теплой воды и прополощите горло. Это вам поможет. 13. Черкните мне пару строк, как приедете. 14. Вы не присмотрите за ребенком, пока я накрою на стол? 15. Идите осторожно, дорога здесь очень грязная. 16. Вы не поменяетесь со мной местами? — Пожалуйста. 17. Как вам нравится это внезапное похолодание? — Я не боюсь холода, лишь бы не было дождя. 18. «Я ему все выскажу откровенно, как только он появится. Он уже не первый раз заставляет нас ждать», — сказал Билл, теряя терпение.

B. 1. Я уже давно не практикую и вряд ли смогу помочь вам, но здесь неподалеку живет врач, обратитесь лучше к нему. 2. Мы наверняка столкнемся с трудностями при осуществлении этого плана. 3. Когда наконец был напечатан сборник его рассказов и распродан за один день, Джон, не колеблясь, бросил медицинскую практику и занялся литературной работой. 4. Не надо меня уговаривать. Я прекрасно знаю, что я не в форме. Я давно не упражнялся и не могу выступать в концерте. 5. Инженер работал над прибором пять с лишним лет, прежде чем прибор был применен на практике. 6. Не знаю, понравится ли он вам: он очень эксцентричный человек. 7. Вы можете сказать, что это не мое дело, но право же вам надо бросить курить, вы так кашляете. 8. Имейте в виду, что это решение касается всех нас. 9. Гертруда была твердо уверена, что ее муж не способен ни на какие махинации, и никак не могла поверить, что он замешан в этом деле. 10. Я очень беспокоюсь о здоровье Елены. К сожалению, я ничего не могу с ней поделаться: она не желает идти к врачу. 11. В данный момент меня не интересуют подробности, мы займемся этим делом позднее. 12. Родители не разделяют ее мечты стать актрисой. 13. Мы очень сочувствовали ей и старались сделать все возможное, чтобы облегчить ей жизнь. 14. Он был благодарен ей за ее сочувственные слова и искреннее желание помочь. 15. Чем бы он ни был занят,

он умудряется видеть все, что происходит вокруг. 16. Я буду вас ждать, не подведите меня. 17. Пока я не могу сказать вам ничего определенного. Я наводил справки, но потерпел неудачу. 18. Провал эксперимента не обескуражил его, он был уверен, что рано или поздно добьется успеха. 19. Когда мы соберемся? — Давайте в понедельник в шесть. Приходите обязательно. Будем ждать.

**8. Respond to the following statements and questions using the Essential Vocabulary:**

1. Why did you tell Ann about it? Can't you keep your mouth shut? 2. I wonder if I should be telling you all this. 3. I'll make a mess of the job, I'm afraid. 4. What's so funny about the story? 5. How did you manage to read all these books in two months? 6. Whatever did you go to the cinema for if you were really so pressed for time? 7. Why are you going to bed so early? 8. What's the matter? Did I scare you? 9. But surely you ought to remember her name. 10. Why didn't she answer the question I wonder? 11. When are we to expect you? 12. Tomorrow I'm going to Spain, for a month. 13. Why were you cross with the boy? 14. Excuse me for bothering you. 15. You will stick to your decision, won't you? 16. Can't you give me a definite answer now? 17. I'm sorry, but I really cannot concentrate. 18. Do sing for us, will you? 19. I hear Fred has quitted his work. What's he doing? 20. Why did you not interfere? You might have prevented the quarrel. 21. What made John drop his studies? 22. You ought not to reproach her, she's upset as it is. 23. Did you manage to persuade him to change his mind?

**9. Make up and practise a short situation using the Essential Vocabulary:**

to start on a trip; a ring at the bell; to drop in; to remind smb. of smth.; to have some difficulty in doing smth.; to hesitate to do smth.; to sympathize with; to fail smb.; to make up one's mind

**10. Make up and act out conversations using the Essential Vocabulary:**

1. to be concerned about; to have not the least notion; by fits and starts; to mind one's business; from the start; to resist the temptation; to drop the subject; that's precisely what ...

2. to have a fancy for; to have a mind to; to mind smth.; I can't imagine a worse place to ... ; to be in two minds; to change one's mind; to put into practice

**11. Find in Text Seven and copy out phrases in which the prepositions (or adverbs) 'at', 'for', 'by' are used. Translate the phrases into Russian.**

**12. Fill in prepositions or adverbs:**

1. The country was ... peace then; now it is ... war. 2. He is always ... his worst when fighting against difficulties. 3. ... first sight I thought you were his brother. 4. You won't get anywhere by shouting ... him. 5. You can quit your work ... a fortnight's notice. 6. The boy is very good ... football. 7. This was sold ... 4d a pound, but that was really ... a loss not ... a profit. 8. ... recreation there was boating and swimming. 9. Can't say I care ... that kind ... art myself, but there's no accounting ... tastes. 10. Don't judge a man ... his clothes. 11. What do you mean ... taking my bag? — I'm sorry, I took it ... mistake. 12. These apples are sold ... weight. 13. He is paid ... the hour. 14. I know him ... sight, but not to speak to. 15. He is ... far the best teacher I have ever had. 16. It wasn't ... us to judge him hard. 17. Ned took a cold shower and felt the better ... it. 18. He repeated the conversation he had heard word ... word. 19. Will you please change the book ... another one? 20. Don't ask me ... advice. You must decide ... yourself.

**13. Translate the following sentences into English. Pay attention to the prepositions:**

1. Мальчики бросали снежки в своего товарища. 2. Нужно постучать в дверь, прежде чем входить в комнату. 3. В тот вечер Джордж был в ударе и смешил нас всех своими шутками. 4. Во всяком случае мы знаем, что сейчас он в безопасности. 5. Старик был возмущен несправедливым обвинением. 6. В первом предложении сверху 31-й страницы есть опечатка, исправьте ее. 7. На таком расстоянии я ничего не могу разглядеть. 8. Я, пожалуй, не поеду этим поездом. Он отходит в полночь, это очень неудобно. 9. Ренни твердо решил, что, когда вся семья соберется за обедом, он скажет им о своем намерении. 10. При первом же звуке будильника он вскочил и начал одеваться. 11. Это была старая машина, и мы ехали со скоростью 40 миль в час. 12. Охотник прицелился в ястреба и выстрелил. 13. Вряд ли можно считать ее взрослой: ей не больше 16 лет. 14. У меня сейчас нет времени, но я постараюсь выяснить этот вопрос не позднее пятницы. 15. Сперва эта книга показалась мне не очень интересной, но потом она так захватила меня, что я не могла оторваться от нее. 16. Вот таблетки от кашля. Не забывайте принимать их. 17. Я не чувствую к нему никакого уважения. 18. Мери не к кому было обратиться за

советом. 19. Если бы не вы, мы бы пришли вовремя. 20. Люди, которые отдают жизнь за родину, навсегда остаются в сердцах своих соотечественников.

14. a) Give Russian equivalents for the following English proverbs and sayings (or translate them into Russian). b) Make up and act out dialogues to illustrate the meaning of the proverbs:

1. An open door may tempt a saint. 2. The last drop makes the cup run over. 3. Practise what you preach. 4. He who would catch fish must not mind getting wet. 5. The face is the index of the mind.

15. Write an essay on one of the following topics:

1. A man who was happy.
2. How a piece of advice changed my life.

## CONVERSATION AND DISCUSSION

### TALKING ABOUT PEOPLE

#### Topical Vocabulary

1. **Virtuous (good) characteristics:** affable, amiable, good-natured, good-humoured, kind, kind-hearted, communicative, sociable, friendly, modest, discreet, generous, considerate, attentive, thoughtful, earnest, sincere, enthusiastic, calm, quiet, composed, self-possessed, honest, merciful, impartial, just, patient, forbearing, sympathetic, respectable, cordial, broad-minded, witty, intelligent, dignified, capable, benevolent, philanthropic, scrupulous, consistent, easy-going, affectionate, devoted, loyal, courageous, persevering, industrious, hard-working, sweet, gentle, proud.

2. **Evil (bad) characteristics:** ill-natured, unkind, hard-hearted, reserved, uncommunicative, unsociable, hostile, haughty, arrogant, dashing, showy, indiscreet, unscrupulous, greedy, inconsistent, tactless, insincere, hypocritical, false, vulgar, double-faced, indifferent, dispassionate, fussy, unrestrained, dishonest, cruel, partial, intolerant, conceited, self-willed, wilful, capricious, perverse, insensible, inconsiderate, servile, presumptuous, deceitful, harsh, sulky, sullen, obstinate, coarse, rude, vain, impertinent, impudent, revengeful.

## 1. Read the text for obtaining its information.

### Girlhood of Anna Brangwen

Anna Brangwen is one of the protagonists of the novel which tells a life story of the Brangwens, the farm-people. The men spent their lives in hard toil, the women dreamt about "the supreme life" for their children. And it was not money, it was education and experience.

In the given below extract Anna's school-years are described. The writer presents a true picture of the problems that a young girl faces in life.

Anna became a tall, awkward girl ... She was sent to a young ladies school in Nottingham.

And at this period she was absorbed in becoming a young lady. She was intelligent enough, but not interested in learning. At first, she thought all the girls at school were ladylike and wonderful, and she wanted to be like them. She came to a speedy disillusion: they failed and maddened her, they were petty and mean. After the loose, generous atmosphere of her home, where little things did not count, she was always uneasy in the world, that would snap and bite at every trifle.

A quick change came over her. She mistrusted herself, she mistrusted the outer world. She did not want to go on, she did not want to go out into it, she wanted to go no further.

"What do I care about that lot of girls?" she would say to her father, contemptuously, "they are nobody."

The trouble was that the girls would not accept Anna at her measure. They would have her according to themselves or not at all.

So Anna was only easy at home, where the common sense and the supreme relation between her parents produced a freer standard of being than she could find outside.

At school, or in the world, she was usually at fault, she felt usually that she ought to be slinking in disgrace. She never felt quite sure, in herself, whether she were wrong or whether the others were wrong. She had not done her lessons: well, she did not see any reason why she **should** do her lessons, if she did not want to. Was there some occult reason why she should? Were these people, schoolmistresses, representatives of some mystic Right, some Higher Good? They seemed to think so themselves. But she could not for her life see why a woman should bully and insult her because she did not know thirty lines of "As You Like It". After all,

**what** did it matter if she knew them or not. Nothing could persuade her that it was of the slightest importance. Because she despised inwardly the coarsely working nature of the mistress. Therefore she was always at outs with authority. From constant telling, she came almost to believe in her own badness, her own intrinsic inferiority. She felt that she ought always to be in a state of slinking disgrace, if she fulfilled what was expected of her. But she rebelled. She never really believed in her own badness. At the bottom of her heart she despised the other people, who carped and were loud over trifles. She despised them, and wanted revenge on them. She hated them whilst they had power over her.

Still she kept an ideal: a free, proud lady absolved from the petty ties, existing beyond petty considerations. She would see such ladies in pictures: Alexandra, Princess of Wales, was one of her models. This lady was proud and royal, and stepped indifferently over small, mean desires: so thought Anna, in her heart. And the girl did up her hair high under a little slanting hat, her skirts were fashionably bunched up, she wore an elegant, skin-fitting coat.

She was seventeen, touchy, full of spirits, and very moody: quick to flush, and always uneasy, uncertain. For some reason or other, she turned to her father, she felt almost flashes of hatred for her mother. Her mother's dark muzzle and curiously insidious ways, her mother's utter surety and confidence, her strange satisfaction, even triumph, her mother's way of laughing at things and her mother's silent overriding of vexatious propositions, most of all her mother's triumphant power maddened the girl.

She became sudden and incalculable ... the whole house continued to be disturbed. She had a pathetic, baffled appeal. She was hostile to her parents, even whilst she lived entirely with them, within their spell.

(From "The Rainbow" by D. H. Lawrence)

**2. Answer the following questions:**

1. What do we learn about Anna's relationship to the girls at school in Nottingham? 2. In what kind of environment did the girl grow up? How did it contribute to her personal development? 3. Was Anna a disciplined and hard-working pupil at school? How can you account for her lack of interest in learning? 4. What do

you think is an essential conflict in the girl's character? What made her mistrust the outside world? 5. Was the girl entirely or partially right when despising her schoolmistresses, "who carped and were loud over trifles"? 6. Why did she turn to a royal ideal to satisfy her ego? 7. How did Anna's attitude to her parents change at the age of seventeen? What do you think are the reasons for it? 8. What were the most remarkable traits of Anna's character that made her unlike the girls of her age? 9. How can you apply the information you obtained from the story to the problems which you are facing or will have to face as a future parent (a teacher)?

**3. Find in the text the arguments to illustrate the following:**

Anna Brangwen was not what we call a "problem" child, but a child who was just having problems like most young people of her age. Try and preserve the wording of the original. Add your arguments as well.

**4. Summarize the text in four paragraphs specifying the role of the family background and school experience in the moulding of a person's character.**

**5. Use the Topical Vocabulary in answering the following questions:**

1. What kind of person will never arrest anyone's attention? (take a risk, spend more than he can afford, take anything to heart, lose his temper, do a silly thing, disobey instructions, waver in the face of danger, fail his friend)

2. What kind of people are often lonely? (are usually surrounded by friends, are easily forgotten, are quick to see the point, think only of themselves, feel uneasy in company, keep their thoughts to themselves, easily lose their patience, enjoy other people's confidence)

3. What kind of people are called good mixers, poor mixers, colourful, discreet, just, business-like, level-headed, sympathetic, revengeful, squeamish, persistent, haughty, humble, placid, broad-minded, vulgar, vain, ambitious?

4. What do you call a person who can't keep a secret? (can appreciate a piece of art, feels deeply, pokes his nose into other people's affairs, intrudes his views on others, is always sure of himself, is mostly in high spirits, gets annoyed easily, keeps on forgetting things, is unlike others, says what he thinks, has no moral principles)

5. What traits of character would you appreciate in a wife (a husband), a mother (a father), a son (a daughter), a bosom friend? What traits would you detest most?

6. What traits of character are required to make a good teacher, a good doctor, a good lawyer, a good journalist? What traits might prevent one from becoming a good specialist in those fields?

6. Give a character sketch of a person you know and like (dislike). Use the Topical Vocabulary. Remember: The sketch should be informative and convincing enough. A mere outward description of a person is not a character sketch. You should present a sort of critical analysis and pass your own well-grounded judgement of a personality.

#### Outline for a Character Sketch (Personal Identification)

1. Appearance: age, height, weight, build of figure, face, hair, eyes, complexion, clothes.

2. Background: family, education, profession or occupation.

3. Likes and dislikes: with regard to people, tastes, hobbies and interests.

4. Character, temperament, disposition.

5. Conclusion.

7. You are asked to tell a group of students about your favourite fictitious (literary, film) character. Describe the character in about fifty words. Use the Topical Vocabulary and the Outline for a Character Sketch of Ex. 6.

8. Work in pairs. Discuss real people or fictitious characters you find interesting. Bring out clearly their most prominent individual traits. One of the students is supposed to describe a person he/she likes, the other a person he/she dislikes. Try and interrupt each other with questions to get sufficient information about the characters you speak about. Use the Topical Vocabulary and the Outline for a Character Sketch of Ex. 6.

Model:

A: I want to tell you about Peter who is by far the most affable man from all I know. I can speak about him unreservedly. He is honest and generous, he is a man of high morals. Moreover, he is everyone's favourite ...

B: I am not as enthusiastic about people as you are. I do not take people for what they look and sound. I try to size them up according to their deeds. That's why I pass my judgement only on second thought. Very often some little things make us change our opinion of a person for the worse ...

9. Speak about the most striking traits of people's characters. Consider the following:

1. Your favourite traits of character in a person.

2. The traits of character you detest.

3. Your own chief characteristics.

10. Read the following interview. The expressions in bold type show the way English people describe themselves and other matters. Note them down. Be ready to act out the interview in class.

*TV interviewer:* In this week's edition of "Up with People" we went into the streets and asked a number of people a question they just didn't expect. We asked them to be self-critical ... to ask themselves exactly what they thought they lacked or — **the other side of the coin** — what virtues they had. Here is what we heard.

*Jane Smith:* Well ... I ... I don't know really ... it's not the sort of question you ask yourself directly. I know I'm good at my job ... at least my boss calls me hard-working, conscientious, efficient. I am a secretary by the way. As for when I look at myself in a mirror as it were ... you know ... you sometimes do in the privacy of your own bedroom ... or at your reflection in the ... in the shop window as you walk up the street ... Well ... then I **see someone a bit different**. Yes ... I'm **different in** my private life. And that's probably, my main fault I should say ... I'm not exactly — Oh, how shall I say? — I suppose I'm not coherent in my behaviour ... My office is always in order ... but my flat! Well ... you'd have to see it to believe it.

*Charles Dimmock:* Well ... I'm retired, you know. Used to be a secondary school teacher. And ... I think I've kept myself ... yes, I've kept myself respectable — that's the word I'd use — respectable and dignified the whole of my life. I've tried to help those who depended on me. Perhaps you might consider me a bit of a fanatic about organization and discipline — self-discipline comes first — and all that sort of thing. But basically I'm a good chap ... not two polemic ... fond of my wife and family ... That's me.

*Arthur Fuller:* Well ... when I was young I was very shy. At times I ... I was very unhappy ... especially when I was sent to boarding-school at seven. I didn't make close friends till ... till quite late in life ... till I was about ... what ... fifteen. Then I became quite good at being myself. I had no one to rely on ... and no one to ask for advice. That made me independent ... and I've always solved my problems myself ...

**11. Answer the following questions:**

1. Does the self-criticism of each of the participants of the interview reveal anything about personality and attitudes? 2. Would these people be different when described by their relations or friends? 3. What differences do you notice between the people answering the questions of the interviewer?

**12. When you describe people you either criticize or praise them. When you criticize you normally try to find faults rather than positive traits of character but it certainly does not exclude the expression of praise. Here are some comments that people make when they are invited to analyse and judge:**

I think I'd much prefer to ... ; nothing like as good (bad) as ... ; that's what I thought ... ; and that's another thing; there's much variety in ... ; to be similar in ... ; there's a tremendous number of differences in ... : to have little (much) in common.

**Use the clichés in the conversations of your own when you are welcome with your criticism of people.**

**13. Work in pairs. Read the extracts and expand on the idea that: "Every man is a bundle of possibilities." You are to sum up the characters described. You may be of a similar or a different opinion of the human types presented below. Consider the strong and the weak traits of characters. Your judgement should be followed by some appropriate comment:**

1. Where she found the time, and still managed to "practically run that big house" and be the president of her class ... , a skilled rider, an excellent musician (piano, clarinet), an annual winner at the country fair (pastry, preserves, needlework, flower arrangement) — how a girl not yet seventeen could have such a wagon-load, and do so without "brag", with, rather, merely a radiant jauntness, was an enigma the community pondered, and solved by saying, "She's got character. Gets it from her old man." Certainly her strongest trait, the talent that gave support to all the others, was derived from her father: a fine-boned sense of organization. Each moment was assigned; she knew precisely at any hour, what she would be doing, how long it would require.

2. You are a man of extreme passion, a hungry man not quite sure where his appetite lies, a deeply frustrated man striving to project his individuality against a backdrop of rigid conformity. You exist in a half-world suspended between two superstructures, one self-expression and the other self-destruction. You are strong, but there is a flaw in your strength, and unless you learn to control

it the flaw will prove stronger than your strength and defeat you. The flaw? Explosive emotional reaction out of all proportion to the occasion. Why? Why this unreasonable anger at the sight of others who are happy or content, this growing contempt for people and the desire to hurt them? All right, you think they're fools, you despise them because their morals, their happiness is the source of your frustration and resentment. But these are dreadful enemies you carry within yourself — in time destructive as bullets. Mercifully, a bullet kills its victim. This other bacteria, permitted to age, does not kill a man but leaves in its wake the hulk of a creature torn and twisted; there is still fire within his being but it is kept alive by casting upon it faggots of scorn and hate. He may successfully accumulate, but he does not accumulate success, for he is his own enemy and is kept from truly enjoying his achievements.

3. What wasn't too appealing was the idea of using family as a crutch, and right at the outset. He couldn't bear the thought of hearing for the rest of his life, "Of course, if was Julian gave him his state ..." But of more significance was the damage that accepting something like this could do to his individuality. Not only would he never respect himself if he just stepped into a job and rose solely on the basis of personal privilege, but how would he ever realize his own potential if he was going to be treated like one of those rich kids who were just coddled up the ladder of success their whole life long?

4. It was our friend's eye that chiefly told his story, an eye in which innocence and experience were singularly blended. It was full of contradictory suggestions; and though it was by no means the glowing orb of a hero of romance, you could find in it almost anything you looked for. Frigid and yet friendly, positive yet sceptical, confident yet shy, extremely intelligent and extremely good-humoured, there was something vaguely defiant in its concessions, and something profoundly reassuring in its reserve ... Decision, salubrity, jocosity, prosperity seem to hover within his call: he is evidently a practical man ... .

**14. Read the following text. Find in it arguments "for" and "against" the problem under discussion. Copy them out into two columns.**

**Happiness Is This Shape ...**

There is a large number of intriguing conclusions contained in the study of happiness — what causes it and what doesn't —

which has just been concluded by two psychologists. They have analysed the replies of as many as 52,000 people.

The people who replied to their questionnaire were younger, better educated and more affluent than average, so their replies may not be absolutely typical to everyone. They varied in age from 15 to 95 and their answers were so diverse that the two interviewers believe that they have enough material to see what is related to happiness, and what isn't.

The general level of happiness of people proved the thorniest problem to assess. Some of the people answered that they had been happy once. At the same time many were constantly thinking about happiness, weekly or daily. Can anyone really be happy when they are thinking about it so often?

The scientists were interested in 16 aspects of people's lives and how important each was in contributing to general happiness. For single people being happy depends on having congenial friends, a satisfying work and love life and also some sort of recognition by others for what they are doing. For married couples the important things seem to be somewhat different.

The wife gets her happiness chiefly from her family life. The husband is more concerned with personal growth and development.

The psychologists also asked a number of questions about people's childhoods to see if there was anything in that which was associated with being happy.

The major surprise was that few childhood experiences predicted with any certainty whether someone would be happy as an adult. And many people who came through bad early and teenage years are perfectly happy as adults.

Happiness, conclude the psychologists, is more a matter of **how** you regard your circumstances than of **what** the circumstances are.

**15. Discuss the text in pairs. One of the pair insists that happiness is more an attitude to life than the state of things, the other defends the opposite viewpoint. Be sure to provide sound arguments for whatever you say. Consider the following aspects in relation to your idea of happiness:**

friends and social life; job or primary activity; being in love; recognition, success, personal growth; financial situation; house or apartment; attractiveness; health, physical condition; city you live in; recreation; being a parent; marriage; partner's happiness.

**16. The extracts given below present rather complicated subjects. Team up with another student, work out arguments "for" and "against" and discuss the extracts in pairs. Use conversational formulas of Ex. 12.**

**A.** Does every life have its critical moments and situations that determine the entire future of a person or the future of many others?

Some men and women risk comfort and security, and even their lives, to venture into the unknown or to follow an unconventional course of conduct. They may do so for any one of a number of reasons. They may desire to benefit mankind, to gain knowledge, to increase understanding, to gain wealth or power for themselves or their country, or to prove to themselves that they can do what seems impossible.

**B.** How does reading contribute to our understanding and judgement of people?

Reading often increases our understanding of people because the individuals we meet in novels resemble so closely, or differ so much, from persons with whom we are acquainted in real life. The conduct of a fictitious character, like that of real people, results from such emotions as greed, ambition, fear, love, self-sacrifice, jealousy, hatred, revenge, patriotism, civic pride and the desire to reform the society.

**C.** Do people today measure up in courage and endurance to the people of earlier generations?

Few great people have had to contend with as many obstacles to success in life as Christopher Columbus. He had a lively curiosity about the heavens and the earth, he read widely about astronomy and navigation. He needed indomitable will and courage to fight for his ideas against ignorance and prejudices of his time. He convinced the Spanish rulers that an expedition to find a new westward commercial route to India would bring Spain unlimited power and wealth. The task of carrying out such an expedition called for tremendous determination, courage, and resourcefulness. Only these qualities enabled Columbus to overcome the dangers and hardships of the voyage into the unknown. Columbus was in essence, a great man, whose broad vision, faith in his ideas, and extraordinary abilities led to outstanding achievements in spite of very adverse circumstances.

**D.** Should people fight adverse circumstances and obstacles or should they surrender to them?

Hellen Keller was able to lead an active useful life in spite of being blind and deaf from early childhood. Such a triumph over adversity calls for almost superhuman perseverance, courage, resourcefulness. With the help of her devoted teacher Ann Sullivan Macy, the girl was able to overcome her crushing handicaps and make herself a figure of international renown. Other persons, struck such a cruel blow by fate, might have chosen to withdraw from life. Not so the dauntless Helen! She travelled abroad, she championed social and economic rights for women; she worked for world peace; she aided movements to help the unfortunate and underprivileged. And more than anything else, by the mere example of what she was able to achieve, she gave hope and courage to untold thousands who might otherwise have given up to despair.

#### 17. Role-Playing.

### The People We Choose

**Situation:** It's an emergency sitting of the Editorial Board of the "Teachers" Newspaper". There is a vacancy to be filled. The newspaper needs a new correspondent to report for the paper in the "Family and School" feature. You are members of the Editorial Board with conclusions to make about some particular applicants. The list of applicants has been rather long. After a heated discussion only two apparently eligible people remain on it: a professional journalist who has worked for about 20 years for a children's magazine and a former teacher of literature who has made up her mind to change occupation after having worked at a secondary school for about 15 years. Both the applicants are mature people and know their trades. In the course of discussion opinions differ: two members of the staff are for the journalist, two others are for the teacher.

#### Characters:

**Student A:** Editor-in-Chief, presides at the sitting, a talented journalist, has spent his whole life in the paper, knows a good thing when he sees it, doesn't show his attitude to the applicants during the discussion. In the long run he has to bring forth his decision because the opinions differ much. His opinion turns out to be reasonable, convincing and fair.

**Students B, C, D, E:** members of the Editorial Board, experienced journalists, enthusiasts of their paper, devoted to the problems of upbringing and schooling, have worked together for a long period of time.

They study the personal sheets and records of the applicants, make suggestions and try to formulate valid reasons why the journalist/the teacher should be employed by the paper. Such important items as professional experience, age, interests and traits of character are taken into account. As a result of the discussion, they produce various judgements mainly connected with the personal qualities of the applicants. Thus two members are in favour of the journalist, two others are in favour of the teacher. They point out advantages and disadvantages of either employment, giving warnings based on personal experience where possible.

**Note:** The group of students is divided into two teams. Each team performs the same role play. While discussing the virtues and imperfections of prospective reporters they show a different outlook in regard to their jobs and problems they face in life. At the end of the sitting the better applicant is chosen.

#### 18. Group Discussion.

**Give your views on the problems listed below and speak in rebuttal of your opponent.**

**Topic 1.** *What are the essential factors that help to mould a person's character?*

Talking points:

1. Background and environment: with regard to family, friends and acquaintances.
2. Educational possibilities: with regard to schooling, further education of any type, interest in learning.
3. Cultural standards: with regard to literary, musical, artistic tastes, abilities and ambitions.
4. Circumstances: adverse and favourable.

**Topic 2.** *What are the ways and means by which a person's character is revealed and estimated?*

Talking points:

1. Appearance.
2. Speech characterization.

3. Manners and attitudes.
4. Likes and dislikes: with regard to people and things.

**Topic 3. What is the role played  
by personal traits of character  
in choosing a profession?**

Talking points:

1. Psychological types suitable for work in different trades.
2. Psychological tests and professional (vocational) guidance.
3. Success or failure caused by personal traits in a chosen profession.

## Unit Eight

### SPEECH PATTERNS

1. **Frank Ashurst and his friend Robert Garton were on a tramp.**

They were on a hike.  
We shall go on an excursion tomorrow.  
I shall start on a tour next Sunday.  
He will set out on a trip early in the morning.

2. **According to their map they had still some seven miles to go.**

We have two hours to while away.  
They still have a lot to do.  
Jane still has two exams to take.  
He has letters to mail.

3. **Both were (as) thin as rails.**

The boy is really as obstinate as a mule.  
She was as good as her word.

You're as sulky as a bear, what's the matter?  
And let me tell you he is as cross as two sticks.

4. **Garton was like some primeval beast.  
She looked like a wild flower.**

He looked like a huge bear.  
The cloth looks like silk.

5. **Garton's hair was a kind of dark unfathomed mop.  
Passing through a sort of porch...**

It was a sort of box.  
It was a kind of game.  
We spent the night in a sort of hut.

6. **Perhaps he struck her as strange.**

The whole affair strikes me as queer.  
The suggestion struck him as tempting.  
That I found nobody at home struck me as odd.  
Her question struck me as naive.

### EXERCISES

1. Complete the following sentences using Speech Patterns 1, 2, 3, 4:

1. We saw lots of interesting things when we were ... .
2. It's too late to start ... .
3. Will you go with them ... ?
4. I am busy now, I have ... .
5. It was growing dark and they still had ... .
6. I shan't be free till July 1, I have ... .
7. Both brothers are tall and as ... .
8. In the father's presence the boys are as ... .
9. The twins are as ... .
10. With her close-cropped hair she ... .
11. She is under 20, but she ... .
12. The water in the lake was so warm that it was ... .
13. She was a small, pretty woman with a complexion that was ... .