

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ  
ФЕДЕРАЦИИ**

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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К РАБОТЕ ПО ТЕМАМ**

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## **Material for rendering and discussion**

### ***Topic 1. AMERICAN YOUTH***

#### **American Youth**

By Deborah Gore  
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What is it like to be a young person in the United States?

At 18 years of age, young people in the United States can take on the rights and the responsibilities of the adulthood. Before this occurs, however, the American teenager (a common name for a young person between the ages of 13 and 19), like teenagers everywhere in the world, goes through the period of adolescence. Psychologists (specialists who study the science of human behaviour) say that most young people experience conflict during this period of their lives. They are changing rapidly, both physically and emotionally and they are searching for self-identity. As they are growing up and becoming more independent, teenagers often develop different values from those held by their parents. American teenagers begin to be influenced by the values expressed by their friends, the media (newspapers, television, magazines etc.) and teachers. During this period of their lives, young people also begin to participate in social activities such as sporting events and church group projects, as well as to do more things in the company of members of the opposite sex and fewer things in the company of their families.

While the teenage years for most American young people are nearly free of serious conflict, all youth face a certain number of problems.

Some young people have difficulty in understanding and being understood by their parents. These young people may have problems at school. Some turn to alcohol or drugs to escape difficulties; others refuse to attend school; a few leave home. Some young people turn to crime and become juvenile delinquents (a lawbreaker under 18).

However, for every teenager experiencing such problems many more are making positive, important contributions to their communities, schools and society. Millions of young people in the United States are preparing for the future in exciting ways. Many teenagers are studying for college entrance exams or working at part-time jobs after school and on the weekends. Others are volunteering at hospitals, helping the handicapped, exhibiting projects at science fairs or programming computers.

## Youth and their Families

The United States Census Bureau defines a family as two or more people who are related by blood, adoption or marriage, living together. Most American families include members of just two generations: parents and their children, though many extended families do include more than two generations. There are about 61.9 million families in the United States. What is the purpose of the family? Experts agree that the family structure should provide emotional, physical and educational support. The role of the family in a young person's life has changed in the past 100 years.

Families 100 years ago were large, partly because children needed to work and earn additional money for the family. Now, young children no longer work and earn wages; in addition, providing an education and life's necessities for children is very expensive. As one result, American families are much smaller than in previous decades. In the early 1980s, the average size of a family was 2.73 people.

In what types of families are children growing up? In 1983, the United States Census Bureau reported that while most families retain the traditional structure, including a father, mother, children and sometimes a grandparent, 22.5 percent of all families with children under 18 years old are one-parent families (families with only a father or only a mother; the other parent not living with the family). Why? High divorce rates, separation and birth of children to unmarried women are a few reasons. In cases of separation or divorce of the parents, the parent not living with the children usually provides child-support payments. However, one-parent families headed by women often have financial difficulties. In 1983, the median family income in the United States was \$24,580. For all women-headed households with children under 18, the income was much less - \$9,153.

Some of these difficulties are relieved by government programs providing help to low-income families. One such program, Aid to Families with Dependent Children (AFDC), helps poor parents with school-aged children. Another, the Special Supplemental Food Program for Women, Infants and Children, provides food for low-income women before and after childbirth. Still, poverty affects the way in which the children in these families grow up. Another change in family life is that more than 50 percent of children under 18 have working mothers. In the mid-1980s, women made up more than 50 percent of the national work force. Almost one half of these women are working a full five-day week.

What do American teenagers think about their families? According to a national survey taken during the mid-1980s, between one half and two thirds of all American youth have a "comfortable" or "happy" relationship with their parent or parents. Their traditional disagreements are over such things as: curfew (time to come home at night); whether or not to attend religious services; doing work

around the house; and the friends with whom the young person spends his\her leisure time. A survey entitled, “The Mood of American Youth”, published by the National Association of Secondary School Principals, also indicates that the majority of young people agree with the opinions and values of their parents.

### **Students and their Schools**

The typical American student spends six hours a day, five days a week, 180 days a year in school. Children in the United States start pre-school or nursery school at age four or under. Most children start kindergarten at five years of age.

Students attend elementary schools (grade one through six) and then middle school or junior high school (grades seven through nine). Secondary or high schools are usually tenth through 12-th grades (ages 15 through 18).

In 1983, about 57.7 million students were enrolled in schools (elementary and secondary)) in the United States. Students may attend either public schools or private schools. About 72 percent of Americans graduate from secondary schools and 60 percent continue their studies and receive some form of post-high school education. Approximately 18.8 percent graduate from four-year colleges and universities.

School attendance is required in all 50 states. In 36 states, students must attend school until they are 16 years old; in most other states, students are required to attend school until they reach 15 or 17 years of age.

How are American schools changing? The quality of education in the United States has often been debated in the course of American history. In the early 1980s, the United States National Commission on Excellence in Education issued a report called “a rising tide of mediocrity threatens our very future as a nation”. Educators were worried that students were not learning as much as they should. Scores on high school seniors’ Scholastic Aptitude Tests (college entrance examinations) had declined almost every year from 1963 to 1980. “A nation at Risk” also reported that 13 percent of 17-year olds were functionally illiterate (unable to read and to write).

During the 1960s and 1970s, many schools offered a wide variety of non-academic courses, such as “driver’s education” and “marriage and family living”. Educators were worried that students were not taking enough “academic” courses, such as mathematics and English. Many other reports soon came out with recommendations calling for stricter high school requirements.

School began to answer the challenge. Most states and school districts have passed new, more demanding standards that students must meet before they can graduate from high school. A number of high schools now require four years of English, three years each of mathematics, science and social studies, one and one half years of computer science and up to four years of a foreign language.

High school students can also take vocational courses that prepare them to perform specific jobs, such as that of a carpenter or an automobile mechanic. Advanced courses prepare other students for university or college study. Special education (for the handicapped student) is offered in most schools. Schools enroll about three million handicapped students.

At least 85 percent of all public high schools have computers. Students are writing computer programs and creating charts, art and music on computers.

Many parents are involved in working for better quality education in the United States. Parents are joining parent-teacher organisations, tutoring their children, raising money for special programs and helping to keep schools in good repair.

### **Leisure-time Activities**

Schools provide American students with much more than academic education. Students learn about the world through various school-related activities. More than 80 percent of all students participate in student activities, such as sports, student newspapers, drama clubs, debate teams, choral groups and bands.

What are the favourite sports of American young people? According to the survey "The Mood of American Youth," they prefer football, basketball, baseball, wrestling, tennis, soccer, boxing, hockey, track and golf. During their leisure time students spend much time watching television. They also listen to music on the radio. The average American teenager listens to music on the radio about three hours every day. Without a doubt, rock and roll music is the favourite of teenagers in the United States.

America's young people are mostly hardworking. Many have after-school jobs. One poll indicated that nine out of ten teenagers polled said they either had a job or would like one.

Child labour laws set restrictions on the types of work that youth under 16 years old can do. Many youths work part-time on weekends or after school at fast-food restaurants, baby-sit for neighbours, hold delivery jobs or work in stores.

Many youths are involved in community service organisations. Some are active in church and religious-group activities. Others belong to youth groups such as Girl Scouts and Boy Scouts. About three million girls aged six to 17 years old belong to Girl Scouts, for example. They learn about citizenship, crafts, arts, camping and other outdoor activities.

Thousands of young people volunteer to help take care of the elderly, the handicapped and hospital patients. Many help clean up the natural environment.

## Youth in Crisis

To some observers teens today may seem spoiled (undisciplined and egocentric) compared to those of earlier times. The reality, however, is different. While poverty has decreased and political turmoil has lessened, young people are still under many types of stress. Peer pressure, changing family conditions, mobility of families and unemployment are just few reasons why some young people may try to escape reality by turning to alcohol or drugs. Most young people in the United States do not have problems with drinking, drug abuse, teen pregnancies or juvenile delinquency. Drug use (marijuana and cocaine are the mostly commonly used drugs) has decreased among young people in the United States within the last ten years, though alcohol abuse has increased. About eight percent of American teenagers now drink some alcohol and many drink too much. Drinking becomes more serious problem when combined with driving. Ten percent of all licensed drivers are 16 to 19-year-olds. The leading cause of death for American teenagers (15 to 19 years old) is motor vehicle accidents, says the National Traffic Safety Administration of the United States Department of Transportation.

Many young Americans are joining organisations to help teenagers stop drinking and driving. Thousands of teenagers have joined Students against Driving Drunk (SADD). They sign contracts in which they and their parents pledge not to drive after drinking. In some schools students have joined anti-drug programmes. Young people with drug problems can also call special telephone numbers to ask help.

Aside from drug abuse, another problem of America's youth is pregnancy among young women. One million teenagers become pregnant each year. Why are the statistics so high? The post-World War baby boom resulted in 43 percent increase in number of teenagers in the 1960s and 1970s. The number of sexually active teens also increased.

Many community programmes help cut down on the numbers of teenage pregnancies. The "Teen Health Project" in New York City has led to a decline of 13.5 percent in the rate of teenage pregnancies since 1976. Why? Their programme offers health care, contraceptive counselling, sports programmes, job referrals and substance abuse programmes.

About one million young people run away from home each year. Most return after a few days or a few weeks, but a few turn to crime and become juvenile delinquents. In 1983, 17 percent of those arrested for violent crimes were under the age of 18. In the early 1980s, two out of five people arrested for burglary and theft were teenagers under 18. Why are young people committing crimes? Among the causes are poor family relationships (often the children were abused or neglected while growing up), bad neighbourhood conditions and peer pressure. Laws vary

from state to state regarding juvenile delinquents. Once arrested, a juvenile must appear in a juvenile court. Juvenile courts often give lighter punishments to young people than to adults who commit the same crime. Juvenile courts hope to reform or rehabilitate the juvenile delinquent.

New programmes to help troubled youth are created every year. For example, the City of New York and the Rheedlen Foundation provide an after-school programme at a junior high school to help keep teens from becoming juvenile delinquents. Young people can go after school and talk with peer's counsellors (people their own age), receive academic tutoring or take part in athletic and social activities. One New York community's library offers weekday evening workshops in dance, art, music and theatre. They also sponsor social events, such as theatre productions, in which young people can participate. Another group, the "Youth Rescue Fund", has a celebrity peer council of 15 teenage actors and actresses who volunteer their time to increase teen crisis awareness. As one young television actress said: "Teenagers are an important source in improving the quality of life for people".

### **The Future**

Most American youth look forward to their future with hope and optimism. According to the survey "The Mood of American Youth", teenagers "place a high priority on education and careers. While filled with high hopes about the years before them, today's students are not labouring under any misconceptions about what they must do to realise their aspirations. They admit that hard work lies ahead and claim they are willing to make sacrifices needed to reach their goals.

Many young people are headed toward four-year colleges and universities. More than a half of all students in the United States plan to earn a college degree. Many others look forward to getting a job after high school or attending a two-year junior college. Others plan on getting married. The median age for males getting married for the first time is 23.9 years old. The median age for females is 22 years old. Other young people intend to join the armed forces or volunteer organisations. For some, travel is the next step in gaining experience beyond high school.

The most important thing that students want from life, according to "The Mood of American Youth", is career success, followed by happiness, marriage and family.

Young people in the United States are also concerned with global issues. Many studies show that America's young people are concerned about nuclear war. "An increasingly high percentage of children are worried about the nuclear threat," noted Dr. John Mack, Professor of Psychiatry at Harvard Medical School. Young people are also concerned about world hunger. They care for other people around the world, as is evident by such efforts as "The Children fir Children Project", in the course of which a group of New York City children worked to raise 250,000 to

help the starving children of Ethiopia in 1985. Then they challenged other students in the United States to join in the fund-raising activities. Also in 1985, a benefit called “Live Aid” staged two rock music concerts simultaneously in England and the United States and raised \$40-50 million to bring relief to starving people in Africa.

Who are American children today? As “The Mood of American Youth” characterised them, they “are a determined lot; their intentions are to pursue and advanced level of education, carve out successful careers for themselves, marry and raise their children with compassion and respect. They have few lofty notions about ‘changing the world’, but have chosen instead to make contributions within the sphere of their own family, friend and community.”

## ***Topic 2. UPBRINGING AND EDUCATION***

### **Child, Parents, School**

America’s family and their children are in trouble, trouble so deep and pervasive as to threaten the future of our nation. The source of the trouble is nothing less than a national neglect of children and those primarily engaged in their care – America’s parents.

... In today world parents find themselves at the mercy of a society which imposes pressures and priorities that allow neither time nor place for meaningful activities and relations between children and adults, which downgrade the role of parents and the function of parenthood, and which prevent the parent from doing things he wants to do as a guide, friend, and companion to his children.

The frustrations are great for the family of poverty where the capacity for human response is crippled by hunger, cold, sickness, and despair. No parent who spends his days in search of menial work, and his nights in keeping the rats away from the crib can be expected to find the time – let alone the heart – to engage in constructive activities with his children or serve as a stable source of love and discipline...

For families who can get along, the rats are gone, but the rat race remains. The demands of a job, or often of two jobs, that claim mealtimes, evenings and weekends as well as days, the trips and moves necessary to get ahead or simply hold one's own; the ever increasing time spent in commuting, evening out, social and community obligation – all the things one has to do to meet so-called primary responsibilities – produce a situation in which a child often spends more time with a passive baby-sitter than a participating parent.

And even when the parent is at home, a compelling force cuts communication and response among the family members. Although television could, if used creatively, enrich the activities of children and families, it now only undermines them. Like the sorcerer of old, the television set casts its magic spell,

freezing speech and action and turning the living into silent statues so long as the enchantment lasts. The primary danger of the television screen lies not so much in the behaviour it produces as the behaviour it prevents – the talks, the games, the family festivities and arguments through which much of child's learning takes place and his character is formed. Turning on the television set can turn off the process that transforms children into people...

Yes, this is what is happening in America today. We are experiencing a breakdown in the process of making human beings human. By isolating our children from the rest of society, we abandon them to the world devoid of adults and ruled by the destructive impulses and compelling pressures both of the age-segregated peer group and the aggressive and exploitive television screen.

(From the book "Two Worlds of Childhood. US and USSR" by Urie Bronfenbrenner)

### **Parents Are Too Permissive With The Children Nowadays**

... The child's happiness is all-important, the psychologists say, but what about the parents' happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout... Certainly a child needs love, and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are count less articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents' lives are regulated according to the needs of their offspring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?

... The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing line between permissiveness and sheer negligence is very fine indeed.

(From "For and Against" by L. G. Alexander)

## **Infant Schools**

In an infant classroom the children have a nature table full of a variety of things: nuts, leaves, twigs and pictures of animals, many of which they bring to school themselves. They grow bulbs here, and are taught to understand the various parts of the plants they look at. They learn how to use money in the classroom shop, and look at the books in their library corner.

The pupils particularly enjoy using the climbing frame and other special apparatus, and this helps to give them confidence and to develop their bodies. They paint pictures, dress up, sing, and model with clay or plasticine, under the careful attention of their teachers. It is assumed that by the time children are ready for the junior school they will be able to read and do simple addition and subtraction of numbers.

## **Junior Schools**

Parents often feel that the transition from the “infants” to the “juniors”, even more than starting school at five, marks the transition from play to “real work”. The atmosphere is more restricted here; the children sit in rows and follow a regular time-table. They have set-periods of arithmetic, reading and composition. They will do other subjects too: nature study, history, geography, singing, drama, physical education, religious knowledge, and so on.

Geography and history are made lively and interesting by studying the school neighbourhood, by drawing maps and by visiting nearby museums and buildings of historical interest. They may also visit local civic institutions, like town halls and fire stations, and go for walks in the countryside and visit farms.

The junior classroom often looks like a workshop, especially when the pupils are working in groups at a project which involves making models, and other practical work. Some of the pupils’ work, such as pictures, maps and time charts, is displayed on the walls. They learn to write, and express their thoughts in words by describing everyday objects and happenings in essays.

The pupils are streamed, according to their ability to learn, into A, B, C and D streams, the brightest children being in the A stream and the least gifted in the D stream. Pupils of the different streams are not taught in the same way. Usually more physical activities are given to those of the D and C streams. In this system a pupil never repeats a grade but always follows his own age group.

## **Grammar Schools (GS)**

Some people trace the ancestry of the GSs back to the time of Alfred the Great. Be this as it may, nowadays they are concerned almost entirely with academic education aimed at university entrance. Children are admitted to GSs on the results of various intelligence tests which in fact substitute for the abolished eleven-plus examination. Only about 20-25% of children can go to GSs.

The subjects normally offered include English Language, English Literature, modern languages (French usually, German often, Italian and Spanish rarely), Latin (very occasionally Greek), mathematics (pure and applied), chemistry, physics, biology, history, geography, art, music, woodwork and metalwork for boys, housecraft for girls and physical education.

In comparison with other State secondary schools GSs have better buildings, smaller classes, more highly qualified teachers (who called themselves “masters” not teachers), better playing fields and sports facilities. To have been at GS opens without effort all sorts of doors – reasonably well paid clerkships in banks, insurance offices, etc. and a chance of getting to a University.

## **Modern Schools (MS)**

School children who go to the Secondary MS receive a general education until the age of 16 when they leave school and start work. The curriculum includes religious knowledge, reading, writing and arithmetic, some elementary history and geography, and a certain amount of drawing, singing and physical education. In fact the kind of education which is secondary only in name. Some schools, while sticking to a very limited curriculum, nevertheless offer some opportunity for more advanced work perhaps up to the standard of an external examination. Others have tended to specialize in one or more subjects outside the basic curriculum and have evolved special courses with a vocational bias. A child might take arts and crafts, cooking, needlework, furnishing, rural science, music, seamanship, shorthand and typing.

## **Comprehensive Schools (CS)**

Since the mid 1960s there has been a move to replace GSs and Secondary MSs by CSs which take the pupils without reference to ability or aptitude and provide a wide range of secondary education for all or most of the children of a district. In 1974 over 60 % of secondary school children in England and Wales attended CSs. The practical effect of this is that children who would have been rejected from the GS get a much greater chance to be taught by graduate teachers

and are much more likely to come up against algebra and modern languages than similar children in secondary MSs.

### **English Public Schools**

In England there are privately owned and administered schools that prepare students for university studies. Some of these institutions are quite old and were originally local private grammar schools. As the reputation of some of the schools spread, parents from other areas began sending their children to them. The schools accepted students whose parents could afford to pay dormitory, food, and other fees; and the schools thus became known as public. The term was used in contrast to local--not in the American sense of being supported by public funds and thus open to everyone.

The English schools are private in the same sense that certain preparatory schools in the United States are. Admission to the public schools is by examination, and enrollment is limited. The upper levels are equal to the first college years in other countries.

Eton (founded in 1440 by Henry VI) and Harrow (founded in 1571) are the best known of the public schools. Of the former it was once said that the "battle of Waterloo was won on the playing fields of Eton," a reference to the discipline, civic responsibility, sense of camaraderie, and quality of schooling received at the institution. Other public schools and founding dates are: Winchester (1382), St. Paul's (1509), Shrewsbury (1552), Westminster (1560), Merchant Taylors' (1561), Rugby (the originator of football, 1567), and Charterhouse (1611).

During the 74 years of the Soviet Union's existence, it had one of the most centralized and uniform school systems in the world. With the breakup of the Soviet Union in December 1991 and its replacement by a loose federation, the school system was in disarray. Old texts had to be replaced, and the Communist party line was abandoned. This section deals with the Soviet system as it existed until 1991.

Under the old system the Ministry of Education in Moscow directed elementary and general secondary schooling. The Ministry of Higher and Specialized Secondary Education controlled the universities, technical institutes, teacher-training schools, and technical high schools. Policy decisions were made by the Central Committee of the Communist party and the Council of Ministers.

Each of the 15 former republics had two ministries comparable to those in Moscow. In addition there were urban, territorial, regional, and district levels of school administration. Local school boards were appointed by members of the local soviet (or council, the primary unit of government). The local director of education was also appointed, but principals were named by the school boards. Teachers were selected by the principals.

Each local school was guided and managed by a council of parents, teachers, and other school personnel. The councils monitored all school activity closely and took care as well to keep up school property.

Nursery schools and preschools were provided for children up to age 3. Kindergarten lasted from age 3 to about 7 and incorporated much of what is covered in early elementary schools in other countries. Compulsory schooling was from age 7 to 15. Elementary school lasted three years and secondary school seven. Because there are more than 100 languages spoken in the 15 republics, teaching at the elementary and secondary level was in the local language; but Russian was compulsory for all.

Admission to higher education depended on completion of the ten-year period satisfactorily. There was also a highly competitive entrance examination. Advancement and promotion in the school system after the secondary level often depended on one's standing in the Communist party and its youth auxiliaries (*see* Youth Organizations).

### Dialogue

The group is in Guildford, a town not far from London famous for the modern University of Surrey which has a technological bias.

AA—Excuse me, where can we find Mr. Welly?

Secr.—The Admission Tutor is in room 1157.

Alistair opens the door.

AA—Mr. Welly?

AT—Come in, please. I'm sorry to say you are not that punctual. And I'm running short of time. Take a seat.

AA—Well...er...

Alistair sits down.

AT—UCCA sent us your application form. Your GCSEs seem satisfactory enough. I gather from this you were at prep school and then went on to Eton.

AA—I wonder how...

AT—Now look, your poor maths result puzzles me a little, however...

AA—I don't think you quite understand. It's like this...

AT—Anyway your science results are well up to standard and as you're applying for admission to the Science Faculty...

AA—Actually that's not what...

AT—Our Chemistry department runs a foundation course.

The group are peeping in.

EC—What's he doing there?

IH—He seems to be applying for a course.

GH—Nonsense. He's a highly qualified computer analyst already.

AT—If I remember correctly you were rather concerned about fees and you implied that your financial situation was shaky.

AA—Well really I didn't come here to...

AT—Quite, quite. No need to feel embarrassed. There's a system of grants to help financially or you might win a scholarship or even be sponsored by a company. Lots of people take part-time jobs and work through the vacations to cover accommodation expenses and so on.

AA—I think there's been a mistake.

AT—Do you think so? The application looks in order to me. Your references are excellent. Your tutor will be Mr. Fleming.

AA—But my question is...

AT—Research? Yes, I was just coming to that. There are various options open to you and forming part of the B.Sc syllabus but we're running out of time, I'm afraid. I have to meet a tourist group now.

AA—Hold on a moment. That's what I've been trying to say. I'm from that group.

AT—Well, why didn't you say so?

AA—I tried to, but I couldn't get a word in edgeways.

AT—So you're not Simon Smash, and you're not applying for admission... I'm terribly sorry. Admission time is so hectic, applicants everywhere. I do apologize.

AA—That's alright. I enjoyed the interview.

AT—Well, let's meet the group and I'll show you round the campus. I wonder, why young Mr. Smash didn't show up?

### **Mr Encyclopaedia**

Yesterday you had the opportunity of seeing Guildford, a small town near London known for its University of Surrey. Once Guildford used to be a prosperous wool town on the bank of the river Wey. Now plenty of old buildings remain there — e.g. St. Mary's Saxon Church and ruins of the castle built by Henry II. In contrast there's also a modern cathedral designed in 1932. Now Guildford's also home for the University of Surrey.

The Admission Tutor who showed you round is responsible for coordinating the admission policy. The structure of the University differs from what you have in your countries. Departments are the smallest units in the structure. They are grouped into faculties that are bigger units, e.g. the Faculty of Science includes Departments of Biochemistry, Mathematics, Nutrition/Food Science, Physics, etc.

On graduating students receive a bachelor's degree which is the first degree awarded after the final exams, Bachelor of Arts, Education, Civil Law, Science, Literature, etc. MA (Master of Arts) is a postgraduate degree and PhD (Doctor of Philosophy) is a higher degree granted on the results of research work. MD is a Doctor of Medicine. Tutors supervise students' work, they study the progress and write their academic records.

The campus is the territory of a University or a college where buildings and halls of residence are located. There are different payments students can get while studying.

A grant is what students get every month, which is taken from the state budget or is paid by local authorities. A scholarship is given to especially bright students who have excellent results, and is usually much higher than grant. An allowance is a one-time payment for not so well-to-do students who may find themselves in a difficult financial situation.

To get into a University an applicant must send his application to UCCA (Universities' Central Council on Admissions) set up in 1961. On the results of school exams and interviews they offer applicants a few Universities or colleges that suit them. School children all take the GCSE exam (General Certificate of Secondary Education) in a number of subjects, usually at the age of sixteen. Advanced exams (A-levels) are more difficult and demand deeper knowledge of the subject. They are taken two years later.

The English can get secondary education either in state-run schools (Comprehensive, or in a few places 'Grammar') which are mostly co-eds, or at private public schools which are mostly single-sex boarding schools where pupils live all year round except holidays. The most prestigious ones are Eton, Harrow, Westminster, etc. To get there parents send their children to 'preps' (preparatory schools for children 8 to 13) and pay large fees.

### **The Brookfield School**

Brookfield is a county primary school for children from five to eleven years old, with two part-time nursery classes for children under five years old.

It is situated in North London beside Highgate Cemetery and not far from Hampstead Heath\*. The name is derived from the underground tributary of the Fleet River which runs under Brookfield Park a few hundred yards east of the school site. The river and the field are symbolized on the school's crest. The building itself is a traditional L.C.C. design in red brick, originally opened in 1914 to accommodate 400 children in ten elementary classes of 40. In 1931 the school became a girls' Central School. In 1967 the buildings were renovated, new classrooms were added and it took on a new lease of life as Brookfield Infants School. The original Brookfield staff and pupils came from Burghley Infants School, an old established school whose site was incorporated into Acland Burghley School.

In September 1981, after consultation with parents, staff and governors, the two schools were amalgamated and Brookfield Primary School was opened. We are a "two form entry" school, which means we can admit up to sixty children into each age group, thirty in each class, so the school consists of fourteen classes of mixed ability. Within this framework children may work in groups, individually together as a class. Additional teaching support is available for those children we see as needing it.

## The School Curriculum

We see the curriculum in terms of what the children and teachers do and what they learn from this, so we talk about experience and understanding. We aim to provide a broad range of experience that has clear intentions for the skills and attitudes that the children will learn and for the ideas and information they will *encounter*. We teach to develop the children's language through both their experience and a stimulating environment, so that they learn to speak fluently, accurately and with confidence, to read, write and spell, to listen and to think imaginatively, to question and discuss. We work *to engender* a love of books and a desire to read for pleasure and information.

In Brookfield, mathematics means more than just sums. We want the children to enjoy working with different materials and to explore pattern in numbers and shapes going on to develop imaginative ways of recording their experiences. We want them to come to recognize situations in which mathematical ideas and techniques can be usefully applied and to acquire the necessary skills to do this accurately. We recognize that some facts have to be learnt but only when the children understand and fully appreciate the advantages to committing them to memory. Every child's individual mathematical progress is *monitored* and recorded using the ILEA\* Checkpoints scheme.

We believe that all children should develop skills in *two and three dimensional* art and craft work, music-making, physical education and drama; they should extend their ability to reason, to think imaginatively and to play and work constructively together and in a group; that they should become more knowledgeable about the history, culture and technology of their own and other *communities*; that they should become more aware of the characteristics and qualities of materials, plants and animals and the way that people use and care about these. We aim to make the information that we provide about life outside the school in this country and abroad as up to date as possible. We welcome the modern technology of film, tape, calculator and microcomputer.

All girls and boys are actively encouraged to take advantage of all the opportunities offered at Brookfield.

Sex education is seen as a natural part of the children's growing understanding of themselves. When specific teaching is planned, parents are consulted.

School assemblies are held daily. At them children are encouraged to reflect on the natural world so they may develop a sense of *awe* and wonder, or to consider their own behaviour and so develop their understanding to right and wrong and to think about the lives and feelings of other people, so that they may come to respect the beliefs of other children and their families. We use stories from different religions and cultural traditions to illustrate the points. If parents wish, their children may be *withdrawn* from these activities.

The staff are united in their opposition to racism in any form in the school and actively teach to foster positive attitudes to our multi-ethnic society through an understanding of and a delight in its cultural richness.

London provides a rich environment for children to investigate and classes or groups often enjoy firsthand experience of the immediate locality of London as the capital city. They do this within a carefully planned framework to develop their interests and skills. In past years the older *junior* children have gone to stay for a week in a variety of places, where the unfamiliar environment presents them with fresh learning opportunities and stimulus. These visits are seen as an important part of the children's work for the year. They are, of course, optional.

All the children work with musical instruments. As they progress through the school they have the opportunity to learn to play the recorder, the violin or the cello. We are fortunate in having our own indoor swimming pool. It is used by the first and second year juniors, all *infant* classes and the nursery children. The public baths in Hornsey Road *cater for* the third and fourth year pupils. Every child takes part in swimming lessons unless there is a medical reason why a child should not join it. If this is the case a note should be sent to the class teacher. Younger children are taught basic water skills and encouraged to learn to swim. Older and experienced children are prepared for *awards* organized by both the Amateur Swimming Association and the English Schools Swimming Association.

\* *Highgate Cemetery is situated in North London. Many famous people like Michael Faraday, Herbert Spenser are buried there.*

\* *Hampstead Heath is a big park famous for its fairs and roundabouts.*

\* *LCC - London County Council is the London municipal service.*

\* *You can find two contrasting attitudes to education in British schools. They are 'streaming' (the best pupils go to A stream, the less bright to B stream and the worst to C stream), and 'mixed ability', which means that in every class you can find pupils of different levels.*

\* *ILEA - Inner London Education Authority is an organization supervising education in the City and 12 Central London boroughs.*

### ***Topic 3. NATURE. ENGLISH LANDSCAPES***

#### **The English Landscape and the English Love of it**

Nine out of ten strangers coming to England for the first time, and asked to speak of its appearance, will say something equivalent to “park-like”. England in truth looks like one great well-ordered park, under the charge of a skillful landscape gardener. The trees seem to grow with an eye to effect, the meadows to be designed for vistas, the hedges for reliefs.

The hedges, which take up a considerable fraction of English arable soil, help to the park-like appearance of the country. They are inexpressibly beautiful when spring wakes them up to pipe their roulades in tender green. In summer they are splendid in blazon of leaf and flower. In autumn they flaunt banners of gold and red and brown. In winter, too, they are still beautiful, especially in the early

winter when there still survive a few scarlet berries to glow and crackle and almost burn in the frost.

All along the English countryside the gardens are delicious, blending a hundred individual beauties of lawn, rosary, herb border, walled garden into one enchanting mosaic. But, withal, it is the wonderful variety and perfection of the trees that is most remarkable.

Were I advising a friend abroad who knew nothing of England and wished to make a pilgrimage to its chief shrines of beauty, I think I should urge him to come in the late winter to Plymouth and explore first Cornwall and Devon. The coming of the waves of an Atlantic storm to Land's End offers a grand spectacle. He should stay in the south-west to see the first breath of spring bring the trees to green, and the earliest of the daffodils to flower. He will very likely encounter some wet weather.

But despite showers, spring in Dartmoor is a glowing pageant of green and gold. After feasting upon it a week or so, my imaginary pilgrim would make his way to the Thames valley to welcome yet another spring. The Gulf Stream gives the south-west corner of England a softer climate and an earlier spring than the east enjoys. By the time the daffodils are nodding their golden heads in Cornwall, the crocus will be just showing its flame along the borders of the Thames.

May and June should be given up wholly to the Thames valley from Greenwich to Oxford, and past. My pilgrim has now seen wild coast scenery. July should be given to the hills and lakes, these enchanting lakes which have won new beauties from the poets. Then August to the Yorkshire Wolds, with their sweeping outlines, clear in the amber air shining over white roads and blue green fields.

The attractions of the Yorkshire Wolds are proof against the wet sea-mists, the penetrating winds, and the merciless rain which sometimes sweep over them. The very severity of the weather appeals to nature lovers. The Yorkshire Wolds terminate on the east with the great Flamborough headland, the chalky cliffs of which have remarkable strength to resist ocean erosion.

With the end of August comes the end of the English summer. It is then time to go to Kent and see the burnishing by autumn, the ripening of hop and apple. To the New Forest afterwards, and the sands of the south coast. At the end of the year our pilgrim will know how varied is the beauty of the English landscape, and how faithfully it is loved in its different forms by those who live near it.

(From "A book of England", 1963)

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The daffodils were in bloom, stirring in the evening breeze, golden heads cupped upon lean stalks, and however many you might pick there would be no thinning of ranks, they were massed like an army, shoulder to shoulder. On a bank below the lawns, the crocuses were planted, golden, pink, and mauve, but by this time they would be past their best, dropping and fading, like the pallid snowdrops. The primrose was more vulgar, a homely pleasant creature who appeared in every cranny like a weed. Too early yet for bluebells, their heads were still hidden beneath last year's leaves, but when they came, dwarfing the more humble violet, they choked the very bracken in the woods, and with their colour made a challenge to the sky.

(From "Rebecca" by Daphne Du Maurier)

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As I knelt by the window looking down on the rose-garden where the flowers themselves drooped upon their stalks, the petals brown and dragging after last night's rain, the happenings of the day before seemed remote and unreal ... a new day was starting... A blackbird ran across the rose-garden to the lawns in swift, short rushes, stopping now and again to stab at the earth with his yellow beak. A thrush, too, went about his business, and two stout little wagtails, following one another, and a little cluster of twittering sparrows. A gull poised himself high in the air, silent and alone, and then spread his wings wide and swooped beyond the lawns to the woods and the Happy Valley.

(From "Rebecca" by Daphne Du Maurier)

### **Cheeky Chappie**

Now the sun rose above the horizon mists and lights up for beauty the autumn fruits and berries on the hedgerow.

And high above all there is the golden crown of an ageing elm tree.

Then a large flock of rooks and some jackdaws come streaming over the elms, chuckling and cawing as though reveling in their holiday now that they are free from family ties and the young truly launched on the world, enjoying their newfound freedom.

Some fly high up and then suddenly dive down to the other lower-flying birds, then straighten out with a flutter of wings. Others tumble about in the air and, chuckling, loop the loop and do all sorts of mad delightful things like healthy children let out to play.

Soon they settle, walking up and down finding insects and worms amid the grass roots. Some birds are getting acorns from the hedgerow oaks by fluttering ungainly as they peck at the acorn growing at the tip of a twig.

Although rooks eat many insects, their favourite food is grains. They crowd the new-sown arable field and on the stubbles they compete with pigeons to clear the fallen wheat grains.

### **Robin Redbreast Ever a Favourite**

With its brightly coloured breast together with its friendly attitude toward man, the robin is the one bird that everyone in the country at once recognizes.

This is not a new thing – our forefathers knew the Ruddock, as it was called in Shakespeare's time, and poets down the ages have sung its praises.

The robin was renowned for its piety and was to get merrier as the winter comes on so as to be in full song on Christmas Day.

For many centuries the robin has been protected by tradition in this country. William Blake writes: "A robin in a cage sets all heaven in a rage".

The robin and the wren are two birds most famed in English folklore and rhyme.

The robin is an insect eater, preferring meat to bread, though it eats weed seed and berries on occasions.

My robin comes and sits on my typewriter sometimes, for I have been feeding him since September.

Stealthily he will bring his mate early in the New Year and threaten any other robin that comes on their territory.

Soon the winter song will change to the spring, and at the end of March nest building will begin on a heap of sere leaves.

### **Water Lilies are In Bloom**

On a warm summer's day, it is pleasant to take a punt or rowing boat, and steer a course to a quiet backwater.

This is just the kind of place to find water lilies growing in profusion. Among the masses of floating plate-like leaves, flower buds are opening now. Young leaves too will be coming up, tightly rolled, to avoid being torn by the current and floating objects in the water.

The floating leaves gently sway with the current, anchored to the bottom by being attached to stout creeping stems that are rooted in the mud.

The long, flexible leaf stalks lie at a large angle to the surface when the water is shallow, while if it rises they become vertical.

They are even capable of growth if the water becomes unusually deep in a wet season.

Like most water plants the growth is luxuriant, since the conditions are more favourable in many ways than the conditions on land. The plants do not have to contend with such great changes of temperature, as water heats and cools more slowly than air, and they do not have to protect themselves from lack of water.

In spite of their name, water lilies are not related to true lilies, and this is clearly shown by the flowers, which have numerous petals and stamens, and ovaries rather like poppy heads.

## ***Topic 4. FEELINGS AND EMOTIONS***

### **Part 1. Tests**

Expressing your feelings

How do you show your feelings? The following quiz looks at some of your feelings that are common to us all and some of the different ways that people react to them. For each section circle the answer that is most often typical of you.

#### **Anger**

When you feel angry, which of the following reactions would be most typical of you?

- Raising your voice or shouting at the person you are angry with;
- explaining quietly why you are angry;
- trying not to be angry (perhaps because you think it's wrong or unfair);
- telling yourself you are not really angry or that you have not really got anything to be angry about.

#### **Feeling sad or upset**

When you feel sad or upset which of the following reactions would be most typical of you?

- Crying about it to someone else;
- talking to a friend about what upsets you;
- going away and crying on your own;
- telling yourself you do not really feel upset or sad or that you really do not have anything to feel upset or sad about.

#### **Feeling frightened or worried**

What is typical of you?

- Trembling, shaking or crying as you tell someone how you feel;
- talking to a friend about the things that are frightening or worrying you;
- going away on your own and crying about it or feeling bad;
- telling yourself you do not really feel frightened or worried or that you do not really have anything to feel frightened or worried about.

## **Feeling embarrassed or ashamed**

What is typical of you?

- Laughing in embarrassment you try to explain to someone why you feel embarrassed or ashamed;
- telling your friend later about how you feel embarrassed or why you feel ashamed;
- swallowing hard and wishing the floor would open so that you could disappear from sight;
- pretending, you are not in the least embarrassed or ashamed and putting an arrogant or cocky face on.

## **Feeling happy**

What is typical of you?

- Laughing and smiling, telling someone how you feel;
- analyzing to yourself or others the reasons why you are so happy;
- going around with an inner glow;
- telling yourself that this cannot last, it is not really true or it is not right to be happy when others are not.

## **Feeling disgust or dislike**

What is typical of you?

- Screwing up your face, grimacing as you say what you feel;
- telling your friend how you dislike or feel disgust about something or somebody;
- controlling your disgust or dislike;
- pretending that nothing has happened ignoring the things or people that make you feel this way.

## **Feeling warmth or affection for others**

What is typical of you?

- Touching, holding, embracing, kissing other people;
- talking to a friend about the way you feel;
- deciding not to express how you feel, perhaps because you are afraid you might get hurt;
- telling yourself it is sloppy and sentimental to feel like this about people and pushing feelings away.

## Test 2

### Just how creative are you?

How would you identify your personality? Pick the words you think apply.

Would you identify yourself as being: independent, persistent, skeptical, a risk taker, an “iconoclast”, a quitter, susceptible, timid, a traditionalist, grave, apathetic, cocksure, good-humoured, highly-motivated.

In your interpersonal relationships are you hard to get along with or are you an agreeable companion?

In your decision making, do hunches play a big role or do you distrust your instincts?

What objects and intellectual tasks do you prefer Complex\asymmetrical or symmetrical\simple?

How do you react to disorder: it makes you anxious or you thrive on it?

In your social habits are you an introvert loner or an extravert gadabout?

You feel you are the most efficient and innovative when you work by yourself in peace and quiet – exchanging ideas with your peers at the outing edge of your field.

You usually seek to solve a problem by systematically organizing and analyzing your thoughts or with the help of your intuitive and imaginative faculties.

## Test 3

There is a variety of emotions among people who work together. But emotions are highly contagious. To create a positive atmosphere at work, do you think people should:

be encouraged to express their feelings clearly;

be discouraged to act on feelings because they may often spread ill will;

make a conscious effort to spread the effects of positive feelings to create an effective and humane working atmosphere.

Are you aware of the emotional effect you have on others? Do you make them:

tense

relaxed

enthusiastic

subdued

open

guarded?

When you feel good do you:

pass it on, sharing the positive mood

lose the potential ripple effect of your own good mood by buttoning up?

When you feel rotten do you:

fight back at the world

bottle up your negative feelings

get to the root of the problem and talk it out with someone sympathetic?

At work someone vents anger or frustration on you. Is your reaction:

to get rid of it by accepting and passing it on

to stop it spreading by offering your sympathetic ear

to refuse too get caught up in the ill feeling?

If colleagues at work seem unduly angry or more tense than the situation warrants, do you:

ask about the inexplicable emotional display to make them realize the impression they are making

join in with a grim smile

tell them to pull themselves together?

In interacting with people, do you:

tune in to the emotional waves fluctuating around you

adjust the ways you express yourself to produce the effect you intend

ever manipulate, artificially, to make the most effective emotional impact

always work within your personality regardless of the atmosphere around you?

To help you improve the quality of life

**On this day-** Mend a quarrel, Search out a forgotten friend, Dismiss a suspicion and replace it with trust, Write a letter to someone who misses you, Encourage a youth who has lost faith, Keep a promise, Forget an old grudge, Examine your demands on others and vow to reduce them.

Tight for a principle, Express your gratitude, Overcome an old fear, Take two minutes to appreciate the beauty of nature, Tell someone you love him, Tell him again and again and again.

## Test 4

### We are only human

Which type do you have to suffer the most often?

Which type do you find the most difficult to deal with? Why? The woeful complainer, the full of ideas bubble, the compulsive joker, the hyper active, the constant panicker, the rumour monger, the interfering know-all, the indecisive timid.

Here are some of the “subspecies” of people who are hostile aggressive. Match the name with the definition:

- |                     |   |
|---------------------|---|
| a. <b>Tanks</b>     | 1. Those who yell, curse or cry all of a sudden                             |
| b. <b>Snipers</b>   | 2. Those who are pushy, loud and know what is best for their fellow workers |
| c. <b>Exploders</b> | 3. Those who shoot at people through the camouflage of sarcasm and irony    |

The basic strategy to deal with loud, pushy people is to fight them till they explode

look them straight in the eye and state your disagreement  
let them blow off some of their steam.

To neutralize those who kill with their snappy sparks, you should:

make them overt in their attack – smoke them out  
push them hard to backtrack and make them lose face  
let them get out from under their attack.

### Manners and Self-discipline

In the first few days before you get to know the English better you will be struck only by the strangeness of their manners. The English are a well-disciplined people and it is probably no exaggeration to say that they have the best manners in the world. You will find here more than 50 mln gentlemen – if one may also include women in this heading (and why not?). They are all polite in their reserved and curt way; they all know how to hold their knife and fork and how to behave in society. But it is not so much a superficial layer of indoctrinated behaviour as inborn self-discipline that is so striking. During the first days of your stay you will see some of the famous English queues at bus-stops and outside theatres. The idea of queuing – standing in line – is a British idea. The full acceptance of the idea of “first come, first serve”, the faithful observance and cheerful acceptance of the

necessary drawbacks of communal life, particularly, the realization of these thoughts in practical life, are of British origin.

On the continent you will sometimes see two people run into each other in the street and then start a violent quarrel, calling each other names, usually of a zoological character. Such a thing is almost unimaginable in England. Should such an event occur, the two people concerned will say, “Sorry”, to each other and proceed on their way? If there develops any disagreement at all, it will be established whose fault it was – each party stoutly maintaining that “it was my fault”.

This is not to say that the English are never rude. They are sometimes. But even rudeness is expressed in undertones. That is why visitors often do not even realize that they have, in fact, been told off and roughly treated. Coarse expressions are hardly ever used English discourtesy is, as a rule, phrased in brief, acid, or incredulous questions. Yes, even the newcomer will be struck by the fact that life in England is less noisy and – he will be led to believe – less colourful than on the Continent or on the other side of the Atlantic. Rudeness is not so rude, colours are not so loud, the expressions of passions is not so free, love is not so warm, and laughter is not so abandoned in England as in other parts of the world. But, this, paradoxically enough, does not mean two things. First, it does not mean – as he may have originally thought – that life is not so colourful as it is in his own country. In some ways it is more colourful – you only have to learn to appreciate the various shades. If a continental newspaper wishes to attack a politician it must use the most violent epithets of its vocabulary, or the most killing sarcasm or make the attack really effective. Should “The Times”, on the other hand, remark that “we are astonished” or “it is rather surprising” – it counts as an outspoken expression of disapproval. The result, naturally, is that “The Times” – and the every day English language – has many more shades of disapproval and praise than any other language in the world. Secondly, all this does not mean that the English are different from other human beings. They certainly feel the same emotions and passions, the same jealousy, envy, joy and happiness as others – only their external reaction to them is different.

### **Have Good Manners**

When you are in a foreign country, don’t forget that your behaviour will be taken as typical of that of your native land. Study and respect local customs. Good manners are sure to be appreciated everywhere, so don’t fail to be polite. Remember what the English say: “Life is short but there is always time for courtesy”.

A real gentleman never forgets to rise when a lady comes up to him and speaks to him. He will never remain seated when a Lady is standing. The golden rule of every gentleman is “Ladies first”.

To whisper in company is bad manners. If what you wish to say cannot be said aloud, reserve it for a suitable occasion.

No matter where you are, loud laughter and talking are signs of bad manners.

Gentlemen, whatever their rank or age, should be introduced to ladies. Young men should be introduced to elderly men.

Don't offer to shake hands with a lady. The initiative must always come from her. In England it is not customary to shake hands. Englishmen shake hands when they first meet somebody or when they part for a long time.

It is important that one should be punctual. Coming on time is essential when keeping an appointment whether one is meeting friends for a talk or whether one is having a business talk. If you had an appointment with an Englishman, he would be surprised if you came fifteen minutes before your time and annoyed if you were five minutes late.

When at work, don't be a clock-watcher. It's also bad manners to keep looking at the watch when in company, as if you were impatient for the time to pass.

To be pleasant company be a good listener. Don't be indifferent or impatient when others are speaking. Interrupting others is bad habit. If you wish to be popular, avoid talking about yourself and your affairs. Talk to people about what interests them, not about what interests you. To touch upon personal subjects in general conversation is considered to be bad manners. The best topics for light social conversation are art, sports, weather and hobby of a person you are speaking with.

Talking to others unless they are your intimate friends, keep to general subjects and avoid arguing and quarreling. In parliaments and debating clubs heated argument is welcome. In general everyday conversation it is out of place.

When in company, don't open a book or a newspaper and begin reading to yourself. If you are tired of the company, leave it, if not, honour it with your attention. It is not a crime to be bored in company, but it's bad manners to show that you are bored. Don't be a bore yourself.

When you have a story to tell, don't go into details. Be direct, clear and get to the point at once.

Good manners begin at home. Don't neglect your relatives and neighbours. If you treat them respect and consideration, they are sure to appreciate it and give you the same kind of treatment in return. Avoid borrowing things from your neighbours, but if you can't help it, always return the thing borrowed.

When using a public telephone, keep conversation brief and to the point. If you want a really long talk, it is far better to arrange a meeting with your friend.

There are a number of rules that should be observed by smokers. One mustn't smoke in a sick room. Good manners forbid smoking by a woman in the street. No one should carry a lighted cigarette when dancing. Before lighting a

cigarette one should ask everybody present for permission. It goes without saying that permission should not be refused unless tobacco smoke is really harmful to everybody.

## Translation

### Календарь деревьев

#### Береза

Люди, родившиеся ночью, отличаются склонностью к предчувствиям, предвидениям. Родившиеся днем склонны к безмятежности в отношении материального благосостояния.

И те, и другие щедры, жертвенны. Любят общество. Трудолюбивы и добиваются успехов. Любят советоваться с другими по личным вопросам. Могут беспокоить других по пустякам. Красивые, стройные. Не выносят вульгарности. Любят дарить и получать подарки.

#### Бук

Сдержанны. Тверды. Благородны. Молодость тратят на свое устройство, благосостояние, самооформление. Далее их жизнь размеренна и практична. Доживают «буковые люди» нередко до глубокой старости. Обладают крепким здоровьем и здравым смыслом. Они очень надежны. Крепки и красивы. Задуманные дела доводят до успешного конца. Бережливы, часто скупы. В любви не хватает фантазии. Но они заботливы. Домоседы.

#### Вяз

Щедрые, открытые люди. Сдержанные, невозмутимые, владеющие собой. Рассудительны, но бывают неуравновешенны. Требовательны к себе. Не терпят чужих ошибок и недостатков. Натура благородная, отзывчивая, но бывает и деспотична. Практичны. Обладают чувством юмора. Крайне серьезно относятся к моральным принципам. Крупные люди изящной формы.

#### Граб

Рассудительны. Дисциплинированы. Добросовестны. Осторожны к инициативе и энтузиазму. В молодости – люди восторженных взглядов, в зрелые годы становятся снисходительными. Несколько честолюбивы, тщеславны, склонны к формализму. Люди долга. Свои секреты личной жизни никому не доверяют. Красивы, изысканны.

## Дуб

Предусмотрительны. Неуступчивы. Великодушны и щедры. Консервативны и независимы. Мудры, но не лукавы. Не дают себя обманывать и не обманывают других. Честны и прямолинейны. Долгожители. Практичны. Заняты собой. Их не тревожат чужие судьбы. Деловые люди. Предрасположены к решению конкретных целей и задач. Дружба с ними затруднительна. Их сопровождает достаток, довольство.

Люди крепкие, полные сил, величия и достоинства. Защитники слабых. Влюбчивы и верят, что это на всю жизнь.

## Жасмин

Подвижные, живые, общительные. Они производят впечатление безмятежных людей, но это только внешне. Это тонкие и чувствительные люди, склонные к меланхолии и депрессии, разочарованиям и предубеждениям. Компенсацию своим разочарованиям находят в любви к детям. Склонны к красоте и изяществу, что влияет на их настроение. Все некрасивое, несуразное, грубое расстраивает их (делает их больными). С ними трудно сохранять ровные отношения. Их утонченная требовательность часто далека от повседневности.

## Ива

Люди Ивы красивы, грустны, артистичны. Считают себя непонятыми и непризнанными. Меланхоличны. Таинственны. Религиозны. Опрятны. Склонны к самолюбанию. Сентиментальны. Капризны. Требовательны. Много страдают в личной жизни.

## Инжир

Сильная личность, независимая в суждениях. Способны. Даровиты. Образованны. Интеллигентны.

Люди инжира на первый взгляд неяркие, но они никогда не остаются незамеченными. Требовательны к теплу и уюту, что вызывает сочувствие у окружающих. Щедры. Если условия не соответствуют их запросам, они вянут, тускнеют, болеют. Не любят одиночества, нуждаются во взаимопонимании, в уходе, в родственниках. Они могут создавать атмосферу напряженности, обидчивости. Сами от этого не страдают. В любви и делах просты, прилежны, без затей. Любят семью. Любят детей и животных.

## Каштан

В коллективе незаметны. Свойства их выявляются исподволь. Склонны к дипломатии, что делает их подвижными, неуловимыми.

Внешне они ищут справедливости и обладают этим чувством, но в глубине их есть что-то немного от зверя, но скрыто выдержкой, живым и деятельным

умом. Им важно скрыть то, что таится в них. Они не стараются покорить или очаровать. Любят по-настоящему один раз. Партнера находят легко. Браки их трудные, редко удачные. В семейной жизни преданны, находчивы, благоразумны. Они либо высоко поднимаются, либо всю жизнь борются с препятствиями.

### Кедр

Люди-кедры производят на окружающих сильное впечатление. Сильны душой и телом. Имеют высокие требования к себе и другим. Их запросы превышают средний уровень. Обладают повышенным чувством ритма и гармонии. Отважны, щедры, трудолюбивы, плодотворны. На них ориентируются окружающие. Обладают хорошим здоровьем, болезни случайны и незначительны. Любят блистать. Прихотливы и разборчивы. В любви требовательны. Долго ищут себе пару, иногда всю жизнь. Дружба с людьми кедра дает много сил, радости. Покоряя окружающих, сам кедр страдает, теряя себя. Они уверены в себе. Внушают уважение к себе. Музыкальны. Обладают творческими способностями.

### Кипарис

Кипарис любит окружение родных. Изысканно блестящий собеседник. Краса и радость любой компании. Сочетание изящества и простоты. Высоконравственные люди, что лучше всего проявляется в трудных ситуациях. Дружба с ними облагораживает. В дружбе верны. Их любовь прочна, хотя и слишком спокойна. На первый взгляд они кажутся эгоистичными, но это ошибочно. Они верны себе. Жизнь их течет долго и без особых осложнений. Суровы с подчиненными. В работе небрежны.

### Клен

Всегда интересны. О них не скажешь, хорошие они или плохие. Экспериментаторы. Экстравагантны. Немного нерешительны и слабы. Если с ними откровенны, то они блистательны и оригинальны. Умны. Сообразительны. Не знают одиночества, но индивидуалисты. Горды, самолюбивы. Часто бывают циничны. В любви очень сложны. Часто внушают уважение, страх.

### Липа

Эти люди просты, смиренны. Трудолюбивы. Везде создают комфорт и чувство умиротворения. Практичны. Молчаливо терпимы. Внешне безвольны, пассивны, скучны. Но надежны и удачливы. Их уважают и любят. Общительны, устойчивы. Податливы. В любви счастья не находят. Они ревнивы и завистливы.

### Маслина, олива

Полны обаяния, благоразумия, деликатности. Характер ровный, спокойный. Неревнивы. Признают право другого на свободу, даже в ущерб себе. Обладают даром углубленного мышления. Любят книги. Общительны. Любят умных людей. В дом вносят счастье и покой.

### Орешник лесной

Сложная, одаренная натура. Тонкая чувствительность, своеобразие. Они либо друзья, либо опасные враги. Капризны. Жизнь с ними трудна. Им трудно понравиться, опасно не нравиться. В семье и делах они активны, порою агрессивны. Готовы принести в жертву и себя, и своих близких. Самозабвенны. Прекрасно развита интуиция. Скромны. Неприметны, хотя оказывают влияние на окружающих. Личное обаяние и очарование помогает им достичь цели. Приветливы с окружающими. Любят общество. Умны, образованны, интеллигентны.

### Орех грецкий

Резкие, знающие себе цену люди. Им чужда простота и естественность. Не обладают смелостью, решительностью, но именно это является достоинством. Их решения неожиданны и непредсказуемы. Любят усложнять. Умеют подчинять своей воле. Капризны и своевольны. Могут дать много хорошего или много плохого. Суровы и беспощадны в обращении с людьми. С большими притязаниями. Не переносят компромиссов. Имеют широкий кругозор, всесторонне образованны. Изящны. Прочны в любви и делах.

### Пихта

Суровая красота. Консервативны. Благородны. Изысканны. Обладают честью и достоинством. Склонность к капризам и одиночеству. Аскетичны, но одновременно тяготеют к старине. Требовательны, несговорчивы. Требуют жертв от других. Очень добросовестны. Много друзей, но и много врагов. Верны и надежны. Самолюбивы. Честолюбивы. В любви – сторона неудовлетворенная. Разрешение чужих и своих трудностей – основной способ существования. Чувствительность до мистицизма. Трудолюбие до аскетизма. Девиз – чем труднее, тем лучше. Живут долго. Склонны к болезням.

### Рябина

«Люди-рябины» – люди повышенного самоконтроля. Они веселы и элегантны. С ними легко и удобно. Приветливы, обязательны, непосредственны. Чем сложнее обстоятельства их окружающие, тем они щедрее к другим людям. Об их внутренних переживаниях трудно догадаться.

Во всем они винят себя. К трудностям они готовятся исподволь, зная свое место в жизни. В личных и деловых отношениях спокойны и терпимы. Любят страстно и пылко, часто меняют партнеров. Общительность в равной мере и осложняет, и упрощает жизнь. Склонны к философии. Проявляют художественный талант. Хрупкая, изящная внешность. Люди крепкие, выносливые.

#### Сосна

Эти люди способны привлекать и отталкивать одновременно. У них атакующий стиль жизни. Склонны к изысканству, иногда до снобизма из-за повышенной требовательности к себе и другим, но больше к другим. Приспосабливаются к обстоятельствам. Любят комфорт, окружение приятных людей. Отважны до дерзости. Практичны. Любят трудности. В любви и дружбе ценят прежде всего уважение. Не знают себе равных в самозащите.

#### Тополь

Часто зависимы от окружающих, слишком чувствительны, впечатлительны, опасаются болезней и старости. Их жизнь больше ориентирована на защиту, чем на активное жизнеутверждение. Щедрый, иногда демонстративно. Склонны к внешнему. Отважны и горды, что хорошо в экстремальных условиях, но в обычных вызывает неприятие. В дружбе и любви неуравновешенны и уязвимы. Редко удовлетворены. Тревожны. Лишены самоуверенности. Капризны. Прихотливы. Разборчивы. Умеют быть надежной опорой в тяжелые минуты.

#### Яблоня

«Люди-яблони» — сердечны и щедры, но безотчетны. Если Яблоня лишена заботы и любви, то быстро теряет смысл жизни. Плодоношение – цель ее существования. Практичны. Сентиментальны. Сексуальны. В них много обаяния в лучшие годы, но они сдержанны до замкнутости в неблагоприятные годы. Предпочитают сегодняшний день завтрашнему. Склонны к болезням. Ведут подвижную, интересную жизнь. Любознательны. Способны к науке. Имеют широкий кругозор. Оптимистичны. Самоуверенны. Верны в дружбе. Если в супружестве находят удовлетворение, то остаются верными.

#### Ясень

Стройны. Элегантны. Свободны в движениях. Требуют к себе особого внимания и заботы. Независимы. Самолюбивы. Намеченную цель достигают легко. А не получится - уходят в тень. Легко относятся к трудностям, что создает впечатление вздорности и взбалмошности. Жизнь с ними трудна.

Честолюбивы. Остроумны. Прозорливы и осмотрительны. Умеют взвешивать «за» и «против». В их браке сочетаются любовь и рассудок. Обычно любимы и в любви верны.

## Topic. Nature

*Translate into English:*

1. Однажды мы ночевали на Черном озере, в высоких зарослях, около большой кучи старого хвороста. Старики говорят, что чернота озера вызвана тем, что дно озера устлано толстым слоем опавших листьев. В необыкновенной, никогда не слыханной тишине зарождается рассвет. Небо на востоке зеленеет. Голубым хрусталем загорается на заре Венера. Это - лучшее время суток. Еще все спит. Спит вода, спят кувшинки, спят, уткнувшись носом в коряги, рыбы, спят птицы, и только совы летают около костра медленно и бесшумно, как комья белого пуха.

...С жестяным свистом проносятся тяжелые утки. Туман начинает клубиться над водой. Мы наваливаем в костер горы сучьев и смотрим, как подымается огромное белое солнце – солнце бесконечного летнего дня. (К. Паустовский)

2. Уходим все дальше в лес, в синеватую мглу, изрезанную золотыми лучами солнца. В тепле и уюте леса тихонько дышит какой-то особенный шум, мечтательный и возбуждающий мечты. Скрипят клесты, звенят синицы, смеется кукушка, свистит иволга, неумолчно звучит ревнивая песня зяблика, задумчиво поет странная птица – щур. Изумрудные лягушата прыгают под ногами. Щелкает белка, в лапах сосен мелькает ее пушистый хвост.

Между стволов сосен являются прозрачные воздушные фигуры огромных людей и исчезают в зеленой густоте, сквозь нее просвечивает голубое, в серебре, небо. Под ногами пышным ковром лежит мох, костяника сверкает в траве каплями крови, грибы дразнят крепким запахом. (М. Горький)

3. В отлогих, почти горизонтальных лучах утреннего солнца загораются капли росы. Если сказать, что в каждой капле горит по солнцу, значит, ничего не сказать о сверкании росного утра. Можно, конечно, с тщательностью выписать, как одни капли мерцают глубокой зеленью, другие – чисто кровавого цвета, третьи – матово светятся изнутри, четвертые – молочно-голубые, пятые – белые. Можно написать, как это разноцветное горение сочетается с синевой, желтизной, розовостью, лиловатостью и белизной луговых цветков и как луговые цветы кидают свои цветные тени на ближайшие капельки хрустальной влаги и заставляют их быть то синими, то желтыми. Можно рассказать, как в собранных в сборчатую горстку, слегка мохнатых, шершавых листиках травы накапливается роса и покоится в них, светлыми и холодными, огромными округлыми, упругими каплями, так что

даже можно выпить и ощутить вкус росы, вкус земной живительной свежести. Можно написать, как яркий темный след остается, если пройти по седому росному лугу, и как красив осыпанный росой, в лучах солнца обыкновенный хвощ и многое, многое другое. (В. Солоухин)

4. Весною степь как зеленое море. А летом, когда побелеют ковыли, станет степь морем белым. Покатятся по морю горбатые волны с яркими взблесками на гребешках и с глубинными тенями во впадинах. А ветер, как беркут, падает на распахнутых крыльях. Ковыли клонятся, стелятся, шелестят. А то вдруг покажется степь голой снежной равниной, и будто поземка по ней метет, завивает и стелется.

На восходе ковыли словно лунная рябь на воде: степь трепещет, дробится и переливается. Но чудо-чудное степь на закате! Стелятся, переливаются пушистые метелки навстречу закатному солнцу, как розовые языки холодного призрачного огня.

Потом над сумрачной степью всплывает луна, и стога ковыльного снега засветятся оловянным панцирем инея и гололеда.

Хороша степь днем и ночью. (Н. Сладков)

5. Утро было матово-сиреневое, как будто мир освещали невидимые, хорошо замаскированные фонари с фарфоровыми сиреневыми абажурами. Сиреневыми были снега, расстилающиеся безгранично во все стороны, сиреневым был иней на березах (сиреневатые березовые стволы) сиреневыми были облака, там, где должно было с минуты на минуту показаться солнце. Я не удивился бы, если бы из-за снегов выплыл в небе сиреневый солнечный шар. (В. Солоухин)

6. На площадке от дома до Покровской улицы растут серебристые тополя, раскидистые вязы, вдоль забора кусты желтой акации и пышной сирени. Но больше всего плодовых деревьев и ягодных кустарников...

Весной весь сад в бело-розовом цветении яблонь, груш, вишен. Идешь по аллее и невольно остановишься у «Аниной осинки». У беседки белым облаком цветет «папина вишня». Перед беседкой клумба с «мамиными цветами» - анютиными глазками, душистым горошком, табаком и посередине куст роз. (З. Воскресенская)

7. Осенью можно долго бродить по пустынному лесу и не встретить ни зверя, ни птицы. Кажется, все жители его покинули, а кто спрятался, затаился, приготовился к долгой зиме. Не порадуят красками и лесные поляны. Шершавые серовато-коричневые головки луговых васильков, сухие корзинки тысячелистников, да огромные, все того же серого цвета зонты дудника – вот единственное украшение лесных полян.

Зато деревья и кустарники, прощаясь с лесом до весны, устраивают настоящий красочный бал. Пыхают рябиновые кисти, освещая сумрачный лес, горят красные костры бузины, разрядились, словно елочными игрушками, кусты шиповника. Но одним из самых ярких и необычных является бересклет (wahoo).

Особенно красив он, когда еще не опали его желтовато-розовые листья. Плоды – четырехлопастные коробочки, а из них на тонких ниточках свисают наполовину окруженные мясистой красноватой кровелькой семена. Трудно было поверить весной, что из красновато-бурых или зеленоватых незрелых цветков, которые в пазухах листьев образовали полузонттики, появятся такие необычные плоды. (Т. Горова)

Жирова Лариса Геннадьевна

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