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PSYCHOLOGICAL ISSUES TO READ AND DISCUSS

Навчальний посібник



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Навчальний посібник "Psychological Issues to Read and Discuss" розрахований для роботи зі студентами-психологами I–II курсів. Книгу складено відповідно до навчальної програми, вона базується на комунікативному та компетентнісному підході до навчання іноземної мови.

Посібник складається з 18 тематичних розділів, що містять від чотирьох до восьми базових текстів (кожен розрахований на одне заняття) із лексико-граматичними завданнями для опрацювання на заняттях та вдома, питаннями для дискусії й розвитку критичного та творчого мислення в студентів. Деякі завдання призначені для самостійної роботи студентів та обговорення психологічних проблем, які містяться в текстах. Багато з них є автентичними текстами, адаптованими для студентів відповідно до їхнього рівня володіння мовою. У відборі текстів враховано культурологічний аспект вивчення іноземної мови, автентичні тексти спрямовані на розширення загального світогляду та мовленнєвої компетенції студентів. Система післятекстових лексико-граматичних вправ сприяє розвитку ініціативного мовлення студентів; граматичний матеріал подано в ситуаціях, що допомагають засвоїти його простіше.

Матеріал для навчання спланований від більш простого до складнішого. Кожна тема містить проблемні завдання та питання для самоперевірки, що допоможе студентам навчитися фіксувати інформацію, отриману під час читання, працювати самостійно, контролювати свої знання та не припускати фактологічних помилок у процесі вивчення іноземної мови.

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Посібник старшого викладача кафедри англійської мови Чорноморського державного університету імені Петра Могили Гриженко Ганни Юріївни **"Psychological Issues to Read and Discuss"** розрахований для роботи зі студентами-психологами I–II курсів. Навчальний посібник "Psychological Issues to Read and Discuss" складено відповідно до навчальної програми, він базується на комунікативному та компетентнісному підході до навчання іноземної мови.

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загального світогляду та мовленнєвої компетенції студентів. Система післятекстових лексико-граматичних вправ сприяє розвитку ініціативного мовлення студентів; граматичний матеріал подано в ситуаціях, що допомагають засвоїти його простіше.

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TO THE READERS

Dear students!

We congratulate you on your decision to continue your study and gain higher education. Needless to say, that today it is impossible to imagine a good professional without profound knowledge of a foreign language. It will help you feel equal and free among other members of European community.

This textbook "**Psychological Issues to Read and Discuss**" is supposed to help you decide this difficult but interesting task. The book consists of 18 units each of which is based on the text with a number of various after-reading tasks. Most of the texts are original which can present you with authentic spoken English. They touch upon issues connected with the most important people's feelings and events – friendship, love, honest – dishonest actions, relations with parents, religious feeling and many other of the kind. You will get a perfect opportunity to get acquainted with a scope of various social, psychological and spiritual problems contained in the texts. Reading them you will be able to learn a lot of new words, word-combinations and expressions, which can enrich your vocabulary greatly. You will learn to express your opinion, participate in discussions, get information from your group-mates and prove your ideas.

The exercises given in after-reading tasks will practise your lexico-grammatical skills and develop your speaking and writing technique. You will be able to develop your critical and creative thinking and discussion skills. Also, you will practise your grammar which is a necessary condition of speaking fluently avoiding mistakes.

Some tasks can give you an opportunity to work yourselves and get some additional information.

We strongly hope, the textbook "**Psychological Issues to Read and Discuss**" will cause your thinking, provide with new interesting topics to discuss and help you master your English with pleasure.

INTRODUCTION

Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. Psychology has the immediate goal of understanding individuals and groups by both establishing general principles and researching specific cases, and by many accounts it ultimately aims to benefit society. In this field, a professional practitioner or researcher is called a psychologist and can be classified as a social, behavioral, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and biological processes that underlie cognitive functions and behaviors.

Psychologists explore concepts such as perception, cognition, attention, emotion, intelligence, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships, including psychological resilience, family resilience, and other areas. Psychologists of diverse orientations also consider the unconscious mind. Psychological knowledge is often directed towards understanding and solving problems in many different spheres of human activity.

The word *psychology* literally means, "study of the soul" The study of psychology in a philosophical context dates back to the ancient civilizations of Egypt, Greece, China, India, and Persia.

Social psychology is the study of how humans think about each other and how they relate to each other. Social psychologists study such topics as the influence of others on an individual's behavior (e. g. conformity, persuasion), and the formation of beliefs, attitudes, and stereotypes about other people. Various defined as the science of behavior or the science of mind, psychology emerged as a distinct discipline in the second half of the nineteenth century, with the work of researchers such as Wilhelm Wundt (1832–1920) who founded the first experimental laboratory of psychology in Leipzig. Much of the focus of the discipline has been on identifying the general mechanisms involved in processes such as perception, learning, motivation, and memory, although there has been some attention to individual differences, especially in relation to intelligence and personality ([http://en.wikipedia.org/wiki/wikt: psychology](http://en.wikipedia.org/wiki/wikt:psychology)).

Objectives to study: to improve understanding of one's own feelings and behaviour, to gain new insights into his/her personality so that he/she can adjust more easily to his/her fellow beings, to improve understanding of people's actions and behaviour, to cope better with personal problems and be able to help others.

UNIT 1. ON FAMOUS PEOPLE

Read the text. Text 1. Zigmund Freud. Part I

Zigmund Freud was born May 6, 1856, in a small town of Freiberg in Moravia, Austrian Empire (now a part of the Czech Republic) to Jewish Galician parents, the first of their eight children. His father was a wool merchant with a keen mind and a good sense of humor. His mother was a lively woman, her husband's third wife and 20 years younger. They were poor financially and lived in a rented room, in a locksmith's house when Zigmund was born. He was born with a caul, which his mother saw as a positive omen for the boy's future. Zigmund had two older half-brothers on his father's side and six younger siblings. When he was four or five the family moved to Vienna, where he lived most of his life.

A bright child, always at the head of his class, Zigmund loved literature and was proficient in German, French, Italian, Spanish, English, Hebrew, Latin and Greek. Freud read William Shakespeare in English throughout his life, and it has been suggested that his understanding of human psychology may have been partially derived from Shakespeare's plays. Freud entered the University of Vienna at age of 17. He had planned to study law, but joined the medical faculty at the university,

where his studies included philosophy under Franz Brentano, physiology under Ernst Brücke, and zoology under Darwinist professor Carl Claus. He went to medical school, one of the few available options for a bright Jewish boy in Vienna those days. There, he became involved in research under the direction of a physiology professor named Ernst Brücke.

Brücke believed in what was then a popular, if not radical, notion, which we now call reductionism: "No other forces than the common physical-chemical ones are active within the organism". Freud would spend many years trying to "reduce" personality to neurology, a cause he later gave up on. Freud was very good at his research, concentrating on neurophysiology, even inventing a special cell-staining technique. But only a limited number of positions were available, and there were others ahead of him. Brücke helped him get a grant to study, first with the great psychiatrist Charcot in Paris, then with his rival Bernheim in Nancy. Both these gentlemen were investigating the use of hypnosis with hysterics. Freud also an early researcher in the field of cerebral palsy, which was then known as "cerebral paralysis". He published several medical papers on the topic, and showed that the disease existed long before other researchers of the period began to notice and study it. In 1886 Freud resigned his hospital post and entered private

practice specializing in "nervous disorders". The same year he married his fiancée of many years Martha Bernays. The couple had six children. When Freud came back to Vienna, he set up a practice in neuropsychiatry, with the help of his friend Joseph Breuer. It was with Breuer that Freud published the first of many books, on the psychological problem known then as hysteria, and today as conversion disorder.

Freud's books and lectures brought him both fame and ostracism from the mainstream of the medical community. He drew around him a number of very bright sympathizers who became the core of the psychoanalytic movement. Unfortunately, Freud had a penchant for rejecting people who did not totally agree with him. Some separated from him on friendly terms; others did not, and went on to found competing schools of thought (<http://en.wikipedia.org/wiki>).

I. Translate the following into Ukrainian.

A wool merchant, bright sympathizers, on friendly terms, cerebral palsy, younger siblings, to become the core, to become involved in, a popular notion, a penchant for.

II. Translate the following into English.

Подружжя, принести славу, саме з ним, дослідження в галузі, наречена, суперник, на жаль, піти у відставку, перед

ним, розпочати, досліджувати, відсторонитись, повністю погодитись.

III. Answer the questions.

1. When and where was Zigmund Freud born?
2. What were his parents?
3. What kind of pupil was he?
4. What science did he choose? Why?
5. What was he interested in?
6. What did he write about?
7. What brought him fame?
8. What were Freud's typical relations with people?

IV. Ask the question to the italicized word.

1. Zigmund Freud was born May 6, 1856, in a *small* town of Freiberg.
2. Zigmund Freud was the first of *eight* children.
3. When he was four or five the family moved to *Vienna*.
4. Freud read William Shakespeare *in English* throughout his life.

5. *Brücke* helped him to get a grant to study in Paris.
6. In Vienna he *set up* a practice in neuropsychiatry.

V. Decide if the following is true or false.

1. Zigmund Freud was born in a poor family.
2. He was the only child in his family.

3. He spent in Vienna the whole life.
4. Freud changed his mind to study law.
5. Freud remained a bachelor.
6. He could easily establish friendly relations with people.
7. Freud's books and lectures brought him only fame and acclaim.

Read the text. Text 2. Sigmund Freud. Part II

Freud emigrated to England just before World War II when Vienna became an increasingly dangerous place for Jews, especially ones as famous as Freud. Freud had to seek exile in Britain, when in 1933, the Nazis took control of Germany, and Freud's books were prominent among those they burned and destroyed. Not long afterward, in 1939, he died of the cancer of the mouth and jaw that he had suffered from for the last 20 years of his life. Freud began smoking tobacco at age of 24. He believed that smoking enhanced his capacity to work and that he could exercise self-control in moderating it. Despite health warnings from colleague, he remained a smoker, eventually suffering a buccal cancer. In February 1923, Freud detected a leukoplakia, a benign growth associated with heavy smoking, on his mouth. By mid-September 1939, Freud's cancer of the jaw was causing him increasingly severe pain and had been declared to be inoperable.

Freud considered it was pointless to keep him alive and on 21 and 22 September administered doses of morphine that resulted in Freud's death on 23 September 1939. Three days after his death Freud's body was cremated in North London, Freud's ashes were later placed in the crematorium. They rest on a plinth designed by his son, Ernst, in a sealed ancient Greek urn that Freud had received as a gift from Princess Bonaparte and which he had kept in his study in Vienna for many years. After his wife, Martha, died in 1951, her ashes were also placed in the urn.

Freud didn't exactly invent the idea of the conscious versus unconscious mind, but he certainly was responsible for making it popular. The **conscious mind** is what you are aware of at any particular moment, your present perceptions, memories, thoughts, fantasies, feelings, what have you. Working closely with the conscious mind is what Freud called the **preconscious**, what we might today call "available memory": anything that can easily be made conscious, the memories you are not at the moment thinking about but can readily bring to mind. Now no-one has a problem with these two layers of mind. But Freud suggested that these are the smallest parts.

The largest part by far is the **unconscious**. It includes all the things that are not easily available to awareness, including many things that have their origins there, such as our drives or

instincts, and things that are put there because we can't bear look at them, such as unacceptable impulses and the memories and emotions associated with trauma. According to Freud, the unconscious is the source of our motivations, whether they be simple desires for food or sex, neurotic compulsions, or the motives of an artist or scientist. And yet, we are often driven to deny or resist becoming conscious of these motives, and they are often available to us only in disguised form.

I. Translate the following into Ukrainian.

To seek exile, in disguised form, can't bear do smth., to be aware of, to be responsible for, Freud's ashes, the unconscious, to enhance one's capacity, despite health warnings, to have their origins, to deny or resist, cancer of the jaw, to cause increasingly severe pain.

II. Ask questions to the italicized words.

1. Freud emigrated to England just *before World War II*.
2. In 1933 the Nazis *took control* of Germany.
3. Freud began smoking tobacco *at age of 24*.
4. Freud's *ashes* rest in a sealed ancient Greek urn.
5. "*Available memory*" is anything you are not at the moment thinking about but can readily bring to mind.
6. According to Freud, *the unconscious* is the source of our motivations.

III. Ask questions to match the following short answers.

1. ...? – To England.
2. ...? – Because Vienna became a dangerous place.
3. ...? – They were burned and destroyed.
4. ...? – Of the cancer of the mouth and jaw.
5. ...? – By his son, Ernst.
6. ...? – For making it popular.

IV. Task for self-education: find some additional facts about Zigmund Freud and his work.

Read the text. Text 3. Steve Jobs – the beginning

*The people who are crazy enough to think they
can change the world are the ones who do
(Apple's "Think Different" commercial, 1997).*

In March 1946, Paul Jobs, a tattooed engine mechanic, six feet tall, engaged to Clara Hagopian, a sweet-humored daughter of American immigrants. Paul Jobs had been raised on a dairy farm in Wisconsin. Even though his father was an alcoholic and sometimes abusive, Paul ended up with a gentle and calm disposition. Clara was born in New Jersey, where her parents had landed after fleeing the Turks in Armenia, and they moved to San Francisco when she was a child.

Paul and Clara, like many who lived through the war, experienced many troubles and had little money, so they moved to Wisconsin and lived with Paul's parents. Then they headed to Indiana, where he got a job as a machinist. His passion was tinkering with old cars, and he made money buying, restoring and selling them. Eventually he became a full-time car salesman.

There was something missing in their lives – they wanted children, but Clara had health problems and was unable to have any. So by 1955, after nine years of marriage, they were looking to adopt a child.

Like Paul Jobs, Joanne Schieble, was from a rural Wisconsin family of German heritage. As a graduate student at the University of Wisconsin, she fell in love with Abdulfattah "John" Jandali, a Muslim teaching assistant from Syria. It was no surprise that her Catholic father strongly disapproved it and threatened to cut her off.

Jandali was the youngest of nine children in a prominent Syrian family. His father owned oil refineries and other businesses. In the summer of 1954, Joanne went with Abdulfattah to Syria. They returned to Wisconsin and she discovered that she was pregnant. They were both twenty-three, but they decided not to get married. In early 1955, Joanne went to San Francisco and quietly arranged adoption. She had one requirement: her child

must be adopted by college graduates. So the doctor arranged for the boy to be placed with a lawyer and his wife. But when the boy was born – on February 24, 1955 – the couple decided they wanted a girl and backed out. Thus it was the boy who became the son of a high school dropout with a passion for mechanics and his wife who worked as a bookkeeper. Paul and Clara named their new baby Steven Paul Jobs.

Later Steven Jobs wrote, "Knowing I was adopted may have made me feel more independent, but I have never felt abandoned. I've always felt special. My parents made me feel special". He never agreed to see his biological father, saying that his "adoptive" parents were his parents "1,000 %".

I. Translate the following into Ukrainian.

A dairy farm, a high school dropout, a bookkeeper, to threaten, to head to Indiana, a passion for mechanics, to feel abandoned, tinkering with old cars, to fall in love with

II. Choose the right answer among the given below.

1. *Clara Hagopian was Steven Jobs's:*

a) mother; b) foster mother; c) mother-in-law; d) step-mother.

2. *Clara Hagopian was born in:*

a) the USA; b) Armenia; c) Turkey; d) Germany.

3. *Paul Jobs's father was:*

a) a gentle man; b) a drunkard; c) a scientist; d) a quiet person.

4. *Joanne Schieble* was from:

a) Germany; b) the USA; c) Syria; d) India.

5. *Clara Hagopian*:

a) was unable to have children; b) had many children; c) had one child; d) didn't want any children.

6. *Abdulfattah Jandali* was from a ... family.

a) poor; b) middle-class; c) rich; d) respectful.

7. *Joanne Schieble* wanted:

a) to have her own child; b) somebody to adopt her child; c) to be child-free.

8. *Steven Jobs*:

a) was grateful to his adoptive parents; b) wanted to find his biological parents; c) suffered because of being adopted.

III. Answer the following questions.

1. How did Paul Jobs look like?
2. Whom did he marry?
3. What was Paul Jobs's passion?
4. Why couldn't the Jobs have a child?
5. What did they decide to do?
6. Why was Joanne Schieble's father displeased with her?
7. Why did Joanne go to San Francisco?
8. What was her requirement of adoption?
9. What helped Steve Jobs feel special?

10. What did Steve Jobs mean by his words about crazy people?

IV. Put the sentences n the right order.

1. In the summer of 1954, Joanne went with Abdulfattah to Syria.

2. He never agreed to see his biological father.

3. Clara had health problems and was unable to have any children.

4. Paul and Clara experienced many troubles and had little money.

5. Paul and Clara named their new baby Steven Paul Jobs.

6. They returned to Wisconsin and she discovered that she was pregnant.

7. The boy was born on February 24, 1955.

IV. Practise your grammar.

Fill in the blanks with the appropriate tense-forms.

1. Our company was founded 10 years ago and since then we (to manufacture and supply) products to large companies.

2. Recently we (to open) a new office in London and now (to plan) to open one more here.

3. She (to notice) me when I (to stand) in the queue at the airport.

4. After they (to modify) the engine, the car's efficiency (to increase).

5. While we (to have) lunch, she (to say) she (to want) to find a new job.

6. My father lets me (to drive) the car rather often.

V. Psychological task.

1. Why do some adopted children try to find their biological parents when adults? Is it a right decision in your opinion?

2. Can it offend their foster parents? Give your reasons.

Read the text. Text 4. Alfred Nobel – a Man of Contrasts

Alfred Nobel, the great Swedish inventor and industrialist, was a man of numerous contrasts. He was the son of a bankrupt, but became a millionaire; a scientist with a love of literature; an industrialist who managed to remain an idealist. He made a fortune but lived a simple life, and although cheerful in a company he was often sad in private. A lover of mankind, he never had a wife or a family to love him; a patriotic son of his land, he died alone on foreign soil. He invented a new explosive, dynamite, to improve the peacetime industries of mining and road building, but saw it used as a weapon of war to kill and injure his fellow men. During his useful life he often felt he was useless. Worldfamous for his works he was never personally well-known, for throughout his life Nobel avoided publicity. "I do not see", he once said, "that have deserved any fame and have no taste to it",

but since his death his name has brought fame and glory to many others.

Alfred Nobel was born in Stockholm on October 21, 1833, but moved to Russia with his parents in 1842, where his father, Immanuel Nobel, made a strong position for himself in engineering industry. Immanuel Nobel invented the landmine and made a lot of money from the government order for it during the Crimean War, but went bankrupt soon after.

Most of the family returned to Sweden in 1859, where Alfred rejoined them in 1863, beginning his own study of explosives in his father's laboratory. He had never been to school or university but studied privately and by the time he was 20, Alfred was a skillful chemist and an excellent linguist, speaking Swedish, Russian, German, French and English. Like his father, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed, his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel's main concern was never with making money or even making scientific discoveries. Seldom happy, he was always searching for a meaning to life, and since his youth had taken a

serious interest in literature and philosophy. Perhaps because he could not find ordinary human love – he never married – he came to care deeply about the whole mankind. He was always generous to the poor – "I'd rather take care of the stomachs of the living than the glory of the dead in the form of stone memorials", he once said.

Nobel's greatest desire was to see an end of wars, and thus peace among nations. He spent much time and money working for this cause until his death in Italy, in 1890. His famous will, in which he left money to provide prizes for outstanding work in Physics, Chemistry, Physiology, Medicine, Literature and Peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth, is remembered and respected long after his death.

I. Translate the following into English using the text.

Звичайна людська любов, подбати про шлунки живих, видатна здібність, головна турбота, усе людство, здібний хімік, урядове замовлення, наукові винаходи, вивчення вибухівки, видатна праця, збанкрутувати, чужа земля, винайти фугас, уникати публічності, заробити статок.

II. Answer the following questions.

1. What do you know about Alfred Nobel's family?

2. Why did he visit Russia?
3. What was he talented in?
4. What kind of person was Nobel?
5. What for did he invent dynamite?
6. Why was he disappointed in this invention?
7. What was his attitude to the poor?
8. What is made according to Nobel's famous will?
9. What contrasts did he have in his contradictory life?

III. Ask questions to match the following short answers.

1. ...? – In Stockholm, Sweden.
2. ...? – In 1842.
3. ...? – In engineering industry.
4. ...? – Swedish, Russian, German, French and English.
5. ...? – Over 80 companies in 20 different countries.
6. ...? – To see an end of wars.
7. ...? – In Physics, Chemistry, Physiology, Medicine, Literature and Peace.

IV. Put in a suitable preposition into each gap.

1. Alfred Nobel was a man ... many contrasts.
2. Nobel was always searching ... a meaning to life.
3. Alfred Nobel once said he should have died ... birth.
4. Nobel since his youth took a serious interest ... literature and philosophy.

5. He spent much time and money working for the cause of peace among nations ... his death in Italy, in 1890.

6. Alfred Nobel was eager to care ... the poor.

V. Give the text your own title. Explain your choice.

VI. Psychological task: why did Nobel say he should have died at birth?

VII. Check-yourself section.

Fill in the gaps with suitable answers.

Every year (1) December 10, the Alfred Nobel Foundation presents six prizes. The prizes (2) after Alfred Nobel, the man who invented dynamite. Nobel was born in Stockholm, Sweden, in 1833. He never (3) to college. He learned several languages and studied science by himself. He first worked (4) a chemist in his father's company. He became very good (5) making explosives. He opened factories in Europe and America.

In 1867 he developed dynamite. It was very dangerous, but it was useful in building and construction. Nobel's companies sold (6) dynamite. Nobel became one of (7) men in Europe.

Creating the prizes was Nobel's idea. He created the Nobel Prizes to do this. The Nobel Prizes were first (8) in 1901. All the prizes are presented in Stockholm (9) the Peace Prize. The Peace Prize is presented in Oslo, Norway. Mr. Nobel's money (10) still in the bank to get the interest for giving prizes.

1. a) in; b) on; c) at; d) –.
2. a) named; b) have named; c) were named; d) have been named.
3. a) gone; b) didn't go; c) went; d) did go.
4. a) like; b) as; c) as if; d) –.
5. a) in; b) on; c) at; d) of.
6. a) many; b) a lots of; c) a lot of; d) much of.
7. a) most rich; b) richest; c) the most rich; d) the richest.
8. a) given out; b) gave in; c) give to; d) give.
9. a) apart from; b) except; c) except from; d) except for.
10. a) are; b) have been; c) is being; d) is.

№ з/п	Self-assessment What have you learnt to do?	Put a tick	
		Yes	No
1	I can understand what I read well.		
2	I can ask my group-mates questions about famous people.		
3	I can discuss psychological issues of being famous.		
4	I can express my own opinion and ideas.		
5	I can present a story about a famous person using the new words. I can do after-reading tasks well.		

UNIT 2. ON TALES IN OUR LIFE

Read the text. Text 1. The Fire on the Hill

A time long ago there was a lake of cold water in India. Many animals came at night to the lake to drink some water. But people never came to the lake at night – the animals could kill and eat them.

One day a rich man who had a beautiful daughter once said: "The young man who can go to the lake in the evening and stay in the cold water till morning, will have my daughter for his wife".

A poor young man who loved the rich man's daughter very much decided to try his luck. He said to his mother, "I shall try to stay all night in the lake and then marry my beloved girl".

"Oh, no", the mother said, "you are my only son!" The water in the lake is too cold, and the animals can eat you up. Don't go there!"

She cried all night, but her son said, "Mother, don't cry, I must try. I love her so much!"

Finally the young man went to the girl's father. He told him that he wanted to go to the lake and stay in the cold water all night. The rich man sent his servants to a place where they could watch the young man.

As the dark night came, the young man went to the lake and his mother followed him, but he didn't see her. There was a hill forty paces away from the place where the young man went into the water. The woman climbed up the hill and made up a fire there. The wild animals saw the fire and were afraid to go near that place.

The young man saw the fire, too. He understood that his mother was there. He thought of his mother's love, and it was easier for him to stay all night in the very cold water.

At last morning came. The young man went to the rich man's house. The rich man saw him and said, "My servants say that there was a fire on the hill forty paces from the lake. It warmed you, and that is why you could stay all night in the water. So you can't marry my daughter, Good-bye".

The young man was furious. He went to the judge.

"Well", the judge said, "this case is very simple".

The next morning the young man with his mother and the rich man with his servants came before the judge. There were many people there who wanted to hear the case.

The judge asked for a pot of cold water. Then he walked forty paces from the pot and made a fire. "Now", he said, "we shall wait a little until the water is warm". The people cried "But the fire is so far away, it can't warm the water in the pot". Then the judge

said "And how could that young man warm himself at a fire forty paces away!" So the case was over, and the young man married the rich man's daughter. They lived happily for many years.

I. Make the following passive.

1. A rich man once said: "The young man who can stay in the cold water till morning, will have my daughter for his wife".

2. The mother said, "You are my only son! Don't go there!"

3. Her son said, "Mother, don't cry, I must try. I love her so much!"

4. The rich man said, "My servants say that there was a fire on the hill forty paces from the lake".

5. The people cried, "But the fire is so far away, it can't warm the water in the pot".

II. Answer if the following is right or wrong. Correct the false statements.

1. People never came to the lake because of its cold water.

2. A rich man promised to give his beautiful daughter as a wife to anybody who could stay in cold water all night.

3. His daughter didn't agree to it.

4. The poor young man realised that it was his only chance to marry this girl.

5. His mother cried because she disliked the girl.

6. The rich man's servants had to watch the young man at night.

7. The mother managed to keep the wild animals away with the help of the fire.

8. His mother's love helped the young man to overcome the trial.

9. The rich man changed his mind to marry his daughter and the poor man.

10. The rich man managed to find a good excuse to avoid his daughter's marriage.

III. Ask questions to the italicised words.

1. People didn't come to the lake because they *were afraid of wild animals*.

2. The young man wanted to go to the lake and stay in the cold water *all night*.

3. *The servants* said that there had been a fire on the hill forty paces from the lake.

4. The judge said that the case was very *simple* for him.

5. The people were sure that the fire was *far away*, it couldn't warm the water in the pot.

6. They lived happily for *many years*.

IV. Put in a preposition into each gap (on, of, with, at, in, of, from, up).

1. The judge asked for a pot ... cold water.

2. Then he walked forty paces ... the pot and made a fire.

3. Many animals came ... night to the lake to drink some water.

4. The woman climbed ... the hill and made up a fire there.

5. He thought ... his mother's love, and it was easier for him to stay in the cold water.

6. The rich man said that the fire ... the hill could warm the young man.

7. The young man was very angry ... the rich man.

8. The judge proved that the fire couldn't warm the water ... the pot.

V. Retell the story on behalf of: the mother, the young man, the rich man, the girl, the judge, a village man (choose only one part making all the necessary changes).

VI. Test your grammar – multiple choice.

1. *He felt tired ... the whole day in the sun.*

a) working; b) having worked; c) to have been working;
d) being working.

2. *There was ... to do but wait.*

a) something; b) anything; c) everything; d) nothing.

3. *He ... the Managing Director of the Company since 2000.*

a) has been; b) is; c) had been; d) is being.

4. *By that time I ... from the University.*

a) will graduate; b) will be graduating; c) will have graduated;
d) have graduated.

5. ... tigers are in danger of becoming extinct in ... wild life.

a) – , –; b) The, the; c) –, the; d) The, –.

6. He arrived ... London to enter the University.

a) in; b) to; c) at; d) into.

7. While the names ..., the students began to read the text.

a) were been called out; b) were being called out; c) were calling out; d) have been called out.

8. What would your parents do, if you ... them you were going to get married?

a) said; b) had told; c) tell; d) told.

9. To put it ..., it was a silly talk.

a) short; b) shortly; c) shorter; d) the shortest.

10. When did you discover that your car ...?

a) has been stolen; b) had been stolen; c) was stolen; d) was being stolen.

VII. Psychological task.

1. What makes a happy marriage in your opinion?

2. Can people from different social groups be happy together?

3. Do you think people are ready to do such things today for the sake of their love?

Read the text. Text 2. The Magic Box

There lived a rich farmer in one of the fertile valleys of the Apennines in Northern Italy. He had vineyards which were

always well pruned, he had fields of grain which harvested more than by his neighbours. He had two sons. The elder was a daredevil who handled a rapier better than a pruning knife.

His younger son, Tonio, was an easy-going pleasant-looking rascal, who knew more about fiddling than about growing grain. Gino sent his first son to the wars and set about making Tonio ready to look after his lands. "Listen, boy, I am leaving you a fine inheritance. Keep a sharp eye on it and give it back with increase when your brother gets tired of fighting and comes home".

Twelve months later the old farmer was dead. After his funeral Tonio took one look at the farm and settled down to the easy life. Tonio would stay a long time at the inn drinking. He thought that if the lands had grown rich for his father, they would continue to grow rich for him.

But Tonio wanted too much. The bandits came from the mountains and stole his cattle, wolves killed his sheep. And so it went on. Then one night he became frantic. At the inn he saw two soldiers, fresh from the wars. This made Tonio remember his brother. On coming home the elder brother would be the master. He would ask for an accounting. As a master he could put Tonio to prison.

The harder Tonio thought, the stronger his terror grew. He began running about like a man with a fever in his brain. First

he ran to the shrine. On his way there he met the herdboys, who laughed, when he saw his master's face so anxious. Then he whispered, "Listen, you should go to the old woman of the grotto, she makes magic of all kinds. Go to her, master".

The young man climbed up the mountain to a deep grotto. He found the old woman inside. She listened to Tonio, then she shuffled away without a word. Then she came back carrying a small casket in her hands. She put the box into Tonio's hand and spoke, "Every morning while the dew still lies, shake one grain of dust from the box in every corner of your lands. See to it that no spot is left forgotten. If you do this, you will prosper as your father did. But never, till the day of your death, look inside. If you do, the magic will be gone forever".

Ever after Tonio was up before the sun every morning shaking the dust from his magic box. And every morning he was seeing something that needed care. In twelve months the farm was prospering again.

What happened at the end? The elder brother never came home. He must have been killed in the wars. Tonio kept the lands and he married the daughter of his richest neighbour and had two sons of his own. When it came the time for him to die, he called them both and commanded to bring him his box and break it.

What was there? Under the lid were written the words, "The master's eye is needed all over". On the bottom there were a few grains of sand, the same kind that any traveller can gather up from any road in Italy.

Well pruned – добре доглянуті;

dare-devil – розбишака, відчайдух;

rascal – негідник;

fiddling – гра на скрипці;

frantic – навіжений;

shuffle – човгати;

dew – роса;

shrine – каплиця.

I. Answer if the following is right or wrong. Correct the false statements.

1. The rich farmer lived in the mountains.
2. He had two sons and a daughter.
3. His sons were not interested in farming.
4. The younger son liked fighting, so he went to the war.
5. After his father's death Tonio began to work hard on the farm.
6. Tonio was a bad farmer, soon he had no cattle.
7. One night Tonio's brother came back for his accounting.

8. Tonio was afraid to get to prison.
9. He asked the old woman to help him by the magic.
10. In 12 month his farm was prospering again because of the magic box.

II. Answer the questions.

1. Where did the farmer send his elder son? Why?
2. What kind of man was his younger son?
3. What happened to the farm?
4. Why did Tonio become frantic one day?
5. What did the boy advise him?
6. Where did the woman live?
7. What did she give him?
8. What didn't he have to do?
9. Why was his farm prospering again?
10. Whom did he marry?
11. What was ther in the box?
12. What does the text teach us?

III. Which of the proverbs corresponds to the idea of the text? Give your reasons.

1. Birds of the feather flock together.
2. No bees – no honey, no work – no money.
3. He laughs best who laughs last.
4. My home is my castle.

IV. Find synonyms to the given below words from the text.

Easy-going, fiddle, well pruned, lid, casket, terror, grotto, frantic, inn, prosper.

V. Give the text your own title. Explain your choice.

VI. Recollect a story in which one of the other proverbs can be used.

VII. Psychological task.

1. How is it possible to teach children to be hardworking?
2. How did it take place in your (your friend's) family?
3. Why are some people ready to believe in some magic but not in their own power?

Read the text. Text 3. How He Solved the Problem

Many many years ago when the world was young, the birds decided to choose a king. It took them several days to settle the problem, but at last they chose the young Eagle. Some time later the Eagle married the Owl. When the time came to hatch her eggs, she said to the Eagle, "I am not hatching ordinary birds, but the offspring of the king!"

"That's true, agreed the king". And what I want for my nest is the backs of all the other birds. I can't have just the ordinary nest!" continued the Owl.

The King thought a little and then ordered, "I want all the birds to come here at once!" The birds got the King's order and flew to him from all the parts of the world. When the birds gathered together, the King ordered his servants to drill two holes in the beak of each bird, to thread a piece of string through these holes and tie them together. After the servants had carried out the task, the King even tied the birds himself to make a nest for the Owl.

While doing this he noticed that one of the birds, the nightjar, was missing. He got angry and sent one of the servants to find the nightjar and bring him before the King. Soon the servant returned with the missing bird.

"Why did you make me look for you? Why didn't you come at once when I gave the order to all the birds?" asked the furious Eagle.

"Forgive me, Your Majesty, I was busy solving a very important problem", answered the poor nightjar.

"What problem could you solve?" shouted the King and began sharpening his strong beak against a stone.

"Your Majesty, I tried to answer the question – which is greater in number, days or nights, low trees or tall trees, men or women", replied the nightjar.

Coming nearer to the nightjar the Eagle asked, "And have you found the answer?"

"Yes", the reply was. "If you count the dark days with the nights, there are more nights. If you count the bent trees with low trees, there are more low trees. And if you count all the men who obey the foolish wishes of their wives with women, there are more women".

The Eagle stopped, looking much astonished. At first he didn't utter a single word, he was deep in thoughts. Then he shouted, "Release all the birds!"

A long period of time passed since then, but even now the nightjar is the only bird which does not have two holes in its beak.

I. Answer the following questions.

1. When did the story happen?
2. Who are the main characters of the story?
3. How did the Eagle become the king?
4. What kind of nest did the Owl want? Why?
5. What did the king order when all the birds gathered?
6. What made him angry?
7. How did the Nightjar try to excuse himself?
8. Why did the Eagle order to free the birds?
9. What kind of bird was the Nightjar?
10. What does the tale explain and what does it teach us?

II. Use the following in the reported speech.

1. "What I want for my nest is the backs of all the other birds. I can't have just the ordinary nest!" said the Owl.

2. "Why didn't you come at once when I gave the order to all the birds?" asked the furious Eagle.

3. "Forgive me, Your Magesty", answered the Nightjar. "I was busy solving a very important problem".

4. The Eagle was astonished, then he shouted, "Release all the birds!"

III. Complete the sentence using the text.

1. While doing that he noticed ...

2. I tried to answer the question – which is greater in number, days or nights, low trees or tall trees, ...

3. It took them several days to settle the problem, but at last ...

4. Even now the nightjar is the only bird which ...

5. If you count all the men who obey the foolish wishes of their wives ...

IV. Put a suitable conjunction or pronoun into each gap (when, who, as, where, with, which).

1. Thousands years ago the birds decided to choose a king ... took them several days to do.

2. They chose the young Eagle ... soon married the Owl.

3. The King tied the birds together ... he wanted to make a nest for the Owl.

4. The King was angry ... the nightjar and began sharpening his strong beak.

5. The Eagle stopped, looking much astonished ... he heard the nightjar's reply.

6. When the time came to hatch her eggs, the Owl demanded a special place ... she could do this.

V. Retell the text on behalf of one of the characters (the Nightjar, the Eagle, the Owl, one of the birds).

VI. Psychological task.

1. Do you agree with the saying that modest people don't have any other virtues to be proud of?

2. Why do some people demand too much from life?

3. Is it better to be very demanding or modest? Why do you think so?

Read the text. Text 4. A Tale of Two Cities

A traveller coming near a great city asked a woman sitting by the road, "What are the people like in the city?"

"How were the people where you came from?" the woman asked him.

"A terrible lot", the traveller responded. "Mean, untrustworthy, detestable in all respects".

"Then," said the woman, "you will find them the same in the city ahead".

As soon as the first traveller was gone another one stopped and also inquired about the people in the city before him. And

again the old woman asked about the people in the place the traveller had left.

"They were fine people, honest, industrious, and generous in most cases. I was sorry to leave", declared the second traveller.

The wise woman responded, "So you will find them in the city ahead".

I. Answer the following questions.

1. Where was a traveller going?
2. Who was sitting by the road?
3. What did the traveller want to know?
4. What did the traveller think of the people from the previous city?
5. What was the difference between the two travellers?
6. Why was it important for the woman to ask her question?
7. Why was the old woman named "wise"?

II. Use the following in the reported speech.

1. "What are the people like in the city?" asked the traveller a woman.
2. "You will find them the same in the city ahead", answered the woman.
3. "I was sorry to leave", declared the second traveller.

III. Ask the question to the italicized word.

1. A traveller asked the woman seated *by the road* about the people in the city.

2. The traveller described them as *mean, untrustworthy and detestable*.

3. *Scarcely* was the first traveller gone when another one stopped near the woman.

IV. Retell the text on behalf of the old woman.

V. Which of the sayings corresponds to the idea of the text?

Give your reasons.

1. Almost every man wastes part of his life to display qualities he doesn't possess (Samuel Johnson).

2. Never take anything for granted (Benjamin Disraeli).

3. Don't judge each day by the harvest you reap, but by the seeds you plant (Robert Louis Stevenson).

4. He who loves not his country can love nothing (George Gordon Byron).

VI. Test your grammar – multiple choice.

1. *I ... of petrol. I must have forgotten to fill my car.*

a) had run out; b) was run out; c) ran; d) have run out.

2. *... is clear now. Not a single doubt is left.*

a) Something; b) Anything; c) Everything; d) Nothing.

3. *He says he ... the children with him.*

a) will take; b) would take; c) had taken; d) is taking.

4. *We can't believe that he ...*

a) went away; b) had gone away; c) has gone; d) has been gone.

5. *That was ... party you've ever had!*

- a) more enjoyable; b) the most enjoyable; c) most enjoyable;
d) the enjoyabliest.

6. *After friendship and understanding ..., they began to talk.*

- a) had been established; b) have been established; c) were established; d) established.

7. *His parents ...by Monday.*

- a) will return; b) returned; c) had returned; d) have returned.

8. *Who ... my pen? I have nothing to write with.*

- a) took; b) did take; c) has taken; d) takes.

9. *Nobody could make him ... what he didn't want to.*

- a) do; b) doing; c) to do; d) to have done.

10. *The front door turned out ...*

- a) to be locked; b) to lock; c) to be locking; d) locking.

VI. Psychological task.

1. How can we judge people according to their opinion about others?

2. How do people usually form their opinions about others?

Read the text. Text 5. The Wild Swans (after Hans Christian Andersen). Part I

A long time ago and in a far away country there lived a King. He was very proud of his eleven sons and one daughter. All of

his children were good, kind and wise, even young Eliza who was still only a baby.

The Queen had sadly died and after a while, feeling that his children needed a mother, the King married again.

His new Queen was very jealous of the eleven princes and Eliza, and life for them soon changed. Eliza was sent to the country to be brought up on a farm. The Queen cast a spell on the princes. She turned them into swans with golden crowns on their heads. Away they flew. They flew over the cottage where Eliza lived, but no one saw them.

Eliza lived happily on the farm, but she missed her brothers. When she turned fifteen, she came back to the palace. The Queen was furious at how pretty Eliza had become. The Queen put three toads into Eliza's bath to spoil her looks, but the toads were instantly turned to poppies by the girl's goodness.

The Queen then used walnut juice to darken Eliza's skin, and matted her hair with fat. This made the King turn from Eliza. He couldn't recognize his daughter in that ugly girl.

Eliza was very upset and decided to run away to look for her brothers. She went over the fields and through the forests. At last she came to a stream and saw her own reflection.

"No wonder my father did not recognize me", she said, and jumped in to wash herself. Moments later her hair became clean and golden, her skin was fair again.

For some days she walked, looking for her brothers. One day she met an old woman. She had a basket of fruit and she shared some with Eliza.

"Have you seen eleven princes riding through the forest?" asked Eliza.

"I haven't, my dear", said the old woman. "But yesterday I did see eleven swans riding down the stream. Each had a golden crown on his head". She showed Eliza the river.

As the sun was going down, eleven swans flew down to the shore. As the sun set, the swans turned into eleven princes with golden crowns.

"My brothers!" cried Eliza. And she ran up to them to greet the brothers. They were delighted to see their young sister, now grown into a lovely girl.

"We are swans during the day", said the eldest. "But when the sun goes down, we get our human form again. We will take you with us when we leave tomorrow. Tonight we must have a net to carry you".

All night the brothers and sister wove a net. In the morning as Eliza was sleeping, eleven swans flew into the air, carrying the net. On the other side of the sea there was a beautiful land. The brothers flew hard to reach it in daylight.

"Here is your new home", they said as they landed. Eliza had a dream that night. A fairy came to her and said, "There is a way to save your brothers but it means hardship and pain for you. There are stinging nettles around the cave. Gather them and trample with your feet. With the flax, weave and make up eleven male shirts for your brothers. But you must never speak, from the moment you start until you finish, even if it takes you years, otherwise your brothers will die".

I. Translate the following.

To be brought up on a farm, to cast a spell on the princes, to be furious at, to be delighted to see, to mean hardship and pain for smb., to trample with one's feet, to weave a net, stinging nettles around the cave, three toads, walnut juice.

II. Ask the question to the italicized word(s).

1. *Feeling that his children needed a mother*, the King married again.
2. The Queen turned the princes *into swans* with golden crowns on their heads.
3. Eliza lived *happily* on the farm.
4. The Queen put *three toads* into Eliza's bath to spoil her looks.
5. On the other side of the sea there was *a beautiful land*.

6. The brothers *flew hard* to reach it in daylight.

7. The swans turned into *eleven* princes with golden crowns.

III. Put in a preposition into each gap (on, for, in, of, at, with, of, in).

1. The brothers flew hard to reach the beautiful land ... daylight.

2. Each had a golden crown ... his head.

3. He was very proud ... his eleven sons and one daughter.

4. In that beautiful land Eliza lived ... a cave.

5. She had to trample stinging nettles ... her feet ... her brothers.

6. The Queen was furious ... how pretty Eliza had become.

7. The new Queen was very jealous ... the eleven princes and Eliza.

IV. Answer the questions.

1. What kind of children did the King have?

2. When did their life become hard?

3. What made Eliza sad when she lived on the farm?

4. Why couldn't her father recognize her?

5. What for did the girl leave the palace?

6. Who helped her to find her brothers?

7. How did they manage to take her to their beautiful land?

8. What way of saving the brothers did the fairy describe?

V. Complete the sentence using the text.

1. The Queen then used walnut juice to ...

2. They were delighted to see their young sister, now grown ...
3. The old woman had a basket of fruit and she ...
4. Eliza was very upset and decided to ...
5. In the morning as Eliza was sleeping, eleven swans flew into the air, ...
6. The new Queen was very jealous of the eleven princes and Eliza, and ...
7. At last she came to a stream and saw ...

VI. Compress the text to 10 sentences to retell it.

Read the text. Text 6. The Wild Swans (after Hans Christian Andersen). Part II

Eliza woke up with a nettle stinging her hand. Her brothers had already left as it was broad daylight, so Eliza began her work. When they returned and saw her poor blistered hands, she wouldn't say a word, they realized that she was working for them. Two more days and the first shirt was finished.

A day later, she was at her work, when the royal huntsmen came to the forest. She ran to her cave but the dogs followed her. A King was amongst the huntsmen and fell in love with Eliza at first sight.

"I'll take you to my palace, where you may make your home", he told Eliza. In the palace Eliza was beautifully dressed, the

King chose to make her his Queen, but she would never smile or say a word.

"My present to you", the King said, taking her to a small room, "is a room like your cave, with all your familiar things around you". There Eliza saw the prepared nettles and the completed shirt and she was happy! Night after night the young Queen continued her strange work.

Soon seven shirts were completed, but she had no more flax. Eliza knew that the nearest nettles grew in the graveyard. At night, while all were asleep, she went there. The Archbishop was the only one to have seen Eliza leave, and he followed her. He did not trust her, and thought she had bewitched the King. "The Queen is a witch", the Archbishop told the King, "I have a proof!"

The King didn't want to believe it, but he watched when Eliza went out one night. This time the King followed her. He saw the witches on gravestones and decided that Eliza was one of them.

"The people should judge her", he said sadly. And the people judged that she was a witch and should be burned at the stake.

Eliza was thrown into prison. Her pillows and sheets were the nettle shirts as part of her punishment. But she couldn't have wished for better blankets and continued her work.

Eliza was taken to the stake in a cart, still sewing and weaving the eleventh shirt. The others lay at her feet. "Look at the witch!" cried the people. "She is still sewing! She is casting spells. Take it away from her!"

The people were about to tear the shirts when eleven swans appeared, golden crowns on their heads. The executioner went to tie Eliza to the stake, but Eliza quickly threw the shirts over her brothers, and they became princes again. Sadly the youngest still had a wing instead of one arm, as Eliza had not finished his shirt.

"Now I may speak!" cried Eliza, turning to the King. Her story was told to the King, who was very happy. He didn't want to lose Eliza. There was a happy wedding procession back to the palace, where the King and Eliza lived happily.

I. Translate the following.

Broad daylight, to have a wing instead of one arm, pillows and sheets, amongst the royal huntsmen, witches on gravestones, to cast spells, to be taken to the stake in a cart, to grow in the graveyard, to be about to tear.

II. Who did the following?

- He didn't want to lose Eliza.
- One of them still had a wing instead of one arm.

- He went to tie Eliza to the stake.
- They were sitting on gravestones.
- He didn't want to believe it.
- They judged that she was a witch and should be burned.
- "The Queen is a witch", he said to the King.

III. Answer if the following is right or wrong. Correct the false statements.

1. Her brothers realized that Eliza was working for them.
2. One of the royal huntsmen fell in love with Eliza at first sight.
3. The King decided to marry Eliza.
4. Eliza's life in the palace was unhappy.
5. When seven shirts were completed, she had no more flax.
6. The Archbishop followed Eliza to the graveyard to protect her.
7. The King got the proof that Eliza was one of the witches on gravestones.
8. Eliza never stopped her work.
9. Eliza was saved at the last moment.
10. One of the brothers remained a swan.

IV. Put the sentences in the right order.

1. The people judged that she was a witch and should be burned at the stake.
2. There Eliza saw the prepared nettles and the completed shirt and she was happy!

3. Eliza knew that the nearest nettles grew in the graveyard.
4. She ran to her cave but the dogs followed her.
5. Eliza was thrown into prison.
6. The royal huntsmen came to the forest.
7. There was a happy wedding procession back to the palace.
8. Eliza woke up with a nettle stinging her hand.

V. Compress the whole text to 15 sentences to retell it.

VI. Which of the proverbs reflects the moral of the tale best? Give your reasons.

1. He laughs best who laughs last.
2. Never say die.
3. Every cloud has its silver lining.
4. Nothing is impossible to a willing heart.

VII. Use one of the given above proverbs in the situation of your own.

VIII. Psychological task.

1. How can tales form people's moral values?
2. Recollect a tale which produced the greatest impression on you? Can you explain now why it happened so?
3. There exists an opinion that tales can spoil children's understanding of the world making it not realistic enough. Do you support this idea? Give your reasons.

**Read the text. Text 7. The Fisherman and his Soul by
Oscar Wilde**

Every evening a young Fisherman went out upon the sea, and threw his nets into the water. When the wind blew from the land he caught nothing, or little at best, for it was a bitter and black-winged wind, and rough waves rose up to meet it. But when the wind blew from the shore, the fish came in from the deep, and swam into the meshes of his nets, and he took them to the market-place and sold there.

Every evening he went out into the sea, and one evening the net was so heavy that hardly could he draw it into the boat. And he laughed, and said to himself, "Surely I have caught all the fish that swim, or snared some dull monster that will be a marvel to men, or some thing of horror that the great Queen will desire", and putting forth all his strength, he tugged at the coarse ropes till the long veins rose up on his arms. Nearer and nearer came the circle of corks and the net rose at last to the top of the water.

But no fish at all was in it, nor any monster or thing of horror, but only a little Mermaid lying fast asleep. Her hair was as wet fleece of gold. Her body was as white ivory, and her tail was of silver and pearl, and the green weeds coiled round it, and her lips were like sea coral. So beautiful was she that when the young

Fisherman saw her he was filled with wonder, and he put out his hand and drew the net close to him and, leaning over the side he clasped her in his arms. When he touched her, she gave a cry like a frightened sea-gull and woke, and looked at him in terror with her amethyst eyes, and struggled that she might escape. But he held her tightly to him, and would not let her depart. And when she saw that she couldn't escape, she began to weep and ask him to let her go, as she was the only daughter of a King, and her father was aged and lonely.

But the young man promised to leave her only if she promised him to come and sing to him any time he called her. He wanted the fish to listen to her singing and get into his nets. He made her promise him what he desired and sware by the oath of the Sea-folk. Only then he loosened his arms and she sank down into the water.

Every evening the young man went out into the sea, and called to the Mermaid, and she rose out of the water and sang to him. Round and round her swam the dolphins, and the wild gulls wheeled above her head. She sang a marvellous song of the Sea-folk who drive their flocks from cave to cave; of the Tritons who have long green beards and blow through twisted conchs when the King passes by; of the palace of the King which is all of amber, with the roof of clear emerald. Yet she never came

close to him so that he might touch her. And each day the sound of her voice became sweeter to his ears. He forgot his nets and his cunning. He sat idle and only listened. One day he pleaded her to marry him because he couldn't live without her any more. But the Mermaid shook her head and said that he had a human soul. If he wanted to marry her he had to send his soul away. And the young man said to himself, "Of what use is my soul to me? I may not touch it, I can't see it!" So he agreed to send away his soul, but he didn't know how to do it. So he went to the Priest and said, "Father, I am in love with one of the Sea-folk who don't have a human soul. I want to send my soul away because I have no need in it!"

And the Priest answered, "You are mad! The soul is the noblest part of men that was given by God and people should nobly use it!"

I. Translate the following.

A frightened sea-gull, a human soul, the noblest part, to swear by the oath, to wheel above, to sink down into the water, white ivory, the roof of clear emerald, green weeds, rough waves, coarse ropes, green beards, to be all of amber.

II. Who is the following about?

– looked in terror with amethyst eyes;

- drove their flocks from cave to cave;
- blew through twisted conchs;
- came in from the deep, and swam into the nets;
- was filled with wonder.

III. Decide if the statement is true or false. Correct the false facts.

1. When the wind blew from the land the catch was plentiful.

2. The Priest was shocked by the Fisherman's request.

3. The young man decided to get rid of his soul.

4. The Sea King had some children.

5. The Mermaid had to promise to do what the young man wanted.

6. The young man never lost interest to his occupation.

7. The Fisherman couldn't marry the Mermaid because of his human soul.

8. The Mermaid always came alone, without anybody to accompany her.

III. Answer the following questions.

1. What could influence the result of the Fisherman's work?

2. What unusual thing happened one day?

3. What did the Fisherman suspect about his catch?

4. What did it turn out to be?

5. How did the Mermaid look like?
6. How did the Fisherman behave?
7. What did the Mermaid have to promise him?
8. How did the Fisherman's attitude to the Mermaid change later?
9. What did he dream about?
10. Why was it impossible to do?

IV. Psychological task.

1. What are the typical situations when a person starts thinking about his/her soul?
2. Do you think love makes people better? Can you give any examples from real life or literature when love changed people?

V. Test your grammar – multiple choice (which is the correct answer).

1. *He is an old friend of*
a) my; b) your; c) ours; d) her.
2. *Shame on you. Why don't you ... classes?*
a) miss; b) go; c) attend; d) visit.
3. *I can't do it today. I have... free time.*
a) little; b) many; c) much; d) few.
4. *The bill is not ... as I thought it would be.*
a) such expensive; b) expensive; c) more expensive; d) so expensive.

5. *Too ... knowledge ... the head bald.*

a) much/make; b) many/makes; c) much/makes; d) many/make.

6. *My sister is very popular ... her friends.*

a) at; b) by; c) with; d) from.

7. *He is rich and famous. – ...*

a) So do I; b) So am I; c) So I am; d) Neither do I.

8. *He is ... you.*

a) so tired as; b) as tired as; c) tired as; d) such tired as.

9. *If you ever have ... problems, let me know.*

a) any; c) no; b) some; d) every.

10. *Did ... see this film yesterday?*

a) somebody; b) anybody; c) nobody; d) everybody.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ...
2	I can ask my group-mates questions about the role of tales in people's life.				Express your own ideas

3	I can discuss psychological issues of learning moral values from tales.				
4	I can express my own opinion and ideas.				
5	I can present my favourite tale in English using the new words.				

UNIT 3. ON BEING A SUCCESS

Read the text. Text 1. A Success Story (abridged after J. G. Cozzens)

I met Richards ten or more years ago when I first went down to Cuba. He was a short, sharp-faced, agreeable chap, then about 22. He introduced himself to me on the boat and I was surprised to find that Pan America Steel was sending us both to the same job. The firm had a contract for the construction of a private railroad. For Richards and me it was mostly an easy job of inspection and routine paper work. It was easy for me. It was much harder for Richards. I saw at once that his knowledge was poor. When he asked me to check up his figures, I found his calculations awful. So, when I had time I checked his figures.

Some day several directors of the United Sugar Company came down to us on business. Richards and I were to accompany them around the place. One of the directors Mr. Prosset was asking a number of questions. I knew the job well enough to answer every sensible question. But some of his questions put me at a loss. For the third time I was obliged to say: "I don't know, sir. We haven't any calculations on that". When suddenly Richards spoke up. "I think, about nine feet, sir", he said, "I just happened to be working this out last night. Just for my own interest".

"Hm", said Mr. Prosser, giving him a sharp look. "That's very interesting. Mr.-er-Richards, isn't it? Could you tell me about ..." – Richards could. Richards knew everything. All the way up Mr. Prosser fired questions on him and he fired answers right back. When we reached the head of the rail, a motor was waiting for Mr. Prosser. He nodded absent-mindedly to me, shook hands with Richards. "Very interesting, indeed", he said. "Goodbye, Mr. Richards and thank you".

The moment the car moved off, I exploded. "Your figures were awful! What's he going to think?" "Listen, my son", said Richards kindly. "He won't remember the figures. I don't remember them myself. What's he going to remember is you and me". "Really", said Richards firmly. "He is going to remember that Pan America Steel has a bright young man named Richards, who could tell him everything he wanted – just the kind of chap he can use; not like that other fellow, who couldn't answer the simplest question and who is going to be doing small-time contracting all his life". It is true. I am still doing a little work for the construction line. And Richards?

Some weeks ago he was made a vice-president and director of Pan America Steel when Prosser and his group bought the old firm.

I. Decide if the statement is true or false.

1. The friends first met on board the ship.
2. They went to Cuba to rest there.
3. The work they had to do was hard for both of them.
4. The story-teller checked Richard's calculations sometimes.
5. Some directors came to revise their work.
6. One of the directors asked many silly questions.
7. The story-teller was surprised because Richards answered all the questions.
8. The director warmly said hallo to them.
9. The story-teller was angry with Richards.
10. Richards was sure that the director would remember him well.
11. The story-teller got a hogher position.
12. Richards became a vice-president and director.

II. Answer the following questions.

1. Why did the young men go to Cuba?
2. What seemed strange at work?
3. What kind of work was it?
4. How did the young men differ relating to their working skills?
5. What did they have to do when a group of visitors came on business?
6. Why couldn't the story-teller answer some questions?

7. What caused his surprise?
8. What was clear from the manner of one of the directors?
9. Why did Richards answer all the questions? Did his plan work?
10. Was Richards right or did he betray his friend? Are all methods good to gain success?

III. Find synonyms to the given below words from the text.

Awful, agreeable, routine, to accompany, to be at a loss, fellow, firmly, sensible, to be obliged, to remember, absent-mindedly, to reach, a number of.

IV. In what connection is the following used in the text?

1. I was surprised to find.
2. Just for my own interest.
3. Richards could.
4. A number of questions.
5. He nodded absent-mindedly.

V. Which of the sayings reflects the moral of the tale best?

Give your reasons.

1. A man who wants to do something will find a way; a man who doesn't will find an excuse (Stephen Dolley).
2. All you need in this life is ignorance and confidence; then success is sure (Mark Twain).
3. Cheek brings success (proverb).

VI. Retell the text on behalf of one of the directors who visited the construction.

VII. Test your grammar – multiple choice.

1. *Don't you know that they ... for London?*

a) left; b) have gone; c) went; d) have left.

2. *If only I ... a chance to study when I was younger!*

a) have had; b) had had; c) had; d) had been having.

3. *The father smiled looking at his son ... in the garden.*

a) played; b) playing; c) being played; d) having played.

4. *He ... save a man in a road accident.*

a) could; b) was able to; c) had been able to; d) managed.

5. *... knows that two plus two makes four.*

a) Everybody; b) Anybody; c) Somebody; d) Every one.

6. *No one in ... Spanish class knew ... correct answer to Mrs. Johnes' question.*

a) a, the, the; b) the, the, –; c) a, the, –; d) –, the, –.

7. *He is always ... a hurry, he drives ... a tremendous speed.*

a) on, at; b) in, on; c) at, on; d) in, at.

8. *They had gathered ... her place ... 7.*

a) at, by; b) at, at; c) on, at; d) in, at.

9. *I insisted on his ... to the hospital.*

a) taking; b) having taken; c) being taken; d) taken.

10. *It rains a lot here. I wish it ... rain so often.*

a) wouldn't; b) didn't; c) hadn't; d) would have.

VIII. Psychological discussion.

1. What do people usually imply speaking about being successful?
2. Are your ideas about it the same or different? Discuss the matter with your group-mates.
3. Do you agree with the saying, "If the most valuable thing a person has is money, he isn't so rich?"
4. Do you think that in such a situation people can test if they have real friendship?
5. Is it more important for you to be a success or to keep good relations with other people?

Read the text. Text 2. George Brown

O. Henry, a famous American humorist, is the author of many short stories. They are popular all over the world. This story is about O. Henry's acquaintant whose name was Tripp. He was a young man, but he looked forty. He never shaved, his face was pale and he often asked the writer for a dollar, which he spent on whisky. Once Tripp met a young girl in one of New York streets. She had never been to the city before. She stopped Tripp and asked him where she could find George Brown. She was sure that the first man she asked could tell her that. She also told Tripp that she was going to marry a farmer, Dodd by name. But before that the girl wanted to see her old boy-friend George Brown.

The girl needed to talk to George Brown, that's why she had come to New York. She had no money and didn't know where to look for George Brown. Tripp, who was kind by nature, could not leave the girl alone in the street. He took her to a hotel and left there. Then he went to O. Henry and told him everything. He suggested going to the hotel to see the girl whose name was Ada and listening to her story. Some time ago Ada and George Brown loved each other dearly. Now the girl didn't want to marry the farmer. She wanted to find her boy-friend. Tripp asked O. Henry to pay the girl's bill at the hotel and buy a railway ticket for Ada to get back home. Tripp said it would cost the writer three dollars. He also wanted a dollar for himself. Tripp wanted whisky. He thought that the writer could get a wonderful story and it would cost him only four dollars. The writer agreed.

He saw that Ada was really beautiful. She told them all the details of her sad story. Ada and George Brown had been in love since childhood. When George was nineteen, he left the village and went to New York. He promised to come back for Ada, but she never saw him again. On the day George left they cut a cent into two pieces to put them together when they met again. The girl showed them her half of the coin. The two men were sorry for Ada and advised her to go back home. They saw her off to

the station and went home. When they were going to the bus stop, Tripp took out his cheap watch and the writer saw half of a cent cut in two on the watch chain. The writer took out a dollar and put it into Tripp's hand.

I. Who said this?

1. "Will you tell me where I can find George Brown?"
2. "The story will cost you only four dollars".
3. "I will pay for the hotel room and the railway ticket".

II. What title goes together with the story? Give your reasons.

1. "Good Friends".
2. "The Roads That We Choose".
3. "A Cent Coin".
4. "Revenge".

III. Say who in the story is: poor/beautiful/clever/kind.

IV. Put the sentences in the right order.

1. The author gave Tripp a dollar.
2. The girl showed them her half of the coin.
3. He was young but looked forty.
4. Tripp could not leave the girl alone in the street.
5. O. Henry agreed.

6. The girl thought that everybody could help her to find her old boy-friend.

7. They saw the girl off to the station.

8. Tripp asked him to pay the hotel bill.

9. Some time ago Ada and George loved each other dearly.

10. She had no money and didn't know where to look for George Brown.

V. Prove that:

1. Tripp lived a difficult life.

2. The girl was from the village.

3. Tripp was kind.

4. O. Henry was understanding.

VI. Agree or disagree.

1. Tripp was an old man.

2. He often asked the writer to give him a dollar.

3. The girl was married to a farmer.

4. She wanted to forget her old boy-friend.

5. Ada had no money to stay at a hotel.

6. Tripp decided to write a story about her.

7. Ada wanted to talk to George Brown.

8. Ada refused to go back home.

9. The girl showed the men a dollar coin.

10. Tripp's real name was George Brown.

VII. Answer the questions.

1. What kind of man was Tripp?
2. Why did the girl come to New York?
3. Why did Trip go to the writer?
4. What for did the young people cut a cent?
5. What had Trip promised the girl?
6. What did O. Henry understand?
7. Why didn't Tripp tell the girl the truth?

VIII. Psychological task.

1. Can you guess what happened to George Brown in New York?

2. Do you think it was a clever decision which saved the girl from poor life or do you think that Trip didn't give the girl a chance to change his life?

3. Do you think we can decide for other people what is better for them? Give examples from real life to illustrate your opinion.

IX. Task for critical thinking. Choose one of these proverbs or sayings to use it as your advice for Tripp, explain your choice.

1. When in Rome do as Romans do.
2. Don't trouble troubles until troubles trouble you.
3. Never never never give up.
4. A friend to all is a friend to none.

X. Write a 10-sentence story about George Brown's turning into Tripp.

Read the text. Text 3. Florence Nightingale

The Nightingales were such a rich family that they could live wherever they wanted. When William Nightingale married, he and his young wife toured Europe and visited many cities. On May, 12, 1820 in Florence, Italy, their first child was born and they called their daughter Florence.

After that the family lived most of the time in London, England. During her childhood and youth the girl was chiefly interested in taking care of sick homeless animals and poor people at hospitals. Her main dream was to become a nurse. At the age of seventeen Florence was introduced to Queen Victoria. With her sister she toured Italy, Germany and France where she learned the languages of those nations.

In Germany Florence entered the nurse institute for a three-month training course. At the age of thirty-four she became the Head of a hospital in London. Florence organized the work so well that the sponsors were pleased with her results.

During the war in the Crimea, Florence and her nurses took care of the wounded and dying. The main problem at that time was that people died of different infections even after successful

surgeries. They managed to change the situation, bringing order and cleanliness into the army hospitals. In England Florence was asked to organize an army hospital reform. She returned to her native land to popularize nursing institutes and nurses' uniform.

The fame of Florence Nightingale spread and throughout the world she was known as the "Lady with the Lamp". Today all Nurse Training centers exist due to Florence Nightingale's first institute. She also wrote a practical book entitled "Notes on Nursing".

She had much to do with bringing the Red Cross into army medical activities. Florence lived to be a very elderly person and on August, 13, 1910, at the age of 90 she died.

I. Choose the right answer among the given below.

1. *Florence Nightingale was born in:*

- a) a wealthy family; b) a middle class family; c) a rich family;
- d) a poor family.

2. *She was named after:*

- a) her mother; b) the queen; c) her nurse; d) her birthplace.

3. *The Nightingales toured the world because:*

- a) they were travellers; b) they wanted to find a better place;
- c) wanted adventures; d) could afford to live wherever they wanted.

4. *Florence always wanted to become:*

- a) a doctor; b) a nurse; c) a teacher of foreign languages;
- d) a famous person.

5. *She received her professional training in:*

- a) Italy; b) England; c) Germany; d) France.

6. *Florence lived:*

- a) in the times of Elizabeth I; b) Queen Elizabeth II;
- c) at Victorian Age; d) at Plantagenet dynasty.

7. *Florence worked at the hospital during:*

- a) a war in France; b) a war in England; c) a war in Italy;
- d) a Crimean war.

8. *For her activity Florence became known throughout:*

- a) the world; b) her native country; c) Europe; d) the USA.

9. *When she returned to England Florence wanted:*

- a) to have a good rest; b) to continue her activity; c) to study foreign languages; d) to open an institute.

10. *Florence's activity was continued in:*

- a) the War Department; b) the British Parliament; c) the Red Cross; d) the United Nations.

II. Ask questions to the italicized words.

1. On May, 12, 1820 in Florence, Italy, their *first* child was born.

2. During her childhood the girl was interested in taking care of *sick animals*.

3. At the age of seventeen Florence was introduced to *Queen Victoria*.

4. She returned home to popularize *nursing institutes* and *nurses' uniform*.

5. Throughout the world she was known as the "*Lady with the Lamp*".

6. Today all Nurse Training centers exist due to *Florence Nightingale's first institute*.

III. Answer the following questions.

1. What made it possible for the Nightingales to travel a lot?
2. Was Florence the only child in her family?
3. What was she interested in in her childhood?
4. What did she organize?
5. Why was it so important to bring cleanliness and order to hospitals?
6. At what age did Florence die?
7. How did her activity influence the future hospitals?
8. Why was she called the "Lady with the Lamp"?
9. Why didn't Florence live the life of a rich woman?
10. Can she be considered a successful person? Why?

IV. Do you know some other people who participated in charity activity or did something of the kind? Find information about such a person.

V. Test your grammar – multiple choice.

1. *She doesn't like ... this way.*

- a) to be treated; b) to have been treated; c) to be treating;
d) being treating.

2. *As I know you had a party yesterday. You ... invited us!*

- a) should; b) would have; b) could have; d) ought.

3. *Patrick promised Mary that he ... to her as soon as he arrived.*

- a) will write; b) wrote; c) writes; d) would write.

4. *She was looking forward ... them again.*

- a) having seen; b) to seeing; c) to see; d) to having been seeing.

5. *Robert would have bought the car if it ... so expensive.*

- a) weren't; b) wasn't; c) hasn't been; d) hadn't been.

6. *"You ... all information when the time comes", said Mr. Hoalmes.*

- a) will have given; b) would be given; c) will be given;
d) will have been given.

7. *He is a taxi driver, so he is accustomed ... in the busy town.*

- a) in driving; b) to drive; c) to driving; d) at driving.

8. *There are ... things I'd like to say.*

- a) so much; b) not many; c) too much; d) such many.

9. *I am glad ... her before her departure.*

- a) seeing; b) to see; c) to have seen; d) having seen.

10. *Since then she ... her job several times.*

a) has changed; b) has been changed; c) changed; d) was changing.

VI. Psychological task.

1. Do you think people are born with some talent, or they can develop it?

2. What is a calling? When can people feel it?

3. Do you know what your calling is?

4. How do you explain the fact that some people are ready to serve those in need while other people think only about themselves?

Read the text. Text 4. Passion into Profit

Harry Cragoe first tried a fruit smoothie in California in the early 1990s. He had no idea then that he was on the road to corporate success. Now he heads a multi-million-pound company – and it's all because of his passion for healthy eating.

"When I arrived in Los Angeles, I rented an apartment near the beach", he remembers. "I was very English, very white and overweight. Everyone was focused on looking good and being healthy. There were juice bars that sold drinks called smoothies and I loved them".

When he returned to Britain, he found they weren't available. "All you could find were cartons of apple or orange juice. I could see there was a real opportunity".

Cragoe sold his flat, car and investments and flew back to California. He returned with a cool box packed with frozen drinks and persuaded a friend, Patrik Folkes, to help him import and sell them.

They founded PJ Smoothies in 1994. Initially, the firm imported frozen smoothies from America, but the business grew quickly and they didn't have the stock to meet demand. "Up to then, we just imported the finished product", Cragoe says. "If a store ordered 200 bottles, we began defrosting".

In 1996 Cragoe decided to set up production in Britain. He found a factory site in Nottingham, equipped it and began production. Since then, PJ Smoothies has gone from strength to strength. The company is now Britain's market leader in the fresh drinks sector, controlling just under 50 % of the market. Cragoe sells more than 250,000 drinks a week in summer to big supermarkets.

There have been problems along the way. Cragoe lost 30,000 pounds, when his distributor went bankrupt, leaving him with hundreds of boxes of juice to distribute. But he never lost confidence in his concept. "Most of all, you've got to have fun", he says. "You must feel really passionate about what you're doing" (From *Intelligent Business*, Christine Johnson).

I. Translate the following.

Гадки не мати, збанкрутувати, лідер на ринку, відповідати попиту, ставати дедалі сильнішим, не втрачати віри у свою справу, бути на шляху до успіху, імпортувати кінцевий продукт, переконати друга допомогти, прагнення до здорового харчування.

II. Choose the right answer among the given below.

1. *Cragoe first tried a fruit smoothie in:*

a) Britain; b) Europe; c) America.

2. *Now he heads a multi-million-pound company because:*

a) he inherited it; b) he helps his friend; c) he is interested in healthy food.

3. *When he arrived in Los Angeles:*

a) he felt uncomfortable; b) he was proud of himself; c) he disliked Americans.

4. *When he returned to Britain, he found:*

a) frozen smoothies from America; b) nothing of the kind; c) smoothies in every bar.

5. *In 1994 Cragoe set up:*

a) a sole business; b) a partnership; c) his own supermarket.

6. *The company is now:*

a) a bankrupt; b) a market leader; c) a small business.

7. Cragoe is sure that it is impossible to start business without:

a) a good friend; b) a big sum of money; c) a passion to what you do.

III. Answer the following questions.

1. Why did Cragoe think that smoothies were good?
2. Why did he decide to sell them in the UK?
3. How did he finance his new business?
4. Why did he start production in the UK?
5. What is PJ Smoothies market share?
6. Who or what are PJ Smoothies' main consumers?
7. How did Cragoe lose 30,000 pounds?
8. What does Harry Cragoe think about setting up a new business?

IV. Questions for psychological discussion.

1. Is there anything you are passionate enough to start a new business?
2. What sort of business would you like to start? Why?
3. What should companies do to increase their profit?
4. Have you ever earned money by yourself? Recollect your experience.
5. How does people's attitude to earned money differ from their attitude to money received for doing nothing? Can you explain the difference?

6. Is it important to have some business feeling which prompts you if it is reasonable to start some business or not? Or people should rely on calculations only?

7. Does it help to succeed in business to be interested in what you are doing? Why?

8. What is a calling? Can everybody feel it? Can it sometimes be too late to change your life?

V. Test your grammar – multiple choice (which is the correct answer).

1. *They can do it ...*

a) ourself; b) myself; c) themselves; d) theirself.

2. *She is very pretty, ...?*

a) is she; b) does she; c) doesn't she; d) isn't she.

3. *She is interested ... what I do.*

a) at; b) in; c) by; d) on.

4. *We ... friends with him in childhood.*

a) made; b) took; c) did; d) began.

5. *He is going ... for sport.*

a) at; b) on; c) in; d) with.

6. *After classes I go ... and have dinner there.*

a) to home; b) home; c) to the house; d) at home.

7. *I was nervous and played ... than usual.*

a) as badly as; b) worse; c) worst; d) badly.

8. Which is ... place in this part of the country?

- a) the most beautiful; b) beautiful; c) more beautiful;
d) beautifullest.

9. Is there ... sofa in your ... living room?

- a) a, -; b) a, the; c) the, the; d) -, -.

10. They ... playing football from 5 till 7.

- a) are; b) is; c) will be; d) were.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn... Express your own ideas.
2	I can ask my group-mates questions about being a success.				
3	I can discuss psychological issues concerning success.				

4	I can express my own opinion and ideas.				
5	I can present situations from real life.				

UNIT 4. ON BEING DIPLOMATIC

Read the text. Text 1. A Windfall

Mrs. Green was 91 years old and she lived in an Old People's Home. Every week she bought a ticket for the National Lottery. One day she won first prize – twenty million pounds! The nurses didn't know how to tell her, so they called her doctor. "Oh, dear", he said. "She's got a very weak heart. The shock could kill her. If you tell her the news directly, she'll have a heart attack and drop dead. I'll go and tell her myself. I'll be diplomatic".

The doctor sat and talked to Mrs. Green about the weather for five minutes. Then he said casually, "Oh, by the way, there's a lot of news about the National Lottery prize. It's twenty million this week". Mrs. Green laughed, "Do you know something? I buy a ticket every week. Of course I'll never win, but it gives me something to think about". "Well", said the doctor, "What would you do if you won that much money?" And he laughed.

"I've thought about that a lot", she said. "I've got no relatives and I'm 91. I don't need that much money. You've been my doctor for thirty years and you've always been very kind. I would give half of it to you". At that news, the doctor had a heart attack, and dropped dead.

I. Answer the following questions.

1. Why did Mrs. Green live in an Old People's Home?
2. What did she do every week?
3. Why did her nurses worry?
4. What did her doctor decide?
5. How did he try to be diplomatic?
6. Did Mrs. Green hope to win?
7. What for did she buy tickets?
8. What did the doctor ask her about?
9. Why did she want to share the money with him?
10. What was his reaction?
11. Do you think it is a true story?

II. Change the following into indirect speech.

1. "She's got a very weak heart", the doctor said.
2. "If you tell her the news directly, she'll have a heart attack and drop dead", he remarked.
3. "I'll go and tell her myself. I'll be diplomatic", he decided.
4. "You've been my doctor for thirty years and you've always been very kind", she said.

III. Put a preposition into each gap (in, for, for, of, about).

1. I'll never win, but it gives me something to think ...
2. Mrs. Green was 91 years old and she lived ... an Old People's Home.

3. "You've been my doctor ... thirty years".
4. Every week she bought a ticket ... the National Lottery.
5. "By the way, there's a lot ... news about the National Lottery prize".

IV. Test your grammar – multiple choice.

1. *Hardly ... raining when a rainbow appeared in the sky.*
 - a) did it stop; b) has it stopped; c) had it stopped; d) it had stopped.
2. *Don't call him between 6 and 7. He ... his friend at the station.*
 - a) would be meeting; b) will have met; c) will meet; d) will be meeting.
3. *She asked me if I knew where ...*
 - a) Olga lives; b) was Olga living; c) did Olga live; d) Olga was living.
4. *I have no idea how to use this camera. – It's easy, I ... you.*
 - a) am going to show; b) will show; c) will be showing; d) show.
5. *I promise that all the letters ... by the end of the week.*
 - a) will have been sent; b) will be sent; c) would have been sent; d) will have send.
6. *Jeremy ... visited this place.*
 - a) ever hardly; b) harder ever; c) hardly ever; d) ever hard.

7. *He has applied ... Lufthansa ... a job ... an office manager.*

a) at, to, as; b) for, for, as; c) to, for, as; d) in, for, by.

8. *I thanked him for what he ... for me.*

a) has done; b) had done; c) did; d) had been done.

9. *I saw Tom ... the bus stop but couldn't talk ... him.*

a) at, with; b) on, to; c) at, to; d) in, with.

10. *I had ... cup of coffee for ... breakfast. ... coffee was delicious.*

a) a, -, the; b) a, a, the; c) a, the, the; d) a, -, -.

V. Psychological discussion.

1. Have you ever tried to win in a lottery? Why?

2. What do you think about people who do it? What do you think about "a windfall"?

3. In what situations do we have to be diplomatic? Is it always easy to do?

VI. Recollect a situation in which you had to be diplomatic.

Was it difficult or easy to do? Why?

Read the text. Text 2. Michelangelo

Michelangelo, the famous Italian sculptor, lived in Florence. Once a beautiful piece of white marble was brought to Florence and the governor of the city told Michelangelo to make a statue

out of marble. He said that Michelangelo was the one in Italy who could do it.

The sculptor worked for two years to make the statue as beautiful as possible. When the statue was ready, a lot of people gathered in the square where it stood. Everyone was waiting for the governor. At last he came, accompanied by the richest people of the city. The governor looked pleased, and seeing the expression on his face the people thought that he liked the statue. So they were all surprised to hear him say that he didn't like the sculptor's work because the statue's nose was too long.

"Can you make the nose shorter?" the governor asked Michelangelo.

Those who heard the question expected the sculptor to get angry, but to their great surprise Michelangelo answered calmly that he didn't mind changing the shape of the nose.

When the governor wasn't looking, he picked up a handful of marble dust and went up to the statue. He pretended to work hard. Standing with his back to the governor, he dropped the marble dust he had picked up little by little to make the governor believe that he was really changing the shape of the nose. The governor thought the sculptor was doing as he had been told, and so when Michelangelo finished working, he said proudly, "Now the statue is wonderful".

The people, who had kept silent while the sculptor was working, realized now that he hadn't done anything to the statue, and shouted with joy.

The statue, which is called David, is one of Michelangelo's best works.

I. Agree or disagree.

1. Michelangelo was a famous painter.
2. The governor told him to make a marble statue.
3. People didn't come to watch the statue.
4. The governor liked everything.
5. Michelangelo didn't get angry.
6. Michelangelo worked hard to change the statue.
7. The governor thought that the statue became better.
8. People were angry with Michelangelo.
9. The statue of David is in Florence now.
10. Michelangelo was sure that he was right.

II. Answer the following questions.

1. Why did the governor order Michelangelo to make a statue?

2. What surprised the audience when the work was over?

3. Why did Michelangelo pretend to be working? What did he understand about the governor's opinion?

4. What did the governor want to demonstrate?
5. Why did Michelangelo agree to make some changes if he knew that he was right?
6. What does this story tell us about the sculptor but for his artistic talent?

III. Who did the following?

1. He told Michelangelo to make a statue out of marble.
2. They gathered in the square to see the statue.
3. They came together with the governor.
4. He pretended to work hard.
5. He was very pleased.
6. They laughed with joy.
7. It is called David and stands in Florence.

IV. Test your grammar – multiple choice.

1. *She retired ... the age ... 60.*
a) in, of; b) at, at; c) at, of; d) on, of.
2. *Yesterday I saw my ... house.*
a) mother-in-law's; b) mother's-in-law's; c) mother's-in-law;
d) mother-in-law.
3. *... flat isn't as big as ..., but ... is much more comfortable.*
a) Our, theirs, ours; b) Our, their, ours; c) Our, their, our;
d) Ours, theirs, ours.
4. *Don't worry! Everything is ... control!*
a) in; b) under; c) at; d) upon.

5. *After he ... the poem, he will learn it by heart.*

a) has read; b) read; c) had read; d) has been reading.

6. *By September I ... a well-paid job, I hope.*

a) will have got; b) will be having; c) will get; d) will have get.

7. *... books you read, ... memory you have.*

a) The more, the best; b) Many, better; c) The more, the better;

d) The most, the best.

8. *Either Emma or her husband ... breakfast every morning.*

a) cook; b) is cooking; c) cooks; d) are cooking.

9. *She entered the room ... loudly.*

a) having sung; b) singing; c) being singing; d) was singing.

10. *... the door he saw that somebody had been there.*

a) Had opened; b) Had been opened; c) Opening; d) Having

opened.

V. Questions for psychological discussion.

1. Is it always necessary to stand your ground or is it better to avoid a conflict if possible?

2. Can we say that Michelangelo turned out to be very clever and inventive? Why?

3. Can you recollect a situation from your personal life when you had to prove your idea or when you managed to avoid arguing?

4. What other things was Michelangelo famous for? Find some short information about him.

Read the text. Text 3. A Chinese Vase

When I was a child I often went to see my grandmother. I thought her house was as beautiful as a palace, and the garden seemed bigger than a park.

As I was growing older the house and the garden seemed smaller, but I still loved visiting the old lady. There were so many beautiful things in her house!

Sometimes I played with the doll's house which was older than Grandmother herself; at other times I looked at books which were more interesting than my children's books at home.

I loved her pictures and the old clock, but most of all I loved a big Chinese vase which stood in the hall. It was taller than me, and I could not see inside it. I walked round and round it looking at the beautiful ladies and the birds and the flowers and trees, and grandmother told me stories about these ladies.

When I got married I took my two sons to visit their great-grandmother. They didn't like the beautiful vase and the books as I used to. They preferred playing football in the garden. Before she died my granny had given me the vase I loved so much. It looked nice in our modern hall.

One day I came home from the shop later than I had planned. My boys met me at the door looking guilty. Paul had a ball in his hands. "I'm as strong as George Best, Mummy", he boasted. "I got a goal and I have broken the vase!"

Philip tried to be more diplomatic than Paul. "It doesn't really matter, does it? You told us it wasn't new", he tried to comfort me.

I. Answer the questions.

1. How many people are mentioned in the story?
2. Who is the story-teller?
3. What was the story-teller fond of when a child?
4. What was the best thing in granny's house?
5. What did she often tell stories about?
6. When did the story-teller get the vase as a present?
7. What interested the boys?
8. Why did they look guilty one day?
9. What did they think of the broken vase?
10. What couldn't they understand about old things?

II. In what connection is the following mentioned in the text?

1. Children's books at home.
2. Beautiful ladies.
3. Modern hall.

III. Ask questions to the italicized words.

1. *When I was a child* I often went to see my grandmother.
2. As I was growing older the house and the garden *seemed smaller*.

3. Sometimes I played with *the doll's house* which was older than Grandmother herself.

4. Most of all I loved *a big Chinese vase* which stood in the hall.

5. They preferred *playing football* in the garden.

6. My boys met me at the door *looking guilty*.

7. *Philip* tried to be more diplomatic than Paul.

IV. Test your grammar – multiple choice.

1. *Tom didn't do as well in his exam as he ...*

a) was hoping; b) had hoped; c) hoped; d) had been hoped.

2. *A new bridge ... across the river here.*

a) is being built; b) is built; c) will have been built;
d) is building.

3. *Mary coped with the test ... but one.*

a) the least; b) less; c) at least; d) the last.

4. *Samantha is a journalist. She ... a lot of countries all over the world.*

a) has been visiting; b) has visited; c) visits; d) is visiting.

5. *Why ... I know where your brother is?*

a) must; b) should; c) have; d) ought.

6. *They couldn't help ... when they saw him wearing that funny cap.*

a) to laugh; b) being laughed; c) laughing; d) laughing at.

7. *The film ... about everywhere.*

a) have been spoken; b) has spoken; c) is spoken; d) to be spoken.

8. *Peter will lend you money for sure. I'd be surprised if he ...*

a) wouldn't; b) hadn't; c) doesn't; c) didn't.

9. *Yesterday Roger found out that his uncle ... ill for 5 days.*

a) has been; b) was; c) had been; d) had being.

10. *If I hadn't worked hard when I was young, I ... where I am now.*

a) wouldn't be; b) hadn't been; c) weren't; d) wouldn't have been.

V. Questions for psychological discussion.

1. What memories from your childhood do you have? Why do you remember the very things?

2. What are the most pleasant moments to recollect? Why?

3. Are there any events you try to forget? Why? What about your group-mates? Ask them about the best memories from their childhood.

4. Why is it important to have some good memories from the past?

Read the text. Text 4. Being Late for the Date

A pretty well-dressed young lady stopped a taxi in a big square and said to the driver, "Do you see that young man on the

opposite side of the square? The one wearing a dark-grey suit and having a bunch of flowers in his hand?" "Sure I can, he looks like having waited for a long time". The young man was standing outside the restaurant and looking impatiently at his watch every few seconds. "Take me over there", said the young lady. There were a lot of cars and buses in the square, so the taxi-driver asked the lady, "Are you afraid to cross the street? Is there something wrong with your eyesight?" "Oh, no! Thank God, everything is all right with me!" the young woman exclaimed. "But I am three quarters of an hour late. I had to meet this man for lunch at one o'clock, and it is a quarter to two now. If I arrive in a taxi, it will at least seem as if I did my best not to be late!"

I. Make it passive.

1. A young lady said to the driver, "Do you see that young man on the opposite side of the square?"
2. The taxi-driver asked the lady, "Are you afraid to cross the street?"
3. The taxi-driver said, "Is there something wrong with your eyesight?"
4. The young woman exclaimed, "Everything is all right with me! But I am three quarters of an hour late".

II. Ask questions to the italicized words.

1. A pretty well-dressed young lady stopped a taxi *in a big square*.
2. The young man was looking *impatiently* at his watch.
3. There were *a lot of cars and buses* in the square.
4. I had to meet this man *for lunch* at one o'clock.
5. *If I arrive in a taxi*, it will at least seem as if I did my best not to be late!

III. Complete the question to get the following short answer.

1. ...? – Well-dressed and pretty.
2. ...? – On the opposite side of the square.
3. ...? – Every few seconds.
4. ...? – Because of lots of cars and buses in the square.
5. ...? – Three quarters of an hour.
6. ...? – To produce a better impression.

IV. Test your grammar – multiple choice.

1. ... *to wait* Peter stopped.
a) Having told; b) Being told; c) Having been told; d) Been told.
2. *We are happy ... our holidays in the village now.*
a) to be spending; b) to spend; c) to have been spent; d) having spent.
3. *The next train ... at 7 p. m.*
a) is leaving; b) is going to leave; c) leaves; d) will leave.

4. *Don't get off the tram before it ...*

a) stopped; b) stops; c) will stop; d) has stopped.

5. *His book is on my desk. He ... it there.*

a) left; b) has left; c) had left; d) would leave.

6. *We know that the concert ... at 7.30 tomorrow.*

a) begins; b) will begin; c) is going to begin; d) has to.

7. *I can't walk any ..., I am exhausted.*

a) farthest; b) far; c) farer; d) further.

8. *I never saw him so angry. – ...*

a) Never have I; b) So did I; c) Neither I did; d) Nor did I.

9. *Bob, is that true that you ... married next week?*

a) will get; b) get; c) are getting; d) would get.

10. *I don't feel like ... them about it.*

a) to talk with; b) talk to; c) talking to; d) being talked to.

V. Questions for psychological discussion.

1. Was it a good idea to do that way? Why?

2. Do you sometimes do the same?

3. Would you prefer your friends to tell you the truth or to pretend polite?

4. Is it possible to be completely honest in every situation?

5. In what cases do people most typically lie?

Read the text. Text 5. Madrid and Barcelona

A visitor from Barcelona arrives at a Madrid government office in mid-afternoon, and is surprised to find only the cleaning

lady there. "Don't they work in the afternoons?" he asks. "No", she replies, "they don't work in the mornings".

Lazy Madrid, busy Barcelona: it is just one of many stereotypes about Spain's great rivals. Mostly, the stereotypes are born of Barcelona's bitterness at its second-class status. Barcelona is the capital of Catalonia, a proudly autonomous region, but Madrid is the capital of Spain. This causes resentment. It makes Barcelona the largest city in Western Europe not to be the national capital. Worse, Barcelona (Catalonia's capital since the ninth century) regards Madrid (a creation of Philip II in the 16th century) as an upstart. Catalans rarely miss a chance to have a dig at the folks from Castille.

Over the years governments in Madrid did their best to strip Barcelona of political power. They tried to squash the Catalan language. They even decided what the modern city should look like: in 1860 an order from Madrid overruled Barcelona's choice of plan for its big expansion.

"We are more liberal, and that explains almost everything", says Miquel Roca, who, as parliamentary leader of the Catalan Nationalists, spends much of his time shuttling between the two cities. Barcelona has the liberalism that often characterises port cities. As Catalans see it, while Madrid bathes in bureaucracy, Barcelona gets on with business. An old-fashioned seriousness

in Madrid, isolated high up on Spain's central plateau, contrasts with the light-heartedness of Barcelona, open to Europe and aggressively avant-garde. No visitor to government buildings in the two cities can fail to be struck by the contrast between them. In Madrid, there are creaky ancient wooden floors, antique furniture and walls covered with paintings by Spanish old masters. In Barcelona chairs and tables are evidence of the place's obsession with modernism. Meetings of the Catalan cabinet are held in a room with a large, modern painting.

As banks and businesses have been drawn to Madrid, it has become as much a commercial and industrial centre as an administrative one. Barcelona, meanwhile, in Spain's traditional industrial heartland, has been experiencing a rise of bureaucracy.

The rivalry between Madrid and Barcelona is bound to remain fierce, not least on the soccer field, where Real Madrid and Barcelona compete for Spanish supremacy. Barcelona will continue to press for yet more power to be taken it from Madrid: it is calling for the Senate, Spain's upper house of parliament, to be moved to the Catalan capital.

I. Decide if the following is true or false. Correct the false facts.

1. Madrid and Barcelona compete only in football.

2. Madrid is more old-fashioned.
3. Barcelona is less bureaucratic.
4. Madrid is a big port.
5. Madrid tried to get more power.
6. The two cities are approximately of the same age.
7. Most banks and businesses are concentrated in Barcelona.
8. People from Barcelona are not so serious as from Madrid.
9. There is a number of stereotypes about the cities.
10. The two cities compete in painting.

II. Answer the questions.

1. What can a visitor at a Madrid government office discover in mid-afternoon?

2. What is the basis of many stereotypes about the two cities?

3. Why do Catalans regard Madrid as an upstart?

4. What is the explanation to their differences, according to the parliamentary leader of the Catalan Nationalists?

5. What is the main difference between the people of the two cities?

6. What was the language problem in Spain?

7. Which of the two cities is more up-to-date? Why?

8. What does Barcelona try to do to make their positions equal?

9. Is Madrid in Catalonia or in Castille?

III. Ask questions to the italicized words.

1. Barcelona is the capital of *Catalonia*.

2. Madrid was a creation of *Philip II* in the 16th century.

3. Catalans rarely miss a chance *to have a dig* at the folks from Castille.

4. Over the years *governments in Madrid* did their best to strip Barcelona of political power.

5. An old-fashioned seriousness in Madrid contrasts with *the light-heartedness of Barcelona*.

6. In Barcelona chairs and tables are evidence of the place's *obsession with modernism*.

7. Real Madrid and Barcelona compete for *Spanish supremacy*.

IV. Questions for psychological discussion.

1. Why in your opinion do some cities compete? Do you have some other examples of such competition?

2. How must be the language issue decided correctly not to cause problems? Give your reasons.

3. Can such type of rivalry be a source of further development? Why do you think so?

4. What is the best city you saw in your life? What attracted you most?

5. What would you like to change in your native town? why?

V. Check-yourself section (grammar revision). Choose the right answer.

1. *It has been snowing all day. I wonder when*
a) will it stop; b) does it stop; c) it stops; d) it will stop.
2. *I ... glasses since I was a child,*
a) wear; b) wore; c) am wearing; d) have been wearing.
3. *When the phone rang, I ... dinner.*
a) cook; b) was cooking; c) had been cooking; d) have been cooking.
4. *He works ... and makes good progress.*
a) hard; b) hardly; c) good; d) badly.
5. *He reminds me ... someone I knew in the army.*
a) of; b) to; c) from; d) about.
6. *The student had to read it twice, ...?*
a) had he; b) hadn't he; c) did he; d) didn't he.
7. *I've made ... mistakes now than I made last time.*
a) few; b) a few; c) fewer; d) less.
8. *We ... two compositions this month.*
a) write; b) wrote; c) were writing; d) have written.
9. *I had a feeling that somebody ... there before.*
a) is; b) was; c) has been; d) had been.
10. *... only one theatre and two cinemas in this city ten years ago.*
a) there is; b) there was; c) there are; d) there were.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ...
2	I can ask my group-mates questions about being diplomatic.				Express your own ideas.
3	I can discuss psychological issues of what is being diplomatic.				
4	I can express my own opinion and ideas.				
5	I can make a dialogue with my group-mate using the new words.				

UNIT 5. ON DOING RIGHT

Read the text. Text 1. The Night the Chimes Rang

Once, long ago, a magnificent church stood on a high hill in a great city. It could be seen for miles around.

But there was something more remarkable about the church than its beauty: the strange and wonderful legend of the bells of the church.

At the corner of the church there was a tall grey tower, which had the most beautiful chimes of the bells in the world. But the fact was that no one had heard the bells for many years. Not even on Christmas. It was a custom for all people to bring their offerings to the church on Christmas Eve. People thought that no offering had been great enough to deserve the music of the chimes.

Now a few miles away from the city, there lived a boy named Peter and his little brother. They knew very little about the chimes, but they heard of the service in the church on Christmas and they decided to go and see it.

The day before Christmas was bitterly cold, the ground was white with snow. Peter and his brother started out early in the afternoon, and despite the cold they reached the city by night. They were about to enter the gates when Peter saw something dark on the snow on their way.

It was a poor woman, too sick and tired to get to some shelter. Peter tried to rouse her, but she was unconscious. Peter decided to stay near the woman and to keep her from freezing. He told his brother to go to the city and bring someone to help her. The little boy didn't want to go alone, but Peter said he had no need to miss the service and had to see everything for both of them. He also gave his brother a silver coin and asked to put it down as his offering, when nobody was watching him. Peter's brother went away, trying to keep back his tears.

The church had never looked so beautiful. Many people came and brought their offerings. Some brought jewels and gold. A famous writer brought a book he had been writing for years. Even the King of the country took from his head the crown with precious stones, and laid it on the altar. He hoped to win the chimes of the Christmas bells for himself. Everybody was sure that they would hear the bells when the King had laid his crown. But the cold wind was all they heard in the tower.

The ceremony was about to finish when suddenly the organist stopped playing. There came softly – but distinctly – the sound of the chimes in the tower. The music seemed much sweeter than anything else in the world.

Then all the people stood up to see what great gift awakened the silent bells. All they saw was the childish figure of Peter's

brother, who had walked softly down the aisle when no one was looking at him and laid Peter's silver coin on the altar.

I. Translate the following.

Уздовж проходу, м'яко, але чітко, покласти на вітвар, принести пожертви, корона з дорогоцінним камінням, срібна монета, намагатися стримати сльози, незважаючи на холод, бути непритомним, дістатися міста до ночі, знайти притулок, бути занадто хворим та виснаженим, не дати замерзнути, мати звичай, чудова легенда про дзвони, коштовності та золото.

II. Which is correct?

1. *The church was on the:*

a) mountain; b) river; c) hill.

2. *There was a:*

a) story; b) legend; c) tale about the church.

3. *People wanted to hear the:*

a) story; b) legend; c) chimes.

4. *People had a custom to bring to the church:*

a) presents; b) offerings; c) gold.

5. *Peter had:*

a) a little brother; b) a little sister; c) two brothers.

6. *The boys wanted to visit the church:*

a) on Easter; b) on Christmas; c) on Holy evening.

7. *In the snow they suddenly saw:*

a) a poor girl; b) a poor man; c) a woman.

8. *Peter's brother went to the church:*

a) alone; b) with his brother; c) with other people.

9. *The King laid on the altar his:*

a) gold; b) precious stones; c) his crown.

10. *When the King laid his gift the people heard:*

a) the chimes; b) the music; c) the wind.

11. *The organist stopped playing because he:*

a) saw the boy; b) the ceremony was over; c) heard the chimes.

12. *The music of the bells was awakened by:*

a) the King; b) the offerings; c) the silver coin.

III. Decide if the following is right or wrong. Correct the false facts.

1. The beautiful church stood on the hill.

2. The legend told about the foundation of the church.

3. Nobody heard the chimes of the bells for many years.

4. There was a custom to bring jewels to the church.

5. People thought that their gifts didn't deserve the music of the chimes.

6. The brothers lived near the church.

7. It was difficult to get to the church because of cold weather.

8. The woman couldn't walk because she was seriously ill.

9. Peter's brother wanted to go to the church alone.
10. There were many people with offerings in the church.
11. The King brought the book he had written.
12. The boy deserved the music because he didn't boast with his gift.

IV. Which of the titles would you choose to rename the text? Give your reasons.

1. Every cloud has a silver lining.
2. Money is a good servant but a bad master.
3. The best gift is a gift from the heart.
4. Money has no smell.

V. Test your grammar – multiple choice.

1. *She admired the trees and flowers ... the house.*
a) surrounded; b) were surrounding; c) being surrounding;
d) surrounding.
2. *I stopped ... because I was ... with the film.*
a) to watch, bored; b) watching, boring; c) watching, bored;
d) being watching, boring.
3. *Laura had ... eyes.*
a) big dark warm; b) dark big warm; c) warm dark big;
d) warm big dark.
4. *He promised that the issue ... by the end of the week.*
a) will be discussed; b) will have been discussed; c) would be discussed; d) would have been discussed.

5. *The car ... while they ... to Plymouth.*

a) was broken, were driving; b) broke, were driving; c) broken, drove; d) had broken, driven.

6. *... questions you will be able to answer, ... your mark will be.*

a) The most, the highest; b) The more, the higher; c) The more, higher; d) More, the highest.

7. *... car wasn't so expensive as ...*

a) Her, mine; b) Hers, my; c) Her, my; d) Mine, hers.

8. *Everything we needed ... by 7 p. m.*

a) was prepared; b) has been prepared; c) had prepared; d) had been prepared.

9. *I have seen him ..., he looked fine.*

a) later; b) lately; c) late; d) latest.

10. *We met ... chance ... work and made friends.*

a) in, on; b) by, at; c) at, at; d) upon, at.

VI. Psychological task. Give your reasons if it's better to be modest or self-assured? Why?

Read the text. Text 2. Trouble at the Inn

I was teaching the second form in Ontario, Canada. I was asked to stage a Christmas pageant (story). Later some people thought that the thing that had happened ruined it, while others considered it the best Christmas story they had ever seen. You be the judge.

After much thinking I handed out different parts of the story. One problem was Ralph. He was a big boy of nine and should have been in the 4th form. Besides being big, he was clumsy, slow-moving and slow-thinking. But he was liked by the children, especially the younger ones – he always acted as their protector.

Ralph wanted to be a shepherd with a flute. I told him I had a more important role for him. To myself I reasoned that as the innkeeper he wouldn't have so many words to remember. He had to refuse Joseph and Mary in lodging (to stay in the hotel), and his size could make the refusal more impressive.

We practised and practised, each child feeling his importance to the success of the evening. At last the auditorium filled with families and friends. But no one in the audience or on the stage was more impressed by the magic of the night than Ralph.

The play went on without any problems until Joseph appeared, walking slowly, helping Mary to the door of the inn. He knocked hard at the wooden door.

Ralph was ready and waiting. "What do you want?" he cried, pushing the door open with a rude gesture. "We are looking for some place to stay".

"Look for it somewhere else. The inn is full". Ralph shouted without looking at the visitors. "Kind sir, we've asked everywhere in vain. We have travelled far and are very tired". "There is no room for you!"

"Please, good innkeeper, this is my wife Mary. She is going to have a baby and must find a place to rest for the night. Surely you must have some small corner for her. She is so exhausted".

Ralph looked down at Mary. There was a long pause. The audience began to worry.

"No, begone!" I prompted.

Ralph just stood there.

Three times I tried to prompt him the words, each time louder and louder.

At last, Ralph automatically repeated the words he had learned in those long weeks of practice: "No, begone!"

Joseph sadly placed his arm around Mary and was about to leave. But the innkeeper didn't return to his inn as directed. He stood there watching the poor couple with his mouth open and his eyes filled with tears.

Suddenly, this Christmas story became different from all the rest. "Don't go, Joseph. "Don't go, Joseph. Please don't go", Ralph called. 'Bring Mary back". His face brightened with a big smile. He stretched out his hands. "You can have my room". And my eyes filled with tears too. Ralph found the way out.

I. Translate the following.

To stage a Christmas pageant, to be a shepherd with a flute, to refuse Joseph and Mary in lodging, to prompt the words, to stretch out hands, to fill with tears.

II. Explain the meaning of the given below.

A Christmas pageant, clumsy, a shepherd, an innkeeper, an inn, a protector, a flute, the audience, the auditorium, to prompt.

III. Answer the questions.

1. Who is the story teller? Where did the story happen?
2. What tradition do they have at schools in English speaking countries on Christmas?
3. Who was the teacher's problem?
4. What kind of boy was he?
5. Why did the children like him?
6. What role did the teacher give him? Why?
7. What did the children do to be a success with their story?
8. What did Ralph have to do during the play?
9. Why did the public start to worry?
10. How did the teacher try to help Ralph?
11. What happened to that Christmas story?
12. What is the wisdom (idea) of the story?

V. Test your grammar – multiple choice.

1. *Life ... more automated by then.*
 - a) will become; b) will have become; c) would become; d) will be becoming.
2. *My sister asked me what I ... from 5 to 6.*
 - a) was doing; b) did; c) had done; d) were doing.

3. *She has never been good ... children.*

a) to deal with; b) at dealing to; c) at dealing with; d) dealing to.

4. *... for the company for many years he knew everybody.*

a) Having worked; b) Being working; c) Have been working;
d) To have worked.

5. *I don't believe that the student ... a month ago.*

a) has been informed; b) was informed; c) had been informed;
d) has informed.

6. *Mary was so emotional that she couldn't help ... while ... the film.*

a) to laugh, watching; b) laughing, being watching; c) laughing, watching;
d) being laughing, watching.

7. *She wanted to learn where her great grand-mother ... during the war.*

a) was working; b) had been working; c) had working;
d) worked.

8. *The cup ... with milk was on the table.*

a) was filled; b) filling; c) having filled; d) filled.

9. *Nick and Lanny ... each other since their school years.*

a) know; b) had known; c) have been knowing; d) have known.

10. *Mother asked Peter ... so much noise.*

a) don't make; b) didn't make; c) not to make; d) not making.

VI. Questions for psychological discussion.

1. Do you agree that sometimes it is better to be kind than clever?
2. Can it happen that sometimes a kind heart can prompt a clever decision?
3. Which group of the spectators would you join – those who considered the Christmas pageant spoilt or those who thought it the best Christmas story? Give your reasons.

VII. Retell the text on behalf of:

- the teacher;
- the clumsy boy;
- one of his classmates;
- one of the parents present at the play.

Read the text. Text 3. The Sand-Glass

When I was a child we used to have a dear old servant in our house in Paris. She had been a servant in our family before I was born and had been a nurse to my sisters Marie and Yvonne and to me. She helped with the work in the house, she did the sewing, she could cook an omelette, or any other dish, better than anyone else I know. We all loved her, she was so kind, so helpful and so constantly busy. From early morning till late at night she never rested and nothing was too much trouble for her. If ever

we were in difficulties, from a torn frock to a broken heart, it was to Anna that we went for help and comfort.

Then, one day, she came to say she was leaving us. "Leaving us, Anna!" I said, hardly able to believe my ears.

"Yes, Miss Lucille", she said, and then, blushing and looking rather confused, she added, "I'm going to be married". You could have knocked me down with a feather – we girls naturally considered Anna as old as we had known her all our lives, but I don't suppose she was more than forty when she left us, and married Henri Behr.

It was the greatest mistake she ever made in her life, and, though Anna never said a word about it, I am sure she regretted it almost from the day she was married. Anna had saved quite a bit of money during the years she had been with us, and with it she bought a house in Tours. It was quite a big old house, and she made her living by letting rooms in it. And when I say, she made the living; I mean it, for Henri Behr did absolutely nothing at all. My father and mother and sisters and I for some time or other all visited Anna, but none of us liked Henri. He was ten or twelve years older than Anna, a big, unpleasant, selfish, bad-tempered man. I never once saw him smile or say a kind word to anyone. But all this was nothing compared with his laziness. That was almost beyond belief. I don't think he had ever done a

stroke of work in his life. He certainly never did after he married Anna. He got up about ten o'clock in the morning (by which Anna had been up for four or five hours) and sat in his armchair by the big stove, and there he would sit until it was time to go to bed. Anna had to leave her work and hurry to bring him breakfast of rolls and butter and coffee. Then he sat and read his newspaper and smoked his pipe or slept while Anna ran about upstairs cleaning all the rooms, making the beds, doing the washing, or running downstairs half a dozen times to answer the door-bell. And in the midst of it all she had to prepare the vegetables and cook the huge meal that he always expected promptly at one o'clock. A dozen times a day you would hear him shout, "Anna", and she had to leave her work and hurry to see what he wanted. It would usually be to pick up his pipe that he dropped, or find another cushion for his head, get him a glass of wine or put some more wood on the fire. If she didn't come running the moment he called, he would burst into a fit of rage, his face would go red with anger and you could hear him shouting all over the house.

Well, for the next year or two we lost touch with Anna. Tours is a hundred and fifty miles or so from Paris, and in any case we hated to see her so unhappy, so we never went to see her. Then, one day, I went to Tours to visit some friends and I thought

I would call and see Anna. I went to the house where she lived and rang the bell. I waited, but there was no sound of footsteps in the house. But the house was occupied; there was smoke coming from the chimney, and I recognized Anna's clean, bright curtains in the windows. I rang again, louder than before, and then, after another minute or so, I heard footsteps slowly coming down the stairs. The door opened and I saw Anna. The moment she saw me her face lightened up with a smile. There was no doubt about her joy at seeing me. She took me upstairs to her cosy room, neat and tidy as Anna's rooms had always been. The room was exactly as I had always known it – except that Henri wasn't there. On the table near Anna's chair (the chair where Henri always used to sit) was a big sand-glass which is often called an egg-timer.

Well, I noticed that Anna looked every now and then at the sand-glass and whenever she saw that the sand (a peculiar, dark-coloured sand) had run through, she turned the glass and let the sand run through again. Just then the front door-bell rang again, but instead of jumping up at once to answer it as Anna always used to do, she just turned the sand-glass over and sat still. When the sand had all run through, she got up quietly and went downstairs to answer the door. So that was why I had had to wait so long! It all seemed very funny, but I said nothing.

She came back and we continued our chat and later she offered me to have some omelette. I certainly was hungry and agreed. But again she didn't get up at once. She cooked only after the sand had gone through. After we had finished supper I asked her about Henri. Anna answered he had died about a year before.

I couldn't utter "I'm sorry to hear it" and just was sitting silent. Anna continued, "He got into one of his rages and suddenly dropped down dead". There was a pause. She picked up the sand-glass. "I had him cremated", she said. "These", and she pointed to the strange sand, "are his ashes. He never worked while he was alive, but I see to it that he does now he's dead". And she turned the sand-glass over again.

I. Translate the following.

From a torn frock to a broken heart, nothing was too much trouble for her, to answer the door, his laziness was almost beyond belief, a selfish, bad-tempered man, in the midst of it all, a dozen times a day, to burst into a fit of rage, to utter.

II. Decide if the following is true or false.

1. Anna came to work as a servant when the story-teller was a little girl.
2. Anna didn't get married because she was too old.
3. Anna never complained of her marriage.

4. Anna's husband was a disabled person and needed her constant help.

5. The story-teller never went to see Anna because Tours is far away from Paris.

6. The story-teller understood that there must have been somebody in the house.

7. Anna's house was unusual for her.

8. Anna was in no hurry to do anything.

9. The dark-coloured sand in the sand-glass was Henri's ashes.

10. Anna decided to punish Henri for his laziness.

III. Use the following in the reported speech.

1. She pointed to the strange sand, "These are his ashes".

2. I couldn't utter "I'm sorry to hear it".

3. I said, hardly able to believe my ears, "Are you leaving us, Anna?"

4. Anna answered, "He never worked while he was alive, but I see to it that he does now he's dead".

IV. Answer the questions.

1. What is the story-tellers name?

2. Where did her family use to live in her childhood?

3. What kind of servant was Anna?

4. What news surprised the girls one day?

5. What made Anna's marriage unhappy?

6. Why didn't the family members want to visit Anna?
7. How did Lucille happen to come to Anna's place?
8. What made her sure that there was somebody in the house?
9. What strange thing did she discover about her former servant?
10. Can you understand Anna's reasons to do such a thing?

V. Retell the text on behalf of:

- Anna;
- Henri Berh.

VI. Test your grammar – multiple choice.

1. *Do you know we're short of bread? – Yes, I ... shopping.*
a) will go; b) go; c) am going; d) will be.
2. *Fortunately, he ... save a drowning man.*
a) could; b) managed to; c) was able; d) had been able to.
3. *My sister asked me what I ... from 5 to 6.*
a) was doing; b) did; c) had done; d) were doing.
4. *I don't believe that the student ... a month ago.*
a) has been informed; b) was informed; c) had been informed;
d) has informed.
5. *... car wasn't so expensive as ...*
a) Her, mine; b) Hers, my; c) Her, my; d) Mine, hers.
6. *The film ... about everywhere.*
a) have been spoken; b) has spoken; c) is spoken; d) to be spoken.

7. *Samantha is a journalist. She ... a lot of countries all over the world.*

a) has been visiting; b) has visited; c) visits; d) is visiting.

8. *Peter will lend you money for sure. I'd be surprised if he ...*

a) wouldn't; b) hadn't; c) doesn't; c) didn't.

9. *Unfortunately we weren't invited to the party. I wish we ...*

a) were invited; b) would be invited; c) would have been invited; d) would have invited.

10. *A new bridge ... across the river here.*

a) is being built; b) is built; c) will have been built; d) is building.

VII. Questions for psychological discussion.

1. Is there such a notion as men's and women's house duties?

What are they if any?

2. How is this problem decided in your family? What other examples do you know?

3. Can some act of revenge help somebody feel better or it cannot improve the situation?

4. Have you ever had a wish to take a revenge? Can you describe the situation?

5. Why is it important to forgive instead of taking a revenge sometimes?

Read the text. Text 4. The Lady and the Tiger (adapted from Frank R. Stockton)

Many years ago in a country in North Africa there lived a king who had some strange customs. One of these was the way he decided if a prisoner was guilty or not guilty. Whenever one of his subjects was accused of a serious crime, the king decided that the fate of the accused would be determined in front of the people. On the chosen day, the king, his followers, and all the people gathered on a small hill. In front of the hill there was a building with two doors, exactly alike, set side by side. At the king's signal, the accused would walk to the doors and open one of them. Behind one door there was a hungry lion which would eat the prisoner as a punishment for his crime. Behind the other door there was a beautiful woman to whom the prisoner would be married immediately as a reward for his innocence.

The plan seemed most fair to the king. The accused could choose his own fate. He simply opened a door and was at once either eaten or married.

Now it happened that the king's beautiful daughter, whom he loved above all things, had fallen in love with a poor but handsome young soldier. When the king found out that they loved each other, he put the young man into prison and set a day for his public trial. Then the king ordered the whole kingdom to be searched for the biggest lion and the most beautiful woman.

Finally, the day of the trial arrived. The young man entered the field. He was so handsome that the crowd greeted him with a hum of admiration and fear. How terrible this was for him! Advancing into the field the handsome young soldier turned, as it was his custom, and bowed to the king. But he fixed his eyes on the princess, who was sitting on her father's right. The young man saw in her eyes that the princess knew on which side the lion was and on which the lady. His eyes asked her, "Which door shall I choose?"

The princess knew that the woman her father had chosen was the loveliest in their land. In the past she had seen this woman throw admiring glances at the soldier. Sometimes she even suspected that these glances were returned. How could she bear to lose her lover to another woman? How could she bear to see him torn apart by the lion? The princess paused. Then acting on the decision she had made after days of weighing the awful choice, she nodded to the right. The young man saw, and without hesitating, walked to the right-hand door and opened it...

I. Translate the following.

Guilty or not guilty, to nod to the right, to be torn apart, to throw admiring glances, to bow to the king, public trial, to choose one's own fate, a reward for one's innocence, without hesitating, to fall in love with, to greet with a hum of admiration and fear.

II. Decide if the following is true or false.

1. The king was always fair.
2. The crowd could decide a prisoner's fate.
3. The crowd felt sorry for the soldier.
4. The princess suspected that the handsome young soldier could be in love with another woman.
5. The princess didn't doubt as for her choice.
6. The young man expected a hint from the princess.
7. He didn't trust her at once.
8. A guilty person was always punished in that country.

III. Ask questions to the italicized words.

1. *Many years ago* in a country in North Africa there lived a king.
2. *The young man* entered the field.
3. Then the king ordered *the whole kingdom to be searched*.
4. The young soldier turned, *as it was his custom*, and bowed to the king.
5. Sometimes she suspected that *these glances were returned*.
6. Behind one door there was *a hungry lion*.

IV. Questions for psychological discussion.

1. What happened to the soldier in your opinion?
2. What did the princess decide? Why?
3. What is stronger jealousy or sympathy?

4. What should people do if they feel jealous?
5. Can you present another story in which jealousy played a negative role?

Read the text. Text 5. His Rich Aunt (after Cyril Hare)

Hillary Smith received all the money that belonged to his good family and soon spent it. When all the money had been spent, Hillary could do out of two things – he could either die or work. Neither of these gave him any pleasure.

Suddenly he remembered that he had a rich aunt. Hillary found her address. The old lady was glad to see her only nephew. Unfortunately, she was seriously ill. The doctor told Hillary that nothing could cure the old lady and her days were numbered.

Hillary managed to choose a moment when his aunt felt a little better than usual and asked her about the details of her will. She told her nephew that she had made her will when she had been a young girl. She was very religious and had left her money to some religious people in China. She never made any other will.

The next day Hillary found out that when a woman got married, an earlier will lost its value. A new will had to be made, according to which the money went to the nearest relation. His future was safe!

One morning his aunt told him that she was going to send for her lawyer to make a new will. Hillary was scared that she

wanted to leave all her money to somebody else. So he took a decision. Every night his aunt took some medicine to make her sleep. Hillary decided to double the portion. His intention was to put her to sleep forever.

His aunt took the glass from him and looked at Hillary very attentively. She thanked her nephew and said, "If I am alive tomorrow, I will change my will in your favour. If I die tonight, you will get nothing".

She explained that she had never been married in her life, so her first will didn't lose its value. Hillary tried to take the glass away, but the old lady quickly raised it and drank.

I. Ask questions to the italicized words.

1. Hillary Smith *spent* all the money that belonged to his good family.
2. Suddenly he remembered that *he had a rich aunt*.
3. *The doctor* told Hillary that nothing could cure the old lady.
4. Every night his aunt took some medicine *to make her sleep*.
5. His aunt looked at Hillary very *attentively*.

II. Complete the question to get the following short answer.

1. ...? – Either die or work.
2. ...? – Her address.

3. ...? – She was glad.
4. ...? – The doctor.
5. ...? – When she had been a young girl.
6. ...? – To make a new will.
7. ...? – Every night.
8. ...? – Only if she stayed alive.

III. Put the sentences into the right order.

1. Hillary tried to take the glass away.
2. She explained that she had never been married in her life.
3. The old lady quickly drank.
4. She had lived in China.
5. Suddenly he remembered that he had a rich aunt.
6. The old lady was glad to see her only nephew.
7. So he took a decision.
8. His intention was to put her to sleep forever.
9. She was going to send for her lawyer to make a new will.
10. Hillary was scared.

IV. Choose another title to rename the text. Give your reasons.

1. Broken Hopes.
2. Terrible Truth.
3. News from the Past.
4. Awful Revenge.

V. Psychological task.

1. Why are some people ready to gain the desired at any cost? Are all people like this?
2. Why was the aunt ready to die?

Read the text. Text 6. The Devoted Friend (after Oscar Wilde)

Once upon a time there was a young man whose name was Hans. He lived alone in a little house and had a lovely garden where he worked every day. His garden was the best in the village and there were a lot of beautiful flowers in it.

Little Hans had a devoted friend, big Hugh the Miller. Indeed, the rich Miller was so devoted to little Hans, that he always picked some flowers or took some fruit when he was passing Hans's garden. "Real friends must have everything in common", the Miller used to say, and Hans smiled and felt very proud that he had a friend with such noble ideas. Sometimes the neighbours were surprised that the rich Miller never gave little Hans anything, but Hans never thought about these things. He worked and worked in his garden. In spring, summer and autumn he was very happy. But in winter he had no flowers or fruit to sell at the market, and he was often hungry and cold. He was also very lonely, because the Miller never came to see him in winter.

"There is no good in my going to see little Hans in winter", the Miller used to say to his wife, "because when people are in trouble, you must leave them alone. That is my idea of friendship, and I am sure I am right. So I'll wait till spring comes, and then I'll go to see him, and he he will be able to give me a large basket of flowers, and that will make him happy".

The Miller's wife was sitting on her comfortable sofa near the fire. "It's very pleasant", she said, "to hear how you talk about friendship".

"But can't we invite little Hans to our house?" said the Miller's son. "If poor Hans is in trouble, I'll give him half of my supper and show him my white rabbits!"

"What a silly boy you are!" cried the Miller. "If Hans comes here and sees our warm fire and our good supper, he may get envious, and envy is a terrible thing. Besides, he may ask me to lend him some flour, and I can't do that! Flour is one thing and friendship is another". "How well you are talking!" the Miller's wife said.

I. Decide if the following is true or false.

1. Little Hans lived in his little house without a family.
2. The rich Miller was so devoted to little Hans, that he always brought him some flowers or fruit when he was passing by.

3. The Miller used to say he was proud to have a friend with such noble ideas.

4. Little Hans never starved due to his garden.

5. "You shouldn't disturb people when they are in trouble," the Miller used to say.

6. The neighbours were delighted looking at their friendship.

7. The Miller didn't want his friend to feel uncomfortable.

8. The Miller's son suggested inviting Hans to their house to share with him what they had.

9. Hans would have been glad to see his friend any moment.

10. The Miller's son was the only kindhearted person in the family.

II. Translate the following.

Мати багато спільного, почати заздрити, бути в скрутному становищі, мати благородні ідеї, бути відданим другом, позичити трохи борошна.

III. Use the following in the reported speech.

1. "What a silly boy you are!" cried the Miller.

2. The Miller's wife said, "It's very pleasant to hear how you talk about friendship, Hugh".

3. The Miller said, "I'll go to see Hans in spring, and he he will be able to give me a large basket of flowers, and that will make him happy".

4. The Miller's son proposed, "If poor Hans is in trouble, I'll give him half of my supper and show him my white rabbits!"

IV. Complete the question to get the following short answer.

1. ...? – A lovely garden.
2. ...? – Big Hugh the Miller.
3. ...? – Some flowers or some fruit.
4. ...? – In spring, summer and autumn.
5. ...? – In winter.
6. ...? – The Miller's wife.
7. ...? – Hans was.

V. Retell the text on behalf of:

- big Hugh the Miller;
- the Miller's wife;
- the Miller's son;
- Hans.

VI. Test your grammar – multiple choice.

1. *If I hadn't worked hard when I was young, I ... where I am now.*

a) wouldn't be; b) hadn't been; c) weren't; d) wouldn't have been.

2. *His book is on my desk. He ... it there.*

a) left; b) has left; c) had left; d) would leave.

3. *The next train ... at 7 p. m.*

a) is leaving; b) is going to leave; c) leaves; d) will leave.

4. *Robert would have bought the car if it ... so expensive.*

a) weren't; b) wasn't; c) hasn't been; d) hadn't been.

5. *Nick and Lanny ... each other since their school years.*

a) know; b) had known; c) have been knowing; d) have known.

6. *They ... two miles when they understood that it was going to rain.*

a) wouldn't go; b) hadn't gone; c) didn't go; d) weren't going.

7. *I've never been to ... South America. I'd like to climb in ... Andes.*

a) -, -; b) the, the; c) -, the; d) the, -.

8. *The child was running ... that nobody could catch him.*

a) such fast; b) so faster; c) fast enough; d) so fast.

9. *Somebody ... the door. We can't enter.*

a) should have closed; b) must have shut; c) must have been shut; d) could be closing.

10. *The boy said that he ... TV at 9 p.m. that day.*

a) was watching; b) had watched; c) had been watched; d) had been watching.

VII. Questions for psychological discussion.

1. What should be the basis of every friendship?

2. What was the rich Miller's real attitude to Hans?
3. Can people with different income be true friends?
4. Why did Hans keep such relations?
5. Have you come across examples of true (false) friendship in real life?
6. Why do people say, "Tell me who your friend is and I'll say who you are"?

VII. Check-yourself section. Fill in the gaps with suitable answers.

No doubt Shirley Yeats is a very courageous woman (1) the age ... 67 she decided to go on a cruise round the coast of Malaysia. Everything was fine until one day. As she (2) back to her cabin, she saw (3) smoke coming out of another cabin. At once she telephoned the captain from her cabin and (4) him about the fire. After that she went up on deck to see what she (5) to do to help. The fire spread very fast and became out of control. The captain decided to get the passengers off the ship as (6) as possible. Shirley remained calm and many other passengers (7) by her to get to the lifeboats.

At last all the passengers were in the lifeboats and not (8) passenger died in the fire. Shirley was one of the last passengers (9) the boat. Afterwards, talking to the journalists, she said, "I was very frightened but knew what to do. All my years (10) a teacher helped – all the time telling people what to do!"

1. a) on at; b) at of; c) in of; d) of, at.
2. a) gone; b) has gone; c) was going; d) had go.
3. a) a; b) an; c) the; d) –.
4. a) said; b) told to; c) talked; d) told.
5. a) can; b) could; c) was able; d) has.
6. a) quicker; b) quickly; c) quickest; d) quick.
7. a) were helped; b) helped; c) was helped.
8. a) some; b) an; c) any; d) –.
9. a) to leave; b) left; c) left; d) leave.
10. a) a; b) how; c) like; d) a.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ...
2	I can ask my group-mates questions about the issues of doing right.				Express your own ideas.
3	I can discuss				

	psychological issues of what is good and what is bad.				
4	I can express my own opinion and ideas.				
5	I can make a dialogue with my group-mate using the new words.				

UNIT 6. ON THINGS WE LOVE

Read the text. Text 1. My Favourite Room

My favorite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only where we cook and eat but it's also the main meeting place for family and friends. I have so many happy memories of times spent there: special occasions such as homecomings or cooking Christmas dinner; troubled times, which lead to comforting cups of tea in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for cross, sleepy children before sending them off to school, then sitting down to read the newspaper with a steaming hot mug of coffee. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, which is the focal point of the room. There is a large window above the sink, which looks out onto two apple trees in the garden. The cooker is at one end, and above it is a wooden pulley, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a

large notice-board, which tells the story of our lives, past, present and future, in words and pictures: a school photo of Megan and Kate, a postcard from Antie Nancy from Australia, the menu from a take-away Chinese restaurant, a wedding invitation for next Saturday. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of happiest times of my life have been spent in our kitchen.

I. Translate the following.

Without doubt, special occasions, ordinary daily events, to put the world to rights, cross, sleepy children, a wooden pulley, a good-sized rectangular table, a take-away Chinese restaurant, comforting cups of tea, a large notice-board, above the sink, a steaming hot mug of coffee.

II. In what connection is the given below used in the text?

- particularly so;
- for everyone to read;
- by strangers only;

- quite big, but not huge;
- old-fashioned but very useful;
- two apple trees;
- straight into the kitchen.

III. Ask questions to the italicized words.

1. My favourite room is *our kitchen*.
2. It's also the main meeting place *for family and friends*.
3. I have so many *happy* memories of times spent there.
4. Whenever we have a party, people *gravitate* with their drinks to the kitchen.
5. A *large notice-board* tells the story of our lives, past, present and future.
6. All our friends use *the back door*.
7. A wooden pulley, is very useful for *drying clothes in wet weather*.

VI. Complete the question to get the following short answer.

1. ...? – A large notice-board.
2. ...? – Putting the world to rights.
3. ...? – Onto two apple trees in the garden.
4. ...? – The focal point of the room.
5. ...? – Special occasions or troubled times.

VII. Test your grammar – multiple choice.

1. *The men were tired because they ... a long way.*
a) made; b) would make; c) had made; d) are making.

2. *Jane is a good teacher. ... she shows positive results.*

a) because; b) due to; c) although; d) that's why.

3. *They haven't tried ... to help him.*

a) hard enough; b) hardly enough; c) enough hard; d) enough hardly.

4. *Henry ... his friends that he loved jazz.*

a) said; b) told; c) spoke; d) talked.

5. *Tom is hungry because he ... the whole day.*

a) has been eating; b) has not eaten; c) hadn't eaten; d) is eating.

6. *Dad wanted to know if I ... tired.*

a) am; b) was; c) was being; d) were.

7. *I don't have as ... friends as you do.*

a) many; b) more; c) much; d) very many.

8. *He said they ... lunch at 2.*

a) will have; b) would have; c) have; d) would having.

9. *They ... each other for many years already.*

a) have known; b) know; c) had known; d) have been knowing.

10. *I was sure your father ... in a bank.*

a) works; b) is working; c) worked; d) has been working.

VIII. Questions for psychological discussion.

1. What is your favourite place? Why do you like it?

2. Why is it important to have such a place where you feel at home?

3. What special place would you like to create for your (future) children?

Read the text. Text 2. A Little Holiday Magic

Christmas Eve has always been my favourite day of the year. December 24 some time ago, I was on my own, living in my first apartment. With several hours before joining my family at Mother's place, I decided to do a little last-minute shopping.

On the third floor of our city's oldest and finest department store, I bought a large basket of gourmet cheeses, smoked oysters, a bottle of wine and wineglasses to take to my family. On my way down the elevator stopped at the second floor, where everyone but an older couple and me got off – and a tall, handsome man in a navy suit got on. We started down again; then suddenly, there was a loud thud. The elevator jerked, then stalled. We were stuck – on Christmas Eve!

Luckily the elevator was equipped with a phone, and the older man called someone in maintenance, who assured us we would soon be moving again. Thirty minutes passed while we made small talk, then placed another call. We learned that the elevator needed a new part and we were in for a long wait.

At that point, one by one, we – the older couple, Mr. and Mrs. Phillips, John, the handsome man in navy, and I – sat down on the floor and began sharing Christmas memories. An hour passed, then two; we found ourselves so involved in the conversation that we forgot we were trapped. We shared my basket of cheese and wine and took turns revealing our past. At that moment I didn't realize, but what we were doing was creating another special Christmas memory.

After five hours, the elevator finally moved. When the doors opened, the worried store manager was surprised to find us in such good spirits! He handed us out gift baskets of gourmet cheeses. Saying our good-byes, the four of us exchanged addresses and promised to send holiday greetings to each other in the years to come.

I got to my Mom's place for our traditional family Christmas – a bit late, but I got there. As I closed my eyes that night, I saw visions of a handsome man in a navy suit.

Christmas evening I returned home loaded down with gifts. Waiting for me was a single red rose and an envelope slipped under the door. Inside the envelope was a message: "I could really use some help with this cheese basket. John". At the bottom was his phone number...

John and I were married the following Christmas Eve in a sunset ceremony on a Hawaiian beach. That was many years

ago, and we are still exchanging Christmas greetings with Mr. and Mrs. Phillips and enjoying a basket of gourmet cheese and wine for our midnight snack every Christmas Eve. And I still wake up every Christmas Eve morning filled with excitement at the magic of the day.

I. Translate the following.

Midnight snack, to slip an envelope under the door, to see visions, to hand out a gift, in such good spirits, at the bottom, a loud thud, to be trapped, to jerk.

II. Use the translated expressions in the sentences of your own.

III. In what connection is the given below used in the text?

- a little last-minute shopping;
- a sunset ceremony;
- loaded down with gifts;
- the worried store manager;
- equipped with a phone;
- gift baskets of gourmet cheeses;
- a single red rose.

IV. Answer the questions.

1. Who is the story-teller?

2. When did the story happen?
3. Why did the story-teller go to the city's oldest and finest department store?
4. What did she buy?
5. What happened to the elevator?
6. Who else was there but the story-teller?
7. What did they do to come out?
8. What did they do while waiting?
9. Why was the store manager surprised after "saving" the customers?
10. Why is the story named "**A Little Holiday Magic**"?

V. Questions for psychological discussion.

1. Do you think such stories really happen in our life?
2. What was the most romantic (unusual) story that happened to you? To your friends?
3. What kind of people do such stories happen to?

Read the text. Text 3. Becoming Free

*A woman is like a tea bag: you never know her strength until you drop her in hot water
(Nancy Reagan).*

A new home, a swimming pool in the back yard, two nice cars in the driveway and my first child on the way. After nine years of marriage I had it all – or so I thought.

I was only some days after my delivering the first child when a conversation with my husband shattered the world I lived in. "I want to be here for the baby, but I don't love you any more", he said. I couldn't believe what I was hearing! As I probed him for explanations, he told me he'd had a love affair five years earlier and hadn't felt the same about me since. Thinking only of my baby, and wanting so desperately to save my marriage, I told him I could forgive him for anything. That final week before my son was born was so exciting. I worried about the baby, was scared that I was losing my husband, and felt guilty at times when I thought it was the baby's fault that all this was happening.

T. J. was born in July. He was so beautiful and innocent, he had no idea of what was happening in his mother's world. He was four weeks old when I discovered the real reason of his father's distance from us. Not only had he had an affair five years earlier, but he had started another affair during my pregnancy. So T. J. and I left the new home, the swimming pool and all my broken dreams behind when the child was five weeks old. We moved into an apartment across the town.

I sank to depth of depression that I hadn't known existed. I had never before experienced anything like the loneliness of spending hour after hour alone with a newborn infant. Some

days the responsibility of it all overwhelmed me and I would shake with fright. Family and friends were there to help, yet there were so many hours filled with broken dreams and despair.

I often cried, yet I made sure that T. J. never saw me cry. After some time I went back to work and tried to hide from everyone what was going on. I felt ashamed, though I don't know why.

I hit the bottom after another emotional discussion with my husband. T. J. was sleeping in his crib and I found myself sitting on the bathroom floor, curled up in a ball, saying out loud, "I don't want to live any more".

I believe, God was with me that day. After saying that, I sat in silence for a while, letting the tears flow down my cheeks. I don't know how much time passed, but from somewhere within me arose a strength I hadn't felt before. I decided then and there to take control of my life. I was not going to give my husband the power to affect my life in such a way.

That day I packed a suitcase for T. J. and myself and we went to spend the weekend at my brother's house. It was my first trip with my baby and I felt so strong and independent! Knowing that my child needed me kept me going and gave me reason for getting out of bed in the morning.

From that day I forced myself to focus on the confidence and strength that had brought me up from the bathroom floor. It

made my life completely different. Soon I found a better job and later on we moved to a bigger house. I realized that I had made a mistake in my life of basing my identity on my marriage and all the material things surrounding that relation. I've learnt that I am responsible for my own life and happiness. I've learnt that my happiness has to come from within.

I. Translate the following.

After delivering the first child, to shatter the world, to feel guilty at times, to sink to depth of depression, a newborn infant, to overwhelm smb., to feel ashamed, take control of one's life, to curl up in a ball, to hit the bottom, to pack a suitcase, to force oneself to focus on smth., to come from within.

II. Find synonyms to the given below words.

To shatter, strength, an infant, to focus on, to realize, a husband, a mistake, a trip, a discussion, confidence, an apartment, loneliness, a crib.

III. Decide if the following is right or wrong. Correct the false facts.

1. The story-teller is a woman.
2. She wanted to divorce her husband.
3. They had two children.
4. Her husband didn't love her any more.

5. They decided to keep their family because of their child.
6. Nobody helped the woman when she left.
7. She was ready to commit a suicide.
8. She was able to find a job to support her child.
9. The story-teller never understood what she had done wrong.
10. Nancy Reagan's words mean that hardships help to develop people's character.

IV. Choose another title to rename the text. Give your reasons.

1. Broken Heart.
2. Positive Changes.
3. Power from Within.
4. Inner Strength.

V. Test your grammar – multiple choice.

1. *He likes speed and he'll buy a bike when he ... enough money.*

a) has; b) will have; c) would have; d) will be having.

2. *Jack won't come, he ... ill.*

a) fell; b) had fallen; c) has fallen; d) has been fallen.

3. *I have no brothers or sisters. – ...*

a) So have I; b) Nor have I; c) Neither I have; d) Me too.

4. *We arrived ... New York to meet our friends.*

a) in; b) to; c) at; d) into.

5. ... is clean now. They have tidied the house.

a) Something; b) Anything; c) Everything; d) Nothing.

6. They don't think that he ...

a) went away; b) had gone away; c) has gone; d) has been gone.

7. Her friends ... by Friday.

a) will leave; b) leave; c) had left; d) have left.

8. Everybody could make him ... what they wanted.

a) do; b) doing; c) to do; d) to have done.

9. Mary said that she ... as soon as she arrived.

a) will phone; b) phone; c) phones; d) would phone.

10. The car ... while it ... to Mexico.

a) was crashing, were going; b) crashed, was going; c) crashes, went; d) had crashed, was going.

VI. Questions for psychological discussion.

1. Was it difficult for the story-teller to leave her husband because of some the material things? Can it prevent some people from divorce? Why does it happen?

2. Do you know some examples of family life where people prefer to hide the truth and to keep their relations?

3. Do you think the story-teller was right in her first wish to keep the family at any cost? What helped her finally to take the right decision?

Read the text. Text 4. A Good Morning

When I was a boy I lived a long way from school. I had to walk through the forest to get there. I usually took my father's gun with me to be on the safe side.

One day, coming from school, I heard some cries from Mr. Epperly's house. Having come nearer I got to know that his dog, Old Ranger, had fought with a mad dog half an hour before. Now all the people were afraid that Old Ranger could have become mad too. They all asked Mr. Epperly to shoot Old Ranger down.

Mr. Epperly said he couldn't do it himself. He asked some people to do it but nobody agreed. Finally Mr. Epperly came up to me and said, "Joe, why can't you take the dog with you to the forest on your way home and shoot him there. You have your gun with you".

I told Mr. Epperly I didn't want to shoot Old Ranger. "I'll give you a dollar, if you do it for me", he promised.

I had never had a dollar before. I didn't want to shoot Old Ranger but now it seemed to me that all the people wanted it.

Mr. Epperly gave me a dollar, I took Old Ranger and went to the forest. I knew I could never shoot Old Ranger, so I decided to take him secretly home. At home I explained everything to my mother. She let me keep the dog in our yard for a month.

It was the most difficult time in my life. The Epperly children didn't want to walk to school with me. And the other children at school used to ask me, "What have you done with your dollar, Joe?" Nobody wanted to play with me but I couldn't explain anything to them.

Then came the happy morning when my mother announced, "You can take Old Ranger home now, Joe. A month has passed and it is clear that the dog isn't dangerous any more".

I took the dog and started to the village. He was happy to go with me. We were not far from Mr. Epperly's house when Old Ranger began to bark. All the family ran out of the house on hearing him.

Mr. and Mrs. Epperly were very happy to see Old Ranger alive. Then I gave the dollar back to Mr. Epperly.

I. Decide if the following is right or wrong. Correct the false facts.

1. Old Ranger was an elderly man.
2. The story happened when Joe was young.
3. He had to be careful while going to school.
4. Joe saw how Old Ranger was fighting with a mad dog.
5. The neighbours asked Mr. Epperly to shoot Old Ranger down because he could become mad.

6. Joe was ready to fulfill Mr. Epperly's request.
7. Joe's mother was an understanding person.
8. Joe had hard times at school.
9. He decided to keep Old Ranger.
10. The story happened because Joe was greedy.

II. In what connection is the given below used in the text?

1. to be on the safe side;
2. nobody agreed;
3. all the people wanted it;
4. for a month;
5. the happy morning;
6. "the dog isn't dangerous any more";
7. all the family ran out of the house.

III. Put the suitable preposition into each gap (with, with, for, out of, but, but).

1. I took Old Ranger and went to the forest, ... I knew I could never shoot Old Ranger.
2. Mr. Epperly came up to me and asked to take Old Ranger ... me to the forest.
3. Nobody wanted to play with me ... I couldn't explain anything.
4. All the family ran ... the house on hearing Old Ranger.
5. My mother let me keep the dog in our yard ... a month.

6. Joe usually took his father's gun ... him to be on the safe side.

IV. Answer the questions.

1. Where did Joe live?
2. What unusual thing happened one day?
3. Why were the people worried?
4. What did Mr. Epperly want from Joe?
5. What did Joe understand about himself?
6. Why did he agree?
7. Why was it necessary to keep the dog at home for a month?
8. What could the boy do after that term?
9. Why was it a difficult period for him?
10. What kind of person was Joe in your opinion? Why?

V. Put the sentences in the right order.

1. It was the most difficult time in my life.
2. I took the dog and started to the village.
3. I had never had a dollar before.
4. Now all the people were afraid of Old Ranger.
5. Mr. Epperly said he couldn't do it himself.
6. Then I gave the dollar back to Mr. Epperly.
7. They all asked Mr. Epperly to shoot Old Ranger down.
8. One day, coming from school, I heard some cries from Mr. Epperly's house.

V. Choose another title to rename the text. Give your reasons.

1. Recollections from Childhood.
2. Unhappy Period.
3. Sad Memory.
4. Action from the Heart.

VI. Questions for psychological discussion.

1. Why is it sometimes necessary to confront the public opinion?

2. Do you think that the opinion of the majority is always right?

3. Have you ever had a situation in which you had to obey / to confront the opinion of the majority? Can you describe it?

VII. Check-yourself section. Fill in the gaps with suitable verbs in the correct form (copy, see, believe, work (2), do (2), read, ask, write (2), cheat).

Ed was in his first year at university, studying History. He was rather a lazy student, and he tended to avoid (1) whenever he could. In the middle of the semester, his History professor gave out an assignment, due in two weeks. Ed intended (2) the assignment, but he postponed (3) it for a week. The following week, he forgot (4) it. The night before the assignment was due, he suddenly remembered it, and rushed to the library. He tried

(5) as much as possible on the topic, but there wasn't enough time. Ed considered (6) for more time to do his paper, but the History professor was known to be very tough on students, so finally he decided (7) and copy his paper from somewhere else. He found an old article on the same topic, and quickly typed it. The next day he submitted the paper.

"Is this your own work, or did you copy it?" asked the professor approaching him, looking angry. Ed denied (8) the paper. "If you expect me (9) that, you must be very stupid", said the professor. "Every word is taken from an article I wrote myself five years ago. Did you really think I wouldn't remember (10) it myself?"

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well and retell it shortly.				I would like to learn ...
2	I can ask my group-mates questions about the				Express your own ideas.

Psychological Issues to Read and Discuss

	issues of freedom.				
3	I can discuss psychological issues of being free.				
4	I can express my own opinion and ideas about moral freedom.				
5	I can do after-reading tasks well..				

UNIT 7. ON MAKING MONEY

Read the text. Text 1. His First Money

Somebody once asked Mark Twain whether he could recollect the first money he had ever earned. "I remember quite well", the famous writer replied. "It happened at school". Schoolchildren in those days had very little respect for their teachers and even less for the school rules of behavior. The boys used pens, pencils, and even knives to draw something, or write their names on their desks. At last the school principal said, "The next time anybody does such a thing, he will receive a beating in front of the whole school".

Soon after that, I had to go to my father and ask him to give me five dollars. I was honest enough to explain that I could agree to receive a beating in public instead, but he said, "No, I can't allow you to connect our name with such things. So, I'll pay the 5 dollars for your silly drawings. But you must be punished and suffer for what you have done. I'll give you the beating myself, here, at home".

So he beat me, and then gave me five dollars to take to school. But I decided that the beating hadn't hurt so much, and another one at school wouldn't be worse. So I told them to give me a beating in front of the whole school, and I kept the money.

That was the money I had earned myself for the first time in my life".

I. In what connection is the given below used in the text?

- very little respect;
- the school principal;
- a beating in public;
- to connect our name with such things;
- another one at school wouldn't be worse.

II. Decide if the following is right or wrong. Correct the false facts.

1. Mark Twain recollects his childhood in this story.
2. He was never punished physically.
3. Boys at school weren't very obedient.
4. They wrote their names on the walls.
5. The school principal didn't know how to punish them.
6. A beating in front of the whole school was the punishment for breaking the rules.
7. Mark Twain was ashamed of his beating in front of the whole school.
8. His father preferred to decide the problem himself.

III. Use the following in the reported speech.

1. Mark Twain recollected, "It happened at school when I earned my first money".

2. The school principal said, "The next time anybody does such a thing, he will receive a beating in front of the whole school".

3. Mark Twain's father said, "I can't allow you to connect our name with such things".

4. He also said, "I'll pay the 5 dollars for your silly drawings".

5. He insisted, "You must be punished and suffer for what you have done".

IV. Complete the question to get the following short answer.

1. ... – He did.

2. ... – At school.

3. ... – Five dollars.

4. ... – Soon after that.

5. ... – No, he didn't.

V. Questions for psychological discussion.

1. Why is it named a humoristic story? What is the joke based on?

2. Have you ever earned your own money? How did you do it, if yes?

3. Does it matter for you in what way people make money? What is important in this respect?

Read the text. Text 2. An Old Man and Two Actors

Two young men actors could not find work for a very long time. At last they were given small parts in a London theatre. It made them very happy, especially when they got some money for their work. So the first thing they decided to do was to have a good dinner at a restaurant. On the way to the restaurant they sat down on a bench in the park, as the weather was wonderful and life seemed happy and bright. They noticed a man sitting on the other side of the bench. He was old, his eyes were closed and he looked ill. Suddenly he fell off the bench. The young actors rushed to him and helped him to his feet. They made him lie down on the bench.

Some time later the old man came to himself and said, "I haven't eaten for three days. On Monday I lost all the money I had", and he began to cry. "Please, don't. We haven't got much money ourselves, but we'll be glad to give you some", said one of the actors and gave the old man five pounds. The other one did the same. The old man stopped crying.

"Oh, I am so grateful to you. You have saved my life. You are very kind young men. Good-bye and thanks again!"

With these words he walked away very quickly. "He doesn't look ill any more. Do you think that his story is true?" asked one of the friends. "True or not true, we had to help him. If he

was poor and hungry, he needed the money to survive; if he was a good actor who was able to make us, actors believe him, he had to be paid for his playing the part so well". "Yes, you're right. I am glad we gave him some money", the answer was.

"Well, what about our dinner now?" "OK, we'll have to cook something at home. Only think how happy we are. We've got out parts and we've been able to help somebody else".

I. In what connection is the given below used in the text?

- a London theatre;
- poor and hungry;
- very kind young men;
- to cook something at home;
- to have a good dinner at a restaurant.

II. Use the following in the reported speech.

1. The old man came to himself and said, "I haven't eaten for three days".
2. The young actors said, "Please, don't cry, we'll be glad to give you some money".
3. The old man said, "I am so grateful to you. You are very kind young men".
4. One of the friends remarked, "He doesn't look ill any more".
5. He also said, "Do you think that his story is true?"

III. Ask the questions to the given below short answers.

1. ... – Because they were given small parts.
2. ... – To have a good dinner at a restaurant.
3. ... – As the weather was wonderful and life seemed happy.
4. ... – Because he fell off the bench.
5. ... – He was old and looked ill.
6. ... – He stopped crying.
7. ... – 5 pounds.
8. ... – At home.
9. ... – No, they were not.
10. ... – Because he turned out to be their colleague.

IV. Which of the statements can be used to describe the idea of the text?

1. The face is the index of one's mind.
2. It's better to feel sorry for something done than undone.
3. Honesty is the best policy.
4. He who helps quickly helps twice.

V. Write an essay to express your ideas using one of the following sayings.

1. The poor don't know that their function in life is to exercise our generosity (Jean-Paul Sartre).
2. Wealth is not his that has it, but his that enjoys it (Benjamin Franklin).

3. Lend your money and lose your friend (proverb).

VI. Questions for psychological discussion.

1. Is it better to be fooled but give somebody a hand or refuse to help if you suspect some trick? Why? Prove your opinion with some situations from real life.

2. Why do some people refuse to help the homeless? Can you guess their reasons? What about you?

Read the text. Text 3. A Dog (after Mark Twain)

I have always believed that a man must be honest. "Never ask for money which you have not earned", I always said.

Now I'll tell you a story which can show how honest I have always been in my life.

One day, at the house of a friend of mine, I met General Miles. "I'm pleased to have met you", said the general. "How could it happen that we didn't meet earlier?"

"He doesn't remember me", I thought. "But we met once in Washington ten years ago". I was poor then and very often I had no money to buy bread. On that day, my friend and I were in need of three dollars. We needed these three dollars very much.

I went from one place to another and asked all people I knew, but nobody gave me anything, not even one dollar.

At last I came to a big hotel. I went into the hall of the hotel and sat down there to rest. At that moment a nice little dog ran

into the hall. The dog was friendly and as I had nothing to do, I began to play with it.

I was playing with the dog when a man in a uniform entered the hall. I recognised him at once from his pictures in the newspapers. It was General Miles himself.

"What a nice dog!" he exclaimed. "Is it yours?" Do you want to sell it?"

When I heard those words, I remembered my friend and the three dollars which I had to get.

"Well, I think..."

"Good!" said the general. "How much do you want for it?"

"Three dollars", I answered.

"Three dollars? I'll give you twenty dollars for it!" he said.

"No, no. I want only three dollars".

General Miles paid me the three dollars, took the dog and went up to his room in the hotel.

Ten minutes later, an old man came into the hall.

"Are you looking for a dog, sir?" I asked.

"Oh, yes! Have you seen it?" cried the man. "A little white dog!"

"Oh, yes, I saw it running after a man who entered this hotel," I replied. "If you like, I can try to find it for you".

The man was very pleased and asked me to help him to find the dog.

"I can help you", I said, "but it will take some of my time and...".

"I am ready to pay you for your time", said the man. "How much do you want for doing it?"

"Three dollars", I answered.

Then I went to General Miles' room.

"I've come to take the dog back", I said.

"But it is not yours now! I've paid for it three dollars!" said the general angrily.

"I'll give you back your three dollars, but I must take the dog back", I insisted.

Though General Miles was furious, he said, "Give me back the money and take away your dog!"

I carried the dog to the hall of the hotel and gave it back to the man. He was very happy and paid me the three dollars I had asked for. I was happy, too because I had the necessary money, and I felt I had earned it.

Now you can see why I say that a man must not ask for money that he hasn't earned.

I. Decide if the following is true or false. Correct the false facts.

1. The story-teller used to be a poor man.

2. He had no friends.
3. He couldn't find a dollar one day.
4. He met the general for the first time in his life.
5. The dog belonged to the general.
6. The story-teller considers himself an honest man.
7. The three dollars was earned honestly.

II. Use the following in the reported speech.

1. The general said, "How could it happen that we didn't meet earlier?"
2. "He doesn't remember me", I thought.
3. General Miles said, "Do you want to sell the dog?"
4. He said, "I'll give you twenty dollars for it!"
5. "But it is not yours now! I've paid for it three dollars!" said the general angrily.
6. He said, "Give me back the money and take away your dog!"

III. Answer the questions.

1. What does the story-teller often say?
2. What makes him think that he is an honest man?
3. Where did he meet the general for the first time?
4. What was his financial position at that time?
5. Was he in the same position when they met again?
6. Why couldn't the general recognize him?

7. What helped the story-teller change his financial position?
8. What kind of man is he in your opinion? Why?

IV. Put the sentences in the correct order.

1. General Miles took the dog and went up to his room.
2. He was very happy and paid me the three dollars.
3. A man in a uniform entered the hall.
4. General Miles was furious.
5. Nobody gave me anything, not even one dollar.
6. I was happy, too because I had the necessary money.
7. Ten minutes later, an old man came into the hall.
8. The dog was friendly and I began to play with it.

V. Which of the proverbs in your opinion corresponds to the text best?

1. No bees – no honey, no work – no money.
2. Money has no smell.
3. Don't make a mountain out of a molehill.
4. Out of sight, out of mind.

VI. Compress the content of the text to 10 sentences and retell it.

VII. Questions for psychological discussion.

1. Do you think there is "good" and "bad" money? Express your idea.
2. What do you think about people for whom money is the main value? Can they be really happy in your opinion?

Read the text. Text 4. Harry (after William Saroyan)

This boy was a winner. Everything he touched turned to money, and at the age of fourteen he had over six hundred dollars in the bank, money he had made by himself. He was born to sell things. At eight or nine he was ringing the door bells and showing house-wives beautiful coloured pictures of Jesus Christ and other holy persons – fifteen cents each, four for half a dollar. "Lady", he was saying at that early age, "this is Jesus. Look, isn't it a pretty picture? And only fifteen cents!"

He had all the houses in his district full of these pictures very soon, and many of the houses still have them, so you can see that he persuaded very well, after all.

After a while, he went around getting subscriptions for "True Stories Magazine". He would stand on a front porch and open a copy of the magazine, showing pictures. "Here is a lady", he would say, "who married a man thirty years older than her, and then fell in love with the man's sixteen-year-old son. Lady, what would you have done in such a trouble? Read what this lady did. All true stories, fifteen of them every month. Romance, mystery, violence, passion, everything from A to Z. Also, editorials on dreams. They explain what your dreams mean, if you are going on a voyage, if money is coming to you, who you are going to marry, all true meanings, scientific. Also, beauty secrets – how to look young all the time".

In less than two months he had over sixty married women reading the magazine. Maybe he wasn't responsible, but after a while a lot unusual things began to happen. One or more wives had secret love affairs with other men, and a half dozen women began to buy eye-lash beautifiers, bath salts, cold creams and things of that sort. All the ladies began to rouge their lips and powder their faces and wear silk stockings and tight sweaters. The whole neighborhood was becoming slightly immoral.

When he became a little older, Harry began to buy used cars. He used to buy them half a dozen at a time in order to get them cheaper – fifteen or twenty dollars each. He would have them slightly repaired, he would paint them red or blue, or some other bright color, and he would sell them to high school boys for three or four times as much as he had paid himself. He filled the town with red, blue, and green used automobiles, and the whole countryside was full of them, high school boys took their girls to the country on Sunday afternoons for a drive.

Harry himself was too busy to walk with girls. All he wanted was to keep on making money. By the time he was seventeen, he had earned a small fortune, and he looked to be one of the best-dressed young men in town. He got his suits wholesale because he would not think of letting anyone make a profit on him. If a suit was marked twenty-seven fifty, Harry would offer the merchant twelve dollars. It was *his* business to make profit.

I. Translate using the words and expressions from the text.

Придбати на розпродажі, продовжувати заробляти, заробити маленький статок, у три-чотири рази дорожче, старі автівки, туш для вій, усе від А до Я, трохи пізніше (згодом), злегка відремонтувати, фарбувати губи, бути відповідальним, таємні любовні романи, у такому ранньому віці, отримати прибуток.

II. In what connection is the given below used in the text?

- eye-lash beautifiers;
- twelve dollars;
- slightly immoral;
- from A to Z;
- the whole countryside was full of them;
- beautiful coloured picture of Jesus Christ and other holy persons;
- at the age of fourteen.

III. Decide if the following is true or false. Correct the false facts.

1. Harry began to work at an early age.
2. He couldn't make any money.
3. People never opened the doors to him.
4. Hir second try was selling copies of a magazine.

5. He used to tell people the beginning of an article to get them interested in it.

6. The neighbourhood rejected his magazines.

7. Harry sold used cars to business people.

8. He never dated himself.

9. Harry was always poorly dressed.

10. He wanted to make as much money as he could.

IV. Put a suitable conjunction or pronoun into each gap (when, who, as, where, with, which).

1. At eight or nine he came to houses ... he sold coloured pictures of Jesus Christ and other holy persons.

2. He had all the houses in his district full of these pictures, some of ... are still there.

3. He would stand on a front porch ... a copy of the magazine, showing pictures.

4. He got his suits wholesale ... it was *his* business to make profit.

5. He filled the town with used cars ... he became a little older.

6. High school boys ... wanted to take their girls to the country on Sunday were his main customers.

V. Answer the questions.

1. What was Harry's talent?

2. What was he busy with at eight?
3. What was his personal and public result of his commercial activity?
4. What method helped him to sell pictures?
5. What did he do to make people buy his magazines?
6. How did the magazines influence the public?
7. How did Harry manage to make profit on used cars?
8. How did he do his shopping himself?
9. Why didn't he have a girl-friend?

VI. Questions for psychological discussion.

1. Do you consider Harry a successful and happy man? Give your reasons.
2. What do you think about Harry's future life? How can you imagine his career and personal life? Would he regret something or would he be completely satisfied? Why?

Read the text. Text 5. Becoming Rich

A young man who wanted to get some clever tips from a successful old businessman asked him how he had made his money.

The old man fingered his woolen vest and said, "Well, son, it was 1932. The depth of the Great Depression. I was down to my last nickel.

I invested that nickel in an apple. I spent the entire day washing and polishing the apple, at the end of the day, I sold the apple for ten cents and doubled my money.

The next morning I invested those ten cents in two apples. Again I spent the whole day washing and polishing them and sold them for twenty cents. I continued this way for a month, by the end of which I'd accumulated a fortune of more than one dollar".

"And that is how you had built your empire?" the young man asked with enthusiasm.

"Heavens, no!" the old businessman replied. "Then my wife's rich uncle died and left us two mln dollars!"

I. Translate using the following.

To polish an apple, to accumulate a fortune of, to spend the entire day, to ask with enthusiasm, the depth of the Great Depression, to be down to one's last nickel, to get some clever tips, to double the money.

II. Find synonyms to the given below words.

Successful, to finger, the entire day, to continue, to reply, to accumulate, Heavens, five cents, a dime.

III. Ask the questions to the given below short answers.

1. ... – To get some clever tips from a successful old businessman.

2. ... – In 1932.
3. ... – A nickel.
4. ... – An apple.
5. ... – For ten cents.
6. ... – A fortune of more than one dollar.
7. ... – After the death of his wife's rich uncle.

IV. Put a suitable conjunction or pronoun into each gap (as, when, which, who).

1. A young man ... wanted to get some tips from an old businessman asked him how he had made his money.

2. It was the depth of the Great Depression ... was in 1932.

3. He invested that nickel in an apple ... cost him nickel.

4. The old businessman and his wife got two mln dollars ... her uncle had died.

5. The young man asked his question ... he wanted to become rich himself.

V. Questions for psychological discussion.

1. What makes it a joke?
2. What is typical for many rich people?
3. Is it possible to build an empire selling apples? Why?
4. What does the story explain?
5. What is a must to become rich? Why?

VI. Check-yourself section (grammar revision). Fill in the gaps with suitable answers.

1. *I don't have any pets. –*

a) So she does; b) Neither does she; c) Nor is she; d) Nor does she have.

2. *His parents didn't let him ... TV late.*

a) to watch; b) watch; c) watching; d) watched.

3. *I ... since breakfast and I'm very tired.*

a) travel; b) am travelling; c) was travelling; d) have been travelling.

4. *He makes me ... very often.*

a) laugh; b) to laugh; c) laughing; d) having laughed.

5. *Are you interested ... working for him?*

a) at; b) in; c) with; d) of.

6. *There's nothing left for him but escape, ...?*

a) is it; b) isn't; c) is there; d) isn't there.

7. *Turn right ... the end of the street.*

a) at; b) in; c) to; d) on.

8. *A young man asked if we ... students.*

a) are; b) were; c) have been; d) will be.

9. *She spoke to ... people at the party.*

a) much; b) a few; c) every; d) many of.

10. They took a rest after they ... the yard.

- a) had cleaned up; b) were cleaning up; c) would clean up;
d) have cleaned up.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ... Express your own ideas.
2	I can ask my group-mates questions about the role of money in people's life.				
3	I can discuss psychological issues of having money.				
4	I can express my own opinion and ideas.				
5	I can use proverbs to prove my ideas.				

UNIT 8. ON BEING BRAVE

Read the text. Text 1. Prometheus

Myths played a very important role in the life of Ancient Greeks. Myths are regarded not as a simple play of people's imagination. They were a reflection of historical events (e. g. the Trojan War) and even more – of the ideas about the world around them and its structure. Greek gods could influence people's life, interfere in many events.

The mythological characters and images embody people's wisdom and fears, their thoughts about their history and the main achievements, which are ascribed to "heroes", such as Prometheus, who made a gift of fire to people in Greek mythology.

Prometheus was the son of a Titan and a nymph. The Titans were the children of Uranos and Gaea and were therefore half gods. Uranos hated his sons but with the help of their mother they overthrew their father and ruled in heaven. When Zeus, a son of one of Uranos' daughters, grew up, he began a war against the Titans, which lasted for many years. Prometheus helped Zeus in this war and later Zeus became the ruler of the gods on Olympus.

Prometheus was his friend and helper but Zeus began to doubt his loyalty. What made Zeus especially suspicious was

the fact that Prometheus never stayed long at the feasts that gods organized on Olympus, he left earlier than anybody else. When asked about the reason, he said that he was a son of the Earth and green meadows were dearer to him than golden halls. Zeus was not pleased with his answer and sent his messenger Hermes to follow and watch him. Hermes put on his shining winged sandals and followed Prometheus as quickly as possible. On coming back he reported that Prometheus was not organizing a plot against Zeus. He dearly loved a small race of mortals in Arcadia and did everything for their good. Prometheus taught people to produce tools and weapons, to build huts, to sow the ground and do many other useful things. He also promised them some precious gift.

Now Zeus was troubled. He didn't like the idea of making mortal people stronger. They could become wiser than gods and start to fight them. When he learned that the promised gift was fire, he got very angry because only gods could use it. He prohibited the gods to present people with fire under the fear of death penalty. The Immortals obeyed but Prometheus begged Zeus to pity the race of mortals because without fire they lived like animals. But Zeus refused to listen to Prometheus.

One day Zeus looked down and saw some smoke over Arcadia. He understood that Prometheus had stolen fire from

the gods and presented it to people. Zeus was furious. He decided to punish Prometheus and sent his servants to arrest him. Prometheus was taken to the place of his punishment – some high rocks in the Caucasus, covered with ice. No plants or flowers grew there, only hungry eagles flew high in the sky above the mountains. In the daytime the sun was burning hot, at night fierce winds blew there. They brought Prometheus to that gloomy place and bound him with iron chains to a huge rock. The sufferings of Prometheus were great. He could move neither his arms nor his legs. In the daytime a hungry eagle came to eat his liver, which grew again at night. The sufferings lasted for many thousands of years until Heracles, a Greek hero, killed the eagle and delivered the Titan.

I. Translate the following words and word-combinations.

To organize a plot, punishment, under the fear of death penalty, iron chains, precious gift, race of mortals, to obey, winged sandals, to doubt one's loyalty.

II. Answer the questions.

1. What was Zeus?
2. What relations did he have with Prometheus?
3. What did Zeus dislike in his behavior?
4. Why didn't Prometheus stay long at the parties of gods?

5. What did Hermes discover?
6. What worried Zeus?
7. What was Prometheus' punishment for his disobedience?
8. How was he rescued?
9. What kind of person was Prometheus?
9. Why did people need mythology?
10. What other myths describe heroes?

III. Define if the following statements are true or false.

1. Prometheus was a half god.
2. Zeus and Prometheus were enemies.
3. Prometheus loved the earth more than Olympus.
4. Hermes discovered that Prometheus was organizing a plot against Zeus.
5. Zeus understood that Prometheus had stolen the fire when he saw some smoke from above.
6. Zeus was ready to forgive Prometheus.
7. Prometheus was taken to some isolated place.
8. Prometheus was ready to suffer to help the mortals.

IV. Change the following sentences into passive voice.

1. Prometheus helped Zeus to overthrow the Titans.
2. Zeus sent his messenger Hermes to follow Prometheus.
3. Prometheus had stolen fire from the Immortals.
4. Zeus said, "I will punish Prometheus for his disobedience".

5. Zeus' servants bound Prometheus to a high rock.

6. A famous Greek hero Heracles saved Prometheus.

V. Ask the questions corresponding to the answers.

1. – ...? – Yes, he was furious.

2....? – No, he didn't like it.

3. ...? – They loved him very much.

4. ...? – It was in the mountains.

5. ..? – Heracles killed it.

6. ...? – Because he couldn't move his legs or arms.

VI. Select a saying among given below which corresponds in meaning with the myth about Prometheus. Give your reasons.

1. A good beginning makes a good ending.

2. When in Rome do as Romans do.

3. We make a living by what we get, but we make a life by what we give (W. Churchill).

VII. Questions for psychological discussion.

1. Why is the myth about Prometheus one of the best known?

2. Why do people value Prometheus?

3. Why are some people ready to sacrifice themselves while others aren't?

4. What are the most typical reasons for self-sacrifice?

Read the text. Text 2. Dinner for Mr. Martin

When I was a child, I was afraid of many things – of the dark, of dogs, of older boys, even of people shouting. My mother always tried to teach me not to be afraid of everything. She often asked me, "How will you live when you grow up, if you are afraid of everything?" One day she told me a story about herself, a story which I remember so well even today.

When my mum was about fourteen, she was living with her father in a small village. Her father often invited people to spend an evening with him, for he liked company and people in his house. Once a travelling showman came to that village with his bear that he called Martin. It was a huge bear, it could dance, count and do many other tricks. The showman told the people not to come near the bear because it was dangerous.

Of course, my grandfather invited the man to spend the night at his place with other guests. The bear was placed into a shed. The guests were having dinner, the showman was telling them different funny stories about his travels, when they all heard some great noise coming from outside. "I'm sorry", the man said, "it's my Martin. I forgot to give him some food, so he has started making noise there".

My grandfather called my mother and sent her to take food to the bear. My mother was afraid; she didn't know what to do.

She couldn't decide whether it was better to say "no" to her father or to go to the bear. She chose the bear, went out and closed the door behind her.

The people inside kept laughing and singing in the house. My mum did not hurry for she was shaking all over. The bear was making such a great noise that she couldn't remember how she managed to open the door. The bear was standing in the corner of the shed. He stopped making noise and looked at her. My mother didn't move, she could hardly breathe. Suddenly she noticed that the bear was standing and looking at her quietly. My mum understood that she had been afraid for nothing – the bear was very old and not dangerous at all! Her father knew it! He had seen it! He understood that the showman told the people that his bear was dangerous just to make his show more attractive. "After that", my mother finished, 'I was never afraid of anything before knew if there was really something to be afraid of".

Many years passed, I went through the war, I faced many difficulties, but I was no longer afraid of things that I had been afraid of in my childhood, and it was my mother's story that helped me in that. In a moment of danger I always tried to see if there was really anything to be afraid of. Very often there was nothing.

I. Translate the given below word-combinations.

Зробити шоу більш привабливим, боятися без причини, розмістити в сарайчику, тремтіти всім тілом, боятися людей, які галасують, пройти війну, бути небезпечним, зіткнутися з багатьма труднощами.

II. Decide if the following is true or false. Correct the false facts.

1. The story-teller wasn't afraid of anything.
2. His mother told him her story to teach him to be brave.
3. Her story happened in a small village.
4. Her father was a showman.
5. Her father was a hospitable man.
6. The showman came to the village to make money.
7. The bear had to stay outside the house.
8. The bear was very aggressive.
9. The mother's story helped the story-teller to get rid of his fears.

III. Ask the questions to the given below short answers.

1. ... – Of the dark, of dogs, of older boys and so on.
2. ... – With his bear that he called Martin.
3. ... – It could dance, count and do many other tricks.
4. ... – To take food to the bear.
5. ... – Into a shed.

6. ... – She could hardly breathe.
7. ... – The bear was standing and looking at her quietly.
8. ... – To make his show more attractive.
9. ... – It was the mother's story.

IV. Complete the sentences with the suitable words from the text.

1. When my mum was about fourteen, she was living with her father in a ...

2. Her father often invited people to spend an evening with him, for he liked ...

3. The showman told the people not to come near the bear because it was ...

4. The bear was placed into ...

5. My mother didn't move, she could hardly ...

6. The bear stopped making ...

7. The showman told the people his bear was dangerous just to make his show more ...

V. Questions for psychological discussion.

1. Was the story-teller a man or a woman, a boy or a girl? What are your reasons?

2. What kind of man was the story-teller's father?

3. Why did the grandfather send his daughter to the shed with the bear? Was it cruel?

4. Are people born to be brave or cowardly? Is it possible to teach somebody to be brave?

5. Who can be considered a brave man – somebody who isn't afraid of anything or somebody who does what is necessary in spite of his fear? Give your reasons.

6. Do you consider yourself a brave person?

Read the text. Text 3. William Tell

Long long ago the emperor of Austria wanted to make Switzerland a part of his empire, and he sent a man named Gessler to rule the people there. Gessler was a tyrant, he ruled the country of bold Swiss people with a hand of iron. But he couldn't make the brave, free-loving people of Switzerland bow down to him when he came among them.

He tried to think of some way to make them feel his power. In those times every town had a market place where people came to buy and sell goods. In the market place of Altdorf, a Swiss town, Gessler ordered to put up a high pole. His hat was placed on the top of it. Then his soldiers went about the town shouting his order, "Every man, woman or child who passes by the pole, must bow to the hat to show their respect for Gessler".

One day a tall, strong man, William Tell by name, came to the market place of Altdorf from the mountains. He was a famous archer.

William Tell had his little son with him, when they were walking across the market place, he didn't bow to the pole in the middle. There were spies of Gessler there, who reported him about the incident at once. Gessler commanded his soldiers to bring William Tell with his son to his palace and Tell came, leading his son by the hand.

"They say, you can shoot well", said the tyrant. "I'll not punish you if you show me your skill. Let your boy stand a hundred steps away from here. Place an apple on his head. You must stand here and shoot the apple from his head with one arrow".

Two of Gessler's soldiers led the boy a hundred steps away from Gessler and then placed an apple on his head. Tell put the arrow in his bow, then bent it slowly ready to shoot. He could not look any more and shut his eyes.

The next moment a great shout rose from the crowd – the arrow hit the apple! The people shouted with joy, but Gessler was not pleased, and said in an angry voice to Tell, "You have put a second arrow in your belt! Why did you do it?"

"The second arrow was for you, tyrant, if I missed my first shot", answered Tell.

"Seize him!", shouted the tyrant, and his soldiers rushed forward. But the people present there also threw themselves upon the soldiers, and Tell shot the tyrant through his heart. Then, taking his son by the hand, he escaped to the mountains.

I. In what connection is the given below used in the text?

- with a hand of iron;
- to make Switzerland a part of his empire;
- his soldiers rushed forward;
- The people shouted with joy;
- a hundred steps away;
- to put up a high pole;
- a second arrow in the belt.

II. Ask questions to the italicized words.

1. Long long ago *the emperor of Austria* wanted to make Switzerland a part of his empire.
2. Gessler couldn't make the *brave, free-loving* people of Switzerland bow down to him.
3. His *hat* was placed on the top of a high pole.
4. William Tell came to the market place of Altdorf *from the mountains*.
5. Gessler's *spies* reported him about the incident.
6. Gessler's soldiers placed *an apple* on his head.
7. William Tell was ordered to shoot the apple *with one arrow*.

III. Ask the questions to the given below short answers.

1. ... – Long long ago.
2. ... – To rule the people of Switzerland.

3. ... – With a hand of iron.
4. ... – A high pole.
5. ... – To make people feel his power.
6. ... – To his palace.
7. ... – A hundred steps away.
8. ... – To the mountains.

IV. Questions for psychological discussion.

1. Why was it difficult to rule the people of Switzerland?
2. Is it important to protect your dignity if necessary? Why?
3. Why did the people of Switzerland take William Tell's side?
4. Did you have such a situation in your life when you had to protect your dignity? Can you speak about it?

Read the text. Text 4. Miss Evans

On a beautiful afternoon, in a year now long ago, a big ship set out on its first voyage from England to America. It was a new ship called "The Titanic".

For two days "The Titanic" went on its way over the sea without any problem. Then it entered an ice-field area and was hit by an iceberg.

Everyone was told to come out of their cabins. The men were putting the lifeboats over the sides of the ship, down into the water. Then all the men helped the women and children to get

into the lifeboats. There was not much time left. The iceberg was on one side of the ship, it was like a huge, white wall.

A woman came to the side of the ship crying. Her two children were in one of the lifeboats, and she was very much afraid. "My children are in the boat. I must go with them!" the woman called to the people in the lifeboat.

"There's no more room", someone called out. "If we take one more person, the boat will sink!"

There was a young woman in that lifeboat, called Miss Evans. When she heard the woman calling, she stood up in the boat and touched one of the men on the shoulder. "Let me get back to the ship", she said. "Let that woman take my place here. I have no children".

"The ship is sinking!" replied the man, "Do you understand it?"

"Yes", answered Miss Evans, "I know it".

There was no time to talk. Some people helped Miss Evans to get back to the ship. Very soon after that there was a great noise, and "The Titanic" went down under the water.

I. Decide if the following is true or false. Correct the false facts.

1. "The Titanic" was an old ship.

2. "The Titanic" set out on its voyage from America to England.

3. It was hit by an iceberg in an ice-field area.

4. Everyone was told to stay in their cabins.

5. There were not enough lifeboats.

6. A woman lost her two children.

7. The people in the lifeboat understood that it could sink.

8. Miss Evans wanted to save her children.

9. Miss Evans realised the danger completely.

10. She was ready to save the children at the cost of her own life.

II. Answer the questions.

1. When and where did the story happen?

2. What made the voyage dangerous?

3. How did people behave in the moment of danger?

4. What did one woman ask about?

5. Why was it impossible to do?

6. What did Miss Evans suggest?

7. What happened to the ship?

III. Fill in the gaps with suitable words.

1. In a year now long ago, a big ship ... on its first voyage.

2. "The Titanic" entered an ... area and was hit by an iceberg.

3. Everyone was told to come out of their ...

4. All the men helped the women and children to get into ...
5. Miss Evans was told that there was no more ... in the boat.
6. Miss Evans understood that the ship ...
7. "The Titanic" went down under the water after a ...

IV. What other title could be given to the text? Give your ideas.

V. Which of the sayings in your opinion corresponds to the text best?

1. A good heart's worth gold (William Shakespeare).
2. Well done is better than well said (Benjamin Franklin).
3. You are much nicer person than you think you are (Herbert A. Otto).

VI. Questions for psychological discussion.

1. Why did Miss Evans do it in your opinion?
2. Is it a real story? Do you believe that such people exist today?
3. Can you give examples from real life when people risked their life to save others?
4. What professions are connected with taking risk? Why do people choose them?

Read the text. Text 5. A Christmas Memory (after Truman Capote)

Of the ingredients that go into our fruitcakes, whiskey is the most expensive, as well as the hardest to obtain: State laws forbid its sale. But everybody knows you can buy a bottle from Mr. Haha Jones. So, the next day, having completed our more prosaic shopping, we set off for Mr. Haha's business address, a "sinful" (to quote the public opinion) fish-fry and dancing cafe down by the river. We have been there before, and on the same errand; but in previous years our dealings have been with Haha's wife, a dark Indian woman with brassy peroxide hair and a dead-tired disposition. Actually, we've never laid eyes on her husband, though we've heard that he's an Indian too. A giant with razor scars across his cheeks. They call him Haha because he's so gloomy, the man that never laughs.

As we approach his cafe (a large log cabin with chains of garish naked light bulbs, standing by the river's muddy edge under the shade of river trees, where moss drifts through the branches like grey mist) our steps slow down. Even Queenie stops prancing and sticks close by. People have been murdered in Haha's cafe. Cut down to pieces! Hit on the head. There's a case coming up in court next month. Naturally all these happen at night, when the coloured lights cast crazy patterns and music wails.

In the daytime Haha's place is shabby and deserted. I knock at the door. Queenie barks, my friend calls, "Mrs. Haha, ma'am? Anyone at home?"

Footsteps. The door opens. Our hearts overturn. It's Mr. Haha Jones himself! And he *is* a giant; he does have scars; he doesn't smile! No, he looks at us through his Satan-tilted eyes and demands to know, "What do you want with Haha?" For a moment we are too paralyzed with fear to answer. Presetly my friend half-finds her voice, and asks whispery, "If you please, Mr. Haha, we'd like a quart of your finest whiskey". His eyes tilt more. Would you believe it? Haha is smiling! Laughing, too! "Which one of you is a drinking person?"

"It's for making cakes, Mr. Haha, cooking".

This sobers him. He frowns. "That's no way to waste good whiskey".

Nevertheless, he goes away and seconds later appears carrying a bottle of dasy-yellow unlabeled liquor. He demonstrates its sparkle in the sunlight and says, "Two dollars".

We pay him nickels and dimes and pennies. Suddenly, jangling the coins in his hands like a handful of dice, he turns to us, his face softens. "Tell you what", he proposes, pouring the money back into our bead purse, "just send me one of your fruitcakes instead".

"Well," my friend remarks on our way home, "there's a lovely man. We'll put an extra cup of raisins into his cake!"

I. Translate the given below word-combinations.

The hardest to obtain, unlabeled liquor, a bead purse, an extra cup of raisins, a handful of dice, razor scars, grey mist, naked light bulbs, a large log cabin, a dead-tired disposition.

II. Fill in the gaps with suitable words.

1. The children were going ... fruitcakes.
2. It was difficult ...whiskey because of State laws.
3. Haha's cafe was a ... place.
4. The giant Indian had ... on his face.
5. They called him like this because he was ...
6. The story-teller's friend was ... with fear.
7. A strange thing happened – Haha ...!
8. He was sure it was a bad idea to ... whiskey.
9. Haha wanted frutcakes ... money for his whiskey.
10. The children decided to put more ... into his cake.

III. Decide if the following is true or false. Correct the false facts.

1. The story happened at Christmas.
2. It took place in Britain.
3. Sale of whiskey was prohibited by the State.
4. The story-teller wanted to drink whiskey.
5. Haha was a single man.
6. The story-teller and the friend never saw Haha in reality.

7. They never visited his place before.
8. Queenie was a dog.
9. Haha joked with his visitors.
10. They understood that rumors about Haha were not true.

IV. Ask questions to the italicized words.

1. Haha's business address was known as a "*sinful*" place.
2. Whiskey was the most *expensive* ingredient for fruitcakes.
3. For a moment they were *too paralyzed with fear* to answer.
4. Haha refused to take *the money* from his visitors.
5. They decided to put an extra cup of raisins *into his cake*.

V. Questions for psychological discussion.

1. What do people tend to recollect? Why?
2. What are your most pleasant (unpleasant) memories?
3. Can you recollect something that scared you (some of your people)?

Read the text. Text 6. Santa Claus is Alive and Well!

Ritchie Sanders, 25, was hailed as a hero today by Mrs. J. Tyler, 78, a grateful citizen of downtown Milwaukee. Prior to the incident Mrs. Tyler had been to the bank where she had withdrawn a large sum of money.

While walking to Wood's Department Store to buy Christmas presents for her grandchildren, Mrs. Tyler had to stop at the intersection of Main Street and 34th Avenue to wait for the

lights. The moment the light turned green a youth standing behind her pulled out a knife and cut the straps of her bag. Mrs. Tyler stood there confused while the youth ran off into the heavy traffic.

Ritchie, an off-duty police officer caught in the Main Street traffic, happened to witness the incident and immediately left his vehicle to pursue the purses-natcher. "I didn't even think about it", said Ritchie, "I responded instinctively – it never occurred to me I could get hurt".

Unable to outrun Ritchie, the youth dumped the bag into the trash can just before Ritchie threw himself toward and brought him to the ground with an expert tackle.

After the police had arrived at the scene and led the man away, Ritchie retrieved the bag from the trash can. He politely presented it to an open-mouthed Mrs. Tyler, who was still standing on the sidewalk. "I didn't know what was going on. It all happened so fast. But I'm grateful, thanks to Mr. Sanders, Santa Claus will visit my grandchildren after all. I'm just a little upset that there are people who do such things at Christmas. This is a time to show goodwill towards others".

I. Translate the following.

Hailed as a hero, a grateful citizen of downtown, prior to the incident, to withdraw a large sum of money, to stop at the

intersection, an off-duty police officer, to pursue the purses-natcher, it never occurred to me, to dump the bag into the trash can, an expert tackle, to show goodwill towards others.

II. Choose the right answer.

1. *Paragraph One states that Mrs. Tyler:*

- a) had known Ritchie for some time;
- b) lived near Ritchie Sanders in downtown Milwaukee;
- c) went to the bank to get some money;
- d) was a very popular citizen of Milwaukee.

2. *The incident took place:*

- a) as soon as she left the bank;
- b) in front of a large department store;
- c) while Mrs. Tyler was crossing the street;
- d) on the street corner.

3. *What happened when the light turned green?*

- a) a youth stole a knife from the old lady's bag;
- b) someone threatened Mrs. Tyler with a knife;
- c) someone ran off with Mrs. Tyler's bag;
- d) Mrs. Tyler stepped into the traffic.

4. *How did Mrs. Tyler feel when her bag was stolen?*

- a) she didn't know what had happened;
- b) she was too afraid to move;
- c) she was afraid of the traffic;

d) she was too old to chase the man.

5. *The policeman was:*

a) directing traffic;

b) walking along Main Street;

c) in his car;

d) standing on the sidewalk.

6. *When Ritchie saw what happened he:*

a) drove after the purse-snatcher;

b) thought of the danger;

c) ran after the young man;

d) had an instinct to run away.

7. *The youth:*

a) tripped and fell down;

b) ran faster than Ritchie;

c) got rid of the bag;

d) fought with Ritchie on the ground.

8. *How did Ritchie catch the thief?*

a) he used his gun;

b) he grabbed him;

c) he threw the trash can at him;

d) he called for help.

9. *Before Ritchie got the bag back:*

a) he arrested the youth;

- b) more policemen arrived;
- c) he took details of the scene;
- d) he spoke to Mrs. Tyler.

10. At the end Mrs. Tyler was:

- a) taken to her grandchildren;
- b) quickly taken away;
- c) sad that the crime happened at Christmas;
- d) worried that her grandchildren had no presents.

III. Decide if the following is true or false. Correct the false facts.

1. Mrs. Tyler was a young lady.
2. Ritchie Sanders was a young policeman.
3. The accident happened just before Christmas.
4. The banks were closed on holiday.
5. Mrs. Tyler bought many presents for her grand-children.
6. The purse-snatcher couldn't run away from Ritchie Sanders.
7. The purse-snatcher managed to hide the money in the trash can.

8. Mrs. Tyler was sad about the accident.

IV. Questions for psychological discussion.

1. Have you ever witnessed any accidents like this one?
2. How would you behave in the situation of the kind?

3. Do you think that many people are ready to help others in case of necessity?

Read the text. Text 7. Laconia

In ancient Greece there was a country that people called Laconia. People who lived there were brave and fearless. They were good hunters, builders and workmen. But they didn't like to talk much. They tried to use as few words as possible because they thought that it was enough to say one word or a very short sentence and other people would certainly understand them. Since that time we still call a very short answer a "laconic" answer.

The people of Laconia lived peacefully when one day a king of Macedonia gathered a big powerful army and decided to make war against Laconia. He planned to take all the riches of the country and become the master of that land. But he didn't want to destroy the beautiful city of Laconia. Therefore he stopped his army at the walls of the city and wrote a letter to Laconians.

"Open the gates of your city", he wrote in it. "If you open the gates, my army will not destroy your houses and we won't hurt anyone. But if you don't open the gates yourselves, my army will do it. And then my soldiers will burn your houses, kill your wives and children and ruin your city. If you don't open the gates, you will become our slaves".

The king sent the letter with his messenger and he didn't have to wait long to get the answer. It was very short, they were laconic as usual. There was only one word in it – "If".

I. Entitle the text your own way.

II. Answer if the following statements are true or false.

1. In ancient Greece there was a country called Laconia.
2. Laconians liked to talk much.
3. One day Laconia was captured by the army of Macedonia.
4. The king of Macedonia wanted to preserve the beautiful city.
5. The king of Macedonia got a letter from Laconians.
6. In his letter the king threatened Laconians.
7. The king of Macedonia wanted Laconians to keep their gates closed.
8. Laconians broke their rule of being brief.
9. They taught him a lesson.
10. Today the word "laconic" means "brief".

III. Answer the questions.

1. Where did Laconians live?
2. What kind of people were they?
3. What was their typical feature?
4. Why did the king of Macedonia decide to attack Laconia?

5. Why did he stop his army at the gates?
6. What did he write in his letter?
7. What kind of answer did he get?
8. What did Laconians want to say using such a short answer?

IV. Use the following sentences in indirect speech.

1. The king of Macedonia persuaded the people of Laconia, "If you open the gates, my army will not ruin your city".

2. He promised, "If you open the gates, you will not be killed".

3. The king threatened, "If you don't open the gates, everybody will be killed".

4. He wrote, "If you don't open the gates, you will become my slaves".

V. Insert a suitable word.

1. Laconia was situated in ... Greece.

2. Laconians were ... and hardworking people.

3. They preferred to use ... words as possible.

4. They were sure that just some words were ... to understand them.

5. The king of Macedonia wanted ... the city of Laconia.

6. He gathered a ... and ... army.

7. The king wanted to preserve the city of Laconia for ...

8. He wrote a letter with many ...

9. If Laconians wanted to survive they had to ...

10. In their answer they were laconic as

11. Now we call a very ... answer a laconic answer.

VI. Choose the best title to the text: "The King of Macedonia", "A Laconic Answer", "The Gates". Give your reasons.

VII. Test-yourself section. Fill in the gaps with suitable verbs in the correct form. Gerund or infinitive?

1. He enjoys ... to the theatre.
2. We can't afford ... a new car.
3. Don't avoid ... my questions.
4. They decided ... to the seaside.
5. She demands ... to the manager.
6. Helen doesn't mind ... dinner alone.
7. Go on Your story is so interesting.
8. The shop assistant offered ... me.
9. Don't delay ... your telegram or it'll be late.
10. He considers the play worth ...

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand				I would like

	what I read well and retell it shortly.				to learn ...
2	I can ask my group-mates questions about the issues of being brave.				Express your own ideas.
3	I can discuss psychological issues of courage.				
4	I can express my own opinion and ideas.				
5	I can do grammar exercises well.				
6	I can use famous sayings in my own situations.				

UNIT 9. ON BRINGING UP CHILDREN

Read the text. Text 1. The White Gardenia

Every year on my birthday, from the time I turned twelve, one white gardenia was delivered anonymously to me at my house. There was never a card or a note. All the calls to the florist were in vain because the purchase was always made in cash. After a while, I stopped trying to discover the identity of the sender. I just delighted the beauty and perfume of one magical, perfect white flower in soft pink paper.

But I never stopped imagining who the sender might be. Some of my happiest moments were spent in day-dreams about someone wonderful, but too shy or eccentric to make himself known. In my teen years, it was fun to imagine that the sender might be a boy I didn't know, but who had noticed me.

My mother often contributed to my speculations. She'd ask me if there was someone for whom I had done a special kindness. My mother did her best to foster my imagination about the gardenia. She wanted her children to be creative. She also wanted us to feel loved not just by her, but by the world at large.

When I was seventeen, the boy broke my heart. The night he called for the last time, I cried the whole night. When I got up in the morning, there was a message on my mirror in red lipstick, "When half-gods go, the gods arrive". I thought about

the quotation from Emmerson for a long time, and I left it where my mother had written it until my heart healed. When I finally cleaned the glass, she knew that everything was all right again with me.

But there were some hurts my mother couldn't cure. A month before my high school graduation, my father suddenly died of heart attack. My Dad was missing one of the most important events of my life, so I became uninterested in my coming graduation. I even thought about staying at home.

The day before my father died, my mother and I had gone shopping. I had found a dress for my graduation party – wearing it made me feel like Scarlet O'Hara. But it was the wrong size, and when my dad died the next day, I forgot all about the dress.

In spite of her grief my mother didn't. The day before the party, I found the dress waiting for me in the right size, presented to me artistically and lovingly.

She cared how we, children felt about ourselves. She gave us ability to see the beauty of the world, to feel the magic of it.

My mother died when I was twenty-two, only ten days after I was married. That was the year the gardenias stopped coming.

I. Translate the given below.

In spite of one's grief, to die of heart attack, to be in vain, to contribute to one's speculations, a message in red lipstick, to discover the identity, to foster imagination.

II. Decide if the following is true or false. Correct the false facts.

1. The girl was the only child in the family.
2. The flower was delivered without any signature.
3. The girl did nothing to identify the sender.
4. The mother never mentioned the sender.
5. The quotation had to help the girl in a difficult moment of her life.
6. The girl lost interest to the graduation party because she couldn't buy a dress.
7. The dress was presented before the party in the right size by her mother.
8. The flowers stopped coming after her father's death.
9. The mother tried to influence her children.
10. The sender was the girl's mother.

III. Fill in the gaps with suitable words.

1. Every year on my birthday one white gardenia ... anonymously to me.
2. All the calls to the florist were ... because the purchase was always made in cash.
3. Some of my happiest moments were spent in ... about someone wonderful.

4. When my father died of heart attack, I became ... in my coming graduation.

5. I forgot all about the dress, but in spite of her ... my mother didn't.

6. The dress for my graduation party ... to me artistically and lovingly.

7. My mother cared about us and gave us ... to see the beauty of the world.

IV. Ask the questions to the given below short answers.

1. ... – From the time she turned twelve.

2. ... – Because it was always made in cash.

3. ... – In her teen years.

4. ... – Someone wonderful, but too shy or eccentric.

5. ... – At seventeen.

6. ... – Shopping.

7. ... – They stopped coming.

V. Answer the questions.

1. What unusual presents did the girl get?

2. What did she do to find out who the sender was?

3. What ideas did her mother suggest?

4. What broke the girl's heart at 17?

5. What did she discover on her mirror?

6. What was the meaning of Emmerson's words?

7. Why did the girl become uninterested in the graduation party?

8. Why didn't she buy the dress she liked so much?

9. What happened soon after she had married?

10. Who sent the flowers?

VI. Which of the sayings in your opinion corresponds to the text best?

1. He who can reach a child's heart can reach a world's heart (Rudyard Kipling).

2. Nothing you do for children is ever wasted. They seem not to notice us, ... and they seldom offer thanks, but what we do for them is never wasted (Garrison Keillor).

3. The best way to make the children good is to make them happy (Oscar Wilde).

VII. Questions for psychological discussion.

1. What for did the mother send flowers?

2. Why did the mother think that the words from Emmerson could help?

3. Was it a good idea to help the daughter in her private life in such a way? Why?

Read the text. Text 2. If There is a Will

*If you want to help somebody, don't give him fish,
give him a fishing rod.*

I am my mother's third child, born when she was 25. When I was delivered, nurses took me from the room before she could see me. Her doctor gently explained that my left arm was missing, below the elbow. Then he gave her some advice: "Don't treat her any differently than the other girls. Demand more!" And she did!

Even before my father left us, my mother had had to go to work to support our big family. There were five of us girls in our home in California, and we all had to help out. Once when I was about seven, I came out of the kitchen, whining, "Mom, I can't peel potatoes. I only have one hand".

Mom didn't look up from her sewing. "You get back into the kitchen and peel those potatoes", she told me. "And don't ever use that as an excuse for anything again!"

Of course I could peel potatoes – with my good hand, while holding them down with my other arm. There was always a way, and Mom knew it. "If you try good enough, "she used to say", you can do anything".

In second grade, our teacher lined up my class on the playground and had each of us race across the monkey bars,

swinging from one high steel rod to the next. When it was my turn, I shook my head. Some kids behind me laughed. I went home crying.

That night I told Mom about it. She hugged me, and I saw her "we'll see about that" look. When she got off work the next afternoon, she took me back to school. At the deserted playground, Mom looked carefully at the bars.

"Now, pull up with your right arm", she advised. She stood by as I struggled to lift myself with my right hand until I could hook the bar with my other elbow. Day after day we practiced, and she praised me for every rung I reached.

I'll never forget the next time my class lined up at the monkey bars. Crossing the rungs, I looked down at the kids who'd made fun of me. Now they were standing with their mouths open.

It was that way with everything: instead of doing things for me, my mother insisted I find a way to do them myself. At times I resented her. *She doesn't know what it's like*, I thought. *She doesn't care how hard it is*. But one night, after a dance at my new junior high, I was lying in bed sobbing. I could hear Mom come into the room.

"What's the matter?" she asked gently.

"Mom", I answered, weeping, "none of the boys would dance with me because of my arm".

For a long time I didn't hear anything. Then she said, "Oh, honey, someday you'll be beating those boys off with a bat. You'll see". Her voice was faint and cracking. I saw tears running down her cheeks. Then I realised how much she suffered on my behalf. She had never let me see her tears, though, because she didn't want me to feel sorry for myself.

Later, I married the first guy I thought accepted me. But he turned out to be immature and irresponsible. When my daughter was born, I wanted to protect her from my unhappy marriage, and I broke free.

During the five years I was a single mother, Mom was my rock. If I needed to cry, she'd hold me. If I complained of chasing a toddler around after working and going to school, she'd laugh. But I never started feeling sorry for myself; I'd look at her and then remember, she did it with five!

I remarried, and my husband and I have a loving family that includes four children. Perhaps because Mom missed so much time with her own kids, she made it up with her grandchildren. "I'm going to spoil them. It's my privilege now". She didn't, though. She just gave the children patience and love.

Some years later, Mom was found to have lung cancer and given six months to a year to live. She was able to stay with us more than three years. Doctors said it was a miracle; I think it

was her love for her grandchildren that kept her fighting right up to the last. My Mom died five days after her 53rd birthday. Even now, it hurts me to think that someone who had so much hardship in life should have suffered so at the end.

But she taught me the answer to that, too. As a child, I wondered why I had to struggle so. Now I know – it's hardship that makes us the people we become. I feel Mom with me always. Sometimes, when I fear I can't handle things, I see her radiant smile again. She had the heart to face anything. And she taught me I could, too.

I. Translate the given below.

To have lung cancer, to handle things, a radiant smile, to turn out to be immature, to beat the boys off with a bat, to complain of chasing a toddler around, to line up the class on the playground, to suffer on one's behalf, to brake free, to race across the monkey bars, swinging from one high steel rod to the next, to look up from sewing.

II. Decide if the following is right or wrong. Correct the false facts.

1. Her doctor gently explained the mother that the girl's right arm was missing.
2. Her mother had to go to work to support their big family.

3. Some kids behind the girl's back cried.
4. During one year she was a single mother.
5. She gave the daughter's children patience and love.
6. Doctors said it was a miracle that the mother lived for three more years.
7. Even now, it hurts story-teller to think that her mother should have suffered so at the end.
8. Her mother managed to teach her to be independent.
9. The story-teller was ready to marry anybody who proposed to her.
10. Her mother was a dry, strict woman.

III. Ask questions to the italicized words.

1. Her doctor *gently* explained that my left arm was missing.
2. My mother had to go to work *to support our big family*.
3. *Some kids* behind me laughed.
4. *During five years* I was a single mother.
5. She gave the children *patience and love*.
6. Doctors said it was *a miracle*.
7. Even now, it *hurts* me to think that she should have suffered so at the end.

IV. Ask the questions to the given below short answers.

1. ... – Not to treat her any differently than the other girls.
2. ... – Below the elbow.

3. ... – There were five.
4. ... – She could – with her good hand.
5. ... – Back to school.
6. ... – With their mouths open.
7. ... – Four children.
8. ... – It's hardship.
9. ... – Always..

V. In what connection is the given below used in the text?

- her radiant smile;
- at the deserted playground;
- after her 53rd birthday;
- lying in bed sobbing;
- It's my privilege now;
- to lift myself with my right hand;
- before she could see me.

VI. Questions for discussion.

1. Did the mother use the right method to bring up the girl?

Why do you think so?

2. How were you brought up? What is the best way to bring up children?

VII. Which of the sayings in your opinion corresponds to the text best?

1. Children are born to be happy (Jose Marti).

2. Children are messages we will send to a time we will never see (Neil Postman).

3. Never help a child with a task at which he feels he can succeed (Maria Montessori).

Read the text. Text 3. Mama's Plan

I suppose it was my first grandchild starting school that triggered the bittersweet memories of my first year at school. I loved school: the smell of chalk, and having my own desk that was just my size, and our marvelous, old-fashioned teacher "Miss Edna" who put her entire life into teaching. There was, however, one overwhelming problem with school. Mildred.

Daily when I walked the short distance home after school, Mildred would taunt me, hit me and scare me. I was absolutely terrified of her. She had failed first grade and was a year older than I. Mildred didn't have any friends, so she seemed to concentrate on making enemies. As I was one of the smallest children in first grade, she had selected me as her number one enemy.

As we walked home after school she would continually step on the back of the heels of my shoes and cause the shoes to slide down. Then, when I stopped to adjust them, Mildred would slap me hard on the back. As soon as the dismissal bell rang

each day, my heart started to pound and I blinked fast so that I wouldn't cry.

Pretty soon my mother figured out something was wrong at school. I didn't want to tell her about Mildred pretending not to hear her questions about school. She continued to ask me, and finally I sobbed out the whole story. "You can't do anything, Mama. Everyone will think I'm a baby".

It was impossible for mother to pick me up after school – she had to work. My father had died a few years earlier and I didn't have any brothers or sisters to watch after me. I couldn't imagine what my mother might do, I was sure there was no answer for a problem that big.

The next day after school Mildred was waiting for me. She immediately stepped on the back of my shoe and slapped my back so hard that I cried, I couldn't help it.

When my mother saw my face she questioned me. I begged not to go to school and didn't sleep well that night. The next morning, in spite of my protesting and crying, mother firmly took me by the hand and we started to school. Mom said she had a plan. Why couldn't she understand that no plan was going to work? We went through the bitter cold and I hoped we wouldn't see Mildred.

Sure enough, we soon spotted Mildred. We waited a few horrible minutes as she approached us. She pretended not to see us, recognizing that I had my mother with me.

"Hello, Mildred", mother said quietly. Mildred stopped, frozen as still as a statue. Her hands and face were bright red from the intense cold. Her oversized coat hung open. There were only two buttons on it, the rest were missing. Underneath she wore a cotton dress, as though it were summer. I was so wrapped up I could hardly walk.

Mother stopped down to Mildred's level. She didn't say anything at first. Instead she rapidly buttoned Mildred's coat and turned the collar up around her neck. "I'm Marion's mother. I need your help, Mildred." Mildred looked at my mother with the expression I couldn't identify. "Marion doesn't have any brothers or sisters. She sort of needs a special best friend at school. Someone to walk up the hill with her after school. You look like you'd be a fine friend for her. Would you be Marion's friend, Mildred?" Mildred chewed on her bottom lip, and then nodded.

"Oh, thank you!" Mama said with certain confidence and gratitude. "I just know you are someone I can depend on". She hugged Mildred long and hard. Mildred and I walked on to school, stiffly, like mechanical dolls, both staring ahead without speaking. Then I saw Mildred was smiling – I had never seen her smile before.

We walked up the hill each day after school together, and pretty soon we were talking, laughing and sharing secrets.

Mildred always sat with me at lunch. My mom usually included something in my lunch especially for Mil – as I called her now. On Valentine's Day we exchanged valentines and I received a magnificent valentine with bold red letters: "From your best friend". I looked at Mil – she was smiling her biggest smile. Right then I already knew – my mother's plan had worked.

I. Translate the given below.

The bittersweet memories, an overwhelming problem, to button one's coat, to concentrate on making enemies, to step on the back of the heels of one's shoes, to cause the shoes to slide down, to slap hard on the back, to blink fast, to walk stiffly, to chew on one's bottom lip, to share secrets, with certain confidence and gratitude, an oversized coat.

II. In what connection is the given below used in the text?

- a special best friend at school;
- with certain confidence and gratitude;
- the collar up around her neck;
- the smallest children in first grade;
- a magnificent valentine with bold red letters;
- a few years earlier;
- a few horrible minutes.

III. Put the sentences in the correct order according to the text.

- Mildred always sat with me at lunch.
- Mildred chewed on her bottom lip, and then nodded.
- It was impossible for mother to pick me up after school.
- I already knew – my mother's plan had worked.
- Her oversized coat hung open.
- On Valentine's Day we exchanged valentines.
- I loved school: the smell of chalk and our old-fashioned teacher.
- There was one overwhelming problem – Mildred.

IV. Make the following statements negative.

1. Miss Edna was a young teacher.
2. The little girl had many problems at school.
3. Mildred was younger than the story-teller.
4. Mildred had many friends at school.
5. Mildred's mother was loving and caring.
6. The weather was warm and pleasant.
7. The two girls made friends the moment the story-teller's mother left.

V. Ask questions to the italicized words.

1. Mildred didn't have any friends, so she seemed to concentrate *on making enemies*.

2. I *blinked* fast so that I wouldn't cry.
3. The next day after school *Mildred* was waiting for me.
4. On Valentine's Day we exchanged *valentines*.
5. There were only *two* buttons on her coat.

VI. Which of the following sayings goes together with the text?

1. The more we love our friends, the less we flatter them (Moliere).
2. The best way to destroy your enemy is to make him your friend (Abraham Lincoln).
3. No man is useless while he is a friend (R. L. Stevenson).
4. Prosperity makes friends, and adversity tries them (Publitius Syrus).

VII. Choose one of the sayings you like best and write an essay expressing your idea.

Read the text. Text 4. Graduation Car

A high school senior went to his father in January of the year he was to graduate. "Dad", he said, "for graduation, I think I deserve a new car!"

His father thought a minute and replied, "Son, I'll get you that new car, but first you must do three things – bring up your grades, read the Bible more and get a haircut".

In May, just before graduation, the son went to his father and asked, "How am I doing? Am I going to get a new car for graduation?"

"Son, you've brought your grade average up from a C to an A level. That's great", answered the father. "I've also noticed that you've been studying the Scriptures every morning before school. You attend all church holidays. That's wonderful. But you still haven't had a haircut!" the answer was.

"But, Dad," the son retorted, "while studying the Bible, I've noticed that Moses is always depicted in illustrations as having long hair. Even Jesus had long hair".

At that, the father replied, "Son, you must remember that Moses and Jesus walked everywhere they went – and so will you, unless you have your hair cut!"

I. Translate the given below into English.

Відразу після випуску, покращити результати навчання, відвідувати всі церковні свята, заслужувати на нову автівку, зробити стрижку, бути зображеним на всіх ілюстраціях, старшокласник, заперечувати.

II. Use the following in indirect speech.

1. A high school senior said, "I think I deserve a new car for graduation, Dad".

2. His father replied, "Son, I'll get you that new car, if you do three things".

3. In May the son went to his father and said, "How am I doing? Am I going to get a new car for graduation?"

4. The son retorted, "But, Dad, Even Jesus had long hair".

5. The father replied, "Son, you will walk everywhere unless you have your hair cut!"

III. Paraphrase the following using passive voice.

1. His father thought a minute and promised that he would present him with a new car.

2. The father was pleased when the son had brought his grade average up from C to A.

3. He also liked the fact that the son attended all church holidays.

IV. Questions for discussion.

1. What do you think about the boy's request?

2. Is it a good idea to present children something for good study? Why?

3. Why do some people say that it can be called parents' bribe? Give your reasons.

4. Did you have such a tendency in your family when you were at school?

Read the text. Text 5. The Changing American Family

The American family unit is in the process of change. There used to be mainly two types of families: the extended and the nuclear. The extended family most often included mother, father, children, and some other relatives, such as grandparents, living in the same house or nearby. Then as job patterns changed and the economy progressed from agricultural to industrial, people were forced to move to different parts of the country for job opportunities. These moves split up the extended family. The nuclear family became more prevalent; this consisted of only the parents and the children. Now, besides these two types of traditional groupings, the word family is being expanded to include a variety of other living arrangements.

Today's family can be made up of diverse combinations. With the divorce rate nearly one in two, there is an increase in single-parent homes: a father or a mother living with one or more children. "Blended" families occur when previously married men and women marry again and combine the children from former marriages in a new family. On the other hand, some couples are deciding not to have any children at all, so there is an increase in two-person childless families. There are also more people who live alone, widowed, divorced. Now one in five Americans lives alone.

I. Translate the given below.

The extended and the nuclear families, the children from former marriages, diverse combinations, childless families, an increase in single-parent homes, divorce rate, living arrangements.

II. Ask questions to the italicized words.

1. *The extended family* most often included mother, father, children, and some other relatives.

2. The American family unit is in *the process of change*.

3. The nuclear family consists of only *the parents and the children*.

4. *With the divorce rate* nearly one in two, there is an increase in single-parent homes.

5. "Blended" families combine *the children from former marriages* in a new family.

6. Now *one in five* Americans lives alone.

III. Questions for psychological discussion.

1. Do you think that 20–25 years from now couples will be having more or fewer children? Why? Will there be more or fewer divorces?

2. Which of the described kinds of family is most common in your country? Which do you prefer? Why?

3. What do you think of the following "rules for a successful marriage"?

- a) A wife should be younger than her husband;
- b) A husband should earn more money than his wife;
- c) The families of the husband and the wife should get along well with each other;
- d) A couple should live together for at least a year before marrying.

Read the text. Text 6. The Making of a Father

When he lived with them, he had been a visiting father. The sort who has his children brought in on a tray at cocktail hour and collected before dinner is served. The sort who prefers his children to come shiny-clean, cheerful, and in small doses.

He had sniffed at them as if they were corks from a new wine bottle. At the smallest sign of crankiness or illness, they had been promptly sent back to the kitchen, and to the mother who had been held more or less responsible for such a lapse in the quality of the wine cellar. It's true. He'd always wanted them perfect, 98,6 degrees (36,6) and in full repair.

But things were different now. He was no longer a live-in visiting father. He had signed a very formal agreement, full of clauses and subclauses, one of which read: "The father shall have reasonable visitation rights". But now that he was officially, legally, the visiting (or visited) father, something remarkable happened. He had made his first full connection with the small

people in his life. In a peculiar way he knew it was his first Father's Day.

In the last ten months he had become a father, not just a name on a birth certificate. He discovered that this transition wasn't unique with him, but he wasn't entirely sure why it happened to so many divorced fathers. When first apart, he thought he would be a "swinging" bachelor, but instead, at 35 years of age, he chose paternity. Ten years earlier he had been more or less drafted. This time he really chose it. Out of loneliness and guilt at first, and out of pleasure at last, the visited father finally established a rapport with his children. He spent more time with them in ten months than in ten years. They were with him through Wednesdays, weekends, and vacations, through the flu and sunburn and carsickness and various attempts at fratricide.

Alone with his children, he took intensive on-the-job training. The mother who had been designated the expert by all of them wasn't around for consultations. He had to cram. The father developed a repertory of attitudes on subjects like these: Should his daughter have dessert if she refused to eat the vegetables? What was the appropriate punishment for a ten-year-old boy who spread honey all over the cat? He became the kind of parent who knew how to braid hair and limit junk food and tuck in tired bodies. He learned what his children liked to eat, what they hated to wash, and where they were likely to have left the

other tennis shoe. He learned that even when they'd seen each other at their worst, they still liked each other.

Alone with his children, he'd found them to be remarkably interesting, though it was an odd word to use. It was his son who explained to him quite clearly why there was no such thing as nothing, because "then nothing has to be something". It was his daughter who pointed out the absurdity of the sign on the corner that read: Go Children Slow. "That doesn't make sense. It should read: "Go Slow, Children".

The visiting father who had never had time for his children made time. He met both teachers. He had seen one child play basketball and the other play hockey. Sometimes he was jealous. Of live-in fathers. He wondered why he had waited so long. But at least he had learned, he discovered that you can't take them for granted. What he had with his children was what they created. They had made him, at last, a father.

I. Translate the given below.

To be brought in on a tray, to be jealous, take smth. for granted, to be likely to do smth., the appropriate punishment, a birth certificate, in a peculiar way, to be in full repair.

II. Complete tag questions.

1. When he lived with them, he had been a visiting father, ... ?

2. He learned what his children liked to eat, ... ?
3. But things were different now, ... ?
4. He was no longer a live-in visiting father, ... ?
5. "The father shall have reasonable visitation rights", ... ?

III. Find the words from the story that are close in meaning to the italicized words.

1. At the smallest sign of *irritability* or illness ...
2. they had been *immediately* sent back to the kitchen ...
3. and to the mother who had been held more or less responsible for such a *fault*.
4. at 35 years of age, he chose *fatherhood*.
5. the visited father finally established a *relationship* with his children.
6. he took *thorough* on-the-job training.
7. The mother who had been *named* the expert by all of them. wasn't around.
8. She wasn't around for *advice*.
9. He had to *study intensively*.
10. The father developed a *collection* of attitudes on different subjects.

VI. Questions for psychological discussion.

1. What happened to children when a couple divorces?
2. What can the ideal decision be not to make children suffer?

3. Why did the divorced father start to deal more with his children?
4. What is necessary in your opinion to become a good father?
5. What can prevent a person from becoming a "real" father?

Read the text. Text 7. The Need for the Family

The universality of the family in every society testifies that it meets essential human needs to love and be wanted, to give rise to children, to rear them until they become independent, and to preserve property rights. Are modern families adequate to these tasks? As recent US studies show, children need two parents. Children growing up in single-parent households, whether the parents were never married, are separated, or are divorced, have twice the risk of dropping out of high school, of being out of work, and becoming teenage parents themselves.

Separation and divorce are obviously stressors for children. The split family loses about 40 % of its income; children have much less time with their fathers (one-third see them once a week, another third not at all); they are twice as likely to have to change residence and school, losing friends in the process. Because remarriage is common, many children must adapt to stepparents and stepsiblings; further stress may be in the offing because one-third of second marriages end in divorce. The

long-term outcome depends the quality of the relationship with each parent after the separation.

The US National Health Interview Survey reveals similar findings: Children living with single mothers or with mothers and stepfathers are more likely than those living with both biological parents to have to repeat a grade at school, to be expelled from school, to be treated for emotional or behavioral problems, and to have elevated scores for health risks. The evidence is clear – children are at risk when families are incomplete.

I. Translate the given below.

Essential human needs, more likely, to be expelled from school, stepparents and stepsiblings, twice as likely, to rear, behavioral problems, to change residence, split family.

II. Ask questions to the italicized words.

1. As *recent US studies* show, children need two parents.
2. Separation and divorce are obviously *stressors* for children.
3. Many children must adapt to *stepparents and stepsiblings*.
4. Children are *at risk* when families are incomplete.
5. Children need *two* parents.

III. Questions for psychological discussion.

1. What is the main idea of the article?

2. Do you agree that children really need both parents?

3. Do you know examples of happy incomplete families?

Does it refute the idea that children suffer after divorces?

4. What are the main reasons of divorces? Is there any possibility to avoid them?

IV. Test-yourself section. Fill in the gaps with suitable answers.

1. *This is ... useful advice.*

a) such; b) such a; c) so; d) so a.

2. *I haven't the slightest idea of what I ... to do in this situation.*

a) could; b) ought; c) would; d) should.

3. *They let their children ... different pets at home.*

a) keeps; b) keeping; c) keep; d) to keep.

4. *You have to support your children, ... ?*

a) have you; b) haven't you; c) do you; d) don't you.

5. *We all... mistakes when we are young.*

a) do; b) make; c) did; d) made.

6. *Something is wrong with the watch. Can you repair ... ?*

a) they; b) it; c) them; d) its.

7. *I'll give the book back as soon as he ... it.*

a) will want; b) want; c) wants; d) doesn't want.

8. *When the phone rang I ... a bath.*

a) had; b) was having; c) had been having; d) have been had.

9. *He ... whenever he goes to the theatre.*

a) is boring; b) has bored; c) bores; d) is bored.

10. *If it ... rain, we'll have the party outside.*

a) won't; b) wouldn't; c) doesn't; d) didn't.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well and retell it shortly.				I would like to learn ...
2	I can ask my group-mates questions about family matters.				Express your own ideas.
3	I can discuss psychological issues of a family.				
4	I can express my own opinion and ideas.				

5	I can describe families of different people.				
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UNIT 10. ON MAKING FRIENDS

Read the text. Text 1. The Goodest Gift

Pre-reading task – pay attention to the title. What can you suppose about it? Does it belong to an illiterate person, or a foreigner, or a child?

Every December, as I take out the Christmas decorations, I also take out the memory of a Christmas 20 years ago in a small town in central Maine and the gift that one little girl gave to another. In the world where Christmas is so commercialized, it reminds me that the true spirit of the season lies in giving and receiving from the heart.

Winters seemed to be colder back then, and school days went slowly by. At my school we had two classes for each grade. My class was for the children who got good grades. Most of us wore nice clothes and our parents were wealthy. Those in "slower" class didn't get good report cards, most of the kids were poor. After four years we all knew who belonged to which class.

There was one exception – Marlene Crocker. I still remember the day when Marlene was transferred to the "smarter" class. She stood by the teacher's desk, her skirt hung down below her knees, her sweater was old and patched, but her face was happy and hopeful.

She was not at all pretty except her intelligent-looking brown eyes. As she stood waiting for the teacher to give her a seat, for a moment I imagined that I might become her friend and we would walk together. Then the whispers began, "She's not sitting beside me!"

"That'll be enough!" the teacher said firmly, and the class turned silent. No one would laugh at Marlene again – at least in the teacher's presence. But Marlene and I never talked during the breaks – the boundaries that separated us were too strong.

Once Mom and I were driving along a wooden back road. I was busy chattering away when suddenly, out of the window, I saw a tar-paper shack so tiny that it would have fit inside our bathroom. The shack stood in a big field littered with old car parts. A little girl was putting clothes on the clothesline. It was Marlene. I raised my hand to wave, but our car had already passed her.

That winter it seemed that the snow would never stop. As Christmas was coming near, my spirits were as high as the pile of presents under our Christmas tree. At school, a few days before our school party, we passed around a hat to pick the name of a classmate for whom we'd buy a gift. The hat went around and finally came to Marlene. One of the boys managed to read over her shoulder, "Marlene's got Jenna's name!"

I blushed as I heard my name. "I don't care", I shouted but I felt cheated.

The day of the party I marched to the school-bus reluctantly, carrying a nice gift of Magic Markers for the person whose name I had taken out. At school we ate Christmas cookies our mothers had baked and drank our grape drink. Then the presents were handed out and the wrapping paper went flying up.

There was a small package neatly wrapped in tissue paper on my desk. I looked at Marlene. She was sitting alone. Suddenly feeling the need to protect her from the mocking of my classmates, I unwrapped the present and sat there, holding it in my hand. It was a self-made wallet made of skin of a deer her Dad had shot.

"Thank you, Marlene", I said. "You are welcome", she answered and we smiled at each other. Marlene was not my friend but I never teased her like other children. Maybe we could become good friends. I thought about it on my way home and tried not to think of what Marlene's Christmas would be like.

Years went by. I went to high school and to college, and lost contact with most of my schoolmates. Whenever I faced any problems, I recollected how bravely Marlene had struggled through hers. I heard rumors that Marlene had left school to help her Mom with the younger children, then she married young and had babies of her own.

One day I came across the white wallet I had received at that Christmas party long ago. Funny, but of all the gifts, I'd kept it through years. I studied it carefully and suddenly noticed a small slit inside, holding a tiny piece of paper that I had never seen before. Sitting in my comfortable home, I read the words that Marlene had written to me years before. "To my best friend", they said. Those words pierced my heart. I wished I could go back, to have enough courage to be the kind of friend I'd wanted to be. Now I understood the love that had been wrapped inside that present.

There are a few things that I unpack every year at Christmas – an old wooden horse, shiny balls for the tree and an old Santa figure. I take out the wallet, too. I told my son the story of the girl who had given it to me. He thought about it and then said, "Of all the gifts, it was the goodest gift, wasn't it?" And I smiled, happy for the wisdom that let him understand that it really was.

I. Translate the given below.

To be transferred, to be neatly wrapped in tissue paper, a self-made wallet, a small slit inside, to tease smb., to feel cheated, to pierce the heart, to do smth. reluctantly, to face a problem, to hear rumors, to blush, a pile of presents, to get good grades, to be handed out, a tiny tar-paper shack, to be commercialized, a big field littered with old car parts.

II. Find pairs of synonyms from the two columns.

high spirits	to realize
a present	a border
to blush	to face
to protect	a gift
to come across	to defend
to understand	to turn red
boundary	good mood

III. Answer the questions.

1. Who is a story-teller? What's the story-teller's name?
2. When and where did the story happen?
3. What is a typical moment for the story-teller to recollect it?
4. How were the children in the story-teller's school divided? Where did the girl belong to?
5. What made Marlene an exception?
6. What attitude did she face in her new class? Why?
7. What did Jenna sometimes imagine? Why?
8. How did Jenna differ from other children?
9. Why didn't Jenna's dreams about friendship ever come true?
10. What made Jenna recollect her former classmate?
11. What did Jenna explain her little son?
12. What does the story teach us? What conclusions can we make?

IV. Ask questions to the italicized words.

1. As I take out *the Christmas decorations*, I also take out the memory of a Christmas 20 years ago in a small town.
2. The true spirit of the season lies in *giving and receiving from the heart*.
3. Most of us wore nice clothes and our parents were *wealthy*.
4. *Those words* pierced my heart.
5. There are a few things that I unpack *every year at Christmas*.
6. One day I came across the *white* wallet.
7. We passed around a hat *to pick the name of a classmate* for whom we'd buy a gift.

V. Questions for discussion.

1. What is necessary to become real friends – to belong to the same social group, to be kindred spirits, to be different not to loose interest for each other?
2. Can you give examples of real friendship? Speak about your best friend.

VI. Write 15 sentences about real friendship in your life.

Read the text. Text 2. Mama's Soup Pot (after Leo Buscaglia)

There are too many treasures in life we take for granted. The real worth of them we realize when they are pointed to us in some unexpected way. So it was with Mama's soup pot.

I can still see it on the stove, its contents bubbling, steam rising as from an active volcano. When I entered the back porch, the smell was mouthwatering, Mama was stirring in the pot with a wooden spoon, I always knew I was at home.

There was no recipe for her minestrone soup. It was always a work in progress. She learned its secret in the mountains of northern Italy from her grandma. For our large immigrant family Mama's soup guaranteed we would never go hungry. It was a symbol of security. Its recipe was created from what was in the kitchen. A thick soup with vegetables, corn, beans and meat indicated that things were going well in the family. A watery soup denoted hard times. And never food was thrown out – it was a sin against God!

At one time, however, Mama's soup became a source of embarrassment to me. I was afraid, it would cost me a new friend I had made at school. Sol was an unusual pal for me because his father was a doctor and they lived in the best part of the town. Often Sol invited me for dinner. The family had a cook in a white uniform who worked in a shining kitchen. The food was good, but it had no heartiness of our home food from flame-blackened pots. Everything was so formal. Sol's parents were polite, but conversation wasn't lively. And no one hugged! The closest between Sol and his father was a handshake.

In our family hugs and kisses were constant: if nobody kissed Mama, she thought we were sick. But at that time in my life all this was an embarrassment.

I knew Sol would like to have dinner at my house, but it was the last thing I wanted. My family was so different. No other kids had such pots on their stoves, no such Mama whose first action on seeing you in our house was to feed you. She used to say, "Only crazy people don't want my minestrone".

Finally Sol asked if he could come to our house and I had to say yes. When I asked, "Mama, why can't we have some American food like hamburgers?", she gave me such a look that I didn't ask again.

Sol was met with hugs and slaps on his back and soon we were sitting at the table covered with a bright oilcloth. Mama described the power of her minestrone – it cured headaches and other illnesses. It could make Sol as strong as an Italian hero. I was sure it would be the last time I saw my friend Sol. He would certainly never return to a home with such eccentric people, odd accents and strange food.

But to my amazement, Sol politely finished his plate and then asked for more. When we were saying our good-byes, Sol remarked, "You sure have a great family. I wish my mom could cook that good". Then he added, "Boy, you are lucky!"

Today I know how lucky I was. Mama died a long time ago. Someone turned off the gas under the minestrone pot the day after Mama was buried. But love and assurance that bubbled among its ingredients still warm my heart today.

Sol and I continued our friendship through the years. I was the best man at his wedding. Not long ago I visited his house for dinner. He hugged all his children and they hugged me. Then his wife brought in steaming bowls of soup.

"Hey, Leo", Sol asked, "do you know what this is? This is minestrone which cures headaches, other diseases and can make you strong!" Sol winked and I felt that I was at home again.

I. Translate the given below into English.

Дивний акцент, обіймати дітей, протягом років, вимкнути газ, серед складових, виліковувати головний біль, бути похованим, джерело незручності, сяюча кухня, означати складні часи, рідкий суп, незвичайний товариш, закопчені каструлі, приймати як належне, неочікуваним шляхом, помішувати в горщику, гріх проти Бога, викидати їжу, вказувати на щось.

II. Find pairs of synonyms from the two columns.

hunger	affection
love	crazy
disease	embrace

ingredient	famine
assurance	illness
hug	component
mad	confidence

III. Fill in the gaps with suitable words from the text.

1. Her minestrone soup was a symbol of ...
2. I was the ... at his wedding.
3. He would certainly never return to a home with such ...
food.
4. The closest between Sol and his father was ...
5. When I visited his house for dinner, he ... all his children.
6. She gave me such ... that I didn't ask again.
7. Sol ... and I felt that I was at home again.
8. If nobody kissed Mama, she thought we were ...
9. At one time, however, Mama's soup became a source of ...
to me.

IV. Ask the questions to the given below short answers.

1. ... – Very poorly.
2. ... – From Italy.
3. ... – Hard times in the family.
4. ... – In the best part of the town.
5. ... – He didn't want to loose a new friend.
6. ... – He was surprised.

7. ... – When she died.

8. ... – For years.

9. ... – At home.

V. Discussion questions.

1. Why could the story-teller understand what was the treasure of his life?

2. What typical people's mistake is described in the text?

3. Did the same situation happen in your life? Have you ever been ashamed of your parents (relatives)?

VI. Which of the sayings in your opinion corresponds to the text best?

1. There is always one moment in childhood when the door opens and lets the future in (Graham Greene).

2. In our eagerness to make our children successful we rob them of the very foundation of success (Dr. Frank Crane).

3. A mother never realizes that her children are no longer children (Holbrook Jackson).

Read the text. Text 3. A Boy's Best Friend

Mr. Anderson asked, "Where's Jimmy, dear?" "Out on the crater", Mrs. Anderson answered. "He'll be all right, Robutt is with him. Has he arrived?"

"Yes, he is at the rocket station, they are testing him. I can hardly wait to see him myself. I haven't really seen one since I left Earth fifteen years ago. You can't count films".

"Jimmy has never seen one", Mrs. Anderson remarked.

"Because he was born on the Moon and can't visit Earth. That's why I am bringing one here. I think it's the first one ever on the Moon".

"It cost a lot!" Mrs. Anderson said with a small sigh.

"Keeping Robutt isn't cheap either", Mr. Anderson answered.

Jimmy was out on the crater, as his mother had said. By Earth standards, he was thin, but rather tall for a 10-year-old. His arms and legs were long. He looked thicker with his spacesuit on, but he could stand the lunar gravity as no human being born on Earth could. His father couldn't catch up with him when Jimmy went into the kangaroo hop.

"Come on, Robutt!" he shouted. Robutt, who could hear him by radio, squeaked and ran after.

Jimmy, quick as he was, couldn't outrun Robutt, who didn't have a spacesuit, had four legs and muscles of steel. Robutt sailed over Jimmy's head, turning over and landing almost at his feet. Robutt could tell where he was, and where Jimmy was, by radar. His body was foot-long, he had a small head, no mouth and two large glass eyes. He squeaked until Mrs. Anderson said, "Quiet, Robutt!"

Jimmy's father told him to come back by radio. He had something to tell the boy. Mrs. Anderson was smiling. "We have something for you, Jimmy. It's at the rocket station now, but we'll have it tomorrow after all the tests are over".

"From Earth, Dad?"

"A dog from Earth, son. A real dog. The first dog on the Moon. You won't need Robutt any more. We can't keep them both, you know. Some other boy or girl will have Robutt".

He waited for Jimmy to say something, then he said, "You know what a dog is, Jimmy? It's a real thing. Robutt's only a mechanical imitation".

Jimmy thought a little. "Robutt isn't an imitation. He is my dog".

"Not a real one, son. Robutt's just steel and wiring and a simple electronic brain. It's not alive".

"He does everything I want him to do, Dad. He understands me. Sure, he's alive".

"No, son. Robutt is just a machine. It's just programmed to act the way it does. A dog is alive. You won't want Robutt when you have the dog".

"The dog will need a spacesuit, won't it?"

"Yes, of course. But it will be worth the money and he'll soon get used to it".

Jimmy looked at Robutt who was squeaking again. Jimmy held out his arms and Robutt was in them in one jump. Jimmy asked, "What will the difference be between Robutt and a dog?"

"It's hard to explain, but it will be easy to see. The dog will really love you. Robutt is simply adjusted to act as if it loves you".

"But, Dad, we don't know what's inside the dog, or what his feelings are. Maybe, it's just acting, too".

Mr. Anderson thought a little. "Jimmy, you'll know the difference when you feel the love of a living thing".

Jimmy held Robutt in his arms. He said, "But what does it matter why they act so? How about what I feel? I love Robutt and that's important!"

And the little robot squeaked again. His squeaks were happy.

1. Decide if the following is true or false. Correct the false facts.

1. Mrs. Anderson was on the crater with Jimmy.
2. Mr. Anderson was expecting something exciting.
3. The Andersons saw the Earth only in films.
4. Mrs. Anderson considered her husband's purchase an expensive one.
5. Jimmy didn't have to wear a spacesuit because he was born on the Moon.
6. Robutt tried to attract the boy's attention.

7. Mr. Anderson called Jimmy home to show him something.

8. Jimmy's father was sure the boy would be happy to have a real dog.

9. Jimmy was ready to give Robutt to another child.

10. Robutt was a living thing for the boy.

II. Use the following in reported speech.

1. Mr. Anderson asked, "Where's Jimmy, dear?"

2. Mrs. Anderson answered, "He'll be all right, Robutt is with him".

3. Mr. Anderson said, "I haven't really seen one since I left Earth fifteen years ago".

4. "Jimmy has never seen one", Mrs. Anderson remarked.

5. Mr. Anderson said, "It's hard to explain, but it will be easy to see".

6. Jimmy retorted, "Robutt isn't an imitation. He is my dog".

7. Jimmy said, "But what does it matter why they act so? I love Robutt and that's important!"

III. Ask the questions to the given below short answers.

1. ... – To his wife.

2. ... – Fifteen years ago.

3. ... – On the Moon.

4. ... – Thin, but rather tall.

5. ... – By radio.

6. ... – At the rocket station.

7. ... – Some other boy or girl.

IV. Retell the text on behalf of:

- Jimmy;
- Mr. Anderson;
- Mrs. Anderson;
- Robutt.

Read the text. Text 4. Androcles and the Lion

Once in ancient Rome there was a slave named Androcles, whose master was very cruel. Androcles decided to run away from him and one day he secretly left his master's house and hid himself in the forest, some miles away from the city.

After walking for a long time, Androcles came to a large cave, hungry and tired to death. He lay down and soon fell asleep. Suddenly he was awoken by a roar of a wild beast and, running out of the cave, he was met by a great lion. The lion was standing right on his way and it was impossible to escape him.

Androcles expected nothing but to be eaten or torn to pieces, but to his greatest surprise, the lion came calmly towards him, without any sign of anger. It looked as if the lion needed somebody's assistance. As the lion approached him, Androcles noticed that one of the animal's feet had been wounded.

Androcles went up to the lion and examined it, as a surgeon would examine a patient. In the ball of the foot Androcles saw a very large thorn. The slave extracted the thorn, which gave the animal immediate relief. The lion began to express his gratitude, he jumped about like a playful spaniel, wagged his tail, and licked the hands of his savior. From that moment Androcles became the animal's guest.

The slave lived in this savage state for several months. One day, when he was wandering through the wood, he was seized by a company of soldiers, who had been sent to search him. Androcles was taken back to Rome, considered a runaway slave and sentenced to death. He had to be torn by lions in a public arena.

When the time of the destruction came, Androcles was standing in the middle of the arena, waiting for his fate. A horrible roar was heard, which made the audience tremble. A huge lion appeared on the arena and moved towards its victim with flaming eyes.

What was a surprise of the public, when instead of attacking the man the lion lay at his feet like a dog! The governor of the city ordered Androcles to explain how the wild beast could become as humble as a lamb. In reply, Androcles told him the story of his adventures in the wood. The spectators were so delighted by the story, that they asked to free Androcles. It was done so, and he was presented with the lion, which had become his friend.

I. Translate the following words and compose sentences, using them.

A cave, a roar, calmly, a wound, a thorn, to approach, a surgeon, gratitude, to be sentenced, destruction, humble, spectators.

II. Answer if the following statements are true or false.

1. Androcles lived in ancient Greece.
2. He was a slave of a cruel master.
3. He didn't dare run away.
4. A lion's cave became his hiding place.
5. He managed to escape the lion.
6. The lion was wounded.
7. The lion was angry and attacked the slave.
8. Androcles was taken back to Rome by a group of soldiers.
9. Androcles was executed in public.
10. The lion didn't tear him because Androcles had helped him.

III. Change the sentences from passive to active voice.

1. Androcles expected to be eaten by the lion.
2. Androcles noticed that one of the lion's feet had been wounded.
3. Androcles was arrested by a company of Roman soldiers.
4. A terrible roar was heard by the audience.
5. The spectators asked to free Androcles and it was done so.

IV. Translate the necessary words into English.

1. Androcles came to a large cave, hungry and *втомлений до смерті*.
2. Soon he *був розбуджений* by a roar of a lion.
3. Androcles *не чекав нічого іншого крім* to be eaten by the beast.
4. Androcles went up to the animal and *оглянув його як хірург* would do to a patient.
5. Androcles lived in this *дикому становищі* for several months.
6. A huge lion appeared on the arena and *рушив на жертву* with flaming eyes.
7. What was a surprise of the public when *замість того, щоб напасту* the man the lion lay at his feet like a dog.

V. Which of the sayings corresponds in meaning to the text.

1. A friend in need is a friend indeed.
2. Kind actions have long echoes.
3. It is better to have one hundred friends than one hundred rubles.

VI. Test-yourself section. Fill in the gaps with suitable answers.

1. *When I arrived at the party, Tom ... home.*
 - a) had already gone; b) has already gone; c) already went; d) have already gone.

2. *Be sure to read ... Chapter 3.*

a) a; b) –; c) an; d) the.

3. *He is fond of ... speeches in public.*

a) make; b) makes; c) making; d) doing.

4. *She ... the article and wants to show it to the teacher.*

a) was translating; b) translated; c) has translated; d) translates.

5. *Peter ... since he left school.*

a) was working; b) works; c) has been working; d) will be working.

6. *Jane is as ... as her elder sister.*

a) tall; b) taller; c) the tallest; d) much taller.

7. *Mrs. White ... Mary that she was going away.*

a) said; b) told; c) talked; d) spoke.

8. *I am not very good ... learning languages.*

a) at; b) in; c) of; d) while.

9. *I don't know if she ... to the party.*

a) comes; b) will come; c) had come; d) would come.

10. *If my advice ..., I'll be happy.*

a) help; b) helps; c) will help; d) have helped.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand				I would like to learn ...

	what I read well.				Express your own ideas.
2	I can ask my group-mates questions about friendship in their life.				
3	I can discuss psychological issues of making and keeping friends.				
4	I can express my own opinion and ideas.				
5	I can use the new lexics in the situations of my own.				

UNIT 11. ON BEING INVENTIVE

Read the text. Text 1. The Story of Archimedes

Archimedes was one of the finest mathematicians of antiquity. He derived the formula of the volume of a sphere and found an accurate value of pi. However, he is most famous for the story of King Hieron II of Syracuse and the gold crown.

The king had commissioned the crafting of a crown as a tribute to the gods. He gave a carefully weighed amount of gold to a smith, who produced a beautiful crown within due course. The king became suspicious, however, that the craftsman had not used all of the gold he had been given making the crown. But the king didn't know how to prove that the craftsman had been dishonest. He called upon his close friend Archimedes to solve the problem.

Archimedes was well aware of the fact that gold and silver have different densities, meaning that a lump of gold will be about twice as heavy as a lump of silver of the same size. The trouble was that there was no way of working out the size of an irregularly shaped object like a crown. While he was pondering this conundrum, Archimedes went to the public baths to relax. As he slipped into the water, he noticed some spilling over the edge, and he had a sudden flash of inspiration. The amount of

displaced water must be exactly the same volume as himself. And if you know the volume of an object, you can now easily calculate its density. So Archimedes had to find out if the a lump of pure gold, with the same volume as the crown, weighed more. He proved that the crown was lighter than it should be. The goldsmith confessed that he had deviously used some silver instead.

Later on Archimedes arrived at the principle of buoyancy. He realised that if the weight of water displaced is greater than the weight of an object itself, then it will float.

Archimedes was so devoted to science that he had no idea of what was going around him. In 212BC the Romans entered Syracuse after the city had surrendered to Rome. At that time Archimedes was busy drawing some geometrical diagrams in a sand pit.

A Roman soldier approached Archimedes and disturbed the circles, and the greatest mathematician shouted at him, "Noli te tangere!", which means, "Don't you touch them!" Hardly had he realized who his offender was when the soldier stabbed him with his sword.

It is unlikely that there has been another mathematician so devoted to his subject since Archimedes. We owe to him more than we are aware of. Archimedes contributed greatly to the

foundation of the Syracusean fleet which made his country much more powerful. We should realize that but for Archimedes discovery of the principle of buoyancy the mankind would have crossed the oceans much later.

I. Translate the words and word-combinations.

Вивести формулу, замовити виріб, почати підозрювати, шматочок срібла, предмет неправильної форми, зануритись у проблему, через край, витіснити воду, триматися на поверхні, визначити густину.

II. Translate the words and word-combinations.

The volume of a sphere, an accurate value of pi, a tribute to gods, different densities, a sudden flash of inspiration, easily calculate, a lump of pure gold, the principle of buoyancy, to surrender to Rome, to disturb the circles, to be unlikely, twice as heavy, to be well aware of the fact.

III. Answer the questions.

1. What was Archimedes?
2. What was he most famous for?
3. What did Hieron II of Syracuse order to produce?
4. What for did he need the golden crown?
5. What did he suspect later?
6. Was it easy or difficult to solve the problem? Why?

7. Who got the task to decide it? Why?
8. Where did Archimedes go to relax?
9. How did it help him in his job?
10. How did Archimedes help his native city?
11. In what way did he finish his life?

IV. Ask a suitable question to the answer.

1. ...? – He produced a beautiful crown.
2. ...? – He called his close friend Archimedes.
3. ...? – He wanted to relax there.
4. ...? – Some water spilt over the edge of his bath.
5. ...? – No, he turned to be dishonest.
6. ...? – Yes, he was very much devoted to science.
7. ...? – No, he didn't have time to understand what happened to him.
8. ...? – The Roman soldier had no idea about it.
9. ...? – We still use this principle in navigation.

Read the text. Text 2. The Only Way

It was raining heavily when a traveller got to an inn at last. He was cold and wet, but there were so many people in the inn that he couldn't get closer to the fire to warm himself. The traveller realized that the men around the fire would never move away from it if they didn't have a very good reason. He

decided to invent something. In a loud voice, so that everybody could hear him, he said to the inn-keeper, "Give my horse some fish to eat!"

"But horses do not eat fish!" the inn-keeper retorted. "Do as I tell you!" the traveller insisted. "I'll pay you for the fish, so it makes no difference to you who eats it or who refuses to eat it".

The inn-keeper took some fish and went out to the horse. All the present people in the inn were interested in the quarrel and ran out to see what would happen when he gave the fish to the horse. The traveller didn't waste his chance, he took off his wet clothes and sat down in front of the fire. Several minutes later the inn-keeper appeared, together with all the people who had been in the room. They were all smiling with satisfaction at the thought that they had managed to prove that the traveller was wrong. "Your horse refused to eat the fish, as I had told you", the inn-keeper said proudly. "That's not important", the man replied. "Put it on the table. When I am dry, I'll eat it myself!"

I. Translate the given below into English.

Нарешті, не втратити шанс, посміхатись із задоволенням, відмовитись їсти, при думці, зняти мокрий одяг, наполягати, заперечувати, мати причину, зігрітися, вигадати щось, зацікавитися сваркою, вдалося довести.

II. Use the following in reported speech.

1. He said to the inn-keeper, "Give my horse some fish to eat!"
2. "Do as I tell you!" the traveller insisted.
3. The traveller said, "I'll pay you for the fish, so it makes no difference to you who eats it or who refuses to eat it".
4. "Your horse refused to eat the fish, as I had told you", the inn-keeper said.
5. The man replied, "Put it on the table. When I am dry, I'll eat it myself!"

III. Change the sentences to make the information correct.

1. The weather was fine.
2. The inn was empty.
3. The traveller ordered fish for himself.
4. The inn-keeper was ready to bring the order.
5. The traveller was at a loss.
6. All the people in the room were crying.
7. The horse ate the fish.

IV. Retell the text on behalf of:

- the traveler;
- the inn-keeper;
- one of the people at the inn.

V. Which of the titles suits the text?

1. The Roads We Choose.

2. Necessity is the Mother of Invention.

3. A Day Off.

Read the text. Text 3. The Best Season

A prisoner in jail received a letter from his wife. "I have decided to plant some lettuce in the back garden, but I am not sure, when is the best time for it, as you always did it yourself. Write me, please, when is the best season for planting lettuce", she asked him.

Knowing that all the mail was read by the prison guards, the man wrote back in his letter, "Do Not touch the back garden! That is the very place where I hid all the gold I had stolen!"

A week or so later, he received another letter from his wife. "Believe me or not but some men came with shovels to our house and dug up the whole back garden!" "Dear wife," he answered, "now is the best time to plant your lettuce!"

I. Make the following sentences negative.

1. A prisoner in jail received a telegram.
2. His wife decided to plant some flowers.
3. He wanted to help the prison guards.
4. Some men came with guns to his house.
5. The prisoner was released from jail.

II. Use the following in reported speech.

1. The wife wrote, "I am not sure, when is the best time for planting lettuce".
2. She said, "I have decided to plant some lettuce in the back garden, John".
3. The man wrote back in his letter, "Do Not touch the back garden!"
4. He explained, "That is the very place where I hid all the gold!"
5. He answered, "Dear wife, now is the best time to plant your lettuce!"

III. Ask the questions to the given below short answers.

1. ... – From jail.
2. ... – To get his advice.
3. ... – By the prison guards.
4. ... – Some lettuce.
5. ... – A week or so later.
6. ... – At the back garden.
7. ... – To help his wife.

IV. Retell the text on behalf of:

- a prisoner in jail;
- his wife;
- one of the men with shovels.

Read the text. Text 4. The Enterprising Barman

The other day I happened to finish my work earlier than usual. The weather was charming, so I decided to take a walk. Passing by one of the numerous pubs, I was eager to have a pint of beer. "Nothing like a bottle of beer on a hot day like this!" I thought and entered the nearest pub.

I looked around the place. It was just an ordinary bar with not many customers in it. Several men and women were sitting at the tables having their lunch, others were standing at the bar, drinking beer.

I took a seat at one of the tables and ordered a pint of bitter. It was brought soon, but as I was in no hurry, I took my time sitting there. By and by the place was filled with visitors and nearly every seat was occupied.

Presently I finished my pint and was about to leave, when it began to rain. I waited for a few minutes, but the rain did not stop. The strange part of it was that there were no clouds in the sky, and yet it was raining hard.

I could not possibly go out – I had no umbrella or waterproof with me – so I changed my mind and ordered a substantial lunch. I noticed that many people did likewise, so the waiter had plenty of work to do.

The rain showed no sign of stopping, though the sun was shining at the same time! I was through with my lunch, had finished a cigar, and yet the rain would not stop. It was beginning to get on my nerves! I decided that it was no use waiting any longer and went out.

I walked a few steps in a hurry, then stopped in surprise. There was no rain. In fact, there had been no rain at all! What I saw was an elderly lady, just a few yards away from the front door of the bar, holding a hose linked to a tap and watering the windows of the bar! A clever person, that barman turned out to be!

I. Translate the given below.

Happened to finish, numerous pubs, a hose linked to a tap, in a hurry, turned out to be, a substantial lunch, people did likewise, plenty of work to do, it was no use waiting, by and by, to get on smb.'s nerves, to be about to leave.

II. Change the sentences to make the information correct.

1. The story-teller happened to finish his work later than usual.
2. The weather was awful.
3. He decided to hurry home.
4. Crowds of men and women were sitting at the tables having their lunch.

5. Nearly every seat in the bar was vacant.
6. The rain stopped very soon.
7. The barman turned out to be very slow-thinking.

III. Answer the questions.

1. Why did the story-teller decide to take a walk?
2. Where did he go?
3. Whom did he see there?
4. What did he order?
5. Why did he decide to stay there longer?
6. Why did he finally leave?
7. What surprised him outside?
8. Why is the barman named "an enterprising person"?

IV. Discussion questions.

1. Was the barman really an enterprising person or simply dishonest? Give your reasons.
2. Do you consider yourself an enterprising person? Why? What chances to learn it have you had?

Read the text. Text 5. An Unusual Performance

One day a man walked into a bar and asked a barman, "Will you give me a free drink, if I show you a really good trick?"

The barman considered for a moment, then agreed. The man reached into his pocket and pulled out a tiny piano. Then he

pulled a rat out of his other pocket. The rat bowed, cracked his knuckles and began to play the blues.

After the visitor had finished his drink, he came up to the barman and asked him, "If I show you an even better trick, can I get free drinks for the rest of the evening?"

The barman agreed, thinking that no trick could possibly be better than the first. The man reached into his pocket and pulled out the tiny rat and the tiny piano again. The rat started to play the blues, but the moment the barman wanted to say he had already seen this trick, the man reached into one more pocket and pulled out a small frog, who began to sing along with the rat's music.

While the man was enjoying his beverages, a stranger confronted him and offered him \$ 100,000 for the frog. "Sorry", he replied, "the frog isn't for sale".

The stranger increased the offer to \$ 250,000 cash. "No", the man insisted, "he is not for sale!"

The stranger again increased the offer to \$ 500,000 this time. The man finally agreed, and turned the frog over to the stranger in exchange for the money.

"Are you insane?" the barman demanded after the stranger had left. "That frog could have been worth millions to you, and you let him go for \$ 500,000 only!"

"Don't you worry about it!" the man answered. "The frog was really nothing. He just opened his mouth. You see, my rat is a ventriloquist!"

I. Translate the given below.

Безкоштовний напій, підвищити пропозицію, крихітне піаніно, насолоджуватись напоями, в обмін на гроші, червовіщун, співати під музику, залізити в кишеню.

II. Use the following in reported speech.

1. One day a man asked a barman, "Will you give me a free drink, if I show you a really good trick?"

2. The visitor said, "Can I get free drinks for the rest of the evening, barman?"

3. A stranger confronted him and said, "Will you sell your frog for \$ 100,000?"

4. He replied, "Sorry, the frog isn't for sale".

5. The man said, "Don't you worry about it, barman. The frog was really nothing".

III. Fill in the gaps with suitable words from the text.

1. A man walked into a bar and was going to show a good ...

2. The man reached into his ... and pulled out a tiny piano.

3. The rat bowed, cracked his ... and began to play the blues.

4. A small ... began to sing along with the rat's music.

5. A ... confronted him and offered him \$ 100,000 for the frog.
6. He turned the frog over to the stranger in exchange for ...
7. The man was sure that his frog was really ...

IV. Ask questions to the italicized words.

1. One day a man walked into *a bar*.
2. The barman considered *for a moment*, then agreed.
3. Then he pulled *a rat* out of his other pocket.
4. The rat started to play *the blues*.
5. *A stranger* came up to the man.

V. What other title can be used instead of "An Unusual Performance"?

1. A Silly Decision.
2. Tamed Animals.
3. A Bar Accident.

VI. Retell the text on behalf of:

- the barman;
- the stranger;
- the visitor.

Read the text. Text 6. Othello With White Hands

Salvini was very famous for playing tragic roles remarkably well some time ago. So, no wonder that the theatre goers didn't want to miss the opportunity of seeing Salvini on the stage when he was touring in different towns of Italy.

Once it happened so that Salvini as Othello appeared on the stage in the first act without having put the make-up on his hands. On seeing Othello with white hands the audience began to whisper and make remarks. Of course, this spoiled the impression of Salvini's acting which was excellent as usual. In the interval between the acts the famous actor couldn't be found anywhere.

In the next scene on Salvini's appearing again with white hands the audience began to hiss. They couldn't forgive even this actor for having shown himself so careless for the second time. Salvini paid no attention to the audience being so noisy. And suddenly, when the hissing began especially loud, Othello astonished everybody by taking off the white gloves and throwing them down before the audience.

It happened so that on having found himself with white hands, Salvini remembered of having a pair of new white gloves at the hotel where he was staying. During the interval he rushed there. The interval was so short that nobody guessed of the gloves having been brought for the next scene. The public burst into applause.

I. Decide if the following is true or false. Correct the false facts.

1. Salvini was very famous for playing comic roles some time ago.

2. The theatre goers used every chance to see him.

3. When the audience saw Othello with white hands, they began to applaud.

4. In the interval between the acts the famous actor disappeared somewhere.

5. On Salvini's appearing again with white hands the audience began to laugh.

6. Salvini was very upset by the public.

7. The public burst into applause because they appreciated Salvini's wit.

II. Complete the tag-questions.

1. Salvini was very famous some time ago, ...?

2. Othello appeared on the stage in the first act with white hands, ...?

3. The theatre goers didn't want to miss the opportunity of seeing Salvini, ...?

4. In the interval between the acts the famous actor couldn't be found anywhere, ...?

5. Salvini paid no attention to the audience being so noisy, ...?

6. The interval was so short that nobody guessed anything, ...?

III. In what connection is the following used in the text?

- to miss the opportunity;
- the make-up on his hands;

- to whisper and make remarks;
- throwing down before the audience;
- burst into applause.

IV. Retell the text on behalf of:

- Salvini;
- one of the spectators.

V. Which of the ideas suits the text?

1. Necessity is the Mother of Invention.
2. A really talented person is talented in everything.
3. Don't judge others not to be judged yourself.

VI. Write 10–12 sentences to describe a situation from your (your friend's) life when you had to be inventive.

VII. Test-yourself section. Fill in the gaps with suitable verbs in the correct form. Gerund or infinitive.

1. We'll postpone ... because of bad weather.
2. They suggested ... for the bus to come.
3. Do you remember ... the letter? Didn't you forget?
4. He wanted us ... him with his work.
5. She doesn't feel like ... tonight.
6. He wanted ... a book, but was too tired.
7. We apologized for ... late.
8. Would you like ... a cup of tea?
9. We always look forward to ... holidays.
10. Don't forget ... some bread, we don't have any!

Psychological Issues to Read and Discuss

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand joke in the text.				I would like to learn ... Express your own ideas.
2	I can ask my group-mates questions about the issues of the topic.				
3	I can discuss psychological issues of being inventive.				
4	I can express my own opinion and ideas.				
5	I can give examples from real life.				

UNIT 12. ON HARDSHIPS

Read the text. Text 1. Just Like You

By the time I was in high school, two very important things happened in my life. The first was that I'd fallen in love with a young boy named Charlie. He was a senior, he was a football player, he was great! Unfortunately, there was a serious problem: Charlie didn't know that I existed.

The second important thing was that I decided I didn't want any more surgeries on my hands. I was born with six fingers on each hand and no knuckles. I had had twenty-seven surgeries by the time I was sixteen. Though my hands were still not "normal", I said enough.

Growing up, I had a friend named Don. We had gone to school together since the first grade and were really good buddies.

One afternoon Don came to my place and we started talking about the junior-senior party that was coming up, and about our plans. Suddenly Don looked at me and said, "You really like Charlie a lot, don't you?" I answered, "Yeah, I really do".

"But you know, Carol, there's a problem – Charlie is never going to like you", Don continued. "Why not?" I asked. To myself I thought, "I'll dye my hair blond, I know how it works". But Don said, "Carol, you really don't understand. Charlie is not going to like you because you are deformed".

I heard it. I believed it. I lived it.

His words struck me. I became a first-grade teacher to forget about them. My first year teaching, I had a little girl in my classroom named Felicia. She was the most lovely girl I'd ever seen in my life. One afternoon we were all working on learning to write letter A. The class was quiet as everyone was working diligently.

I looked at Felicia and saw that she was writing with her fingers crossed. I tiptoed to her and whispered, "Felicia, why are you writing with your fingers crossed?" The little girl looked at me with her beautiful blue eyes and said, "I want to be just like you, Mrs. Price".

Felicia never saw a deformity, only a specialness she wanted for herself. We can consider ourselves deformed or we can see ourselves as special. And that choice will determine how we live our lives.

I. Translate the given below.

Закохатися, особливість, прошепотіти, навшпиньки, старанно, існувати, пофарбувати волосся, хірургічна операція, вчитель молодших класів, добрі приятелі, вразити, визначати.

II. Decide if the following is true or false. Correct the false facts.

1. Three very important things happened to Carol in high school.

2. The boy she fell in love with didn't notice her.

3. Carol wanted to go on with surgeries until her hands were well enough.

4. Carol and Don were waiting for the coming party.

5. Don was sure that Charlie would never like Carol because of her deformity.

6. Carol became a children's doctor.

7. The girl attracted her attention because she was very good-looking.

8. Felicia wanted to be like her teacher in everything.

9. Carol understood that our opinion about ourselves influences our life.

III. Answer the questions.

1. What kind of boy was Charlie?

2. Why was Carol's school love a problem for her?

3. Why did she decide to stop surgeries on her hands?

4. What did Don think about Charlie?

5. How could Carol's profession help her?

6. What helped Carol realize a very important thing?

7. Why did Don decide to tell Carol the unpleasant truth?

IV. Ask questions to the italicized words.

1. When Carol was in high school, *two* very important things happened in her life.

2. Carol was born with *six fingers* on each hand and no knuckles.

3. Don came to her place and they started talking about *the junior-senior party*.

4. Carol became *a first-grade teacher* to forget about her deformity.

5. Felicia was a very *lovely* girl.

6. Felicia was writing with *her fingers crossed*.

V. Discussion Task. Choose the statement you share and give your reasons.

1. Don was a real friend and wanted to help Carol to avoid disappointment in future.

2. Don was a bad friend and he killed Carol's self-confidence.

3. Our opinion about ourselves can affect our life greatly.

4. It doesn't matter what we think about ourselves, it matters what others think.

Read the text. Text 2. The Pirate

One day Mrs. Smith was sitting in her doctor's waiting room in New York when a boy and his mother entered the office.

The boy attracted Mrs. Smith's attention because he was wearing a patch over one eye. She was surprised by the fact that he seemed to be unaffected by the loss of an eye.

The doctor's office was very busy that day, so Mrs. Smith had an opportunity to talk to the boy's mother while he was playing with his soldiers.

When the boy came closer, Mrs. Smith took courage to ask what had happened to his eye. He considered her question for a long time, then replied, lifting the patch, "There's nothing wrong with my eye! I'm a pirate! Then he returned to his game.

Mrs. Smith was there because she had lost her leg in an auto accident. The loss had become a tragedy to her. She did her best to be courageous, and still she felt like an invalid. She knew that this loss shouldn't interfere in her life, but emotionally she couldn't overcome the problem.

The word "pirate" changed her life. She saw herself dressed as John Silver, standing aboard a pirate ship. She stood with her legs wide apart – one leg pegged (sl. wooden leg). The vessel rocked under the storm's force. Still she stood firmly and smiled into the storm.

At that moment, the invalid image went away and her courage returned. She looked at the boy, busy with his soldiers. A few minutes later, the nurse called her. As she balanced on

her crutches, the boy noticed her amputation. "Hey, lady", he asked, "what's wrong with your leg?" The boy's mother couldn't utter a word. Mrs. Smith looked down at her shortened leg for a moment. Then she answered with a smile, "Nothing, I am a pirate, too!"

I. Translate the given below.

Привернути увагу, втрата ока, мати можливість, повернути хоробрість, балансувати на милицях, вимовити слово, втручатися в життя, підняти пов'язку, відповісти з посмішкою, подолати проблему, на борту піратського судна.

II. Decide if the following is true or false.

1. Mrs. Smith came to her doctor because her leg needed amputation.
2. There were many people in the waiting room and she had to wait.
3. She was surprised to see a patch over the boy's eyes.
4. The boy was very upset because of his problem.
5. Mrs. Smith could have a chat with the boy's mother while waiting.
6. Mrs. Smith had had an accident in which she had become an invalid.
7. She didn't trouble herself because of the amputation.

8. Mrs. Smith imagined herself John Silver, standing on board of a pirate ship.

9. The boy's mother was shocked with his question.

10. The boy's attitude to his problem helped Mrs. Smith to get rid of her emotional sufferings.

III. Fill in the gaps with suitable words.

1. The woman came to ... office.

2. The boy had a patch over ...

3. He was busy with ...

4. The boy said he was ...

5. Mrs. Smith had lost her leg in ...

6. The woman imagined herself standing on ...

7. ... called her to the doctor's room.

9. The boy's mother was ... by his question.

10. Mrs. Smith ... her attitude to the problem.

IV. Answer the questions.

1. Why did the woman come to her doctor?

2. Why did the boy attract her attention?

3. What were her feelings about her amputation?

4. How did the word "pirate" change her life?

5. Did the boy really have a problem with his eye?

6. What is the main idea of the story?

7. Why should people be careful with what they say?

8. Can you recollect a case when somebody's words affected your life greatly?

V. Discussion task.

1. What is the power of the right word said in the right moment?

2. Can a word have a ruinous power? Do you know any examples?

Read the text. Text 3. No Hair Day

If you are turning 16, you stand in front of the mirror scrutinizing every inch of your face. You agonize that your nose is too big and you are getting another pimple, and your hair isn't blonde and that boy in your English class has not noticed you yet.

Alison never had those problems. Two years ago, she was a beautiful, popular and smart eleventh-grader, not to mention an ocean lifeguard. With her tall slender body, pool-blue eyes and thick blonde hair, she looked more like a swimsuit model than a high school student. But during that summer, something changed.

After a day of lifeguarding, Alison returned home and her mother suddenly cried, "Ali, what did you do?" She had discovered a bare patch of skin on the top of her daughter's scalp. "Did you

shave it? Could someone else have done it when you were sleeping?" Quickly, they solved the mystery – Alison must have wrapped the elastic band too tightly around her pony tail. The incident was soon forgotten.

Three months later, another bald spot was found, then another. Soon, Alison's scalp was dotted with peculiar bare patches. After diagnoses from "It's just stress" to injections of cortisone in each spot every two weeks, Alison was granted permission to wear a baseball hat to school to mask her scalp, bloody from the shots. Normally, wearing a baseball hat was a violation of the strict uniform code. Alison was suffering from a condition of hair loss known as alopecia, and nothing would stop it.

Alison's sunny spirit and supportive friends kept her going, but there were some low points. Like the time when her little sister came into her bedroom with a towel wrapped around her head to have her hair combed. As time went on, a bandana replaced the hat, which could no longer conceal her balding scalp. Then time came to buy a wig. Instead of trying to resurrect her once long blonde hair, pretending like nothing was ever lost, she opted for an auburn shoulder-length one. Why not? People cut and dye their hair all the time. With her new look, Alison's confidence strengthened. Even when the the wig was blown off from an open window of her friend's car, they could all share in the humor.

As summer approached, Alison began to worry. If she couldn't wear a wig in the water, how could she lifeguard again? "Why? Did you forget how to swim?" her father asked. She got the message. After wearing an uncomfortable bathing cap for only one day, she took courage to go completely bald. Despite the stares and occasional impolite comments from beachcombers – "Why do you crazy punk kids shave your heads?" – Alison adjusted to her new look.

She arrived back at school that autumn, no hair, no eyebrows, no eyelashes, with her wig tucked away somewhere at the back of her closet. As she had always planned, she would run for school president – changing her campaign speech only slightly. Presenting a slide show on famous bald leaders beginning from Gandhi, Alison made all the students and faculty roll in the aisles.

In her first speech as an elected president, Alison addressed the public answering the questions. Dressed in a T-shirt with the words "Bad Hair Day" printed across the front, she pointed to her shirt and said, "When you wake up in the morning and don't like how you look, you may put on this T-shirt". Putting on another shirt over the other, she continued. "When I wake up, I put on this one". It was read, "No Hair Day". Everybody cheered and applauded. And Alison, beautiful, popular and smart, not to mention an ocean lifeguard and school president with the pool-blue eyes, smiled back from the podium.

I. Translate the given below.

An ocean lifeguard, a T-shirt, a campaign speech, an auburn shoulder-length wig, famous bald leaders, an uncomfortable bathing cap, a slide show, occasional impolite comments, share in the humor, a pony tail, the strict uniform code, crazy punk kids, peculiar bare patches, a swimsuit model.

II. True or false?

1. Teenagers tend to worry about their appearances.
2. Alison used to look like a model.
3. They never consulted the doctor about Alison's hair problem.
4. Schoolmates laughed at the girl which made her suffer.
5. Alison worried that lifeguarding in a wig could be impossible.
6. Some grownups thought Alison was just trying to violate the rules.
7. In autumn Alison came wearing a new shoulder-length wig.
8. In her campaign speech Alison mentioned some well-known bald people.
9. Alison failed her election campaign.
10. Alison taught other pupils to be satisfied with their looks.

III. Ask questions to the italicized words.

1. *Alison* never had those problems.

2. She looked more like *a swimsuit model* than a high school student.

3. As time went on, *a bandana* replaced the hat.

4. People *cut* and *dye* their hair all the time.

5. She changed her campaign speech only *slightly*.

6. Alison was granted permission to wear *a baseball hat* to school to mask her scalp.

7. *Three months later*, another bald spot was found.

IV. Fill in suitable prepositions.

1. Teenagers tend to stand ... front of the mirror scrutinizing every inch ...their faces.

2. Alison's mother discovered a bare patch ... skin ... the top of her daughter's scalp.

3. Instead ... trying to resurrect her blonde hair, she opted for an auburn one.

4. Putting ... another shirt ... the other, Alison continued her speech.

5. Alison was beautiful, ... slender body, pool-blue eyes and thick blonde hair.

6. Her wig was tucked away somewhere ... the back ... her closet.

7. Alison, beautiful, popular and smart, smiled the podium.

V. Questions for psychological discussion.

1. What is the most important thing while having serious problems?
2. What else helped the girl except for her strong character?
3. Why do some people go to the bottom from despair and others overcome the hardest problems?

Read the text. Text 4. The Hijacking

*God, grant me the Serenity
to accept the things I cannot change;
the Courage to change the things I can,
and Wisdom to know the difference
(the Serenity Prayer).*

The flight from New York to Florida began routinely. The flight attendants were busy welcoming passengers, helping them with their luggage and guiding them to their seats. Since I was first flight attendant, I was going through procedures that were now becoming normal to me after seven months of flying. In my preliminary check of the cabin, I didn't particularly notice the man wearing the black suede cowboy hat and sitting in the third row.

It was an overcast day. Ten minutes after leaving New York, the plane broke through the clouds. Checking passenger tickets,

I came to the man in the cowboy hat and leaned over to ask his ticket. In a split second of terror, a normal flight turned into a hijacking.

The man jumped up and pinned my left hand behind my back. He whispered in my ear. "I have a gun! Take me to the cockpit". As he jammed the gun into my back, I saw the look of deathly fear in the eyes of the woman who had been sitting next to him, with her little girl. I took a couple of deep breaths and gave the woman and her girl a reassuring look.

The hijacker was strong; my arm twisted with pain. With the gun pressed into my back, I told him that the door to the cockpit was pressurized and couldn't be opened for another 15 minutes, when the plane reached an altitude of 30,000 feet. Fortunately, he didn't know there's no such thing as pressurized cockpit door.

Slowly, I led the hijacker to the back of the plane, as far away from the pilots and passengers as possible. Only a few people knew anything was wrong. Another flight attendant was conducting beverage service when he caught sight of my face. I don't know what my voice sounded like, but I managed to tell him we had a little problem and that we needed to go to the back of the plane. It was painfully clear that my own life was not the only one at stake. I thought of the crew, the passengers and their loved ones waiting innocently at the airport. Our survival depended

on my absolute composure – I desperately needed a way to calm myself. Trying to ignore the pressure of the gun in my back, I began to repeat a prayer I learned as a teenager, the Serenity Prayer.

As I finished, all of a sudden, all the procedures I had learned during trainings to deal with hijacking came flooding back to me. "Before you officially declare a hijacking, you must see the weapon", they said. I gathered my nerve and told the hijacker I had to see his gun. He pushed it harder into my back. "It's a 32-caliber and if you ask me again, I'll blow a hole right through you!" Then he told Mike, another flight attendant, to call the pilot and tell him first to land the plane in New Jersey, get rid of all the passengers and then continue to Haiti just with the crew.

This direction gave me a plan. It was a long shot, but I hoped to convince the hijacker to get off the plane with me in New Jersey. I turned to him and said, "You'll never get away with this if we go all the way to Haiti. You'll be arrested and thrown to jail for the rest of your life. If you get off the plane with me here, I'll help you get a car and get away, and no one will ever know". He said, "No, we're going to Haiti".

The plane landed, and when it finally came to a stop, he suddenly turned to me and said, "I've changed my mind – I want it to end".

The silence in the airplane cabin was deafening. Mike lowered the automatic airstairs, and the hijacker and I walked along, down the stairs and across the airfield. As we walked together, my arm was still twisted behind my back, with the gun pressing into my spine. I wondered where I was going to take him and what I was going to do with him.

Suddenly, out of nowhere, a patrol car appeared on the airfield. The hijacker swung me around in front of him, shielding himself against the police with my body. It was the moment I was sure I was going to die. I saw my whole family and their reaction to my death. I looked back at the plane and watched as the airstairs folded up and the plane slowly pulled away to safety, with my friends and colleagues and all the other passengers on board.

The hijacker pushed me into the nearest building with him. He waited in the hallway while I entered a nearby office to get him a phone so he could call for a getaway car. When he released my arm for the first time in over an hour, I carefully walked away from him and into the office. After alerting the tense men inside the office to the danger, I turned and motioned for the hijacker to come in. I calmly explained to him that the two men at the desk were going to help him get a car. When he went to use the phone, it was the first time since the hijacking began that his attention was diverted from me. I realized this was my only chance to escape.

I ran. I thought my heart would pound right out of my chest, but I kept running. It was impossible to describe the sense of relief I felt when FBI agents and police flooded around me.

Fifteen minutes later they safely apprehended the hijacker, I was taken immediately to a small room and asked to give a detailed account of the event. My memory recalled every nuance of the flight. They looked at me in amazement and said, "How did you do it? We train people for years to respond like you did. You did everything right".

I simply told them it was a combination of things: good training, good crew and passengers, the ability to handle stress and most of all, faith. As I stood to leave, I looked down and saw underneath the glass top of the table – right where I had been sitting – a copy of the Serenity Prayer.

I. Translate the given below.

Routinely, a detailed account, good crew, sense of relief, to get rid of all the passengers, flight attendants, the ability to handle stress, to respond like smb. did, to become painfully clear, to deal with hijacking, to conduct beverage service, preliminary check, to be at stake, to convince the hijacker to get off the plane, to look at smb. in amazement, safely apprehend, the sense of relief, only chance to escape, to flood around, a getaway car, to divert attention from smb., deafening silence.

II. Decide if the following is true or false. Correct the false facts.

1. The flight to Florida began as usual.
2. The flight attendants were busy helping passengers to leave the plane.
3. The story-teller had been a flight attendant for more than half a year.
4. The story-teller spotted a strange man wearing the black suede cowboy hat.
5. The man jumped up because he didn't have a plane ticket.
6. The woman who had been sitting next to him was terrified.
7. The story-teller managed to make the hijacker show his gun.
8. The story-teller's thoughts about his family prevented him from acting the right way.
9. The story-teller noticed his chance during the hijacker's telephone call.
10. Looking at a copy of the Serenity Prayer the story-teller understood that he had been able to change the situation due to his faith.

III. In what connection was the following used in the text?

- To land the plane in New Jersey.
- It was the moment I was sure I was going to die.

- They looked at me in amazement.
- He didn't know there's no such thing.
- "I've changed my mind – I want it to end".

IV. Complete the tag-questions.

1. Only a few people knew anything was wrong, ...?
2. I was taken immediately to a small room, ...?
3. I didn't particularly notice the man sitting in the third row, ...?
4. The flight attendants were busy welcoming passengers, ...?

V. Fill in the gaps with suitable words.

1. I led the hijacker to the back of the plane, as far away from ... and ... as possible.
2. My memory recalled every ... of the flight.
3. It was impossible to describe the sense of ... I felt when FBI agents and police flooded around me.
4. Mike lowered the ..., and the hijacker and I walked alone across the airfield.
5. The hijacker waited while I entered a nearby office to get him a ... so he could call for a
6. I gathered my ... and told the hijacker I had to see his gun.

VI. Find in the text synonyms to the given below words and expressions.

Every detail, to crowd around, go on running, to cope with, to look in surprise, to show one's seat, to react, the only possibility, to serve beverages, fortunately, to convince the hijacker.

VII. Questions for psychological discussion.

1. Have you ever been in a dangerous situation? If yes, what was it like, how did you behave?
2. What could have happened if the story-teller worried more about his own safety?
3. Do you think that only some dangerous situation can really check a person's character?

VIII. Test-yourself section. Fill in the gaps with suitable answers.

1. *She ... to the new flat by the end of this week, she'll be very busy.*

- a) will move; b) have move; c) will have moved; d) is moving.

2. *Who ... in that house with?*

- a) he lives; b) does he live; c) lives he; d) lives.

3. *Did you hear what happened to Kim? – She ...*

a) was arrested; b) is arrested; c) is being arrested; d) has been arrested.

4. *If Tom ..., he wouldn't have passed his exams so well.*

a) didn't revise; b) wouldn't revise; c) hadn't revised; d) hasn't revised.

5. *It ... for two days now. There'll be a flood soon!*

a) is raining; b) has been raining; c) has rained; d) had been raining.

6. *She would help him, if he ... her the truth.*

a) tells; b) said; c) had said; d) told.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ... Express your own ideas.
2	I can ask my group-mates questions about the issues of personal courage.				
3	I can discuss psychological issues of being brave.				
4	I can express my own opinion and ideas.				
5	I can use the new words in the situa- tions of my own.				

UNIT 13. ON BEING IN LOVE

Read the text. Text 1. A Love Like That (after Linda Ellerbee)

*Nobody has ever measured, not even poets,
how much the heart can hold
(Zelda Fitzgerald).*

I was 23, and all the way to the hospital I'd been composing what I would say to Mama before they took her to cut into her heart, whose center I supposed myself to be; hadn't she told me all my life I was the most important thing in the world to her?

Finding my way through the hospital corridors, I practiced my opening line, which had to support her in such a hard moment. Who but I could give her the strength and confidence she would need? Whose face but mine would she want to be the last one she saw before they cut her open and she died probably? Whose kiss but mine...?

I turned a corner and there was my mother lying on a stretcher in the hall, waiting for them to come for her. My father was standing over her. Suddenly something about the two of them made me stop and then, as I watched, made me keep my distance, as if there were a wall between them and the world around.

It was clear to me at that moment for them, nothing existed outside them, there was only the man and the woman. She didn't

see me, they weren't talking. He was holding her hand. She was smiling into his eyes; they were, I swear, speaking a language that at my 23 I hadn't begun to understand, much less speak myself. But I could see them doing it, and I moved closer to see more, stunned, fascinated, very jealous that I had fallen in love with someone, married him, divorced him and never once come closer to what I was looking at in that hall.

Next time, I told myself, I will know better. I will love like that.

I. Decide if the following is true or false. Correct the false facts.

1. The story-teller is a young woman.
2. She had never been in love.
3. She wanted to support her mother before a hard operation.
4. There was nobody else but her to do this.
5. There was a wall which prevented the daughter from coming up to her mother.
6. Her parents could communicate some special language which was not familiar to her.
7. The story-teller decided to find her real love in future.
8. The scene which the daughter saw in the hospital helped her understand what true love must be like.

II. In what connection was the following used in the text?

- the most important thing in the world;

- on a stretcher in the hall;
- stunned, fascinated, very jealous;
- a wall between them and the world around.

III. Ask questions to the italicized words.

1. I practised *my opening line*, which had to support her in such a hard moment.

2. There was *my mother* lying on a stretcher in the hall.

3. He was *holding her hand*.

IV. Ask the questions to the given below answers.

1. ...? – 23.

2. ...? – Because her mother said so.

3. ...? – To support her.

4. ...? – Her father was.

5. ...? – No, they didn't.

6. ...? – Because she had never experienced anything like that herself.

7. ...? – It really was.

Read the text. Text 2. Lost and Found

Winona was 19 when she first met Edward, a tall, handsome young man. He had come to Detroit to visit his sister, who was engaged to Winona's brother. Edward stayed with some friends,

and though he was there for only a few days, there was enough time to get to know the lively, dark-haired young woman, who intrigued him from their first meeting. They promised to write, and Edward returned to Pittsburgh.

For many months, they wrote long, newsy letters, sharing details of their lives and their dreams. Then as quickly as he came into her life, Edward left. His letters stopped, and Winona gradually accepted the truth that he simply wasn't interested any more. Edward couldn't understand either why Winona had stopped writing, and he, too, resigned himself to the fact that the woman he had fallen in love with did not return his love.

Several years later, Winona married Robert, a man 10 years her senior, they had three sons. She got news of Ed's life through her sister-in-law. Several years after her marriage, Edward got married and he, too, had three children.

Once her brother announced that they were invited to Ed's daughter's wedding. Winona didn't hesitate and off they went. She was nervous in the car thinking about the man she hadn't seen for 30 years. Would he remember their letters? Would he have time to talk to her? Would he even want to?

Ed spotted Winona at once, from the other side of the room. Winona's heart was racing as they shook hands and said hello. Her heart was beating so hard she was afraid that Ed could hear

it. They never mentioned the letters and soon Ed returned to his duties as father of the bride.

Winona returned to Detroit, where she continued teaching piano lessons, working at an advertising agency, and doing her best for the family. She tucked away the memory of her brief visit to Ed along with her other memories of him.

When Ed's wife died 10 years later, Winona sent him a sympathy card. Two years after that, Winona's husband died and Ed wrote to her. Once again, they were corresponding.

Ed wrote often, and his letters became the highlight of Winona's life. Gradually, Ed expressed his love for his "darling Winona", and they arranged for him to come to Detroit for his vacation.

Winona was excited and nervous about the visit – they hadn't spent time together in over 40 years. It was a lovely, warm June day when she drove to the airport to meet him. This time when he saw her, he rushed to her and gave her a long, loving hug. It was an easy beginning.

When they were in the car on their way to Edward's hotel, he pulled a small velvet box out of his pocket and slipped an engagement ring on Winona's finger. She was speechless. It was too sudden and too soon. Or wasn't it? Hadn't she waited for all these years to get this love?

In September, dressed in a long pink gown, Winona was escorted down the aisle on the arm of her oldest son. She and Ed were married and in Winona's words "We lived happily ever after".

And those letters that had stopped so suddenly many years ago? It turned out that Edward's mother had destroyed their letters because she didn't want to lose her youngest son. Forty-three years later, Winona found him.

I. Translate the given below.

Бути зарученим, маленька оксамитова скринька, тривалі обійми, довга рожева сукня, так трапилося, співчувальна картка, потиснути руки, рекламна агенція, повернутися до своїх обов'язків, супроводжувати вздовж проходу, поступово сприйняти правду, старший на 10 років, помітити відразу, бути схвильованим та знервованим.

II. Complete the tag-questions.

1. The mother didn't want to lose her youngest son, ...?
2. Winona was excited and nervous about the visit, ...?
3. His letters became the highlight of Winona's life, ...?
4. They never mentioned the letters, ...?

III. Ask questions to the italicized words.

1. *Forty-three years later*, Winona found him.
2. He slipped *an engagement ring* on Winona's finger.

3. Winona was 19 when she first met Edward, a *tall, handsome young man*.

4. It was a *lovely, warm June* day when she drove to the airport to meet him.

5. When Ed's wife died 10 years later, Winona *sent him a sympathy card*.

IV. Use these expressions in the sentences of your own.

A tall, handsome young man; down the aisle; to be the highlight of one's life; to turn out; to return to one's duties; to intrigue smb. from the first meeting.

V. Ask the questions to the given below answers.

1. ...? – 19.

2. ...? – To visit his sister.

3. ...? – To Pittsburgh.

4. ...? – That he simply wasn't interested any more.

5. ...? – To Ed's daughter's wedding.

6. ...? – Because of his mother.

VI. Which of the sayings can be used to reflect the idea of the text?

1. The only failure is not knowing how to be happy (Celine Dion).

2. There is only one success – to be able to spend your life in your own way (Christopher Morley).

3. Anyone who thinks he has loved more than one person has simply never loved at all (A. E. Housman).

4. If you want to be loved, then love (Robert Bills).

VII. Use one of the sayings you like best in a situation of your own (either agreeing or disagreeing).

Read the text. Text 3. The Cat that Caused the Wedding

I consider my friend Tom a lucky man. His wife is a very pretty girl, young and jolly and interesting, and clever too. Oh, yes, he is a lucky guy, and it all happened because of the cat. It sounds funny, but it is true.

Helen lived in the next house to Tom, and Tom was soon head over heels in love with her – and I'm not surprised. He used to look at her over the garden wall; he talked to her one day for a short time; he walked to the station with her once or twice; and one evening, one great evening in his life, he went to a Christmas party and danced with her.

But Tom isn't much of a talker, and when he was with Helen he seemed to have nothing to say. He wanted to say such a lot, but the words just dried up and he could never say anything. He didn't dare.

Then one day he walked out into the garden and saw Helen on the other side of the wall looking very unhappy and worried.

Tom said, "What's the matter?" and she pointed to the big tree in her garden and answered, "My cat has climbed up the tree and is unable to get down! I can't take him by myself! What shall I do?"

Tom looked up there and really saw Helen's cat high up in the tree. It was looking as unhappy as Helen was. Tom immediately got over the garden wall, climbed up the tree and carried the frightened cat down safely.

Helen was so pleased to get her cat back again that she placed her arms around Tom's neck and gave him a kiss. This pleased Tom very much, too. That was certainly what he liked! He wanted the cat climb the tree every day!

The next night Tom waited until it was completely dark, and climbed the tree himself. He carried a hammer and a fish in his hand. He knew perfectly well that cats like fish, so he nailed the fish high up to the tree. If the cat got up the tree the next day, he hoped to get another kiss. If you remember the beginning of my story, you can understand that Tom's plan has worked and now he is happy to have such a wonderful wife as Helen is.

I. Translate the given below.

Дуже гарна дівчина, високо на дереві, чудова дружина, не насмілитись, спричинити весілля, абсолютно темно, наляканий кіт, бути по вуха закоханим, план спрацював.

II. Use these expressions in the sentences of your own.

III. Decide if the following is true or false.

1. The story-teller considers Tom a lucky man because he has a happy family.

2. Helen lived in the neighbouring district with Tom's.

3. He had never talked to her.

4. Tom was too shy to date with Helen.

5. Once Helen came to Tom looking very unhappy and worried.

6. Tom didn't waste time to help Helen.

7. He dared to place his arms around her neck and gave her a kiss.

8. Tom climbed the tree himself at night.

9. He gave some fish to the cat sitting on the tree.

10. Tom turned out to be rather inventive.

IV. Ask questions to the italicized words.

1. His wife is a very *pretty* girl.

2. It all happened because of *the cat*.

3. He walked to the station with her *once or twice*.

4. She pointed to *the big tree* in her garden.

5. Tom immediately *got over the garden wall*.

6. He hoped to get *another kiss*.

V. Questions for psychological discussion.

1. Do you consider Tom a dishonest man? Why?
2. Are all methods in winning love good?
3. Have you ever tried to win somebody's love? Is it worth doing in your opinion?

VI. Which of the sayings can be used to reflect the idea of the text?

1. Love conquers all (Virgil).
2. Love is blind (proverb).
3. Love will find a way (proverb).
4. Love enters a man through his eyes; a woman through her ears (polish proverb).

Read the text. Text 4. The Ways and Means of Long-Distance Marriages

There are at least 700,000 commuter marriages, according to some estimates. The requirements are simple: good jobs in two different cities, a full-time sense of humor, the ability to memorize airline schedules, plus a tolerance for ear-aches that come from hours on the phone...

According to some researches, about half of the married businesses are in the academic world, where work schedules are flexible and jobs too scarce to turn down. But the numbers are

increasing in business, politics, show business, and journalism. The education level is high – about 90 % have done some graduate work. Family income tends to average \$ 50,000 a year. Often the commuting comes about because the wife has reached a level at which further advancement means moving, and the husband solidly supports the move.

Many new commuters report on the shock, sometimes comic, of working out new support system – from how to balance the family checkbook to finding a new doctor or dentist, to simply lugging the family silver back and forth to have it on hand for dinner parties in both cities...

Combining long-distance marriage with childrearing is the hardest part of commuting. Some toddlers manage to veto commuting entirely. They are eager to see both parents every day...

Many commuters consider that separation reduces the trivial day-to-day fussing of marriage. Though some people think that living apart seem to be a recipe for extramarital sex, researchers insist that commuters don't tend to have more affairs than stay-at-home couples. The reason seems to be that so much concentration is poured into work and family that little time, or energy, is left over. The commuters are enduring hardship now for the sake of better days together ahead.

I. Translate the given below.

According to some estimates, stay-at-home couples, for the sake of better days, trivial day-to-day fussing, back and forth, flexible work schedules, further advancement, living apart, to have smth. on hand, to balance the family checkbook.

II. Decide if the following is true or false.

1. Commuter marriage means that spouses live in different places.
2. The reason is having a good job by each of them.
3. Usually these are people with low level of education that have to look for a job.
4. It is not typical for teachers.
5. The reason for commuter marriage can be professional growth of one of the spouses.
6. Household matters are never a problem for commuters.
7. Having children is difficult to combine with commuting.
8. Many children are happy to have commuters as parents.
9. Many commuters are sure that they can avoid everyday routine.
10. Many commuters are satisfied with their marriage and don't trouble about their future.

III. Ask questions to the italicized words.

1. There are at least *700,000* commuter marriages in the USA.

2. Often the commuting comes about *because the wife has reached a level at which further advancement means moving.*

3. *Combining long-distance marriage with childrearing is the hardest part of commuting.*

4. Many commuters consider that separation *reduces the trivial day-to-day fussing* of marriage.

5. The commuters *are enduring hardship now* for the sake of better days together ahead.

IV. Questions for psychological discussion.

1. Have you ever met such couples in your life? Is it typical for our country?

2. What are the main advantages and disadvantages of long-distance marriages?

3. What are the main reasons to choose such type of marriage?

4. What is your personal opinion about it?

V. Test-yourself section (grammar revision). Use the verbs in the proper tenses.

1. Where (to be) Nick? I (to look) for him. – He (to have dinner).

2. In the evening he often (to go) to see his relatives.

3. What she (to do) ? – She is a famous doctor.

4. Where you (to be) last Sunday? – We (to visit) our granny in the country.

5. What they (to buy) at the market yesterday? – They (to buy) some fruit and vegetables.

6. Who (to help) you to cook dinner for your coming birthday? – I think, my cousin (to do) it.

7. I (to see) my friend next Friday, we (to play) volley-ball with our former classmates.

8. She (to go) to France last year and (to see) many sights there.

9. Don't call me after 7, I (not to be) at the office.

10. The wind (to blow) so strongly that it's difficult to walk.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ...
2	I can ask my group-mates questions about the issues of love.				Express your own ideas.
3	I can discuss psychological				

	issues of family support.				
4	I can express my own opinion and ideas about the ways				
5	people express their love.				
6	I can use the new words in the situations of my own.				

UNIT 14. ON BEING HONEST

Read the text. Text 1. Strong Wind, the Invisible (after Cyrus Macmillan)

On the shores of a wide bay on the Atlantic coast there dwelt in old times a great Indian warrior. He had a very wonderful and strange power – he could make himself invisible. He could thus mingle unseen with his enemies and listen to their plots. He was known among the people as Strong Wind, the Invisible. He dwelt with his sister in a tent near the sea, and she helped him greatly in his work.

Many maidens would have been glad to marry him, and it was known that Strong Wind would marry the first maiden who could see him as he came home at night. Many of them made the trial, but it was a long time before one succeeded.

Strong Wind used a clever trick to test the truthfulness of all who sought to win him. Each evening his sister walked on the beach with any girl who wished to make the trial. His sister could always see him, but no one else could. And as he came home from work in the twilight, his sister would ask the girl who sought him, "Do you see him?"

And each girl would falsely answer, "Yes!" And his sister would ask, "What does his sled with?" And each girl would

answer, "With the hide of a moose", or "With a pole", or "With a great cord". And then his sister would know that they all had lied and failed the test, for Strong Wind would never marry any who were untruthful.

There lived in the village a great Chief who had three daughters. Their mother had long been dead. One of them was much younger than the others. She was beautiful and gentle and loved by all. For that reason her older sisters were very jealous of her and treated her very cruelly.

They clothed her in rags that she might be ugly. They cut off her long black hair and burned her face with coals from the fire in order to make her disfigured. And they lied to their father, telling him that she had done these things herself. But the young girl kept her gentle heart and went gladly about her work.

Like other girls, the Chief's two oldest daughters tried to win Strong Wind. One evening they walked on the shore with Strong Wind's sister and waited for his coming. Soon he came home from his day's work, drawing his sled.

And his sister asked as usual, "Do you see him?" And each one, lying, answered, "Yes". And then she asked, "What is his shoulder strap made of?" And each, guessing, said, "Of rawhide".

Then they entered the tent, where they hoped to see Strong Wind eating his supper. But they saw nothing. Strong Wind knew

that they had lied. He kept himself from their sight and they had to go home.

One day the Chief's youngest daughter with her rags and burnt face resolved to seek Strong Wind. She patched her clothes and went to try her luck as all the girls from the village had done before. And her sisters laughed at her and called her "fool", but silently she went her way.

Strong Wind's sister received the young girl kindly, and at twilight took her to the beach. The usual ceremony took place, with the only difference – the girl's answer was "No". Strong Wind's sister wondered greatly and asked again, "Do you see him now?" This time the girl answered, "Yes, he is really wonderful!" "What does he draw his sled with?" – "With the rainbow". The sister asked further, "What is his bowstring made of?" – "Of Milky Way". Strong Wind's sister understood that because the girl had spoken the truth at first, her brother had made himself visible to her.

Strong Wind's sister took the girl home and bathed her. All the scars disappeared from her face and body; her hair grew long and black again like the raven's wing. She gave the girl nice clothes and rich ornaments and bade her take the wife's seat in the tent.

Soon Strong Wind entered, sat beside her and called her his bride. The next day they got married and afterwards she always

helped her husband in his great deeds. Strong Wind decided to punish two sisters for their cruelty. Using his great power, he changed them both into aspen trees. And since that day the leaves of the aspen have always trembled. They shiver in fear at the approach of Wind.

I. Translate the given below.

To mingle unseen, on the shores of a wide bay, to make the trial, at twilight, aspen trees, to shiver in fear, to patch clothes, to draw the sled with, to be jealous of smb., to punish smb. for cruelty, to try one's luck, to make smb. disfigured, the hide of a moose, to test the truthfulness.

II. Complete the following tag-questions.

1. A great Indian warrior dwelt in old times on the shores of the Atlantic coast, ...?
2. He had a very wonderful and strange power, ...?
3. He could mingle unesen with his enemies and listen to their plots, ...?
4. Strong Wind would marry the first maiden who could see him, ...?
5. He didn't marry for a long time, ...?
6. Many maidens couldn't see Strong Wind, ...?

III. Make up questions to match the following answers.

1. ...? – In old times.
2. ...? – With his sister.
3. ...? – Because he be unseen.
4. ...? – A clever trick.
5. ...? – Because they answered falsely.
6. ...? – Because the girl had spoken the truth.
7. ...? – In fear at the approach of Wind.

IV. In what connection is the following used in the text?

- a very wonderful and strange power;
- enemies' plots;
- they all had lied and failed the test;
- the raven's wing;
- coals from the fire;
- nice clothes and rich ornaments;
- great deeds;
- aspen trees.

V. Which of the titles can be used to entitle the text?

1. There's always hope.
2. Honesty is the best policy.
3. Money has no smell.

4. Don't trouble troubles until troubles trouble you.

VI. Questions for psychological discussion.

1. What feeling was punished in this legend? Why do people consider envy and pride negative emotions?
2. What can telling lies result in?
3. Can a good marriage be based on telling lies? Why?
4. Can people be completely honest? Why?
5. What makes people tell lies? What about you?

Read the text. Text 2. Easier for Me Easier for You

One day an Englishman looked into his cupboard and saw that he had no bread. So he decided to go to the baker's shop to buy some bread.

When he came to the shop, the baker asked, "Do you want one loaf or two loaves? White or brown bread?"

The man asked for a loaf of white bread. The baker took one from the shelf and gave it to him. The man took it, held it in his hand for a moment, thought a little and then said, "This loaf is not the right weight, it's less than it should be".

"Oh, don't pay attention to it! It's not so important", responded the baker. "It will be easier for you to carry it, won't it?" he added with a smile.

The customer put the loaf of bread into his shopping bag and said nothing. He counted the money and gave it to the baker. Then he made his way to the door.

When he was about to leave the shop he heard the baker call him. "Just a minute!" he shouted, "you haven't paid enough. That's wrong. You have given me less money than you should".

"Oh, don't pay attention to it! It's not so important", said the customer, "it will be easier to count, won't it?" With these words the man went out of the baker's shop and shut the door behind him.

I. Answer the questions.

1. Who saw that he had no bread at home?
2. Where did he go?
3. Who met him there?
4. What did the customer want?
5. What did the customer suddenly discover?
6. What was the baker's reaction?
7. What did the baker do when the customer was about to leave the shop?
8. How much had the customer paid? Why?

II. Make up questions to match the following answers.

1. ...? – Into his cupboard.
2. ...? – For a loaf of white bread.

3. ...? – From the shelf.
4. ...? – Not to pay attention to it.
5. ...? – Without speaking.
6. ...? – At the door.
7. ...? – To teach him a lesson.

III. In what connection is the following used in the text?

- his cupboard;
- baker's shop;
- a loaf of white bread;
- the right weight;
- a shopping bag;
- "it will be easier to count".

IV. Retell the text on behalf of the:

- Englishman;
- baker.

V. Questions for psychological discussion.

1. What do you think about the statement "It's impossible to sell without telling lies"?
2. Why do merchants try to hide some truth?
3. What can we do to make a clever purchase? Tell the group-mates about your experience.

Read the text. Text 3. Honesty is the Best Policy

Once a poor woodman went to the wood which was on the bank of a deep river. He was working all day long and finally was tired. He came closer to the water to cool himself and suddenly his axe slipped from his hand and fell into the river.

"Oh! I have lost my axe", he cried in despair, "I have nothing to earn my living with now! What shall I do? The river is very deep and I'm afraid to dive into it. How will my family live? Who can help me?"

His cries were heard by Mercury, one of the gods, and he was sorry for the poor woodman. He appeared before the man and asked. "What's the matter, poor woodman? Why are you so sad and unhappy?"

The woodman told him his story and Mercury promised to help him. He dived into the deep water and brought up a golden axe. "Is it yours?" he asked.

"No, that's not mine! I am just a poor woodman! How could I have a golden axe!"

Mercury dived again and this time he brought up a silver axe. And again the woodman gave the same answer. Mercury dived for the third time and this time brought up the axe which had slipped from the woodman's hand.

"That's my axe!" exclaimed the man. "Now I can work again!" Mercury was so pleased with the woodman's honesty that he made him a present of the other two axes and disappeared before he could even say "thank you".

Happy with his good luck the woodman went home. On the way he met his friends and told them what had happened to him in the forest. One of the man decided to try his luck too. He went to the same place, dropped his axe into the water and began to cry, "Oh! I have lost my axe! I have nothing to earn my living with! What shall I do?"

Mercury appeared as before, and having learnt the man's story he dived into the river. Again he brought up a golden axe and asked, "Is it yours?" "Yes, yes, it's mine!" cried the second woodman. "You are not telling me the truth!" said Mercury. "For this you will neither get this axe nor the one that you so foolishly have dropped into the water".

I. Are the statements true or false? Correct the false facts.

1. The wood was on the bank of a deep sea.
2. The woodman got tired after a day's work.
3. He came closer to the water to wash his axe.
4. The axe was lost accidentally.
5. The woodman worried about his future life.

6. Nobody heard his cries.
7. Mercury dived three times because he couldn't get the axe.
8. Mercury tested both men.
9. The second woodman passed his "test" well, too.
10. The woodmen were punished for their greed.

II. Make up questions to match the following answers.

1. ...? – By the river.
2. ...? – To cool himself.
3. ...? – Into the river.
4. ...? – A golden axe.
5. ...? – Three times.
6. ...? – To his friends.
7. ...? – To try his luck.
8. ...? – For his dishonesty.

III. Change the sentences from active into passive.

1. The woodman dropped his axe into the river.
2. Mercury, one of the gods, heard his cries.
3. Mercury helped the man to get his axe.
4. Mercury tested the men.
5. Mercury punished the second woodman for his greed and dishonesty.

IV. Retell the text on behalf of:

- the second woodman;

- the first woodman;
- Mercury.

V. What Ukrainian or Russian tales express the same idea?

VI. Questions for psychological discussion.

1. Do you think that dishonesty will always be punished sooner or later?
2. What can teach people to be honest?
3. Have you ever been cheated? What did you do?

Read the text. Text 4. Terrible Truth

A seaman met a pirate in a bar. The pirate attracted his attention because he had a peg-leg, a hook instead his right hand and an eye patch. They started speaking about their sea adventures.

The seaman remarked, "You must have had hundreds of adventures! What happened with your leg? How did you lose it?"

The pirate answered, "We were in a terrible storm at sea, and I was swept overboard into a school of sharks. Just as my men were pulling me out, a shark bit my leg off!"

"Wow!" said the seaman. "And what about your hook?"

"Well", replied the pirate, "We were boarding an enemy ship and battling the other sailors with swords. One of the enemies cut my right hand off".

"Terrible!" exclaimed the seaman. "How did you get the eye patch?"

"A drop of salt water fell into my eye", answered the pirate.

"What!? You lost your eye because of a drop of sea water?" the sailor cried out incredulously.

"Well", said the pirate reluctantly, "it was my first day with my hook".

I. Translate the given below.

Привернути увагу, крапля морської води, дерев'яна нога, згряя акул, пов'язка на оці, відрізати руку, недовірливо, неохоче.

I. Answer the questions.

1. Where did the seaman and the pirate meet?
2. What did they discuss?
3. What attracted the seaman's attention?
4. How did the pirate get into a school of sharks?
5. What happened to him when they were boarding an enemy ship?
6. What caused his eye problem?
7. Why did the pirate answer the last question reluctantly?

III. Fill in the gaps in the sentences with suitable words.

1. The seaman was sure that the pirate must have had ...

2. His leg was ... when he was being pulled out.

3. The pirate remarked that his hand had been cut off during a ...

4. The pirate hadn't one eye and had to wear a ...

5. The pirate damaged his eye himself with his ...

6. It happened because he wasn't ... to his hook yet.

IV. Retell the text on behalf of the seaman.

V. Questions for psychological discussion.

1. Why do some people like to tell tales about their life? Do they always mean to benefit or profit from it?

2. Why do people say that a liar must have a good memory?

3. Can some people exaggerate to look better in somebody's eyes? Why do they do it?

Read the text. Text 5. Uncle Theophilus

My uncle Theophilus (we always call him Uncle Theo) is the uncle with the real brains. He's my oldest uncle, a tall, thin, grey-haired man whose thoughts were always on learning and nothing else. He's quiet and gentle and absent-minded and with about as much sense as a child where money is concerned. Well, he applied for a post in Camford University. It was a very good post and there were hundreds of candidates who applied for it, and about fifteen, including Theo, were asked to go to be interviewed.

Now Camford is a very small town; there is only one hotel in it, and this was so full that they had to put many of the candidates two in one room. Theo was one of these, and the man who shared the room with him was a self-confident fellow called Adams, but about twenty years younger than Theo, with a loud voice, and a laugh that you could hear all over the hotel. But he was a clever fellow all the same and had a good post in Iscariot College, Narkover. Well, the Dean, that's the Head of the department of the University, and the committee interviewed all the candidates; and, as a result of this interview, the number was reduced to two, Uncle Theo and Adams. The committee couldn't decide which of the candidates to take, so they decided to make their final choice after each candidate had given a public lecture in the college lecture-room. The subject they had to speak on was "The Civilization of the Ancient Sumerians"; and the lecture had to be given in three days time.

Well, for three days Uncle Theo never left his room. He worked day and night at that lecture, writing it out and memorizing it, almost without eating or sleeping. Adams didn't seem to do any preparation at all. You could hear his voice and his laughter in the bar where he had a crowd of people round him. He came to his room late at night, asked Uncle Theo how he was getting on with his lecture, and then told him how he had spent

the evening playing billiards, or at the theatre or music-hall. He ate like a horse and slept like a log; and Uncle Theo sat up working at that lecture.

The day of the lecture arrived. They all went into the lecture-room and Uncle Theo and Adams took their seats on the platform. And then, Theo discovered, to his horror, that the typewritten copy of his speech had disappeared! The Dean said he would call on the candidates in alphabetical order, Adams first: and with despair in his heart, Theo watched Adams calmly take the stolen speech out of his pocket and read it to the professors who were gathered to hear it. And how well he read it! Even Theo had to admit that he couldn't have read it nearly so eloquently himself, and when Adams finished there was a great burst of applause. Adams bowed and smiled, and sat down.

Now it was Theo's turn. But how could he do it? He had put everything he knew into that lecture. His mind was too much upset to put the same thoughts in another way. With a burning face he could only repeat, word after word, in a low, dull voice the lecture that Adams had spoken so eloquently. There was hardly any applause when he sat down.

The Dean and the committee went out to decide who the successful candidate was, but everyone was sure what their decision would be. Adams leaned across to Theo and patted him

on the back and said, smilingly, "Hard luck, old fellow, but, after all, only one of us could win".

The Dean and the committee came back. "Gentlemen", the Dean said, "the candidate we have chosen is – Mr. Hobdell". Uncle Theo had won. You could have knocked him down with a feather. The audience were completely taken by surprise, and the Dean continued, "I think I ought to explain how we arrived at that decision. We were all filled with admiration at the learning and eloquence of Mr. Adams. I was greatly impressed; I didn't think he had it in him. But, you will remember, Mr. Adams *read* his lecture to us. When Mr. Hobdell's turn came, he repeated that speech, word by word from memory, though, of course, he couldn't have seen a line of it before. Now a fine memory is absolutely necessary for this post; and what a memory Mr. Hobdell must have! That is why we decided that Mr. Hobdell was exactly the man we wanted".

As they walked out of the room, the Dean came up to Uncle Theo, who was so confused but happy that he hardly knew whether he was standing on his head or on his heels; and as he shook Theo's hand he said, "Congratulations, Mr. Hobdell! But, my dear fellow, when you are on our staff, you must be more careful and not leave valuable papers lying about!"

I. Translate the given below.

Що стосується грошей; не розуміти, де знаходишся; бути в захваті; бути вкрай здивованим; виступати дуже красномовно; бути занадто стурбованим; вибух аплодисментів; із розпачем у серці; в алфавітному порядку; провести співбесіду; натовп людей навколо; подати заяву на пост; бути самовпевненим; спати як мертвий.

II. True or false? Correct the false facts.

1. Uncle Theo a self-confident person.
2. The post in Camford University was wanted by many people.
3. Camford is huge town.
4. Uncle Theo and Adams had to live in one hotel room.
5. Uncle Theo worked hard at the lecture unlike Adams.
6. Adams had a problem with delivering his speech.
7. Nobody understood what happened.
8. Uncle Theo received the post due to his eloquence.
9. The Dean was greatly impressed by Theo's incredible memory.
10. Adams was severely punished for his dishonesty.

III. Ask questions to the italicized words.

1. About *fifteen* candidates, including Theo, were asked to go to be interviewed.

2. They had *to put many of the candidates two in one room*.
3. The committee couldn't decide *which of the candidates to take*.
4. Adams came to his room *late at night*.
5. He could only repeat, word after word, *in a low, dull voice* the lecture.
6. *The audience* were completely taken by surprise.
7. *With despair in his heart*, Theo watched Adams calmly take the stolen speech out of his pocket.

IV. Make up questions to match the following answers.

1. ... ? – Tall, thin and grey-haired.
2. ... ? – Because it was a very good post.
3. ... ? – No, they couldn't.
4. ... ? – Yes, he was.
5. ... ? – On the platform.
6. ... ? – No, there wasn't.
7. ... ? – Yes, he did.

V. In what connection is the following used in the text?

- with about as much sense as a child where money is concerned;
- The Civilization of the Ancient Sumerians;
- word by word from memory;

- a great burst of applause;
- a crowd of people;
- Camford University;
- to be taken by surprise.

VI. Which of the sayings can be used to reflect the idea of the text?

1. Honesty is the best policy (proverb).
2. Cheek brings success (proverb).
3. A minute's success pays the failure of years (Robert Browning).
4. Failure is not falling down, it is not getting up again to continue life's journey (Richard Nixon).

VII. Use one of the sayings in the situation of your own.

VIII. Questions for psychological discussion.

1. Why do some people choose a dishonest way to gain a better position?
2. What can be done to select really the best candidates?
3. Should a person be somewhat inventive to succeed in life?

IX. Test-yourself section (grammar revision). Use the verbs in the proper tenses.

1. What Nick (to do)? – He (to buy) a present for his girl-friend.

2. Who (to live) in this beautiful house? – My aunt and her children (to do).

3. What he (to like) for lunch? – I think, he (to be) too busy to have lunch today.

4. Where you (to go) last Saturday? – We (to go) to watch a new film at the City Centre.

5. You (to know) that we have no milk at home? – Yes, I (to buy) it.

6. I (to see) my granny next weekend, we (to have) a family party.

7. What he (to do)? – He is a footballer.

8. Who (to come) to look after the child next Sunday? – My mother (to do) it.

9. She (to visit) France next year and wants (to see) many sights.

10. You (to plan) to help your friends with their picnic? – Sure, I (to be).

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand				I would like

	what I read well.				to learn ...
2	I can ask my group-mates questions about the importance of honesty.				Express your own ideas.
3	I can discuss psychological issues of truthfulness.				
4	I can express my own opinion and ideas about white lies.				
5	I can do after-reading tasks well.				

UNIT 15. ON SOMETHING UNEXPECTED

Read the text. Text 1. A Cruel Man

It was autumn, the ground was covered with red and yellow leaves. The family was leaving their summer cottage; it was time to come back to town.

The man smiled as he turned from the bathroom and entered the living-room of his mountain camp. He went to the small room where he kept his things: guns, fishing-rods and liquor.

Not even his wife was allowed to have a key to his little room, for the man loved all his own things and hated if they were touched by any strange hand but his own. He was busy packing his things for the coming winter.

As he was looking at the shelf on which his liquor was kept, his smile became unpleasant. He took the bottle which was less than half full. At that moment his wife came in carrying her bag. When she saw the bottle in his hand, she asked him what he was doing. The man calmly said that he was putting something into it. His eyes narrowed as she watched him and she understood what it was. He was putting some poison into the liquor bottle. He said that the man who had broken into their house last winter and drunk his liquor would try it again this winter. But this time he'd wish he hadn't.

The woman went out, she knew it was useless to say something. Her husband continued his packing. He went out to take his hunting boots from the garden table on which they stood. All of a sudden, he slipped and fell down. While falling he struck his head against the table. At that moment his neighbor was coming back from the lake. He saw the man lying on the ground near the table. He was unconscious. Several minutes later his strong arm was supporting the man's head and a small glass with some liquor taken from the little room was pressed to his lips. The man drank.

I. Translate the given below.

Вудки, послізнутися, падаючи, бути непритомним, чоботи для полювання, покласти отруту в пляшку, неприємна посмішка, сказати спокійно, чужа рука, бути дозволеним.

II. Answer the questions.

1. Why was it time for the family to come back to town?
2. Where was their summer cottage situated?
3. What did the man keep in his small room?
4. Who could enter it?
5. With what kind of smile did the man take the bottle?
6. What did his wife understand?
7. Whom was he going to poison? What for?

8. What happened to the man outside?
9. What did his neighbor do to help him?
10. What is the moral of this story?

III. Change the following sentences from active to passive.

1. The man kept his guns, fishing-rods and liquor in the small room.
2. He didn't allow his wife to enter this room.
3. He put some poison into the liquor bottle.
4. His neighbor pressed a glass of liquor to his lips.
5. The man drank the poisoned liquor.

IV. Ask questions to the italicized words.

1. He was *unconscious*.
2. His neighbor was coming back *from the lake*.
3. He took the bottle which was *less than half full*.
4. He went out to *take his hunting boots*.
5. The ground was covered with *red and yellow leaves*.

V. Questions for psychological discussion.

1. Did the man have the right to punish anybody who entered his house without permission? Give your reasons.
2. Why is the story entitled **A Cruel Man**? Can you give other examples of people's cruelty while protecting their property?
3. What can make people cruel? Can it be an excuse for being cruel?

Read the text. Text 2. A Strange Wish

Three men were fishing in a lake one early morning. Suddenly an angel appeared on the surface of the water before them.

When the three astonished men had settled down enough to speak, the first of them asked the angel humbly, "I've suffered from back pain ever since I was wounded during the war. Could you help me?"

"Of course", the angel answered, and the moment he touched the man's back, the man felt relief for the first time in many years.

The second to speak wore very thick glasses. He had a hard time reading and driving. He asked if the angel could do anything about his poor eyesight. The angel smiled, removed the man's glasses and tossed them into the lake. When they hit the water the man's eyes cleared and he could see everything distinctly.

When the angel turned to the third man ready to help him like he had done to the other two, the man put his hands out defensively and suddenly shouted, "Don't you touch me! I am on a disability pension!"

I. Translate the given below.

На поверхні води, готовий допомогти, поганий зір, бути пораненим на війні, покійно, достатньо заспокоїтись, відчути

полегшення, пенсія у зв'язку з непрацездатністю, товсті окуляри, чітко.

II. True or false? Correct the false facts.

1. Three men were fishing in the river one early morning.
2. They didn't expect to see what they saw.
3. At first they couldn't utter a word.
4. The first man needed help because of his wound.
5. The second man had a problem with his back.
6. The angel helped the second man to get rid of his problem.
7. The third man protested the angel's help.
8. The third man wasn't ready to work.

III. Make up questions to match the following answers.

1. ...? – In a lake.
2. ...? – An angel did.
3. ...? – He did it humbly.
4. ...? – During the war.
5. ...? – Great relief.
6. ...? – Reading and driving.
7. ...? – Into the lake.
8. ...? – Because of his disability pension.

IV. Questions for psychological discussion.

1. What is the main idea of this story?
2. Why are some people unwilling to work?

3. What about you? Would you like to live on a small sum of money without the necessity to work?

4. Do you know any other examples of people who are ready to avoid work at any cost?

Read the text. Text 3. Hungry Clothes

A poor man heard once that the Radjah enjoyed talking to clever people, and was always glad to see them in his palace. "People say I am very clever", the man said to himself. "If I go to the Radjah's palace, he will help me".

The Radjah's palace was thirty miles away from the village, and it took the man a long time to get there, as he had to walk all the way. When he finally got to the place, the soldiers at the door stopped him and asked what he wanted.

"I want to see the Radjah and talk to him", the poor man explained. The Radjah was just leaving the palace at that moment and heard what the poor man was saying. "Send him away", he said to his soldiers, "his clothes are old and dirty! I don't enjoy talking to such people or looking at them". The soldiers pushed the poor man away from the door, and said they would beat him if he came back again.

The poor man had a friend who lived not far away, so he went to that man's house to rest before turning home.

"What are you doing here?" his friend asked. The poor man described his meeting with the Radjah and said, "It's clear that without better clothes I'll never get into his palace."

"Yes, I think you are right", his friend responded. "Take my new clothes and put them on. Then try again".

The poor man agreed, and the next morning he put on his friend's new clothes and again went to the palace. The Radjah came to the door and said, "Come in, come in! I'm glad to see you! I am just going to have dinner and you'll be my guest. I hate eating alone".

They went in together and sat down at the table with all kinds of good things to eat on it. But instead of eating, the Radjah's visitor began to put the food into his pockets. "Why are you doing this? Why aren't you eating?" the Radjah asked in surprise.

"When I came here wearing my old clothes yesterday", the poor man explained, "you refused to see or talk to me. I have come today wearing these fine clothes and you have invited me to have dinner with you. So I understand that the food is not for me. It is for my new, fine clothes".

I. Which is correct?

1. The poor man wanted to see:

a) his friend; b) the palace; c) the Radjah; d) his friend's new clothes.

2. *The Radjah was fond of:*

a) punishing people; b) talking to people; c) visiting poor people; d) new clothes.

3. *The Radjah's palace was:*

a) near the man's place; b) very far; c) in the neighboring country; d) nobody knew where.

4. *The poor man was met:*

a) by nobody; b) by the soldiers; c) by the Radjah; d) by his friend.

5. *The Radjah was:*

a) displeased; b) glad; c) indifferent; d) excited.

6. *The poor man went:*

a) into the palace; b) back home; c) to stay with his friend; d) to another Radjah.

7. *The man's friend offered him:*

a) not to worry; b) to get home; c) to forget about the case; d) to change clothes.

8. *The Radjah was glad to see the man because he:*

a) was bored; b) was sorry; c) wanted to apologize; d) needed a companion.

9. *The poor man put the food into his pockets because:*

a) he was hungry; b) he wanted to eat later; c) he wanted to take it to his friend; d) he wanted to teach the Radjah a lesson.

10. In your opinion the Radjah was:

a) vain; b) limited; c) dishonest; d) arrogant.

II. Answer the questions.

1. What did the poor man hear?
2. Why did he want to go to the Radjah's palace?
3. How did he go there? Why?
4. Why didn't the Radjah want to talk to the poor man?
5. What did his soldiers do?
6. How did the man's friend help him?
7. How was he met for the second time?
8. What surprised the Radjah?
9. What was the man's idea?
10. What do you think about people for whom clothes play a very important part?

III. Agree or disagree.

1. The man went to the Radjah because he wanted to have a talk with a clever man.
2. The Radjah always helped poor people.
3. The Radjah invited people to entertain him at dinner.
4. The soldiers pushed the man away after the Radjah's order.
5. The poor man had to buy new clothes.
6. The poor man managed to ask the Radjah for help.
7. The Radjah disregarded people's feelings.

IV. Psychological discussion questions.

1. What role do clothes play nowadays in social life?
2. Have you ever been in a situation when you or somebody else were judged by their clothes?
3. Do you sometimes judge people by their clothes?

Read the text. Text 4. A Shoemaker's Shop

One afternoon many years ago, George Cox robbed Barclay's Bank. He stole over 50,000 pounds. But unfortunately for him, when he came out of the bank, the police were already waiting for him. George was arrested and sentenced to 25 years in prison.

Years passed and finally the day arrived when George was a free man again. At the door of the prison he was given back his old clothes, a small suitcase and his wallet. He walked to the railway station and caught a train back to his native town, where he was born and brought up.

After George had got off the train, he came of the station and looked around. How everything had changed! There was so much traffic now. What used to be a quiet little street, was now an enormous supermarket. And next to the supermarket, where there used to be a park, there was now an ugly car parking lot. George couldn't believe his eyes. All these changes made him feel a bit depressed, so he decided to have a cup of tea.

He looked for the old corner cafe, where he used to meet his friends when he was a teenager. But of course it had gone. In its place now stood McDonald's, which George had never seen before in his life. He sat down on a hard plastic seat and waited for a waitress to come and take his order. Nobody came. Ten minutes later he realized that he had to go and ask for what he wanted.

"A cup of tea, please", he said. "We don't make tea, only coffee", answered the black girl behind the counter. Everything in the world had changed, it seemed. There was nothing here for him any more.

But as he opened his wallet to pay for the cup of coffee he didn't really want, he discovered an old yellow ticket. He looked at it closely. It was a ticket for a pair of shoes which he had taken to the shoe repairer on the day before the robbery – 25 years ago! And of course he hadn't been able to go back for them.

George left the McDonald's and walked up High Street, past what used to be the cinema but which was now a Leisure Center (whatever that meant). Then he turned right down a narrow street and there on the corner was the small shoemaker's shop. The same little dirty shop was still there, after all those years.

George looked in the window and couldn't believe his eyes. It was the same shoemaker – much older now, of course, with a

long white beard. George went into the shop. He suddenly felt very embarrassed when he showed the shoemaker the old yellow ticket.

"Excuse me", he said. "You won't remember me, of course. I've been away for 25 years from this town, but on the day before I left, I gave you a pair of shoes to repair and you gave me this ticket. I know, it's ridiculous, after all these years, but I wonder if...".

The shoemaker took the old yellow ticket, looked at it closely and then disappeared to the back of the shop. A few minutes later he came back. "Was it a pair of black shoes?" he asked. "Yes," said George excitedly. "A pair of black shoes, size eight and a half?"

"Yes", said George again.

"Needed new heels?" asked the shoemaker.

"Yes, that's right! You mean you've still got them?"

"Oh, yes. I've still got them", said the shoemaker. "They'll be ready on Friday".

I. Translate the given below.

Зніжковіти, вузька вулиця, довга біла борода, жадлива парковка, жорстке сидіння, нові підбори, рідне місто, величезний супермаркет, пограбувати банк, почуватися пригніченим, подивитися уважно.

II. True or false? Correct the false facts.

1. George Cox used to work at the bank.
2. He was arrested by the police just near the bank.
3. His punishment was severe.
4. He was freed earlier than it had been decided.
5. George Cox directed to his native place because he had no other place to go.
6. Everything seemed so familiar there.
7. He didn't like McDonald's.
8. George Cox could hardly recognize the shoemaker.
9. His pair of shoes had been lost.
10. It is not so hard for former prisoners to come back to their previous life.

III. Ask questions to the italicized words.

1. George Cox stole *over 50,000 pounds*.
2. George was arrested and sentenced *to 25 years in prison*.
3. *All these changes* made him feel a bit depressed.
4. He discovered an old yellow ticket *in his wallet*.
5. He suddenly felt *very embarrassed* when he showed the shoemaker the old ticket.

IV. Complete the sentences from the text.

1. George Cox was arrested because ...
2. George was a free man again after he ...

3. Before leaving the prison he received ...

4. In his native town he discovered that ...

5. George Cox directed to the small shoemaker's shop after he ...

6. The shoemaker disappeared to the back of the shop after he ...

7. The shoemaker said the shoes would be ready on Friday after ...

V. Psychological discussion questions.

1. Why is it sometimes difficult to come back to your native place after a long absence?

2. Is it a serious story about difficulties of adaptation of former prisoners? Why is it necessary to help them find their place in life again?

3. Is it a funny story showing that everything changes but bad service?

VI. Compress the contents of the text to 10–12 sentences and retell it.

Read the text. Text 5. An Unhappy Day

A young man was sitting in the bar and just staring at his drink, he stayed like this for half an hour or so, without drinking.

Suddenly a big truck driver entered the bar, sat down next to him, glanced at him, and drank what the guy was looking at.

Unexpectedly the young man began crying. The surprised trouble-maker said, "Come on, man, I was just joking. Here, I'll buy you another drink, I just can't stand when a grown man is crying!"

"No, that's not it", said the guy. "This day has been the worst day in my life. First, I overslept in the morning, cause my alarm clock didn't work, and I came to work late. My boss was outraged and fired me. When I left the building of my office to get my car, I found out it had been stolen. The police said they could do nothing about it. I got a cab to my home and remembered I had left my wallet and credit card at home. The cab driver took off without me. I had to walk two miles to get home, and when I finally came, tired and unhappy; I discovered my wife's note in which I read she had left me. That was beyond my patience. I took my wallet and came to this bar. I was thinking about putting an end to my miserable life with the help of numerous sleeping pills that I had put into my glass. And here you show up and drink my poison!"

I. Translate the given below.

Неочікувано, з'явиться, гаманець, бути розлюченим, будильник, проспати, хуліган, доросла людина, витримувати, дивитися тривалий час.

II. True or false? Correct the false facts.

1. A big truck driver was sitting in the bar, staring at his drink.
2. The truck driver made the young man in the bar cry.
3. The truck driver was satisfied with himself.
4. The young man started complaining of his awful day.
5. His boss was outraged because his car had been stolen.
6. The young man's alarm clock was the reason of his being late.
7. The young man's wife left him because he became unemployed.
8. The young man was planning a suicide.
9. The truck driver made the young man's day even worse.
10. The truck driver's life was in danger.

III. Ask questions to the italicized words.

1. A young man was *staring at his drink*.
2. Suddenly a big truck driver drank *what the guy was looking at*.
3. When the young man left his office to get his car, he found out *it had been stolen*.
4. The cab driver took off without him because he *had left his wallet and credit card at home*.
5. He had to walk *two miles* to get home.
6. He was thinking about putting an end to his life with the help of *numerous sleeping pills*.

IV. Make up questions to match the following answers.

1. ...? – In the bar.
2. ...? – A big truck driver.
3. ...? – Crying.
4. ...? – No, he couldn't.
5. ...? – Because of his alarm clock.
6. ...? – Fired him.
7. ...? – From her note.
8. ...? – He didn't dare.

V. Psychological discussion questions.

1. Have you ever been in the situation when everything seemed to be against you? Can you describe it?
2. What can you regard as the most unhappy day in your life?
3. Why do some people decide to commit suicide? Can it really be a decision?
4. What do you think happened to the truck driver next?

VI. Test-yourself section (grammar revision).

1. *Mail is ... to one's house by a postman.*
a) launched; b) delivered; c) posted; d) sold.
2. *The cafe is open ... for the sale of drinks.*
a) a day; b) day time; c) daily; d) on a day.
3. *The initials "PS" ... "post script".*
a) fill up; b) make up; c) mean that; d) stand for.

4. *Halloween is a public holiday ... on October, 31.*

a) celebrated; b) is celebrated; c) celebrating; d) which celebrated.

5. *If Ken hadn't eaten so much ice-cream, he ... sick.*

a) hadn't felt; b) didn't feel; c) won't feel; d) wouldn't have felt.

6. *The boys were cold and hungry because they ... a long way.*

a) walked; b) would walk; c) had walked; d) were walking.

7. *Ann is a very good singer. ... she is in the school concert.*

a) because; b) due to; c) although; d) that's why.

8. *He told me that I ... pay anything.*

a) didn't have to; b) hadn't to; c) don't have to; d) haven't to.

9. *Steve asked me if I ... him my skates.*

a) would lend; b) could borrow; c) will lend; d) could lent.

10. *The river is ... perfect place to spend ... day in ... fine weather.*

a) the, a, the; b) a, a, -; c) -, a, a; d) a, the, the.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ...

Psychological Issues to Read and Discuss

2	I can understand what I read well.				Express your own ideas.
3	I can ask my group-mates questions about unusual events.				
4	I can discuss psychological issues of something unexpected in people's life.				
5	I can express my own opinion and ideas.				
6	I can present situations from my own experience.				

UNIT 16. ON BEING OPTIMISTIC

Read the text. Text 1. Successful Hunting

An avid duck hunter went to the market for a new bird dog. His search ended when he found a very unusual dog that could actually walk on the surface of the water to retrieve a duck. Shocked by his find, he was sure none of his friends would ever believe him.

The man decided to try to break the news to a friend of his, the eternal pessimist, who always refused to be impressed with anything. The man invited his pessimistic friend to hunt with him and his new dog without saying anything about its peculiarity.

As they were waiting on the shore of a lake, a flock of wild ducks flew by. They fired and one of the birds fell down. The dog responded and jumped into the water, but instead of sinking, it walked across the water to take the duck. Only its paws got wet. This continued all day long, each time a duck fell down, the dog walked across the surface of the water and brought the game to the hunters.

The pessimist watched carefully, saw everything, but didn't say a single word to his friend. On the drive home the hunter couldn't stand any longer and asked his friend, "Did you notice anything special about my new dog?"

"Sure, I did", answered the pessimist. "I simply didn't want to upset you. Your dog can't swim!"

I. Translate the given below.

An avid hunter, across the water, the game, couldn't stand any longer, to upset smb., paws, surface, to respond, to retrieve, to break the news, to sink, peculiarity.

II. Complete the tag-questions.

1. On the drive home the hunter couldn't stand any longer, ...?
2. The dog responded and jumped into the water, ...?
3. None of his friends would ever believe him, ...?
4. The pessimist didn't say a single word to his friend, ...?
5. The man invited his pessimistic friend to hunt, ...?

III. Make up questions to match the following answers.

1. ...? – To the market.
2. ...? – It was very peculiar.
3. ...? – Because he refused to be impressed with anything.
4. ...? – To impress him.
5. ...? – Without sinking.
6. ...? – Without saying a word.
7. ...? – As usual.

IV. Psychological discussion questions.

1. Do you consider yourself an optimist or a pessimist? Why?
2. Which is better to be? Why? Who is easier to deal with?
3. Do you think people are born with these characteristics, or do they develop them during their life?

4. What is your attitude to hunting? Do you consider it a good hobby or cruelty? Why?

V. There are some joking definitions of being pessimistic or optimistic. Comment one of the following. What other definitions have you heard?

1. A pessimist is a well-informed optimist.
2. Optimists are sure that we live in the best of the worlds, pessimists suspect that it is really so.

Read the text. Text 2. A Happy Man

Once upon a time in a country a long way off there was a king who was seriously ill. All the doctors of the court attended him, but in spite of all they did, he got worse instead of getting better. At last they invited a famous doctor from another country. He arrived, examined the king, and then, looking very serious, said, "Your Majesty, there is only one thing that can help you".

"What is that?" asked the king. "Whatever you need shall be brought for you!"

"You must sleep for one night", said the doctor, "in the shirt of a happy man!"

So the king sent two of his chief servants to find a happy man and, when they had found him, to get and bring his shirt.

Well, they went first to the richest man in the city and asked him if he was a happy man.

"Happy!" he shouted, "when I never know whether my ships are going to be lost next day, when thieves are always trying to break into my house. How can a man be happy with all these troubles!"

Then they went to the king's Chief Minister, the most powerful man in the country, except for the king.

"Are you a happy man?" they asked.

"Don't be silly!" he said. "Our enemies are trying to make war on us any day. There's another Minister trying to push me out of power, the workers always want to have more money, and the rich want to pay less taxes. How do you think a Chief Minister can be a happy man?"

Finally they went all over the country looking everywhere for a happy man but never finding one. They were returning home, tired and miserable, (for they expected that the king would order to put them to death) when they noticed a beggar, sitting by the roadside. He had made a fire and was frying some sausages in a frying-pan, and singing merrily as he was watching his supper cooking.

The servants looked at each other with hope. Had they found what they were looking for? They went up to him immediately and one of them said, "You sound very happy, my friend". "Oh, sure, I'm really happy", the answer was. They could hardly believe their ears. With one voice they said, "We want to buy your

shirt!" The beggar laughed heartily. "I am sorry, gentlemen", he said, "but I haven't got a shirt!"

I. True or false? Correct the false facts.

1. The king ruled a far-away country.
2. He was completely pleased with his fortune.
3. The doctors of the court invited a doctor from another country because they couldn't cure the king themselves.
4. The king was ready to render the doctor everything he needed.
5. His chief servants attended the most powerful man in the country first of all.
6. The richest man and the most powerful man lived in fear.
7. The chief servants were afraid of severe punishment.
8. The beggar by the road seemed to them a ray of hope.
9. The beggar didn't have many possessions.
10. Happiness is not always connected with material things.

II. Use the following in indirect speech.

1. The king said, "Whatever you need shall be brought for you, doctor!"
2. The servants said, "You sound very happy, young man!"
3. The servants looked at him and said, "Can you sell us your shirt?"

4. The famous doctor said, "Your Majesty, there is only one thing that will help you".

5. The Chief Minister said, "Don't be silly, gentlemen! How can a Chief Minister be a happy man?"

6. The richest man shouted, "I never know whether my ships are going to be lost next day!"

7. One of the chief servants said, "My friend, if we don't find a happy man, the king will put us to death!"

III. Make up questions to match the following answers.

1. ...? – No, he didn't.
2. ...? – For a famous doctor.
3. ...? – Only one.
4. ...? – To the richest man.
5. ...? – No, he wasn't.
6. ...? – Tired and miserable.
7. ...? – By the road.
8. ...? – Singing happily.
9. ...? – No, they couldn't.

IV. Questions for psychological discussion.

1. Is it possible to define happiness? What does it mean to you?
2. Does this definition change from time to time in everybody's life? Why?
3. Does happiness depend on material things? Give examples.

V. Write an essay about being happy.

VI. Which of the ideas can be applied to this story?

1. One can accumulate enough wealth to buy a golden bed, but one cannot buy sound sleep with money (Daniel Arap Moi).

2. If you want to know what God thinks of money, just look at the people he gave it to (Dorothy Parker).

3. The first wealth is health (Ralph Waldo Emerson).

VI. Test-yourself section (grammar revision). Fill in the gaps with suitable answers.

1. *I'd rather see a western. – ...*

a) I would too; b) so I would; c) Me too; d) So would I.

2. *We don't go abroad every year, we can't ... it.*

a) afford doing; b) afford to do; c) afford do; d) to afford.

3. *You haven't worked ...at school.*

a) hard enough; b) hardly enough; c) enough hard; d) enough hardly.

4. *You must go and see this game, it'll be ...*

a) real exciting; b) really excitement; c) really exciting; d) really excite.

5. *Sarah ... us that she lived there.*

a) said; b) told; c) spoke; d) talked.

6. *I haven't seen my old friend...a very long time.*

a) since; b) from; c) for; d) –.

7. *Some car engines work ... than others.*

- a) more efficiently; b) more efficient; c) most efficiently;
d) most efficient.

8. *Oranges ... in Spain.*

- a) have been grown; b) are grown; c) were grown; d) are being grown.

9. *She asked her brother ... while she was on the phone.*

- a) not talk; b) don't talk; c) no talking; d) not to talk.

10. *When he saw an advertisement, he ... and read it.*

- a) stopped to smoke; b) stopped smoking; c) stopped smoke;
d) stops to smoke.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what I read well.				I would like to learn ...
2	I can ask my group- mates questions about the issues of optimism and pessimism.				Express your own ideas.
3	I can discuss				

	psychological issues of being optimistic vs being pessimistic.				
4	I can express my own opinion and ideas.				
5	I can give my own examples from real life.				

UNIT 17. ON BEING ADVENTUROUS

Read the text. Text 1. The Green Door (after O. Henry).

Part I

Rudolf Steiner was young and he was a true adventurer. Few were the evenings on which he didn't go out in search of an adventure. He firmly believed that the most interesting thing might lie just round the next corner. Sometimes his love for adventures led him into troubles – he found himself a victim of clever swindlers. The young man was pleasant in appearance. By daylight he was a salesman in a piano-store.

While walking along the streets he often passed a Negro, standing in front of a large building. The Negro, fantastically dressed in a red coat, yellow trousers and a military cap, handed dentist's cards to passers-by.

The Negro was a familiar sight to Rudolf, though he always passed the black giant without taking any of the cards. But one night the African managed to put one into Rudolf's hand. First he glanced at it indifferently. Surprised, he looked at the card closer, with interest. One side of it was blank, on the other there were written in ink three words, "The Green Door".

The adventurous piano-salesman passed the Negro again, and again he was given a second card with the same mysterious

words. Rudolf picked up three or four cards, thrown down by other passers-by – all of them were ordinary dentist's ads. He passed the giant once again, but this time he received nothing. It even seemed to Rudolf that the black giant turned away from him in disappointment.

It was time to act – the Negro had twice selected him out of the crowd. It was the Hand of Fate, pointing to some wonderful adventure.

The young man stepped aside from the crowd and looked at the building, in which, as he understood, his adventure was waiting for him. The building was occupied by a small restaurant, a shop, dressmakers, the dentist, musicians. Curtains on the windows of the top floor indicated flats. Rudolf ran up the stone steps into the house and stopped only at the top. The landing was dimly lighted by pale gas-lamps, and in their light Rudolf saw a green door. For one moment he hesitated. Then the true adventurer walked straight to the green door and knocked at it. His heart was beating fast; what might not be behind the green door – danger, death, love, disappointment...

I. Translate the given below.

In search of, a landing, to hesitate, disappointment, a victim, dimly lighted, to indicate, passers-by, a giant, the Hand of Fate,

ordinary dentist's ads, indifferently, swindlers, curtains, pale, to glance.

II. Use 5 of the words in the sentences of your own.

III. Read the text and decide which of the given below statements is true (T) or false (F).

1. Rudolf Steiner was fond of calm and quiet life.
2. Rudolf Steiner was unemployed and had much time to walk.
3. He expected that future may bring him something extraordinary.
4. His search of adventures was sometimes troublemaking.
5. Rudolf met the Negro when the last was working.
6. The Negro never succeeded in giving Rudolf one of his cards.
7. Rudolf's card didn't resemble any others.
8. The Negro seemed to be a tool of some mysterious force to Rudolf.
9. The building was uninhabited.
10. Rudolf Steiner realized that anything could happen to him there.

IV. Complete the tag-questions.

1. Rudolf Steiner was a true adventurer, ...?
2. He never lost a chance to face an adventure, ...?

3. First he glanced at the card indifferently, ...?
4. Next time he received nothing from the giant, ...?
5. The building was uninhabited, ...?
6. Rudolf picked up three or four cards, ...?

V. Psychological discussion questions.

1. Are you an adventurous person? Why do you think so?
2. Why do people search adventures? In what way do they do it?
3. Which do you prefer – stability and calm life or life full of dangerous adventures?

Read the text. Text 2. The Green Door (after O. Henry).

Part II

A light sound was heard inside, and the door slowly opened. A girl of not yet twenty was standing there, pale and thin. Suddenly the girl almost fell down. Rudolf caught her and laid on the sofa which stood against the wall. Then he closed the door and looked around.

The room was clean, but very poor. The girl was still in a faint and he began to fan her with his hat. It helped, because he struck her nose and she opened her eyes. Then the young man knew at once that it was the very face he had been looking for during his long walks. Her frank grey eyes, her little nose, her

brown curly hair were the best reward of all his wonderful adventures. But the face was pale and thin. Rudolf talked to the girl and it turned out that she had lived for three or four days without eating anything. Rudolf jumped up and rushed out. Soon he came back with packets from the restaurant. He laid them on the table and invited the girl to have supper. After a cup of warm milk the girl's eyes brightened and it brought back some of her color. She began to eat hurriedly like some starved wild animal. She didn't seem surprised at his presence in her room. When she had finished her meal, he learned her little story.

It was one of a thousand that happen in the city every day. The shop-girl's story of small wages and big fines, that help to make the shop's profit so high. A story of illness and lost job, of lost hope ... and then the knock of the adventurer against the green door.

The young people talked and talked, and soon they learned that each of them was lonely in this big city, in the world. When Rudolf noticed that the girl was about to fall asleep, he rose and took his hat. The girl's eyes looked at him with a silent question, and he answered it in words.

"I'm coming back tomorrow to see how you are getting along. You can't get rid of me so easily!" He didn't say anything about the card, which had brought him to her – he would never tell

her that he knew about the strange means that she had used to get help. The last thing he saw before he closed the door was her smile.

When he was going down, he suddenly discovered that every door in the house was painted green. Wondering, he directed to the Negro, who was still there. Rudolf came up to him, holding the cards in his hands. The Negro smiled at him. "Why did you give them to me?" Rudolf asked. The Negro pointed somewhere down the street. Rudolf looked there and saw the electric sign of a new play above the theatre entrance – "The Green Door". The theatre manager paid the African for distributing his cards along with the dentist's.

In the evening Rudolf went out of a bar in his street, buttoned his coat and lighted a cigar. Then he said very seriously to the lamp post on the corner, "All the same, I believe it was the Hand of Fate that showed me the way to find her".

I. Translate the given below.

Бліда та худорлява, маленька зарплатня, вхід до театру, попрямувати, легко позбавитись, раптом з'ясувати, великі штрафи, майже заснути, кучеряве волосся, найкраща винагорода, знепритомніти, присутність, чесний.

II. Read the text and decide which of the given below statements is true or false. Correct false information.

1. The girl who opened the door didn't let Rudolf in.
2. He had to help the girl to prevent her from falling down.
3. There weren't any cues about the girl's life in her room.
4. The young man knew at once that it was the very face he had seen already.
5. The girl used to be a saleswoman.
6. She had lived for three or four days without eating because she had lost her job.
7. Rudolf took the hungry girl to the restaurant to feed her.
8. They both learned how lonely each of them was.
9. Standing at the landing Rudolf discovered a very strange thing.
10. Rudolf remained a true adventurer.

III. Make up questions to match the following answers.

1. ...? – A girl.
2. ...? – She fainted.
3. ...? – On the sofa.
4. ...? – Very clean but poor.
5. ...? – For three or four days.
6. ...? – To the restaurant.
7. ...? – To come back again.

8. ...? – Yes, he did.

9. ...? – To the Negro.

10 ...? – No, he wasn't.

IV. Psychological discussion questions.

1. Do you consider Rudolf's motives to help the girl egoistic?
Why?

2. Do you think that people who are lonely and who know what is to be poor can understand somebody's problems better?

3. Have you ever helped somebody in trouble? Has anybody helped you? What kind of situation was it?

4. What could have happened to the girl if Rudolf hadn't come?

5. Do you think that nowadays we should first make sure that somebody is really in trouble before helping in order not to be a victim of swindlers? Give your reasons.

V. Retell the whole text in 12–15 sentences.

Read the text. Text 3. The Tremendous Adventure of Major Brown (after G. K. Chesterton). Part I

One bright afternoon Major Brown went out for his usual after-dinner walk. The Major was a little man, very energetic and strong-looking, with a large grey head and a black moustache. Some time before he had retired from the army and now lived

on a small pension. He had been a brave and successful soldier, but he had never liked being a military man. It was with the greatest delight that he took a small house in a quiet London street, and devoted himself to growing his favorite flowers – pansies.

As the Major was slowly walking along a narrow empty street, he suddenly saw a most pleasant sight. A large, heavy man was pushing a barrow full of pansies. The Major came up to him in order to buy some flowers. All of a sudden, the man offered him to do something very odd. He offered the Major to climb up the garden wall to see the most beautiful collection of yellow pansies in England. The Major was scandalized; he couldn't believe his ears and couldn't even think of doing such a fantastic thing!

How it happened, no one will ever know, but the fact is that a second later the Major was standing on the garden wall. And the next moment he forgot everything. In the center of the garden he saw a large bed of the most beautiful pansies. But it was not the beauty of the flowers that surprised him. The pansies were arranged in gigantic capital letters which formed the sentence: "DEATH TO MAJOR BROWN". Major Brown looked back, but the man with the barrow had disappeared. Then he looked again at the terrible inscription. The garden was so quiet and beautiful. Why were these little flowers crying for his blood? It couldn't

be somebody's practical joke – why should anyone pour money out like water just for a joke against him?

There was an old man with a can watering flowers in the garden. Suddenly he saw the Major and dropped the can in surprise. The Major jumped down beside the man. The old man ran to the house and the Major followed him in quick steps. Finally they entered a gloomy but very richly furnished house. The old man turned to the Major his face full of terror and invited him to enter the house, but prevented him from mentioning jackals.

The Major opened the door and stepped into a richly furnished room. He saw that the only person there was the lady, sitting by the window, looking out. The Major who had the finest manners in the world introduced himself and asked about the strange inscription in her garden. The lady didn't turn her head, she was dressed in green and she had bright red hair. She said that she had to keep her face turned to the street till six o'clock, without looking back. The Major tried to accept the riddle without surprise.

As she spoke a sudden terrible cry filled the still evening air. It came from the pavement of the dark street. The lady in green said with shaking lips that it was their end because the terrible creature would kill both of them. The Major threw open the door and ran out into the street. He was in time to see something

which at first glance froze his blood. The cries appeared to come from ... a head on the pavement. Even the brave Major was shaken. The next moment the head disappeared and the Major understood that there was a man in the coal cellar. He rushed back to the house where the lady tried to stop him. But the Major didn't listen to her. He was already walking downstairs into the coal cellar. It was dark there and a pair of gigantic hands came out of the darkness and seized him and bent him down. But the Major's head was perfectly clear – he caught the leg of his invisible enemy and they started to fight. They rolled over and over and soon the Major was on top. It was clear that the enemy wanted only to escape, which he did, having left his torn coat in the Major's hands. This coat was the only real clue to the mystery, for when the Major came out of the cellar, the lady, the rich furniture of the house had disappeared. The Major looked around almost in despair.

I. Translate the given below.

A torn coat, a black moustache, an invisible enemy, to pour money out like water, the only real clue, shaking lips, in despair, to accept the riddle without surprise, quick steps, at first glance, a watering can, to push a barrow, yellow pansies, a practical joke, gigantic capital letters, a richly furnished house, to retire from the army, with the greatest delight, something very odd.

II. Use 5–6 of the word-combinations in the sentences of your own.

III. Answer the questions.

1. Where did Major Brown usually go after dinner?
2. How did he look like and what kind of man was he?
3. What was his hobby?
4. What attracted his attention in the street?
5. What strange offer did Major Brown receive?
6. What was his first reaction and what happened next?
7. What inscription did Major Brown see in the garden and what did he do?
8. Who was there in the house?
9. Why did Major Brown rush out? What happened in the cellar?
10. Why was Major Brown in despair?

IV. Make up questions to match the following answers.

1. ...? – On a small pension.
2. ...? – Never.
3. ...? – Pansies.
4. ...? – A large man with a barrow full of pansies.
5. ...? – To see the most beautiful collection of yellow pansies in England.
6. ...? – Invited him to enter the house.

7. ...? – From a head on the pavement.

8. ...? – It was the Major.

9. ...? – In despair.

V. Find pairs of synonyms among the given below words and word-combinations.

Enemy, to prevent from, to retire, strange, to come in, courageous, to run away, to grab, to be greatly surprised, riddle, quiet, gigantic, trembling, to rush, huge, to hurry, calm, to escape, mystery, to go on pension, brisk, to be shaken, brave, terrible, odd, to seize, to keep from, awful, to enter, shaking, quick, foe

Read the text. Text 4. The Tremendous Adventure of Major Brown (after G. K. Chesterton). Part II

The Major saw the only way out in visiting the private detective whose name was Rupert Grant. He was young but very promising. He lived in a cottage with his elder brother Basil who had been a judge. They were quite different – Rupert was active and full of energy, Basil was dreamy and melancholic. Rupert liked his detective work and was sure that some day he would be as famous as Sherlock Hoalmes.

Rupert's eyes were full of excitement when the Major finished his story. Basil was sure that the lady was in the conspiracy, which made the Major rather angry. They examined the coat

and found a letter in one of the pockets. The letter was in fact the order to attack the Major in the coal cellar. There was an address and the young detective decided to go there at once to catch the criminals. Rupert was sure that the letter couldn't have been written by criminals – it was written in a very polite manner not typical for such sort of people. All the same his brother borrowed Rupert's revolver and the three of them started out.

The "criminal" place was not far away. When they came to the door the young detective wanted to call the police but his brother said he wouldn't do it. Finally the three men rushed in and stopped dead. They were in an ordinary, well furnished office, where a small man at the desk was writing hard. The Major threw the letter to him. The man looked at it with interest and smiled. He still couldn't understand what they wanted from him. Then he called his clerk and asked him to fetch all the necessary documents. When the young man returned, he gave the Major a paper which was a bill addressed to him. The Major looked through it and found out that he would have to pay for planting 200 pansies, for the hire of the man with the barrow, for the furniture of the house, the salary of Miss Jameson and the gardener.

For once the Major forgot about his good manners. He lifted the nearest chair and threw it at the little man. "You are mad!"

cried the man, when he got a blow on the arm, "a client has a full right to protest against overcharges, but not to throw furniture!" The Major demanded explanations almost hysterically, for the first time in his life.

Suddenly, in his sleepy voice, the detective's brother Basil asked who had lived in the Major's house before him. The Major explained that he had moved to his house a month before, after some Gurney Brown had left it. At these words the little "criminal" began to laugh. Then he tore the bill to pieces and threw them away, saying that it was an unfortunate mistake. Then he said that the Major behaved as a real gentleman and asked if he knew where he was.

I. Translate the given below.

Almost hysterically, by an unfortunate mistake, to protest against overcharges, to get a blow on the arm, to demand explanations, salary, to hire, to fetch all the necessary documents, in a very polite manner, to be full of energy, to be very promising, the only way out.

II. Use 5–6 of the word-combinations in the sentences of your own.

III. Decide which of the given below statements is true or false. Correct false information.

1. The Major was sure that nobody could help him.

2. Rupert Grant was a younger brother.
3. The brothers didn't resemble each other.
4. The Major shared the idea that the lady was involved in the matter.
5. The letter gave them the possibility to find some answers.
6. Rupert protested calling the police.
7. When the three of them started out they had a gun.
8. They found themselves in an ordinary office.
9. The Major agreed to pay all the expenses without any arguing.
10. Basil seemed the only one of the three of them who started to understand the situation.

IV. Answer the questions.

1. What was the difference between the young detective and his brother?
2. What was the young detective's dream?
3. What made the Major angry? Why?
4. What was the letter from the "criminal's" coat about?
5. What was Rupert sure of? Why?
6. What did the young detective borrow from his brother? Why?
7. Why did the three of them stop dead after entering the "criminal" place?

8. What made the Major forget about his good manners?

9. Why did the office manager decide when he got a blow on the arm?

10. What did they discover about the man who had rented the Major's house before him?

Read the text. Text 5. The Tremendous Adventure of Major Brown (after G. K. Chesterton). Part III

"You are standing", said the man, in the Office of "The Adventure and Romance Agency" of Mr. Northover.

"And what's that?" asked Major Brown.

The man of business looked at him thoughtfully.

"Major", he said, "did you ever feel on some dull afternoon the hunger of something unusual? Did you ever want something to happen; something that would take you away from the monotony of life, away from its dull routine? Did you ever feel that?"

"Certainly not", replied the Major shortly.

"Then, I must explain it better", said Northover with a sigh. "I am the owner of "The Adventure and Romance Agency". I started my business to meet the desire of people for adventure. We find this desire everywhere – in conversations, in literature – the desire for something that would break the routine of the quiet, dull life we live. Now, a person who feels that way, pays

a certain sum to "The Adventure and Romance Agency". In return the Agency surrounds him with the most surprising events, which break the monotony of his life. As soon as the man leaves his front door unusual things begin to happen to him. Of course, a very interesting story is first written for him by one of the talented writers who work for the Agency. Your story, Major Brown, was extremely dramatic. What a pity, you haven't seen it to the end! Mr. Gurney Brown, who had formerly lived in your house, was my client. And my foolish clerks decided that Mr. Gurney Brown and Major Brown was one and the same person. That's why you found yourself in the middle of another man's story".

"And we are doing a noble job", the manager went on, "look at the modern man – his life is boring, but our Agency gives him real adventures in which he can take part himself – we give him a chance to be a hero!"

"Of course, the scheme is excellent, no doubt. But I don't think you will find me in it. When one has been in the thick of real battle and seen real blood and heard real men screaming, – one does not want false excitements. One wants a little house and a quiet life".

Everybody laughed, when after these words Major Brown took Mr. Northover's card.

Soon Major Brown married Miss Jameson, the young actress who worked for the Agency, the graceful red-haired lady in green. When her friends said that they couldn't understand how such a poetic creature had married that prosaic old soldier, she always replied that she had met many men, who acted very bravely in the dramas prepared for them by Northover's writers. But she had met in her life only one man who was ready to go into the coal cellar, when he really thought that there was a murderer there.

I. Decide which of the given below statements is true or false. Correct false information.

1. The Major had never dreamed about any unusual adventures.
2. Northover didn't see the point in explaining the idea of his business.
3. People addressed Northover's Agency in order to change their boring life.
4. Northover did all his business himself.
5. The Major felt sorry that he hadn't ordered an interesting adventure for himself.
6. Northover's clerks confused Major Brown with his namesake.
7. Miss Jameson didn't know anything about false adventures.

8. Major Brown took Mr. Northover's card because he wanted to find Miss Jameson.

9. Miss Jameson's friends approved her choice.

10. She was sure Major Brown was the bravest man she had met in her life.

II. Use the following in indirect speech.

1. "And we are doing a noble job", the manager went on.

2. "Of course, the scheme is excellent, no doubt. But I don't think you will find me in it", Major Brown replied.

3. "Your story, Major Brown, was extremely dramatic. What a pity, you haven't seen it to the end!" Mr. Northover said.

4. "You are standing", said the man, "in the Office of "The Adventure and Romance Agency".

III. Ask questions to the italicized words.

1. The man of business looked at Major Brown *thoughtfully*.

2. Northover started his business *to meet the desire of people for adventure*.

3. A person who felt that way, *paid a certain sum* to "The Adventure and Romance Agency".

4. As soon as the man left his front door *unusual things began to happen to him*.

5. Everybody *laughed*, when Major Brown took Mr. Northover's card.

6. Miss Jameson, a young *actress*, worked for the Agency.

7. Her friends couldn't understand how such a poetic creature had married that prosaic old soldier.

IV. Open the brackets using the given verbs in the proper form.

One bright afternoon Major Brown (1 – go) out for his usual after-dinner walk. The major (2 – be) a little man, very energetic and strong-looking. Some time before Major Brown (3 – retire) from the army and now (4 – live) on a small pension. He (5 – be) a brave and successful soldier but he never (6 – like) being a military man. He (7 – take) a small house in London and (8 – devote) the rest of his life to growing his favorite flowers – pansies in his little garden.

As the major slowly (9 – walk) along a narrow street he suddenly (10 – see) a most pleasant sight. A large, heavy man (11 – push) before him a barrow full of pansies. The major (12 – see) such beautiful flowers. He (13 – come) up to the man and (14 – begin) to talk to him. At first he only (15 – want) to buy some of the pansies but finally he (16 – decide) to buy them all.

"I (17 – tell) you something, sir", (18 – say) the man and (19 – look) around. "If you (20 – interest) in such things, you just get on to that wall", and the man (21 – point) to the garden wall by

which they (22 – stand). "The finest collection of yellow pansies in England (23 – be) in that garden", whispered the man. How it (24 – happen) no one ever (25 – know) but the fact (26 – be) that a second later the major (27 – stand) on the garden wall. At the next moment he (28– forget) everything. In the very centers of the garden he (29 – see) a large bed of the most beautiful yellow pansies. But it (30– be) not the beauty of the pansies that (31 – surprise) him. It (32 – be) something else: the pansies (33 – arrange) in gigantic capital letters which (34 – form) the sentence "Death to Major Brown". An old man (35 – water) them. Brown (36 – look) back at the road behind him. The man with the barrow (37 – disappear). Then he (38 – look) again at the flowerbed that had the terrible words. The evening air (39 – be) so still, the garden (40 – look) so quiet. Suddenly Major Brown (41 – see) the watering can (42 – fall) from the old man's hand.

V. Compress the whole story to 20 sentences and retell it.

VI. Write 10–12 sentences to express the idea of this story.

VII. Questions for psychological discussion.

1. Why was the agency a profitable business?
2. Would such a service be in demand today? Why do you think so?
3. What made the Major different from all the other clients of the agency?

VIII. Test-yourself section (grammar revision). Fill in the gaps with suitable answers.

1. *Kate was tired because she ... the whole evening.*

- a) has been working; b) has worked; c) had been working;
d) were working.

2. *What do you think we ought ... with people who drop litter.*

- a) to do; b) doing; c) do; d) to having done.

3. *When the children were walking through the forest, they saw a fox ... very fast.*

- a) was running; b) ran; c) had run; d) running.

4. *I thought I ... my report in two days, but my computer shut down.*

- a) would finished; b) would finish; c) would have finished;
d) would be finishing.

5. *My parents ... married for 50 years and are celebrating their golden wedding.*

- a) have been; b) are; c) had been; d) had.

6. *Excuse me, ... you tell me the way to the station?*

- a) may; b) shall; c) should; d) could.

7. *He saw that the bridge ... already.*

- a) had built; b) was built; c) had been built; d) has being built.

8. *She asked me if I ... tired.*

- a) am; b) was; c) was being; d) were.

9. *I am late, ... I?*

a) aren't; b) amn't; c) am not; d) am.

10. *He knew they ... English at 2.*

a) will have; b) would have; c) have; d) would be having.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what is implied in the text well enough.				I would like to learn ... Express your own ideas.
2	I can ask my group-mates questions about the role of adventures in people's life.				
3	I can discuss psychological issues of risk.				
4	I can express my own opinion and ideas.				
5	I can do after-reading exercises well.				

UNIT 18. ON HOW WELL WE KNOW OURSELVES

Read the text. Text 1. Culture Shock and the Problem of Adjustment in New Cultural Environments. Part I

Culture shock might be called an occupational disease of people who have been suddenly transplanted abroad. Like other ailments, it has its own symptoms and cure. Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. Those signs or cues include the thousand and one ways in which we orient ourselves to the situation of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not. These cues, which may be words, gestures, facial expressions, customs, or norms, are acquired by all as the language we speak or the beliefs we accept. Now when an individual enters a strange culture, all or most of these familiar cues are removed. No matter how broad-minded or full of goodwill you may be, a series of props have been knocked from under you, followed by a feeling of frustration and anxiety. People react to the frustration in much the same way. First they reject the environment which causes the discomfort. "The ways of the host

country are bad because they make us feel bad". When foreigners in a strange country get together to grouse about the host country and its people, you can be sure they are suffering from culture shock. Another phase of culture shock is regression. The home environment suddenly assumes a tremendous importance. All the difficulties and problems are forgotten and only the good things back home are remembered. It usually takes a trip home to bring one back to reality. Some of the symptoms of culture shock are excessive washing of hands, excessive concern over drinking water, food dishes, and bedding; fear of physical contact with attendants, the absent-minded stare, a feeling of helplessness and dependence on contacts with long-term residents of one's own nationality, anger over minor pains, and finally, that terrible longing to be back home.

I. Translate the given below.

An ailment, excessive, to be removed, an absent-minded stare, terrible longing, to reject, regression, home environment, familiar cues, the host country, frustration, to be full of goodwill, a feeling of anxiety, to be precipitated by, concern over smth.

II. Use 5–6 of the words and word-combinations in the sentences of your own.

III. Decide if the following is true or false. Correct the false facts.

1. Culture shock is an incurable disease.
2. People suffer from culture shock when they meet too many strangers.
3. Cues help people to orient in their surrounding.
4. High level of culture can help avoid culture shock.
5. The first reaction on culture shock is hostility.
6. A trip home can make people stay there forever.
7. People tend to be too much concerned about many things due to culture shock.
8. Helplessness and anxiety go together with culture shock.
9. All people are completely different concerning their feelings during culture shock.
10. One of the most typical mistakes is being dependent on the locals.

IV. Ask questions to the italicized parts of the sentences.

1. Culture shock might be called *an occupational disease*.
2. When an individual *enters a strange culture*, all familiar cues are removed.
3. Some of the symptoms of culture shock are *excessive washing of hands, concern over drinking water, food dishes, and bedding*.

4. *Anxiety* results from losing all our familiar signs and symbols of social intercourse.

5. People react to the frustration *in much the same way*.

V. Give your explanation of the meaning of the following.

Anxiety is ... A strange country is ...

Culture shock is ... Home environment is ...

Social intercourse is ... A feeling of frustration is ...

VI. Express the main idea of the text in 6–7 sentences.

Read the text. Text 2. Culture Shock and the Problem of Adjustment in New Cultural Environments. Part II

Individuals differ greatly in the degree in which culture shock affects them. Although not common, there are individuals who cannot live in foreign countries. However, those who have seen people go through culture shock and on to a satisfactory adjustment can see steps in the process. During the first few weeks most individuals are fascinated by the new. They stay in hotels and associate with nationals who speak their language and are polite to foreigners. This honeymoon stage lasts from a few days or weeks to six months, depending on circumstances. If he or she is very important, they will be shown the best places, will be pampered and petted, and in a press review will speak glowingly about goodwill and international friendship.

But this does not normally last if the foreign visitor remains abroad and has seriously to cope with real conditions of life. It is when the second stage begins, characterized by a hostile and aggressive attitude towards the host country. This hostility evidently grows out of the difficulty which the visitor experiences in the process of adjustment. There are house, transportation, shopping troubles, and the fact that people in the host country are indifferent to these troubles. They help but they don't understand your concern over these difficulties. Therefore, they must be insensitive and unsympathetic to you and your worries. The result, "I just don't like them". You become aggressive and criticize the host country and its people, creating emotionally charged labels known as stereotypes. But this criticism is not an objective appraisal.

I. Translate the given below.

Емоційно наповнені ярлики, процес адаптації, вороже ставлення, справлятися з труднощами, не співчувати, бути ввічливим, залежно від обставин, залишитись закордоном, отже, вочевидь, бути в захваті.

II. Use 5–6 of the words and word-combinations in English in the sentences of your own.

III. Decide if the following is true or false. Correct the false facts.

1. All people can adjust to a foreign country sooner or later.
2. The first few weeks are the most difficult in the process of adaptation.
3. The level of influence of culture shock on different people is quite different.
4. A VIP individual doesn't suffer from culture shock during a short visit.
5. The second stage of culture shock isn't so severe.
6. One of the most unpleasant discoveries is that local people seem indifferent to foreigners' problems.
7. The root of hostility is hard process of adaptation.
8. Stereotypes are usually created under some emotional pressure.
9. It's difficult to characterize the host country objectively.
10. People in a host country are really indifferent and unsympathetic.

IV. Psychological discussion questions.

1. Is it typical for many people to be unable to live abroad?
2. What is the most typical first reaction to the new?
3. What is regarded as "honeymoon stage"?
4. In what way are VIP people different from the rest?

5. When does a hostile and aggressive attitude towards the host country appear?
6. What are the main problems people face when abroad?
7. What makes them aggressive?
8. What is a stereotype?
9. Do you know people who experienced such problems?

V. Give your explanation of the meaning of the following.

A VIP is ...

Goodwill is ...

A stereotype is ...

An objective appraisal is ...

Concern is ...

Hostility is ...

VI. Express the main idea of the text in 5–6 sentences.

Read the text. Text 3. Culture Shock and the Problem of Adjustment in New Cultural Environments. Part III

When being affected by culture shock many people become aggressive and critical. Instead of trying to account for the conditions and historical circumstances which have created local people and their culture, they talk as if the difficulties they experience are more or less created by the people of the host country for their special discomfort. The second stage of culture shock is in a sense of a crisis in the disease. If you can come out of it, you stay; if not, you leave before you reach the stage of a nervous breakdown.

If visitors succeed in getting some knowledge of the language and begin to get around by themselves, they are beginning to open the way into the new cultural environment. Instead of criticizing they begin to joke about the country and even their own problems. Now they are on the way to their recovery.

In the 4th stage your adjustment is about as complete as it can be. The visitor now accepts the customs of the country as just another way of living. You operate within the new surroundings without a feeling of anxiety although there are moments of social strain. Only with a complete grasp of all the cues of social intercourse this strain can disappear.

I. Translate the given below.

To be on the way to recovery, as complete as it can be, moments of social strain, the cues of social intercourse, the stage of a nervous breakdown, a complete grasp of, historical circumstances, to succeed in, to get around by oneself.

II. Use 5–6 of the word-combinations in the sentences of your own.

III. Decide if the following is true or false. Correct the false facts.

1. Culture shock has some stages as a disease.
2. When abroad, people try to grasp as much as possible about the conditions and historical circumstances of the country.

3. Local people try to create difficulties to the newcomers.
4. After the second stage of culture shock it becomes clear if the person can stay in this country.
5. A nervous breakdown is the natural result of the first stage of adjustment.
6. The best choice for the newcomers is to make their own efforts in the process of adjustment.
7. Revival of the sense of humor indicates that recovery is near.
8. Culture shock has more than three stages.
9. The feeling of anxiety never leaves those abroad.
10. New customs and traditions should be regarded as another way of life rather than somebody's attempt to produce hardships in your life.

IV. Make up questions to match the following answers.

1. ...? – When being affected by culture shock.
2. ...? – At the second stage of culture shock.
3. ...? – The stage of a nervous breakdown.
4. ...? – They are on the way to their recovery.
5. ...? – In the 4th stage.
6. ...? – As just another way of living.
7. ...? – With a complete grasp of all the cues of social intercourse.

V. Psychological discussion. Speak about all the stages of culture shock. Give recommendations to people going to work or live abroad how to avoid the most typical mistakes.

Read the text. Text 4. Avoiding Tiredness and Stress

There are some simple recommendations about the ways to (1) ... tiredness without paying much money. If you are having a (2) ... time, don't wait until you are very tired, find a quiet half an hour to (3) ... strength and balance – just have a cup of tea and chat with your friend. Do things in order of their importance, first analyze the facts before making a decision. Put enthusiasm into your work – there is nothing more (4) ... than boring work. Organize your work as well as possible, it will help you concentrate and not to waste time.

Another way to avoid (5) ... and stress is having a pet which is also popular in Britain. The recent psychologist theory says that we need pets even more than they need us. A pet is an animal (or fish, or bird, or lizard, or even insect) is something we keep for emotional rather than economic reasons. Pets offer us more than mere companionship; they invite us to love and be loved. Animals are quick to feel anger and sorrow – often a cat or a dog can comfort their owners better than human words. Dogs especially look up to their owners, which makes them

feel (6) ... and needed. Pets provide pleasure and companionship and their meaning to different members of the family can be quite different – they help children to learn to take (7) ... of somebody, at the same time they help the elder not to feel lonely. It has even been suggested that tiny pets should be sent as companions to astronauts on spaceships to help (8) ... the stress and loneliness of space flights.

People are always in a hurry, they face many problems and see many crimes and accidents which make them depressed. But we can't go away and live on a desert island (though some people try to (9) ... and give up civilization living in the woods or other distant places). Therefore, the most often used words are "Don't worry!", "Cheer up!", "Chins up!", "Let it be!" and so on. People say these things to (10) ... their emotions and to gain strength.

I. Fill in the gaps with suitable words to complete the text.

1. a) prevent; b) create; c) increase; d) organize.
2. a) happy; b) tough; c) joyful; d) merry.
3. a) put; b) cancel; c) gain; d) underline.
4. a) tiring; b) happy; c) joyful; d) merry.
5. a) activity; b) communication; c) tension; d) reaction.
6. a) actual; b) helpless; c) immoral; d) important.

7. a) part; b) care; c) role; d) cure.
8. a) reduce; b) increase; c) create; d) maximize.
9. a) participate; b) engage; c) escape; d) reduce.
10. a) overturn; b) prevent; c) balance; d) destroy.

II. Translate the given below.

"Chins up!", to give up civilization, to face many problems, to gain strength, tiny pets, space flights, to feel lonely, economic reasons, human words, more than mere companionship, boring work, analyze the facts before making a decision.

III. Use 5–6 of the word-combinations in the sentences of your own.

IV. Answer the questions.

1. What means do people want to use to avoid tiredness and stress?
2. What is necessary to do before making a decision?
3. What can be done about boring work?
4. What can help us concentrate?
5. What for do people usually keep pets?
6. Why can it be useful for a child to have a pet?
7. How can pets assist astronauts on spaceships?
8. What can make people depressed?
9. Why do some people dream about uninhabited places?
10. What typical phrases do people use to comfort one another?

V. Psychological discussion questions.

1. What can make you depressed?
2. What are your methods to avoid tiredness or depression?
3. What can you recommend your fellow-students in this connection?

Read the text. Text 5. The Ways and Means of Long-Distance Marriages

There are at least 700,000 commuter marriages, according to some estimates. The requirements are simple: good jobs in two different cities, a full-time sense of humor, the ability to memorize airline schedules, plus a tolerance for ear-aches that come from hours on the phone...

According to some researches, about half of the married businesses are in the academic world, where work schedules are flexible and jobs too scarce to turn down. But the numbers are increasing in business, politics, show business, and journalism. The education level is high – about 90 % have done some graduate work. Family income tends to average \$ 50,000 a year. Often the commuting comes about because the wife has reached a level at which further advancement means moving, and the husband solidly supports the move.

Many new commuters report on the shock, sometimes comic, of working out new support system – from how to balance the

family checkbook to finding a new doctor or dentist, to simply lugging the family silver back and forth to have it on hand for dinner parties in both cities...

Combining long-distance marriage with childrearing is the hardest part of commuting. Some toddlers manage to veto commuting entirely. They are eager to see both parents every day...

Many commuters consider that separation reduces the trivial day-to-day fussing of marriage. Though some people think that living apart seem to be a recipe for extramarital sex, researchers insist that commuters don't tend to have more affairs than stay-at-home couples. The reason seems to be that so much concentration is poured into work and family that little time, or energy, is left over. The commuters are enduring hardship now for the sake of better days together ahead.

I. Translate the given below.

According to some estimates, back and forth, childrearing, to endure hardships, for the sake of better life, to balance the family checkbook, flexible schedules, manage to veto, to be eager to see, trivial day-to-day fussing.

II. Use 5–6 of the word-combinations in the sentences of your own.

III. Decide if the following is true or false. Correct the false facts.

1. Commuter marriage means that spouses live in different places.
2. The reason is having a good job by each of them.
3. Usually these are people with low level of education that have to look for a job.
4. It is not typical for teachers.
5. The reason for commuter marriage can be professional growth of one of the spouses.
6. Household matters are never a problem for commuters.
7. Having children is difficult to combine with commuting.
8. Many children are happy to have commuters as parents.
9. Many commuters are sure that they can avoid everyday routine.
10. Many commuters are satisfied with their marriage and don't trouble about their future.

IV. Make up questions to match the following answers.

1. ...? – At least 700,000.
2. ...? – Because of hours on the phone.
3. ...? – In the academic world.
4. ...? – About 90 %.
5. ...? – Because of different kinds of house chores.

6. ...? – No, they don't.

7. ...? – A recipe against the trivial day-to-day fussing of marriage.

8. ...? – They are too tired.

9. ...? – For the sake of better days together.

V. Psychological discussion questions.

1. What is your opinion about commuter marriages? Give your reasons?

2. Do you know any people of such lifestyle? What can you say about them?

3. Under what conditions would you agree to practice commuter marriage?

Read the text. Text 6. Ability to Laugh. Part I

Picture this situation: a man is watering his lawn just as an attractive blonde walks by. As he ogles her, he accidentally turns the hose on his dowdy wife, who is sitting on the porch. Men usually think the cartoon is funny. Women do not. And there's a good reason for the difference in opinion.

We start finding things laughable – or not laughable – early in life. An infant first smiles at approximately eight days of age. Many psychologists feel this is his first sign of simple pleasure – food, warmth and comfort. At six months or less, the

infant laughs to express complex pleasures – such as the sight of Mother's smiling face.

In his book *Beyond Laughter*, psychiatrist Martin Grotjahn says that the earlier an infant begins to smile and laugh, the more advanced is his development. Studies revealed that children who did not develop these responses (because they lacked an intimate, loving relationship) "developed schizophrenic psychosis in later life, or simply gave up and died".

Between the ages of six months and one year, the baby learns to laugh for essentially the same reasons he will laugh throughout his life, says Dr. Jacob Levine, associate professor of psychology at Yale University. Dr. Jacob Levine says that people laugh to express mastery over anxiety. Picture what happens when a father tosses his child into the air. The child will probably laugh – but not the first time. In spite of his enjoyment of "flying", he is too anxious to laugh. How does he know Daddy will catch him? Once the child realizes he will be caught, he is free to enjoy the game. But more importantly, says Dr. Levine, the child laughs because he has mastered an anxiety.

Adult laughter is more subtle, but we also laugh at what we used to fear. The feeling of achievement, or lack of it, remains a crucial factor. Giving a first dinner party is an anxious event for a new bride. Will the food be good? Will the guests get

along? Will she be a good hostess? All goes well, the party is over. Now she laughs freely – she has mastered her anxiety.

Laughter is a social response triggered by cues. Scientists have not determined a brain center for laughter, and they are perplexed by patients with certain types of brain damage who go into laughing fits for no apparent reason. The rest of us require company, and a reason to laugh.

I. Translate the given below.

For no apparent reason, a brain center for laughter, to master an anxiety, a crucial factor, to get along, to be perplexed, to toss into the air, the feeling of achievement, to look dowdy, approximately, to sit on the porch, a good hostess, to turn the hose, to ogle.

II. Use 5–6 of the word-combinations in the sentences of your own.

III. Decide if the following is true or false. Correct the false facts.

1. Men and women find the same jokes funny.
2. People learn to laugh at an early age.
3. Our development doesn't depend on the age at which we start laughing.
4. Between the ages of six months and one year a person doesn't develop any sense of humor.

5. One of the main reasons to laugh is overcoming some fear.

6. Anxiety usually prevent people from laughing.

7. There is a brain center for laughter, which governs this emotion.

8. Laughing without a proper reason can be a dangerous symptom.

9. Most people need something or somebody to make them laugh.

IV. Complete the sentences with the suitable words from the text.

1. When a father tosses his child into the air, the child is too ... to laugh.

2. Laughter is a ... response to different situations.

3. Everybody laughs freely after he has ... his anxiety.

4. People start finding things laughable – or not laughable – ... in life.

5. Scientists have not ... a brain center for laughter.

6. The earlier an infant begins to smile and laugh, the more advanced is his ...

7. Children did not develop these responses because they lacked an intimate, loving ...

V. Psychological discussion questions.

1. What new facts have you learned from this article? What was already familiar to you?
2. Can you add something to develop the main idea?
3. Do you agree with all the ideas expressed by the scientists?
4. What can usually make you laugh?

Read the text. Text 7. Ability to Laugh. Part II

When we find ourselves alone in a humorous situation, our usual response is to smile. Isn't it true that our highest compliment to a humorous books to say that "it made me laugh out loud"? Of course, we do occasionally laugh alone; but when we do, we are, in a sense, socializing with ourselves. We laugh at a memory, or at a part of ourselves.

Practically every philosopher since Plato has written on how humor and laughter are related, but Sigmund Freud was the first to evolve a conclusive theory. Freud recognized that we all repress certain basic but socially "unacceptable" drives, such as sex and aggression. Jokes, not accidentally, are often based on sex and aggression, or both. We find these jokes funny because they provide a sudden release of our normally suppressed drives. We are free to enjoy the forbidden, and the energy we normally use inhibit these drives is discharged in laughter.

Another reason laughter is pleasurable is because of the physical sensations involved. Laughter is a series of minor facial and respiratory convulsions that stimulates our respiratory and circulatory systems. It activates the secretion of adrenalin and increase the blood flow to the head and brain. The total effect is one of euphoria.

Of course, we don't always need a joke to make us laugh. People who survive frightening situations, such as a fire or an emergency plane landing, frequently intersperse their story of the crisis with laughter. Part of the laughter expresses relief that everything is now all right. During a crisis, everyone mobilizes energy to deal with the potential problem.

Part of the integral pleasure of a joke is getting the point. But if the sexual or aggressive element of the joke is too thinly disguised, the joke will leave us feeling guilty instead of amused. We may laugh – but in embarrassment. Psychologists agree that women aren't amused by such jokes as they employ women as their target. Women sometimes make poor joke tellers for the same reason.

I. Translate the given below.

Головне задоволення, виражати полегшення, мобілізувати енергію, почуття провини, щільно приховано, вижити в

жахливій ситуації, пожвавити кровообіг, приховані почуття, сміятися вголос, раптово засміятися на самоті.

II. Use 5–6 of the word-combinations in English in the sentences of your own.

III. Ask questions to the italicized parts of the sentences.

1. Women aren't amused by such jokes *that employ women as their target*.

2. *During a crisis*, everyone mobilizes energy to deal with the potential problem.

3. Part of the laughter expresses *relief* that everything is now all right.

4. Laughter is a series of minor facial and respiratory convulsions that *stimulates our respiratory and circulatory systems*.

5. Sigmund Freud was the first *to evolve a conclusive theory*.

6. The joke will leave us feeling *guilty instead of amused*.

IV. Psychological discussion questions.

1. Have you ever been a butt (a laughing stock)? What did you feel? How did you behave? What kind of situation was it?

2. Do you like practical jokes? Do you mock people? What is the best thing to do when being mocked?

3. What does "sense of humor" mean to you? How do we understand that somebody doesn't have it?

Read the text. Text 8. Ability to Laugh. Part III

When we are the butt of a joke, either on a personal or impersonal level, we are emotionally involved in it. Consequently, we won't be able to laugh (except as a pretense). While we are feeling, we cannot laugh. The two do not mix. French essayist Henry Bergson called laughter a "momentary anesthesia of the heart". We call it comic relief.

Knowing that laughter blunts emotion, we can better understand why we sometimes laugh when nothing is funny. We laugh during moments of anxiety because we feel no mastery over the situation, claims Dr. Levine. He explains, "Very often compulsive laughter is a learned response. If we laugh, it expresses good feelings and the fact that we are able to cope. When we're in a situation in which we can't cope, we laugh to reassure ourselves that we can!"

How often have we laughed at a funeral or upon hearing bad news? We laugh to deny an unendurable reality until we are strong enough to accept it. Laughter also breaks our tension. However, we may also be laughing to express relief that the tragedy didn't happen to us. We often laugh trying to say, "This isn't bothering me. See? I'm laughing". But if we sometimes laugh in sorrow, more often we laugh with joy. Laughter creates and strengthens our social bonds. And the ability to share a

laugh has guided many marriages through hard periods of adjustment.

According to Dr. Levine, we can measure our adjustment to the world by our capacity to laugh. When we are secure about our abilities, we can poke fun at our weak sides. If we can laugh through our anxieties, we will not be overpowered by them.

The ability to laugh starts early, but it takes a lifetime to perfect. Dr. Grotjahn says, "When social relationships are mastered, when the individual has mastered ... a peaceful relationship with himself, then he has ... the sense of humor".

I. Translate the given below.

The butt of a joke, to blunt emotions, to create and strengthen social bonds, capacity to laugh, to deny an unendurable reality, hard periods of adjustment, to be able to cope with, to reassure oneself, weak sides, on an impersonal level, moments of anxiety.

II. Use 5–6 of the word-combinations in English in the sentences of your own.

III. Decide if the following is true or false. Correct the false facts.

1. We can't but be emotionally involved when a laughing stock?
2. We can laugh only when emotions are behind.

3. Henry Bergson worked out a new method of heart anesthesia.

4. Laughing at a difficult moment helps us calm ourselves down.

5. Sometimes people can laugh at very unexpected moments.

6. Egoistic feelings can make us laugh.

7. Laughing at happy or funny moments is as typical as at the moments of sorrow.

8. Sometimes sense of humor can save a couple in their married life.

9. It takes time to develop your ability to laugh.

10. Things that we find funny reflect our worldview.

VI. Ask questions to the italicized parts of the sentences.

1. When *we are secure about our abilities*, we can poke fun at our week sides.

2. The ability to laugh starts *early*.

3. But if we sometimes laugh in sorrow, more often we laugh with *joy*.

4. We won't be able to laugh when we *are the butt of a joke*.

5. If we laugh, it expresses *good feelings and the fact that we are able to cope*.

6. We laugh to deny an unendurable reality until *we are strong enough to accept it*.

V. Psychological discussion questions.

1. Is it possible for you to laugh at some unexpected moments?

2. Do you agree that people cannot laugh at themselves when being laughed at? What about you? Do you know people who can joke at hard moments?

VI. Test-yourself section (grammar revision). Fill in the gaps with suitable answers.

1. *My parents wrote that they ... at the hotel.*

a) are probably staying; b) will probably stay; c) would probably stay; d) will be staying.

2. *I saw her ... the door of the back room.*

a) close; b) has closed; c) to close; d) to be closed.

3. *While ... your questions yesterday I forgot this fact.*

a) answered; b) being answering; c) having answered; d) answering.

4. *Would you mind ... to the library with me?*

a) coming up; b) to come up; c) having come up; d) came up.

5. *I thought your brother ... in a bank.*

a) works; b) is working; c) worked; d) has been working.

6. *I would rather you ... the window, it's too stuffy.*

a) to open; b) opened; c) would open; d) had open.

7. *When he was young he ... rescue a drowning man.*

a) could; b) was able to; c) would; d) had been able to.

8. *I like country life and I'll buy a cottage when I ... enough money.*

a) have; b) will have; c) would have; d) will be having.

9. *Mr. Pitt won't speak at the meeting, he ... ill.*

a) fell; b) had fallen; c) has fallen; d) has been fallen.

10. *I don't think your brother ... the party.*

a) is enjoying; b) enjoys; c) has been enjoying; d) is enjoyed.

№	Self-assessment What have you learnt to do?	Put a tick		Put a mark	Planning
		Yes	No	from 1 to 10	
1	I can understand what the author of the text wanted to say.				I would like to learn ...
2	I can ask my group-mates questions about people's ability to laugh.				Express your own ideas.
3	I can discuss psychological				

	issues of stressful situations and methods of avoiding it.				
4	I can express my own opinion and ideas.				
5	I can do grammar tasks correctly.				

ANSWERS

Unit 1, ex. VII

1) b; 2) c; 3) c; 4) b; 5) c; 6) c; 7) d; 8) a; 9) c; 10) d.

Unit 2, ex. V

1) c; 2) c; 3) a; 4) d; 5) c; 6) c; 7) b; 8) b; 9) a; 10) b.

Unit 3, ex. V

1) c; 2) d; 3) b; 4) a; 5) c; 6) b; 7) b; 8) a; 9) a; 10) d.

Unit 4, ex. V

1) d; 2) d; 3) b; 4) a; 5) a; 6) d; 7) c; 8) d; 9) d; 10) b.

Unit 5, ex. VII

1) b; 2) c; 3) d; 4) d; 5) c; 6) b; 7) a; 8) c; 9) a; 10) d.

Unit 6, ex. VII

1) working; 2) to do; 3) doing; 4) to write; 5) to copy;
6) asking; 7) to read; 8) cheating; 9) to believe; 10) writing.

Unit 7, ex. VI

1) b; 2) b; 3) d; 4) a; 5) b; 6) c; 7) a; 8) b; 9) b; 10) a.

Unit 8, ex. VI

1) going; 2) to buy; 3) answering; 4) to go; 5) talking/
speaking; 6) having/cooking; 7) speaking; 8) to help; 9) posting/
sending; 10) seeing/discussing/reading.

Unit 11, ex. VII

1) picnicking/walking; 2) waiting; 3) to post/to send; 4) to
help; 5) going out/dancing...; 6) to read; 7) being/coming; 8) to
have; 9) having; 10) to buy.

Unit 15, ex. VI

1) d; 2) b; 3) a; 4) c; 5) b; 6) c; 7) a; 8) b; 9) d; 10) a/b.

Unit 16, ex. VI

1) b; 2) c; 3) d; 4) a; 5) d; 6) c; 7) d; 8) a; 9) a; 10) a.

Unit 17, ex. VI

1) c; 2) a; 3) d; 4) b; 5) a; 6) d; 7) c; 8) b; 9) a; 10) b/d.

Unit 18, ex. VI

1) c; 2) a; 3) d; 4) a; 5) c; 6) b; 7) b; 8) a; 9) c; 10) a.

GLOSSARY

ability	здатність	способность
according to	відповідно до	согласно с
adjustment	пристосування	приспособленность
advancement	просування	продвижение
anxiety	тривожність	тревога
apart	окремо	отдельно
appraisal	оцінка	оценка
approximately	приблизно	приблизительно
attractive	привабливий	привлекательный
avoid	уникати	избегать
to blunt	притупляти	притуплять
bond	зв'язок	связь
to bother	турбувати	беспокоить
butt	посміховисько	предмет насмешек
capacity	спроможність	способность
circumstance	обставина	обстоятельство
to claim	проголошувати	заявлять
to comfort	заспокоїти	утешить
to cope with	справлятися з	справляться с
crucial	вирішальний	решающий
cue	сигнал	сигнал
damage	пошкодження	повреждение

to deny	заперечувати	отрицать
depressed	пригнічений	подавленный
to disguise	маскувати	маскировать
dowdy	із поганим смаком в одязі	безвкусно одетый
to deal with	мати справу з	иметь дело с
(to be) eager	бажати	хотеть
embarrasment	ніяковість	смущение
enxiety	тривожність	тревожность
essential	головний	главный
to evolve	розробити	разработать
excessive	надмірний	избыточный
extramarital	позашлюбний	внебрачный
flexible	гнучкий	гибкий
flow	потік	поток
to forbid	забороняти	запрещать
for the sake of	заради чогось	ради чего-то
frequently	часто	часто
frightening	лячний	страшный
funeral	похорон	похороны
fussing	метушня	суета
grasp	засвоєння	усвоение
guilt	провина	вина
hose	шланг	шланг

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hostess	господиня	хозяйка
hostile	ворожий	враждебный
intercourse	соціальна взаємодія	социальное взаимодействие
involve	втягувати	вовлекать
loneliness	самотність	одиночество
mastery	влада	власть
to measure	вимірювати	измерять
mere	простий	простой
miserable	нещасливий	несчастный
occasionally	випадково	случайно
out loud	вголос	вслух
to perplex	приголомшити	ставит в тупик
porch	поріг	крыльцо
pretense	притворство	притворство
poke	штовхати	проталкивать
to pour	лити	лить
psychological	психологічний	психологический
psychology	психологія	психология
to reduce	зменшити	уменьшать
related	пов'язаний	связан
releif	полегшення	облегчение
requirement	вимога	требование

response	відповідь	ответ
reveal	відкрити	открыть
schedule	розклад	расписание
to share	розділяти	делить
sorrow	сум	горе
spaceship	космічний корабель	космический корабль
spouses	подружжя	супруги
strain	напруга	напряжение
to strengthen	посилювати	усиливать
subtle	тонкий	тонкий
survive	вижити	выжить
target	ціль	цель
tiny	крихітний	крошечный
toddler	дитина	ребенок
tolerance	терпіння	терпение
to toss	підкидати	подбрасывать
unendurable	нестерпний	непереносимый
warmth	тепло	тепло

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