

YEREVAN STATE UNIVERSITY

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UPGRADE YOUR PROFICIENCY IN ENGLISH

Textbook for University BA Students
2nd edition

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This second edition of the textbook is designed for students enrolled in BA linguistic programs at universities, specifically those specializing in English. It may also be useful for those studying English as a second foreign language.

Following its initial publication in 2015 (approved by the Ministry of Education and Science of RA as a textbook for University students), the textbook has undergone thorough revisions and enhancements. The content has been updated to best contribute to the deepening of students' language knowledge and the development of their communication skills.

The textbook is targeted at students with an above-average proficiency in English and can be beneficial for individuals seeking to improve their English language knowledge.

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Preface

This textbook is intended for students who specialize in the English language as their first foreign language. It is compiled to help upper-intermediate learners develop competence in all language skills: listening, speaking, reading and writing. It may be useful for students who study English as a second foreign language as well as for those who wish to improve their language knowledge and skills.

It consists of 8 units each comprising two extensive parts (Part A, Part B).

Part A includes works by famous American and English writers (S. Maugham, O. Henry, J. Joyce, and others) followed by the active vocabulary of the text and a range of varied and interesting language activities devised to broaden and increase learners' command of vocabulary and structure as well as to improve their translating skills.

Part B presents articles and essays for reading comprehension and discussion on issues of common interest such as technology, health, age, appearance, creativity. The activities included in this section are mainly aimed at practice in spoken English offering the learners a set of different learning procedures with which they can strive towards fluency. These strategies include comprehension work (reading and listening), pair-work and group-work. There are also tasks that offer practice in everyday expressions used in various communicative situations.

The materials used in the textbook are carefully selected to meet the syllabus requirements and the variety of exercises make the course more flexible to use. The supplementary materials included in the appendix provide additional support to both the teacher and the learner.

We would like to express our gratitude to Professors G. Muradyan, Associate Professors L. Sahakyan and G. Madoyan, who reviewed the manuscript at various stages of its development and whose comments, reviews and assistance were extremely helpful. Special thanks to the head of English Philology Chair Prof. Seda Gasparyan for supporting and promoting the project, as well as the teachers and students for useful suggestions.

Authors

UNIT 1

Part A	Part B
Reading & Vocabulary <i>The Awful Fate of Melpomenus Jones</i> by S. Leacock Word-Formation prefixes Grammar Infinitive	Technology Speaking & Reading Phrasal Verbs Listening <i>On Texting</i> by D. Crystal Functional Language requests and refusals Writing

Part A

Reading & Vocabulary

The Awful Fate of Melpomenus Jones

by Stephen Leacock

Stephen Butler Leacock (1869-1944), Canadian author, professor, lecturer and humourist, was born on December 30, 1869 at Swanmore, Hampshire, England, the third of eleven children to Peter Leacock and Agnes Emma. The Leacock family emigrated to Canada in 1876 and settled near the village of Sutton, Ontario. Leacock enrolled at the University of Toronto in 1887. He graduated from University College in 1891 with a Bachelor of Arts degree. The 1890s heralded his early success as a humourist with articles published in various magazines.

*In 1903 Leacock received his PhD and became a full-time Assistant Professor with McGill University in Montreal, Quebec. His first book, *Elements of Political Science* (1906) became a standard university textbook. Leacock was appointed full-time Professor at McGill University in 1908.*

*Leacock published *Literary Lapses* in 1910 and in 1911, Leacock's collection of parodies, "Nonsense Novel" successfully followed. 1912 saw the release of Leacock's satirical masterpiece, "Sunshine Sketches of a Little Town". His satirization of city life, "Arcadian Adventures with the Idle Rich" was published in 1914.*

In 1921 Leacock was a founding member of the Canadian Authors' Association. On May 31, 1936 he had to retire from McGill University because of mandatory retirement at age sixty-five. "My Discovery of the West" won Governor General's Award in 1937. Leacock died of throat cancer on March 28, 1944.

The "Stephen Leacock Medal for Humour" has been awarded yearly since 1947 for the best humorous book by a Canadian author. In 1958, the Stephen Leacock

Memorial Home on Old Brewery Bay was opened to the public and declared a national monument in 1968. On November 12, 1969, to mark the centenary of Leacock's birth the Government of Canada issued a six-cent stamp in his honour. In 1970 a mountain in the Yukon's Saint Elias range was named after him.

Some people – not you nor I, because we are so awfully self-possessed – but some people, find great difficulty in saying good-bye when making a call or spending the evening. As the moment draws near when the visitor feels that he is fairly¹ entitled to go away he rises and says abruptly, “Well, I think I...” Then the people say, “Oh, must you go now? Surely it's early yet!” and a pitiful struggle ensues.

I think the saddest case of this kind of thing that I ever knew was that of my poor friend Melpomenus Jones, a curate – such a dear young man, and only twenty-three! He simply couldn't get away from people. He was too modest to tell a lie, and too religious to wish to appear rude.

Now it happened that he went to call on some friends of his on the very first afternoon of his summer vacation. The next six weeks were entirely his own – absolutely nothing to do. He chatted awhile, drank two cups of tea, then braced himself for the effort and said suddenly:

“Well, I think I...”

But the lady of the house said, “Oh, no! Mr Jones, can't you really stay a little longer?”

Jones was always truthful. “Oh, yes,” he said, “of course, I – er – can stay.”

“Then please don't go.”

He stayed. He drank eleven cups of tea. Night was falling. He rose again.

“Well now,” he said shyly, “I think I really...”

“You must go?” said the lady politely. “I thought perhaps you could have stayed to dinner...”

“Oh well, so I could, you know,” Jones said, “if...”

“Then please stay, I'm sure my husband will be delighted.”

“All right,” he said feebly, “I'll stay,” and he sank back into his chair, just full of tea, and miserable.

Papa came home. They had dinner. All through the meal Jones sat planning to leave at eight-thirty. All the family wondered whether Mr Jones was stupid and sulky, or only stupid.

After dinner mamma undertook to “draw him out,” and showed him photographs. She showed him all the family museum, several gross² of them – photos of papa's uncle and his wife, and mamma's brother and his little boy, an awfully interesting photo of papa's uncle's friend in his Bengal³ uniform, an awfully well-taken photo of papa's grandfather's partner's dog, and an awfully wicked one of papa as the devil for a fancy-dress ball. At eight-thirty Jones had examined seventy-one photographs. There were about sixty-nine more that he hadn't. Jones rose.

“I must say good night now,” he pleaded.

“Say good night!” they said, “why it's only half-past eight! Have you anything to do?”

“Nothing,” he admitted, and muttered something about staying six weeks, and then laughed miserably.

Just then it turned out that the favourite child of the family, such a dear little romp⁴, had hidden Mr Jones’s hat; so papa said that he must stay, and invited him to a pipe and a chat. Papa had the pipe and gave Jones the chat, and still he stayed. Every moment he meant to take the plunge, but couldn’t. Then papa began to get very tired of Jones, and fidgeted and finally said, with jocular irony, that Jones had better stay all night, they could give him a shake-down. Jones mistook his meaning and thanked him with tears in his eyes, and papa put Jones to bed in the spare room and cursed him heartily.

After breakfast next day, papa went off to his work in the City, and left Jones playing with the baby, broken-hearted. His nerve was utterly gone. He was meaning to leave all day, but the thing had got on his mind and he simply couldn’t. When papa came home in the evening he was surprised and chagrined to find Jones still there. He thought to jockey him out with a jest, and said he thought he’d have to charge him for his board, he! he! The unhappy young man stared wildly for a moment, then wrung papa’s hand, paid him a month’s board in advance, and broke down and sobbed like a child.

In the days that followed he was moody and unapproachable. He lived, of course, entirely in the drawing-room, and the lack of air and exercise began to tell sadly on his health. He passed his time drinking tea and looking at the photographs. He would stand for hours gazing at the photographs of papa’s uncle’s friend in his Bengal uniform – talking to it, sometimes swearing bitterly at it. His mind was visibly failing.

At length the crash came. They carried him upstairs in a raging delirium of fever. The illness that followed was terrible. He recognized no one, not even papa’s uncle’s friend in his Bengal uniform. At times he would start up from his bed and shriek, “Well, I think I...” and then fall back upon the pillow with a horrible laugh.

Then, again, he would leap up and cry, “Another cup of tea and more photographs! More photographs! Har! Har!”⁵

At length, after a month of agony, on the last day of his vacation, he passed away. They say that when the last moment came, he sat up in bed with a beautiful smile of confidence playing upon his face, and said, “Well – the angels are calling me; I’m afraid I really must go now. Good afternoon.”

And the rushing of his spirit from its prison-house was as rapid as a hunted cat passing over a garden fence.

Vocabulary Notes

1. **ensue** [ɪnˈsjuː] v. – happen or occur afterward or as a result: **If the authorities don’t raise the wages, a strike will ensue.** *Syn. follow*
2. **curate** [ˈkjuərət] n. – a member of the clergy engaged as assistant to a priest.
curate [kjuəˈreit]/v. – select, organize, and look after the items in (a collection or exhibition): **curate an exhibition**
3. **modest** [ˈmɒdɪst] adj. – 1) not talking much about one’s abilities or achievements: **She is very modest about her success.**

- 2) (of an amount, rate, or level of something) not very large, expensive, important: **modest amounts of alcohol, modest house**
 3) (of people, esp. women, or their clothes) shy about showing much of the body: **a modest dress**

modesty/n.

Word discrimination: **modest, shy**

shy – nervous or embarrassed about meeting and speaking to others:

Don't be shy – come and say hello.

4. **abruptly** [ə'brʌptli] adv. – suddenly and unexpectedly, often in an unpleasant way.

Syn. **curtly**

5. **brace** [breɪs] v. – 1) prepare for something unpleasant or difficult:

Brian braced himself for the jump.

2) press against something in order to avoid falling: **She braced herself against the dresser and looked in the mirror.**

6. **feebly** ['fi:blɪ] adv. – lacking strength of character. *Syn.* **weakly, unconvincingly**

7. **sulky** ['sʌlki] adj. – refusing to be cooperative or cheerful: **Disappointment was making her sulky.** *Syn.* **bad-tempered, resentful**

8. **plead** [pli:d] v. – 1) ask smb for smth in a very strong and serious way: **He pleaded to see his mother one more time.** *Syn.* **beg**

2) state in court that you are guilty or not guilty of a crime: **plead guilty/not guilty**

9. **mutter** ['mʌtə] v. – speak in a low voice, especially in dissatisfaction or irritation:

He muttered something under his breath.

10. **plunge** [plʌndʒ] n. – a sudden movement downwards or away from smth. *Syn.*

drop *Phr.* **take the plunge** (informal) – take a sudden and bold decision.

11. **fidget** ['fɪdʒɪt] v. – make small movements, especially of the hands and feet, through nervousness or impatience: **The child fidgeted uneasily in his seat.**

12. **jocular** ['dʒɒkjʊlə] adj. – 1) fond of or characterized by joking: **a jocular comment/remark/expression** *Syn.* **humorous.**

2) (of people) enjoying making people laugh: **a jocular person** *Syn.* **jolly**

13. **irony** ['aɪər(ə)nɪ] n. – a subtle form of humour which involves contrast:

What she said was full of irony, she didn't really mean it.

Word discrimination: **irony, joke, humour**

a) **joke** – something that you say or do to make people laugh:

make a joke on smb.

b) **humour** – the quality of being amusing or comic:

His tales are full of humour.

14. **chagrin** ['ʃægrɪn, ʃə'grɪn] n. – distress or embarrassment at having failed or been humiliated.

be chagrined/v. – feel distressed or humiliated: **He was chagrined when his friend offended him.** *Syn.* **be annoyed**

15. **wring** [rɪŋ] v. (wrung, wrung) – squeeze (someone's hand) tightly, especially with sincere emotion.
16. **moody** ['mu:di] adj. – 1) bad-tempered or upset, often for no particular reason: **Why are you so moody today?**
2) having moods that change quickly and often: **Moody people are difficult to deal with.**
17. **unapproachable** [ˌʌnə'prəʊʃəbl] – (of a person) not welcoming or friendly: **He seems stuffy and unapproachable.**
18. **swear** [swɛə] v. (swore, sworn) – 1) (at) use language that is considered to be rude or offensive: **The drunken man swore at them and went off.**
Syn. curse, Ant. bless.
2) promise in a serious way that you will do it: **The boy swore never to lie again.** *Syn. vow*
19. **shriek** [ʃri:k] v. – make a short, very loud cry, especially as an expression of terror, pain, or excitement: **She shrieked and jumped from the bed.** *Ant. whisper.*
20. **agony** ['ægəni] n. – extreme physical or mental suffering: **The man crashed to the ground in agony.**
- Word discrimination: agony, pain, ache*
- a) **pain** – the feeling of discomfort you have, for example when you have been hurt (physically or mentally) or when you are ill: **I felt a sharp pain in my back.**
- b) **ache** – a continuous dull pain in a part of one's body: **Her headache worsened day by day.**
21. **spirit** ['spɪrɪt] v. – 1) a person's true self capable of surviving physical death or separation: **A year after he left, his spirit is still present.** *Syn. ghost*
2) the non-physical part of a person which is the seat of emotions and character: **We seek a harmony between body and spirit.** *Syn. soul*
3) a person's mood or attitude: **be in high/low spirits**

Notes

- ¹ **fairly** – here: meaning 'right', 'just'. The whole phrase means that the visitor stayed long enough, and that he now has the right to leave. The point of the story depends on the humorous suggestion that calling on people is a social obligation rather than a pleasure.
- ² **gross** – an amount equal to twelve dozen, from French *grosse* (douzaine), literally meaning 'large dozen'.
- ³ **Bengal uniform** – this tells us at what period the story happened (beginning of the 20th century, in the times of king Edward VII of England), the man in the photo had evidently been an officer in a regiment in Bengal.
- ⁴ **romp** [rɒmp] – here: meaning 'boy'.
- ⁵ **Har! Har!** – an exclamation meaning 'hurry up'.

Word combinations

to draw near

to brace oneself for the effort

to draw smb out

to give smb a chat

to take the plunge

to give smb a shake down

to mistake smb's meaning

his nerve was utterly gone

to jockey smb out

to tell sadly on one's health

in a raging delirium of fever

Idioms with 'mind'

to bear/keep in mind	to remember
to make up one's mind	to decide
to be in two minds	to be unable to decide
to be of the same mind	to have the same opinion
to come/spring to mind	to remember suddenly
to lose one's mind	to become mentally ill
to have smb/smth in mind	to be thinking of smb/smth
to bring/call to mind	to recall
to get on one's mind	to bother one's mind about smth
to my mind	in my opinion
Would/Do you mind....?	Are you against....?
His mind was failing.	He was getting mad.

Exercise 1. Learn the following structures and use them in sentences of your own.

1. Some people *find great difficulty in saying* good-bye when making a call.
Dr. Eliot finds great difficulty in refusing an invitation to an interview.
My son finds great difficulty in solving mathematical problems.
The committee found great difficulty in organizing the conference.
2. He was *too modest to tell a lie*, and *too religious to wish* to appear rude.
Jim was too shy to utter a word.
Melany was too conceited to admit her fault.
The child was too short to reach the doorbell.
3. Every moment he *meant to take* the plunge, but couldn't.
Sorry, Dick, I didn't mean to hurt you.
We meant to make him understand that money isn't everything.
The boy meant to make an excuse for his absence, but he dared not speak.

4. He *would stand for hours gazing* at the photographs.
 She would sit watching TV serials for hours on end.
 They would sit for hours complaining about their coworkers.
 The child would lie for hours admiring the picture on the wall.
5. He *passed his time drinking* tea and *looking* at the photographs.
 The children pass their time playing computer games and watching video clips.
 Granny passes her time knitting and cooking.
 The villagers passed their time working in the fields from dawn to dusk.

Exercise 2. Find the English equivalents of the following in the text.

ինքնատիրապետող	
մոտենալ (ժամանակի մասին)	
իրավունք ունենալ	
կտրուկ կերպով	
քահանայի օգնական	
նախապատրաստվել (ուժերը հավաքել)	
ճշմարտախոս	
թույլ	
խղճուկ	
խոժոռ	
չար	
աղերսել	
փնթփնթալ (մրթմրթալ)	
անհանգիստ շարժումներ անել	
հեզնանքով	
անկողին գցել	
սխալ հասկանալ	
սրտանց հայհոյել	
կոտրված սրտով	
նյարդերը տեղի էին տվել	
միտքը տանջել	
վհասվել/վրդովվել	
խորամանկությամբ (մանևրելով) դուրս հանել մեկին	
ձեռքը սեղմել	
մոայլ (նոթոտ)	
անառիկ	

բացասաբար ազդել առողջության վրա	
սկսելու հայացքով նայել	
վերջապես	
տենդի ուժեղ զառանցանք	
վեր թռչել (տեղից) (2)	
սուր ճիչ արձակել	
սաստիկ ցավ	
վստահություն	
հոգի (ուրվական)	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. Every moment he meant to take the plunge, but he couldn't.
2. He was meaning to leave all day, but the thing had got on his mind and he simply couldn't.
3. They carried him upstairs in a raging delirium of fever.
4. He thought to jockey him out with a jest, and said he thought he'd have to charge him for his board.
5. In the days that followed he was moody and unapproachable.
6. And the rushing of his spirit from its prison-house was as rapid as a hunted cat passing over a garden fence.

b) using the words and expressions from the text

1. He had lost all his courage and felt unhappy.
2. Eventually after a fortnight of severe pain the man died in hospital.
3. His health was affected because of little fresh air and movement.
4. The employees feel that they truly have a legal right to demand a pay rise.
5. From time to time she used to jump from her seat and give a sharp cry.
6. The girl was extremely excited and it was obvious that she was losing her sanity.

Exercise 4. Choose the right word and use it in the correct form.

pain – agony – ache

1. Poor posture can cause a(n) _____ in the neck, headaches and breathing problems.
2. Sorry I didn't want to cause you any _____.
3. In a(n) _____ of despair she threw herself overboard.
4. The _____ of death is the worst of all human sufferings.
5. A handful of salt in the bath water is good for _____ and pains.

irony – joke – humour

1. Have you watched the film "The _____ of Fate or Enjoy Your Bath"? 2. Everybody laughed at the child's innocent _____.
3. I can't get on with people who are devoid of a sense of _____.
4. Don't get offended, Dave. Bill likes making such _____.

modest – shy

1. In this city there is a large variety of good _____ restaurants. 2. This little girl is too _____ to speak in the presence of strangers. 3. They made some _____ improvements to our country house. 4. He can't find a marriage partner, because he is painfully _____ of women.

Exercise 5. Replace the italicized parts of the sentences with phrasal verbs from the text:

1. In summer we went to our holiday house in the mountains *to escape* the heat in the city. 2. The old vicar *died* in his sleep last night. 3. We are going *to visit* our school teacher one of these days. 4. The young woman *lost control of her emotions* and started to cry. 5 Little Robert *moved backwards* upon the wall and hurt himself. 6. Kate's mother tried every approach *to put her at her ease*. 7. The young girl *sat down* in her armchair unwilling to face her father's anger. 8. The boy *jumped* from his chair as soon as he heard the doorbell ring.

Exercise 6. Look at the expressions with the word *mind* in sentences (1-10) and match them with the meanings (a-j).

1. I could not *have complete peace of mind* until the children returned. 2 She could have been a brilliant pianist if she *had put her mind to it*. 3. She couldn't *call to mind* where she had seen that man. 4. Stop wasting your time. *Make up your mind!* 5. *Mind you*, you may lose this job. 6. Jen's invited me to go on holiday with her, but *I am in two minds about it*. 7. Don't worry about what other people think, just *speak your mind!* 8. What annoys me about him is the fact that he keeps *changing his mind* all the time. 9. *Never mind!* I'm sure you will do better next time. 10. *Bear in mind* that you're not as young as you used to be!

- | | |
|--------------------------------|-------------------------|
| a) say what you honestly think | f) altering his opinion |
| b) be careful | g) had been determined |
| c) I can't decide | h) make a decision |
| d) don't forget | i) don't worry |
| e) stop worrying | j) recall |

Exercise 7. Answer the questions.

1. What is the 'pitiful struggle' mentioned at the beginning of the story?
2. What was the reason that the young man found it difficult to refuse?
3. How did his vacation start?
4. Were the host and hostess glad to have Jones in their house?
5. Why did they keep asking Jones to stay?
6. Did the hostess really mean it when she said, "I thought perhaps you could have stayed to dinner..." and what was the effect of her words on Jones?
7. What was Jones planning to do all through the meal?

8. What did the family wonder about?
9. Why was papa chagrined when he came home after work the next evening?
10. What became a final blow for Jones?
11. What did you learn about Jones' character from the text?
12. Would it be polite on Jones' part if he left?
13. Why did papa's plan 'to get rid of him with a joke' fail?
14. What happened during Jones' last moments?
15. Who, do you think, was to blame for Jones' sufferings?
16. How would you act if you were in Jones' shoes?
17. Do you find it difficult to say *no* to an invitation?
18. Have you ever found yourself in a similar situation? If yes, how did you come out of it?

Exercise 8. Translate the following sentences into English.

1. Նա չափազանց ինքնավստահ է, որ ընդունի իր սխալը: 2. Երիտասարդի նյարդերը տեղի տվեցին և նա սկսեց անհանգիստ շարժումներ անել: 3. Այս կինը ակնհայտորեն խելքը թոցրել է, նա շարունակ հոգիների մասին է խոսում: 4. Այսօրինակ ամենատխուր դեպքը, որին ես ականատես եմ եղել իմ կյանքում, քահանայի օգնականի հետ կատարվածն է: 5. Մենք չկարողացանք մերժել Լինդային, երբ նա առաջարկեց գիշերել իր տանը, և վերնահարկի համեստ սենյակներից մեկում մեզ համար անկողին պատրաստեց: 6. Մի թույլ ժպիտ խաղաց Անտոնիոյի դեմքին, երբ նա տեղեկացավ, որ Դորան պատրաստվում է իրենց այցելության գալ: 7. Հավանաբար դու ինձ սխալ հասկացար, ես բոլորովին մտադրություն չունեի վիրավորել քո զգացմունքները: 8. Էլլան այսօր շատ անտրամադիր է, որովհետև տանտիրուհին պահանջել է բնակարանի մեկ ամսվա վարձը նախօրոք վճարել: 9. Դեյվի վերադարձի լուրը ստանալուն պես ես մի պահ կորցրի ինքնաստիքապետումս, վեր թռա տեղիցս և բարձր ճչացի: 10. Աննան ժամերով նստում էր ծովի ափին ու աչքերը հառած՝ նայում ծովի ալիքներին: 11. Երևում է՝ այդ դեղը բացասաբար է ազդել մայրիկի առողջության վրա, նա հիմա սաստիկ ցավեր ունի: 12. Մինչ ես տատանվում էի՝ ընդունել ճաշկերույթին մասնակցելու նրա հրավերը, թե՛ ոչ, ամուսինս կտրուկ մերժեց՝ ասելով, որ մենք այդ օրը շատ զբաղված ենք լինելու: 13. Երբ մոտեցավ Կարոլինայի ելույթի պահը, նա հավաքեց բոլոր ուժերը ու բեմ բարձրացավ: 14. Որքա՞ն գումար գանձեցին քեզից բանկային հաշիվ բացելու համար:

Exercise 9. Retell the text on behalf of:

- a) the host
- b) the lady of the house
- c) Jones

Word-Formation

Exercise 10. a) Match the prefixes with their meanings.

anti-	joint, accompanying
co-	to make/put/get into
de-	excessive, above
en-/em-	before, in front
ex-	against
fore-	below, insufficient
mal-	again
mini-	after, behind
mis-	former
over-	reverse action
post-	bad(ly)
pre-	greater, higher
re-	before
trans-	wrong, astray
under-	across, from one place to another
up-	small

b) Find in the text derivatives with some of those prefixes.

Exercise 11. Identify and underline the prefixes (if any) in the following words:

entitle, antelope, awhile, misfortune, forearm, post-graduate, entirely, antiquity, ensue, anticlimax, invite, underachieve, undesirable, transAtlantic, disconnect, mistake, miserable, reformulate, precious, unapproachable, uniform, delighted, delirium, misunderstand, translation, disbelief, minimarket, impatient, underestimate, antiviral, cooperation, overreact, ex-husband, de-emphasize, malnourish, midwife, forehead, empower, disagree, underground, transSiberian, pre-election

Exercise 12. Compose derivatives by combining the prefixes in Box A with the roots in Box B.

A	fore- mis-	counter- step-	post- semi-	self- up-	out- de-	mini- em-	mal- trans-	co-
B	motivated		tell	daughter		modern	possessed	
	break		nutrition	worker		interpret	final	
	argument		action	bus		load	body	

Grammar

Exercise 13. Open the brackets and put the Infinitive in the right form (active or passive).

1. They are glad _____ (to invite) to the party. 2. I don't like _____ (to interrupt). 3. I was glad _____ (to meet) him at the station then. 4. Children like _____ (to tell) fairy tales and always listen to them with interest. 5. Be careful with him. He is a very resentful person. He can't bear _____ (to joke) at. 6. He does not like _____ (to ask) questions because he does not know how to answer them.

Exercise 14. Complete the jokes using the correct form of the verb from Column A accompanied with the appropriate Infinitive from Column B.

A	B
<i>decide</i>	<i>to tell</i>
<i>need</i>	<i>to die</i>
<i>hope</i>	<i>to catch</i>
<i>forget</i>	<i>to become</i>
<i>plan</i>	<i>to phone</i>

1. "Why is James sticking his tongue out?"
"I guess the doctor _____ him to put it back in."
2. "How can I help you, Sir?"
"Tomorrow I _____ a late train to London."
"Take the 4.30. It's nearly always thirty minutes late."
3. "A man stood at the bar in a pub and said in a loud voice,
"I was born an Englishman. I live as an Englishman and I _____ an Englishman."
"Have you no other ambition?" said a Scotsman sitting in the corner.
4. David was madly in love with June and wanted to marry her. However, he was too shy to ask her face to face so he _____ her.
"Darling," he said. "Will you marry me?"
"Of course, I will," she replied. "Who is speaking?"
5. "I'm _____ a great actor and to see my name up in lights."
"Then can I suggest you change your name to 'Toilets'?"

Part B

Technology

*“One machine can do the work of fifty ordinary men.
No machine can do the work of one extraordinary man.”*

Elbert Hubbard

Speaking & Reading

Task 1. Discuss the following statements:

- Technological advances have brought about a number of problems.
- It's important for teenagers and young people to have computers of their own.
- Computer games are harmful for children.
- Teenagers communicate on social sites more than face to face.

Task 2. Look at the title and the headings in the article.

- Which of the opinions in the text do you agree with? Why?
- How would you answer the question in the title?

Technology: Danger or Useful Tool?

1. Technology makes you lonely.

- a) Constant access to social media means teens are always aware of what everyone is doing. When they compare themselves to their online friends, they think that everyone else is having more fun, and this can lead to anxiety.
- b) Social media plays a crucial role in teenagers' lives. Whether they are updating their status, posting comments or uploading photos, teenagers use social media to supplement face-to-face socialising.

2. Technology makes you dependent.

- a) Parents who have trouble tearing their teens away from their devices may think they're addicted to technology. Withdrawal symptoms experienced by young people deprived of gadgets and technology is similar to those felt by drug addicts who need their drugs.
- b) Some teens enjoy video games so much that they lose track of time. But addiction is a serious condition! Checking social media a bit too often is one thing, but that doesn't mean you're obsessed with your device at the expense of other aspects of your life.

3. Technology makes you ill.

- a) The number of obese and overweight children is rising due to their sedentary lifestyle. This can lead to health problems such as diabetes, high blood pressure and insomnia, as well as physical problems such as eye strain, joint pain or new ailments like *WhatsAppitis*, a repetitive strain injury caused by using thumbs for texting.
- b) There are apps to help with those minor ailments. Stressed? Worried about inactivity? Get an app that measures your movements. Weight gain? A fitness app counts calories. A sedentary lifestyle is not the only reason why children suffer from obesity. Until our society addresses all the issues connected with childhood obesity, the trend is likely to continue.

4. Technology makes you stupid.

- a) Technology is making us lazy: why would we think for ourselves when we can google it? Why would we try to work out how to get from A to B when the GPS will plan a route? Our attention span is getting shorter.
- b) Technology is making us more efficient. With a search engine at our fingertips, we can browse the net, and bookmark useful sites. We have more head space to focus on other more important things.

(abridged from "Solutions" by T. Falla & T. Davies)

**Task 3. Read the article and label the statements as true (T) or false (F).
Correct the false statements.**

Technology Etiquette for Using Devices & Online Communication

Humans once communicated with smoke signals or by sending a message via carrier pigeon or horse. Overseas messages took months to reach their recipients by ship. Today, technology enables its users to communicate and send messages instantly. If you use communicative technology, including email, instant messaging and cell phone text messages, it's important to know the etiquette associated with each method and device. This will prevent you from accidentally offending a client, co-worker or boss when chatting via email or instant messaging.

Email Etiquette

It's not likely that you go more than a day - or maybe even a few hours - before you need to check your email. Email is one of the biggest forms of communication, especially at work, so it's imperative to learn the etiquette surrounding it. Never type your message in all capital letters; it's called shouting and can be annoying to the recipient. If you must emphasize, use bullets, asterisks or bold formatting. Don't use all lowercase letters, either.

Type an appropriate subject in the subject line so the recipient knows what your message is about. Check your email for spelling and grammar errors before sending it. Use the blind copy, or BCC, option when sending an email to many people so they

don't see a large list of names. If you have something to say that could be potentially confusing, discuss it in person rather than by email.

Cell Phone Etiquette

Many companies allow - even encourage - the use of a cell phone or smartphone on the job. However, just because you can bring your phone to work doesn't mean that you're allowed to use it any way you want. For example, it's not appropriate to make or receive calls while in meetings or in the restroom. You also shouldn't answer unimportant calls, such as those from friends, while on the clock. If you must take a call, go outside or find a quiet place where you can talk without disturbing co-workers. Text messages, in a way, are like mobile email, so many of the same rules apply to this form of communication. Text messages aren't as formal as email, however, so casual language and abbreviated words are more acceptable.

Social Media Etiquette

Social media enables you to communicate with hundreds of people at once via websites such as Facebook, Twitter or LinkedIn. Businesses are taking advantage of the widespread use of social media and using it as a highly effective marketing tool. If you use social networking for business, be careful what you post, since all your followers can read it. Also, just because someone follows you, it doesn't mean you need to follow them back. Connect with followers by responding when they comment on your page or profile. Treat people with respect and dignity, the same way you would if you talked to them offline.

Video Chat Etiquette

Video chat, including the Skype service, enables you to have conference calls and meetings with co-workers and clients around the world. Video chat makes your meetings feel more personal, since you can see your chat partner as if you both were in the same room. Before beginning a video chat session, ensure that your webcam, chat software and Internet connection are set up correctly. Technical problems during a chat cause frustration and impatience for everyone involved. Consider hooking your computer to a wired Internet connection during a chat to eliminate the chance of wireless connection loss.

Conduct video chats in a professional environment, even if it's a tidy, organized room in your home. Laptops allow you to have video chats anywhere, but you shouldn't have a chat in certain places. For example, it's unprofessional to chat in the restroom or in any loud, busy environment, such as a restaurant.

(abridged from <www.smallbusiness.chron.com>)

1. In the past humans used rudimentary means of communication. _____
2. Etiquette is the knowledge of how to use communicative technology wisely. _____
3. Writing an e-mail in block letters is mandatory. _____
4. In an email the names of all recipients should be mentioned so that each of
them could see the others' names. _____
5. Nowadays you are allowed to freely use your phone in your workplace. _____
6. Everyday language is more preferable while texting. _____
7. Social media websites also serve as a platform to reach new customers. _____

8. It is impolite not to follow back all your followers. _____
9. Technical difficulties may bring about annoyance and displeasure. _____
10. Excessive background noise or inappropriate setting may hinder video conferences or meetings. _____

Task 4. Match the words and expressions in Column A with the definitions in Column B.

A	B
1. while on the clock	a) save a link to a Web page
2. bookmark	b) a copy of an email sent to smb. whose name is invisible
3. search engine	c) engaged in work during one's working day
4. recipient	d) the programs and other operating information used by a computer
5. softwear	e) a program that searches for items in a database
6. GPS	f) a navigation facility based on the reception of signals
7. BCC	g) a person who receives a message

Task 5. Complete the following facts about text messaging with the phrases in the box:

they'd like to know better to write and phone more	too loud to talk nobody need know are work-related	less than the price of a call to your phone bill
--	--	--

The facts

- It's cheap. You can send messages of up to 160 characters for (1)_____.
- It's discreet and personal. You can send or receive messages on a bus, in a meeting or in class, and (2)_____.
- Only 10% of messages sent (3)_____.
- In a survey of mobile-phone users 44% said that text messaging meant that they told their partner they loved them more often, 53% used it to apologise after rows, and 64% said that text messages are a good way to flirt with people (4)_____.
- Text messaging appears to have encouraged men (5)_____.
- People use it to communicate in night-clubs where the music is (6)_____.
- In some places you can even send a message to a vending machine which will deliver a drink and charge it (7)_____.

Task 6. Do the "Internet Addiction Test" on the Internet (<https://www.psycom.net/internet-addiction-test-quiz>) and discuss the results in class.

Phrasal Verbs

Task 7. Learn the following phrasal verbs and their definitions. Make up sentences with at least 5 of them.

Phrasal Verb	Definition
a) log in(on) /sign in b) log off of/log out of	a) connect to a computer using a username (a login) and password b) leave the account
hook up	connect cables to a power supply or a wi-fi network
turn on/turn off,	begin/end a session on the computer by closing an app
sign up for	register with a service
boot up (start up)/shut down	begin/stop running a computer system
put in/key in (syn.)	enter the data (e.g. a password) using buttons or a keyboard
pop up	appear suddenly
scroll down/up	move the screen down/up
zoom in/out	make an image on the screen appear larger or smaller
back up	make a copy of your data
hack into	enter a computer or network illegally
filter out	remove smth from a group
go online/offline	use/not use the internet
wipe out	completely remove the information stored on a computer
print out	use a printer to print paper
pull down	choose from a menu of options in a computer app

Task 8. Complete the sentences with the correct form of the phrasal verbs from the table above.

1. If you want to access his account you have to first _____ the computer, then change the code. 2. The administrator _____ internet sites whose content is not suitable for children. 3. An ad _____ on my computer screen when I was surfing the internet. 4. The hackers _____ all the data on the company director's computer. 5. _____ a computer means starting it from a dead or offline state. 6. This Facebook ad type allows _____ your offer without leaving Facebook platform. 7. It's a good idea _____ your files onto a memory stick.

Listening

Task 9. Listen to the lecture “On Texting” on Youtube (https://www.youtube.com/watch?v=h79V_qUp91M) by David Crystal and answer the questions.

1. What statements about texting does Prof. D. Crystal argue?
2. Why do many people think that a generation of kids are going to be totally illiterate?
3. What facts does the professor cite to prove that texting is not invented by kids as many people believe?
4. How do young people feel about texting? Are they allowed to use texting language in their writing?
5. What are the reasons that the study on texting was not attempted until 2000?
6. How did the professor collect data for his research?
7. What arguments does Dr Crystal bring to prove the point that texting is good for the English language?
8. What does he consider the best way of learning to read and write and how can texting contribute to it?
9. What advantages of texting does the journalist speak about?
10. Do you agree with David Crystal's statement “The earlier you get your mobile phone, the better your literacy”?
11. What does ‘text addiction’ mean? What does Crystal call people, who text 12-15 hours a day?
12. In what ways can texting affect a person's social behavior?
13. Do you think texting (in English) is good for Armenian speakers of English? Explain your point.

Functional Language

“Who timidly requests, invites refusal.”

(Latin proverb)

Requests	Refusals
<i>Would you please...?</i>	<i>That sounds wonderful, but...</i>
<i>Do/Would you mind if...?</i>	<i>I'd love to, but...</i>
<i>Could you possibly...?</i>	<i>I wish I could, but...</i>
<i>If it's not much trouble with you...</i>	<i>Perhaps next time...</i>
<i>Is it OK if...?</i>	<i>Maybe some other time...</i>
<i>Would you be kind enough as to...?</i>	<i>Let's not discuss it now....</i>
	<i>Sorry, I am not keen on....</i>

Task 10. Learn the ways of expressing polite requests and refusals. Role play the given situations with your coursemates.

Situation 1: A friend of yours invites you to a party at his house, but you do not feel like going there, because you don't like some of the people who are going.

Situation 2: A professor at your university suggests that you should take up a job, which does not appeal to you because it isn't well-paid.

Situation 3: A colleague of yours asks you to help him with his work, but you think you are not competent enough and you suggest asking someone else.

Writing

Task 11. Rewrite the text messages between a man and a woman using standard English, complete the table below.

Man: DO U WAN2 C ME L8R 4 A DRINK?
 Woman: WOT RU TRYNG 2 SAY?
 Man: I LUV U:-)
 Woman: OIC :-)
 Man: PCM
 Woman: IM W/ SOME1:-(
 Man: WOT ABOUT YR FRIEND? I LUV HER 2. IS SHE W/ NE1?
 Woman: I H8 U

Standard Engl.	Text messaging	Standard Engl.	Text messaging
anyone	NE1	oh I see	
are you	RU	let me know	
by the way	BTW	you only live once	
easy	EZ	never mind	
for		I love you	
hate		just kidding	
want to		laugh outloud	
to, too			
in my opinion		Emotion	Sign
please call me		Happiness	: -)
as soon as possible		Sadness	

Task 12. Write a short text message conversation with a partner and then convert it into Standard English.

UNIT 2

Part A	Part B
Reading & Vocabulary <i>Eveline</i> by J. Joyce Word-Formation negative prefixes Grammar Infinitive and -ing form	Solving a Dilemma Speaking & Reading Phrasal Verbs Listening <i>How to Make Hard Choices</i> by R.Chung Functional Language sympathy, advice and suggestion Writing

Part A

Reading & Vocabulary

Eveline¹

by James Joyce

James Joyce was an Irish author who experimented with ways to use language, symbolism (having one thing to stand for another), interior monologue (characters talking to themselves), and stream of consciousness (the uninterrupted, continuous flow of a character's thoughts).

James Joyce was born on February 2, 1882, in Rathgar, a suburb of Dublin, Ireland. His father had several jobs including a position as tax collector for the city of Dublin. His mother, Mary Jane Murray Joyce, was a gifted piano player. James's father was not very successful, and the family had to move fourteen times from the time James was born until he left Ireland.

Joyce was educated entirely in Jesuit (a Catholic religious order) schools in Ireland. He did very well in the study of philosophy (the study of humans and their relationship to the universe) and languages. After his graduation in 1902, he left Ireland for the rest of his life. After that he lived in Trieste, Italy; Zurich, Switzerland; and Paris, France, with his wife and two children. Most of Joyce's fiction is autobiographical, that is, it is based on his own life experiences. Even though he left his native country, his work is based mainly on Ireland, family, and Roman Catholicism. Joyce died in Zurich, Switzerland, on January 13, 1941. He is considered one of the most important novelists of the twentieth century.

She sat at the window watching the evening enter the avenue. Her head was leaned against the window curtains, and in her nostrils was the odour of dusty cotton cloth. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking² along the concrete pavement and afterwards crunching² on the path before the new red houses. Once there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses on it – not like their little brown houses, but bright brick houses with shining roofs. The children of the avenue used to play together in that field – the Denvines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used to hunt³ them in out of the field with his blackthorn stick. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up; her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked around the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided.

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her at the Stores⁴ when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always spoken harshly to her, especially whenever there were people listening.

“Miss Hill, don't you see these ladies are waiting?”

“Look lively, Miss Hill, please!”

She would not cry many tears⁵ at leaving the Stores.

But in her new home, in a distant unknown country, it would not be like that. Then she would be married – she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations. When they were growing up he had never struck her, as he used to strike Harry and Ernest, because she was a girl; but lately he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable quarrel about money on Saturday nights had begun to weary her unspeakably. She always gave her entire wages – seven shillings – and Harry always sent up what he could, but the trouble was to get any money from her father.

He said she used to waste the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday's dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work – a hard life – but now that she was about to leave it she did not find it a wholly undesirable life.

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres⁶, where he had a home waiting for her. How well she remembered the first time she had seen him! He was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate, his cap pushed on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her to see *The Bohemian Girl*⁷ and she felt excited as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little. People knew that they were courting, and, when he sang about the lass⁸ that loves a sailor, she always felt pleasantly confused. First of all it had been an excitement for her to have a fellow and then she had begun to like him. He told tales of distant countries. He had started as a deck boy and at a pound a month on a ship of the Allan Line going out to Canada. He told her the names of the ships he had been on and the names of the different services. He had fallen on his feet in Buenos Ayres, he said, and had come over to the old country just for a holiday. Of course, her father had found out the affair and had forbidden her to have anything to say to him.

"I know these sailor chaps," he said.

One day he had quarrelled with Frank, and after that she had to meet her lover secretly.

The evening deepened in the avenue. The white of two letters in her lap grew indistinct. One was to Harry; the other was to her father. Ernest had been her favourite, but she liked Harry too. Her father was becoming old lately, she noticed; he would miss her. Sometimes he could be very nice. Not long before, when she had been laid up for a day, he had read her out a ghost story and made toast for her at the fire. Another day, when their mother was alive, they had all gone for a picnic to the Hill of Howth. She remembered her father putting on her mother's hat to make the children laugh.

Her time was running out, but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cotton cloth. Down in the avenue she could hear a street organ playing. She knew the tune. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close, dark room at the other side of the hall and outside she heard a melancholy tune of Italy. The organ-player had been ordered to go away

and been given sixpence. She remembered her father walking back into the sick-room saying:

“Damned Italians! Coming over here!”

As she mused, the pitiful vision of her mother’s life laid its spell on her very soul – that life of common-place sacrifices ending in final craziness. She trembled as she heard again her mother’s voice saying constantly with foolish insistence:

“Deravaun Seraun! Derevaun Seraun!”⁹

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage¹⁰ over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the black mass of the boat, lying beside the quay wall, with lighted portholes. She answered nothing. She felt her cheek pale and cold and, out of a confusion of pain, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming towards Buenos Ayres. Their passage had been booked. Could she still draw back after all he had done for her? Her pain awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell clanged upon her heart. She felt him seize her hand:

“Come!”

All the seas of the world tumbled about her heart. He was drawing her into them: he would drown her. She gripped with both hands at the iron railing.

“Come!”

No! No! No! It was impossible. Her hands clutched the iron in madness. Amid the seas she sent a cry of anguish.

“Eveline! Evvy!”

He rushed beyond the barrier and called to her to follow.

He was shouted at to go on, but he still called to her. She set her white face to him, passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition.

Vocabulary Notes

1. **lean** [li:n] v. – 1) to incline or bend from a vertical position: **lean out of the window**

2) rest in a sloping position for support: **lean on one’s elbow, to lean against the wall**

lean/adj. – (of persons or animals) without much flesh or fat; thin: **lean cattle**

2. **odour** ['əudə] n. – a smell, especially one that is unpleasant: **the stale odour of cigarette smoke**

Word discrimination: **odour, smell, scent**

a) **smell** – the quality of smth that people and animals sense through their noses: **cooking smell, the strong smell of garlic**

b) **scent** – a distinctive smell, usually delicate and pleasing: **the scent of lilacs**

3. **cripple** ['krɪp(ə)l] n. – a person unable to walk or move properly through injury or weakness in the spine or legs.

Usage: (the term **cripple** in the sense of 'a lame or disabled person' is usually perceived offensive and is not used nowadays. The noun **cripple** and the adjective **crippled** have largely been replaced by neutral equivalents **handicapped** or rather **disabled**.)

4. **consent** [kən'sent] v. – agree to smth (usually followed by *to* or an *infinitive*): **He would not consent to her marrying him.**

consent/n. – agreement, permission: **He gave his consent to her marriage.**

Word discrimination: **consent, permit**

permit – allow smb to do smth or to allow smth to happen; make smth possible (usually followed by *a noun/pronoun* or an *infinitive*): **Young children are not permitted into the bar without their parents.**

5. **harshly** ['hɑːʃli] adv. – in a rude and decisive manner. *Syn.* **sharply**

6. **palpitation** [ˌpælpɪ'teɪʃ(ə)n] n. – a noticeably rapid, strong, or irregular heartbeat.

7. **invariable** [ɪn'veəriəbl] adj. – never changing. *Syn.* **constant**

8. **weary** ['wiəri] v. – make or become physically or mentally exhausted, tired: **I weary of living alone.**

9. **provisions** [prə'vɪz(ə)nz] n. – (pl.) supplies of food: **There were enough provisions for two weeks on board.**

provide [prə'vaɪd]/v. – make available for use. *Syn.* **supply**

10. **tumble** ['tʌmbl] v. – fall suddenly, clumsily, or headlong.

11. **affair** [ə'feə] n. – 1) something to be done or thought about:

That's my affair, not yours.

2) (pl) business of any kind: **The prime Minister is kept busy with affairs of state. The Ministry of Foreign Affairs.**

Phr. have an affair (with smb) – have an emotional or sexual relationship.

12. **muse** [mjuːz] v. – (on/about/over) be absorbed in thought: **He was musing on the problems he faced.**

13. **tremble** ['trembl] v. – shake involuntarily (as from fear, anger, physical weakness, etc.): **His voice trembled with anger. The bridge trembled as the heavy lorry crossed it.**

14. **sway** [sweɪ] v. – (cause) to move first to one side and then the other: **The branches of the trees were swaying in the wind.**

15. **shed** [ʃed] n. – a simple roofed structure, typically made of wood or metal, used as a storage space: **garden shed**

16. **porthole** ['pɔːthəʊl] – a small window on the outside of a ship or aircraft.

17. **nausea** ['nɔːsiə(-ziə)] – a feeling of sickness (both physical and emotional): **His behaviour evoked in me a feeling of nausea.**
18. **fervent** ['fɜːv(ə)nt] adj. – showing strong feeling, warm spirit: **a fervent plea, a fervent admirer**
19. **anguish** ['æŋɡwɪʃ] – great mental suffering or physical pain: **a cry of anguish. She shut her eyes in anguish.**

Notes

- ^{1.} **Ireland** is a poor country and for many years Irish people have emigrated to other lands especially the American continent, to seek a better living. Thus this is the background to *Eveline*.
- ^{2.} **clacking, crunching** – these words describe the different sounds made by the man's feet as he walked on the hard concrete pavement and then on a soft gravel path.
- ^{3.} **hunt** – here: suggests that their father threatened them with his stick to make them go into the house.
- ^{4.} **Stores** – the name of the shop where Eveline worked.
- ^{5.} **cry many tears** – a colloquial Irish expression. It would be more usual to say 'shed many tears'.
- ^{6.} **Buenos Ayres** – this is now spelt 'Buenos Aires' in English.
- ^{7.} **The Bohemian Girl** – a light opera about gipsy life by a nineteenth-century Irish composer, Joaquim Balfe.
- ^{8.} **lass** – a young woman or girl (mainly Scottish or Northern English).
- ^{9.} **Derevaun Seraun** – these words, apparently Irish, might mean 'The end of pleasure is pain.'
- ^{10.} **passage** – here: a sea journey, voyage.

Word combinations

used to do smth, to be/get used to (doing) smth
 to treat smb with respect
 to feel oneself in danger of smth
 to fall on one's feet
 for smb's sake
 to elbow one's way through the crowd
 to be left to smb's charge
 to catch a glimpse of
 a cry of anguish

Idioms with 'dead'

a dead language	which is no longer spoken
a dead stock	goods in a shop which nobody buys
a dead wire	one through which no electricity passes
a dead silence	total, unbroken silence
a dead-line	a fixed date for finishing a piece of work, a project

a dead end job	a job with no prospects
a dead loss	smb/smith of no use/help
to reach/come to a dead end (dead-lock)	to be at a stage where you can't make further progress, usually because of problems or difficulties
to cut someone dead	to ignore someone
to flog a dead horse (informal)	to waste one's time and efforts

Exercise 1. Learn the following structures and use them in sentences of your own.

1. She *sat* at the window *watching* the evening enter the avenue.
Gerald lay on the green grass admiring the stars twinkling in the blue sky.
The old man sat on the bench looking at the children playing on the sand.
He sat at the table puzzling over some arithmetic.
2. She *wondered where on earth* all the dust came from.
I wondered where on earth that lovely music was coming from.
Everybody wondered where on earth that contagious disease came from.
The parents wondered where on earth their daughter was.
3. *Once there used to be* a field there.
Once there used to be a theater building in this part of the city.
Once there used to be a car park near our house.
Once there used to be a Chinese restaurant here.
4. *Why should* she be unhappy?
Why should I wish to leave Lowood?
Why should she cry so bitterly?
Why should you answer all his questions?

Exercise 2. Find the English equivalents of the following words in the text.

գլուխը հենել	
բետոնե մայթ	
փայլուն տանիքներով աղյուսե տներ	
մամուլիս ձեռնափայտ	
ծանոթ իրեր	
ծանր ու թեթև անել հարցի յուր. կողմը	
հեռավոր անծանոթ երկիր	
դաժանություն	
արագ սրտխփոց	

հանուն իր մահացած մոր	
շարունակական վեճեր	
անասելի ձանձրացնել	
վատնել փողը	
կաշվե դրամապանակ	
արմունկներով ճանապարհ բացել	
մթերքներով լի բեռ	
մնալ ինչ-որ մեկի խնամքի տակ	
թափված մազեր	
անսովոր	
ոտքի կանգնել (վերականգնվել)	
աղոտանալ	
շնչել փոշոտ կտորի հոտը	
մելամաղձոտ մեղեդի	
երգեհոնահար	
աղոթել աստծուն	
մտքերի մեջ ընկնել	
կառչել երկաթե ձողից	
տառապանքի ճիշտ արձակել	
հրաժեշտ	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. As she mused, the pitiful vision of her mother's life laid its spell on her very soul.
2. Her father used to hunt them in out of the field with his blackthorn stick.
3. He said she used to waste the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets.
4. She had hard work to keep the house together and see that the two young children who had been left to her charge got their meals regularly.
5. Her pain awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

b) using the words and expressions from the text

1. She noticed a nice seagull through the small window of the ship.
2. Constant quarrels about money have tired me beyond words.
3. We have not much time left to consider every aspect of the proposal carefully.
4. He managed to make a good living after he received money from his parents.
5. When Frank embraced her, Eveline felt her heart beat violently.

Exercise 4. Choose the right word and put it in the correct form (sometimes negative).

odour – smell – scent

1. On entering the house I felt the _____ of freshly baked pie. 2. The azalea _____, so fragrant and delicate in the air had turned stale inside the wardrobe. 3. I like the delicious _____ of oranges. 4. The room was filled with wonderful _____ of lavender and rosemary. 5. A nasty and heavy _____ of sweaty feet came from his room.

consent – permit

1. The doctor _____ Mother up until she is better. 2. The Prime Minister finally _____ to answer the journalist's questions. 3. Cell phones _____ in the examination room. 4. The authorities readily _____ to her project. 5. The password _____ access to all files on the hard disk.

Exercise 5. Fill in the blanks with prepositions.

1. The young girl had to work hard both _____ the house and _____ work. 2. What would they say _____ him in the neighbourhood if he ran _____ that distant country _____ Miriam? 3. After I quit this job my place will be filled _____ advertisement. 4. _____ work everybody treats Fiona _____ respect except Helen, she always speaks harshly _____ her. 5. If I were you I would not cry many tears _____ quitting this job. 6. She had sometimes felt herself _____ danger _____ her father's violence. 7. I would never have consented _____ their marriage but _____ Kate's sake. 8. She lay _____ the sofa with her head leaning _____ a soft cushion.

Exercise 6. Translate the following sentences into Armenian paying attention to the expressions with the word *dead*.

1. *Dead* men tell no tales. 2. She remained *dead* to all my persuasions. 3. There was *dead* silence in the class when the teacher entered the room. 4. The telephone went *dead*. 5. The *dead*-line for the application is December 4. 6. The negotiations between the prime-ministers of the two countries came to a *dead*-lock. 7. He was *dead* beaten after a hard day's work. 8. You can never rely on her. She is a *dead* loss.

Exercise 7. Answer the questions.

1. What changes awaited Eveline?
2. What were Eveline's responsibilities at home and at work?
3. Why was Eveline in two minds about leaving her father's home?
4. What facts about Frank's life have you learnt from the story?

5. Did Eveline care about what people would say if she left with Frank?
6. How did Eveline's thoughts about Frank change ("He would save her"...."He would drown her")?
7. Why was Eveline's father against their marriage?
8. What does the statement about Eveline's father ("He was usually bad on Saturday nights") suggest to you?
9. Do you think Eveline did her duty or was she just a coward? Give reasons.
10. How does the writer prepare the reader for Eveline's behaviour at the end of the story?

Exercise 8. Translate the following sentences into English.

1. Հրապարակը մարդաշատ էր: Տղան հագիվ էր կարողանում արմունկներով ճանապարհ բացել ամբոխի միջով՝ խույս տալով ոստիկանությունից: 2. Նախ անհրաժեշտ է ծանր ու թեթև անել հարցի յուրաքանչյուր կողմը և հետո միայն որոշում ընդունել: 3. Ճանապարհից առաջ նա որոշեց մի փոքր նստել՝ ևս մեկ անգամ զննելով բոլոր հարագաստ իրերը: 4. Բեթսին հենել էր գլուխը պատուհանի վարագույրին և դիտում էր, թե ինչպես է երեկոն, մեղմ ու խաղաղ, իջնում պողոտայի վրա: 5. Քեյթը աշխատում էր օր ու գիշեր՝ կրելով իր խնամքին թողնված երկու փոքր եղբայրների հոգսը: 6. Նա համաձայնեց աշխատել քաղաքի արվարձաններից մեկում գտնվող մի փոքրիկ սրճարանում օրը մեկ ֆունտով: 7. Նա ազահաբար ներս էր քաշում ծխախոտի ծուխը, ասես կյանքը մոտենում էր իր վերջնակետին: 8. Ամուսնալուծության վերաբերյալ շարունակական վեճերը սկսել էին անասելիորեն ձանձրացնել կնոջը: 9. Փոքրիկը դողաց սարսափից, երբ ինչ-որ մեկի ոտնաձայները լսեց միջանցքում: 10. Երիտասարդը մոլորության մեջ էր և ամեն երեկո աղոթում էր Աստծուն՝ ճանապարհ ցույց տալ իրեն: 11. Ջեյնը դատը արցունք թափեց, երբ իմացավ, որ Թոմը լքել է իրեն: 12. Հիվանդ կինը տառապանքի մի ճիչ արձակեց և անշունչ ընկավ բարձին:

Exercise 9. Retell the text on behalf of:

- a) Eveline
- b) Eveline's father
- c) Frank

Word-Formation

Exercise 10. Recast the following sentences adding negative prefixes (*un-*, *in-*, *im-*, *dis-*, *il-*, *ir-*, *mis-*) to the words in bold type. Make all the necessary changes.

1. Being young and not **experienced** he thought that he loved her. 2. Some of the events mentioned in the book would not be **likely** in real life. 3. Nobody **noticed** how she slipped out of the room. 4. I don't **like** when he interferes into other people's affairs. I think it is not **moral**. 5. The verbs 'go' and 'eat' are not **regular**. 6. He was not an **important** figure at that time. 7. Man is **mortal**. 8. The boy was punished for not being **obedient**. 9. The student did not **pronounce** the word 'pronunciation' correctly. 10. The police arrested him as the documents which he presented were not **legal**. 11. The girl obviously lacks a sense of **responsibility**, she is always leaving things to chance. 12. He could not control his temper, I think such behaviour was not **permissible**.

Exercise 11. Tick the words in which *in-*, *im-*, *ir-*, *dis-* are prefixes.

in-		im-		ir-		dis-	
1. individual		11. imagination		21. irrelevant		31. discipline	
2. inactive		12. imitate		22. irregular		32. discourage	
3. incapable		13. immature		23. irrigate		33. disease	
4. incest		14. immigrant		24. irritant		34. disembark	
5. insist		15. immobile		25. irresolute		35. dismiss	
6. incident		16. impassable		26. irruption		36. disorder	
7. incurable		17. imperative		27. irreplaceable		37. dissoluble	
8. indeed		18. impression		28. irresponsible		38. distance	
9. infant		19. imperfect		29. irrespective		39. distaste	
10. informal		20. imply		30. irritable		40. dissolute	

Exercise 12. Put the following words into the right boxes (there might be more than one option).

able, memorial, taste, formal, passable, trust, reproachable, use, movable, satisfactory, miss, moral, legitimacy, lead, capable, aware, transitive, fortune, judge, close, regular, patient, deniable, solve, broken, attentive, polite, curable, understand, rational, resistable, legal, convenient, friendly, literate, print, mobile, logical, satisfy, difference, order, reparable, inform, relevant, legible, comfortable, mature, certain

<i>un-</i>	
<i>in-</i>	
<i>im-</i>	
<i>dis-</i>	
<i>il-</i>	
<i>ir-</i>	
<i>mis-</i>	

Grammar

Exercise 13. Complete the second sentence so that it has a similar meaning to the first sentence using the word given.

- I'm sorry but we have decided not to accept your application. REGRET
Iwe have decided to reject your application.
- Funnily enough I'd prefer a pizza for a change. RATHER
Funnily enough
- We were not allowed to drink too much Coke when we were children. LET
Our parents
- I think it would be a good idea to take the train. SUGGEST
I
- She succeeded in persuading her parents to let her go. MANAGED
She
- It looks as if this door's locked after all. APPEARS
This
- One of the things I hate is people eating popcorn in the cinema. STAND
One of the things I
- The singer arrived two hours late but I am glad I had waited for him. WORTH
The singer
- Jack said he had to catch the early flight. INSISTED
Jack
- I can't wait to get your next letter. FORWARD
I

Exercise 14. Complete the following sentences by adding the correct preposition and a suitable gerund.

1. I'm really looking forward _____ your sister, I've heard so much about her.
2. Arnold was falsely accused _____ cash from the till.
3. When I was a child my mother always warned me _____ lifts from strangers.
4. Lesley's rather anxious _____ the doctor next week – she thinks it might be something serious.
5. Anyone interested _____ on the trip to Bath should tell Kerry by noon today.
6. You can delete anything you don't want _____ this button.
7. I intend to find out who's responsible _____ the window.
8. Carol is incredibly honest. She'd never dream _____ a lie.
9. What's the name of the stuff you use _____ grass stains out of clothes?
10. Francesco picked up a strong American accent _____ a Master's degree in the USA.

Exercise 15. Underline the correct form.

1. Joe dared his brother *to kick/kicking* the ball out of the window.
2. I used to spend a lot of time *to worry/worrying* about the future.
3. Gina tried *to open/opening* the door, but it seemed to be stuck.
4. The police made the two boys *to pick up/pick up* the letter they had dropped.
5. I remember *to appear/appearing* in the Christmas play when I was at school.
6. Our teacher likes us *to stand up/standing up* when she enters the room.
7. Your car really needs *to clean/cleaning*. It's filthy.
8. All night people kept *to bang/banging* car doors outside.
9. I can't help *to wonder/wondering* whether we are going in the right direction.
10. My parents always encouraged me *to think/thinking* for myself.

Part B

Solving a Dilemma

“Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same but get better.”

Sydney J. Harris

Speaking & Reading

Task 1. Discuss the following:

- What is a dilemma?
- Have you ever faced a dilemma? Did you manage to solve it? If yes, how?
- Are you good at making decisions? What is the best/worst decision you have ever taken?
- What principles must a person be guided by when making a choice?
- Comment on the meaning of the idioms ‘*between two fires*’ and ‘*between the devil and the deep blue sea*’.

Task 2. Read the article and label the statements as true (T) or false (F).

Correct the false statements.

Decision Making Framework

Introduction

People often find it hard to make decisions – inevitably we all have to make decisions all the time, some are more important than others. Some people put off making decisions by endlessly searching for more information or getting other people to offer their recommendations. Others resort to decision making by taking a vote, sticking a pin in a list or tossing a coin.

What is Decision Making?

In its simplest sense: **‘Decision Making is the act of choosing between two or more courses of action’**. However, it must always be remembered that there may not always be a ‘correct’ decision among the available choices. There may have been a better choice that had not been considered, or the right information may not have been available at the time.

Stages of Decision Making

Many different techniques of decision making have been developed, ranging from simple rules of thumb, to extremely complex procedures. The method used depends on the nature of the decision to be made and how complex it is.

The method described in this article follows seven stages:

1. Listing Possible Solutions/Options

In order to come up with a list of all the possible solutions and/or options available it is usually appropriate to work on a group (or individual) problem-solving process. This process, could include brainstorming or some other ‘idea generating’ process. This stage is important to the overall decision making processes as a decision will be made from a selection of fixed choices.

2. Setting a Time Scale and Deciding Who is Responsible for the Decision

In deciding how much time to make available for the decision making process, it helps to consider how much time is available to spend on this decision, whether there is a deadline for making a decision and what the consequences of missing this deadline are, how important it is to make a decision and the like.

Before making a decision, it needs to be clear who is going to take responsibility for the decision. Is it an individual, a group or an organisation? This is a key question because the degree to which responsibility for a decision is shared can greatly influence how much risk people are willing to take.

3. Information Gathering

Before starting on the process of making a decision, all relevant information needs to be gathered. If there is inadequate or out-dated information, then it is more likely that a wrong decision might be made. Also, if there is a lot of irrelevant information, then the decision will be difficult to make, it will be easier to become distracted by unnecessary factors.

There is a need for up-to-date, accurate information on which to make decisions. In a group situation, such as at work, it may be appropriate for different people to research different aspects of the information required. For example, different people might be allocated to concentrate their research on costs, facilities, availability, and so on.

4. Weighing up the Risks Involved

Generally, the amount of risk an individual is willing to take depends on the seriousness of the consequences of taking the wrong decision, the benefits of making the right decision, as well as the likelihood of the worst outcome.

It is also useful to consider what the risk of the worst possible outcome occurring might be, and to decide if the risk is acceptable. The choice can be between going 'all out for success' or taking a safe decision.

5. Deciding on Values

Everybody has their own unique set of values – what they believe to be important. Many people decide to buy a car for themselves but different people buy different cars based on their own personal values. One person might feel that price is the most important feature, whereas another person might be more concerned with its speed and performance. Others might value safety, luggage space or the car's impact on the environment or a combination of these features.

Depending on which values are considered important, different opinions may seem more or less attractive. If the responsibility for a decision is shared, it is possible that one person might not have the same values as the others. In such cases it is important to obtain a consensus as to which values are to be given the most weight.

6. Weighing up the Pros and Cons

It is possible to evaluate the pros and cons of each possible solution/option by considering the possible advantages and disadvantages.

One aid to evaluating any solution/option is to use a 'balance sheet', weighing up the pros and cons (benefits and costs) associated with that solution. For example, a small business that regularly hires vehicles from an external company might consider buying a vehicle for their exclusive use.

Using the question: “*Should we buy a vehicle?*” – the business could list the pros and cons of the purchase in the following way:

Pros	Cons
Saving on hire charges	Cost of purchase
Would make it easier to organise staff travel	Potential driver(s) could require training
Will always be available	Insurance and maintenance costs

Having listed the pros and cons, it may be possible to immediately decide whether the option of buying a vehicle is viable.

7. Making the Decision

There are many techniques that can be used to help in reaching a decision. The pros and cons method (as above) is just one way of evaluating each of the possible solutions/options available.

There are other techniques which allow for more direct comparisons between possible solutions. One such technique is an intuitive approach to decision making. When making a decision many influences, which have not been considered, may play a part. For example, prejudice or wishful thinking might affect judgement. Making a decision using intuition alone should be an option and not done merely because it is the easy way out, or other methods are more difficult.

Intuition is a perfectly acceptable means of making a decision, although it is generally more appropriate when the decision is of a simple nature or needs to be made quickly. More complicated decisions tend to require a more formal, structured approach.

If possible, it is best to allow time to reflect on a decision once it has been reached. It is preferable to sleep on it before announcing it to others. Once a decision is made public, it is very difficult to change.

Summary

Decision making is the act of choosing between a number of alternatives. In the wider process of problem solving, decision making involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned process, or a combination of the two. But you should always remember that no decision making technique should be used as an alternative to good judgement and clear thinking. (*abridged from <www.skillsyouneed.com/ips/decision-making.html>*)

1. It is always possible to arrive at a correct decision. _____
2. The choice of the technique depends on the nature of the decision. _____
3. The ‘*pros and cons*’ method suggests considering the risks taken. _____
4. Wrong decisions are often the result of improper information. _____
5. Everybody is guided by their own set of values. _____
6. Decisions shouldn’t be made on the spur of the moment. _____
7. There are a variety of ways of evaluating the possible options available. _____
8. Good judgement can be an alternative to any decision making method. _____
9. Decisions should be based on intuition only. _____
10. When we need to make a quick decision, we apply an intuitive approach. _____

Phrasal Verbs

Task 3. Learn the following phrasal verbs and their definitions. Make up sentences with at least 5 of them.

Phrasal Verb	Definition
weigh up	look at the pros/cons of what is going to happen if you make a particular decision
rush into	make a decision too blindly/quickly
go for smth	take hold of the opportunity when it presents itself
put up with	accept a situation the way it is
step in	assist or help, interfere to prevent smth serious from taking place
kick off	start when the time for decision-making is over
think over	think carefully about a decision
wrestle with/struggle with	find it very difficult or challenging to make a tough decision
talk over/run by	talk with smb about a problem or a situation to get some advice or opinion
think ahead	plan in advance for smth that could possibly happen in the future

Task 4. Complete the sentences with the correct form of the phrasal verbs from the table above.

1. Sandy found herself _____ her decisions for the future. 2. It is much better _____ the problems than bottle them up inside. 3. Daniel realized that it was the right time for him _____ and prevent the argument. 4. Introverts usually tend _____ about what's next. 5. It is reasonable _____ all the pros and cons before making the right decision. 6. Think carefully, try not _____ a decision you may later regret. 7. When he heard about the job opening at the prestigious company, he knew he had _____ it and submit his application immediately.

Listening

Task 5. Listen to the lecture “How to Make Hard Choices” on TED Talks (www.ted.com/talks/ruth_chang_how_to_make_hard_choices) by Ruth Chung and answer the questions.

1. What choices do people necessarily face during their life according to R.Chung?
2. How does the professor define the concept ‘hard choice’? What makes a choice hard?

3. What role do choices play in our life?
4. What examples does she bring from her own life experience? How did she choose a profession?
5. In what way does she think the world of values is different from the world of science?
6. What should be considered in making a choice according to the professor?
7. Do you agree with R. Chung's statement "Understanding hard choices uncovers something about ourselves we didn't know"?

Functional Language

Sympathy	Advice & Suggestions
<i>Poor you!</i> <i>Oh dear!</i> <i>That must be awful.</i> <i>I know what you mean.</i> <i>I can imagine how you feel.</i> <i>I am sorry to hear about...</i> <i>I hope things get better soon.</i> <i>I hope you feel better soon.</i> <i>I can imagine how you are feeling.</i> <i>I am sorry for your loss.</i> <i>Don't worry, you'll feel better soon.</i>	<i>Have you tried +N/-ing...?</i> <i>You could try +N/-ing...</i> <i>If I were you I'd...</i> <i>If you ask me, you should...</i> <i>It's important to...</i> <i>It's best (not) to...</i> <i>It's a good idea to...</i> <i>It would be right to...</i> <i>Why don't you...?</i> <i>Why not...?</i> <i>What/How about...-ing?</i> <i>You could/might/had better...</i> <i>A good way to... is to...</i> <i>I think it's a mistake to...</i> <i>Stop...-ing and start...-ing.</i>

Task 6. Read the following letters and note down some ideas you would like to recommend the people who wrote the letters.

Dear Liz,

Ever since I booked my summer holiday last week I've been panicking. As a result of enjoying my food too much, slobbering out in front of the television and snacking all day in my boring job, I am really out of shape. There is no way I can go on the beach looking like this! I've got two months to lose some weight and tone up, and I need your help. What can you suggest?

Dear Cathy,

I hope you can help me. I can't seem to make friends. If I speak to anyone in my class, they just say "bye", or ignore me. I have one friend in the year above me, but that's it.

I do have quite a lot of penpals, but no-one I can go out with.

I have talked to my form teacher, but she said she couldn't do anything and that I should have a word with my mum. I did that, but she said, "Don't be silly".

I don't remember the last time I had a conversation with a girl.

I am in my twenties, and other people my age seem able to talk to girls. Sometimes I wonder if I ever will. What should I do?

I am married to a superman – very kind and considerate, and loving to me and our two children. He would do anything in the world for us, until he gets behind the wheel of his car. Then he becomes a totally different man. He's aggressive, bad-tempered and drives too fast.

We're on tenterhooks when we're in the car and thankful to get out of it. What makes otherwise lovely men like him turn into beasts on the road?'

Writing

Task 7. Reply to one of the letters in Task 6. Use the expressions in the box.

REVISION 1

(Units 1-2)

1. Read the text and choose the correct answer.

For American software developer Chris Dancy life doesn't feel complete without being connected to several hundred devices and applications that collect data about his life at all times. 'I've been called the most connected human on Earth,' he says. I've spent the last four years connecting all the devices that I wear to all the smart technology in my home and transmitting all that data through to a single online platform, so I can search my entire life. I call it my "inner-net".

On a normal day, Dancy 'travels light', only wearing six devices: above his eyes sits a headset, which records everything he sees. Around his neck hangs a camera, which requires no photography skills because it takes a picture automatically every thirty seconds. On his wrist is a smart watch, which sends him alerts from his two smart phones, while around the upper arm is a fitness armband, tracking his movement and sleep patterns twenty-four hours a day. And then there's the stuff you can't see: a heart-rate monitor strapped to his chest to measure his heart beats and beneath his waistband, a posture sensor, 'which vibrates when I get tired and I forget my posture and slouch,' he beams.

Dancy claims this 'data-assisted living' has revolutionized his life helping him to lose weight and letting him live calmly. He can cast an eye over this personal data any time he needs to remember something that happened in the past.

So, what's the next frontier? 'All this stuff has to go away,' he says. 'Why can't your shoes have sensors in them, so if you're wandering around trying to find a location, you don't need a GPS – your shoe just vibrates left or right. I think this kind of personalised data is really the future, but for now we have to fix all this stuff onto our clothes, and people stare at you because it looks silly.'

But what about the issue of ownership of data and privacy? A lot of data is fed back on the web and a lot of companies now hold huge amounts of data on their customers. Dancy frowns: he is concerned, but is optimistic about the beneficial power of mastering our data, as long as we stop giving it away. 'It's urgent that people look at the data they are creating and giving away – so much of it can be used to make our lives better, rather than lining the pockets of mega corporations.'

1. Dancy is called the most connected man because he
 - a) checks his emails and calendar regularly.
 - b) uses technology to track every detail of his life.
 - c) wears smart clothes all the time.
 - d) has a personal online platform at home.

2. One of the devices that Dancy wears
 - a) helps him to travel without too much luggage.
 - b) improves his photography skills.
 - c) wakes him up when he's falling asleep.
 - d) alerts him when he isn't standing or sitting up straight.

3. Dancy maintains that technology has enabled him to
 - a) improve the quality of his sleep.
 - b) live in a more secure environment.
 - c) find out what other people think of him.
 - d) de-stress and lose weight.

4. Dancy thinks that in the future wearable technology will
 - a) disappear.
 - b) be less visible.
 - c) be born in the shoes.
 - d) look stupid.

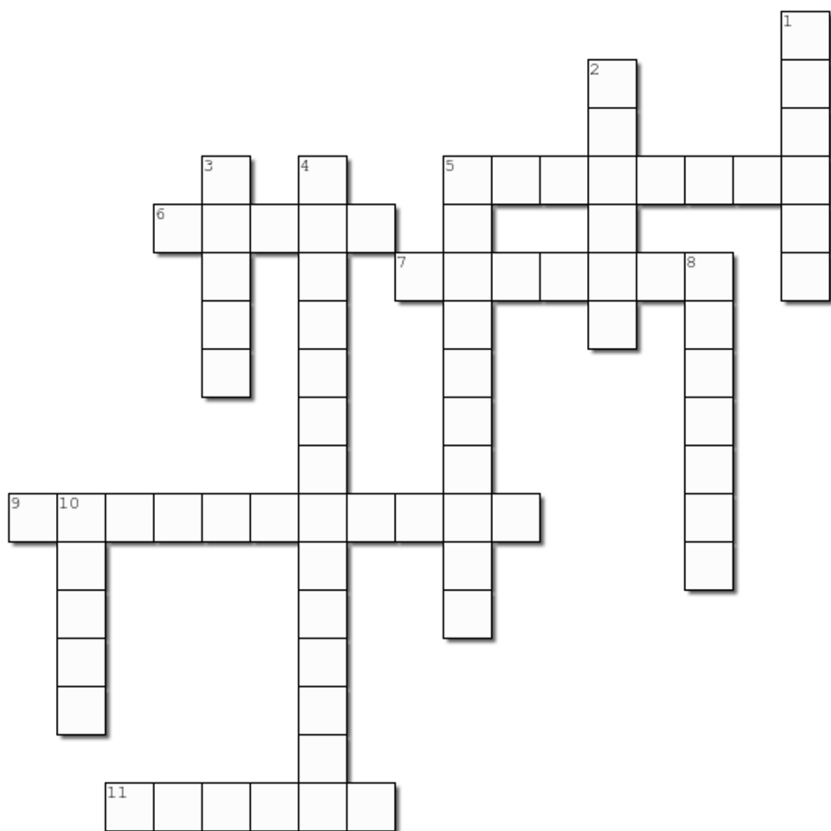
5. Dancy thinks people should
 - a) share their data with others online.
 - b) create more data to give away.
 - c) protect personal data from big companies.
 - d) improve the economy by sharing data.

6. Which is the best summary of Dancy's attitude to wearable technology?
 - a) You can use personal data to improve the quality of your life.
 - b) It's difficult to use personal data to your own advantage.
 - c) Wearable technology can be used to control people around you.
 - d) It's only large companies that benefit from data analysis.

2. Match the idioms in Column A with their definitions in Column B.

A	B
1. to be in two minds	a) to waste one's time and efforts
2. to come to a deadlock	b) to recall
3. to lose one's mind	c) to ignore someone
4. to bring to mind	d) to be unable to decide
5. to flog a dead horse	e) to become mentally ill
6. to cut someone dead	f) to be at a stage where you can't make further progress

3. Complete the crossword puzzle.



Created using the Crossword Maker on TheTeachersCorner.net

Across

5. a small window on the outside of a ship or aircraft
6. a subtle form of humour which involves contrast
7. agreement, permission
9. a noticeably rapid, strong or irregular heartbeat
11. a feeling of sickness (both physical and emotional)

Down

1. not talking much about one's abilities or achievements
2. speak in a low voice, usually in dissatisfaction
3. prepare for smth unpleasant or difficult
4. not welcoming or friendly
5. supplies of food
8. shake involuntarily (from fear, anger, etc.)
10. extreme physical or mental suffering

4. Write the meanings of the given prefixes and make up at least 2 words with them.

Prefix	Meaning	Words
<i>mis-</i>		
<i>ex-</i>		
<i>mal-</i>		
<i>over-</i>		
<i>post-</i>		
<i>poly-</i>		
<i>fore-</i>		
<i>de-</i>		
<i>ultra-</i>		
<i>super-</i>		
<i>sub-</i>		
<i>under-</i>		
<i>nano-</i>		

5. Add negative prefixes (*un-*, *in-*, *im-*, *dis-*, *il-*, *ir-*, *mis-*) to the words in the box and fill in the gaps with them.

<i>edible</i>	<i>legitimate</i>	<i>reliable</i>	<i>reversible</i>	<i>measurable</i>
<i>requited</i>	<i>relevant</i>	<i>judge</i>	<i>qualified</i>	<i>perfect</i>
<i>loyal</i>	<i>literate</i>	<i>adequate</i>	<i>honest</i>	<i>solicited</i>

1. Something that is _____ is not good enough. 2. A person who can't read and write is _____. 3. If something is _____, it means it cannot be eaten. 4. Something that is _____, cannot be changed back. 5. If somebody is _____, you cannot trust or depend on them. 6. If something is _____, it means it is not allowed or accepted. 7. A person who is _____, cheats others. 8. If you get something _____, you didn't ask for it and you don't want it. 9. Something that is _____ is too big to be measured. 10. If something is _____, it is not completely correct. 11. If your love is _____, it means that the person you're in love with doesn't love you. 12. If you are _____ you betray your friends or your country. 13. Something that is not important or does not relate to the matter is _____. 14. If you _____ someone, it means that you form an unfair or wrong opinion about someone or something. 15. If someone is deprived of a power, right, or privilege, it means they are _____.

6. Put the verbs in brackets into the correct form (*Infinitive, -ing form*):

1. Your overcoat needs _____ (to clean), you had better _____ (to take) it to the cleaner's.
2. The headmaster suggested _____ (to call) a meeting and _____ (to discuss) the newly proposed educational program.
3. I'm delighted _____ (to hear) that you are coming to Armenia next Saturday. We are all looking forward to _____ (to see) you.
4. The teacher tried hard _____ (to explain) to the pupils that _____ (to cheat) won't get them anywhere.
5. Sorry for _____ (to offend) you Jerry. Take my word for it, I didn't mean _____ (to hurt) you, I was just joking.
6. "I can't _____ (to start) my car on cold mornings."
"Have you tried _____ (to fill) the radiator with hot water? That helps."
7. On _____ (to see) the policeman the thieves jumped out of the window to avoid _____ (to catch).
8. I can't _____ (to lose) the documents, I clearly remember _____ (to put) them into the drawer yesterday morning.
9. It's no use _____ (to tell) Martin to keep the news secret. He can't help _____ (to inform) everyone about it first.
10. Greg was trying _____ (to convince) his mother that he was able to manage on his own, but she insisted on _____ (to help) him.

7. Choose the right option.

1. It was still an hour before dark, but he couldn't help _____ a little worried.
a) to be b) being c) to be d) to have been
2. Two witnesses claim _____ the suspect in the nearby area before the crime.
a) to have seen b) for seeing c) being seen d) to see
3. _____ where his daughter was, Garry called several friends and relatives.
a) Not to know b) Having known c) For knowing d) Not knowing
4. His telephone was disconnected because he forgot _____ for it.
a) to have paid b) to pay c) paying d) having paid
6. It is difficult _____ mistakes in such constructions.
a) to avoid making b) avoiding to make c) avoiding making d) to avoid to make
7. He suggested _____ at a small roadside inn.
a) being stopped b) having stopped c) stopping d) to stop
8. I tried _____ him because I needed to test my new mobile phone.
a) to be calling b) to call c) to have called d) calling
9. When asked what he was doing there, the boy turned and left _____ good-bye.
a) not saying b) without saying c) to say d) for saying
10. He is in doubt _____ the correct software for his computer system.
a) for buying b) about buying c) to buy d) to buying

8. Complete the sentences with your own ideas.

1. When teenagers are deprived of gadgets and technology, they _____
_____.
2. Technology can make your life better if _____
_____.
3. It is against the rules of etiquette to _____
_____.
4. Decisions should be based on _____
_____.
5. Using intuition is a good technique in making a decision when _____
_____.

UNIT 3

Part A	Part B
Reading & Vocabulary <i>Mr Know-All</i> by S. Maugham Word-Formation noun suffixes Grammar modal verbs	Communication Skills Speaking & Reading Phrasal Verbs Listening <i>"Your Body Language Shapes Who You Are"</i> Functional Language asking for and giving opinion Writing

Part A

Reading & Vocabulary

Mr Know-All

by Somerset Maugham

Somerset Maugham was born on January 25, 1874, in Paris, France. Brought up originally in France, Maugham lost his mother at the age of eight. Two years later his father died of cancer and Maugham, the orphan, was moved to Kent, where he boarded at King's School, Canterbury.

Maugham studied philosophy and literature at Heidelberg University and then in London he qualified as a surgeon at St. Thomas's Hospital. "Of Human Bondage" (1915) is an autobiographical novel describing his unhappiness and anxiety in early life and recounting his experiences as a medical student.

Maugham served in the British Intelligence Service in World Wars I and II. In 1914 he was part of a Red Cross unit in France, later acting as a secret agent in Geneva. Maugham's travels fuelled his fascination with the Orient and South Sea Islands. "The Moon and Sixpence" (1919) is based on the life of Paul Gauguin, the artist who rejected France and civilization to live in Tahiti.

Maugham became a witty satirist of the post-colonial world and wrote over thirty plays, mainly light satiric comedies. At one time he had four dramas running simultaneously; only Bernard Shaw has had more plays on at the same time in London. Today, Maugham is probably best known as a short story writer. His clear, lucid and economical style makes easy reading and his short stories have been reprinted frequently in collected editions. Maugham said himself: "I have never pretended to be anything but a story teller." He died on December 16, 1965.

I was prepared to dislike Max Kelada even before I knew him. The war had just finished and the passenger traffic in the ocean-going liners was heavy. Accommodation was very hard to get and you had to put up with whatever the agents chose to offer you. You could not hope for a cabin to yourself and I was thankful to be given one in which there were only two berths. But when I was told the name of my companion my heart sank. It was bad enough to share a cabin for fourteen days with anyone (I was going from San Francisco to Yokohama), but I should have looked upon it with less dismay if my fellow-passenger's name had been Smith or Brown.

When I went on board I made my way into the smoking-room. I called for a pack of cards and began to play patience. I had scarcely started before a man came up to me and asked me if he was right in thinking my name was so-and-so.

"I am Mr Kelada," he added, with a smile and sat down.

"Oh, yes, we're sharing a cabin, I think."

"Bit of luck, I call it. You never know who you're going to be put in with. I was glad when I heard you were English. I'm all for us English sticking together when we're abroad, if you understand what I mean."

"Are you English?" I asked, perhaps tactlessly.

"Rather. You don't think I look American, do you? British to the backbone, that's what I am."

To prove it, Mr Kelada took out of his pocket a passport and waved it under my nose.

King George¹ has many strange subjects. Mr Kelada was short and of a sturdy build, clean-shaven and dark-skinned, with a fleshy, hooked nose and very large lustrous and liquid eyes. His long black hair was sleek and curly. He spoke with a fluency in which there was nothing English and his gestures were exuberant. I felt pretty sure that a closer inspection of that British passport would have betrayed the fact that Mr Kelada was born under a bluer sky than is generally seen in England.

Mr Kelada was chatty. He talked of New York and of San Francisco. He discussed plays, pictures, and politics. He was patriotic. The Union Jack² is an impressive piece of drapery, but when it is flourished by a gentleman from Alexandria or Beirut, I cannot but feel that it loses somewhat in dignity. Mr Kelada was familiar. I do not wish to put on airs, but I cannot help feeling that it is seemly in a total stranger to put mister before my name when he addresses me. Mr Kelada, doubtless to set me at my ease, used not such formality.

I not only shared a cabin with him and ate three meals a day at the same table, but I could not walk round the deck without his joining me. It was impossible to snub him. It never occurred to him that he was not wanted. He was a good mixer, and in three days knew everyone on board. He ran everything. He conducted the auctions, collected money for prizes at the sports, organized the concert, and arranged the fancy-dress ball. He was everywhere and always. He was certainly the best-hated man in the ship. We called him Mr Know-All, even to his face. He took it as a compliment.

But it was at meal times that he was most intolerable. For the better part of an hour then he had us at his mercy. He knew everything better than anybody else, and it was an affront to his vanity that you should disagree with him. He would not drop a subject

however unimportant, till he had brought you round to his way of thinking. The possibility that he could be mistaken never occurred to him. He was the chap who knew. We sat at the doctor's table. Mr Kelada would certainly have had it all his own way, for the doctor was lazy and I was frigidly indifferent, except for a man called Ramsay who sat there also. He was as dogmatic as Mr Kelada and resented bitterly the Levantine's³ cocksureness.

Ramsay was in the American Consular Service, and was stationed at Kobe⁴. He was a great fellow from the Middle West, with loose fat under a tight skin, and he bulged out of his ready-made clothes. He was on his way back to resume his post, having been on a flying visit to New York to fetch his wife, who had been spending a year at home. Mrs Ramsay was a very pretty little thing, with pleasant manners and a sense of humour. The Consular Service is ill paid, and she was dressed always very simply; but she knew how to wear her clothes. You could not look at her without being struck by her modesty. It shone in her like a flower on a coat.

One evening at dinner the conversation by chance drifted to the subject of pearls. There had been in the papers a good deal of talk about the culture pearls⁵ which the cunning Japanese were making, and the doctor remarked that they must inevitably diminish the value of real ones. Mr Kelada, as was his habit, rushed the new topic. He told us all that was to be known about pearls. I do not believe Ramsay knew anything about them at all, but he could not resist the opportunity to have a fling at the Levantine, and in five minutes we were in the middle of a heated argument. At last something that Ramsay said stung him, for he thumped the table and shouted:

"Well, I ought to know what I am talking about. I'm going to Japan just to look into this Japanese pearl business. I'm in the trade and there's not a man in it who won't tell you that what I say about pearls goes. I know all the best pearls in the world, and what I don't know about pearls isn't worth knowing. They'll never be able to get a culture pearl that an expert like me can't tell with half an eye." He pointed to a chain that Mrs Ramsay wore. "You take my word for it, Mrs Ramsay, that chain you're wearing will never be worth a cent less than it is now."

Mrs Ramsay in her modest way flushed a little and slipped the chain inside her dress. Ramsay leaned forward. He gave us all a look and a smile flickered in his eyes.

"I didn't buy it myself, of course. I'd be interested to know how much you think it cost."

"Oh, in the trade somewhere round fifteen thousand dollars. But if it was bought on Fifth Avenue⁶ I shouldn't be surprised to hear anything up to thirty thousand was paid for it."

Ramsay smiled grimly.

"You'll be surprised to hear that Mrs Ramsay bought that string at a department store the day before we left New York, for eighteen dollars."

Mr Kelada flushed.

"Rot⁷. It's not only real, but it's as fine a string for its size as I've ever seen."

"Will you bet on it? I'll bet you a hundred dollars it's imitation."

"Done. Let me look at the chain, and if it's imitation I'll tell you quickly enough. I can afford to lose a hundred dollars," said Mr Kelada.

“Take it off, dear. Let the gentleman look at it as much as he wants.”

Mrs Ramsay hesitated a moment. She put her hands to the clasp.

“I can’t undo it,” she said. “Mr Kelada will just have to take my word for it.”

I had a sudden suspicion that something unfortunate was about to occur, but I could think of nothing to say.

Ramsay jumped up.

“I’ll undo it.”

He handed the chain to Mr Kelada. The Levantine took a magnifying glass from his pocket and closely examined it. A smile of triumph spread over his smooth and swarthy face. He handed back the chain. He was about to speak. Suddenly he caught sight of Mrs Ramsay’s face. It was so white that she looked as though she were about to faint. She was staring at him with wide and terrified eyes. They held a desperate appeal; it was so clear that I wondered why her husband did not see it.

Mr Kelada stopped with his mouth open. He flushed deeply. You could almost see the effort he was making over himself.

“I was mistaken,” he said. “It is a very good imitation, but of course as soon as I looked through my glass I saw that it wasn’t real. I think eighteen dollars is just about as much as the damned thing’s worth.”

He took out his pocket-book and from it a hundred-dollar note. He handed it to Ramsay without a word.

“Perhaps that’ll teach you not to be so cocksure⁸ another time, my young friend,” said Ramsay as he took the note.

I noticed that Mr Kelada’s hands were shaking.

Next morning I got up and began to shave. Mr Kelada lay on his bed smoking a cigarette. Suddenly there was a small scraping sound and I saw a letter pushed under the door. I opened the door and looked out. There was nobody there. I picked the letter and saw it was addressed to Max Kelada. The name was written in block letters. I handed it to him.

He took out of the envelope, not a letter, but a hundred-dollar note. He looked at me and again he reddened.

“No one likes being made to look a perfect damned fool,” he said.

“Were the pearls real?”

“If I had a pretty little wife I shouldn’t let her spend a year in New York while I stayed at Kobe,” said he.

At that moment I did not entirely dislike Mr Kelada. He reached out for his pocket-book and carefully put in it the hundred-dollar note.

Vocabulary Notes

1. **add** [æd] v. – 1) put something with another thing or group of things: **add one’s name to the list.**
2) mix or combine an ingredient with other ingredients: **add the flour**
3) put numbers or amounts together to get a total: **add 9 to the total**
Phr. **add smth up** – calculate, come to the expected total.
in addition to – combined or associated with.

2. **berth** ['bɜːθ] n. – a place to sleep on a ship, train, etc.
 3. **sink** ['sɪŋk] v. – 1) go down below the surface of water, mud: **sink like a stone**
2) become depressed: **His heart sank.**
 4. **patience** ['peɪʃəns] n. – any of various card games that can be played by one person.
 5. **subject** ['sʌbdʒekt] n. – a person who has the right to belong to a particular country, especially one with a king or queen: **a British subject**
 6. **sturdy** ['stɜːdɪ] adj. – 1) strong and healthy. *Syn.* **robust**
2) not easily influenced or changed by other people. *Syn.* **firm, determined**
 7. **hooked** [hʊkt] adj. – shaped like a hook: **a hooked nose/beak/finger**
 8. **lustrous** ['lʌstrəs] adj. – soft and shining. *Syn.* **glossy**
 9. **sleek** [sliːk] adj. – 1) straight and smooth in design or shape: **sleek lines of the car.**
Syn. **fine**
2) smooth, shiny and stylish: **sleek black hair.** *Syn.* **glossy**
 10. **exuberant** [ɪg'zjuːbərənt] adj. – full of energy, excitement and enthusiasm:
an exuberant personality/imagination
 11. **snub** [snʌb] v. – ignore someone in a deliberate and insulting way. *Syn.* **neglect**
 12. **intolerable** [ɪn'tɒlərəb(ə)l] adj. – so bad or difficult that you can't bear, completely unacceptable: **intolerable situation/burden**
Syn. **unbearable**
 13. **affront** [ə'frʌnt] n. – (to smb/smith) a remark or an action that insults or offends
smb/smith: **affront to one's intelligence**
 14. **frigidly** ['frɪdʒɪdli] adv. – not showing any feelings of friendship or zeal: **bow frigidly.** *Syn.* **frostily**
 15. **resent** [rɪ'zent] v. – feel angry or bitter about smth: **He resented being treated like a child.** *Syn.* **grudge, dislike**
resentful/adj. – showing a feeling of annoyance: **a resentful answer/look**
resentment/n.: **a feeling of resentment**
 16. **bulge out** [bʌldʒ] v. – stick out from smth, swell.
 17. **cunning** ['kʌnɪŋ] adj. – 1) able to get what you want in a clever way. *Syn.* **crafty**
2) clever and skillful. *Syn.* **ingenious**
 18. **diminish** [dɪ'mɪnɪʃ] v. – become or make smth become smaller, weaker:
diminish natural resources. *Syn.* **decrease**
 19. **resist** [rɪ'zɪst] v. – 1) refuse to accept smth:
resist the introduction of new technology. *Syn.* **oppose**
2) fight back, to exert oneself so as to counteract or defeat:
resist the temptation
- Word discrimination:* **resist, withstand**
- withstand** – be strong enough not to be hurt by extreme conditions:
withstand high temperatures, hunger
20. **sting** [stɪŋ] v. – 1) (of an insect or plant) to prick painfully:
Bees do not normally sting without being provoked.
2) make smb feel angry or upset:
The memory of that insult still stings.

21. **heated** ['hi:tɪd] adj. – (of a person or discussion) full of anger and excitement:

a heated argument/debate

Word discrimination: heated, hot

hot – involving a lot of activity, argument or strong feelings: **a hot issue**

22. **thump** [θʌmp] v. – 1) hit smb/smth hard, especially with your fist:

thump the door

2) throb, beat or pound violently:

His heart thumped with excitement.

23. **grimly** ['grɪmli] adv. – sadly, seriously: **be grimly satisfied.**

24. **imitation** [ˌɪmɪ'teɪʃən] n. – a copy of smth expensive: **imitation leather/pearls**

25. **swarthy** ['swɔ:ðɪ] adj. – having dark skin.

26. **desperate** ['desp(ə)rɪt] adj. – having/giving little hope (of success):

desperate attempt/struggle

27. **sense** [sens] n. – 1) one of the five powers (sight, hearing, smell, taste and touch) that your body uses to get information about the world around you.

2) an understanding about smth.

3) a feeling of smth important: **a sense of purpose/identity/duty**

Phr. talk sense, make sense, in a sense

Word discrimination: sensible, sensitive

a) **sensible** – it refers to your ability to make good judgments:

She gave me some very sensible advice.

b) **sensitive** – refers to how easily you react to things and how much you are aware of things or other people: **a sensitive skin/child**

Notes

¹. **King George** – George V, king of England (1865-1936).

². **Union Jack** – national flag of Great Britain.

³. **Levantine** – a native or an inhabitant of the Levant (region on the East Mediterranean, including all countries bordering the sea between Greece and Egypt).

⁴. **Kobe** – a city in Japan.

⁵. **culture pearls** – pearls grown artificially.

⁶. **Fifth Avenue** – a street in New York with many stores (shops) frequented by very rich people.

⁷. **rot** – (inform.) said of smth untrue or stupid, nonsense.

⁸. **cocksure** – (colloq.) showing confidence in a way that is annoying to other people.

Word combinations

to look upon smth with dismay

to the backbone

to set/put smb at ease

to take smth as a compliment

to be at smb's mercy, to have smb at one's mercy

to have it all your own way

to have a fling at smb

to be in the trade
 you take my word for it
 there is no sense in doing

Idioms with 'word'

to be lost for words	to be unable to think of smth to say
by word of mouth	by speaking rather than writing
beyond words	more than one can say
to put in a (good) word for smb	to say positive things about smb
one's word is one's bond	one must keep one's promise
to spread the word	to tell many people some kind of information
not to mince words	to say what you mean as clearly and simply as possible
to weigh one's words	to think carefully about smth before you say
word for word	in exact words
to have one's words stuck in one's throat	to be so overcome by emotion that one can hardly speak

Exercise 1. Learn the following structures and use them in sentences of your own.

1. *I cannot but feel* that it loses somewhat in dignity.
 One cannot but feel admiration.
 We cannot but choose otherwise.
 She cannot but totally agree with us.
2. *I could not walk round the deck without his joining me.*
 You could not look at her without being struck by her modesty.
 One could not sit next to her without getting strained.
 Mary could not spend a moment without feeling guilty.
3. What I don't know about pearls *isn't worth knowing*.
 The issue is well worth thinking over.
 It is worth considering all the cons and pros.
 Our freedom is worth fighting for.
4. She *looked as though* she were about to faint.
 It sounds as though you had a good time.
 She felt as though the burden of the whole world fell on her shoulders.
 He looked as though he had seen a ghost.

Exercise 2. Find the English equivalents of the following words in the text.

շնորհակալ լինել	
գնալ դեպի	
սատարել իրար	
աննրբանկատորեն	
մինչև ուղն ու ծուծը	
հպատակ	
ամրակազմ լինել	
անել իր ուզածով	
աշխույժ շարժում	
ուշադիր գնում	
բացահայտել փաստը	
շատախոս	
չկարողանալ չգգալ	
կարևոր ձևանալ	
այնպես անել, որ դիմացինը հարմարավետ զգա	
երբեք մտքով չէր անցել	
անտեսել	
շփվող մարդ	
աճուրդ անցկացնել	
պարահանդես կազմակերպել	
ընդունել որպես հաճոյախոսություն	
ինչ-որ մեկի ողորմածության հույսին լինել	
վիրավորանք մեկի փառասիրությանը	
դադարել խոսել ինչ-որ թեմայով	
համոզել	
դուրս պրծնել	
վերսկսել	
ցածր վարձատրվող աշխատանք	
արժեքը նվազեցնել	
զբաղվել ինչ-որ բիզնեսով	
ազնիվ խոսք	
կարմրել (2)	
կայծկլտալ	
գրագ գալ 100 դոլարի վրա	

ինքն իրեն թույլ տալ տանուլ տալ գրագր	
տատանվել	
ամրակ	
հաղթական ժպիտ	
հարձակվել ինչ-որ մեկի վրա	
հուսակտուր խնդրանք	
ամենագետ	
սխալվել	
գերազանց կրկնօրինակ	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. Stop putting on airs and act like the rest of us.
2. His exuberant personality makes him fun to be around.
3. Whatever was spoken he would bring us to his way of thinking at any cost.
4. It was an affront to his vanity if you didn't come to his parties.
5. No matter what you advise him to do he would have it all his own way.
6. I could bet that he was British to the backbone.

b) using the words and expressions from the text

1. She made me feel relaxed by telling anecdotes.
2. She returned the bracelet pleading him worriedly not to give her away.
3. His face beamed with a radiant smile.
4. John dealt in pearls and he knew every minor detail about them.
5. For a moment he rejoiced over his victory but then looked at his wife's dark-skinned face and broke off shocked.

Exercise 4. Choose the right word and use it in the correct form.

heated – hot

1. His diplomatic approach to the sensitive topic helped avoid a _____ controversy among his colleagues.
2. Let's meet tonight! I've got some _____ gossip for you!
3. There are some love scenes that are too _____ for TV.
4. The environment has become a very _____ issue.
5. They were engaged in a _____ debate about the problem.
6. Tax cuts have become a _____ topic in this election campaign.

resist – withstand

1. He was unable to _____ the temptation of taking the wallet.
2. Their marriage did not _____ four years' separation during the war.
3. She couldn't _____

asking him about his date. 4. Simpson _____ a blistering cross-examination in court this morning. 5. The bunker is designed to _____ a nuclear blast.

sensitive – sensible

1. It would be _____ to keep silent in such a situation. 2. She is very _____ to other people's feelings. 3. I think the most _____ thing would be to take a taxi home. 4. My teeth are very _____ to cold food. 5. He is very _____ about his weight. He tries to avoid the subject of obesity.

Exercise 5. Fill in the blanks with prepositions and adverbs.

1. The child can't add _____ a column _____ figures. 2. I'm sure that these facts are familiar _____ every schoolchild. 3. It's amazing that such a brilliant idea occurred _____ a small boy. 4. There is little sense _____ what he is saying. 5. After all he was right _____ suspecting him of the robbery. 6. This dress doesn't appeal _____ me. I won't buy it. 7. Her calm words set everybody _____ ease. 8. In three days everybody _____ board knew him, and everybody called him 'cocksure' _____ his face. 9. He couldn't put _____ the criticism. He felt resentment _____ his friends. 10. There isn't much sense _____ warning him _____ the dangers _____ the trip. He knows it himself. 11. Without a gun he was _____ their mercy. 12. Perhaps, this book will prove to be _____ some use _____ you _____ your study.

Exercise 6. Complete the sentences with the words in the box:

afford	blame	betrayed	sense (2)	sensible	proved	nonsense
additional	gave up	sharing	occurred	resumed	mercy	appeals

1. I can't make any _____ of this letter from the council at all. It's all _____. 2. Our local round-the-city 10 kilometer fun run is not the kind of race which normally _____ to me. 3. I didn't want to end up in a tiny place, so I answered an ad for house-_____. 4. Harry finally _____ teaching me Portuguese. 5. At the time his words made little _____ to me, I was to understand their full meaning much later. 6. The suggestions he had made were quite _____, and we saw no reason why they shouldn't be accepted. 7. A seemingly unimportant incident _____ but he wouldn't let it pass unnoticed. 8. We _____ our journey after a short rest. 9. I can't _____ three weeks away from work. 10. They were lost at sea, at the _____ of wind and weather. 11. Her red face _____ her nervousness. 12. On the long journey he _____ to be an amusing companion. 13. I thought he was too good to _____ his friends. 14. We need some _____ help, we can't do it alone.

Exercise 7. Answer the questions.

1. Why was the narrator prepared to dislike Mr Kelada even before he saw him?
2. Why did he have to share the cabin with Mr Kelada?
3. What was the narrator's first impression of Mr Kelada? What made him change his opinion of him?
4. What kind of man was Mr Kelada?
5. What was the attitude of other passengers to Mr Kelada? Why?
6. Who did the narrator share the table with?
7. Why were there heated arguments at every meal?
8. Why did Mr Kelada lose his temper while discussing the pearl business?
9. What did Mr Kelada and Mr Ramsay bet on?
10. Why didn't Mr Kelada tell the truth about Mrs Ramsay's pearls?
11. Do you justify Mr Kelada's deed? Why?
12. How would you act if you were in Mr Kelada's shoes?

Exercise 8. Translate the following sentences into English.

1. Մի րոտս ճմլվեց, երբ տեսա, թե ինչպես նա հարձակվեց իր կնոջ վրա, և մենք ականատես դարձանք բոլոր վիճաբանության: 2. Աղքատ կինը ակնապիշ նայեց հարգարժան պարոնին՝ աչքերում հուսակտուր խնդրանք: 3. Դա մի ամրակազմ տղամարդ էր՝ թխամաշկ, սև, գանգուր մազերով և պսպղուն աչքերով: 4. Բոլորը նրան «գիտունիկ» էին անվանում անգամ իր երեսին, սակայն նա դա որպես հաճոյախոսություն էր ընդունում: 5. Մենք անգամ չփորձեցինք մերժել նրա հրավերը, քանի որ դա կվիրավորեր նրա փառասիրությունը: 6. Ես ավելի քիչ կանհանգստանայի, եթե նա այդքան սառը անտարբերություն չցուցաբերեր իր աշխատանքի նկատմամբ: 7. Հաղթական ժպիտը փայլեց նրա դեմքին, երբ հասկացավ, որ գրագը շահել է: 8. Երբեք մտքովս չէր անցնի, որ այդ ծերունին մինչև ուղն ու ծուծը բրիտանացի կլիներ: 9. Օրիորդը շիկնեց իրեն հատուկ համեստությամբ, երբ հաճոյախոսություններ լսեց երիտասարդի շուրթերից: 10. Նրա պարանոցին իսկական մարգարիտների գերազանց կրկնօրինակ կար, որը աչքի էր ընկնում անգամ հեռվից:

Exercise 9. Retell the text as it might be told by:

- a) Mrs Ramsay
- b) Mr Kelada

Do and Make

<i>Do</i>	<i>Make</i>
do one's best	make an attempt
do some exercise	make a cake/pizza/coffee
do harm	make an effort
do homework	make an excuse
do (the) housework	make a fortune
do research	make fun of smb/smith
do (the) shopping	make a mess (of smth)
do a subject at school	make a mistake
do badly/well	make money
do some work	make the most of smth
	make a noise
	make notes
	make an offer
	make progress
	make sense (of smth)
	make changes
	make one's way (into)

Exercise 10. Put the following with the correct verb to make verb phrases.

an appointment, badly, a cup of coffee, a difference, a dress, good, one's hair, one's homework, a living, a mistake, a phone call, a profit, a suggestion, well, a decision, the dishes, French, a good impression, harm, a job, a loss, Maths, money, Physics, smth for a living, the washing up, some work

Do	Make

Exercise 11. Match the verb phrases (1-10) with the meanings (a-j).

- | | |
|---------------------|--|
| 1. make notes | a) check that smth is certain |
| 2. do badly | b) injure |
| 3. make an attempt | c) become rich |
| 4. make a journey | d) try as hard as possible |
| 5. do harm | e) write down information |
| 6. do some exercise | f) try |
| 7. make sense | g) not be successful |
| 8. make a fortune | h) travel from place to place |
| 9. make sure | i) practise a set of exercises to stay healthy |
| 10. do one's best | j) understand because it is clear |

Exercise 12. Complete the questions with *do* or *make* and then write an answer.

WORK	ANSWER
<p>1. What would you like to _____ for a living?</p> <p>2. Is _____ a lot of money important to you?</p> <p>3. What would you wear to _____ a good impression at a job interview?</p> <p>4. Would you accept a well-paid job if it _____ harm to your health?</p> <p>5. Does it _____ a difference to you if your boss is a man or a woman?</p> <p>6. Would you _____ a job which involved responsibility for people's lives?</p> <p>ARE YOU A GOOD STUDENT?</p> <p>7. Do you always _____ your homework?</p> <p>8. Which subject did you _____ well in at school?</p> <p>9. How do you feel when you _____ a mistake in your English?</p> <p>10. What do you do when you _____ badly in an exam?</p> <p>11. What kind of exercises do you like to _____ in class?</p> <p>12. Do you _____ notes while you are listening to a recording in English?</p>	<p>.....</p>

Word-Formation

Exercise 13. Compose derivatives by combining the roots in Box A with the suffixes in Box B.

A	resent ideal	respond valid	boy member	fail depend	employ percent	brew state	cocksure mix
B	-ee -ance	-ery -ity	-age -ship	-ism -ment	-hood -ful	-ure -ent	-er -ness

Exercise 14. Fill in the correct suffix to form nouns to the given definitions.

1. patri_____	8. auction_____
<i>killing of a father</i>	<i>one who auctions</i>
2. king_____	9. hindu_____
<i>country ruled by a king</i>	<i>belief in the hindu faith</i>
3. magi_____	10. knight_____
<i>someone with a skill for magic</i>	<i>condition of being a knight</i>
4. alcohol_____	11. magni_____
<i>addiction to alcohol</i>	<i>the process of making bigger</i>
5. crimin_____	12. waitr_____
<i>the study of criminal behavior</i>	<i>a female waiter</i>
6. explos_____	13. adult_____
<i>the act of exploding</i>	<i>a period in a person's life</i>
7. synth_____	14. athe_____
<i>the process of combining</i>	<i>one who does not believe in God</i>

Exercise 15. Complete the table with abstract nouns.

VERB	NOUN	VERB	NOUN
analyse		include	
align		interfere	
apologize		like	
aware		lodge	
behave		multiply	
complete		propose	
confuse		remove	
decide		replace	
describe		resemble	
divide		specify	
emit		vary	
enclose		verify	

Exercise 16. Complete the sentences with nouns derived from the words in capitals.

1. Nobody knows why this regulation had to be introduced. There is no _____ for it. JUSTIFY
2. If you want to see the doctor, you have to make an _____. APPOINT
3. The _____ of this plan will have serious _____. FAIL, IMPLY
4. The _____ of his misuse of public funds resulted in his _____. REVEAL, RESIGN
5. The _____ have found a lot of _____ in the company's records. REVIEW, INACCURATE
6. We apologize for the _____ of the meeting. CANCEL
7. I have not received confirmation of the _____ of my paper. ACCEPT
8. If you want to teach a technical subject, you need to have a teaching _____. QUALIFY
9. Our _____ about the cost of the _____ turned out to be wrong. ASSUME, EQUIP
10. The _____ of my passport expires next year. VALID
11. In this area, extreme temperatures are a rare _____. OCCUR
12. Do you think I can meet the entry _____ at this University? REQUIRE
13. The reason why I didn't buy that car was its high petrol _____. CONSUME
14. For a seminar to be useful, close _____ between the teacher and the students is a necessity. COLLABORATE
15. If you want to lose _____, you must cut down on bread. WEIGH

Grammar

Exercise 17. Complete each sentence with one of the phrases from the box.

couldn't be	wouldn't be	I might	don't have to	couldn't possibly
must be	must like	need to	may be	might as well

1. The heating comes on automatically. You _____ turn it on.
2. Of course I'll help! I _____ let you do it on your own.
3. It's a lovely hotel. And the staff _____ more helpful.
4. George _____ it there if he has stayed there for so long.
5. You _____ right, but I'm still not convinced.
6. We _____ go to the museum. There's nothing else to do.
7. I love these trees. Without them the garden _____ the same.
8. There's the phone call I was expecting. It _____ George.
9. Thanks. And now you just _____ sign on the dotted line.
10. Try as _____, I simply couldn't open the lid.

Exercise 18. Correct any errors in these sentences. Some sentences are correct.

1. Surely you mustn't have forgotten already! _____
2. Even Paul ought not to have foreseen what was coming next. _____
3. Frances might not have understood what you said. _____
4. It was surprising that she should have remembered me. _____
5. Harry must not have won the match with a bit more effort. _____
6. You must have told me you had already eaten. _____
7. Look, my wallet is empty. I shouldn't have gone to the bank after all. _____
8. You mustn't have been so unkind! _____
9. I shouldn't have managed without you. _____
10. I have no idea who it was, but I suppose it would have been Ann. _____

Exercise 19. Match the sentences in A with those in B to make short exchanges.

A

1. Shall we go to a Chinese restaurant this evening?
2. May I borrow your calculator for a moment?
3. Would you help me get the dinner ready?
4. You shouldn't get upset so easily.
5. You ought to have gone to the doctor as soon as you felt bad.
6. Do you think I should go and complain to the manager?
7. I'm sorry but you can't hand in the assignment a month late.
8. Could I have some time off to relax?
9. Can I get you anything from the shops?
10. You shouldn't have spoken like that to your mother.

B

- a) Not really; I'll be popping out myself in a minute.
- b) I'd rather stay at home.
- c) Actually, it would be difficult to do without you right now.
- d) Could you give me another week then?
- e) It's up to you really; it depends how strongly you feel.
- f) I'm sorry but I'm using it.
- g) I've apologized; what else can I do?
- h) Do I have to? I've got to do my homework.
- i) I can't help it; he really makes me furious.
- j) I couldn't because there was no one to take me.

Exercise 20. Complete the jokes with:

a) *mustn't* or *don't have to*:

1. – It's 40° C out there. We'll need an air-conditioned coach to take the team to the stadium.
 - We _____ spend extra money on an air-conditioned coach. An ordinary coach will be fine.
 - But won't it be too hot for the players?
 - Don't worry. We'll have thirty fans travelling with us!
2. – You _____ pull the cat's tail.
 - I'm only holding it. It's the cat that is pulling.
3. – Dad, I can help you to save money.
 - Really! How can you do that?
 - Do you remember saying you'd give me £10 for passing my exams?
 - Yes.
 - Well, you _____ pay me now.

b) *should* or *shouldn't*

1. – You _____ pay your taxes with a smile.
 - I tried but they wanted cash.
2. – I'm in love with two girls. One is very beautiful but has no money, the other is ugly and has lots of money. Who _____ I marry?
 - Well, I'm sure that you must really love the beautiful one, so I think you _____ marry her.
 - OK, thank you very much for your advice.
 - Don't mention it. By the way, I wonder if you could give me the name and telephone number of the other girl?
3. I went swimming after lunch and got cramp.
 - Well, you _____ have been swimming on a full stomach.
 - But I wasn't! I was swimming on my back!

Part B

Communication Skills

*"Few realize how loud their expressions really are.
Be kind with what you wordlessly say."*

Richelle E. Goodrich

Speaking & Reading

Task 1. Discuss the following:

- Having good communication skills is a must nowadays.
- What ways do we use to transmit information besides language?
- Comment on the importance of nonverbal communication.
- What is effective communication? Why is it useful to develop good communicative techniques?
- Why does physical appearance play a very important role in communication?
- What should you do to avoid breaks in communication and personal relationships?
- Do you agree that nonverbal communication can't be faked?

Task 2. Read the article and label the statements as true (T) or false (F).

Correct the false statements.

Nonverbal Communication

Language plays a commanding role as a means of communication. When we communicate with other people, we use our facial expression, eye contact, body movement, intonation, volume of voice, clothing, body decoration, time, space and many other ways to transmit information. Such means of communication without words are called nonverbal communication. People had developed nonverbal communication skills long before they began to talk. Some researchers are sure that nonverbal communication is more powerful than verbal communication. Ray Birdwhistell of the University of Pennsylvania has estimated that 30 or 35 percent of human communication occurs through words, the rest – through nonverbal modes. The first scientific study of nonverbal communication was Charles Darwin's book 'The Expression of the Emotions in Man and Animals' (1872). In this work Charles Darwin studied facial expression.

Nonverbal communication can be communicated through gesture and touch, by body language or posture, by facial expression and eye contact as well as through object communication such as hairstyles or even furniture. In other words nonverbal communication can be considered 'silent language' which serves to express feelings without using words.

Nonverbal communication takes place simultaneously with verbal communication. For example, when we agree or disagree with somebody, we often nod or shake our head to convey positive or negative feelings. We can show a person that we are

pleased with him or her or want to be friendly patting him or her on the shoulder. The words of love and affection are often accompanied by a hug or kiss.

Many aspects of nonverbal communication are greatly influenced by culture. People from different cultures interpret nonverbal behavior differently. For example, in Australia winking at women is improper; in Finland folding one's arms shows arrogance and pride; in Greece waving is an insult. Direct eye contact is a sign of respect and attention in America and Europe; whereas in some Asian countries downcast eyes are a sign of respect and attention. In many Asian cultures, the bow signifies the culture's concern with status and rank. In Japan low posture is an indicator of respect. In the United States, where people are usually informal and friendly, Americans often fall into chairs or slouch when they stand. In Germany and Sweden, where people are more formal, slouching is a sign of rudeness and poor manners. In Ghana and in Turkey, sitting with one's legs crossed is extremely offensive.

Proximity and touching behavior often convey attitudes of liking and affection in many cultures. Latin Americans and Southern Europeans use touching behavior frequently and have a closer distance for conversation. In Thailand, patting an adult on the head is offensive.

In different countries people have different ways of greeting each other. Arab men often greet by kissing on both cheeks. In Thailand people greet with both hands closed in front of chest. In Japan, men greet by bowing, and in the United States, people shake hands.

Even the high or low pitch of the tone and volume of the voice play a very important role in communication and may be interpreted differently. Arabs speak very loudly to show strength and sincerity. Germans use a commanding tone to show authority and self-confidence. In Japan, raising one's voice often means a lack of self-control. For Japanese people a gentle and soft voice reflects good manners.

We should remember that what is acceptable in one culture may be completely unacceptable in another. For example, the 'OK' gesture in the American culture is a symbol for money in Japan. The same gesture is obscene in some Latin American countries; while for Chinese or people in the South of France it is zero or nothing.

People's nonverbal actions can tell us much more than their words. For example, your partner wants to show you that he is calm, relaxed and self-confident, but his voice quavers and you notice his hands shake. That indicates that in reality this person is nervous and lacks confidence. Observing a person's body language you can understand if he or she is telling the truth or lying. When someone tells a lie, he or she often makes many speech errors, hesitates, flushes or turns pale.

Physical appearance plays a very important role in communication and helps us produce a favourable impression. Eye contact can show a variety of emotions such as warmth, disapproval, irritation, distrust, surprise, interest, attention, sadness and so on.

Good communicative techniques in both verbal and nonverbal ways can help you become a successful communicator. If we want to avoid breaks in communication and personal relationships, we should take into consideration cultural differences and behave in an appropriate way both verbally and nonverbally. If you observe a person's

gestures, posture, facial expression and movements, you will be able to catch the right information.

Remember that a sincere smile and a friendly expression facilitate communication and help remove the barrier between interlocutors. (www.alleng.ru/engl-top)

1. People had developed nonverbal communication skills long before they began to talk. _____
2. Ray Birdwhistell of the University of Pennsylvania has estimated that 70 or 75 percent of human communication occurs through words. _____
3. Many aspects of nonverbal communication are greatly influenced by culture. _____
4. In Australia winking at women is a sign of admiration and respect. _____
5. In Finland folding one's arms shows pensiveness and concentration. _____
6. In some Asian countries direct eye contact is a sign of respect and attention. _____
7. In Ghana and in Turkey, sitting with one's legs crossed is extremely offensive. _____
8. Arabs speak very loudly to show anger and irritation. _____

Task 3. Complete the sentences (1-8) with the endings (a-h).

1. Nonverbal communication can be communicated through _____
 2. Nonverbal communication takes place _____
 3. In Greece waving is _____
 4. In many Asian cultures, the bow signifies _____
 5. In Germany and Sweden slouching is a sign of _____
 6. Latin Americans and Southern Europeans use touching behavior frequently and have _____
 7. In Japan, raising one's voice often means _____
 8. Observing a person's body language you can understand if _____
- a) the culture's concern with status and rank.
 - b) a lack of self-control.
 - c) simultaneously with verbal communication.
 - d) gesture and touch, by body language or posture, by facial expression and eye contact as well as through object communication such as hairstyles or even furniture.
 - e) an insult.
 - f) he or she is telling the truth or lying.
 - g) a closer distance for conversation.
 - h) rudeness and poor manners.

Task 4. People often use ‘silent language’ to show their emotions and to send messages without words. What nonverbal modes will one use to show that he/she is ... ?

in a hurry; tired; angry; in low spirits; bored; excited; surprised; friendly/unfriendly; interested; attentive; nervous; pleased/displeased

For example: *When a person is in a hurry, he can look at his watch repeatedly and fidget uneasily in his seat.*

Task 5. What may the following nonverbal messages indicate? A person.....

(1) nods/shakes his head; (2) puts his thumb up/down; (3) shrugs his shoulders; (4) places his index finger to his lips; (5) pats another person on the shoulder; (6) coughs slightly; (7) waves his hand; (8) stares fixedly at another person; (9) rubs his nose/forehead; (10) strokes his chin; (11) covers his face with his hands.

Task 6. Comment on the following quotations.

- ‘A warm smile is the universal language of kindness’. (William A. Ward)
- ‘It [communication] means common understanding, a common tradition, common ideas, and common ideals. (Robert M. Hutchins)
- ‘Communication is a skill that you can learn. It’s like riding a bicycle or typing. If you’re willing to work at it, you can rapidly improve the quality of every part of your life.’ (Brian Tracy)
- ‘Effective communication is 20% what you know and 80% how you feel about what you know.’ (Jim Rohn)
- ‘Language is a social art.’ (Willard Van Orman Quine)

Phrasal Verbs

Task 7. Learn the following phrasal verbs and their definitions. Make up sentences with at least 5 of them.

blurt out	say smth that you weren’t supposed to say
catch on	understand smth
get through	make smb understand smth
talk over	discuss smth to smb
talk (a)round	try to get smb to change their opinion
pass on	give smth to smb
tune smb out	ignore smb, pretend not to hear smb
cut smb off	interrupt a person in the middle of a sentence
tell smb off	say exactly what you think about that person (often negatively)

butt in	suddenly enter and interrupt a conversation
stand up for/stick up for	defend or support smb in the face of opposition
back smb up	support smb
open up to smb	tell smb your true feelings
bring up a topic	introduce it into a conversation or discussion

Task 8. Complete the sentences with the correct form of the phrasal verbs from the table above.

1. I've talked to him many times, but I just can't seem _____ to him. 2. It's high time we all _____ our rights around here. 3. You should _____ your arguments with facts. 4. There should be somebody _____ Mike, he has become very rude recently. 5. Every time I talk to the manager, Henry _____ with silly comments. 6. We got _____ before she could give me directions. 7. He _____ everything about the party though we'd agreed to keep it a secret for a while. 8. We could finally _____ the arrangements and find a reasonable solution. 9. I explained the situation to him for several times, but he seems to have a problem _____. 10. I _____ the topic of Jessica, but he didn't want to talk about her.

Listening

Task 9. Listen to the lecture “Your Body Language Shapes Who You Are” on Ted Talks

(www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are) by Amy Cuddy and answer the questions.

1. What does one's body language communicate to others?
2. How are power and dominance expressed non-verbally?
3. What do we do when we feel powerless?
4. What does the lecturer notice about MBA students?
5. In what ways do powerful and powerless people differ?
6. What does the lecturer tell us from her personal experience?
7. Do you share the main ideas expressed in the lecture?

Functional Language

‘Your opinion is your opinion, your perception is your perception – do not confuse them with “facts” or “truth”. Wars have been fought and millions have been killed because of the inability of men to understand the idea that EVERYBODY has a different viewpoint.’

(John Moor)

Asking for Opinion	Giving Opinion
<i>What do you think about/of...?</i> <i>How do you feel about...?</i> <i>What would you suggest...?</i> <i>How does the idea of...appeal to you?</i> <i>Would/Will it be a good idea if/to...?</i> <i>What are your views on...?</i> <i>What's your opinion about/of...?</i> <i>Have you got any comments on...?</i> <i>Do you (dis)approve of...?</i> <i>Do you agree with the opinion that...?</i> <i>Do you share the view that...?</i> <i>I'd like (to hear) your views on...</i> <i>I'm sure you'd agree that...</i> <i>What do you reckon...?</i> <i>Are people right in thinking...?</i> <i>What's your position on... ?</i> <i>Would it be right to say... ?</i> <i>Would you support the view that... ?</i>	<i>Personally I think/feel/believe that...</i> <i>What I think is that...</i> <i>It's (quite) clear (to me) that...</i> <i>In my opinion/view...</i> <i>As far as I am concerned...</i> <i>The way I look at it...</i> <i>It seems/appears to me...</i> <i>To my mind...</i> <i>To the best of my knowledge...</i> <i>I'm quite sure/convinced that...</i> <i>If I were... , I'd...</i> <i>Don't you think it would be good to...?</i> <i>From my point of view...</i> <i>I tend to think/feel/believe that...</i> <i>My view is that ...</i> <i>The way I see it,...</i>
Adverbs of opinion	Modal verbs of opinion
<i>Maybe, he will reach the top.</i> (uncertain) <i>He will definitely reach the top.</i> (certain) <i>Possibly, he will descend the same day.</i> (certainty) <i>No doubt/undoubtedly/surely he will return before dark. (certainty)</i> <i>He apparently has super-human strength. (inference)</i>	<i>He might reach the top of the mountain.</i> (uncertain) <i>He will reach the top. (certain)</i> <i>He may descend the same day.</i> (uncertain) <i>He must return before dark. (necessity)</i> <i>He must have super-human strength.</i> (inference)

Task 10. Ask for and give opinions on the following topics using the words and expressions in the tables above.

1. Global warming
2. Examinations
3. People's health
4. Marriage traditions
5. Parental permissiveness
6. Having breakfast in the morning

Task 11. Express your opinion on the following questions.

1. How do you feel about vegetarianism?
2. Should fast food be totally banned?
3. Which stage of life do you think is the best/worst?
4. What questions would you like to ask in an opinion poll about the environment?

Task 12. Read and discuss the following tips, add some more.

Six Ways to Have a Successful Conversation by Walter Anderson

1. Do more than just listen. Show a real interest by nodding, smiling, saying 'Really?', or 'That's interesting!', etc.
2. Ask open-ended questions and do your best to avoid questions that are easily answered with a 'yes' or 'no'.
3. Say the other person's name: each of us responds to the sound of our name, so use the other person's name frequently in the conversation.
4. Agree enthusiastically; disagree gently. If you must disagree, be polite. 'I'm sorry, but I can't agree,' can stop a conversation cold.
5. Don't monopolize the conversation: let the other person talk too. Even if you know a lot about a subject, the other person is probably more interested in what they have to say.
6. Don't change the subject. It's rude to ask a question, wait for the answer, then respond by bringing up another topic.

Writing

Task 13. Complete the sentences in different ways to ask your friends' opinion.

1. _____ these shoes (dress, film, book, class)?
2. _____ the plan to change the examination system?
3. _____ having more responsibility?
4. _____ marrying in late teens?
5. _____ cosmetic surgery?

Task 14. Write a paragraph of 100 words on the following topics.

What are your views on:

- a) buying and selling goods over the internet?
- b) social networking with people you have never met face-to-face?
- c) reading books online?

UNIT 4

Part A	Part B
Reading & Vocabulary <i>"The Ant and the Grasshopper"</i> Word-Formation adjective suffixes Grammar subjunctive mood	Health for Life Speaking & Reading Phrasal Verbs Listening <i>"How to Make Stress Your Friend"</i> Functional Language regret and apology Writing

Part A

Reading & Vocabulary

The Ant and the Grasshopper

by W. Somerset Maugham

When I was a very small boy I was made to learn by heart certain of the fables of La Fontaine, and the moral was carefully explained to me. Among those I learnt was *The Ant and the Grasshopper*, which is devised to bring home¹ to the young the useful lesson that in an imperfect world industry is rewarded and giddiness punished. In this admirable fable the ant spends a laborious summer gathering its winter store; while the grasshopper sits on a blade of grass singing to the sun. Winter comes and the ant is comfortably provided for, but the grasshopper has an empty larder: he goes to the ant and begs for a little food. Then the ant gives him her classic answer:

"What were you doing in the summer time?"

"Saving your presence², I sang, I sang all day, all night."

"You sang. Why, then go and dance."

I do not ascribe it to perversity on my part, but rather to the inconsequence of childhood, which is deficient in moral sense, that I could never quite reconcile myself to the lesson. My sympathies were with the grasshopper and for some time I never saw an ant without putting my foot on it. In this summary fashion I sought to express my disapproval of prudence and commonsense.

I could not help thinking of this fable when the other day I saw George Ramsay lunching by himself in a restaurant. I never saw anyone wear an expression of such deep gloom. He was staring into space. He looked as though the burden of the whole world sat on his shoulders. I was sorry for him. I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand.

“How are you?” I asked.

“I’m not in hilarious spirits,” he answered.

“Is it Tom again?”

He sighed.

“Yes, it’s Tom again.”

“Why don’t you chuck³ him? You’ve done everything in the world for him. You must know by now that he’s quite hopeless.”

I suppose every family has a *black sheep*⁴. Tom had been a sore trial⁵ to his for twenty years. He had begun life decently enough: he went into business, married and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn’t like work and that he wasn’t suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and his office. He had a little money and he spent two happy years in the various capitals of Europe. Rumours of his doings reached his relations from time to time and they were profoundly shocked. He certainly had a very good time.

I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries. For this he depended on his brother George. George was a serious and respectable man. Once or twice he fell to Tom’s promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motorcar and some very nice jewellery. But when circumstances forced George to realize that his brother would never settle down⁶ and he washed his hands of him, Tom, without a qualm, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting in a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was a perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn’t mind for the honour of the family giving it up. George paid.

Once Tom nearly went to prison. George was terribly upset. He went into the whole discreditable affair. Really Tom had gone too far. He had been wild, thoughtless and selfish, but he had never done anything dishonest, by which George meant illegal; and if he were prosecuted he would assuredly be convicted. But you cannot allow your only brother to go to gaol. The man Tom had cheated was vindictive. He was determined to take the matter to court; he said Tom was a scoundrel and should be punished. It cost George an infinite deal of trouble and five hundred pounds to settle the affair. I have never seen him in such a rage as when he heard that Tom and Cronshaw (the man Tom had cheated) had gone off together to Monte Carlo⁸ the moment they cashed the cheque. They spent a happy month there.

For twenty years Tom raced⁸ and gambled, philandered with the prettiest girls, danced, ate in the most expensive restaurants, and dressed beautifully. He always looked as if he had just stepped out of a bandbox⁹. Though he was forty-six you would never have taken him for more than thirty-five. He was a most amusing companion

and though you knew he was perfectly worthless you could not but enjoy his society. He had high spirits, an unfailing gaiety and incredible charm. I never lent him fifty pounds without feeling that I was in debt. Tom Ramsay knew everyone and everyone knew Tom Ramsay. You could not approve of him, but you could not help liking him.

Poor George, only a year older than his scapegrace brother, looked sixty. He had never taken more than a fortnight's holiday in the year for a quarter of a century. He was in his office every morning at nine-thirty and never left it till six. He was honest, industrious and worthy. He had a good wife, to whom he had never been unfaithful even in thought, and four daughters to whom he was the best of fathers. He made a point of saving a third of his income and his plan was to retire at fifty-five to a little house in the country where he proposed to cultivate his garden and play golf. His life was blameless. He was glad that he was growing old because Tom was growing old too. He rubbed his hands and said:

"It was all very well when Tom was young and good-looking, but he's only a year younger than I am. In four years he'll be fifty. He won't find life very easy then. I shall have thirty thousand pounds by the time I'm fifty. For twenty-five years I've said that Tom would end up in the gutter. And we shall see how he likes that. We shall see if it really pays best to work or be idle."

Poor George! I sympathized with him. I wondered now as I sat down beside him what infamous thing Tom had done. George was evidently very much upset.

"Do you know what's happened now?" he asked me.

I was prepared for the worst. I wondered if Tom had got into the hands of the police at last. George could hardly bring himself to speak.

"You're not going to deny that all my life I've been hard-working, decent, respectable and straightforward. After a life of industry and thrift I can look forward to retiring on a small income in gilt-edged securities¹⁰."

"True."

"And you can't deny that Tom has been an idle, worthless, dissolute and dishonourable rogue. If there were any justice he'd be in the workhouse."

"True."

George grew red in the face.

"A few weeks ago he became engaged to a woman old enough to be his mother. And now she's died and left him everything she had. Half a million pounds, a yacht, a house in London and a house in the country."

George Ramsay beat his clenched fist on the table. "It's not fair, I tell you; it's not fair. Damn it, it's not fair."

I could not help it. I burst into a shout of laughter as I looked at George's wrathful face, I rolled in my chair; I very nearly fell on the floor. George never forgave me. But Tom often asks me to excellent dinners in his charming house in Mayfair¹¹, and if he occasionally borrows a trifle from me, that is merely from force of habit. It is never more than a sovereign.

Vocabulary Notes

1. **devise** [di'vaɪz] v. – 1) plan or invent (a complex procedure, system, or mechanism) by careful thought: **A training programme should be devised.**
devisable/adj.
2. **giddiness**/n. ['gɪdɪnəs] – 1) a sensation of whirling and a tendency to fall or stagger: **The symptoms of the illness include vomiting and giddiness.**
Syn. **dizziness**
2) a state of excitable frivolity: The fans can be forgiven their giddiness. *Syn.* **light-headedness**
giddy/adj.
3. **admirable** [ə'dmərəbl̩] adj. – arousing or deserving respect, approval or affection: **He has one admirable quality – he is totally honest.**
Syn. **praiseworthy**, *Ant.* **unworthy, disreputable**
4. **ascribe** [ə'skraɪb] v. – 1) regard something as being due to (a cause): **He ascribed Jane's short temper to her upset stomach.**
2) regard a text, quotation or work of art as being produced by or belonging to a particular person or period: **a quotation ascribed to Cooper.** *Syn.* **attribute, assign**
5. **respectable** [rɪs'pektəbl̩] adj. – 1) deserving the respect of other people: **a respectable citizen**
2) having good social standing, reputation: **a respectable community**
Syn. **honourable**, *Ant.* **dishonourable**

Word discrimination: **respectable, respectful, respective**

- a) **respectful** – having respect: **Pupils should be respectful to their teachers.**
- b) **respective** – relating to two or more persons or things regarded individually: **Both parties have their respective policies.**
6. **reconcile** ['rekən,saɪl] v. – cause (a person) to accept or be resigned to something not desired: **He was reconciled to his fate.**

Word discrimination: **reconcile, adapt, adjust**

- a) **adapt** – make suitable for a new use or purpose; modify: **They adapted themselves to the warmer climate.**
- b) **adjust** – alter or move (smth) slightly to achieve the desired fit, appearance or result: **The government adjusted the budget to allow for inflation.**
6. **prudence** ['pru:d(ə)ns] n. – 1) the quality of being careful, cautious: **We need to exercise prudence in such important matters.**
2) good judgment, as well as wisdom in looking ahead: **sober prudence in handling one's affairs**
Syn. **caution, carefulness**, *Ant.* **imprudence, recklessness**
7. **expostulate** [ɪk'spɒstʃəleɪt] v. – reason earnestly with someone in an effort to dissuade from an action or intention: **His father expostulated with him about the evils of gambling.** *Syn.* **dissuade**
expostulation/n.

Word discrimination: **expostulate, persuade, convince**

- a) **persuade** – implies appealing as much to the emotions as to reason by such things as pleas, entreaty: **The government persuaded them to obey the ceasefire.**
- b) **convince** – to cause someone to believe in or agree to smth by using argument: **The prosecutor could not convince the jury that the defendant was guilty.**
8. **qualm** [kwɔ:m] n. – an uneasy feeling of doubt, worry, or fear, especially about one's own conduct a misgiving: **Military regimes generally have no qualms about controlling the press.**
9. **blackmail** ['blækmeɪl] v. – extort money from (a person) by the use of threats: **The strikers claimed they were blackmailed into signing the contract.**
10. **philander** [fɪ'lændər] v. – (of a man) make love with a woman one cannot or will not marry; carry on flirtations: **Her husband philandered with other women.**
11. **incredible** [ɪn'kredəbl] adj. – 1) impossible/difficult to believe, extraordinary: **an almost incredible tale**
2) informal, very good; wonderful: **I was fascinated: she looked so incredible.**
12. **industrious** [ɪn'dʌstriəs] adj. – working energetically and devotedly; hard-working: **an industrious person. Syn. diligent**
13. **decent** ['di:s(ə)nt] adj. – 1) respectable; worthy: **a decent family**
3) kind; obliging; generous: **It was very decent of him to lend me his watch.**
14. **trifle** ['traɪfl] n. – 1) a thing of little value or importance: **We needn't trouble the headmaster over such trifles.**
2) a small amount of something: **The thousand yen he'd paid seemed the merest trifle.**

Notes

- ¹ **bring home to smb** – to make smb realize smth, to convince one of smth
- ² **saving your presence** – an old-fashioned apology for using an indecent expression.
- ³ **to chuck smb** – (colloq.) to give up a person.
- ⁴ **black sheep** – (fig.) a disreputable member of a decent family or society.
- ⁵ **sore trial** – a person who is most irritating, troublesome.
- ⁶ **to settle down** – here: to become respectable, lead a decent life.
- ⁷ **Monte Carlo** – a town in Monaco, a famous gambling resort.
- ⁸ **raced** – here: spent money in betting on horse-races.
- ⁹ **stepped out of a bandbox** – neat and smart.
- ¹⁰ **gilt-edged securities** – stocks and bonds which are considered to be very safe investments.
- ¹¹ **Mayfair** – a fashionable residential quarter in London. The name is often used figuratively to denote fashionable and wealthy society.

Word combinations

to bring oneself to (do) smth

to bring smth home to smb

from force of habit

to burst into laughter

can't help doing

to be suited for

to fall to smb's promises of amendment

Idioms with 'hand'

to wash one's hands of smb/smth	decline responsibility for
a bird in the hand	what you have or know is better than smth you do not have or know
at first hand	directly from the origin, without intervention or intermediary
close/near at hand	within reach; handy, very near
to take into one's own hands	to deal with smth yourself
by a show of hands	(of a vote taken) expressed by people raising their hands
to have the upper hand	to have power and control over someone or a situation
to give smb a free hand	to allow someone to do whatever they think is necessary in a particular situation (often + to do smth)
to get one's hands dirty/dirty one's hands/soil one's hands	to get closely involved in a difficult task, into smth illegal
to win (smth) hands down	to win easily
to bite the hand that feeds you	to treat someone badly who has helped you in some way

Exercise 1. Learn the following structures and use them in sentences of your own.

1. The fable is devised *to bring home to the young* that in an imperfect world industry is rewarded and giddiness punished.
The teacher tried to bring home to the pupils that they shouldn't be late for classes.
Her first-hand account brought home to me the pain of the experience.
A law was passed to bring home to the citizens that traffic rules must be observed.
2. The ant *spends a laborious summer gathering* its winter store.
Martha spent a difficult night preparing for her maths exam.
The company has spent a lot of money updating their computer systems.
Yesterday I spent too much time watching television.

3. For some time I *never saw an ant without putting* my foot on it.
She never wrote a letter to me without asking for something.
Karen never lent me money without reminding to give it back soon.
Henry never greeted me without inquiring about my wellbeing.
4. There was *every reason to suppose* that Tom would have a useful career.
There is every reason to suppose that Mike cheated at the exam.
The police have every reason to suppose that he is guilty.
We had every reason to suppose that Robert had lied.
5. He *made a point of saving* a third of his income.
Fiona made a point of buying a DVD player.
We have made a point of winning the competition.
The scientists made a point of exploring the moon.
6. George could hardly *bring himself to speak*.
She could not bring herself to tell him the news.
I could finally bring myself to finish the work.
Mike could not bring himself to propose to Ann.

Exercise 2. Find the English equivalents of the following words in the text.

միտված է հասկացնելու	
աշխատանքը պարզևատրվում է	
ձմռան պաշար	
լավ ապահովված	
ներեցեք արտահայտության համար	
մանկական անհետևողականություն	
կամակորություն	
համառոտ կերպով	
հաշտվել	
անհավանություն արտահայտել	
աշխարհի բեռ	
հայացքը հառել	
պարզել ձեռքը	
հոգոց հանել	
պատուհաս	
ամեն պատճառ կար ենթադրելու	
խորապես ցնցվել	
մերժել պարտք տալ	
կայուն եկամուտ	

հավատալ խոստումներին	
առանց խղճի խայթ զգալու	
շանտաժ անել	
դրամախաղ	
սիրաբանել	
անսպառ կայտառություն	
աննկարագրելի հմայք	
միանգամայն անպիտան	
ստահակ (փուչ մարդ)	
անհավատարիմ լինել	
այգի մշակել	
վատ վախճան ունենալ	
կարեկցել	
խայտառակ բան անել	
հազիվ կարողանալ խոսել	
պատշաճ, հարգարժան, շիտակ	
ոսկեզօծ	
ծույլ, անպիտան, անառակ, ստոր սրիկա	
աշխատանքային գաղութ	
եթե արդարություն լիներ	
նշանվել	
բռունցքով սեղանին հարվածել	
ցասումնալի դեմք	
ծիծաղից պոռթկալ	
սովորության համաձայն	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. I suppose every family has a black sheep.
2. But when circumstances forced him to realise that his brother would never settle down, he decided to wash his hands of him.
3. He declared that he was not suited for marriage and would listen to no expostulations.
4. If he were prosecuted, he would assuredly be convicted, as he had gone into the whole discreditable affair.
5. No matter what you offer him, he is always very insensible to all enticements.

b) using the words and expressions from the text

1. The young boy flirted with different women and wasted a lot of money in casinos.
2. The man who was having lunch alone looked worried and extremely gloomy.
3. The fable is meant to make the reader appreciate hard work and disapprove of lightmindedness.
4. They said that the man whom his brother had taken in was really very revengeful.
5. The lady was determined to save one fourth of her income and feel sure that she would be well off at her old age.

Exercise 4. Choose the right word and use it in the correct form.

respectable – respectful – respective

1. I went to a _____ firm of tailors to have a suit made.
2. We discussed the _____ merits of the proposal.
3. She is a very _____ young lady. Everybody likes her.
4. These young men will never learn to be _____ to their elders.
5. Both of them are successful in their _____ fields of study.

reconcile – adjust – adapt

1. They had no problems in _____ at the new school.
2. This information is difficult to _____ with independent evidence.
3. This story has been _____ to meet the curriculum needs.
4. Alternatively you can, of course, manually _____ the size of the text with your web browser.

expostulate – persuade – convince

1. Your success will give you confidence to _____ more residents to join the event.
2. She _____ on the reasons for her decision not to enroll in the project.
3. To be successful in the interview, you must _____ the interviewer that you are the best candidate for the job.
4. His friend _____ with him about the evils of blackmailing.

Exercise 5. Fill in the blanks with prepositions.

1. Suddenly, as we were near the bus stop, the suspicious car started moving _____ us.
2. He decided to dive _____ the world of literature, reading novels from various genres.
3. If you don't settle _____, you will end _____ the gutter.
4. Use the ladder that is leaning _____ the wall.
5. The hills here are covered _____ wild flowers in early spring.
6. I am not as free as you think; _____ the contrary, I have lots of homework to do.
7. Further communication depended _____ how far an applicant got in the search.
8. The multifunctional materials and uses _____ the rooms make them suited _____ kids and adults.
9. She finds it difficult to adapt herself _____ the new environment.
10. We are obliged to comply _____ these rules, which may be modified _____ a simple majority vote.
11. This politician's sympathies are _____ the poor.

Exercise 6. Translate the following sentences into Armenian paying attention to the expressions with the word *hand*.

1. If you have the adoption papers *on hand*, I can read through and sign them right here and now. 2. My uncle's drinking problem *got out of hand*, and eventually he became an alcoholic. 3. Barry and Martha have six children and four dogs – *they've certainly got their hands full*! 4. The manager *washed his hands of* the whole situation and told us to solve the problem ourselves. 5. She lived in New York for 20 years – she knows the city *like the back of her hand*. 6. Janet's cousin, who is the vice-president of the company, *had a hand in* getting her the job. 7. My uncle's *an old hand* at car repair. 8. He's what this troubled club needs, a good, solid manager, *a safe pair of hands*. 9. The college gave me a scholarship, so I shouldn't *bite the hand that feeds me* and criticize its policy. 10. Bob wanted us to vote on paper, not *by a show of hands*, so that we could have a secret ballot.

Exercise 7. Answer the questions.

1. What is the fable devised to bring home to the young? What is its plot?
2. What made the author never reconcile himself to the useful lesson?
3. Are his sympathies with the *Ant* or the *Grasshopper*?
4. How did George Ramsay look when his friend met him at the restaurant?
5. What sort of family were the Ramsays?
6. Were the two brothers similar or different? In what ways?
7. What kind of life did Tom and George lead? How did they earn their living?
8. What made George wash his hands of Tom?
9. How did Tom succeed in making people like him?
10. What was George looking forward to? Why?
11. What had upset George so much?
12. How had Tom managed to become wealthy?
13. What made the author burst out laughing?

Exercise 8. Translate the following sentences into English.

1. Ֆիլմն ընդհանուր առմամբ միտված էր հասկացնելու երիտասարդներին, որ կամակորությունը վատ դաստիարակության արդյունք է: 2. Ներեցեք արտահայտությանս համար, չե՞ք կարծում, որ ձեր բառերը միանգամայն ոչ առաքինի են բարոյական առումով, և երեխան կարող է երբեք չհաշտվել այդ մտքի հետ: 3. Նա նստած էր սրճարանում, հայացքը հառած դեպի հեռուն, և ես հասկացա, որ անհանգստության պատճառը կրկին իր ստահակ որդին է: 4. Այդ նամակում տնօրենն իր անհավանությունն էր արտահայտում նման վարքագծի վերաբերյալ, սակայն, ակնհայտ էր, որ նրա կարեկցանքն ու սերը ուղղված էին իր օգնականին: 5. Ասեկոսենք էին հասնում իր ընկերներին,

որ նա լքել էր կնոջն ու ընտանիքը և անվայել կյանք էր վարում՝ սիրաբանելով այլ կանանց հետ և ունեցվածքը վատնելով խաղատներում: 6. Մեկ կամ երկու անգամ հայրը հավատացել էր որդու՝ փոխվելու խոստումներին, սակայն նրա արարքներն ամեն անգամ հակառակն էին ապացուցում, և հայրը համոզվում էր, որ նա երբեք խելքի չի գա: 7. Նա մտադիր էր խնայել իր եկամտի մեկ երրորդը և մի հրաշալի առանձնատուն գնել քաղաքի արվարձաններից մեկում, որտեղ կկարողանար մշակել իր այգին և հրաշալի երեկոներ անցկացնել իր ընկերների հետ: 8. Ամեն հարցում նա կախված էր իր եղբորից, բայց հանգամանքները ստիպեցին նրան հասկանալ, որ ժամանակն է ձեռքերը լվանալ նրանից: 9. Ամեն պատճառ կար ենթադրելու, որ կինը առանց խղճի խայթ զգալու կգրպարտի իրեն և կփորձի իր բաժինը պահանջել: 10. Չէի ցանկանա վերագրել այդ պահվածքը կամակորության, սակայն հենց սկզբից հասկանալի էր, որ խելամտության պակասի պատճառով էր, որ նա հայտնվել էր այդ իրավիճակում:

Exercise 9. Retell the text as it might be told by:

- a) George Ramsay
- b) Tom Ramsay

Word-Formation

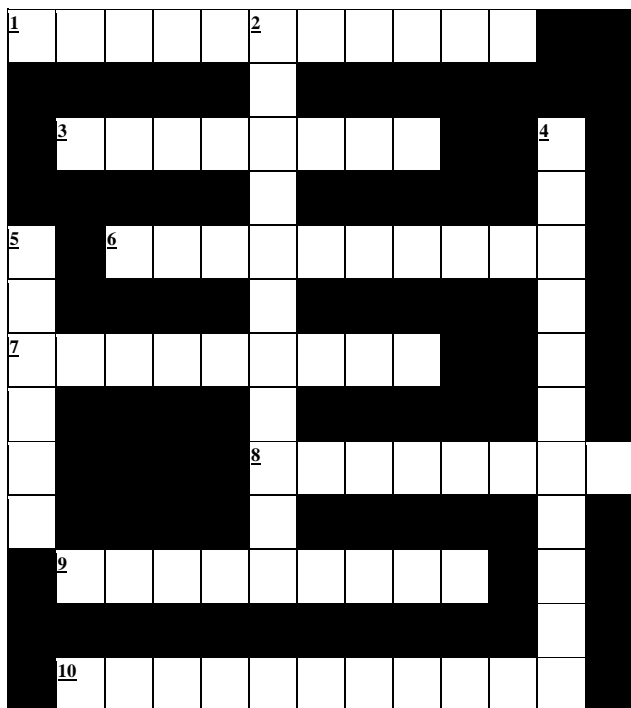
Exercise 10. Make adjectives from the nouns and verbs in brackets and complete the crossword.

Across:

- 1. He cannot be friends with anyone. He is a very (quarrel) person.
- 3. The road was quite (slip) after the rain.
- 6. It was a (disaster) holiday. Everything went wrong.
- 7. Unfortunately AIDS is an (cure) disease.
- 8. This child will always do what you tell her. She is very (obey).
- 9. We spent an (enjoy) evening at the club yesterday.
- 10. Quiz shows are always pretty (education).

Down:

- 2. Where did you get this (explain) leaflet?
- 4. They live in a quiet (reside) area.
- 5. These sweets are very (stick).



Exercise 11. Fill in the gaps with the correct adjectives derived from the words given on the left.

circle: a _____ movement	industry: an _____ country
confuse: a _____ question	miracle: a _____ view
courtesy: a _____ gentleman	molecule: a _____ structure
disaster: a _____ behaviour	pain: a _____ operation
eat: an _____ plant	president: _____ elections
envy: an _____ look	shock: _____ news
fortune: a _____ incident	stress: a _____ situation
hazard: a _____ chemical	sleep: a _____ night
imagine: an _____ child	wire: _____ internet

Exercise 12. Complete the sentences by changing the form of the word in capitals.

- His _____ and _____ behaviour was appreciated by the authorities. FAITH, HONOUR
- Keeping the garden tidy all year round can be a _____ task. LABOUR
- This _____ chap seems to be _____. ADMIRE, ADVENTURE

4. That young lady looked quite _____ in her new dress. RESPECT
6. This _____ gentleman is approved by most people in the society and is considered _____. WORTH, BLAME
7. There was a _____ view of the castle from the top of the mountain. MIRACLE
8. The college students made an _____ visit to the museum of _____ art. EDUCATION, DECORATE

Grammar

Exercise 13. Write sentences in the second conditional to make a story. Look at the next sentence to find out what verb to use.

It is late at night. You are in bed. You hear a strange noise.

1. *If I heard a strange noise, I'd get up.* You get up. The window is open.
2. _____. You close the window. You feel frightened.
3. _____. You go to your parents' room. Their room is empty.
4. _____. You call their mobiles, they are switched off.
5. _____. You are worried. You sit down on the bed.
6. _____. You think what to do next. You close your eyes.
7. _____. You fall asleep. You hear your alarm clock.
8. _____. You wake up. It was all a dream.

Exercise 14. Circle the correct option.

What (1)_____ life be like if we didn't have paper books? Imagine if there (2)_____ no bookshops or libraries. Some people think that this is the future if the use of electronic books (3)_____. Paper is heavy, expensive and bad for the environment; you need a lot of trees if you (4)_____ to make all those books.

Electronic books are also more convenient, (5)_____ you have the hardware. For example, (6)_____ you don't know a word, you can find the translation very quickly. Also, you can download new books very easily. So is this the end of paper books?

Maybe not. Some people just prefer paper books. This is not surprising. Suppose you (7)_____ in front of a computer screen for eight hours. (8)_____ you like to look at another screen if you were relaxing at home? Also, paper books are probably better for eyes. (9)_____ you want to get bad eyes, don't spend too much time looking at computer screens.

The future will tell if this (10)_____ right, but there will probably always be a place for paper books like this one.

- | | | | |
|----------------------|------------------|---------------|--------------|
| 1. a) would | b) does | c) will | d) can |
| 2. a) were | b) would be | c) will be | d) are |
| 3. a) would continue | b) will continue | c) continues | d) continue |
| 4. a) would want | b) want | c) will want | d) wanted |
| 5. a) as long | b) suppose | c) unless | d) provided |
| 6. a) unless | b) would | c) if | d) provided |
| 7. a) will work | b) work | c) would work | d) must work |
| 8. a) Will | b) Do | c) Would | d) Could |
| 9. a) Unless | b) If | c) Suppose | d) Imagine |
| 10. a) were | b) will be | c) would be | d) is |

Exercise 15. What do you wish was different about your life? Make a wish list about some of these things and make up sentences with the words given.

My wish list: *home, family, friends, social life, character, work, holidays, money, relationships*

If If only I wish	I	was/were
	you	wasn't/weren't
	he	did/didn't
	she	had/hadn't
	we	could
	they	would/wouldn't

Part B

Health for Life

*“To keep the body in good health is a duty...
otherwise we shall not be able to keep the mind strong and clear.”*

Buddha

Speaking & Reading

Task 1. Discuss the following:

- In the past being healthy meant not being sick. What does it mean today?
- Comment on the sayings:
 “When you have your health, you have just about everything.”
 “When you are healthy, you can enjoy life more fully.”
- The idea of health includes physical, mental and social health. How important is each of them for life?
- Can a person improve his/her mental health? If yes, how?
- What are some possible causes of stress?
- List some ways of handling stress.
- Can stress be helpful? If yes, in what ways?

Task 2. Read the article and label the statements as true (T) or false (F). Correct the false statements.

How Can Stress Affect You

Can you recall times when you felt angry or fearful or worried? Maybe you developed a headache, stomachache, or loss of appetite at such a time. You might remember a time when your heartbeat or breathing became faster when you were excited. Maybe you noticed that your hands perspired more than usual when you were nervous. Such changes are the result of stress – the body’s general reaction to demanding situations in life. Some of the body changes that can occur during times of stress are the following: the face may turn pale or flush, breathing and heartbeat may be faster, the skeleton muscles may twitch, the whole digestive system may slow down, perspiration may be increased.

Stress may be helpful because it can make you more alert and provide you with the energy and the strength to do your best. However, long-lasting stress can damage certain body organs and lead to various illnesses.

What Can Cause Stress?

Almost any situation in life – whether pleasant or unpleasant – can cause stress. Physical conditions such as hunger or tiredness, for example, cause stress. The stress lasts until you satisfy your need, such as for food or rest. An injury to the body causes stress. The stress is relieved when the injury heals and the body’s condition returns to normal.

The changes you experience in life also can cause stress. For example, losing a close family member through death or divorce, having an operation, failing a course in school, or having problems at home are changes that generally cause stress. Any situation that results in anger, fear or worry can make a person feel tense or irritable. Sometimes stress occurs when you are looking forward to a big event, such as playing in an important game, performing in a recital, or celebrating a special holiday. Pleasant changes such as going on a trip or being selected for a sports team also can cause stress. Happiness, joy, and success can all be pleasant sources of stress.

Your emotions and your personality have a strong influence on how much stress you experience in any particular situation. A change that causes great stress for one person might result in little or no stress for another person. Moving to a new city or town, for example, might be very upsetting to one person. However, another person might view the change as an exciting, challenging opportunity.

What are Some Harmful Effects of Stress?

If you have ever had a headache or an upset stomach after arguing with a friend, you felt one of the harmful effects of stress. People who are under too much stress also can feel tired, nervous, or irritable. These feelings are only temporary if the stress is relieved within a short time. If the stress lasts for a long time, however, the body might be less able to fight off sickness. For this reason, people who are under too much stress might get colds, sore throats, and the flu more often than other people do. Extreme, long-lasting stress also might lead to health problems such as severe headaches, high blood pressure, and heart disease.

Ulcers are another serious health problem that might sometimes be related to long-lasting stress. An ulcer is an open sore that can develop in the stomach or small intestine. In some people, stress can stimulate the flow of digestive juices in the stomach. If little or no food is in the stomach, the digestive juices can irritate the stomach lining. In time, such irritation can cause an ulcer.

How Can You Deal with Stress?

Staying in good physical condition can help you decrease the effects of stress. You can help yourself stay healthy by getting a proper diet, exercising regularly, and getting plenty of sleep. Another way to deal with stress is to understand your feelings better. You will then worry less about your shortcomings. You also will be more likely to deal with your emotions and meet various demands in your life.

Knowing the cause of stress is another step in learning to deal with it. You might be able to change the situation that is producing stress. However, sometimes a stressful situation cannot be changed. In these cases, you might try to forget the stressful situation for a while. Taking part in a physical activity can sometimes help take your mind off your problems and help you relax. Reading a book or going to a movie can also help you forget a problem for a while.

You could talk with a close family member or someone else whom you trust about your worries, fears or other stressful feelings. Talking with someone helps you understand your feelings better, and sometimes makes it seem less important. If the stress is severe or long-lasting, talking with a doctor or other health professional might

be helpful. He or she might be able to help you deal with the stressful situation more effectively.

Laughter can also be a helpful way to reduce stress. Laughter sets-off hard-to-explain, but helpful, reactions in the body. For example, laughter seems to stimulate the brain to release certain chemicals that can help ease tension and reduce depression.

(abridged from "Health for Life" by S. Foresman)

1. Stress is caused exceptionally by disagreeable situations we encounter. _____
2. The rate of stress one experiences largely depends on his/her character. _____
3. An ulcer can stimulate the flow of digestive juices in the stomach. _____
4. Stress can be relieved through physical activity. _____
5. Learning about the feelings of others can help fight stress. _____
6. Minor stresses are sure to lead to various serious illnesses. _____
7. Long-lasting stress can irritate the stomach lining, causing an ulcer. _____
8. Emotions have an influence on how much stress one experiences. _____
9. Talking to a doctor about your stressful feelings won't do you any good. _____
10. Laughter triggers positive reactions in the body. _____

Task 3. Match each word or expression (1-10) with the correct definition (a-j).

1. mental health	a) an open sore on an external or internal surface of the body
2. irritation	b) a condition that has to do with how you feel about yourself and how you deal with problems
3. stress	c) the condition of your body
4. sickness	d) a feeling such as happiness, love, fear, anger, or hatred
5. social health	e) a condition involving the way you handle your relationships
6. lining	f) a layer of tissue on the inside of an organ in the body
7. ulcer	g) the reaction of the body to demanding situations in life
8. physical health	h) the state of being ill or unhealthy
9. injury	i) damage done to a person's or an animal's body
10. emotion	j) the production of discomfort in a bodily part or organ

Task 4. Which of the ways mentioned below will be effective in dealing with stress?

1. Working off stress by exercising.
2. Getting involved in a hobby or creative activity.
3. Trying to understand another person's point of view.
4. Taking time to help someone else.
5. Handling one task at a time.
6. Setting realistic goals.
7. Accepting other people as they are.
8. Balancing work and recreation.

Task 5. Complete the quiz with the correct form of the verbs in the box.

consume, reduce, digest, boost, produce, contain, burn, control

How much do you know about healthy dieting?

Do the quiz and find out!

1. Which activity _____ more calories?
A. walking B. cycling C. skateboarding
2. How long does it take your stomach to _____ a three-course meal?
A. 2 hours B. 24 hours C. 10 hours
3. Which food _____ the most protein?
A. broccoli B. cheese C. eggs
4. Which type of meat do Americans _____ the most at mealtimes?
A. chicken B. beef C. pork
5. Which food will _____ your energy levels and help you work better?
A. yoghurt B. banana C. pastry
6. What's the best way to _____ your weight?
A. Don't eat carbohydrates.
B. Eat three times a day.
C. Eat healthily and do regular exercise.
7. Which food best helps to _____ the risk of heart problems?
A. apples B. coconut C. bread
8. What is lost when you _____ food in a factory?
A. nutrients B. salt C. additives

Phrasal Verbs

Task 6. Learn the following phrasal verbs and their definitions. Make up sentences with at least 5 of them.

come/go down with smth	begin to feel a little ill
pick smth up	catch the flu or a virus
break/come out in smth	when a rash or a sweat appears on your skin
cut down on	reduce the consumption of smth
pass out	faint, lose consciousness
come round	regain consciousness
fight off	defend oneself against an illness or an infection
clog up	cause blockage (e.g. in arteries)
throw up	vomit
wear off	gradually disappear or stop (symptoms)
go round	spread from one person to another

pull through/bounce back	get better after a life-threatening surgery or condition
burn up	be very hot because of fever
burn out	ruin your health or become exhausted through overwork
shrivel up	Become weaker, thinner, and not look fresh or healthy

Task 7. Complete the sentences with the correct form of the phrasal verbs from the table above.

1. Upon the doctor's advice, he _____ fatty foods and the amount of sugar he ate.
 2. Children often seem _____ from an illness more quickly than adults do. 3. Most tourists are worried that they _____ a nasty stomach bug. 4. Whenever she got nervous or excited, she _____ in a rash. 5. Oh, dear! You are _____. Have you seen a doctor? 6. Mary _____ spots all over his face. 7. I was just sitting at my desk and I suddenly _____ for a few minutes. 8. My wife says she felt a little dizzy when she _____ from the anaesthetic. 9. The skin on her face was _____ by her age and unstable health condition.

Listening

Task 8. Listen to the lecture "How to Make Stress Your Friend" on Youtube (www.youtube.com/watch?v=RcGyVTAoXEU) by Kelly McGonigal and answer the questions.

1. What is Kelly McGonigal's profession and what does she consider to be her mission?
2. What attitude did she use to have towards stress and how did it change?
3. Which of the following is more likely to increase the risk of death: the stress itself or the belief that stress is harmful?
4. Do you agree to what science says: "When you change your mind about stress, you can change your body's response to stress"?
5. What two scientific studies related to stress does she mention? What did they intend to reveal?
6. Why does the speaker conduct a social stress test with the audience?
7. What are the physical benefits of the stress hormone, oxytocine and how can they be enhanced?
8. How can stress be good for a person's performance, as the speaker claims?
9. Do you agree that "stress can make you social"? If yes, in what way?
10. What does the speaker consider to be the mechanism of releasing stress?

Functional Language

‘We all make mistakes, have struggles, and even regret things in our past. But you are not your mistakes, you are not your struggles, and you are here NOW with the power to shape your day and your future.’

(Steve Maraboli)

Regret	Apology
<i>my main/only/greatest regret is...</i> <i>I regret (not) doing...</i> <i>it was very...of me</i> <i>(Looking back), I (now) realise that...</i> <i>I really am most terribly sorry</i> <i>I regret...</i> <i>I take (all) the blame</i> <i>(I now realise that/I know) I shouldn't have done that</i> <i>I wish I hadn't...</i> <i>If only I hadn't...</i> <i>I am sorry to have disappointed you</i> <i>I cannot say/express how sorry I am</i> <i>I am/feel (so) ashamed</i> <i>I know it was wrong (of me) (to...)</i> <i>If I could turn back the clock,...</i> <i>I think I went a bit too far</i> <i>It was (a bit) insensitive of me (to...)</i>	<i>...is/was my fault</i> <i>(I'm) sorry if...</i> <i>I (really) must apologize</i> <i>I hope you can forgive me (one day)</i> <i>Please forgive me</i> <i>I really am so sorry</i> <i>(Please) don't be angry</i> <i>I accept (full) responsibility</i> <i>I can understand how you feel (about...)</i> <i>I do apologize</i> <i>I don't know what to say</i> <i>Pardon me!</i> <i>Please accept my apologies</i> <i>Please excuse my behavior/thoughtlessness</i> <i>(Please) don't be mad (at me)</i> <i>I accept that I am to blame/that it's my fault</i> <i>Please accept my sincere apologies</i> <i>I don't know what came over/got into me</i>

Task 9. How would you apologize in the following situations?

1. You overslept and you were late to school.
2. You were walking around the corner and accidentally bumped into someone.
3. You walked past someone's desk and accidentally knocked his/her papers off.
4. You borrowed your brother's/sister's shirt and got a stain on it.
5. You needed a pencil, and you took a friend's without asking.
6. You accidentally spilled red wine on the rug at your aunt's.
7. You betrayed your friend and gave away his/her secret.
8. You were angry and offended your friend.
9. Your teacher asked you to take a note to the dean, but you lost it on the way.
10. You accidentally let the door close behind you, and the door hit someone.

Task 10. Comment on the following quotes.

- ‘Never look back unless you are planning to go that way.’ (Henry David Thoreau)
- ‘One of my main regrets in life is giving considerable thought to inconsiderate people.’ (Jarod Kintz)
- ‘Make it a rule of life never to regret and never to look back. Regret is an appalling waste of energy; you can’t build on it.’ (Katherine Mansfield)
- ‘Never ruin an apology with an excuse.’ (Benjamin Franklin)
- ‘Would ‘sorry’ have made any difference? Does it ever? It’s just a word. One word against a thousand actions.’ (Sarah Ockler)
- ‘An apology is the super glue of life. It can repair just about anything.’ (Lynn Johnston)

Writing

Task 11. Choose one of the given situations and make up a dialogue (involving regret and apology).

Situation 1: A friend of yours invited you to dine with him/her in a restaurant. Due to the fact that you had been working in another town recently, you used the opportunity of being in town to spend some time with your girlfriend/boyfriend, instead. So, you told him/her that you could not dine with him/her, as you were working out of town. Unfortunately for you, your friend dropped by and found out that you were home.

Situation 2: Your father was working on his speech on a computer, when you entered the room and asked for permission to check your email messages. Something happened, and you accidentally deleted the speech from the computer.

Task 12. a) Read the following letter.

Beatrice Williams, 87, looks back on her life...

I've always been a sensible person, one of those people who never go anywhere without a thermometer, a hot water bottle, a raincoat and a parachute.

Now I wish I'd made more mistakes. I wish I'd relaxed more and been sillier. I wish I hadn't taken everything so seriously. I wish I'd taken more trips, climbed more mountains, swum more rivers, watched more sunsets, eaten more ice-cream and picked more daisies.

If only I'd taken more chances.....

b) Imagine that you are 87 years old and complete the sentences expressing regret about the past with *I wish/if only* + *Past Perfect*.

I've always been a(n) _____ person.

I wish I had been more _____

_____.

I wish I had been less _____

_____.

I wish I had _____

_____.

If only _____

_____.

Now go out and do all those things so that you won't have any regrets when you are 87.

REVISION 2

(Units 3-4)

1. Read the text divided into 3 parts. Match questions 1-5 with paragraphs A-C.

Sleepwalking

A Recent research has uncovered some remarkable facts about sleepwalking. It has been established, for example, that most sleepwalkers rise from their beds during the first third of a night's sleep, during a stage of their sleeping cycle called non-REM sleep. During this stage, they are in deep sleep, and their brains are very inactive. The fact that the brain is not really thinking about anything explains why sleepwalkers walk around with blank expressions and, if woken, can't remember what they were doing. It also proves that the long-held belief that sleepwalkers act out dreams is simply not true. Sleepwalkers can't be dreaming if their brains aren't switched on. Remarkably, though, to my mind at least, the body, unlike the brain, is still active during non-REM sleep. Most people toss and turn in bed early in their sleep cycle, and pull at the bedsheets. Sleepwalkers simply take this behaviour to another level.

B While people of all ages may walk in their sleep, the phenomenon is most common in young children. It is believed that this is because their brains are still developing, and, therefore, more likely to get confused. Sleepwalking has been described as a state of the brain in which the boundary between being awake and asleep is uncertain. Something in the sleeper's brain tells the body to move when it should be telling it to rest. It makes sense, therefore, that sleepwalking children behave in the way they do. Not only is a child's brain immature, but it is also developing very fast. It is no surprise that it should make mistakes. It is no surprise either that most kids soon grow out of sleepwalking. It is harder to explain why the phenomenon seems to run in families, though, and why it is much more likely that a boy, rather than a girl, should be a sleepwalker.

C It has been shown that children are more likely to go sleepwalking when over-tired or stressed, so a simple remedy is often to make sure they get a good night's sleep. Cutting out certain medicines or food types may also have a positive effect on a person's tendency to sleep walk. Sleepwalking may be a symptom of something more serious in adults, however. Indeed, it could be a symptom of Parkinson's disease. It is also fair to say that walking around in your sleep, unaware of what you are doing or where you are going is, naturally, dangerous in itself. Many have had accidents, and some have committed crimes. In 2005, a British man was found not guilty of murdering his father after he explained to the court that he had killed him while walking round the house fast asleep.

In which paragraph does the author ...

1. explain why people of a certain age group tend to sleepwalk more than others? ____
2. mention the way people look when sleepwalking? ____
3. suggest ways of preventing sleepwalkers from behaving in the way they do? ____
4. give a specific example of how sleepwalking can have negative consequences? ____
5. discuss how the brain is behaving during sleepwalking episodes? ____
6. dismiss a once popular theory about sleepwalking? ____
7. express concerns about sleepwalking? ____
8. admit to a current lack of understanding about why particular people sleepwalk more than others? ____
9. express surprise about an aspect of sleepwalking? ____
10. provide an example of why sleepwalking in adults may be problematic? ____

2. Match the idioms in Column A with their definitions in Column B.

A	B
1. not to mince words	a) to decline responsibility for
2. to take into one's own hands	b) to be unable to think of smth to say
3. to weigh one's words	c) to say what you mean as clearly as possible
4. to get one's hands dirty	d) to deal with smth yourself
5. to be lost for words	e) to say positive things about smb
6. to wash one's hands of smth	f) to think carefully about smth before you say
7. to put in a good word for smb	g) to get closely involved in a difficult task, into smth illegal

3. Choose the correct word.

1. It was hard for Brian to _____ the urge to tell Kate his secret.
a) resist b) withstand c) endure
2. Your aim in life should be to get an education and a _____ job.
a) dishonest b) decent c) honourable
3. After some _____ argument a decision was finally taken.
a) hot b) heated c) warm
4. I like to _____ the ironing while watching TV.
a) do b) make c) take
5. He eventually became _____ to his miserable situation and stopped struggling.
a) adjusted b) adapted c) reconciled
6. If you _____, you express strong disagreement with someone.
a) persuade b) convince c) expostulate
7. This part of the city has become quite _____ recently.
a) respectful b) respective c) respectable

8. The scholarship fund has _____ a difference in a lot of people's lives.
 a) had b) done c) made
9. The teachers decided to _____ the curriculum to students' needs.
 a) adjust b) adapt c) reconcile
10. Happiness is the ability to _____ the most of what you have.
 a) do b) make c) take

4. Find 12 adjectives (Units 3-4, Texts A) in the word search puzzle.
The words are arranged horizontally and vertically.

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      R F
      F P
    R W K A
    U Z I U
  F K U R Z N
  A R P F M J
Y A G J T R M R W W S A L U S T R O U S
M L W U N E R E S P E C T A B L E Y W H
  X Q S A S E S S L S E N S I B L E T
    G O D E X P R L C U N N I N G L
      N M N U E D E S P E R A T E
        I T B C S W A R T H Y R
          L R F E T Q N E A F N W U L
            E A U R F S E N S I T I V E
              Z Y B L A U P L O H Y D W O N H
                J D L N N L P           E S T U R D Y
                  N X P E A T T           Z G E D N I Q
                    Q I U V Y               T R I H D
                      C Y L Q                 L S X I
                        P F                   Q T
  
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5. Choose the right modal verb.

As we get older and when we think about our past, we sometimes ponder the things that we *should/shall* have done. And we also *should/might* regret those things we did badly and the mistakes we made. In reality, we *can/musn't* always learn from our mistakes and hope to never make them again. For example, if I failed a test because of a lack of study, I *will/can't* hope to pass the next test due to hard work. Remember,

too, that some regrets are not based in reality, and we *mightn't/may* waste time thinking that they are. *Would/Ought* I have really not been involved in a car crash if I had been driving more slowly? After all, the other driver *ought/should* to have been concentrated and not talking on their phone. We *have to/might* be honest with ourselves and live in the now. The only things we *won't/can* control are the things happening now, in this moment. We *need/should* to focus on the present.

6. Complete the following sentences using Subjunctive Mood.

1. She knows the subject really well, but she speaks as if _____.
2. When I saw those lovely flowers, I wished _____.
3. She had a small dog who treated strangers as if _____.
4. There were many unknown words in the text and she wished _____.
5. Doesn't the sea look as if _____?
6. She'd rather nobody _____.
7. The weather was wonderful and I suggested _____.

7. Write a paragraph of 100-120 words on one of the following quotes, use examples to support your point.

- “The greatest weapon against stress is our ability to choose one thought over another.” (William James)
- “Stress acts as an accelerator: it will push you either forward or backward, but you choose which direction.” (Chelsea Eriau)
- “It’s not stress that kills us, it’s our reaction to it.” (Hans Selye)

8. Find below part of an email from Alex, an English friend of yours:

Please, help me?

*I'm finding life really stressful at the moment.
Schoolwork, friends, family - everything is
stressing me out.*

Have you got any advice?

Write back to Alex. In your email (about 120 words) you should:

- describe a time when you felt really stressed
- say what you did to make things less stressful
- offer Alex some advice

UNIT 5

Part A	Part B
Reading & Vocabulary <i>"Angel in Disguise"</i>	Human Face Speaking & Reading
Word-Formation verb and adverb affixes	Phrasal Verbs
Grammar the simple sentence (subject, predicate)	Listening <i>"Why Koreans Get So Much Plastic Surgery"</i>
	Functional Language compliments
	Writing

Part A

Reading & Vocabulary

Angel in Disguise

by Timothy Arthur

Timothy Shay Arthur was born on June 6, 1809, on a farm in Orange County, New York. He married Eliza Alden in 1836, and the couple had seven children. His parents were not able to provide Arthur with education, so he depended on self-teaching. Arthur and his family moved to Baltimore, Maryland, in 1817, where Arthur attended school. His teacher thought Arthur was "incapable of grasping fundamental skills" and told Arthur's father not to waste his money by putting his son in school. At age 13, Arthur left school and decided to work in a mill. When he was 15, he worked as an apprentice for a tailor, but his poor eyesight forced him to quit that job five years later. In 1833 Arthur became a journalist in Baltimore. That same year, Arthur became editor of the "Baltimore Athenaeum" and "Young Men's Paper", a weekly literary publication that Arthur launched. He also wrote short stories and poetry.

Arthur founded the Baltimore Literary Monument in 1836, which was considered a respected literary periodical, and he also published his first book, "The Young Wife's Book: A Manual of Moral, Religious and Domestic Duties". The next year, he wrote tales in "Godey's Lady's Book". In 1850, he started a weekly magazine called "Arthur's Home Gazette". In 1854, Arthur wrote the largest selling book of the period, "Ten Nights in a Bar-Room and What I Saw There", which focuses on the consequences of drinking.

Arthur died on March 6, 1885, in Philadelphia, Pennsylvania, from an illness. He was buried in the Chestnut Street Cemetery.

The dead mother lay cold and still amid her wretched children. She had fallen upon the threshold of her own door in a drunken fit, and died in the presence of her frightened little ones.

Neighbors went hastily to the old hut, in which she had saved a little more than a place of shelter from summer heats and winter colds: some with grave-clothes for a decent burial of the body; and some with food for the half-starving children, three in number. Of these, John, the oldest, a boy of twelve, was a stout lad¹, able to earn his living with any farmer. Kate, between ten and eleven, was a bright, active girl, out of whom something clever might be made, if in good hands; but poor little Maggie, the youngest, was hopelessly diseased. Two years before a fall from a window had injured her spine, and she had not been able to leave her bed since, except when lifted in the arms of her mother.

“What is to be done with the children?” That was the chief question now. After considering the matter, and talking it over with his wife, farmer Jones said that he would take John, and Mrs Ellis said she would take Katie, even though she was too young to be of much use for several years.

But no one said, “I’ll take Maggie.” Pitying glances were cast on her pale and wasted form and thoughts were troubled on her account. Who wanted a bed-ridden² child?

“Take her to the poorhouse,” said a rough man, “Nobody’s going to be bothered with her.”

“The poorhouse is a sad place for a sick and helpless child,” answered one.

“For your child or mine,” said the other, lightly speaking; “but for this brat³ it will prove a blessed change, she will be kept clean, have healthy food, and be doctored, which is more than can be said of her past condition.”

There was reason in that, but still it didn’t satisfy. The following day farmer Jones, after the coffin was taken out, placed John in his wagon and drove away, satisfied that he had done his part. Mrs Ellis spoke to Kate with a hurried air, “Bid your sister goodbye,” and drew the tearful children apart scarcely their lips had touched in a sobbing farewell. Hastily others went out, some glancing at Maggie, and some refraining from a look, until all had gone. She was alone! Just beyond the threshold Joe Thompson, the wheelwright, paused, and said to the blacksmith’s wife:

“It’s a cruel thing to leave her so.”

“Then take her to the poorhouse: she’ll have to go there,” answered the blacksmith’s wife, springing away, and leaving Joe behind.

For a little while the man stood with a puzzled air; then he turned back, and went into the hut again. Maggie, with painful effort, had raised herself to an upright position and was sitting on the bed, straining her eyes upon the door out of which all had just departed. A vague terror had come into her thin white face.

“O, Mr Thompson!” she cried out, catching her suspended breath, “don’t leave me here all alone!” Joe Thompson had a heart, and it was very tender in some places. He liked children, and was pleased to have them come to his shop. “No, dear,” he answered, in a kind voice, going to the bed, and stooping down over the child, “You shan’t be left here alone.” Then he wrapped her with the gentleness almost of a

woman, in the clean bedclothes which some neighbor had brought; and, lifting her in his strong arms, bore her out into the air and across the field that lay between the hut and his home.

Now, Joe Thompson's wife, who happened to be childless, was not a woman of saintly temper, and Joe had well-grounded doubts touching the manner of greeting he should receive on his arrival. Mrs Thompson saw him approaching from the window, and met him a few paces from the door, as he opened the garden gate, and came in. He bore a precious burden, and he felt it to be so. As his arms held the sick child to his breast, a sphere of tenderness went out from her, and penetrated his feelings. A bond had already corded itself around them both, and love was springing into life.

"What have you there?" sharply questioned Mrs Thompson.

He did not reply, except by a pleading look that said, "Wait a moment for explanations, and be gentle", and, passing in, carried Maggie to the small chamber⁴ on the first floor, and laid her on a bed. Then, stepping back, he shut the door, and stood face to face with his wife in the passage-way outside.

"You haven't brought home that sick brat!" Anger and astonishment were in the tones of Mrs Joe Thompson; her face was in a flame.

Joe saw, by a quick intuition, that his resolute bearing had impressed his wife and he answered quickly, and with real indignation, "Be that as it may⁵, every woman at the funeral turned her eyes steadily from the sick child's face, and when the cart went off with her dead mother, they hurried away, and left her alone in that old hut."

"Where were John and Kate?" asked Mrs Thompson.

"Farmer Jones tossed John into his wagon, and drove off. Katie went home with Mrs Ellis; but nobody wanted the poor sick one. 'Send her to the poorhouse,' was the cry."

"Why didn't you let her go, then. What did you bring her here for?"

"She can't walk to the poorhouse," said Joe; "somebody's arms must carry her, and mine are strong enough for that task."

"Then why didn't you keep on? Why did you stop here?" demanded the wife.

"Because I'm not apt to go on fools' errands. The Guardians⁶ must first be seen, and a permit obtained."

"When will you see the Guardians?" was asked, with irrepressible impatience.

"Tomorrow."

"Why put it off till tomorrow? Go at once for the permit, and get the whole thing off of your hands tonight."

"Jane," said the wheelwright, "I read in the Bible sometimes, and find much said about little children. How the Savior⁷ rebuked the disciples⁸ who would not receive them; how he took them up in his arms, and blessed them; and how he said that 'whoever gave them even a cup of cold water should not go unrewarded.' Now, it is a small thing for us to keep this poor motherless little one for a single night; to be kind to her for a single night; to make her life comfortable for a single night."

The voice of the strong, rough man shook, and he turned his head away, so that the tears in his eyes might not be seen. Mrs Thompson did not answer, but a soft feeling crept into her heart.

“Look at her kindly, Jane; speak to her kindly,” said Joe. “Think of her dead mother, and the loneliness, the pain, the sorrow that must be on all her coming life.”

Mrs Thompson did not reply, but presently turned towards the little chamber where her husband had deposited Maggie; and, pushing open the door, went quietly in. Joe did not follow; he felt that it would be best to leave her alone with the child.

In the evening after washing from his hands and face the dust and soil of work, Joe left the kitchen, and went to the little bedroom. A pair of large bright eyes looked up at him from the snowy bed; looked at him tenderly, gratefully, pleadingly.

“Supper is ready,” said Mrs Thompson, looking into the room a little while afterwards.

Joe glanced from his wife’s face to that of Maggie; she understood him, and answered, “She can wait until we are done; then I will bring her something to eat.” There was an effort of indifference on the part of Mrs Thompson. At last she said, abruptly –

“What are you going to do with that child?”

“I thought you understood me that she was to go to the poorhouse,” replied Joe, as if surprised at her question.

Mrs Thompson looked rather strangely at her husband for some moments, and then dropped her eyes. The subject was not again referred to during the meal. At its close, Mrs Thompson toasted a slice of bread, and softened it with milk and butter; adding to this a cup of tea, she took them in to Maggie, and held the small waiter, on which she had placed them, while the hungry child ate with every sign of pleasure.

“Is it good?” asked Mrs Thompson seeing with what a keen relish the food was taken.

The child paused with the cup in her hand, and answered with a look of gratitude that awoke to new life old human feelings which had been sleeping in her heart so long.

“We’ll keep her a day or two longer; she is so weak and helpless,” said Mrs Joe Thompson, in answer to her husband’s remark, at breakfast-time the next morning. Joe did not see the Guardians of the Poor on that day, on the next, nor on the day following. In fact, he never saw them at all on Maggie’s account, for in less than a week Mrs Joe Thompson would not hear of sending Maggie there.

What light and blessing did that sick and helpless child bring to the home of Joe Thompson, the poor wheelwright! It had been dark, and cold, and miserable there for a long time just because his wife had nothing to love and care for out of herself, and so became irritable, ill-tempered, in the desolation of her woman’s nature. Now the sweetness of that sick child, looking ever to her in love, patience, and gratitude, was as honey to her soul, and she carried her in her heart as well as in her arms, a precious burden. As for Joe Thompson, there was not a man in all the neighborhood who drank daily of a more precious wine of life than him. An angel had come into his house, disguised as a sick, helpless, and miserable child, and filled all its dreary chambers with the sunshine of love.

Vocabulary Notes

1. **wretched** ['retʃɪd] adj. – feeling sick/unhappy:

I felt wretched about the way things had turned out.

Syn. **miserable, cheerless**

2. **threshold** ['θreʃ(h)əʊld] n. – the floor or ground at the bottom of a doorway:

He stood on the threshold of Sheila's bedroom.

3. **hastily** ['heɪstli] adv. – with excessive speed or urgency: **He spoke too hastily.**

Syn. **quickly, swiftly, hurriedly**

4. **stout** [staʊt] adj. – (of a person) rather fat: **She was stout, with red cheeks and a long nose.**

Word discrimination: **stout, plump, flabby**

- a) **plump** – having a full rounded shape:

He was rather plump, and was wearing a ridiculous hat.

- b) **flabby** – (of a part of a person's body) soft, loose, fleshy:

Her tight skirt emphasized her flabby thighs.

5. **cast** [kɑːst] v. – throw (smth) in a specified direction:

She cast a smiling glance in his direction.

6. **disguise** [dɪs'gaɪz] v. – give (someone or oneself) a different appearance in order to conceal one's identity: **Bryan was disguised as a priest so that he could escape the guards.**

disguise/n.: **I put on dark glasses as a disguise.**

Phr. **a blessing in disguise** – an apparent misfortune that eventually has good results.

7. **blessed** ['blesɪd] adj. – lucky, peaceful, enjoyable:

That was really a blessed chance for her.

bless/v.

8. **air** [eə] n. – an impression of a quality or manner given by someone:

She answered with a faint air of boredom.

9. **refrain** [rɪ'freɪn] v. – stop oneself from doing something:

Please, refrain from smoking at least in the child's presence.

10. **strain** [streɪn] v. – make an effort to do smth, using all your mental or physical strength: **I strained my ears to catch what they were saying.**

11. **suspend** [sə'spend] v. – delay or stop for a time (officially):

The constitution was suspended as the fighting grew worse.

12. **stoop** [stu:p] v. – bend one's head or body forwards or downwards:

He stooped down and reached for the coin.

Phr. **stoop so low as to do smth** – drop your moral standards far enough to do smth bad or unpleasant.

13. **saintly** ['seɪntli] adv. – very holy or virtuous:

Everybody admired her saintly life.

14. **penetrate** ['penɪtreɪt] v. – go into or through something with force or effort:

The knife penetrated his chest.

15. **spring** [sprɪŋ] v. – suddenly develop into, start doing smth:

The town springs into life during the carnival.

16. **indignation** [ɪndɪg'neɪʃ(ə)n] n. – a feeling of anger and surprise because you think you have been treated unfairly: **He quivered with indignation that she should speak to him like that.**

17. **rebuke** [rɪ'bju:k] v. – speak severely or angrily to smb because they have done smth wrong: **She rebuked him for drinking too much.**

Word discrimination: **rebuke, reprimand, reproach**

a) **reprimand** – tell smb officially or formally that you do not approve of their actions: **The student was invited to the Dean's office and reprimanded for missing lectures.**

b) **reproach** – blame smb (very softly) for smth they have or haven't done, because you are disappointed in them (usually used with a reflexive pronoun): **Helen reproached herself for not interfering in time.**

18. **gratitude** ['grætɪtju:d] n. – the feeling of being thankful:
He smiled to them with gratitude. Syn. gratefulness
grateful/adj.

Word discrimination: **gratitude, gratification**

a) **gratification** – the state of feeling pleasure or satisfaction when smth goes well for you: **In a material world one seeks gratification from everything.**

b) **gratitude** – thankfulness: **We wish to express our sincere gratitude to all of them.**

19. **desolation** [ˌdesə'leɪʃn] n. – great unhappiness and loneliness:
In desolation, she watched him leave.
Syn. misery, unhappiness

20. **dreary** ['drɪəri] adj. – depressingly dull, boring or repetitive:
At last she decided to quit her dreary and monotonous life.
Syn. dull, uninteresting

Notes

¹ **lad** – (colloq.) a boy or a young man (often as a form of address).

² **bed-ridden** – confined to bed by sickness or old age.

³ **brat** – (derogatory or humorous) a badly behaved or annoying child (usually used when irritated).

⁴ **chamber** – (old.) room.

⁵ **be that as it may** – used to mean that you accept that a piece of information is true but it does not change your opinion of the subject you are discussing:
Building a new children's home will cost a lot of money but, be that as it may, there is an urgent need for the facility.

⁶ **the Guardians** – a person who has the legal right and responsibility of taking care of someone who cannot take care of himself or herself, such as a child whose parents have died: **The child's parents or guardians must give their consent before she has the operation.**

⁷ **Savior** – (in Christianity) God or Jesus Christ as the redeemer of sin and saver of souls.

⁸ **disciple** [dɪ'saɪpl] – a personal follower of Christ, one of the twelve Apostles.

Word combinations

in the presence of

in good hands

to be of much use

on someone's account

face to face

to go on fool's errands

to bid smb good-bye

to get the whole thing off one's hands

on one's part

to awake to new life

in answer to

to be as honey to one's soul

Idioms with 'heart'

a heart-to-heart talk	a sincere and intimate talk
change of heart	changing one's opinion or the way one feels about smth
to set heart on	to be determined to get or achieve smth
to have a heart	to be compassionate, generous and forgiving
to harden one's heart	to feel no sympathy for
heart is in boots	to feel sad or worried
to lose heart	to lose one's courage or confidence
young at heart	having a youthful spirit no matter what one's age
with a heavy heart	sadly, unhappily

Exercise 1. Learn the following structures and use them in sentences of your own.

1. She had not been able to leave her bed since, *except when lifted* in the arms of her mother.
She couldn't see much of him *except when accompanied* by her mother.
I cannot wake up early *except when awoken* by the alarm-clock.
She wasn't able to walk upright *except when assisted* by the stick.
2. She was *too young to be* of much use.
We were too exhausted *to continue* our way.
Mary is too young *to get married*.
Bob is too honest *to tell a lie*.
3. He was pleased *to have them come* to his shop.
My mother was happy *to have us all turn up* for Christmas.
I was in the seventh heaven of delight *to have her accept my proposal*.
She was pleased *to have them agree with her suggestion*.

4. Whoever gave them a cup of cold water *should not go unrewarded*.
 Whoever insulted the little child should not go unpunished.
 Those students who have cheated during the exam should not go unpenalized.
 Those who duly repent their sins should not go unforgiven.

Exercise 2. Find the English equivalents of the following in the text.

թշվառ երեխաներ	
ինչ-որ մեկի ներկայությամբ	
կիսաքաղց երեխաներ	
անհույս հիվանդ	
խղճահար հայացք նետել	
մահճակալին գամված	
օրհնված (երանելի)	
հապճեպ (2)	
ձեռնպահ մնալ/խուսափել	
ուղղահայաց դիրք	
դժվարին ճիգ	
անորոշ սարսափ	
աչքերը հառել	
կնոջը հատուկ քնքշությամբ	
հիմնավորված կասկածներ	
մեղմ բնավորություն	
մի քանի քայլ դռնից հեռու	
կյանքի կոչել մարդկային զգացմունքները	
աղերսող հայացք	
վայրկենական բնագոյով	
վճռական պահվածք	
վրդովմունք	
թող այդպես լինի	
թույլտվություն ստանալ	
հակված լինել	
անիմաստ գործ կատարել	
անզսպելի անհամբերությամբ	
առաքյալ	
չի մնա առանց հատուցման	
սիրտը փափկեց	
ինչ-որ մեկի կողմից	

անդրադառնալ թեմային	
մեծ ախորժակ	
երախտապարտ հայացք	
ինչ-որ մեկի հարցով	
դյուրագրգիռ, ջղային	
լքվածություն (միայնություն)	
հաճելի հոգս	
ծպտված որպես	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. Mrs Thompson was not a woman of saintly temper.
2. I saw, by a quick intuition, that his resolute bearing had impressed everybody.
3. He embraced her with the gentleness almost of a woman and it was obvious that a soft feeling crept into his heart.
4. “I’m not apt to go on fools’ errands” was the man’s answer to his wife’s stupid command.
5. Anger and astonishment were in the tones of that strict lady; her face was in a flame.

b) using the words and expressions from the text

1. Mrs Thompson tried to look indifferent and careless.
2. Eventually her heart melted and she gave in.
3. She could hardly raise herself to a vertical position and eat whatever was served to her on a tray.
4. He closed the door and stood opposite his wife in the hallway waiting for some explanations.
5. She was wondering for a long time what kind of reception she would get when she arrived after so many years of separation.

Exercise 4. Choose the right word and use it in the correct form.

rebuke – reproach – reprimand

1. The pupil was _____ for not handing in the composition in time and penalized for being unconscientious. 2. The research consumed all of his time and he sometimes _____ himself for devoting too little time to his family. 3. She _____ him angrily for driving so carelessly. 4. It was the second time the clerk was _____. He realized he was in danger of being fired.

stout – plump – flabby

1. It was the father; a rather short, _____ man with a feathery blonde mustache, who spoke for the rest. 2. Some of the berries are _____ and juicy and full of savory flavor, but others are hard and dry. 3. This exercise helps to flatten a _____ stomach.

gratitude – gratification

1. They express their heartfelt _____ for the profound impact Adrian had on their lives. 2. Most people don't have the patience and want instant _____ rather than spending time to learn the dance. 3. As a return of _____, he is willing to share a large percentage of the sum with you.

Exercise 5. Look at the expressions with the word *heart* in sentences (1-9) and match them with the meanings (a-i).

1. Both comic and graphic books are for the young and the *young at heart* alike. 2. Their *hearts were in their boots* when they realized that they would have to do the work all over again. 3. She really *had a heart*, and it was so fragile and kind. 4. Any moment she could have *a change of heart* and want me back. 5. He *had his heart set on* going to college this year. 6. We can't afford to give them more; we'll just have to *harden our hearts* when they ask. 7. We had a real *heart-to-heart* talk and we're getting on much better now. 8. We left our summer cottage on the last day *with a heavy heart*. 9. Don't *lose heart*, there'll still be more chances of promotion.

- a) become discouraged
- b) want very much
- c) stop feeling kind or generous
- d) be worried

- e) in a bad mood, unhappily
- f) having a youthful spirit
- g) be kind and sympathetic
- h) candid, frank
- i) change one's opinion

Exercise 6. Answer the questions.

- 1. What was the reason for the poor woman's death?
- 2. How many children did the woman have and how old were they?
- 3. Why was Maggie hopelessly diseased?
- 4. Why were people so indifferent towards Maggie?
- 5. Who took care of John and Kate after their mother's funeral?
- 6. Why was Maggie terrified after everybody had left the room?
- 7. Why was Joe Thompson sure that his decision to take poor Maggie home wouldn't be encouraged by his wife?
- 8. What made Mrs Thompson's heart sink? What were the reasons for her seeming indifference?
- 9. Why does the author use the expression '*a precious burden*' with regard to the poor child?
- 11. How did the 'angel's' arrival change the '*dreary chambers*' of the Thompsons' house?
- 12. How could certain changes become a '*blessing in disguise*' for people?

Exercise 7. Translate the following sentences into English.

1. Մարդիկ խղճահարված հայացքներով էին նայում այդ թշվառ երեխաներին և հասկանում, որ նրանց համար այդ որոշումը իրոք երանելի փոփոխություն կլիներ: 2. Դժվար էր բաժանել լացակումած երեխաներին իրարից, հատկապես ամենափոքրին, որն անհույս հիվանդ էր ու գամված էր անկողնուն: 3. Մի անորոշ սարսափ պատեց նրան, երբ հասկացավ, որ իր կասկածները իրականում հիմնավորված են: 4. Երբ կինը բռնել էր հիվանդ երեխային կրծքին սեղմած, նա զգաց, որ մի աննկարագրելի կապվածություն էր հաստատվել իրենց միջև: 5. Ամուսնու վճռական պահվածքը տպավորել էր բոլորին, և կինը, վայրկենական բնագործ հասկացավ, որ հարմար պահ չէր թույլտվություն ձեռք բերելու համար: 6. Երբ հայրը հայացքը կնոջից ուղղեց դստեր կողմը, նա տեսավ, թե ինչպես են մի գույգ մեծ կապույտ աչքեր քնքշորեն, երախտագիտությամբ ու աղերսանքով նայում իրեն: 7. Ի պատասխան ամուսնու դիտողության՝ երիտասարդ կինը իջեցրեց հայացքը, և բոլորին հասկանալի էր, որ այդ թեմային պետք չէ անդրադառնալ: 8. Այդ արարքը նրա մեջ արթնացրել էր նուրբ մարդկային զգացմունքներ, որոնք, կարծես, շատ վաղուց նիրհել էին իր հոգում: 9. Տնօրենը երբեք չէր խոսել իր որդու հարցով, և նա չէր էլ ցանկանում լսել, որ իր որդին կարող է դյուրագրգիռ ու անտարբեր դարձած լինել: 10. Նրա ձանձրալի օրերը լցվել էին ուրախությամբ ու սիրով, և երեխայի լոկ ներկայությունը հաճելի հոգս էր նրա համար:

Exercise 8. Retell the text as it might be told by:

- a) Joe Thompson
- b) Mrs Thompson
- c) The blacksmith's wife

Word-Formation

Exercise 9. Add more examples of derivatives formed with the help of verb- and adverb-forming affixes to the ones below.

Verb suffixes	Examples
-ate	celebrate, congratulate
-en	frighten, soften, widen
-ify, -fy	identify, specify, qualify
-ise/-ize	realise, modernize

Verb prefixes	
<i>de-</i>	<i>devalue, deform</i>
<i>im-/in-/em-/en-</i>	<i>impose, insure, enable</i>
<i>re-</i>	<i>recall, rename, reproduce</i>
Adverb suffixes	
<i>-ly</i>	<i>hastily, swiftly, abruptly</i>
<i>-ward(s)</i>	<i>downward(s), afterward(s), eastward(s)....</i>
<i>-fold</i>	<i>twofold, tenfold, manifold</i>

Exercise 10. Complete the sentences by changing the form of the word in capitals to make verbs and adverbs.

- For the plants to grow well, the soil needs to be _____. ADEQUATE, FERTILE
- The authorities should think of _____ this narrow road. WIDE
- The country has been _____ moving _____ since the overthrow of the government. STEADY, BACK
- What could such loud sound _____? SIGN
- The price of petrol has increased _____ over the past two years. FOUR
- Young girls try to _____ themselves by putting on make-up. BEAUTY
- We can _____ water by boiling it. PURE
- Everybody _____ with the poor old man. SYMPATHY
- In order to _____ the situation the policemen tried to _____ the crowd. NORMAL, PEACE
- The poor man stretched his hands _____ and _____ asked God to save him. SKY, EARNEST

Grammar

Exercise 11. Choose the appropriate form of the verb.

- Each of us *was/were* afraid of the sound of his name.
- Neither moon nor stars *was/were* visible in the sky.
- To be a busy wife of a busy man, to be the mother of many children *was/were*, to his thinking, the highest lot of woman.
- Her family *was/were* of a delicate constitution.
- Hers *is/are* a large family.
- Twelve years *is/are* a long time.
- A number of students *has/have* gathered in the assembly hall to welcome the professor.
- The lecturers as well as the dean *is/are* pleased with the exam results.
- Either of your parents *is/are* going to support you when you need it.
- Neither you nor I *am/are* to blame in this situation.
- The group of scientists *intends/intend* to stop at the foot of the hill to carry out the experiment.
- Sticking labels to the bottles *is/are* such a boring job.

- _____ refers to the right to build in the space over such areas as buildings, roads or railroad tracks.
 - The term *air rights*
 - Air rights* term
 - If the term *air rights*
 - Air rights* are
- When population is not checked by artificial means, _____ increases, putting more strain on limited natural resources.
 - they
 - that
 - so
 - it
- Traits _____ from a parent organism to its offspring through genes.
 - are passed on
 - passing on
 - passess on
 - are passing on
- _____ is merely speculated by modern clergymen and historians.
 - Noah's Ark exists
 - The existence of Noah's Ark
 - Noah's Ark is said to exist
 - That Noah's Ark
- Every year Canada's _____ approximately 1,5 million tons of fish and seafood products.
 - seafood industry that produces
 - producing seafood industry
 - seafood industry produces
 - that produces seafood industry.
- Atlanta, Georgia, is a city where _____ recently.
 - there are a lot of media attention
 - there a lot of media attention has
 - there has been a lot of media attention
 - there a lot of media attention has been
- Scientific research in oncology _____ the funding it deserves.
 - are seldom given
 - seldom given
 - being given
 - is seldom given

Part B

Human Face

*“Never lose an opportunity of seeing anything beautiful,
for beauty is God’s handwriting.”*

Ralf Emerson

Speaking & Reading

Task 1. Discuss the following:

- Do you use any facial cosmetics? If so, make a list of what you use?
- Do you prefer to use cosmetics of one brand or a mix?
- Why do people wear makeup?
- Should men wear makeup?
- What is the first makeup product you ever used?
- What is the worst makeup look you’ve ever done?

Task 2. Read the article and label the statements as true (T) or false (F).

Correct the false statements.

Face Paint

Animal courtship customs include amazing uses of smells, tastes, sounds, sights, and physical touch to signal health and attractiveness to possible partners. But what signals do humans use to signal youth, health, and attractiveness? We depend mainly on visual signs, with an important one being facial cosmetics, or makeup. In fact, the global makeup industry is now worth many billions of dollars per year.

Makeup was first used as back as 100,000 years ago by early humans called Neanderthals. Archaeologists have discovered that Neanderthals used colored minerals found in mud to decorate their faces. Face paint was used alongside tattoos, bone hair accessories, and cave paintings to signal social information. It was the Egyptians, however, who were the first civilization to use makeup as a beauty product.

When we think of ancient Egyptian faces, the first thing we notice is their dark eye makeup. This early makeup was originally used by both men and women to shadow their eyes from the reflection of the bright desert. (Today football and baseball players use black grease on their cheeks for a similar purpose.) In time, the makeup became a way of showing off the beauty of the wearers’ eyes, and Egyptian women began to create their own recipes, using combinations of minerals, metals, and burned nuts. The Egyptians also wore blue makeup (also called “eye shadow”) made from the stone lapis lazuli and red lipstick made from crushed beetles.

The Egyptians weren’t the only ancient civilization to use makeup. The ancient Greeks not only gave us the word *cosmos*, from which we get the English word “cosmetics”, but they also created the first face creams. Some of these creams even contained perfumes. Roman women favored early forms of mascara, eye shadow, and rouge. A famous Roman saying translates as “A woman without paint is like food without salt.”

Although only Roman women used brightly colored makeup, both sexes frequently applied powder to their faces to whiten their skin. Pale facial skin was considered to be beautiful. Pale skin distinguished the higher classes from laborers who had tanned skin from working outside. Although pale skin was thought to look healthier and more beautiful, some methods used to get the look were actually deadly. Early forms of white face powder contained lead, mercury, and arsenic, which are highly poisonous. They weren't only poisonous for the wearer. Some face powders could kill with just one kiss on the cheek!

For hundreds of years after the fall of the Roman Empire, the use of cosmetics was frowned upon by many Europeans due to strict religious views. This changed in the 17th century when the term "makeup" was first used. It was considered highly attractive for men and women to wear white powder and paint beauty spots on their faces. The shape and position on the face of a beauty spot could signal the wearer's place in society, marital status, or even their desire to flirt.

Society's view of makeup changed again in the 19th century. Women avoided powders and bright colors, and men abandoned makeup altogether. Instead, women mixed natural ingredients, such as oatmeal, honey, and eggs, to improve their natural looks. At one point, women were considered more beautiful if they looked unwell. So they used cosmetics to make dark circles under their eyes, to redden their lips, and to make their skin look pale as wax.

Modern makeup owes much to the growth of the film industry in Hollywood, which popularized suntan and the "movie star look." Most importantly, the birth of the commercial cosmetics industry has made mass-produced cosmetics much more affordable, and now they are part of the beauty routine of all social classes. Today, it is fashionable once again for both sexes to indulge in facial cosmetics, particularly cosmetics made from the same natural ingredients used centuries ago.

(<http://ielts2.com>)

1. The signals animals use to seduce their partners are the same as the signals people use. _____
2. Makeup was first used before the Birth of Jesus. _____
3. The initial purpose of cosmetics was to transmit social information. _____
4. Ancient Egyptians used dark paint on their cheeks to show aggression. _____
5. Egyptian women used crushed nuts, minerals and beetles to paint their foreheads. _____
6. The Greek word "cosmetics" gets its roots from the English word "cosmos". _____
7. Many Europeans disapproved of the use of cosmetics because of their rigorous religious views. _____
8. A beauty spot signalled the person's marital status and the wish to philander. _____
9. Film industry in Hollywood owes a lot to the mass-produced cosmetics. _____
10. The natural ingredients used in cosmetics today are much the same as the ones used centuries ago. _____

Task 3. a) Match the words in List A with those in List B to make phrases (more than one answer is possible).

A	B
smooth	teeth
perfect	eyes
sparkling	bone structure
full	in the cheeks
a big	jaw
a turned-up	lips
good	nose
high	skin
a square	cheekbones
dimples	smile

b) Use the phrases to describe a ‘perfect’ male/female face.

Listening

Task 4. Watch the video “Why Koreans Get So Much Plastic Surgery” on Youtube (www.youtube.com/watch) and answer the questions.

1. Why do most Koreans get a plastic surgery on their eyes?
2. What surgeries are considered to be drastic?
3. How do you understand the phrase “image centric society”?
4. What reasons does the author bring to prove that Korea is image-conscious?
5. How important are mirrors in Korea and where are they mostly found?
6. What did the author wear when he was back in college and what made him change his image when he moved to Korea?
7. How are image and competitive nature related to each other?
8. What is the attitude towards plastic surgery in Korea? What about your culture?
9. What reasons does the author bring to prove that people in Korea are brutally honest?
10. Do a Korean and an American have the same attitude to being fat?
11. Do parents encourage plastic surgery to their kids?
12. How popular is plastic surgery in your country? Would you ever have one? If so, what would you change?

Phrasal Verbs

Task 5. a) Learn the definitions of the phrasal verb *make up*.

b) Match the definitions a-i with the sentences 1-9.

<i>make up</i>	a) put cosmetics on one's face
	b) invent a story, poem
	c) combine together to form smth larger
	d) prepare or arrange something
	e) make an amount or a number complete
	f) become friends again after an argument
	g) work extra time
	h) make smth from cloth
	i) invent an explanation for smth to avoid being punished or embarrassed

1. I'm going to *make up* with my best friend after our argument yesterday.
2. She decided to *make up* an excuse for missing classes because she was embarrassed to tell the truth.
3. You could *make up* curtains from that material.
4. I am going to finish early today, and *make up* the time tomorrow.
5. Miranda is very imaginative; she *makes up* beautiful poems.
6. The actress had to *make up* as a witch for her role in the Halloween play.
7. I promised to *make up* the difference in the expenses.
8. Could you please *make up* the list of what we need for the experiment?
9. The book is *made up* of twelve short stories.

Task 6. Replace the phrasal verb *make up* with the words in the box. Make the necessary changes.

invent	decide	compensate	recover	reimburse
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Sophie had a big test the next day and she didn't study for it. She had to ***make up*** ***for*** her lack of preparation by staying up late and studying all night. She also had to ***make up*** a story to tell her teacher about why she missed the class when she was absent. She decided to say that she had a family emergency. After the test, she felt relieved and went to meet her friends. They were going on a road trip and she needed to ***make up her mind*** whether to join them or not. She eventually decided to go and they had a great time together. The road trip was a much-needed break and helped her to relax and ***make up for*** the stress she had been feeling lately. At the end of the trip, they had to ***make up*** the cost of the gas and food they shared. Everyone paid their fair share and they all went home happy.

Functional Language

“Ah, nowadays we are all of us so hard up, that the only pleasant things to pay are compliments. They are the only things we can pay.”

(O. Wilde)

Complimenting	Possible responses
<p>on clothes and appearance <i>You look nice/gorgeous /glamorous... What a lovely/beautiful blouse! I love your shoes. They are cute. Where did you get your T-shirt? It's fabulous/amazing! That is a great jacket you have! I like your haircut. That new hairstyle really flatters you! You look hot/smart... in your new suit!</i></p> <p>on cooking <i>This food is terrific/delicious. I must give my compliments to the Chef. The meal is so tasty! You are a great cook. This was really a great meal! The lemon cake is yummy! Did you make it yourself? I must have the recipe.</i></p> <p>on skills and achievements <i>What a good answer! You're an excellent student! What a marvelous memory you've got! Your house looks great. You have good/great taste in furniture! You have passed the exam! Well done! It was a perfect/great performance! You really handled the situation well.</i></p>	<p>Agreement <i>Thanks./Thank you (smile). Thank you, it's nice isn't it? It's nice of you to say so. I'm glad you think so. Thanks, it's my favourite too.</i></p> <p>Non-agreement <i>It's really quite old. Do you really think so? I hate it. It's all right, but Len's is nicer. Have you not seen it before? I have had it for years.</i></p>

Task 7. How would you compliment in the following situations?

1. Your mother has made a tasty salad.
2. Your boyfriend/girlfriend is wearing new trainers.
3. A friend of yours has been awarded a prize.
4. Your neighbor has bought a new car.
5. You see a plump little child in the park.
6. Your teenage son has got a high grade.
7. Your grandma remembers minute details from her childhood.

Writing

Task 8. Write a paragraph of 100-120 words describing a famous person.

UNIT 6

Part A	Part B
Reading & Vocabulary <i>"Dr. Heidegger's Experiment"</i>	Ageing and Relationships Speaking & Reading
Word-Formation conversion	Listening <i>"Ten Tips to Keep Your Brain Young"</i>
Grammar linking words	Phrasal Verbs
	Functional Language warnings
	Writing

Part A

Reading & Vocabulary

Dr. Heidegger's Experiment

by Nathaniel Hawthorne

Nathaniel Hawthorne, an American novelist and short story writer, was born in 1804 in Salem, Massachusetts, to Nathaniel Hawthorne and the former Elizabeth Clarke Manning. He entered Bowdoin College in 1821, was elected to Phi Beta Kappa in 1824, and graduated in 1825. Hawthorne published his first work, a novel titled *"Fanshawe"*, in 1828. He published several short stories in various periodicals, which he collected in 1837 as *"Twice-Told Tales"*. The next year he became engaged to Sophia Peabody. He worked at a Custom House and joined Brook Farm, a transcendentalist community, before marrying Peabody in 1842. The couple moved to The Old Manse in Concord, Massachusetts, later moving to Salem, the Berkshires, then to The Wayside in Concord. *"The Scarlet Letter"* was published in 1850, followed by a succession of other novels. A political appointment took Hawthorne and family to Europe before their return to The Wayside in 1860. Hawthorne died on May 19, 1864, and was survived by his wife and their three children.

Much of Hawthorne's writing centers on New England. His themes often center on the inherent evil and sin of humanity, and his works often have moral messages and deep psychological complexity. His published works include novels, short stories, and a biography of his friend Franklin Pierce.

That very unusual man, old Doctor Heidegger, once invited four friends to meet him in his office. There were three white-bearded gentlemen, Mister Medbourne,

Colonel Killigrew, and Mister Gascoigne. And, there was a thin old lady whose husband had died, so she was called Widow Wycherly.

They were all sad old creatures who had been unfortunate in life. As a young man, Mister Medbourne had lost all his money in a badly planned business deal. Colonel Killigrew had wasted his best years and health enjoying the pleasures of women and drink. Mister Gascoigne was a ruined politician with an evil past.

As for Widow Wycherly, tradition tells us that she was once a great beauty. But shocking stories about her past had led the people of the town to reject her. So, she lived very much alone.

It is worth stating that each of these three men were early lovers of Widow Wycherly. And they had once been on the point of killing each other over her.

"My dear old friends," said Doctor Heidegger, "I would like your help in one of my little experiments." He motioned for them to sit down.

Doctor Heidegger's office was a very strange place. The dark room was filled with books, cobwebs, and dust. An old mirror hanging between two bookcases was said to show the ghosts of all the doctor's dead patients.

On another wall hung a painting of the young woman Doctor Heidegger was to have married long ago. But she died the night before their wedding after drinking one of the doctor's medicines. The most mysterious object in the room was a large book covered in black leather. It was said to be a book of magic.

On the summer afternoon of our story, a black table stood in the middle of the room. On it was a beautiful cut-glass vase. Four glasses were also on the table.

Doctor Heidegger was known for his unusual experiments. But his four guests did not expect anything very interesting.

The doctor picked up his black leather book of magic. From its pages he removed a dried-up old rose.

"This rose," said the doctor, "was given to me fifty-five years ago by Sylvia Ward, whose painting hangs on this wall. I was to wear it at our wedding. Would you think it possible that this ancient rose could ever bloom again?"

"Nonsense!" said Widow Wycherly with a toss of her head. "You might as well ask if an old woman's lined face could ever bloom again."

"See!" answered Doctor Heidegger.

He reached for the vase and threw the dried rose into the water it contained. Soon, a change began to appear. The crushed and dried petals moved and slowly turned from brown to red. And there was the rose of half a century looking as fresh as when Sylvia Ward had first given it to her lover.

"That is a very pretty trick," said the doctor's friends. "What is the secret?"

"Did you ever hear of the Fountain of Youth?" asked Doctor Heidegger. "The Spanish explorer Ponce De Leon went in search of it centuries ago. But he was not looking in the right place. If I am rightly informed, the famous Fountain of Youth is in southern Florida. A friend of mine has sent me the water you see in the vase."

The doctor filled the four glasses with water from the Fountain of Youth. The liquid produced little bubbles that rose up to the silvery surface. The old guests agreed to drink the water, although they did not believe in its power.

“Before you drink, my friends,” the doctor said, “you should draw up a few general rules as guidance before you pass a second time through the dangers of youth. You have had a lifetime of experience to direct you. Think what a shame it would be if the wisdom of your experiences did not act as a guide and teacher.”

The doctor’s four friends answered him with a laugh. The idea that they would ever repeat the mistakes of their youth was very funny.

“Drink, then,” said the doctor. “I am happy that I have so well chosen the subjects of my experiment.”

They raised the glasses to their lips. If the liquid really was magical, it could not have been given to four human beings who needed it more. They seemed as though they had never known youth or pleasure. They looked like they had always been the weak, unhappy creatures who were bent over the doctor’s table.

They drank the water.

There was an almost immediate improvement among the guests. A cheerful glow like sunshine brightened their faces. They looked at one another imagining that some magic power had really started to smooth the lines on their faces.

“Quick! Give us more of this wondrous water!” they cried. “We are younger, but we are still too old!”

“Patience!” said Doctor Heidegger who watched the experiment with scientific coolness. “You have been a long time growing old. Surely you could wait half an hour to grow young!”

Again he filled their glasses. The four guests drank the liquid in one swallow. As the liquid passed down their throats it seemed to change their whole systems. Their eyes grew clear and bright. Their hair turned from silver to darker shades.

“My dear widow, you are lovely!” cried Colonel Killigrew, who watched as the signs of age disappeared from her face.

The widow ran to the mirror.

The three men started to behave in such a way that proved the magic of the Fountain of Youth’s water.

Mister Gascoigne’s mind turned to political topics. He talked about nationalism and the rights of the people. He also told secrets softly to himself.

All this time Colonel Killigrew had been shouting out happy drinking songs while his eyes turned towards the curvy body of Widow Wycherly.

Mister Medbourne was adding dollars and cents to pay for a proposed project. It would supply the East Indies with ice by linking a team of whales to the polar icebergs.

As for Widow Wycherly, she stood in front of the mirror greeting her image as a friend she loved better than anything in the world.

“My dear old doctor,” she cried, “please give me another glass!”

The doctor had already filled the glasses again. It was now near sunset and the room was darker than ever. But a moon-like light shone from within the vase. The doctor sat in his chair watching. As the four guests drank their third glass of water, they were silenced by the expression on the doctor’s mysterious face.

The next moment, the exciting rush of young life shot through their blood. They were now at the happy height of youth. The endless cares, sadness, and diseases of age were remembered only as a troubled dream from which they had awoken.

“We are young!” they cried.

The guests were a group of happy youngsters almost crazy with energy. They laughed at the old-fashioned clothing they wore. They shouted happily and jumped around the room.

Widow Wycherly – if such a young lady could be called a widow – ran to the doctor’s chair and asked him to dance.

“Please excuse me,” answered the doctor quietly. “My dancing days were over long ago. But these three young men would be happy to have such a lovely partner.”

The men began to argue violently about who would dance with her. They gathered around the widow, each grabbing for her.

Yet, by a strange trick owing to the darkness of the room, the tall mirror is said to have reflected the forms of three old, gray men competing for a faded, old woman.

As the three fought for the woman’s favor, they reached violently for each other’s throats. In their struggle, they turned over the table. The vase broke into a thousand pieces. The Water of Youth flowed in a bright stream across the floor.

The guests stood still. A strange coldness was slowly stealing over them all. They looked at Doctor Heidegger who was holding his treasured rose. The flower was fading and drying up once more.

The guests looked at each other and saw their looks changing back. “Are we grown old again so soon?” they cried.

In truth they had. The Water of Youth had powers that were only temporary.

“Yes, friends, you are old again,” the doctor said. “And the Water of Youth lies wasted on the ground. But even if it flowed in a river at my door, I still would not drink it. This is the lesson you have taught me!”

But the doctor’s four friends had learned no such lesson. They decided at that moment to travel to Florida and drink morning, noon, and night from the Fountain of Youth.

Vocabulary Notes

1. **deal** [di:l] n. – an agreement, especially in business, on particular conditions for buying or doing smth: **A deal was struck after lengthy negotiations.**
2. **evil** [ˈi:vl] adj. – extremely unpleasant. *Syn.* **foul, disagreeable**
3. **reject** [riˈdʒekt] v. – refuse to show due affection or concern for someone: **She didn’t want him to feel he had been rejected when he was born.**
Syn. **rebuff**

Word discrimination: **reject, deny**

deny – say that smth is not true: **He denies murdering his wife.**

4. **motion** [ˈməʊn] v. – (**for/to smb to do smth**) make a movement, usually with your hand or head to show smb what you want them to do:
She motioned for us to follow her.

5. **cobweb** [ˈkɒbweb] n. – a fine net of threads made by a spider to catch insects:

Thick cobwebs hung in the dusty corners.

Phr. blow/clear the cobwebs away – to help smb start smth in a fresh, lively state of mind: **A brisk walk should blow the cobwebs away.**

6. **bloom** [blu:m] v. – 1) produce flowers: **Most roses begin to bloom from late May.**
2) become healthy, happy, or confident: **The children had bloomed during their stay on the farm.** *Syn. blossom*
7. **toss** [tɔ:s] n. – an act of moving one's head suddenly upwards, especially to show that they are annoyed or impatient

toss/v.

Word discrimination: toss, nod, shake + one's head

- a) **nod** – move one's head up and down to show agreement, understanding:
He nodded his head in agreement.
- b) **shake** – turn one's head from side to side as a way of saying *no* or to show disapproval: **She shook her head in disbelief.**
8. **lined** [laɪnd] adj. – (of skin, especially on the face) having folds or lines because of age, worry: **Her lined face showed no emotion or interest.**
Syn. wrinkled
9. **crushed** [kra:ʃt] adj. – squeezed, pressed or damaged:
The crushed sheets of paper were hidden in the drawer.
10. **experience** [ɪk'spiəriəns] n. (U) – the knowledge or skill acquired by a period of practical experience of something, especially that gained in a particular profession:
You should have the necessary experience in health management.
11. **experience** [ɪk'spiəriəns] n. (C) – an event or occurrence which leaves an impression on someone: **We had great experiences while travelling around Europe.**

Word discrimination: experience, an experience

12. **glow** [gləʊ] n. – a feeling of pleasure and satisfaction:
When she looked at her children, she felt a glow of pride.
13. **wondrous** ['wʌndrəs] adj. – strange, beautiful and impressive: **Spring is a wondrous time full of marvelous sights, sounds and smells.**
Syn. wonderful
14. **curvy** ['kə:vi] adj. – (of a woman's figure) attractive in a sexual way with large breasts and hips, buxom.
15. **care** [keə] n. – (usually pl.) a feeling of worry or anxiety, smth that causes problems or anxiety: **I felt free from the cares of the day as soon as I left the building.**
16. **grab** [græb] v. – (at/for smb/smth) try to take hold of smth/smb: **He grabbed for the robber's gun.** *Syn. seize*
17. **favor** ['feɪvə] n. – generous treatment, approval or support:
She found favor among her new friends.
Phr. be in smb's favour, do smb a favour
18. **fade** [feɪd] v. – become paler or less bright: **The curtains had faded in the sun.**

Notes

^{1.} **steal over smb** – (figuratively) creep over smb: **A chill stole over her body.**

^{2.} **in truth** – in reality; in fact.

Word combinations

to be a beauty

to be worth doing

on the point of doing smth

to draw up a rule

a lifetime of experience

to be silenced by smb/smith

owing to smth

to be at the happy height of smth

Idioms Relating to Age

to get on in years	to grow old
knee-high to a grasshopper	a very young child
long in the tooth	a person who is too old to do smth
mutton dressed as lamb	a middle-aged woman who tries to look younger by dressing in clothes designed for younger people
no spring chicken	smb who is quite old or well past their youth
over the hill	smb who can no longer perform as well as before
to rob the cradle	to have a romantic relationship with someone who is much younger
silver surfer	an elderly person who uses the internet
to put years on	to make someone look or feel much older

Exercise 1. Learn the following structures and use them in sentences of your own.

1. You *might as well* ask if an old woman's lined face could bloom again.
She might as well have told us about it earlier.
I might as well ring him up and ask for help.
I'll probably need gas for tomorrow's trip, so I might as well fill up now.
2. It *is worth stating* that each of these three men were her early lovers.
This dish looks rather delicious, so I think it is worth trying.
He isn't worth worrying about, he can find a way out of any situation.
This film is based on real facts and is worth watching.
3. He *was to have married* long ago.
We were to have met last year.
She was to have made a speech at yesterday's meeting.
Mary and John were to have told us about their engagement.

4. They had once been *on the point of killing* each other over her.
 As we were on the point of giving up hope, a letter arrived.
 She was so tired that she was on the point of falling into collapse.
 She is on the point of bursting into tears.

Exercise 2. Find the English equivalents of the following in the text.

սպիտակամորուս պարոն	
վատ ծրագրված բիզնես գործարք	
կործանված քաղաքական գործիչ	
ինչ վերաբերում է	
արժե նշել	
սարդոստայն	
չորացած վարդ	
գլուխը ետ գցելով	
դու նույն հաջողությամբ կարող էիր	
կնճռոտված դեմք	
ձեռքը մեկնել	
թոշնած ու չոր թերթիկներ	
լավ հնարք	
երե ճիշտ եմ տեղեկացված	
պղպջակներ	
մշակել ընդհանուր կանոններ	
որպես ուղեցույց	
անցնել վտանգների միջով	
մի ամբողջ կյանքի փորձ	
ի նչ ամոթ կլիներ	
թույլ, դժբախտ արարածներ	
կռանալ	
բարելավում	
կախարդական ուժ	
հարթել կնճիռները	
հրաշք ջուր	
մի ումպով	
քաղաքական թեմաներ	
ազգայնամոլություն	
երիտասարդության բարձունքում լինել	
անհանգիստ երազ	

շնորհիվ/պատճառով	
մրցել թոշնած ծեր կնոջ համար	
բռնել մեկը մյուսի կոկորդից	
իրականում	
ժամանակավոր	
մուգ երանգներ	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. Shocking stories about her past had led the people of the town to reject her.
2. What a shame it would be if the wisdom of your experiences did not act as a guide and teacher.
3. The exciting rush of young life shot through their blood and they were now at the happy height of youth.
4. They were silenced by the expression on the doctor's mysterious face.
5. As the three fought for the woman's favor, they reached violently for each other's throats.

b) using the words and expressions from the text

1. They were gradually overcome by an odd coolness.
2. They remembered illnesses of old age as an interrupted awkward dream.
3. She drank the liquid in one go and became young in the face.
4. The guests at once changed for the better.
5. A joyful light shone on her face as she raised her head in silence.

Exercise 4. Choose the right word and use it in the correct form.

reject – deny

1. She _____ his requests for a date a number of times before finally saying 'yes'.
2. No one _____ that he is a good worker, but I'm not sure if he is ready for a management position.
3. She was accused of cheating on the test, but she _____ it.
4. Despite his efforts to be part of the team, they continued to _____ his membership application.
5. Why do you _____ my help?

nod – shake – toss

1. He _____ his head in grave agreement.
2. He said 'no' _____ his head.
3. She just _____ her head and we guessed that she was annoyed with us for our carelessness.
4. She didn't utter a word, only slightly _____ her head and I understood that I was at last forgiven.

experience – an experience

1. My lack of practical _____ was a disadvantage. 2. Living in Africa was different from home and quite _____. 3. She didn't get paid much but it was all good _____. 4. I had bad _____ with fireworks once.

Exercise 5. Match the sentences containing idioms relating to age:

1. My uncle is getting on in years and _____
2. You're only fifty and I think _____
3. The old editor was notorious for robbing the cradle, _____
4. Silver surfers will be able to access information _____
5. I always turn adversity and defeat into victories _____
6. I may be long in the tooth for motherhood but _____
7. That actress is no spring chicken _____
8. I haven't seen him _____
9. I think in this dress I am very much _____

- a) since I was knee-high to a grasshopper.
- b) I'm a bit young for dying.
- c) but she does a pretty good job of playing a twenty-year-old girl.
- d) but it's probably put ten years on me.
- e) about a range of activities and events for retired people through a new website.
- f) is not very healthy.
- g) always trying to date some young reporter.
- h) you're not over-the-hill yet.
- j) like mutton dressed as lamb.

Exercise 6. Answer the questions.

1. Who did Dr. Heidegger invite to his office and why?
2. In what way had the friends been unfortunate in life?
3. How was the widow treated in the neighborhood?
4. What did the doctor's office look like?
5. What story did the doctor tell his friends about the dried-up rose?
6. What happened to the rose when it was thrown into the water?
7. What is the '*Fountain of Youth*'? Where is it?
8. Did the guests believe in the power of the magic drink?
9. Do you think the doctor had chosen the subjects of his experiment correctly?
10. How did the guests' appearance and behavior change after drinking the magic drink?
11. What did the men start arguing about?
12. What was reflected in the mirror?
13. What lesson did the doctor learn from his friends? What about his friends?

Exercise 7. Translate the following sentences into English.

1. Վատ ծրագրված բիզնես գործարքի պատճառով նա կորցրեց իր ամբողջ ունեցվածքը: 2. Ի՛նչ ամոթ կլիներ, եթե նա չկարողանար պահել իր խոստումը ու առաջարկված նախագիծը ժամանակին ավարտած չլիներ: 3. Ինչ-որ կախարդական ուժով նա կարողացել էր թույլ ու դժբախտ էակից վերածվել հաջողակ ու ազդեցիկ գործարարի: 4. Ասում են՝ հայելին արտացոլում է հոգու տխրությունը և բացահայտում այն իմաստնությունը, որով լրացվում է ամեն ինչ: 5. Իրականում, տարիքի հետքերն անհետացել էին նրա դեմքից, և, թվում էր՝ երիտասարդության հաճույքները մի գեղեցիկ հնարքով նորից հասանելի էին: 6. Գիտաժողովի ժամանակ քաղաքական թեմաներին չանդրադարձան, որովհետև այդ իրավիճակում դա ազգայնամոլություն կդիտվեր: 7. Արժե դիտել նրա վաղ շրջանի ֆիլմերը, քանի որ նա իսկապես գեղեցկուհի էր և գրավում էր մարդկանց իր հետաքրքիր և գրավիչ խաղով: 8. Եթե ճիշտ եմ տեղեկացված, նրանք ժամանակին նույն քաղաքական կուսակցության անդամ էին: 9. Հիմնական քերականական կանոններն ընդգծված էին, և ուսուցիչը պահանջեց, որ նախադասությունները թարգմանվեին ըստ այդ կանոնների (դրանք որպես ուղեցույց ունենալով): 10. Նա նույն հաջողությամբ կարող էր ճամփորդած լինել այդ հեռավոր երկիր, եթե չար բախտը նրան չզրկեր այդ հնարավորությունից:

Exercise 8. Retell the text as it might be told by:

- a) Dr. Heidegger
- b) Widow Wycherly
- c) Colonel Killigrew

Word-Formation

Exercise 9. Define the part of speech of the words in italics.

- 1. The guard *alerted* the general to the *attack*.
- 2. The enemy *attacked* before an *alert* could be sounded.
- 3. Sometimes one just needs a good *cry*.
- 4. She is looking for a shoulder to *cry* on.
- 5. We need to *increase* our productivity to see an *increase* in profits.
- 6. My grandmother *bottled* the juice and *canned* the pickles.
- 7. My grandmother put the juice in a *bottle* and the pickles in a *can*.
- 8. She *microwaved* her lunch.

9. She heated her lunch in the *microwave*.
10. The doctor *eyed* my swollen *eye*.
11. Everyone should be able to meet the *ups* and *downs* of life.
12. She kept going *up* and *down* the street.
13. You can't *access* your bank account online.
14. Currently there is no *access* to the Internet.

Exercise 10. Use some of the following pairs of words (nouns and verbs) in sentences of your own.

nouns from verbs	verbs from nouns
to visit – visit	Google – to google
to cover – cover	email – to email
to judge – judge	pocket – to pocket
to fear – fear	host – to host
to experience – experience	fool – to fool
to command – command	ship – to ship

Grammar

Exercise 11. Complete this formal letter of complaint by underlining the correct linker. Sometimes both options are possible.

I am writing to complain about a holiday that I spent in your hotel in August of this year. I have several reasons for complaining. *Firstly/First of all*, the information I received about the hotel was incorrect. The adverts talked about a swimming pool and a golf course. In August of this year, *however/in addition*, the swimming pool had not yet been built. *Equally/Likewise*, the golf course was still unfinished.

Then/After there was the room. *Although/Despite* this had a sea view as advertised, the view was spoilt by building works in front of the hotel. *On the other hand/Furthermore*, the noise of the building woke us up early every morning.

Lastly/Secondly, we were so disappointed by the holiday that we left early.

Despite/In spite of our complaints, the hotel manager was rude and refused to give us any money back.

I am therefore writing to request an immediate refund. If we don't receive this within seven days, we will send our story and photos to the newspapers.

Yours sincerely,
Mr Y. Mee

Exercise 12. Complete the second sentence to make a logical statement.

1. The company has not enough money to pay its employees. **Furthermore**,
_____.
2. The evidence against the accused man was substantial. The jury, **however**,
_____.
3. It is evident that this project has certain weaknesses. **Nevertheless**,
_____.
4. The football coach was not on speaking terms with most of the players. **Therefore**,
_____.
5. The city needs more money to meet its financial obligations. **Accordingly**,
_____.
6. We ought to hold a meeting to review the functions of the chairman. **Moreover**,
_____.
7. The floods had damaged the bridges in the city. The cars, **consequently**,
_____.

Part B

Ageing and Relationships

“As we grow older, our capacity for love and affection does not diminish, but rather it grows stronger with each passing year.”

Joseph B. Wirthlin

Speaking & Reading

Task 1. Discuss the following:

- Give your recipe for remaining young.
- What should one do to achieve a successful old age?
- How do relationships in late adulthood differ from relationships in earlier stages of life?
- What challenges do older adults face in maintaining relationships with family and friends?
- How do changes in physical health affect relationships in late adulthood?
- What are some of the benefits of social support for older people?
- How do gender roles change in late adulthood?
- What are some of the most common reasons why older people experience loneliness or social isolation, and how can these issues be addressed?

Task 2. Read the article and label the statements as true (T) or false (F). Correct the false statements.

Relationships in Late Adulthood

During late adulthood, many people find that their relationships with their adult children, siblings, spouses, or life partners change, and so do roles.

Grandparenting

Grandparenting styles can vary depending on a variety of factors such as relationships, personality, and proximity.

Grandparenting typically begins in midlife rather than late adulthood, but because people are living longer, they can anticipate being grandparents for longer periods of time. Three styles of grandparents can be distinguished:

1. **Remote Grandparents:** These grandparents rarely see their grandchildren. Usually they live far away from the grandchildren, but may also have a distant relationship. Contact is typically made on special occasions such as holidays or birthdays. Thirty percent of the grandparents are described as remote.
2. **Companionate Grandparents:** Fifty-five percent of grandparents are described as companionate. These grandparents do things with their grandchildren but have little

authority or control over them. They prefer to spend time with them without interfering in parenting. They are more like friends to their grandchildren.

3. ***Involved Grandparents***: Fifteen percent of grandparents are described as involved. These grandparents take a very active role in their grandchild's life. The grandchildren might even live with the grandparent. The involved grandparent is one who has frequent contact with and authority over the grandchild.

Marriage and Divorce

According to a survey, most males and females aged 65 and older have been married at some point in their lives, males are significantly more likely to be married (70 percent) compared with females (44 percent) in the same age group. 12% of older men and 15% percent of older women have been divorced and about 6% of older adults have never married. Many married couples feel their marriage has improved with time and the emotional intensity and level of conflict that might have been experienced earlier, has declined. This is not to say that bad marriages become good ones over the years, but that those marriages that were very conflict-ridden may no longer be together, and that many of the disagreements couples might have had earlier in their marriages may no longer be concerns. Children have grown and the division of labor in the home has probably been established. Men tend to report being satisfied with marriage more than do women. Women are more likely to complain about caring for a spouse who is ill or accommodating a retired husband and planning activities.

Divorce after long-term marriage does occur, but is not as common as earlier divorces, despite rising divorce rates for those above age 65. Older adults who have been divorced since midlife tend to have settled into comfortable lives and, if they have raised children, to be proud of their accomplishments as single parents. Remarriage is also on the rise for older adults. As a matter of fact, men are more likely to remarry than women.

Widowhood

Evidence comes to prove that with increasing age, women are less likely to be married or divorced but more likely to be widowed, reflecting a longer life expectancy relative to men. The death of a spouse is one of life's most disruptive experiences. It is especially hard on men who lose their wives. Often widowers do not have a network of friends or family members to fall back on and may have difficulty expressing their emotions to facilitate grief. Also, they may have been very dependent on their mates for routine tasks such as cooking, cleaning, etc.

Widows may have less difficulty because they do have a social network and can take care of their own daily needs. They may have more difficulty financially if their spouses have handled all the finances in the past. They are much less likely to remarry because many do not wish to and because there are fewer men available.

Loneliness or Solitude?

Loneliness is a discrepancy between the social contact a person has and the contacts a person wants. It can result from social or emotional isolation. Women tend to experience loneliness as a result of social isolation; men - from emotional isolation. Loneliness can be accompanied by a lack of self-worth, impatience and depression. This can even lead to suicide.

Being alone does not always result in loneliness. For some, it means solitude. Solitude involves gaining self-awareness, taking care of the self, being comfortable alone, and pursuing one's interests.

Couples who remarry after midlife, tend to be happier in their marriages than in first marriage. These partners are likely to be more financially independent, have children who are grown, and enjoy a greater emotional wisdom that comes with experience.

(abridged from <www.courses.lumenlearning.com/wm-lifespandevelopment/chapter/relationships-during-late-adulthood>)

1. Remote grandparents take responsibility for their grandchildren. _____
2. Companionate grandparents act as supporters to their grandchildren. _____
3. Many conflict-ridden couples seem to become more tolerable and caring towards each other at an old age. _____
4. Men are less likely to remarry after their spouse's death, according to the survey. _____
5. The research suggests that women live longer than men. _____
6. Divorce after long-term marriage is more common than earlier divorces. _____
7. Loneliness is described as a contrast between a person's social contacts and the contacts they desire. _____
8. Social and emotional isolation always lead to depression and anxiety. _____

Listening

Task 3. Listen to the lecture “Ten Tips to Keep Your Brain Young” on Youtube (www.youtube.com/watch?v=2tcEgqTWbxQ) by Elizabeth Amini and answer the questions.

1. What is the author's occupation?
2. How many studies did they go through to come up with the tips that help avoid memory loss?
3. What does the author mean by saying “I am not a doctor, I make games for a living”.
4. When and how did the whole thing start?

5. According to the author how many minutes and how many times a week should a person walk to minimize the risk of memory loss?
6. What does she advise a person who is confined to a wheelchair?
7. How helpful is it to play mentally engaging games?
8. What 'poisons' should a person avoid?
9. How important is it to have social ties?
10. What are the benefits of having the highest purpose in life direction?
11. How can a person relax?
12. According to the author what qualities make up a good doctor?
13. How can head injuries be avoided?
14. What does Mediterranean diet include?
15. How much does positive outlook matter and how does she prove that it is vitally important?
16. Do you agree with all the tips? What other tips would you add to the list?

Phrasal Verbs

Task 4. Put the phrasal verbs under the correct heading in the table.

ask smb out	chat smb up
fall for smb	get over smb/smith
go off smb	pick smb up
run after smb	walk out on smb
break smth off	split up (with) smb

Starting a relationship	Finishing a relationship

Task 5. Complete the conversations with the correct form of some of the phrasal verbs in Task 4.

1.

A Did you hear that Samantha and Oliver have (1) _____?

B No!

A Yes. She (2) _____ him last week.

B Do you think there's a chance they'll get back together?

A No way. Apparently Samantha's (3) _____ the engagement and returned the ring.

B Oh, dear. He's besotted with her. He'll take forever to (4) _____ it.

2.

A I've noticed Sally's starting to flirt with James. I think she's (5) _____ him.

B I don't know what she sees in him frankly.

A No. I quite liked him at first, but I've really (6) _____ him now.

Functional Language

“Remember that life's big changes rarely give advance warning”

(H. Jackson Brown)

Warning	
<i>Take care!</i>	be careful
<i>Look/watch out(for)!</i>	be alert
<i>You should/shouldn't/must/mustn't</i>	be cautious
<i>Better safe than sorry.</i> (proverb)	be careful in order not to regret later
<i>Beware (of)!</i>	sign of danger used in signboards
<i>Mind out!</i>	used to tell someone that smth dangerous is going to happen
<i>Look before you leap!</i>	think carefully before doing smth
<i>Don't disturb/enter...</i>	to tell someone not to do smth
<i>Don't you dare.</i>	to tell someone not to do smth, otherwise you will be very angry
<i>Keep away (from)/keep off</i> <i>No parking/smoking/littering</i>	used on the signs usually in public places

Task 6. Match the warnings (a-h) with the given situations (1-8)

1. There is a long wire connected to the computer.	a) Don't disturb!
2. You see a warning sign in the zoo.	b) Don't touch it!
3. A child wants to reach out for a burning candle.	c) No smoking!
4. A little girl wants to cross the street.	d) Beware of wild animals!
5. Your brother is investing a lot of money in business.	e) Take care of yourself!
6. You say good bye to your friend.	f) Look before you leap!
7. There is a notice on the wall in a hospital.	g) Keep away from the fire!
8. You see a notice on the door of the exam room	h) Mind the traffic!

Task 7. a) What would you say in the following situations to express warning?

1. Someone is crossing the street and you see a car approaching.
You say “_____!”
2. Your Mum is climbing down the stairs. The stairs are narrow and steep.
You say, “_____!”
3. You are walking along the pavement with your son. You see a big hole.
You say to your son, “_____!”
4. Your friend is going to the beach to have a swim and sunbathe.
You say “_____!”
5. You are having an argument with your Dad. Your Mum doesn’t want to see that angry scene.
She will say, “Son, _____!”

b) Think of more situations and make short dialogues.

Task 8. Discuss the following warning quotes.

- “Beware of the fury of a patient man.” (John Dryden)
- “Don’t let a thief into your house three times. The first time was enough. The second time was a chance. The third time means you are stupid” (C. JoyBell)
- “All generalizations are dangerous, even this one.” (Alexander Dumas)

Writing

Task 9. Choose one of the quotes in Task 8 and write a paragraph of 100-120 words on it.

REVISION 3

(Units 5-6)

1. Read the text about staying young. Match the headings (A-G) with the paragraphs (1-5). There are two extra headings.

1 ____ As people grow older, they often think back to the days of their youth. They remember the great friends of those days, great times together, and how bright the future looked. Of course, not everything was perfect – but it can look that way as we get older. And this can make people feel pessimistic and bitter.

2 ____ It doesn't need to be that way. There are many secrets to staying young in spirit well into old age. Why put up with feeling miserable when you can be enthusiastic instead? There are some tips to keep you young at heart as you grow older.

3 ____ Relationships are extremely important. Family gives you comfort and support, and catching up with old friends can help older people to feel young. Making new friends is important too – but make sure they are optimistic, enthusiastic people.

4 ____ Bad things happen to all of us. We split up with a boyfriend or girlfriend, and later we may have to do a boring job for years. But don't think too much about negative things. Deal with them and get on with your life.

5 ____ Always keep special things around you, like family photos or favourite possessions – and be grateful that you can enjoy them. Thank your loved ones daily for sharing your life too. When you see the pleasure on their faces, you will never feel old – even in your eighties!

- A. The importance of people in your life
- B. Ageing can be a positive experience
- C. You can choose to stay young
- D. Appreciate the things and people in your life
- E. Looking back can make old people feel bad
- F. Getting over the negatives and moving on
- G. Even pessimists can have friends

2. Match the idioms in Column A with their definitions in Column B.

A	B
1. to have a heart	a) to be determined to get or achieve smth
2. to get on in years	b) to lose one's courage or confidence
3. to set heart on	c) to make someone look or feel much older
4. to rob the cradle	d) to be compassionate, generous and forgiving
5. to lose heart	e) to grow old
6. to put years on	f) to have a romantic relationship with someone who is much older

3. Find 25 derived words (Units 5-6, Texts A) in the word search puzzle.
The words are arranged horizontally and vertically.

```

      F L Y Y A
    V J F P D O M
  D P T P H I W P V V
A P H U H X N L S W L H
T L C Z L H D M O Q R I V
X E C F F I G I W U N R E W A R D E D I Y C M T D N F I E G
R M L R C M R G T T Q R T P D S H O P E L E S S L Y N O S R
X P V U Z P A N J H E F D R N G S D O Y U I D D E G O L O Y
A O N P R A T A Y E U N U S U A L N L J Y N D L S E S E L U
S R K R O T I T T R Z Y D X H C C T I J E D A Z S N D N A V
B A L I M I F I X N R S A I N T L Y T T T I G Z K T L T T F
F R M G A E I O M Y S T E R I O U S I N Q F S V P L A L I L
P Y S H D N C N W G D K P Z I X P X C K F F N R R E F Y O T
T K T F C A B V S J G T F A A P Z I D K E S E M N Q G N
E C B H E T N E C F A C K N C U O A G A R S Y Y E K D A
O K C V I I R B Y T Z L Q F K S N H K E U H P S L B
T O Q O I R R E P R E S S I B L E I N X F Q S B
T E N D E R N E S S I F W S F K L C Z B S F
F J O O W K J H G U I D A N C E E K I B
M W D S F D U N F O R T U N A T E L
X J S N A T I O N A L I S M M N
I R R I T A B L E X E D N X
O N L K N P E D O S J Y
U T E A R F U L U K
X A Y H L K J J
G T F E G Q
I G N Q
T M

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4. Choose the correct word.

- The British government is expected to _____ the idea of state subsidy for a new high speed railway.
a) deny b) reject c) admit
- _____ is what you get when you don't get what you want.
a) An experience b) The experience c) Experience
- You've no reason to _____ yourself, no reason to feel shame.
a) rebuke b) reproach c) reprimend
- We want to express our _____ to the committee for supporting our team.
a) gratitude b) gratification c) thanks

5. With a great effort, she managed to _____ her head in vague agreement.
a) nod b) shake c) toss
6. A few weeks of aerobics will firm up your _____ stomach.
a) stout b) plump c) flabby
7. She _____ her son for smoking too much .
a) rebuke b) reproach c) reprimend
8. Sandra _____ her head back, sending her hair over her left shoulder.
a) nodded b) shook c) tossed
9. Maria is such a nice _____ girl with a mass of curly hair. .
a) stout b) plump c) flabby
10. A feed will usually provide instant _____ to a crying baby.
a) gratitude b) gratification c) thankfulness

5. Complete the word forms chart. There may be more than one option.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	analysis		analytical	
2.		normalize		normally
3.	identity		identifiable	
4.	symbol		symbolic	
5.		edit		editorially
6.	economy		economical	
7.		beautify	beautiful	
8.	hypothesis		hypothetical	
9.		persuade		persuasively
10.	sympathy		sympathetic	
11.		pacify		peacefully
12.	thought		thoughtful	
13.		specify	specific	
14.		create		creatively
15.	permission			permissively
16.	evolution		evolutionary	
17.		marginalize		marginally
18.			wide	widely
19.	flexibility	flex		
20.		conceive	conceptual	

6. Put the words in the boxes into the right gaps.

able, unable, ability, disability, disabled

- 1) She has a natural _____ in sports, and seems to do well in any sport she tries.
- 2) If you are _____ to come to the party, everyone will be happy to see you.
- 3) If you are _____ to do the job alone, just ask Beverly to give you a hand.
- 4) His _____ to speak French has limited his advancement in the public service.
- 5) There is a Swedish proverb which states that the strongest among the disabled is the one who never forgets his _____.

prefer, preferably, preferable, preference, preferential

- 1) I much _____ locally made ale to the kind made by the big breweries.
- 2) Francis thought marmalade on toast was _____ to strawberry jam.
- 3) I would like to travel to Europe next spring, _____ to Italy.
- 4) Joseph likes playing football, but Lawrence's _____ is baseball.
- 5) Some of the parents of the other kids on the team believe the coach has been giving treatment _____ to his own son.

violate, violators, violation, violations, violating

- 1) If you _____ your probation, you will be immediately re-arrested.
- 2) Each side in the conflict accused the other of _____ the ceasefire.
- 3) The U.S. has suspended all foreign aid to the country because of its history of human rights _____.
- 4) I think having the press try to photograph the family of the victim during her funeral is a total _____ of their privacy.
- 5) No trespassing – _____ will be prosecuted.

7. Insert the appropriate linking word into the right gap.

although otherwise in contrast finally in addition

Linking words have a number of specific language functions, such as sequencing, summarising and referencing. _____, linking words enable writers to express their ideas naturally. _____ linking words can be extremely useful, it is important not to overuse them, _____ your writing may sound too wordy. _____, not using them enough will make your writing sound simplistic. _____, be sure that you use a suitable range of linking words.

8. Write a paragraph of 100-120 words on one of the following quotes, use examples to support your point.

- “Ageing is not ‘lost youth’ but a new stage of opportunity and strength.” (Betty Friedan)
- “The longer I live, the more beautiful life becomes.” (Frank Lloyd Wright)
- “Every year should be teaching us all something valuable. Whether you get the lesson is really up to you.” (Oprah Winfrey)
- “Growing old is mandatory, but growing up is optional.” (Walt Disney)

9. Here is an advertisement on a website for teenage volunteers.

Summer Camp Volunteers

We are looking for young, enthusiastic volunteers to look after children from poor families in the summer holidays. You do not need any special skills, but you must be hardworking and speak good English. You should enjoy sports, outdoor activities like hiking, or swimming, or indoor activities such as board games, music and reading stories.

If you are interested please apply to

office@uksummercamps.org

You decide to apply for the job. Write an email of about 150 words saying

- why you want the job
- what special qualities make you the right person for the job
- what you expect to profit for your future

UNIT 7

Part A	Part B
Reading & Vocabulary <i>"Lost on Dress Parade"</i>	Creativity Speaking & Reading
Word-Formation compound words	Phrasal Verbs
Grammar relative clauses	Listening <i>"The 6 Characteristics of Truly Creative People"</i>
	Functional Language address forms
	Writing

Part A

Reading & Vocabulary

Lost on Dress Parade¹

by O. Henry

O. Henry (William Sydney Porter), American short-story writer was born on September 11, 1862, Greensboro, N.C., US. His tales depicted the life of ordinary people in New York City through humour or grim and often had surprise endings.

Porter attended a school taught by his aunt, then clerked in his uncle's drugstore. In 1882 he went to Texas, where he worked on a ranch. He began writing sketches and in 1894 he started a humorous weekly, *The Rolling Stone*, then he joined the *Houston Post* as reporter, columnist, and occasional cartoonist.

In February 1896 he was indicted for embezzlement of bank funds and received the lightest sentence possible. As night druggist in the prison hospital, he could write to earn money. His stories of adventure were immediately popular with magazine readers, and when he emerged from prison W.S. Porter had become O. Henry.

In 1902 O. Henry arrived in New York. He produced a story a week for the *New York World*, writing also for magazines. His first book, *"Cabbages and Kings"* (1904), depicted fantastic characters against exotic Honduran backgrounds. Both *"The Four Million"* (1906) and *"The Trimmed Lamp"* (1907) explored the life in New York.

Despite his popularity, O. Henry's final years were marred by ill health, a desperate financial struggle, and alcoholism. He died on June 5, 1910 in New York.

Mr Towers Chandler was pressing his evening suit in his hall bedroom². One iron was heating on a small gas stove; the other was being pushed vigorously back and forth to make the desirable crease on his trousers.

Our next view of him shall be as he descends the steps of his lodging-house neatly and correctly clothed; calm, assured, handsome – in appearance the typical New York young clubman setting out, slightly bored, to enjoy the pleasures of the evening.

Chandler's income was \$18 per week. He was employed in the office of an architect. He was twenty-two years old; he considered architecture to be truly an art.

Out of each week's earnings Chandler set aside \$1. At the end of each ten weeks with the extra capital of \$10 he took himself to the quarter where life is brightest and showiest, and there dined with taste and luxury. With ten dollars a man may, for a few hours, play the wealthy idler to perfection. The sum is ample for a well-considered meal, a bottle bearing a respectable label, generous tips, a smoke, cab fare and the ordinary etceteras³.

Up Broadway Chandler moved with the evening dress parade. For this evening he was an exhibit as well as a gazer. For the next sixty-nine evenings he would be dining at discount lunch counters and supper on sandwiches and beer in his hall-bedroom. He was willing to do that, for he was a true son of the great city of razzle-dazzle⁴, and to him one evening in the limelight made up for many dark ones.

At a certain corner he came to a standstill, proposing to himself the question of turning back toward the showy and fashionable restaurant in which he usually dined on the evenings of his especial luxury. Just then a girl slipped on a patch of icy snow and fell plump upon the sidewalk.

Chandler assisted her to her feet with solicitous courtesy. The girl leaned against the wall of the building and thanked him shyly.

"I think my ankle is strained," she said. "It twisted when I fell."

"Does it pain you much?" inquired Chandler.

"Only when I rest my weight upon it. I think I will be able to walk in a minute or two."

"If I can be of any further service," suggested the young man, "I will call a cab..."

"Thank you," said the girl, softly but heartily. "I am sure you need not trouble yourself any further. It was so awkward of me."

Chandler looked at the girl and found her swiftly drawing his interest. She was pretty in a refined way; and her eyes were both merry and kind. She was inexpensively clothed in a plain black dress that suggested a sort of uniform such as shop girls wear. Her glossy dark-brown hair showed its coils beneath a cheap hat of black straw whose only ornament was a velvet ribbon and a bow.

A sudden idea came into the head of the young architect. He would ask this girl to dine with him. His brief season of elegant luxury would be doubly enjoyable if he could add to it a lady's society. This girl was a lady, he was sure – her manner and speech showed that. And in spite of her extremely plain attire he felt that he would be pleased to sit at table with her.

These thoughts passed swiftly through his mind, and he decided to ask her. It was a breach of etiquette⁵, of course, but often wage-earning girls put aside formalities in

matters of this kind. His ten dollars, if discreetly expended, would enable the two to dine very well indeed. The dinner would no doubt be a wonderful experience thrown into the dull routine of the girl's life; and her lively appreciation of it would add to his own triumph and pleasure.

"I think," he said to her, "that your foot needs a longer rest than you suppose. Now, I am going to suggest a way in which you can give it that and at the same time do me a favour. I was on my way to dine all by my lonely self when you came tumbling around the corner. You come with me and we'll have a cozy dinner and a pleasant talk together, and by that time your ankle will carry you home very nicely, I am sure."

The girl looked quickly up into Chandler's clear, pleasant face. Her eyes twinkled once very brightly, and then she smiled ingenuously.

"But we don't know each other – it wouldn't be right, would it?" she said, doubtfully.

"There is nothing wrong about it," said the young man, candidly. "I'll introduce myself – permit me – Mr Towers Chandler. After our dinner, which I will try to make as pleasant as possible, I will bid you good-evening, or attend you safely to your door, whichever you prefer."

"But, dear me!" said the girl, with a glance at Chandler's faultless attire. "In this old dress and hat!"

"Never mind that," said Chandler, cheerfully. "I'm sure you look more charming in them than any one we shall see in the most beautiful dinner toilette."

"My ankle does hurt yet," admitted the girl, attempting a limping step. "I think I will accept your invitation, Mr Chandler. You may call me – Miss Marian."

"Come then, Miss Marian," said the young architect, gaily, but with perfect courtesy; "you will not have far to walk. There is a very respectable and good restaurant in the next block. You will have to lean on my arm and walk slowly. It is lonely dining all by one's self. I'm just a little bit glad that you slipped on the ice."

When the two sat down at a table, Chandler began to experience the real joy that his regular outing always brought to him.

The restaurant was not so showy or respectable as the one further down Broadway, which he always preferred, but it was nearly so. The tables were well filled with prosperous-looking diners, there was a good orchestra, playing softly enough to make conversation a pleasure, and the cuisine and service were beyond criticism. His companion, even in her cheap hat and dress, held herself with an air that added charm to the natural beauty of her face and figure. And it was certain that she looked at Chandler with something not far from admiration.

As to Chandler he was on Broadway, surrounded by pomp and style, and there were eyes to look at him. On the stage of that comedy he had assumed to play the one-night part of a rich idler of means and taste.

So he began to tell Miss Marian about clubs, teas, golf and riding horses, tours abroad and a yacht lying at Larchmont⁶. He could see that she was vastly impressed by this vague talk.

"This way of living that you speak of," she said, "sounds so purposeless. Haven't you any work to do in the world that might interest you more?"

“My dear Miss Marian!” he exclaimed. “Think of dressing every day for dinner, of making half a dozen calls in an afternoon. We, do-nothings, are the hardest workers in the land.”

The dinner was concluded, the waiter generously tipped, and the two walked out to the corner where they had met. Miss Marian walked very well now; her limp was scarcely noticeable.

“Thank you for a nice time,” she said, frankly. “I must run home now. I liked the dinner very much, Mr Chandler.”

He shook hands with her, smiling cordially, and said something about a game of bridge at his club. He watched her for a moment, walking rather rapidly eastward, and then he found a cab to drive him slowly homeward.

In his chilly bedroom Chandler laid away his evening clothes for a sixty-nine days’ rest. He went about it thoughtfully.

“That was a stunning girl,” he said to himself. “She’s all right, too. Perhaps if I’d told her the truth instead of all that razzle-dazzle, we might – but, confound it!⁷ I had to play up to my clothes.”

The girl, after leaving her entertainer, arrived at a handsome mansion. Here she entered a room where a handsome young lady in an elaborate house dress was looking anxiously out of the window.

“Oh, you madcap!” exclaimed the elder girl, when the other entered. “When will you stop frightening us this way? It is two hours since you ran out in that old dress and Marie’s hat. Mamma has been so alarmed. She sent Louis in the auto to try to find you. You are a bad, thoughtless Puss⁸.”

The elder girl touched a button, and a maid came in a moment.

“Marie, tell mamma that Miss Marian has returned.”

“Don’t scold, sister. I only ran down to Mrs Theo’s, the dressmaker. My costume and Marie’s hat were just what I needed. Everyone thought I was a shop girl, I am sure.”

“Dinner is over, dear; you stayed out so late.”

“I know. I slipped on the sidewalk and hurt my ankle. I could not walk, so I hobbled into a restaurant and sat there until I was better. That is why I was so long.”

The two girls sat in the window seat, looking out at the lights and the stream of hurrying vehicles in the avenue. The younger one put her head in her sister’s lap.

“We will have to marry some day,” she said dreamily – ” both of us. We have so much money that we will not be allowed to disappoint the public. Do you want me to tell you the kind of a man I could love, sister?”

“Go on, tell me,” smiled the other.

“I could love a man with dark and kind blue eyes, who is gentle and respectful to poor girls, who is handsome and good and does not try to flirt. But I could love him only if he had an ambition, an object, some work to do in the world. I would not care how poor he was if I could help him build his way up. But, sister dear, the kind of man we always meet – the man who lives an idle life between society and his clubs – I could not love a man like that, even if his eyes were blue and he were ever so kind to poor girls whom he met in the street.”

Vocabulary Notes

1. **vigorously** ['vɪɡərəsli] adv. – in a way that involves physical strength, effort, or energy: **She shook her head vigorously.** *Syn.* **violently, energetically**
2. **crease** [kri:s] n. – a neat line that you make in smth, for example when you fold or iron it: **He always wears trousers with a sharp crease in the legs.**
3. **descend** [dɪ'send] v. – come or go down from a higher to a lower level: **The plane began to descend slowly.** *Ant.* **ascend**
4. **solicitous** [sə'lisɪtəs] adj. – characterized by or showing interest or concern, eager or anxious to do something: **She was always solicitous about the welfare of her students.** *Syn.* **attentive**
5. **attire** [ə'taɪə] n. – clothes: **She was dressed in formal evening attire.**
6. **swiftly** ['swɪftli] adv. – moving quickly, immediately: **He moved swiftly to her rescue.**
7. **discretely** [dɪ'skri:tli] adv. – separately, independently: **This involved establishing a two-family system, with discretely separate hierarchies.**

Word discrimination: **discretely, discreetly**

discreetly [dɪ'skri:tli] – saying or doing smth carefully in order to keep smth secret or to avoid causing embarrassment: **She coughed discreetly to announce her presence.** *Syn.* **tactfully**

8. **cozy** ['kəʊzi] adj. (Br. cosy) – warm, comfortable, friendly and private: **I had a cozy chat with my old friends the other day.**
 9. **twinkle** ['twɪŋkl] v. – have a bright expression because you are happy or excited: **Her eyes twinkled with merriment.**
 10. **ingenuously** [ɪn'dʒenjuəsli] adv. – innocently, honestly and trustfully: **She ingenuously laid herself open to manipulation.**
- Word discrimination:* **ingenuously, ingeniously**
- ingeniously** [ɪn'dʒi:nɪəsli] – inventing or doing smth in a very clever and novel way: **It was really an ingeniously designed plan.**
11. **candidly** ['kændɪdli] adv. – in a straightforward way, frankly: **Instead of giving an explanation the child just looked candidly into my eyes.**
 12. **attend** [ə'tend] v. – escort, show the way, guard: **He attended her to the gates and after a while disappeared in the distance.**
 13. **faultless** ['fɔ:ltləs] adj. – perfect, smart: **Her faultless look and manners made her stand out from the rest.**
 14. **pomp** [pɒmp] n. – the impressive clothes, decorations: **We were impressed by the pomp and ceremony of the royal wedding.**
 15. **limp** [lɪmp] n. – a way of walking in which one leg is used less than normal because it is injured or stiff: **She walked with a slight limp to the door.** *Syn.* **hobble**
 16. **stunning** ['stʌnɪŋ] adj. – extremely attractive or impressive, beautiful: **You look absolutely stunning!**
 17. **mansion** ['mænʃn] n. – a large impressive house: **Their mansion was seen from the top of the hill.**

18. **elaborate** [ɪ'læbəreɪt] adj. – very complicated and detailed, carefully prepared and organized: **She had prepared a very elaborate meal.**
19. **madcap** ['mædkæp] adj. – crazy and not caring about danger:
She was made to quit her madcap schemes.
20. **flirt** [flɜ:t] v. – philander with, behave as though sexually attracted to someone: **He spent his time flirting with the prettiest girls.**

Notes

1. **lost on dress parade** – *here*: failure because of fashion-mongering (անհաջողություն պճնասիրության պատճառով).
2. **hall bedroom** – (Am.) one-room apartment.
3. **etceteras** – and so on; other things.
4. **razzle-dazzle** – showiness, brilliance, liveliness.
5. **a breach of etiquette** – against the rules of good behavior.
6. **Larchmont** – a village northeast to Manhattan, one of the 100 'best places to live' in the USA.
7. **confound it!** – damn it! (used in mild imprecations).
8. **puss** – (inform.) used as a form of affectionate address to a girl or a woman.

Word combinations

make up for
to come to a standstill
to be on one's way to dine
to come into one's head
to be of service
to draw smb's interest
faultless attire
all by one's self
beyond criticism
hold oneself with an air
to play up to smth
to live an idle life

Idioms with 'idea'

to have/get/give smb a rough idea	to have/give/get a general idea
to flirt with the idea of doing smth	to think about doing smth, but not too seriously
to put ideas into smb's head	to suggest smth (usually smth bad) to smb
idea box	the head, the brain
to float an idea	to suggest smth informally to see if people accept it or are interested in it
not to have the faintest/foggiest idea	not to know anything at all about smth

Exercise 1. Learn the following structures and use them in sentences of your own.

1. Chandler looked at the girl and *found her* swiftly *drawing* his interest.
 I returned very late and found my mother waiting for me in the dining-room.
 She found John flirting with the idea of running away.
 When she opened her eyes she found herself lying on the green grass.
2. I will bid you good-evening, or attend you safely to your door, *whichever you prefer*.
 You can leave immediately or stay and enjoy your dinner, whichever you prefer.
 I will leave you alone or help you to get out of it, whichever you prefer.
 You may stay and have a word with him or go home and then regret about it, whichever you prefer.
3. *As to* Chandler, he was on Broadway, surrounded by pomp and style.
As to me, I had never met such an interesting man before.
As to him, he was the more handsome of the two brothers.
As to my wife, she was the unhappiest female in the world.
4. *I would not care how* poor he was *if* I could help him build his way up.
 She would not care how wild the child was if he let her take care of him.
 I would not care how unpleasant her company was if I could be accompanied by her brother.
 Tom would not care how cunning his wife was if she didn't use it in a dishonest way.

Exercise 2. Find the English equivalents of the following in the text.

էտ ու առաջ	
կոկիկ հագնված	
հանգիստ, վստահ, վայելչակազմ	
առատաձեռն թելավճար	
տաքսու ուղեվարձ	
սովորական այլևայլություններ	
ցուցանմուշ	
գեղջ	
պատրաստական լինել	
լրացնել (փոխհատուցել)	
կանգ առնել	
հոգատար քաղաքավարությամբ	
ոլորել կոճր	

անշնորհքություն էր իմ կողմից	
հետաքրքրությունը շարժել	
զլխում միտք ծագել	
էլեգանտ ճոխության կարճ պահ	
կրկնակի հաճելի	
օրավճարով աշխատող	
ձևականություններ նման հարցերում	
ձանձրալի առօրյա	
գնահատանք	
լավություն անել	
բարի երեկո մաղթել	
իրական երանություն ապրել	
քննադատությունից վեր	
այնպիսի պահվածք ընդունել, որ	
հնարավորությունների ու բարձր ճաշակի տեր հարուստ պորտաբույծ	
մեծապես տպավորված	
մենք՝ պարապներս	
հագիվ նկատելի	
պերճաշուք տնային զգեստ	
կաղալով ներս մտնել	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. Up Broadway Chandler moved with the evening dress parade.
2. His brief season of elegant luxury would be doubly enjoyable if he could add to it a lady's society.
3. The dinner would be a wonderful experience thrown into the dull routine of the girl's life.
4. With ten dollars a man may, for a few hours, play the wealthy idler to perfection.
5. At the corner he came to a standstill proposing to himself the question of turning back toward the showy and fashionable restaurant.

b) using the words and expressions from the text

1. His ten dollars, if spent carefully, would be enough for two people to dine very well.
2. He said good-bye to everybody, smiled sincerely and walked lamely to the door.
3. She was walking in the park all alone wearing neat clothes.
4. The young man helped her to stand on her feet eagerly and politely.
5. There were many rich people dining in the restaurant and the food was faultless.

Exercise 4. Choose the right word and use it in the correct form.

discrete(ly) – discreet(ly)

1. The whole book was divided into _____ units. 2. He was always very _____ about his love affairs. 3. You ought to make a few _____ enquiries about him without drawing his attention. 4. All these questions must be studied _____ to avoid ambiguity.

ingenuous – ingenious

1. It is _____ to suppose that money did not play a part in his decision. 2. You can turn to him for any kind of advice: he's very _____. 3. I'm not so _____ as to believe everything he says. 4. We have been trying for years to fix problems using our _____ ideas.

Exercise 5. Translate the following sentences into Armenian paying attention to the expressions with the word *idea*.

1. I need *to get a rough idea* of how many people will be there. 2. I *flirted with the idea* of going to Europe for two weeks. 3. I *didn't have the faintest idea* where I was or which way I was going – I simply knew I had to get away. 4. The mayor originally *floated the idea*, and it was quickly taken up by a number of city agencies. 5. You got a good solution up there in your *idea box* by any chance? 6. Bob would get along all right if other kids *didn't put ideas into his head*.

Exercise 6. Answer the questions.

1. How did Chandler earn his living? How much was his weekly income?
2. What kind of life did he lead?
3. How did he afford to dine at expensive restaurants with such a small income?
4. What was the reason for his behavior?
5. How did he usually dress on such evenings? Describe his appearance.
6. What happened one evening when he was doing his usual round?
7. How was the girl dressed?
8. Why did Chandler invite her to the restaurant? Did the girl accept his invitation?
9. What did Chandler tell her about his way of life? Was the girl impressed by it?
10. Was Marian a shop girl? Describe her family and the house she lived in.
11. What kind of man would Marian marry? What about you?
12. What would happen if Chandler and Marian were frank with each other?

Exercise 7. Translate the following sentences into English.

1. Այդ լուսանկարը շարժեց տղայի հետաքրքրությունը, և մի հրաշալի գաղափար ծագեց նրա գլխում: 2. Երիտասարդ աղջկա անկեղծ ժպիտն ու շողշողուն աչքերը լրացուցիչ հմայք էին հաղորդում նրա բնական գեղեցկությանը: 3. Այցելուները կանգ առան ցուցանմուշի առջև, և նրանցից յուրաքանչյուրը պատրաստ էր

հսկայական գումար վճարել այն ձեռք բերելու համար: 4. Առանց **այլևայլությունների ու ձևականությունների** աղջիկն **ընդունեց** երիտասարդ ճարտարապետի առաջարկը: 5. Ծերունին **հենվեց** տղայի թևին՝ ամեն կերպ փորձելով **հագիլ նկատելի** դարձնել իր **կադությունը**: 6. **Զգուշորեն ծախսելու դեպքում** նրա գումարը կբավարարեր մի լավ ճաշի ու զբոսանքի համար, և նրանք որոշեցին **վայելել ճոխության այդ կարճ պահը**: 7. Ռեստորանի **խոհանոցն ու սպասարկումը քննադատությունից վեր էին**, և **մեծ հնարավորությունների ու ճաշակի տեր մարդիկ** էին այնտեղ հիմնականում ճաշում: 8. Պապիկն **իրական երանություն ապրեց**՝ տեսնելով իր թոռնիկի հաջողությունն այդ խաղում, և **մեծապես տպավորվեց** մարզական մեկնաբանների **անկեղծ** խոսքերից: 9. Նրա **ապրելակերպն** այնքան **աննպատակ էր**, նա որևէ բան փոխելու ո՛չ **ձգտում** ուներ, ո՛չ էլ **ցանկություն**: 10. Տարօրինակ կասկածներ **արագ անցան իր մտքով**, բայց նա որոշեց լուր հետևել և հասկանալ **ընկերոջ արարքի դրդապատճառները**, որոնք այնքան էլ **լավ կշռադատված** չէին թվում իրեն:

Exercise 8. Retell the text as it might be told by:

- a) Mr Chandler
- b) Miss Marian

Word-Formation

Exercise 9. Find 13 compound words in the word search puzzle. Make other compound words with their constituents.

t	h	u	n	d	e	r	s	t	o	r	m
c	s	a	i	l	b	o	a	t	a	p	a
i	n	o	l	n	u	b	r	a	i	i	i
h	o	r	s	e	s	h	o	e	r	n	l
a	w	t	i	r	d	a	x	m	p	e	b
l	b	w	d	e	u	p	k	h	l	a	o
p	a	p	e	r	c	l	i	p	a	p	x
o	l	a	w	p	e	f	b	g	n	p	a
p	l	r	a	i	n	b	o	w	e	l	z
u	t	a	l	p	a	n	c	a	k	e	m
b	a	c	k	b	o	n	e	g	a	c	r
g	r	a	s	s	h	o	p	p	e	r	u

Exercise 10. Make compound words by joining a word in Column A to another word in Column B, then a word in Column B to one in Column C.

For example: *waterproof*, *proofreading*

A	B	C
water	time	reading
fresh	book	melon
life	light	house
head	proof	mate
note	room	nail
honey	finger	zone
bed	water	shelf
ring	moon	light

Exercise 11. Join words from box A to those in box B to make synonyms for the adjectives in box C.

For example: *absent-minded* – forgetful

A	absent-	big-	easy-	quick-	self-	stuck-	two-	warm-
B	assured	faced	going	headed	hearted	minded	witted	up
C	forgetful	hypocritical			confident	arrogant		
	kind	snobbish			intelligent	relaxed		

Grammar

Exercise 12. Insert the relative clauses (a-h) into the numbered gaps in the text to make it complete.

I had a letter from Lily Wylie recently. You remember me talking about my Uncle Ray, don't you? He is the uncle (1)_____. He grew up in Glasgow with my Dad and my Uncle Colin. Uncle Ray left home when he was quite young. That was in the 1950s (2)_____. He got on a ship (3)_____ and lived there for the rest of his life. When he arrived in Canada, he stayed with a couple, Mr and Mrs Bennett, (4)_____. They had one child. She is my cousin, but I have never met her. Uncle Colin stayed in Glasgow in the house (5)_____ and opened a shop (6)_____. Uncle Ray and Uncle Colin never saw each other again. Anyway, I have a letter from Lily recently. She's the daughter of the cousin (7)_____. She's going to be over here (8)_____ and I think she would like to meet you!

- a) I've never met
- b) when you could leave school at 15
- c) when you're next at home
- d) where he was born
- e) that sold fish
- f) which was going to Canada
- g) who moved to Canada
- h) whose daughter he later married

Exercise 13. Join the sets of sentences to make complex sentences using relative conjunctions.

1. It is fascinating to shop at that open market. One can find a great variety of tropical fruits at the market.
2. How wonderful it is to visit Japan in April! The cherry blossoms are in full bloom in April.
3. Landing on the planet Mars was finally achieved in 1976. Scientists had always dreamed of this.
4. Mr Miller will return to San Francisco next October. He will have earned his degree by then.
5. The Sydney Opera House was designed by Danish architect, Jorn Utzon. Its roof looks like the sails of many boats.
6. Robert Falcon Scott is a famous British polar explorer. He was born in Devonport. It is in England.
7. The Taj Mahal was built by emperor Shah Jahan for his wife. It is in northern India. His wife died in childbirth.

Part B

Creativity

*“To be creative means to be in love with life.
You can be creative only if you love life enough that you
want to enhance its beauty, you want to bring a little more
music to it, a little more poetry to it, a little more dance to it.”*

Osho

Speaking & Reading

Task 1. Discuss the following:

- How do you define creativity?
- How do you think creativity is important in everyday life?
- Can creativity be taught, or is it something that a person is born with?
- What are some strategies you use to boost your creativity?
- How do you think creativity contributes to innovation and progress?
- Have you ever found an ingenious approach to problem solving?
- How can creativity be applied in different fields, such as science, art, or business?
- Do you think there is a difference between being creative and being innovative? If so, what is the difference?

Task 2. Read the article and label the statements as true (T) or false (F). Correct the false statements.

Angels on a Pin

by Alexander Calandra

Alexander Calandra is a professor of physics at Washington University in St. Louis, Missouri. In the following essay he shares an experience with a college student who refused to give the expected answer to a question on a physics examination. Instead, the student insisted on giving a number of answers other than the conventional one.

The title of the essay is a clue. Medieval scholastics were fond of debating such meaningless questions as “How many angels can dance on the point of a pin,” “Did Adam have a navel,” and so on. The emerging sciences replaced such “scholarly” debates with “new math”, which attempted to replace rote memorization of math with a deeper understanding of the logic and principles of mathematics.

Saturday Review, Dec 21, 1968.

Some time ago I received a call from a colleague who asked if I would be the referee on the grading of an examination question. He was about to give a student a zero for his answer to a physics question, while the student claimed he should receive a perfect score and would if the system were not set up against the student: The

instructor and the student agreed to submit this to an impartial arbiter, and I was selected.

I went to my colleague's office and read the examination question: "Show how it is possible to determine the height of a tall building with the aid of a barometer."

The student had answered: "Take a barometer to the top of the building, attach a long rope to it, lower the barometer to the street and then bring it up, measuring the length of the rope. The length of the rope is the height of the building."

I pointed out that the student really had a strong case for full credit since he had answered the question completely and correctly. On the other hand, if full credit was given, it could well contribute to a high grade for the student in his physics course. A high grade is supposed to certify competence in physics, but the answer did not confirm this. I suggested that the student have another try at answering the question I was not surprised that my colleague agreed, but I was surprised that the student did.

I gave the student six minutes to answer the question with the warning that the answer should show some knowledge of physics. At the end of five minutes, he had not written anything. I asked if he wished to give up, but he said no. He had many answers to this problem; he was just thinking of the best one. I excused myself for interrupting him and asked him to please go on. In the next minute he dashed off his answer which read:

"Take the barometer to the top of the building and lean over the edge of the roof. Drop that barometer, timing its fall with a stopwatch. Then using the formula $S = \frac{1}{2}at^2$, calculate the height of the building.

At this point I asked my colleague if he would give up. He conceded, and I gave the student almost full credit.

In leaving my colleague's office, I recalled that the student had said he had many other answers to the problem, so I asked him what they were. "Oh yes," said the student. "There are a great many ways of getting the height of a tall building with a barometer. For example, you could take the barometer out on a sunny day and measure the height of the barometer and the length of its shadow, and the length of the shadow of the building and by the use of a simple proportion, determine the height of the building."

"Fine," I asked. "And the others?"

"Yes," said the student. "There is a very basic measurement method that you will like. In this method you take the barometer and begin to walk up the stairs. As you climb the stairs, you mark off the length of the barometer along the wall. You then count the number of marks, and this will give you the height of the building in barometer units. A very direct method."

"Of course, if you want a more sophisticated method, you can tie the barometer to the end of a string, swing it as a pendulum, and determine the value of g at the street level and at the top of the building. From the difference of the two values of g the height of the building can be calculated."

Finally, he concluded, there are many other ways of solving the problem. "Probably the best," he said, "is to take the barometer to the basement and knock on the superintendent's door. When the superintendent answers, you speak to him as

follows: “Mr Superintendent, here I have a fine barometer. If you tell me the height of this building, I will give you this barometer.”

At this point I asked the student if he really did know the conventional answer to this question. He admitted that he did, said that he was fed up with high school and college instructors trying to teach him how to think, using the “scientific method” and to explore the deep inner logic of the subject in a pedantic way, as is often done in the new mathematics, rather than teaching him the structure of the subject. With this in mind, he decided to revive scholasticism as an academic lark to challenge the Sputnik-panicked classrooms of America.

(from “Portraits from Memory and Other Essays”)

1. The essay illustrates an argument against a particular kind of pedantry in teaching. _____
2. The student didn’t avoid the conventional answer to the physics question. _____
3. Eventually the student got full credit for his answer. _____
4. The student had many ingenious answers to the problem. _____
5. The author acted as an impartial arbiter. _____
6. In his final answer to the question the student suggested turning to the superintendent for help. _____
7. The student knew the conventional answer to the question. _____
8. The student was pleased with college instructors trying to teach him how to think. _____

Task 3. Think of some creative uses for the following items:

- an old toothbrush _____
- an old newspaper _____
- an empty bottle _____
- a coat-hanger _____
- a hot-water bottle _____
- a hair drier _____
- a saucepan _____
- a tennis racket _____
- a lipstick _____

Phrasal Verbs

Task 4. Learn the definitions of the nouns formed from phrasal verbs. Make up sentences with at least 5 of them.

outlook	1. the attitude to life and the world of a particular person 2. what is expected to happen in the future
breakdown	a serious illness

breakthrough	new and successful development
downfall	failure or ruin following success
downpour	a lot of rain that falls fast and heavily
outbreak	the sudden start of something unpleasant, e.g. a disease
takeaway	a meal you buy in a restaurant to eat at home
outfit	a set of clothes worn together
outburst	a sudden forceful expression of emotion, especially anger

Task 5. Fill in the appropriate noun from Exercise 4 in the correct form.

1. She bought a new _____ for the wedding. 2. I got soaked in yesterday's _____.
 3. She had a great career, but hard drugs were her _____. 4. Her comments provoked an _____ of anger from the boss. 5. Shall we eat out or get a _____. 6. After his mother died, Paul suffered a complete mental _____. 7. There have been great _____ on organ transplants in the last 20 years. 8. He had a practical _____ on life. 9. The _____ of plague was the cause of the Great Fire of London in 1666.

Listening

Task 6. Listen to the lecture “The 6 Characteristics of Truly Creative People” (www.youtube.com/watch?v=CgCdsERkqrc) by Tina Seelig and answer the questions.

1. What model has the author created which helps to come up with big ideas and bring them to life?
2. How is the model called and which are its 6 components?
3. What method is suggested which proves to be effective when applied to the study of “Innovation Engine”?
4. According to the author what helps to increase imagination?
5. How do Tina Seelig’s students practice the art of putting things together?
6. What examples are brought to prove that creativity can be enhanced through surprising assignments?
7. What is the powerful way of getting knowledge?
8. Do you agree that most people see themselves as puzzle builders?
10. How are imagination, knowledge and attitude linked together?
11. What does creativity have to do with space and resources?
12. How did a short quick experiment prove to be effective?
13. Do you agree with the author’s statement that “Culture is like background music” and what explanation does she provide?
14. How do all the characteristics of truly creative people work?
15. Have you got the key to your “innovation engine”?

Functional Language

Address forms	
formal	informal
Sir (adult male of any age) Ma'am (adult female - North American) Madam (adult female) Mr + last name (any man) Mrs + last name (married woman who uses her husband's last name) Ms + last name (married or unmarried woman; common in business) Miss + last name (unmarried woman) Doctor (Dr) + last name (some doctors go by <i>Dr</i> + first name) Professor (Pr) + last name (in university setting) courtesy titles <i>His/Her Majesty (HM)</i> <i>His/Her Royal Highness (HRH)</i> <i>His/Her Grace (HG)</i>	first name (friends, students, children) Miss/Mr/Mrs/Ms + first name (sometimes used by dance or music teachers) pet names <i>honey/sweetie</i> (child, romantic partner, or younger person) <i>dear/love/darling</i> <i>babe</i> or <i>baby</i> (romantic partner) <i>pal</i> (father or grandfather calls male child) <i>buddy</i> or <i>bud</i> (very informal between friends or adult-to-child; can be seen as negative)

Task 7. How would you address....?

your teacher	a male adult
your fellow student	a waitress
a University professor	your boss
the dean of your department	a flight attendant
the Queen of England	your hairstylist
the Ambassador	an adult neighbour
the hotel receptionist	a colleague you know well
your 2-year-old son	your beloved
the US President	a baby
your supervisor	your wife/husband
an unmarried woman	your dentist
a businesswoman	your younger sister

Writing

Task 8. Write a paragraph of 100-120 words on the quote “Genius is 1% inspiration and 99% perspiration” (Thomas Alva Edison).

UNIT 8

Part A	Part B
Reading & Vocabulary <i>"Taste"</i>	Gambling Speaking & Reading
Word-Formation abbreviations, clipping, blending	Phrasal Verbs
Grammar adverbial clauses	Listening <i>"Why Should Gambling be Made Illegal"</i>
	Functional Language colloquialisms
	Writing

Part A

Reading & Vocabulary

Taste

by Roald Dahl

Roald Dahl was born on 13th September, 1916 in Llandaff, South Wales. Dahl's parents were Norwegian. His father died while Roald was still a child.

Dahl attended Llandaff Cathedral School for just two years. Then from the ages of nine to thirteen he attended St. Peter's Preparatory School in Weston-super-Mare, England. Dahl was good at cricket and swimming, but he performed poorly in class. One of his main hobbies was reading, and some of his favourite novelists were the adventure writers Rudyard Kipling and H. Rider Haggard.

When Dahl was thirteen, his family moved to Kent in England, and he was sent to Repton Public School. There was one good thing about the school. Every few months, the chocolate company, Cadburys, sent boxes of chocolates to Repton for the students to test. This happy memory gave Dahl the idea for his most famous novel, "Charlie and the Chocolate Factory".

In 1939, World War II started. Dahl joined the RAF (Royal Air Force) and learned to fly warplanes. Unfortunately, on his first flight into enemy territory he ran out of fuel and crashed in the Libyan desert. He fractured his skull but managed to crawl out of the burning plane.

Dahl started writing in the 1940s while based in the USA. His first story was a newspaper account of his air crash. In 1945 he moved back home but in the early fifties returned to America, where he met his first wife, the actress Patricia Neal. They had five children together but got divorced in 1983. Dahl remarried soon after. The

last years of his life were very happy and he wrote some of his best books during this period.

There were six of us to dinner that night at Mike Schofield's house in London: Mike and his wife and daughter, my wife and I and a man called Richard Pratt.

Richard Pratt was a famous gourmet. He was president of a small society known as the Epicures, and each month he circulated privately to his members a pamphlet on food and wines. He organized dinners where sumptuous dishes and rare wines were served. He refused to smoke for fear of harming his palate, and when discussing a wine, he had a curious, rather foolish habit of referring to it as though it were a living being. "A prudent wine," he would say, "rather diffident and evasive, but quite prudent." Or, "A good-humoured wine, benevolent and cheerful."

Mike Schofield was an amiable, middle-aged man. But he was a stockbroker. To be precise, he was a jobber¹ in the stock market, and like a number of his kind, he seemed to be somewhat embarrassed, almost ashamed to find that he had made so much money with so slight a talent. I had been to dinner at Mike's twice before when Richard Pratt was there, and on each occasion Mike and his wife had gone out of their ways to produce a special meal for the famous gourmet. And this one, clearly was to be no exception. The moment we entered the dining room I could see that the table was laid for a feast. The tall candles, the yellow roses, that quantity of shining silver, the three wineglasses to each person, and above all the faint scent of roasting meat coming from the kitchen. As we sat down, I remembered that on both Richard Pratt's previous visits Mike had played a little betting game with him over claret², challenging him to name its breed and its vintage³. Pratt had replied that that should not be too difficult provided it was one of the great years. Mike had then bet him a case of wine in question that he could not do it. Pratt had accepted, and had won both times. Tonight I felt sure that the little game would be played over again, for Mike was quite willing to lose the bet in order to prove that his wine was good enough to be recognized, and Pratt, for his part, seemed to take a restrained pleasure in displaying his knowledge.

The meal began with a plate of fish in butter, and to go with it there was a Moselle⁴. Mike got up and poured the wine himself, and when he sat down again, I could see that he was watching Richard Pratt. He had set the bottle in front of me so that I could read the label. It said, "Geierslay Ohlisberg, 1945." He leaned over and whispered to me that Geierslay was a tiny village in the Moselle, almost unknown outside Germany. He said that the village produced so little wine that it was almost impossible for a stranger to get any of it. He had visited Geierslay personally in order to obtain a few bottles that they had finally allowed him to have. "I doubt whether anyone else in this country has any of it at the moment," he said. He was still watching Richard Pratt. "A charming little wine, don't you think?" Mike said. I could almost feel him waiting for the moment when Pratt would take his first sip and look up from his glass with a smile of pleasure, of astonishment, perhaps even of wonder, and then there would be a discussion and Mike would tell him about the village of Geierslay. But Richard Pratt did not taste his wine. He was completely engrossed in conversation

with Mike's eighteen-year-old daughter, Louise. He was half turned towards her, smiling at her, telling her, so far as I could gather, some story about a chef in a Paris restaurant. As he spoke, he leaned closer and closer to her, seeming in his eagerness almost to impinge upon her, and the poor girl leaned as far as she could away from him, nodding politely, rather desperately, and looking not at his face but at the topmost button of his dinner jacket.

We finished our fish, and the maid came round removing the plates. When she came to Pratt, she saw that he had not yet touched his food, so she hesitated, and Pratt noticed her. He waved her away, broke off his conversation, and quickly began to eat. Then, when he had finished, he reached for his glass, and in two short swallows he swallowed the wine and turned immediately to resume his conversation with Louise Schofield. Mike saw it all. He understood that Pratt hadn't paid any attention to the wine, but he controlled himself and said nothing. Soon the maid came with the second course, it was a large roast beef. When everyone had been served, he started speaking.

"Now," he said, speaking to all of us but looking at Richard Pratt. "Now for the claret. I must go and fetch the claret, if you excuse me."

"You go and fetch it, Mike?" I said. "Where is it?" "In my study, with the cork out – breathing, on the top of the green filing cabinet. It is the best place in the house with an even temperature. Richard helped me choose it last time he was here." Mike said and he hurried off the door. He returned a minute later more slowly, walking softly, holding in both hands a dark bottle of wine. The label was out of sight, facing downwards. "Now!" he cried as he came towards the table. "What about this one, Richard? You'll never name this one! Not in a hundred years. This one is really rather difficult," Mike said.

"I won't force you to bet on this one." "Indeed. And why not? That's not very complimentary to me, you know."

"My dear man," Mike said, "I'll bet you with pleasure, if that's what you wish." "It shouldn't be too hard to name it."

"All right, then, we'll have the usual. A case of the wine itself."

"You don't think I'll be able to name it, do you?"

"As a matter of fact, and with all due respect, I don't," Mike said. He was making some effort to remain polite, but Pratt was not bothering overmuch to conceal his contempt for the whole proceeding. And yet, curiously, his next question seemed to betray a certain interest.

"You like to increase the bet?"

"No, Richard. A case is plenty."

"Would you like to bet fifty cases?"

"That would be silly." Mike stood very still behind his chair at the head of the table, carefully holding the bottle. And I saw, or thought I saw, something distinctly disturbing about the man's face, that shadow of intentness between the eyes, and in the eyes themselves, right in their centres where it was black, a small slow spark of shrewdness, hiding.

"So you don't want to increase the bet?"

“As far as I’m concerned, old man, I don’t give a damn,” Mike said. “I’ll bet you anything you like.”

The three women and I sat quietly, watching the two men. Mike’s wife was becoming annoyed and I felt that at any moment she was going to interrupt. Our roast beef lay before us on our plates, slowly steaming. There was a pause while Pratt looked slowly around the table, first at me, then at the three women, each in turn. He appeared to be reminding us that we were witnesses to the offer. Then, quite slowly, looking at Mike all the time, he said, “I want you to bet me the hand of your daughter in marriage.”

Louise Schofield gave a jump. “Hey!” she cried. “No! That’s not funny! Look here, Daddy, that’s not funny at all.”

“I’m not joking,” Richard Pratt answered. “Mike said he’d bet me anything I liked. I haven’t got a daughter but I’ll offer you anything you want. My house in the country, for example, or my house in London, or both of them.”

Mike was sure that Pratt would never win the bet and he was prepared to accept his terms. He wanted to own Pratt’s two large houses. “Now, Daddy!” she cried. “Don’t be *stupid*! It’s all too silly for words. I refuse to be betted on like this.”

“Quite right, dear,” her mother said. “Stop it immediately Mike, and sit down and eat your food.”

Mike ignored her. He looked over at his daughter and he smiled, a slow, fatherly, protective smile. But in his eyes, suddenly, shone the faint light of victory. He turned to his daughter and pleaded her to take the bet. She hesitated for a while and finally said, “Oh, all right, as far as you swear there is no danger of losing.”

Immediately Mike picked up the wine and walked excitedly round the table, filling up everybody’s glasses. Now everybody was watching Richard Pratt, as he reached slowly for his glass with his right hand and lifted it to his nose.

The man was about fifty years old and he did not have a pleasant face. It was all mouth – mouth and lips – the full wet lips of the professional food lover. He moved the wine gently to his mouth and drank almost all of it. He paused getting the first taste. He held his breath, blew it out through his nose and paused again. It was an impressive performance and I must say he did it well.

He looked up at Mike and smiled. Mike did not smile back.

“It’s not difficult to guess that the wine comes from a very small village St. Julien, in the area of Medoc. So far, so good. But now we come to the more difficult part – the name of the producer. For in St. Julien there are so many.” Pratt said. He picked up his glass and took another small drink. Again he paused. He took up his glass. Then I saw his tongue shoot out, pink and narrow, the end of it reaching into the wine. A horrible sight. When he lowered his glass, his eyes remained closed. “Now I have it!” he cried and a few seconds later he named the farm, the name of the wine and the year it was made.

Richard Pratt was looking at Mike with small bright eyes. Mike was not looking at anyone; his face became pale. Then he invited Pratt to the next room to have a little talk. Pratt refused, he wanted to see the name on the bottle. He knew he was a winner and was prepared to become unpleasant if there was any trouble.

Then this happened: the servant, a small, upright figure in her white-and-black uniform, was standing beside Richard Pratt, holding something out in her hand. “I believe these are yours, sir,” she said. Pratt looked round, saw the pair of glasses that she held out to him, and for a moment he paused. She put the glasses on the table and without thanking her he put them into his pocket.

But the maid, a faithful family maid for many years, did not go away. Her old grey face had a determined look.

“You left them in Mr Schofield’s study,” she said “on top of the green filing cabinet in his study, sir, when you happened to go there before dinner.”

It took a few moments to understand the full meaning of the words. In the silence that followed I saw Mike slowly pulling himself up in his chair, and the colour coming to his face, and his eyes opening wide, and the curl of his mouth – and a dangerous whiteness beginning to spread around his nose.

“Now, Michael!” his wife said. “Keep calm now, Michael, dear! Keep calm!”

Vocabulary Notes

1. **gourmet** ['gʊəmeɪ] n. – a man who knows a lot about good food and wines and who enjoys choosing, eating and drinking them: **gourmet food**
Syn. gourmand
2. **circulate** ['sɜ:kjəleɪt] v. – 1) move continuously around a place or system: **Cooled air is circulated throughout the building.**
2) spread or pass from one person to another:
Rumours began to circulate about his financial problems.
3. **pamphlet** ['pæmfli:t] n. – a small booklet or leaflet containing information or arguments about a single subject: **a political pamphlet**
4. **sumptuous** ['sʌmpʃʊəs] adj. – splendid and expensive-looking: **a sumptuous meal**
Syn. elegant
5. **palate** ['pælət] n. – the top part of the inside of one’s mouth
6. **prudent** ['pru:dənt] adj. – sensible and careful: **a prudent decision**
prudence/n.
7. **diffident** ['dɪfɪdənt] n. – modest or shy because of a lack of self-confidence:
a diffident youth
8. **evasive** [ɪ'veɪsɪv] adj. – not willing to give clear answers to a question: **an evasive answer/comment/reply. Phr. take evasive action**
9. **benevolent** [brɪ'nevələnt] adj. – 1) kind, helpful and generous: **a benevolent smile/attitude**
2) (of an organization) serving a charitable rather than a profit-making purpose: **a benevolent fund. Syn. charitable**
10. **amiable** ['eɪmiəbl] adj. – having or displaying a friendly and pleasant manner: **an amiable tone of voice. Syn. agreeable**
11. **restrained** [rɪ'streɪnd] adj. – calm and unemotional: **a restrained smile**
12. **engross** [ɪn'grəʊs] v. – absorb all the attention or interest: **be engrossed in a book**
13. **impinge** [ɪm'pɪndʒ] – (on/upon) advance over an area belonging to someone else.

14. **desperately** [ˈdespəɾətli] adv. – feeling or showing that you have little hope and are ready to do anything without worrying about danger to yourself or others: **He took a deep breath, desperately trying to keep calm.**

15. **complimentary** [ˌkɒmplɪˈment(ə)rɪ] adj. – expressing admiration or praise: **complimentary remark.** *Syn. congratulatory, flattering*
compliment/n.

Word discrimination: **complimentary, complementary**

complementary [ˌkɒmplɪˈment(ə)rɪ] – things that are different from each other but make a good combination:

His experiments are complementary to those of mine.

16. **contempt** [kənˈtempt] n. – the feeling that a person or a thing is beneath consideration, worthless, or deserving scorn *Syn. dishonour*

17. **proceed** [prəˈsi:d] v. – begin or continue a course of action:

Never mind the interruption, proceed with your story.

proceeding/n.

Word discrimination: **proceed, precede**

precede [priˈsi:d] – come before (smth) in time:

The earthquake was preceded by a loud roar.

18. **intent** [ɪnˈtent] adj. – showing strong interest and attention: **an intent gaze/look**
intentness/n.

19. **shrewd** [ʃru:d] adj. – having or showing sharp powers of judgment:

She was shrewd enough to guess the motive behind his gesture.

shrewdness/n.

Notes

¹ **jobber** – historical (in the UK) a principal or wholesaler who dealt only on the Stock Exchange with brokers, not directly with the public.

² **claret** – a type of French red wine.

³ **vintage** – the year or place in which wine, especially wine of high quality, was produced.

⁴ **Moselle** (also Mosel) – a light medium-dry white wine produced in the valley of the River Moselle.

Word combinations

go out of one's way

for fear of (doing) smth

take pleasure in (doing) smth

as far as I'm concerned

as a matter of fact

to give a damn

too silly for words

to take the bet

to hold one's breath

Idioms with ‘flat’

flat out	1. as fast or as hard as possible 2. in a definite direct way
to fall flat	to fail completely to produce the intended or expected effect
flat lining	neither rising nor falling; making little or no progress
flat-footed	clumsy, awkward, or foolish.
flat spin	state of hyper-excitement
on the flat	on level ground without hills or jumps
flat denial/refusal	not allowing argument and discussion, definite
flat rate	a rate of taxation that is not progressive, but remains at the same proportion on all amounts

Exercise 1. Learn the following structures and use them in sentences of your own.

- He refused to smoke *for fear of harming* his palate.
Everyone obeyed the commander’s order for fear of being punished.
No one dared refuse the order for fear of losing their job.
She doesn’t eat sweets for fear of getting fat.
- But he was a stockbroker. *To be precise*, he was a jobber in the stock market.
To be honest, I have never been keen on jazz music.
There were not many soldiers on the beach – five, to be precise.
To be frank with you, I may have made a mistake.
- He had made so much money *with so slight a talent*.
They managed to complete the task with so big an effort.
He was able to reach his goal with so great a desire.
The president addressed the people with so earnest an appeal.
- It’s all *too silly for words*. I refuse to be betted on like this.
The film is too funny for words. You should see it.
This man’s appearance is too silly for words.
What I saw in the street yesterday was too ridiculous for words.

Exercise 2. Find the English equivalents of the following in the text.

համադրամասեր	
ճոխ ուտեստներ	
հազվագյուտ գինիներ	
վնասել քիմքը	
բավականին համեստ	
խուսափողական	

շրջահայաց	
սիրալիր, միջահասակ մարդ	
ավելի ճիշտ	
շփոթված	
իր նմանների պես	
թույլ բույր	
մարտահրավեր	
տեսակն ու հնեցումը	
իր կողմից	
գրազը շահել/տանուլ տալ	
գսպված հաճույք ստանալ ինչ-որ բանից	
կում անել	
ամբողջովին տարված լինել խոսակցությամբ	
կռանալ	
միանգամայն հուսահատ	
հարյուր տարի էլ անցնի	
գովելի	
թաքցնել արհամարհանքը	
մատնել	
մտադրություն	
խորամանկության կայծ	
վկա	
ընդունել գրազը	
շունչը պահել	
վճռական հայացք	

Exercise 3. Paraphrase the following sentences:

a) in your own words

1. He appeared to be reminding us that we were witnesses to the offer.
2. He tried to conceal his contempt for the whole proceeding, yet, curiously, his next question seemed to betray a certain interest.
3. He knew he was a winner and was prepared to become unpleasant if there was any trouble.
4. Mike had played a little betting game with him over claret, challenging him to name its breed and its vintage.
5. I saw, something distinctly disturbing about the man's face, that shadow of intentness between the eyes.

b) using the words and expressions from the text

1. He referred to wine as if it were an animate object; trying to give an elusive and cautious answer.
2. The girl decided that at that moment she was not ready to accept the conditions that he was proposing.
3. As for my parents, I don't think they were able to grasp the complete idea of the words.
4. I saw from the expression on the man's face that he was awfully worried about the business deal.
5. The young man was fully absorbed in the talk and seemed to be unable to hide his disdain.

Exercise 4. Choose the right word and use it in the correct form.

complimentary – complementary

1. The school's approach should be _____ to that of the parents.
2. She wasn't very _____ about our performance, was she?
3. The guests gave _____ remarks about the service in the restaurant.
4. The team members have different, but _____ skills.
5. Jack was _____ about Kathy's riding.

proceed – precede

1. We are not sure whether we still want to _____ with the sale.
2. His resignation was _____ by weeks of speculation.
3. She _____ me on this job for the last two years.
4. He _____ to explain the outlined plan in more detail.

Exercise 5. Translate the following sentences into Armenian paying attention to the expressions with the word *flat*.

1. I told him *flat* out "No".
2. The economy has been *flat* lining for several years now.
3. Her request was met with a *flat* refusal.
4. The minister's responses under questioning from the Opposition were extremely *flat*-footed and inept.
5. The whole team is working *flat* out to satisfy demand.
6. She doesn't cope well with too many visitors these days – she goes into a *flat* spin if more than two or three people arrive at once.
7. He drove *flat* out through the night to get to her bedside.
8. The horse-race is mostly on the *flat*.

Exercise 6. Answer the questions.

1. Who was Richard Pratt and what was his occupation?
2. What strange habit did he have?
3. What preparations had Mike and his wife made for the dinner?
4. Had Pratt lost or won the previous betting games?
5. Why was Pratt indifferent to the wine and food? Who was he attracted to?
6. How did Mike's daughter react to Pratt's behavior?

7. What did Pratt want Mike to bet him?
8. Why was Mike sure that Pratt would lose the bet?
9. What information do we get about different brands of wine from the text?
10. Did Mike expect his guest to name the wine he betted on?
11. Who helped to expose the fraud?
12. How would you describe R. Pratt? Mike? The servant?

Exercise 7. Translate the following sentences into English.

1. Ճոխ և նրբաճաշակ ուտեստները շարված էին սեղանին, բայց ամաչկոտ երիտասարդը նույնիսկ ձեռքը չէր մեկնում որևէ բան վերցնելու, քանի որ նա կլանված էր աղջնակի գեղեցկությամբ: 2. Կնոջ խուսափողական պատասխանը շատ զարմացրեց նրան, սակայն մի թույլ ժպիտ հայտնվեց դեմքին, երբ նա հասկացավ, թե որքան շրջահայաց ու խոհեմ է իր կինը: 3. Երեխան իր տիկնիկին վերաբերվում էր ինչպես կենդանի էակի: 4. Երիտասարդը կիսով չափ շրջվեց դեպի օրիորդը և փորձեց վերսկսել ընդհատված խոսակցությունը: 5. Ցույցի ժամանակ երիտասարդ ակտիվիստները քաղաքական գրքույկներ էին շրջանառում: 6. Բոլորը շունչները պահած սպասում էին, թե ով է շահելու այդ գրազը, քանի որ համոզված էին, որ հարյուր տարի էլ անցնի, այդ լրջամիտ ու սիրալիր անձնավորությունը չի ընդունի այդ սրիկայի պայմանները: 7. Աննախադեպ իրավիճակը արագ վերածվեց քաոսի, և միանգամայն անհնար էր կառավարել ամբոխին: 8. Դա շատ տպավորիչ կատարում էր, ու հաղթանակի հույսը աստիճանաբար իրականություն էր դառնում: 9. Որքա՛ն ներդաշնակ զույգ են Ռոբերտն ու Էմիլին. նրանք կարծես լրացնում են միմյանց:

Exercise 8. Retell the text as it might be told by:

- a) Mike Schofield
- b) Richard Pratt
- c) Mike's daughter

Word-Formation

Exercise 9. Give the full forms of the following common abbreviations (use the table on page 204).

a.m. - Ante Meridian (before noon)	ATM -
p.m. -	VIP -
C.V. -	WWW -
e.g. -	LCD -

i.e. -	FBI -
etc. -	IELTS -
Mrs -	B.Sc -
PIN -	M.A -
GPS -	PhD -
SMS -	UNICEF -
USB -	AIDS -
PC -	UN -
B.C.-	NASA -

Exercise 10. Give the full forms of the following clipped words.

deli – delicatessen	auto -
chute -	bike -
exam -	ad -
gas -	teen -
memo -	dorm -
gym -	burger -
fan -	flu -

Exercise 11. Join words from box A to those in box B to form blends in box C.

For example: *situation+comedy* – sitcom

A	Oxford breakfast	spoon wiki	web by	international Spanish	smoke wireless	emotion situation	electronic picture
B	network fidelity	element comedy	fog log	mail fork	dictionary Cambridge	lunch icon	cause English
C	spork smog	Spanglish brunch	sitcom because	blog WiFi	internet emoticon	email pixel	Oxbridge wiktionary

Grammar

Exercise 12. Choose the appropriate conjunction or connective.

Marylin Monroe: the Death of a Star

It is over 40 years *since/after* Marilyn Monroe died, but theories concerning her death still fascinate the world. *Whenever/While* her name is mentioned, people recall the mystery of her final hours and *although/despite* the official verdict was suicide,

many believe that she was murdered by the Mafia or the FBI.

Marylin had a reputation as a dumb blonde who had such a problem with drink, drugs, and depression that she could never remember her lines. However, her beauty and fame brought her into contact with some of the biggest names of the day. She dated Frank Sinatra, *even though/despite* he had connections with the Mafia, and she also had affairs with President John Kennedy and his brother Bobby.

When/Until Marilyn was found dead in bed at her home in Los Angeles in the early hours of Sunday, August 5, 1962, police assumed it was suicide *though/as* there was an empty bottle of sleeping pills on the table beside her. However, witnesses, including her psychiatrist and some of her friends, insisted she was not suicidal at the time. Other witnesses said they saw Bobby Kennedy visit her house that night, *as long as/even though* he claimed to be in San Francisco. There were other suspicious events. Marilyn's housekeeper disappeared immediately *after/since* she was found, only to reappear a year later as an employee of the Kennedys. Why would they employ her *unless/if* they wanted her to keep silent? Marilyn's diaries also disappeared. Were they so revealing *in spite of/that* they had to be destroyed?

Exercise 13. Complete the sentences with adverbial clauses.

1. The English language skills of international students often improve when.....
2. Would it be all right if.....?
3. She looked at me in such a way as though.....
4. Helen blushed whenever.....
5. He was happy to get a part in the movie although.....
6. She returned the computer to the shop after.....
7. Martha became manager of the company in no time for.....
8. Some changes have been made to the plan ever since.....
9. I will pay you back as soon as
10. My son performed poorly on quizzes until.....

Part B

Gambling

“There are three roads to ruin; women, gambling and technicians. The most pleasant is with women, the quickest is with gambling, but the surest is with technicians.”

Georges Pompidou

Speaking & Reading

Task 1. Discuss the following:

- What is addiction? Is it a psychological or a social problem?
- Comment on the following:
“*Gambling* – the sure way of getting nothing for something.”
“*Lottery* – a tax on people who are bad at math.”
- What problems can gambling cause?
- Speak on other types of addiction.
- Can any kind of addiction be treated? If yes, how?

Task 2. Read the article and label the statements as true (T) or false (F). Correct the false statements.

Why Gambling Should be Illegal

Did you know that 40% of all problem gamblers started gambling before they were seventeen? Or that problem gambling causes the most suicides out of all the recognized addictions? Even with these facts, the most startling truth is that not one dollar, out of the billions collected in gambling taxes, has been spent to treat or help problem gamblers. Gambling is the activity or practice of playing at a game of chance for money or other stakes. Activities that are considered gambling are sports and race bets, lotteries, games like blackjack and poker, and casino games like slots and roulette. Bingo and raffles are technically gambling, but there are no major concerns about them, so they are not included here. Even though gambling is legal, it should not be because of its harmful *economic, governmental, and social* effects.

There are many detrimental economic effects of gambling, but there are two major ones: it siphons money from other industries, and states attempt to use lotteries to boost income. Gambling takes money from consumers that would otherwise be spent in an important industry or charity. Instead, it is essentially thrown away in hopes of getting rich quick. The removal of money from other industries often causes businesses to go bankrupt, therefore creating more unemployed people. You could argue that casinos create jobs, but those jobs do not make enough money to really support a family. The other economic problem that gambling creates is the use of

lotteries. States typically use lotteries to make more money. Since the poor buy so many lottery tickets, the lotteries have become a tax on the poor and economically disadvantaged. The economic effects may be bad, but the governmental and social effects are far more hurtful.

There are a few different damaging effects that gambling has on the government, but they fall into two categories: the government's role and illegal activity. The government's role in gambling is not what it should be. Drugs and gambling are both known to be self-destructive, yet drugs are banned and gambling is legalized? To the people that are compulsive gamblers, gambling is a drug to them, so it should be illegal like all other drugs. Illegal activity is another damaging governmental effect of gambling. Since betting on sports and races are legal, it has become far easier for organized crime to make money from fixed sporting events and racing. Additionally, in areas where gambling is legalized, illegal gambling increases. Since people think it is okay to gamble, they now go to an illegal gambling location so that their winnings, if any, are not taxed by the government. The destructive governmental and economic effects of gambling are horrible, but the social effects are the worst of all.

The harmful social effects of gambling are: it forces the poor to stay poor, compulsive gamblers bring massive problems, and gambling can ruin lives and families. Gambling at casinos and in lotteries have terrible odds of winning, but the poor, who desperately need the money, try time and time again in hopes of getting lucky to pull out of their economic problems. However, they rarely win, and the amount of money that they pour in forces them stay poor. Even if you are not poor and you start to gamble constantly, you will become poor very quickly. Another harmful social effect of gambling is the presence of compulsive gamblers. Compulsive, or problem, gamblers are people who are addicted to gambling. Gambling is a drug to them, and they cannot stop gambling, no matter the consequences. Because of the staggering amount of debt they are in, they are a huge burden to their families. The last harmful social effect of gambling is that it destroys families. The amount of debt that a compulsive gambler gets into puts way too much strain on the rest of the family to help him or her out of debt. If you are married to a compulsive gambler, it is like being married to a hard-core drug addict, they are forced to throw away money to satisfy their addiction. Unfortunately, sometimes the debt is too much, and the spouse will divorce, shattering the family. The social effects of gambling are the worst, but all the effects of gambling are awful.

Unfortunately for us, gambling is legal in almost every state, allowing these hurtful effects to exist. Even though gambling is legal, it should not be because of its harmful economic, governmental, and social effects.

(www.teenink.com/opinion/current_events_politics/article/534635)

1. The money that comes from gambling taxes is mostly spent on charity. _____
2. The US government's policy on gambling is poor and damaging. _____
3. Most compulsive gamblers started before the age of seventeen. _____
4. Gambling can ruin relationships and lead to financial catastrophe. _____
5. Problem gamblers can easily control the impulse to gamble. _____
6. The author thinks that gambling should be legalized. _____
7. The social effects of gambling are less destructive than the others. _____
8. Gambling is as harmful as drug addiction, yet they are treated differently by the government. _____

Task 3. Put the words or phrases in the box in the correct places in the passage below.

casino	fortune	games of chance	broke	betting
odds	bookmakers	compulsive gamblers	wreck	punters

Some people are (1)_____ which means that they simply cannot stop (2)_____ on horses or playing (3)_____. It can be like a disease. If you're lucky, you can win a (4)_____ but if you're unlucky it can (5)_____ your life. And most people are unlucky. The (6)_____ are always against the gambler. At the race course it is the (7)_____ who win and the (8)_____ who lose. From a game of roulette in the (9)_____, the house makes a profit, the gambler often goes (10)_____ .

Task 4. Match the expressions in sentences 1-7 with their definitions in a-g.

1. The players decided to **raise the stakes** by adding \$100 to the pot. 2. He decided to **play the odds** and invest all his savings in the stock market, hoping for a significant return on his investment. 3. She **hit the jackpot** and won \$10,000 at the casino. 4. Since no one won outright, they decided to **split the pot** among themselves. 5. He was losing badly, so he decided to **throw in the towel** and stop playing. 6. She decided to **take a chance** and bet on a highly improbable outcome. 7. I'm going to **roll the dice** and try my luck at the casino.

- a) divide the winnings equally among the players in a game
- b) risk something in the hopes of achieving a desirable outcome
- c) give up or quit playing a game or hand
- d) win a large amount of money or achieve great success
- e) take calculated decisions based on the likelihood of winning or losing
- f) take a chance or risk on something
- g) increase the amount of money or risk involved in a game or bet

Phrasal Verbs

Task 5. Learn the following phrasal verbs and their definitions.

Make up sentences with at least 5 of them.

bet on	wager money on a particular outcome or event.
gamble away	lose money by betting or gambling recklessly
bluff out	deceive opponents by making them believe that one has a better chance of winning than they actually do.
double down	increase one's bet or commitment to a particular course of action.
call off	cancel a bet or game that has already been arranged.
cash out	convert one's chips or winnings into cash
fold up	give up a game in a sudden and unexpected way.
go all in	bet all of one's remaining chips or money on a single hand or game.
shuffle up	mix the cards in a random order before starting a game.

Task 6. Complete the sentences with the correct form of the phrasal verbs from the table above.

1. He decided _____ when he realized he wasn't going to win. 2. He _____ his opponents by pretending to have a strong hand. 3. He _____ up the deck of cards before dealing them to the players. 4. He _____ on the last hand, hoping to win big. 5. I'm going _____ the red team to win the game. 6. He _____ his entire savings in one night. 7. He decided _____ on his bet in hopes of winning big. 8. We had _____ the poker game because one of the players got sick.

Listening

Task 7. Watch the video "5 Dumbest Lottery Winners Ever" on Youtube (www.youtube.com/watch?v=0t3k5yh9Dh8) and answer the questions.

1. What did each of the 5 lottery winners do with the money they won?
2. What was Michael Carroll's job?
3. How did losing money affect Callie Rogers?
4. How much money did the married couple win?
5. Why did Alex and Rhod go to court? How did they end up?
6. Who of the winners gave money to charity?
7. Who won jackpot twice? How much was the money in total?
8. Who spent the money on gambling, drugs and prostitutes?
9. How did the lives of these people change after winning lottery? Was it good luck or bad luck after all?
10. If you won a lottery, how would you spend the money?

Task 8. Discuss the following quotes on gambling.

- The better the gambler, the worse the man. (Publilius Syrus)
- In a bet there is a fool and a thief. (Proverb)
- No wife can endure a gambling husband; unless he is a steady winner. (Thomas Dewar)
- The safest way to double your money is to fold it over once and put it in your pocket. (Kin Hubbard).
- There is a very easy way to return from a casino with a small fortune: go there with a large one. (Jack Yelton)

Functional Language

Colloquialisms	
everyday expressions	
<i>ain't</i>	am not/is not
<i>Gonna</i>	going to
<i>Gotta</i>	have got to
<i>Gimme</i>	give it to me
<i>Great</i>	very good, wonderful
<i>Hey</i>	a call to get one's attention
<i>Later</i>	see you at another time
<i>Noway</i>	not under any circumstance
<i>Wanna</i>	want to
<i>Watcha</i>	what are you
<i>what's up</i>	what's happening
<i>Yeah</i>	variation of 'yes'
<i>ya'll</i>	you all
pair phrases	
<i>odds and ends</i>	miscellaneous articles or remnants
<i>hard and fast</i>	fixed and definitive
<i>pros and cons</i>	advantages and disadvantages
<i>by and large</i>	on the whole, everything considered
<i>safe and sound</i>	unharmd, secure
<i>sick and tired</i>	annoyed about, bored with
<i>pins and needles</i>	in an agitated state, nervous
<i>ins and outs</i>	all the details
<i>ups and downs</i>	a succession of both good and bad experiences

Task 9. Fill in the blanks with the ‘pair phrases’ in the table above.

1. He had only a few _____ left to stow into the suitcase before we set out.
2. We are _____ of her boss. I think she is looking for a new job.
3. I'm sitting on _____ about this job interview next week. I'm so nervous!
4. Of course all marriages have their _____, but they are worth the effort
5. The ship was nearly wrecked in a blow, but anchored in the bay, _____.
6. It is almost impossible to lay down any _____ rules in this company.
7. As soon as you learn the _____ of the business, you'll be very successful.
8. Mammals have, _____, bigger brains than reptiles.
9. We have to consider all the _____ of the deal before we sign an agreement.

Writing

Task 10. Write a paragraph of 100-120 words on the following quote “*Money won is twice as sweet as money earned*” (from the film *The Color of Money*).

REVISION 4

(Units 7-8)

1. Read the text divided into 3 parts. Match questions 1-5 with paragraphs A-C

Lottery Stories

A For every millionaire who gets into debt, there are many more who invest wisely, use their money to change the world, or even give it all away to help others. Take Allen and Violet Large from Canada, who won over \$10 million in 2010. Since they were in their seventies at the time, and already pretty secure financially, they decided to share what they had won, not just with their grown-up kids, to whom they were very generous, but with causes they had always supported. Many institutions, ranging from hospitals to the local fire department, benefitted from the couple's generosity. When they had first been presented with all the money, it had been a real source of concern for them. Uncomfortable with being so rich, hating all the press coverage, and worried that people would look at them in a different way, they were keen to quickly get rid of it

B It's not just in Canada that lottery winners have been keen to share their winnings. Colin and Christine Weir, a couple from Scotland, used their money to support a promising young artist and help out one of their neighbours, a teenage single mother. They actually gave the young mum a house they owned so she would have somewhere to live. Unlike the Larges, however, they also bought things they had never thought they would ever own. They renovated a hundred-year-old mansion and purchased a yacht so they could take up sailing.

C Aware that with sudden wealth comes many pressures, not least the pressure of being asked for money by jealous friends and relatives desperate to get their hands on your cash, American Brad Duke decided, at first, not to tell anyone about his lottery win except for his parents and his lawyer. He also kept both his old job and his ordinary apartment. In fact, while others might have blown their money on yachts, mansions and holidays, there was just one thing Brad was keen to buy, and that was a brand new, state-of-the-art mountain bike. Being a keen biker, that was all he really wanted. In time, he reluctantly told the world he was a millionaire, but what has helped him stay normal and happy has been the hobby he had before he was rich. Brad still goes mountain biking every weekend. In the end, there's no point being In another story of remarkable generosity, American lottery jackpot winner John Kutey donated a portion of his winnings to constructing a water park near where he had grown up. Loving the media spotlight, Kutey told journalists the construction of the park was a childhood dream.

In which paragraph is there an example of a lottery winner or winners who ...

1. didn't want to spend any money on themselves? ____
2. was concerned about being asked for money by others? ____
3. started doing a new hobby? ____
4. used their money to help another person achieve their ambition in life? ____
5. gave a significant amount of their money to people in their own family? ____
6. made sure their family members had all the money they needed? ____
7. enjoyed attention from the press after winning the lottery? ____
8. kept up with a hobby they had always enjoyed? ____
9. were left with nothing soon after winning the lottery? ____
10. handed over something other than money to another person or other people? ____

2. Match the idioms in Column A with their definitions in Column B.

A	B
1. flat denial	a) general notion
2. idea box	b) neither rising nor falling
3. flat spin	c) definite refusal
4. flat lining	d) the head, the brain
5. rough idea	e) state of hyper-excitement

3. Choose the correct word.

1. You shouldn't be so _____ about your achievements.
a) amiable b) innocent c) diffident
2. Wealthy people often try to be _____ with their money because they don't want everyone to know they're rich.
a) displeased b) discrete c) discreet
3. Our creative director was _____ about the new assistant's project.
a) flattering b) complementary c) complimentary
4. Anna was completely _____ in that conversation, she could not hear the noise coming from the street.
a) impinged b) distracted c) engrossed
5. All these questions must be studied _____ to avoid ambiguity.
a) discretely b) discreetly c) desperately
6. The team members have different, but _____ skills.
a) complementary b) complimentary c) benevolent
7. I'm not so _____ as to believe everything he says.
a) ingenious b) ingenuous c) genius
8. One of the most _____ scenes of the movie was the wonderful wedding ceremony.
a) horrible b) stunning c) cruel

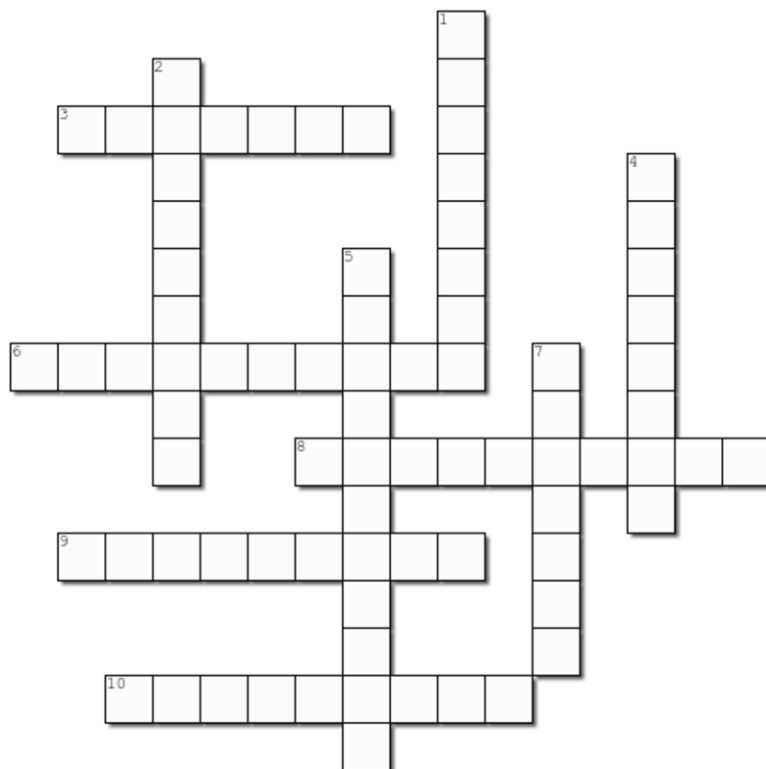
9. His resignation was _____ by weeks of speculation.

- a) preceded b) proceeded c) processed

10. The Harry Potter books sold in more _____ than any other book.

- a) editions b) copies c) publications

3. Complete the crossword puzzle.



Created using the Crossword Maker on TheTeachersCorner.net

Across

- 3. sensible and careful
- 6. in a way that involves physical strength, effort or energy
- 8. calm and unemotional
- 9. very complicated and detailed, carefully prepared
- 10. perfect, smart

Down

- 1. in a straightforward way, frankly
- 2. splendid and expensive-looking
- 4. extremely attractive or impressive
- 5. feeling or showing that you have little hope
- 7. not willing to give clear answers to a question

4. a) Give the full forms of the following:

SMS		email	
CV		brunch	
GPS		wiki	
PIN		memo	
TOEFL		vlog	
IELTS		memo	
USB		flu	
WiFi		sitcom	
ATM		pixel	

b) Make compound words by joining words in Column A to those in Column B.

A	B
water	room
honey	melon
time	headed
bed	hearted
absent	faced
warm	minded
big	zone
two	moon

c) Form words from those given in brackets.

1. Everybody noticed the _____ in his eyes. SHREWD
2. A planning team from Singapore is here to observe the _____ and arrangements. PROCEED
3. The soldiers _____ marched through the corridors. SOLICITOUS
4. Some of his recommendations need further theoretical _____ and should be checked. ELABORATE
5. The success of this department depends upon the _____ enthusiasm and excellence of its faculty. VIGOR

Texts for Additional Reading

Has Technology Ruined Childhood?

Today parents are increasingly worried about the safety of their children, and because of this, they are not letting their children out to play. As a result, children are no longer playing outside but shutting themselves away in their rooms and losing themselves in individualistic activities such as television viewing and computer games.

British teenagers have always retreated to their bedrooms to socialize.

Bedroom culture is a phenomenon of the past 20 years with families getting smaller and homes getting more spacious. Increasing prosperity has also contributed to the rise of the bedroom culture.

On average children devote 5 hours a day to screen media. Even so, only 1 child in 100 can be classed as a real screen addict, a child who spends a worrying 7 hours or more watching TV or playing computer games.

Although children generally have a few favourite programmes, they mostly use television to kill time when they are bored and have nothing special to do. Moreover, the distinction between individualistic media use and social activities such as chatting with friends is less extreme than is commonly assumed. Children gossip about television soap opera characters and make contact with other children on the Internet.

As the use of PCs proliferates, reading skills are expected to suffer. Nevertheless, 57% of children say they still enjoy reading, and 1 in 5 teenagers can be classed as a book-lover.

As a result of the bedroom culture, it is becoming rare for children over the age of 10 to watch television with their parents. Once in their rooms, children tend to stay up watching television for as long as they wish. Consequently it is getting harder to control children's viewing.

Much has been written about the dangers to young and impressionable children of computer games. As parents' lives become busier and as an increasing number of parents seem willing to allow their children to spend hours in front of a computer screen zapping aliens, it is time to ask ourselves whether these games are, in fact, a harmless pastime, or a danger to society and to generations to come.

The first dangers are physical. Clearly, a child who spends hours in front of a screen is putting their eyes under considerable strain. Furthermore, this is time which might otherwise be spent running around, playing outside, and the increase in child obesity may, at last, be attributed to a decrease in healthy physical exercise. There also seems to be a number of disadvantages with regard to the child's education. We are now experiencing a generation of people who have grown up unused to doing mental arithmetic or putting pen to paper. However, the greatest criticism that is leveled at this form of entertainment is moral. What kind of adults will these children grow into if they think that killing is fun and that guns are toys?

It is striking that the criticisms of computer games are usually made by people who are not computer-literate themselves. Games are condemned as immoral or violent, yet, the critics have rarely played them themselves. In fact, many games are highly educational: problem-solving puzzles that encourage both linear and lateral thinking, or strategy games through which we can learn about ancient civilisations or space exploration. What is more, in playing these games, children acquire basic computer skills with file management systems, cursors and mouse. As for the violence, it could be argued that there is nothing new here. Children, boys especially, have always played violent games and they will happily put up with a wooden sword or some toy soldiers if deprived of their disk of 'Command and Conquer'.

As with so many things, the answer lies in achieving the right balance. While it cannot be denied that children would be happier and healthier playing 'Hide and Seek' in the garden, for many people, especially the under-privileged, this is simply not possible (no garden!). Besides this, there are worse ways of spending one's time than learning the essential IT skills of modern life.

(from "Inside Out" by S. Kay & V. Jones)

Is Beauty in the Eye of the Beholder?

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

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

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

But what do scientists make of men's faces? Do men with large eyes, high cheekbones and a small chin have the same irresistible appeal? Researchers were a bit shocked at the top-ranking male face. They expected it to have the classic square jaw and strong cheekbones, but instead, women seem to prefer men with gentle faces. Although there is more pressure on females to be perfect, research suggests that men

and women look for many of the same things: for example, expressive features such as arched eyebrows and a big smile were associated with attractiveness in men.

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

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

(from "Inside Out" by S. Kay & V. Jones)

How to Grow Old

by Bertrand Russell

In spite of the title, this article will really be on how not to grow old, which, at my time of life, is a much more important subject. My first advice would be to choose your ancestors carefully. Although both my parents died young, I have done well in this respect as regards my other ancestors. My maternal grandfather, it is true, was cut off in the flower of his youth at the age of sixty-seven, but my other three grandparents all lived to be over eighty. Of remoter ancestors I can only discover one who did not live to a great age, and he died of a disease which is now rare, namely, having his head cut off. A great-grandmother of mine, who was a friend of Gibbon, lived to the age of ninety-two, and to her last day remained a terror to all her descendants. My maternal grandmother, after having nine children who survived, one who died in infancy, and many miscarriages, as soon as she became a widow devoted herself to women's higher education. She was one of the founders of Girton College, and worked hard at opening the medical profession to women. She used to tell of how she met in Italy an elderly gentleman who was looking very sad. She asked him why he was so melancholy and he said that he had just parted from his two grandchildren. "Good gracious," she exclaimed, "I have seventy-two grandchildren, and if I were sad each time I parted from one of them, I should have a miserable existence!" "Madre snaturale!" he replied. But speaking as one of the seventy-two, I prefer her recipe. After the age of eighty she found she had some difficulty in getting to sleep, so she habitually spent the hours from midnight to 3 a.m. in reading popular science. I do not believe that she ever had time to notice that she was growing old. This, I think, is the proper recipe for remaining young. If you have wide and keen interests and activities in which you can still be effective, you will have no reason to think about the merely

statistical fact of the number of years you have already lived, still less of the probable shortness of your future.

As regards health, I have nothing useful to say as I have little experience of illness. I eat and drink whatever I like, and sleep when I cannot keep awake. I never do anything whatever on the ground that it is good for health, though in actual fact the things I like doing are mostly wholesome.

Psychologically there are two dangers to be guarded against in old age. One of these is undue absorption in the past. It does not do to live in memories, in regrets for the good old days, or in sadness about friends who are dead. One's thoughts must be directed to the future, and to things about which there is something to be done. This is not always easy; one's own past is a gradually increasing weight. It is easy to think to oneself that one's emotions used to be more vivid than they are, and one's mind more keen. If this is true it should be forgotten, and if it is forgotten it will probably not be true.

The other thing to be avoided is clinging to youth in the hope of sucking vigour from its vitality. When your children are grown up they want to live their own lives, and if you continue to be as interested in them as you were when they were young, you are likely to become a burden to them, unless they are unusually callous. I do not mean that one should be without interest in them, but one's interest should be contemplative and, if possible, philanthropic, but not unduly emotional. Animals become indifferent to their young as soon as their young can look after themselves, but human beings, owing to the length of infancy, find this difficult.

I think that a successful old age is easiest for those who have strong impersonal interests involving appropriate activities. It is in this sphere that long experience is really fruitful, and it is in this sphere that the wisdom born of experience can be exercised without being oppressive. It is no use telling grownup children not to make mistakes, both because they will not believe you, and because mistakes are an essential part of education. But if you are one of those who are incapable of impersonal interests, you may find that your life will be empty unless you concern yourself with your children and grandchildren. In that case you must realise that while you can still render them material services, such as making them an allowance or knitting them jumpers, you must not expect that they will enjoy your company.

Some old people are oppressed by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they will be killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do, the fear of death is somewhat unworthy. The best way to overcome it – so at least it seems to me – is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede, and your life becomes increasingly merged in the universal life. An individual human existence should be like a river: small at first, narrowly contained within its banks, and rushing passionately past rocks and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their

individual being. The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares for will continue. And if, with the decay of vitality, weariness increases, the thought of rest will not be unwelcome. I should wish to die while still at work, knowing that others will carry on what I can no longer do and content in the thought that what was possible has been done.

A Marriage of Convenience

by W. Somerset Maugham

I left Bangkok on a shabby little ship. The passengers on board were the oddest collection of persons I've ever met. They were a Belgian colonel, an Italian tenor and a retired French official with his wife, making a tour of the world.

The Frenchman was a little man, well below the average height, with a very ugly face and a bushy grey beard and bushy grey eyebrows. He looked like a poodle and had the poodle's soft, intelligent eyes. When we later gathered in the saloon for luncheon, the Frenchman's wife appeared. She was a large woman, tall and robust. She towered over her husband, like a skyscraper over a shack. He talked incessantly, with wit, and she watched him with a fond smile. In the evening the Italian tenor began to sing. He had the real Italian voice, all macaroni, olive and sunshine. He sang Neapolitan songs. We all fell silent. I saw that the little Frenchman had been holding the hand of his large wife and the sight was absurd and touching.

"Do you know that this is the anniversary of the day when I first saw my wife?" the Frenchman said. "It is also the anniversary of the day when she promised to be my wife! They were one and the same day. Ours was a marriage of convenience. Would you like to hear the story?" "That's true," said his wife. "But sometimes love comes after marriage and not before and then it is better. It lasts longer."

This is the Frenchman's story. "I had been in the navy, and when I retired I was 49. I was strong and active and anxious to find some occupation. Presently I was sent for by the Minister to the Colonies and offered a post. It was a very distant and lonely spot they wished to send me to. I was to start in a month. I told him that would be easy for an old bachelor who had nothing much in the world but a few clothes and a few books. But the Minister was surprised and disappointed to hear this. Owing to some scandal caused by my predecessor, a bachelor, it had been decided that the next official must be a model of respectability." "For this position it is essential that you should marry. Or else I must withdraw my offer." I protested. The Minister was adamant. "How do you expect me to find a wife?" I cried. "Nothing is more simple. Put an advertisement in the paper. If you can find a wife in a month, you can go. But no wife, no job."

I walked away with death in my heart. Suddenly I made up my mind. I went to a newspaper office and handed on an advertisement. You will never believe it, but I had 4372 replies. There were 4372 women who wanted to share my solitude and be my wife. They were blond and dark, tall and short, maidens and widows; some could

speaking 5 languages and some could play the piano. I was bewildered. Then I lost my temper and stamped on all those letters and photographs. I gave it up as a bad job. I went out of my room filled with all those letters and photographs, went on to the boulevard and sat down at the Café de la Paix. After a time I saw a friend. "What's making you so glum?" he asked. "You who are the gayest of mortals!" I told him the whole story. He laughed gaily. "But, my dear fellow, do you really want to marry?" At that I really lost my temper. "You are an idiot! If I didn't want to marry, and what is more marry at once, I shouldn't have spent three days reading love letters from women I never set eyes on." "Calm yourself and listen to me. I have a cousin who lives in Geneva. She is Swiss and belongs to a respectable family. She had spent the last fifteen years nursing an invalid mother who has lately died. She is a spinster, of suitable age, well-educated and she is not ugly." "Nonsense," I exclaimed. "Why should your cousin give up her accustomed life to accompany in exile a man of forty-nine who is by no means a beauty?" "One can never tell with women. There is something about marriage that attracts them. There would be no harm in asking her. Go to Geneva and take her a box of chocolate from me. If you don't like the look of her, have a little talk and take your leave. If you do, propose to her."

That night I took a train to Geneva. No sooner had I arrived than I sent a letter to her. She wrote to say she would be pleased to receive me at 4 o'clock in the afternoon. When I entered the drawing room I saw a woman, still young, with the dignity of Juno, the features of Venus, and in her expression of Minerva. I was so amazed that I nearly dropped the box of chocolates. We talked for a quarter of an hour. Then I said: "Mademoiselle, I came to Geneva to ask you to do me the honour of marrying me." "But, Monsieur, you are mad," she said. "I beg you not to answer till you have heard the facts." I interrupted, and told her the whole story. "You are not asking me to say yes or no this minute. I must consult my friends and my family," she said. "This is exactly what I am asking. My train goes back to Paris in a couple of hours. I can't wait." "You are evidently a lunatic. You ought to be shut up." "Well, which is it to be?" I said. "Yes or no?" "Yes."

And there she is. We married in a fortnight. I married a jewel, an admirable woman, one in a thousand." "Hold your tongue," his wife said. "You are making me as ridiculous as yourself." He turned to the Belgian colonel. "Are you a bachelor? If so, I strongly recommend you to go to Geneva. It is the nest of the most adorable young women. Do not waste a minute. I'll give you a letter to my wife's nieces." It was she who summed up the story. "The fact is that in a marriage of convenience you expect less and so you are less likely to be disappointed. As you do not make senseless claims on one another there is no reason for exasperation. You do not look for perfection and so you are tolerant to one another's faults. Passion is all very well, but it is not a proper foundation for marriage. Voyez-vous, for two people to be happy in marriage they must be able to respect one another, they must be of the same condition, and their

interests must be alike; then if they are decent people and are willing to give and take, to live and let live, there is no reason why their union should not be as happy as ours.” She paused. “But, of course, my husband is a very, very remarkable man.”

The Holy Night

by Selma Lagerlof

There was a man who went out in the dark night to borrow live coals to kindle a fire. He went from hut to hut and knocked. “Dear friends, help me!” said he. “My wife has just given birth to a child, and I must make a fire to warm her and the little one.”

But it was way in the night, and all the people were asleep. No one replied. The man walked and walked. At last he saw the gleam of a fire a long way off. Then he went in that direction and saw that the fire was burning in the open. A lot of sheep were were sleeping around the fire, and an old shepherd sat and watched over the flock.

When the man who wanted to borrow fire came up to the sheep, he saw that three big dogs lay asleep at the shepherd’s feet. All three awoke when the man approached and opened their great jaws, as though they wanted to bark; but not a sound was heard. The man noticed that the hair on their backs stood up and that their sharp, white teeth glistened in the firelight. They dashed toward him.

He felt that one of them bit at his leg and one at this hand and that one clung to this throat. But their jaws and teeth wouldn’t obey them, and the man didn’t suffer the least harm.

Now the man wished to go farther, to get what he needed. But the sheep lay back to back and so close to one another that he couldn’t pass them. Then the man stepped upon their backs and walked over them and up to the fire. And not one of the animals awoke or moved.

When the man had almost reached the fire, the shepherd looked up. He was a surly old man, who was unfriendly and harsh toward human beings. And when he saw the strange man coming, he seized the long, spiked staff, which he always held in his hand when he tended his flock, and threw it at him. The staff came right toward the man, but, before it reached him, it turned off to one side and whizzed past him, far out in the meadow.

Now the man came up to the shepherd and said to him: “Good man, help me, and lend me a little fire! My wife has just given birth to a child, and I must make a fire to warm her and the little one.”

The shepherd would rather have said no, but when he pondered that the dogs couldn’t hurt the man, and the sheep had not run from him, and that the staff had not

wished to strike him, he was a little afraid, and dared not deny the man that which he asked.

“Take as much as you need!” he said to the man.

But then the fire was nearly burnt out. There were no logs or branches left, only a big heap of live coals, and the stranger had neither spade nor shovel wherein he could carry the red-hot coals.

When the shepherd saw this, he said again: “Take as much as you need!” And he was glad that the man wouldn’t be able to take away any coals.

But the man stopped and picked coals from the ashes with his bare hands, and laid them in his mantle. And he didn’t burn his hands when he touched them, nor did the coals scorch his mantle; but he carried them away as if they had been nuts or apples.

And when the shepherd, who was such a cruel and hardhearted man, saw all this, he began to wonder to himself. What kind of a night is this, when the dogs do not bite, the sheep are not scared, the staff does not kill, or the fire scorch? He called the stranger back and said to him: “What kind of a night is this? And how does it happen that all things show you compassion?”

Then said the man: “I cannot tell you if you yourself do not see it.” And he wished to go his way, that he might soon make a fire and warm his wife and child. But the shepherd did not wish to lose sight of the man before he had found out what all this might portend. He got up and followed the man till they came to the place where he lived.

Then the shepherd saw the man didn’t have so much as a hut to dwell in, but that his wife and babe were lying in a mountain grotto, where there was nothing except the cold and naked stone walls.

But the shepherd thought that perhaps the poor innocent child might freeze to death there in the grotto; and, although he was a hard man, he was touched, and thought he would like to help it. And he loosened the knapsack from his shoulder, took from it a soft white sheepskin, gave it to the strange man, and said that he should let the child sleep on it.

But just as soon as he showed that he, too, could be merciful, his eyes were opened, and he saw what he had not been able to see before, and heard what he could not have heard before.

He saw that all around him stood a ring of little silver-winged angels, and each held a stringed instrument, and all sang in loud tones that tonight the Saviour was born who should redeem the world from its sins.

Then he understood how all things were so happy this night that they didn’t want to do anything wrong.

And it was not only around the shepherd that there were angels, but he saw them everywhere. They sat inside the grotto, they sat outside on the mountain, and they flew

under the heavens. They came marching in great companies, and, as they passed, they paused and cast a glance at the child.

There was such jubilation and such gladness and songs and play! And all this he saw in the dark night whereas before he could not have made out anything. He was so happy because his eyes had been opened that he fell upon his knees and thanked God.

What that shepherd saw, we might also see, for the angels fly down from heaven every Christmas Eve, if we could only see them.

You must remember this, for it is as true, as true as that I see you and you see me. It is not revealed by the light of lamps or candles, and it does not depend upon sun and moon; but that which is needful is that we have such eyes as can see God's glory.

The Inspiration of Mr Budd

by Dorathy L. Sayers

£500 REWARD The Evening Messenger has decided to offer the above reward to any person who shall give information leading to the arrest of the man, William Strickland, who is wanted by the police in connection with the murder of the late Emma Strickland at 59, Acacia Crescent, Manchester.

DESCRIPTION OF THE WANTED MAN The following is the official description of William Strickland: Age 43; height 6 ft 1 or 2; complexion rather dark; hair silver-grey and abundant, may dye same; full grey moustache and beard, may now be clean-shaven; eyes light grey; left upper eye-tooth stopped with gold; left thumb-nail deformed by a recent blow. Speaks in rather loud voice; quick, decisive manner. Disappeared, may have left, or will try to leave, the country.

Mr Budd read the description through carefully once again and sighed. It was most unlikely that William Strickland should choose his small and unsuccessful saloon, out of all the barbers' shops in London, for a haircut or a shave, still less for 'dyeing same'; even if he was in London, which Mr Budd saw no reason to suppose. Nevertheless, Mr Budd committed the description, as well as he could, to memory. It was a chance – and Mr Budd's eye was always fascinated by headlines with money in them.

He put the newspaper down, and as he did so, caught sight of his own reflection in the glass and smiled, for he was not without a sense of humour. He did not look quite the man to catch a brutal murderer singlehanded. He was well on in the middle forties – with a small paunch and pale hair, five feet six at most, and soft-handed, as a hairdresser must be.

Even razor in hand, he would hardly be a match for William Strickland, height six feet one or two, who had so fiercely beaten his old aunt to death. Shaking his head doubtfully, Mr Budd advanced to the door, and nearly ran into a large customer who dived in rather suddenly.

"I beg your pardon, sir," murmured Mr Budd, fearful of losing ninepence; "just stepping out for a breath of fresh air, sir shave, sir?"

The large man tore off his overcoat without waiting for Mr Budd's helping hands.

"Are you prepared to die?" he demanded abruptly. The question fitted in so alarmingly with Mr Budd's thoughts about murder that for a moment it quite threw him off his professional balance.

"I beg your pardon, sir," he stammered, and in the same moment decided that the man must be a preacher of some kind. He looked rather like it, with his odd, light eyes, his bush of fiery red hair and short chin-beard.

"Do you do dyeing?" said the man impatiently.

"Oh!" said Mr Budd, relieved, "Yes, sir, certainly, sir."

A stroke of luck, this: dyeing meant quite a big sum.

"Fact is," said the man, "my young lady doesn't like red hair. She says it attracts attention. Dark brown, now – that's the colour she has a fancy for. And I'm afraid the beard will have to go. My young lady doesn't like beards."

"Will you have the moustache off as well, sir?"

"Well, no, no, I think I'll stick to that as long as I'm allowed to, what?" He laughed loudly, and Mr Budd approvingly noted well-kept teeth and a gold stopping. The customer was obviously ready to spend money on his personal appearance. In fancy, Mr Budd saw this well-off and gentlemanly customer advising all his friends to visit 'his man'. It was most important that there should be no failure. Hair-dyes were awkward things – there had been a case in the paper lately.

"I see you have been using a tint before, sir," said Mr Budd with respect. "Could you tell me ... ?"

"Eh?" said the man. "Oh, yes. Well, fact is, as I said, my fiancée's a good bit younger than I am. As I expect you can see I began to go grey early, my father was just the same – all our family. So I had it touched up – grey bits restored, you see. But she doesn't like the colour, so I thought, if I have to dye it at all, why not a colour she does fancy while we're about it, what?"

Lightly talking about the feminine mind, Mr Budd gave his customer's hair the examination of trained eye and fingers. Never, never in the process of nature could hair of that kind have been red. It was naturally black hair, prematurely grey. However, that was none of his business. He received the information he really needed – the name of the dye formerly used, and noted that he would have to be careful. Some dyes do not mix kindly with other dyes.

Chatting pleasantly, Mr Budd worked on, and as he used the roaring drier, talked of the Manchester murder.

"The police seem to have given it up as a bad job," said the man.

"Perhaps the reward will liven things up a bit," said Mr Budd, the thought being naturally uppermost in his mind.

“Oh, there’s a reward, is there? I hadn’t seen that.”

“It’s in to-night’s paper, sir. Maybe you’d like to have a look at it.”

The stranger read the paragraph carefully and Mr Budd, watching him in the glass, saw him suddenly draw back his left hand, which was resting carelessly on the arm of the chair, and push it under the white apron.

But not before Mr Budd had seen it. Not before he had taken conscious note of the horny, deformed thumb-nail. Many people had such an ugly mark, Mr Budd told himself hurriedly, but the man glanced up, and the eyes of his reflection became fixed on Mr Budd’s face in a serious examination.

“Well,” said Mr Budd, “the man is safe out of the country by now, I reckon. They’ve put it off too late.”

The man laughed, “I reckon they have,” he said. Mr Budd wondered whether many men with smashed left thumbs showed a gold upper left eye-tooth. Probably there were hundreds of people like that going about the country. Likewise with silver-grey hair (‘may dye same’) and aged about forty-three. Undoubtedly.

There came back to him the exact number and extent of the brutal wounds inflicted upon the Manchester victim an elderly lady, rather stout, she had been. Glancing through the door, Mr Budd noticed that the streets were full of people. How easy it would be...

“Be as quick as you can, won’t you?” said the man, a little impatiently, but pleasantly enough. “It’s getting late. I’m afraid it will keep you overtime.”

“Not at all, sir,” said Mr Budd. “It doesn’t matter at all.”

No, if he tried to rush out of the door, his terrible customer would jump upon him, drag him back, and then with one frightful blow like the one he had given his aunt....

Yet surely Mr Budd was in a position of advantage. A decided man would do it. He would be out in the street before the customer could get out of the chair. Mr Budd began to move round towards the door.

“What’s the matter?” said the customer. “Just stepping out to look at the time, sir”, said Mr Budd softly and stopped. He retreated to the back of the shop, collecting his materials. If only he had been quicker – more like a detective in a book – he would have observed that thumbnail, that tooth, put two and two together, and run out to give the alarm while the man’s beard was wet and soapy and his face buried in the towel. Or he could put lather in his eyes – nobody could possibly commit a murder or even run away down the street with his eyes full of soap.

But after all, Mr Budd didn’t have to arrest the man himself.

‘Information leading to arrest’ – those were the words. He would be able to tell them the wanted man had been there, that he would now have dark brown hair and moustache and no beard.

It was at this moment that the great Inspiration came to Mr Budd. As he fetched a bottle from the glass-fronted case he remembered an old-fashioned

wooden paper-knife that had belonged to his mother. Hand-painted, it bore the inscription 'Knowledge is Power'.

Mr Budd now felt a strange freedom and confidence; he removed the razors with an easy, natural movement, and made light conversation as he skillfully applied the dark-brown tint.

The streets were less crowded when Mr Budd let his customer out. He watched the tall figure cross Grosvenor Place and climb on to a 24 bus.

He closed the shop door, and in his turn made his way, by means of a 24, to the top of Whitehall.

Mr Budd was interviewed by an important-looking inspector in uniform, who listened very politely to his story and made him repeat very carefully about the gold tooth and the thumbnail and the hair which had been black before it was grey or red and was now dark-brown.

"But there's one thing more," said Mr Budd – "and I'm sure to goodness," he added, "I hope, sir, it is the right man because if it isn't, it'll be the ruin of me." Nervously he crushed his soft hat into a ball as he leant across the table, breathlessly uttering the story of his great professional betrayal.

The Miranda docked at Ostend at 7 a.m. A man burst hurriedly into the cabin where the wireless operator was just taking off his headphones.

"Here!" he cried; "this is to go. There's something up and the Old Man's sent over for the police. The Consul's coming on board." A message to the English police: "Man on board answering to description. Ticket booked name of Watson. Has locked himself in cabin and refuses to come out. Insists on having hairdresser sent out to him. Have communicated Ostend police. Await instructions."

The Old Man with authoritative gestures cleared a way through the excited little knot of people gathered about First Class Cabin No. 36, for several passengers had heard of 'something up'. Sternly he bade the stewards and the boy to stand away from the door. Terribly he commanded them to hold their tongues. Four or five sailors stood watchfully at his side. In the sudden silence, the passenger in No. 36 could be heard pacing up and down the narrow cabin, moving things, clattering, splashing water.

Presently came steps overhead. Six pairs of Belgian police boots came tip-toeing down the stairs. The Old Man glanced at the official paper held out to him and nodded.

The Old Man knocked at the door of No. 36.

"Who is it?" cried a harsh, sharp voice.

"The barber is here, sir, that you sent for."

"Ah!" There was relief in the tone. "Send him in alone, if you please. I have had an accident."

At the sound of the bolt being carefully withdrawn, the Old Man stepped forward. The door opened a chink, and was slammed to again, but the Old Man's boot was

firmly pushed into the opening. The policemen hurried forward. The passenger was brought out.

“Strike me pink!” screamed the boy, “strike me pink if he ain’t gone green in the night!”

“Green!”

Not for nothing had Mr Budd studied the complicated reactions of chemical dyes. In the pride of his knowledge he had set a mark on his man, to mark him out from all the billions of this overpopulated world. Was there a port in all the world where a murderer might slip away, with every hair on him green as a parrot – green moustache, green eye-brows, and that thick, springing mass of hair, vivid, flaring midsummer green?

Mr Budd got his £ 500. The Evening Messenger published the full story of his great betrayal. He trembled, fearing this dangerous fame. Surely no one would ever come to him again.

On the next morning an enormous blue limousine rolled up to his door. A lady, magnificent in furs and diamonds, swept into the saloon.

“You are Mr Budd, aren’t you?” she cried. “The great Mr Budd? Isn’t it too wonderful? And now, dear Mr Budd, you must do me a favour. You must dye my hair green, at once. Now. I want to be able to say I’m the very first to be done by you. I’m the Duchess of Winchester, and that awful Melcaster woman is chasing me down the street – the cat!”

If you want it done, I can give the number of Mr Budd’s parlours in Bond Street. But I understand it is a terribly expensive process.

Salvatore

by W. Somerset Maugham

I wonder if I can do it.

I knew Salvatore first when he was a boy of fifteen with a pleasant, ugly face, a laughing mouth and care-free eyes. He used to spend the morning lying about the beach with next to nothing on and his brown body was as thin as a rail. He was full of grace. He was in and out of the sea all the time, swimming with the clumsy, effortless stroke common to the fisher boys. Scrambling up the jagged rocks on his hard feet for exercise on Sundays he never wore shoes, he would throw himself into the deep water with a cry of delight. His father was a fisherman who owned his own little vineyard and Salvatore acted as nursemaid to his two younger brothers. He shouted to them to come inshore when they ventured out too far and made them dress when it was time to climb the hot, vine-clad hill for the frugal midday meal.

But boys in those Southern parts grow apace and in a little while he was madly in love with a pretty girl who lived on the Grande Marina, She had eyes like forest pools

and held herself like a daughter of the Caesars. They were affianced, but they could not marry till Salvatore had done his military service, and when he left the island which he had never left in his life before, to become a sailor, he wept like child. It was hard for one who had never been less free than the birds to be at the beck and call for others, it was harder still to live in a battleship with strangers instead of in a little white cottage among the vines; and when he was ashore, to walk in noisy, friendless cities with streets so crowded that was frightened to cross them, when he had been used to silent paths and the mountains and the sea. He realized in some dim fashion that they were as much a part of him as his hands and his feet. He was dreadfully homesick. But it was hardest of all to be parted from the girl he loved with all his passionate young heart. He wrote to her (in his childlike handwriting) long, ill-spelt letters in which he told her how constantly he thought of her and how much he longed to be back. He was sent here and there, to Spezzia, to Venice, to Ban and finally to China. Here he fell ill of some mysterious ailment that kept him in hospital for months. He bore it with the mute and uncomprehending patience of a dog. When he learnt that it was a form of rheumatism that made him unfit for further service his heart exulted, for he could go home; and he did not bother, in fact he scarcely listened, when the doctors told him that he would never again be quite well. What did he care when he was going back to the little island he loved so well and the girl who was waiting for him?

When he got into the rowing-boat that met the steamer from Naples and was rowed ashore he saw his father and mother standing on the jetty and his two brothers, big boys now, and he waved to them. His eyes searched among the crowd that waited there, for the girl. He could not see her. There was a great deal of kissing when he jumped up the steps and they all, emotional creatures, cried a little when they exchanged their greetings. He asked where the girl was. His mother told him that she did not know; they had not seen her for two or three weeks; so in the evening when the moon was shining over the placid sea and the lights of Naples twinkled in the distance he walked down to the Grande Marina to her house. She was sitting on the doorstep with her mother. He was a little shy because he had not seen her for so long. He asked her if she had not received the letter that he had written to her to say that he was coming home. Yes, they had received a letter, and they had been told by another of the island boys that he was ill. Yes, that was why he was back; was it not a piece of luck? Oh, but they had heard that he would never be quite well again. The doctor talked a lot of nonsense, but he knew very well that now that he was home again he would recover. They were silent for a little, and then the mother nudged the girl. She did not try to soften the blow. She told him straight out, with the blunt directness of her race that she could not marry a man who would never be strong enough to work like a man. They had made up their minds, her mother and father and she, and her father would never give consent.

When Salvatore went home he found that they all knew. The girl's father had been to tell them what they had decided, but they had lacked the courage to tell him themselves. He wept on his mother's bosom. He was terribly unhappy, but he did not blame the girl. A fisherman's life is hard and it needs strength and endurance. He knew very well that a girl could not afford to marry a man who might not be able to support her. His smile was very sad and his eyes had the look of a dog that has been beaten, but he did not complain, and he never said a hard word of the girl he had loved so well. Then, a few months later, when he had settled down to the common round, working in his father's vineyard and fishing, his mother told him that there was a young woman in the village who was willing to marry him. Her name was Assunta.

"She's as ugly as the devil," he said.

She was older than he, twenty-four or twenty-five, and she had been engaged to a man who, while doing his military service, had been killed in Africa. She had a little money of her own and if Salvatore married her she could buy him a boat of his own and they could take a vineyard that by a happy chance happened at that moment to be without a tenant. His mother told him that Assunta had seen him at the festa and had fallen in love with him. Salvatore smiled his sweet smile and said he would think about it. On the following Sunday, dressed in the stiff black clothes in which he looked so much less well than in the ragged shirt and trousers of every day, he went up to High Mass at the parish church and placed himself so that he could have a good look at the young woman. When he came down again he told his mother that he was willing.

Well, they were married and they settled down in a tiny white-washed house in the middle of a handsome vineyard. Salvatore was now a great, big, husky fellow, tall and broad, but still with that ingenuous smile and those trusting, kindly eyes that he had as a boy. He had the most beautiful manners I have ever seen in my life. Assunta was a grim-visaged female, with decided features, and she looked old for her years. But she had a good heart and she was no fool. I used to be amused by the little smile of devotion that she gave her husband when he was being very masculine and masterful; she never ceased to be touched by his gentle sweetness. But she could not bear the girl who had thrown him over, and notwithstanding Salvatore's smiling expostulations she had nothing but harsh words for her. Presently children were born to them.

It was a hard enough life. All through the fishing season towards evening he set out in his boat with one of his brothers for the fishing grounds. It was a long pull of six or seven miles, and he spent the night catching the profitable cuttlefish. Then there was the long row back again in order to sell the catch in time for it to go on the early boat to Naples. At other times he was working in his vineyard from dawn till the heat drove him to rest and then again, when it was a trifle cooler, till dusk. Often his rheumatism prevented him from doing anything at all and then he would lie about the beach, smoking cigarettes, with a pleasant word for everyone notwithstanding the pain that

racked his limbs. The foreigners who came down to bathe and saw him there said that these Italian fishermen were lazy devils.

Sometimes he used to bring his children down to give them a bath. They were both boys and at this time the elder was three and the younger less than two. They sprawled about at the water's edge stark naked and Salvatore, standing on a rock, would dip them in the water. The elder one bore it with stoicism, but the baby screamed lustily. Salvatore had enormous hands, like legs of a mutton, coarse and hard from constant toil, but when he bathed his children, holding them so tenderly, drying them with delicate care, upon my word, they were like flowers. He would seat the naked baby on the palm of his hand and hold him up, laughing a little at his smallness, and his laugh was like the laughter of an angel. His eyes then were as candid as his child's.

I started by saying that I wondered if I could do it and now I must tell you what it is that I have tried to do. I wanted to see whether I could hold your attention for a few pages while I drew for you the portrait of a man, just an ordinary fisherman who possessed nothing in the world except a quality which is the rarest, the most precious and the loveliest that anyone can have. Heaven only knows why he should so strangely and unexpectedly have possessed it. All I know is that it shone in him with a radiance that, if it had not been unconscious and so humble, would have been to the common run of men hardly bearable. And in case you have not guessed what the quality was, I will tell you. Goodness, just goodness.

What You Want

by O. Henry

Night had fallen on that great and beautiful city known as Bagdad-on-the-Subway. And with the night came the enchanted glamour that belongs not to Arabia alone. In different masquerades the streets, bazaars and walled houses of the occidental city of romance were filled with the same kind of folk that so much interested our interesting old friend, the late Mr H.A. Rashid. They wore clothes eleven hundred years nearer to the latest styles than H.A. saw in old Bagdad; but they were about the same people underneath. With the eye of faith, you could have seen the Little Hunchback, Sinbad the Sailor, Fitbad the Tailor, the Beautiful Persian, the one-eyed Calenders, Ali Baba and Forty Robbers on every block, and the Barber and his Six Brothers, and all the old Arabian gang easily.

But let us revenue to our lamb chops.

Old Tom Crowley was a caliph. He had \$42,000,000 in preferred stocks and bonds with solid gold edges. In these times, to be called a caliph you must have money. The old-style caliph business as conducted by Mr Rashid is not safe. If you hold up a

person nowadays in a bazaar or a Turkish bath or a side street, and inquire into his private and personal affairs, the police court'll get you.

Old Tom was tired of clubs, theatres, dinners, friends, music, money and everything. That's what makes a caliph – you must get to despise everything that money can buy, and then go out and try to want something that you can't pay for.

"I'll take a little trot around town all by myself," thought old Tom, "and try if I can stir up anything new. Let's see – it seems I've read about a king or a Cardiff giant or something in old times who used to go about with false whiskers on, making Persian dates with folks he hadn't been introduced to. That doesn't sound like a bad idea. I certainly have got a case of humdrumness and fatigue on for the ones I do know. That old Cardiff used to pick up cases of trouble as he ran upon 'em and give 'em gold – sequins, I think it was – and make 'em marry or got 'em good Government jobs. Now, I'd like something of that sort. My money is as good as his was even if the magazines do ask me every month where I got it. Yes, I guess I'll do a little Cardiff business to-night, and see how it goes."

Plainly dressed, old Tom Crowley left his Madison Avenue palace, and walked westward and then south. As he stepped to the sidewalk, Fate, who holds the ends of the strings in the central offices of all the enchanted cities pulled a thread, and a young man twenty blocks away looked at a wall clock, and then put on his coat.

James Turner worked in one of those little hat-cleaning establishments on Sixth Avenue in which a fire alarm rings when you push the door open, and where they clean your hat while you wait – two days. James stood all day at an electric machine that turned hats around faster than the best brands of champagne ever could have done. Overlooking your mild impertinence in feeling a curiosity about the personal appearance of a stranger, I will give you a modified description of him. Weight, 118; complexion, hair and brain, light; height, five feet six; age, about twenty-three; dressed in a \$10 suit of greenish-blue serge; pockets containing two keys and sixty-three cents in change.

But do not misconjuncture because this description sounds like a General Alarm that James was either lost or a dead one.

Allons!

James stood all day at his work. His feet were tender and extremely susceptible to impositions being put upon or below them. All day long they burned and smarted, causing him much suffering and inconvenience. But he was earning twelve dollars per week, which he needed to support his feet whether his feet would support him or not.

James Turner had his own conception of what happiness was, just as you and I have ours. Your delight is to gad about the world in yachts and motor-cars and to hurl ducats at wild fowl. Mine is to smoke a pipe at evenfall and watch a badger, a rattlesnake, and an owl go into their common prairie home one by one.

James Turner's idea of bliss was different; but it was his. He would go directly to his boarding-house when his day's work was done. After his supper of small steak, Bessemer potatoes, stooed (not stewed) apples and infusion of chicory, he would ascend to his fifth-floor-back hall room. Then he would take off his shoes and socks, place the soles of his burning feet against the cold bars of his iron bed, and read Clark Russell's sea yarns. The delicious relief of the cool metal applied to his smarting soles was his nightly joy. His favorite novels never palled upon him; the sea and the adventures of its navigators were his sole intellectual passion. No millionaire was ever happier than James Turner taking his ease.

When James left the hat-cleaning shop he walked three blocks out of his way home to look over the goods of a second-hand bookstall. On the sidewalk stands he had more than once picked up a paper-covered volume of Clark Russell at half price.

While he was bending with a scholarly stoop over the marked-down miscellany of cast-off literature, old Tom the caliph sauntered by. His discerning eye, made keen by twenty years' experience in the manufacture of laundry soap (save the wrappers!) recognized instantly the poor and discerning scholar, a worthy object of his caliphanous mood. He descended the two shallow stone steps that led from the sidewalk, and addressed without hesitation the object of his designed munificence. His first words were no worse than salutatory and tentative.

James Turner looked up coldly, with "Sartor Resartus" in one hand and "A Mad Marriage" in the other.

"Beat it," said he. "I don't want to buy any coat hangers or town lots in Hankipoo, New Jersey. Run along, now, and play with your Teddy bear."

"Young man," said the caliph, ignoring the flippancy of the hat cleaner, "I observe that you are of a studious disposition. Learning is one of the finest things in the world. I never had any of it worth mentioning, but I admire to see it in others. I come from the West, where we imagine nothing but facts. Maybe I couldn't understand the poetry and allusions in them books you are picking over, but I like to see somebody else seem to know what they mean. I'm worth about \$40,000,000, and I'm getting richer every day. I made the height of it manufacturing Aunt Patty's Silver Soap. I invented the art of making it. I experimented for three years before I got just the right quantity of chloride of sodium solution and caustic potash mixture to curdle properly. And after I had taken some \$9,000,000 out of the soap business I made the rest in corn and wheat futures. Now, you seem to have the literary and scholarly turn of character; and I'll tell you what I'll do. I'll pay for your education at the finest college in the world. I'll pay the expense of your rummaging over Europe and the art galleries, and finally set you up in a good business. You needn't make it soap if you have any objections. I see by your clothes and frazzled necktie that you are mighty poor; and you can't afford to turn down the offer. Well, when do you want to begin?"

The hat cleaner turned upon old Tom the eye of the Big City, which is an eye expressive of cold and justifiable suspicion, of judgment suspended as high as Haman was hung, of self-preservation, of challenge, curiosity, defiance, cynicism, and, strange as you may think it, of a childlike yearning for friendliness and fellowship that must be hidden when one walks among the “stranger bands.” For in New Bagdad one, in order to survive, must suspect whosoever sits, dwells, drinks, rides, walks or sleeps in the adjacent chair, house, booth, seat, path or room.

“Say, Mike,” said James Turner, “what’s your line, anyway – shoe laces? I’m not buying anything. You better put an egg in your shoe and beat it before incidents occur to you. You can’t work off any fountain pens, gold spectacles you found on the street, or trust company certificate house clearings on me. Say, do I look like I’d climbed down one of them missing fire-escapes at Helicon Hall? What’s vitiating you, anyhow?”

“Son,” said the caliph, in his most Harunish tones, “as I said, I’m worth \$40,000,000. I don’t want to have it all put in my coffin when I die. I want to do some good with it. I saw you handling over these here volumes of literature, and I thought I’d keep you. I’ve given the missionary societies \$2,000,000, but what did I get out of it? Nothing but a receipt from the secretary. Now, you are just the kind of young man I’d like to take up and see what money could make of him.”

Volumes of Clark Russell were hard to find that evening at the Old Book Shop. And James Turner’s smarting and aching feet did not tend to improve his temper. Humble hat cleaner though he was, he had a spirit equal to any caliph’s.

“Say, you old faker,” he said, angrily, “be on your way. I don’t know what your game is, unless you want change for a bogus \$40,000,000 bill. Well, I don’t carry that much around with me. But I do carry a pretty fair left-handed punch that you’ll get if you don’t move on.”

“You are a blamed impudent little gutter pup,” said the caliph.

Then James delivered his self-praised punch; old Tom seized him by the collar and kicked him thrice; the hat cleaner rallied and clinched; two bookstands were overturned, and the books sent flying. A copy came up, took an arm of each, and marched them to the nearest station house. “Fighting and disorderly conduct,” said the cop to the sergeant.

“Three hundred dollars bail,” said the sergeant at once, asseveratingly and inquiringly.

“Sixty-three cents,” said James Turner with a harsh laugh.

The caliph searched his pockets and collected small bills and change amounting to four dollars.

“I am worth,” he said, “forty million dollars, but –”

“Lock ’em up,” ordered the sergeant.

In his cell, James Turner laid himself on his cot, ruminating. “Maybe he’s got the money, and maybe he ain’t. But if he has or he ain’t, what does he want to go ’round butting into other folks’s business for? When a man knows what he wants, and can get it, it’s the same as \$40,000,000 to him.”

Then an idea came to him that brought a pleased look to his face.

He removed his socks, drew his cot close to the door, stretched himself out luxuriously, and placed his tortured feet against the cold bars of the cell door. Something hard and bulky under the blankets of his cot gave one shoulder discomfort. He reached under, and drew out a paper-covered volume by Clark Russell called “A Sailor’s Sweetheart.” He gave a great sigh of contentment.

Presently, to his cell came the doorman and said:

“Say, kid, that old gazabo that was pinched with you for scrapping seems to have been the goods after all. He ’phoned his friends, and he’s out at the desk now with a roll of yellowbacks as big as a Pullman car pillow. He wants to bail you, and for you to come out and see him.”

“Tell him I ain’t in,” said James Turner.

Poems

First Love

by John Clare

I ne'er was struck before that hour
With love so sudden and so sweet
Her face it bloomed like a sweet flower
And stole my heart away complete
My face turned pale a deadly pale
My legs refused to walk away
And when she looked what could I ail
My life and all seemed turned to clay.

And then my blood rushed to my face
And took my eyesight quite away
The trees and bushes round the place
Seemed midnight at noon day
I could not see a single thing
Words from my eyes did start
They spoke as chords do from the string
And blood burnt round my heart.

Are flowers the winter's choice
Is love's bed always snow
She seemed to hear my silent voice
Not love's appeals to know
I never saw so sweet a face
As that I stood before
My heart has left its dwelling place
And can return no more.

The Arrow and the Song

by Henry Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?
Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

Daffodils

by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A Poet could not but be gay,
In such a jocund company:
I gazed – and gazed – but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

When We Two Parted

by George Gordon Byron

When we two parted
In silence and tears,
Half broken-hearted
To sever for years,
Pale grew thy cheek and cold,
Colder thy kiss;
Truly that hour foretold
Sorrow to this.

The dew of the morning
Sank chill on my brow –
It felt like the warning
Of what I feel now.
Thy vows are all broken,
And light is thy fame;
I hear thy name spoken,
And share in its shame.

They name thee before me,
A knell in mine ear;
A shudder come o'er me –
Why wert thou so dear?
They know not I knew thee,
Who knew thee too well –
Long, long shall I rue thee,
Too deeply to tell.

In secret we met –
In silence I grieve,
That thy heart could forget,
Thy spirit deceive.
If I should meet thee
After long years,
How should I greet thee? –
With silence and tears.

Young and Old

by Charles Kingsley

When all the world is young lad,
And all the trees are green;
And every goose a swan, lad,
And every lass a queen;
Then hey for boot and horse, lad,
And round the world away;
Young blood must have its course, lad,
And every dog his day.

When all the world is old, lad,
And all the trees are brown;
When all the sport is stale, lad,
And all the wheels run down;
Creep home, and take your place there,
The spent and maimed among:
God grant you find one face there,
You loved when all was young.

If

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream – and not make dreams your master;
If you can think – and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: “Hold on”;

If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds’ worth of distance run,
Yours is the Earth and everything that’s in it,
And – which is more – you’ll be a Man my son!

Appendix

Common Abbreviations

Latin Abbreviations

Abbreviations	Full Form	Meaning
A.D.	Anno Domini	In the year of our lord
a.m.	Ante Meridian	Before midday
C.V.	Curriculum Vitae	Course of life
e.g.	Exempli gratia	For example
Et al.	Et Alii	And others
Etc.	Et cetera	And other things
i.e.	Id est	In other words / That is
p.m.	Post meridian	After midday
P.S.	Post Scriptum	Something written after the main text was finished.

Abbreviations Related to Names

Abbreviation	Meaning
Dr.	Doctor
Gen.	General (army)
Hon.	Honorable
Mr.	Mister
Mrs.	Mistress
Ms.	Miss
Prof.	Professor
St.	Saint

General Abbreviations

Abbreviations	Meaning
Ave.	Avenue
Fig.	Figure
Inc.	Incorporated
Mt.	Mount
No.	Number
Oz.	Ounces
Sq.	Square
St.	Street
Vs	Versus

List of Acronyms:
General Acronyms

Acronym	Full Form	Meaning
ATM	Automated Teller Machine	A computerised cash dispenser
DVD	Digital Versatile Disk	A compact optical storage disk, used for storing videos and other information
GPS	Global Positioning System	An electronic system that uses satellites to determine the position of a vehicle, a person, etc.
IELTS	International English Language Testing System	An international system of evaluation of proficiency in English
LCD	Liquid Crystal Display	A type of video display panel
PC	Personal Computer	A computer whose size, price and capabilities are useful for individual use
SMS	Short Message System	A text messaging service component of phone, Web, or mobile communication systems
TOEFL	Test of English as a Foreign Language	A test of an individual's ability to use and understand English in an academic setting.
USB	Universal Serial Bus	A computer port used in computers to connect mice, printers, scanners, digital cameras, etc.
VIP	Very Important Person	A person who gets special privileges due to their status or importance
WWW	World Wide Web	Interlinked web documents accessed by the internet

Acronyms of Names

Acronym	Full Form	Meaning
AIDS	Acquired Immuno Deficiency Syndrome	A disease of the immune system caused by the HIV
FIFA	Federation Internationale de Football Association	Organisation in charge of international association football
NASA	National Aeronautics and Space Administration	An American government agency handling space research

UN	United Nations	An international organisation for inter-country cooperation
UNICEF	United Nations International Children's Emergency Fund	A UN program that provides humanitarian help to children

Acronyms of Education

Acronym	Full Form
B.A	Bachelor of Arts
B.Sc	Bachelor of Science
M.A	Master of Arts
MD	Medicinae Doctor - Doctor of Medicine
PhD	Philosophiae Doctor - Doctorate of Philosophy

Affixes

Prefixes

Prefix	Meaning	Example
ab-	away from	absent, abnormal
ad-	to, toward	advance, addition
after-	later, behind	aftermath, afterward
anti-	against, opposed	antibiotic, antigravity
auto-	self	automobile, autobiography
be-	make	believe, belittle
bi-	two	bicycle, biceps
com-, con-, co-	with, together	commune, concrete
contra-	against	contradict, contrary
de-	downward, undo	deflate, defect
dis-	not	dislike, distrust
en-, em-	in, into, cover	engage, employ
extra-	outside	extravagant, extraterrestrial
in-	into, not	include, incurable
inter-	among	interact, internal
mis-	wrongly	mistake, mislead
over-	above, beyond	overflow, overdue
post-	after	postwar, postdate
pre-	before, prior to	preheat, prehistoric
re-	again	repeat, revise
sub-	under, beneath	submarine, subject

super-	above, beyond	superior, supernatural
tele-	far	telephone, telescope
trans-	across	transfer, transit
tri-	three	tricycle, triangle
un-	not	unknown, unjust
ultra	beyond	ultraviolet, ultraslim
under-	beneath, below	underneath, underline
uni-	one, single	unicorn, uniform

Noun Suffixes

Suffix	Meaning	Example
-acy	state or quality	privacy
-al	act or process of	refusal
-ance, -ence	state or quality of	maintenance, eminence
-dom	place or state of being	freedom, kingdom
-er, -or	one who	trainer, protector
-ism	doctrine, belief	communism
-ist	one who	chemist
-ity, -ty	quality of	veracity
-ment	condition of	argument
-ness	state of being	heaviness
-ship	position held	fellowship
-sion, -tion	state of being	concession, transition

Adjective Suffixes

-able, -ible	capable of being	edible, presentable
-al	pertaining to	regional
-esque	reminiscent of	picturesque
-ful	notable for	fanciful
-ic, -ical	pertaining to	musical, mythic
-ious, -ous	characterized by	nutritious, portentous
-ish	having the quality of	fiendish
-ive	having the nature of	creative
-less	without	endless
-y	characterized by	sleazy

Verb Suffixes

Suffix	Meaning	Example
-ate	become	eradicate
-en/-em	become, make/put/get into	enlighten, empower
-ify, -fy	make or become	terrify
-ize, -ise	become	civilize

Adverb Suffixes

Suffix	Meaning	Example
-ly	in a manner	violently, strongly
-ward(s)	in the direction	downward(s), eastward(s)
-fold	times	threefold, manyfold

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