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ПРАКТИКА
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АНГЛИЙСКОГО ЯЗЫКА

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для студентов 4 курса специальностей
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ПАМЯТКА ДЛЯ СТУДЕНТА

Вторая часть учебно-методического комплекса (УМК) является продолжением части первой УМК и также направлена на совершенствование навыков устной и письменной речи и коммуникативной компетенции студентов с учетом требований типовой учебной программы. Данная часть УМК предназначена для аудиторной и самостоятельной работы и включает 7 ситуативно-тематических комплексов (СТК).

В структуру каждого из разделов СТК (который состоит из ACTIVE VOCABULARY, STARTER, READING AND DISCUSSING, TALKING POINTS, SELF-CHECK) был введен пункт LANGUAGE FOCUS, содержащий задания, направленные на развитие и совершенствование лексических и грамматических навыков говорения и письма.

В конце некоторых из СТК размещены дополнительные тексты (SUPPLEMENTARY TEXTS) для самостоятельной работы по теме.

С целью интенсифицировать процесс самостоятельного изучения иностранного языка студентами ряд заданий в каждом из СТК предназначен для самостоятельной отработки и отмечен соответствующим значком. Все условные обозначения, используемые в первой части УМК, используются и в этой части.

Следует обратить внимание на изменения, которые произошли в таблицах раздела УЧЕБНЫЙ ПЛАН, отображающих тематику СТК и количество аудиторных часов, в связи с пересмотром учебной программы по дисциплине «Практика устной и письменной речи английского языка». Таблицы приведены ниже.

УЧЕБНЫЙ ПЛАН ДИСЦИПЛИНЫ

VII семестр

№ тематического комплекса	Тема занятия	Часы
1	What Makes a Good Language Learner	6
2	The Best Days of Your Life	28
3	Literature and Storytelling	22
4	What Is Normal?	14
5	From the Cradle to the Grave	18
6	War and Peace	16
	Итоговый контроль	4

VIII семестр

№ тематического комплекса	Тема занятия	Часы
1	Television	12
2	Fame and the Media	12
3	Them and Us	12
4	The Brain	12
5	The Meaning of Life	20
	Итоговый контроль	4

UNIT V. FROM THE CRADLE TO THE GRAVE

Topic: The main theme of this unit is people at different ages. You are going to discuss such problems as: child rearing, childhood and its impact on a man's future life, an ideal parent, the better baby phenomenon, generation gap and growing older.

Grammar: The unit presupposes the revision of modal auxiliary verbs and reply questions. For this purpose see 'LANGUAGE STUDY' section (pp. 50 – 51) and Grammar references (pp. 137 – 138) in *Headway Advanced*, Student's Book and do all the exercises in Workbook (pp. 12 – 17; 51 – 56).

	<i>Topic</i>	<i>Hours</i>
A	What makes a good parent? Modal verbs	6
B	Parents and children. Generation gap Multi-word verbs.	6
C	How to live to be a hundred or more Reflexive pronouns. Irregular verbs.	4
	Revision	2

A. WHAT MAKES A GOOD PARENT?

ACTIVE VOCABULARY

Appreciative (adj) – ~ of sth; an ~ letter/audience/look; **appreciatively** (adv)

Condemn (v) – to ~ sth/sb for doing sth; to ~ sth/sb as sth; **condemnation** (n)

Criticize (v) – to ~ one's work; to ~ the system for being secretive; to ~ sb for sth; to ~ sth about sth; to be ~d for sth by sb; **criticism** (n) – to be open to ~; to be impervious to ~; to attract heavy/strong/widespread ~; **critical** (adj) ~ of party policy; **critically** (adv) – to speak ~ of sb

Embark (v) – to ~ on/upon sth; to ~ on a programme/career; **embarkation** (n)

Envisage (v) – to ~ problems/a situation; to ~ that ...; to ~ doing sth

Fairness (n) – to live with ~; strict ~; a sense of ~; to achieve/guarantee ~; to appreciate/question sb's ~; to have different ideas of ~; in ~ to sb/sth; **in all fairness**; *compare fair* (adj) – to be fair to sb

Hollow (adj) – a ~ promise; a ~ laugh; ~ threats/phrases/joys and pleasures; to win a ~ victory; **hollowly** (adv); **hollowness** (n)

Hostility (n) – to express ~ to/towards sb; open ~; a feeling of ~; to live with ~; open/outright ~; **hostile** (adj) – a ~ reception/attitude/ environment etc.; to be ~ to sth
Hothouse (v) – to hothouse children; hothouse atmosphere/environment etc.
Inflict (v) – to ~ serious damage on the economy; to ~ sth on/upon sb/sth; to ~ oneself/sb on sb; to ~ deep psychological wounds; **infliction** (n)
Intimidate (v) – to ~ sb (into doing sth); **intimidation** (n) - the ~ of voters
Lax (adj) – to be ~ in (doing) sth; ~ security/authority, etc.; **laxity** (n); **laxeness** (n)
Negligence (n) – ~ in carrying out safety procedures; guilty of ~; **neglect** (n) – years/centuries of ~; cases of child ~; **neglect** (v) – to ~ to do sth; to be accused of ~ing one’s duty; to be ~ed by one’s parents; to ~ one’s/the children
Paragon (n) – a ~ of virtue/beauty; ~s of etiquette/propriety; a long-suffering ~ of good grace; to be perfect ~s
Pediatrician (n.) – a world famous ~; **pediatric** (adj.); **pediatrics** (n.)
Praise (n) – to give ~; to live with ~; to lavish ~ on sb; high ~
Prodigy (n) – a musical/tennis ~; child/infant ~; to display ~ies of endurance
Push (v) – to be ~ed too hard; to be ~ed by parents to achieve; to ~ a child to take up science; to ~ sb going to University; to be ~ed by a bully; **pushy** (adj) – ~ journalists/parents, etc.; a ~ salesman/person, etc.; to be too ~
Roam (v) – to ~ over/around/about etc; let your children ~ the streets
Surfeit (n) – a ~ of food and drink; to have a ~ of happiness in one’s childhood
Wunderkind (n) – a musical ~; to be an unappreciated ~

STARTER

1. *The sentences below appear on a chart that is often found in baby clinics and child centres, but the second halves of the sentences have been mixed up. Match the first half of a sentence in column A with an appropriate second half in column B. The first one has been done for you.*

CHILDREN LEARN WHAT THEY LIVE

A	B
If a child lives with criticism,	she learns to be patient.
If a child lives with hostility,	he learns justice.
If a child lives with ridicule,	she learns to be shy.
If a child lives with shame,	he learns confidence.
If a child lives with tolerance,	she learns to have faith.
If a child lives with encouragement,	he learns to like himself.
If a child lives with praise,	she learns to condemn.

If a child lives with fairness,	she learns to appreciate.
If a child lives with security,	he learns to fight.
If a child lives with approval,	he learns to feel guilt.
If a child lives with acceptance and friendship,	he or she learns to find love in the world

2. Devise a “Good parents’ charter” based on the points in the chart. One way of starting might be:

Good parents shouldn't be too critical, because if they are, their child will. . .



READING AND DISCUSSING

1. Sometimes parents realize their mistakes only when their children have grown up. Read the poem by Diane Loomans from “If I Had My Child To Raise Over Again” and get ready to interpret it:

If I had my child to raise all over again,
I'd build self-esteem first, and the house later.
I'd finger-paint more, and point the finger less.
I would do less correcting and more connecting.
I'd take my eyes off my watch, and watch with my eyes.
I'd take more hikes and fly more kites.
I'd stop playing serious, and seriously play.
I would run through more fields and gaze at more stars.
I'd do more hugging and less tugging.

Answer the questions:

1. What is the message of this poem?
2. What does the poet deeply regret? Why?
3. Why is it necessary for parents to “stop playing serious and seriously play”?
4. Do you think your parents have ever experienced such feelings?
5. How would you rate the way that your parents brought you up?
6. Say what you think are the three most important qualities of an ideal parent? Are there any other qualities that you would like to add to your list?
7. Do you think you would make a good parent?

  **2.** *You will hear six people commenting on their childhood and their parents. Stop the tape after each one and discuss the following:*

1. Relate their comments to the points on the chart. Some comments may relate to more than one point.
2. Each person on the tape could continue by assessing the effects of their upbringing on their lives today. Do this for them. For example, the first person might start:

Maybe that's why I'm never nervous about exams and interviews. When I got this job. . .

3. Word building. *Complete the following sentences with an appropriate word formed from the root of one of the words in the children's chart on pp. 5 – 6. In some cases you will need to use the following prefixes and suffixes: **dis- un- in- -able -ant -ed -ingly -ive.***

0. It was only after he'd been unfaithful for the third time that she asked for a divorce.

1. The priest visited the _____ man in his cell.
2. As an actor, he has never recovered from the _____ reception the critics gave his last performance.
3. I don't believe that theft is ever _____, even if you are starving.
4. Why should you get a hundred pounds when I only get fifty? That's hardly a _____ deal.
5. My neighbours had always been noisy, but when they bought an organ and started playing it at two in the morning, the level of noise became _____ and I had to move.
6. She's a good teacher with the bright kids, but she's too _____ of those who are less able.
7. "Tut, tut! Smoking at your age!" he said _____ .
8. Management offered employees a two per cent pay rise, but the union found this offer _____ .
9. The teacher helped the student with private lessons and extra homework. When the student passed her exam, she was most _____ and bought her teacher a present.
10. I know you feel fed up, but don't let one failure _____ you. It was your first interview, after all. There'll be more.

4. Prepositions. Nouns, verbs, and adjectives often have dependent prepositions which simply have to be learnt. Put an appropriate preposition in the following gaps.

1. She felt so guilty _____ not telling the truth. She knew that because of this he had been found guilty _____ murder.
2. How could she have been so unfaithful _____ him when he had such faith _____ her?
3. She criticizes everything _____ him. She criticizes him _____ not being ambitious enough, and she's even critical _____ the way he eats his breakfast cereal!
4. He may be patient _____ his own children, but he shows absolutely no tolerance _____ anybody else's.
5. I'm always so shy _____ strangers. I know I should have more confidence _____ myself but I can't help it.
6. They just take her for granted. They show no appreciation _____ all she does for them. They should be ashamed _____ themselves.
7. Those children were hostile _____ her as their stepmother right from the start. Mind you, in fairness _____ them, she is not very easy to get on with.
8. I feel secure _____ the knowledge that I have done nothing wrong, although I know you don't approve _____ the way I acted.

5. You are going to hear a short extract from a talk given in 1973 by Dr Benjamin Spock, a world famous pediatrician and author of **books on child care**. But first read some background information about him:

BENJAMIN SPOCK

Americans equal his *Common Sense Book of Baby and Child* to Holy Scripture. Printed in 50 million copies in 42 languages its publication in 1946, it is the best-selling book in the world after the Bible.

Benjamin Spock died **less than two months shy of his 95th birthday**. For millions of parents who followed Dr. Spock's advice with their children, the passing of a man who seemed eternal, just like Nature itself, felt like a loss in the family.

He earned his first popularity in 1943 – not the best of times for someone **to write a child-care guide**. World War II was raging all across Europe and the author had to temporarily give up pediatrics for psychiatry and sign up with the Navy.

The idea to go ahead with the book publication was always there, though. Pocket Books Publishers expected to sell 10,000 copies, but they actually sold a staggering 750,000 copies, and that with no prior advertising at all. The book's bottom line was that "bringing up a child is pretty easy if you make light of things:

trust your instincts and follow your doctor's advice." Surprisingly, he said he was actually taking advice from the kids and their moms. To millions of Americans, **the new book was like a gulp of fresh air.** It also looked like Doctor Spock was absolutely right introducing his book during the war, because after it was over, the newly prosperous America witnessed **the onset of the Baby Boom.**

The world-famous pediatrician was drawing heavily on his own experience. Benjamin McLane Spock was born in 1903 in New Haven, Connecticut, into a family of a wealthy lawyer who traced his lineage all the way back to the first Dutch settlers in the Hudson River Valley. Benjamin **grew up in comfortable circumstances**, the eldest of six children, and from day one, **was placed in the care of a nurse.** At Yale University he started out as an English and Literature major. A towering 6'4" freshman Ben was invited to join the university's rowing team and in 1924 he won the Paris Olympics. His **penchant for** medicine eventually prevailed, though, and graduating from the medical departments of Yale and Columbia Universities, he became a certified doctor in 1929. A doctor idolized by all. When John Fitzgerald Kennedy was launching his presidential campaign the "First Lady-to-be" Jacqueline deemed it important to tell the nation that her husband had Dr. Spock's blessing. With the outbreak of the Vietnam War, Spock **joined the peaceniks**, which, for a respectable doctor like him, **was tantamount to** becoming an outcast. He was arrested several times at the Pentagon and the White House for protesting American defense policies.

In 1972 he ran for President with the leftwing People's Party, but his program was too radical for conservative America to vote for, even if offered by someone it loved. After the Vietnam War was over, Doctor Spock **joined the antinuclear movement.** He was over 80 then, but they kept arresting him over and over again.

As it often happens in life, Benjamin Spock sometimes **failed to practice the tolerance and sensitivity** he preached. His sons said **he was too much on the stern side** and the life of the big family was not always a rose garden. In 1983 the Spocks were shattered by the suicide committed by Benjamin's 22-year-old grandson Peter. The loss of a loved one normally **brings families closer together**, but definitely not in the case of Benjamin Spock. The old doctor **withdrew deeper into himself** and, instead of **trying to comfort his near and dear**, he **made everyone feel guilty for what had happened.** Confined to the boundaries of his own family, he found comfort in work. His first wife Jane, **feeling neglected and underestimated** by her husband struggled with mental illness and alcoholism. The two divorced in 1975 just a little bit short of their 50th wedding anniversary. The following year he met his second wife, Mary Morgan, 40 years his junior, the woman who lit up the ebbing years of **the famed children's doctor.**

Benjamin Spock died in San Diego, California, surrounded by the beauties of the Oceanside and palm trees which bent their heads under the light breeze as if attracted by the unusual funeral procession where the women following the casket were dancing to jazz music and swinging their umbrellas. That's exactly how the deceased wanted it to be. Benjamin Spock hated traditional funerals, dark rooms and grim faces.

5.1. *Answer the questions:*

1. When and where was Benjamin Spock born?
2. Was he an only child in the family?
3. What education did he get?
4. Was he a sporty person?
5. When did he become famous and what brought him popularity?

5.2. *Now listen and take notes under the following headings:*

- relationships between parents and children up until the middle of the twentieth century;
- the influence of Freud;
- the influence of Dewey;
- Dr Spock's interpretation of Freud and Dewey;
- the effect of these influences on children.

Dr Spock was speaking in 1973. Which war was he referring to?

6. *If Dr Spock was very optimistic in tone and saw huge improvements in the way parents dealt with their children, and hoped that **the spirit of free thinking would produce a happy, peaceful and realistic generation**, the letter below was written in the 1980s, and is bitter and pessimistic in tone. Read the text and get ready to answer the questions:*

OUR CHILDREN'S FUTURE

As a parent and an observer of mankind, I **grow increasingly concerned about the life that our children inherit**, the values that they hold dear, and their expectations for the future. Childhood seems to last but a few years until children **become a market force to be bombarded with advertisements on the television**. They demand to have all that they see, and regard it as their right **to be entertained every waking moment**.

At school, most children are bored by the lessons, which they see as **irrelevant to life** as they perceive it. Life is about having fun, and having fun

now. Or, at the other extreme, school is **fiercely competitive**, and pupils are **pushed by parents to achieve at all costs**.

The 1960s were a time of great liberalization, when youth thought it **could right all wrongs**. Its ideals of love and peace are now much scorned as **hollow**, hippy phrases. If the world **veered to the left** in '68, then it has lurched to the right in the past fifteen years. The 1980s are undoubtedly **a more selfish, inward-looking era**, with the individual out to look after himself, regardless of the effect this might be having on others. **The new gods are money and materialism**, and teenagers want *now* what it took their parents half a generation to achieve.

If youth has learnt **to question the wisdom of its elders**, it has so far found nothing to replace it with. No wonder there is **drug abuse on a scale never seen before**. No wonder so many children seek the help of psychiatrists. What are they **to fill the emptiness of their souls with?**

6.1. *Answer the following questions:*

1. According to the writer, what have children lost these days, and what have they gained?
2. What is wrong with school?
3. How does he characterize the 1960s and the 1980s?
4. What are youth's problems?
5. In what ways does the writer criticize youth? Is it for the things parents are traditionally critical about (for example being untidy, irresponsible, or lazy), or is it something different?
6. What would the writer of the letter have to say to Dr Spock, if the two ever met?

6.2. *Summarize the content of the text and discuss whose summary is better.*

7. You are going to read an article from an American magazine called *Harper's*. It is about **creating better and brighter babies**.

7.1. *Pre-reading task:*

Read the first paragraph of the article. Why do present-day Americans disagree with Dr Spock?

7.2. *Now read the article. As you read, note down anything that surprises you in Glenn Doman's thinking. Can you find any flaws in his arguments?*

BRINGING UP A BETTER BABY (and goodbye Dr Spock)

Dr Benjamin Spock, the famous American pediatrician, reassured several generations of **anxious parents** in his best selling *Baby and Child Care*. He wrote “Your baby is born to be a reasonable friendly human being”. Today’s parents are not sure this is enough. There is a growing number of American **professional parents with obsessive ambitions for their children**. They are **dedicating their lives to creating brilliant children**. The Age of Spock is over! Why have a merely ‘normal’ baby when you can have an **improved model, a Better Baby?** In the world of baby care, **common sense has given way to competition and connoisseurship**.



The Better Baby Institute

This was founded by an American called Glenn Doman. Four to six times a year the Institute opens its doors to a group of about eighty parents who have paid \$490 each for a seven-day seminar entitled “How **to multiply your baby’s intelligence**”. After studying children for over forty years, Doman has developed an **apparently brilliant, internally consistent, and completely idiosyncratic brand of science that commingles developmental psychology, neurology and anthropology**. He introduces the parents to his “**89 Cardinal Facts for Making Any Baby into a Superb Human Being**”.



Cardinal Fact No. 6: "Our individual genetic potential is that of Leonardo da Vinci, Mozart, Michelangelo, Edison and Einstein."

Doman claims that up until the age of six, when brain growth slows, a child’s **intellectual and physical abilities** will increase in direct proportion to stimulation. Thus any child, given the proper stimuli, can become the next Leonardo.

Cardinal Fact No. 26: "Tiny kids would rather learn than eat."

Doman claims that they'd rather learn Greek than baby talk, since higher orders of complexity **offer more stimulation**. He makes the average adult seem like a tree sloth in comparison with a two-year-old. "Every kid," he asserts, "learns better than every adult." Parents at the Better Baby Institute learn to regard their mewling puking infants not so much with respect as awe.

So the question is now one of technique. How can parents create the kind of brain growth that leads to expertise in reading, math, gymnastics, and the like? Say you want to teach your six-month-old how to read. Write down a series of short, familiar words in large, clear letters on **flashcards**. Show the cards to your infant five or six times a day, simultaneously reciting the word written on each one. With his **extraordinary retentive powers** he'll soon be learning hundreds of words, then phrases. The idea is to try **to treat the baby's mind as a sponge**. By the age of three, Doman guarantees, your child will be entertaining himself and amazing your friends by reading 'everything in sight'. **In like manner** he can learn to perform staggering mathematical stunts, or to distinguish and thoughtfully analyze the works of the Great Masters or the classical composers.

Doman **declines** to prove his claims to the scientific community; he's happy, he says, as long as parents are convinced. These **Professional Mothers** (it is usually the mother) turn out to be **paragons**. Attractive young Mrs DiBattista printed up 9,000 flashcards for five-year-old Michael. Stout, solemn Mrs Pereira patiently explained that she took time off from her all-day routine of teaching eleven-year-old Josh to devote several weeks exclusively to making Josh's French and Spanish flashcards for the coming year. Wasn't Josh lonely? "No", his proud mother replied. He was 'socially excellent'.

What does Dr Benjamin Spock think of **the better baby phenomenon**? Like most **octogenarians** he thinks the world has gone to hell; he argues that **competitive pressures are taking a psychic toll on most Americans**, especially young people, and blames '**excessive competitiveness**' for the extraordinary rise in teenage suicide over the last twenty years. Efforts to improve infants' **cognitive abilities** only prove to him that **the scramble for success has finally invaded the cradle**.

(Adapted from an article in *Harper's and Queen* March 1986)

7.3. Comprehension check. Are the following statements true or false:

1. Dr Spock reassured generations of parents that their babies were instinctively sociable.
2. The main ambition of many American **professional parents** these days is for their children **to become integrated members of society**.
3. The Better Baby Institute runs courses for **especially gifted children**.

4. Doman believes that any individual could be a genius as great as Shakespeare as long as training is started early enough.
5. Doman believes that a baby would prefer to learn Greek to its mother tongue because Greek is more challenging.
6. Doman **maintains** that babies can learn to read hundreds of new words and phrases every day.
7. Scientists have proof that Glenn Doman's theory is correct.
8. It is a full-time job for parents if they **embark on the training programme**.
9. Josh Pereira has difficulty getting on with other children.
10. Dr Spock believes it is desirable that parents make every effort to increase their baby's cognitive abilities.

7.4. Points for discussion:

1. How do you feel you would have responded as a baby or child if you had been trained in the manner described in the article?
2. Would you want your children to be trained like this? Why? Why not?
3. What is the difference between 'learning' and 'playing' for a baby?
4. Do you think that an institute like Glenn Doman's would be popular in your country? Why? Why not? What kind of people do you think it might be popular with?
5. Can you **envisage** any problems that might result for both parents and children who **embark on such a programme of training**?

7.5. Roleplay. *Imagine that you are a group of parents and you have just listened to a talk given by Glenn Doman in which he has described the Better Baby Institute. It is now question time. In pairs prepare at least six questions that you would like Doman to answer about his ideas.*

8. *Divide into three groups. Each group should choose one of the following articles and summarize it in English:*

1. ТАЛАНТ В ПОДГУЗНИКАХ

Какой родитель не мечтает, чтобы его ребенок рос способным, одаренным, настоящим, вундеркиндом, который в три года уже свободно читает, в пять говорит по-английски, а в школе занимает первые места на всех олимпиадах? Мечты мечтами, но психиатров слишком раннее интеллектуальное развитие детей настораживает: это часто не столько показатель избранности, сколько тревожный звонок. У особенных детей особые проблемы, и нуждаются они в совершенно особом отношении со стороны взрослых.

Наш разговор с заведующей отделением психотерапии Минского городского детско-подросткового психоневрологического диспансера (psycho-neurological clinic/health centre) Ольгой Гладкевич начался с обсуждения трагической судьбы Ники Турбиной, ушедшей из жизни в 28 лет. Той самой, на весь Советский Союз знаменитой, юной поэтессы, которая свой первый сборник с восхищенной преамбулой Евгения Евтушенко издала в 9 лет, а в 12, единственная из советских поэтов после Анны Ахматовой, получила самую престижную поэтическую премию – «Золотой лев». Мать, неудавшаяся художница, возила Нику по всему свету.



В итоге 15-летним подростком она оказалась одна в Швейцарии, училась, выскочила замуж за старика-профессора, начала пить, потом вернулась в Москву. Жизнь ее катилась по нисходящей: случайные мужчины, срывы, запои, один раз она выпала из окна и выжила лишь чудом. Подруга пыталась устроить ее на лечение в американскую клинику, но безуспешно. 11 мая 2002 года Ника снова выпала из окна, и на сей раз Бог ее не спас...

По мнению Ольги Сергеевны, жизнь талантливейшей девочки с самого начала пошла по опасному сценарию. И, видимо, главный персонаж этой трагической истории – **мама, которая пыталась свои нереализованные амбиции компенсировать за счет ребенка.** Вина ли ее в том или беда, но основным критерием стал **успех, который сам по себе, без кропотливой работы, правильной организации жизни, последовательности, чреват большим неуспехом.** После взлета человек нередко оказывается перед зияющей пустотой. Недаром сама Ника записала в дневнике: «По улицам слона водили, а после бросили и забыли». Кроме необыкновенного таланта, у девочки **не оказалось** ничего, никакого **фундамента, точки опоры, главной линии, вокруг которой и складывается человеческая жизнь.** Выдающийся писатель Торнтон Уайлдер высказал когда-то мудрую мысль: «Жизнь устроена так, что если ты долго пренебрегаешь банальностями, то и банальности станут пренебрегать тобой». А ведь, по сути, дружба, теплый дом, семья, дети, нормальная, стабильная работа – это и есть те самые банальности, которыми люди жертвуют в погоне за успехом. И горько расплачиваются за это впоследствии. С точки зрения психотерапии, человек без «банальностей» – уже аномальная личность. Одиночеством, **ощущением собственной заброшенности,** несправедливости судьбы расплатилась Ника Турбина за свой ранний успех, так и не найдя в себе силы его развить...

Хорошего воспитателя не зря сравнивают с хорошим садовником: вырастить, **помочь обрести опору ребенку,** тем более особенному и свое-

образному, – большое искусство. **Задача родителей – выстроить жизнь ребенка так, чтобы не лишать его детства.** Не стоит перепрыгивать через необходимые этапы, подходить к нему со взрослыми мерками. Нужно просто дать ему **возможность** (как ни банально звучит) **гармонично развиваться**, чтобы не получилось так, как у одного малолетнего пациента



Ольги Сергеевны: в свои 3,5 года он разговаривает с мамой на сложнейшие темы, дает разумные советы, но до сих пор не приучен к горшку и не способен играть в простые сюжетные игры. Прекрасно, если ребенок рано начал читать, но пусть это будут детские сказки, песенки, соответствующие его возрасту, а не «Таис Афинская», которой увлекалась в 5 (!) лет одна пациентка диспансера. Замечательно, если малыш с удовольствием занимается математикой или работает за компьютером, но помогите ему рационально составить расписание, чередовать нагрузки, выкроить время для активного отдыха. А самое главное – **понимать, что делается для ребенка и что – во имя ложно понятого престижа.**

Обыватели привыкли считать одаренных людей эдакими «чудиками», хотя с яркими талантами встречаются самые разные люди – и совершенно здоровые, крепкие, спокойно совмещающие учебу с футболом, и «странные», с трудом находящие общий язык с окружающими. Один минский школьник с яркими математическими способностями стал в классе изгоем. «Потерпите, – успокаивал его мать психотерапевт, – вот пойдет в старшие классы, где престижно учиться, престижно получать отличные оценки, и все наладится». Действительно, юноша легко поступил в лицей, а затем и в университет, нашел контакт со сверстниками и собственную дорогу в жизни. А если это не удастся? **Если после вспышки гениальности наступает полный интеллектуальный штиль?** Если еще вчера за твоего ребенка боролись сразу две спецшколы, а сегодня абсолютно потеряли к нему интерес? Или если подросток сам, что не редкость, отказывается от призвания? По словам Ольги Гладкевич, чаще подобные вопросы волнуют именно родителей; дети обычно свыкаются с новой ситуацией, это как особенности роста – что-то теряешь, что-то находишь. А найти можно всегда, особенно **если с младых ногтей ребенок не жил в плену своего таланта,** интересовался многим и теперь **способен сменить приоритеты.** По большому счету, разве есть такие родители, которые не считают свое чадо вундеркиндом – «чудесным ребенком», – несмотря ни на что, пусть даже он не устанавливает рекорды и не фигурирует на первых полосах газет?

Вундеркинд против второгодника

Само понятие «вундеркинд» появилось в XVII веке, и с тех пор **раннее умственное развитие тесно ассоциируется с перспективой блестящей карьеры**. Между тем история знает немало обратных примеров, когда **чудо-ребенок оказывается у разбитой корыта** или, наоборот, бывший двоечник совершает переворот в науке.

Например, Рене Декарт в одном из старших классов просидел два года, что, однако же, не мешало ему уже в 17 (!) лет совершить главное открытие своей жизни – создать декартовы координаты. Эйнштейн поздно научился говорить и в школу пошел уже великовозрастным учеником. Ньютон и вовсе слыл лентяем и тупицей, его даже забрали домой из-за ... «неспособности к обучению». А сколько можно вспомнить имен, которые **рано вспыхнули и исчезли без следа!**

Где все эти гениальные мальчики, которые в 13 лет окончили технические вузы в 80-х, девочки с феноменальными артистическими задатками, снимавшиеся в советских фильмах? По логике, одни должны были бы как минимум стать академиками, другие – блистать на «взрослом» киноэкране. Увы...



Конечно, многие маленькие вундеркинды, вырастая, становятся гениями, как Гендель, Бетховен, Бизе, Шопен, Грибоедов, Байрон, Пушкин, Мечников. Но еще чаще они так и остаются на положении интеллектуальных акселератов, лишь на каком-то этапе опередивших сверстников. Порой у бывших звезд развивается **«синдром бывшего вундеркинда»**: болезненная амбициозность, конфликтность, обида на судьбу. **Ребенок просто «перерастает» талант**, на который делалась такая большая ставка.

Как помочь «рису» вырасти?

Есть такая притча. Пришел китаец с рисового поля после трудового дня, стер со лба пот. Домашние спрашивают «Чем ты занимался?». «Я помогал рису расти». Его жена выглядывает из окна и видит, что все поле усеяно выдернутыми из земли ростками. К сожалению, многие родители одаренных детей тоже «помогают рису расти», не подозревая, что:

- **не надо связывать с ребенком каких-то сверхожиданий**. Образно выражаясь, не стоит, сидя под пушистой елкой, ждать от нее апельсинов;
- **нельзя обучить насильно**. Если вы даете ребенку дополнительную нагрузку и он справляется с заданием легко, то можно идти дальше. Если же вы попробовали раз-два, а малыш капризничает, всячески увильивает от уроков, то настаивать ни к чему;

- **надо исходить из возможностей ребенка на конкретном этапе.** Особенно это касается подросткового возраста, когда фактически рождается новый человек. Конечно, к 21 – 22, максимум к 30 годам здоровые гены и правильное воспитание возьмут свое, но останутся ли прежние способности?

Answer the following questions:

1. Why **are** psychiatrists **alert to early intellectual development of children**?
2. Sometimes **wunderkinds’ parents** try to make up for their own unrealized/ unfulfilled ambitions at the expense of their children, aren’t they?
3. Do gifted children and their parents realize that **early success without painstaking work is fraught with failure**?
4. What lays the foundation and **provides a firm footing** for people in life?
5. What do people sacrifice in the scramble for success?
6. Did Nika Turbina pay dearly for her early success?
7. Why is a good educator often compared to a good gardener?
8. Do you agree that **the main task of prodigies’ parents is not to deprive their kids of childhood** and help them to become integrated members of society?
9. Do parents realize that everything should be done for the sake of the child and not **for the sake of false prestige**?
10. Why do **middle-brow people often consider gifted children odd balls**?
11. Fate plays cruel things sometimes. What if **a stroke of genius** is just a **flash in the pan** and your prodigy turns into an ordinary child? Or what should be done if they **just outgrow their talents**?
12. What is the moral/ message of the Chinese parable about rice? Why did the author decide to insert the parable and her comments in the article?
13. What is the function of the second insertion “Wunderkind vs. slow pupil”?
14. What is “**the former wunderkind syndrome**”? Does it have anything in common with “the underdog syndrome”?
15. How would you translate the headline of the article?
16. What is the message of the article?

2. ВУНДЕРКИНДЫ ОПТОМ И В РОЗНИЦУ

Девочкой-пауком, или скалолазочкой, Валю в Воронеже прозвали по понятным причинам: первое, что девочка помнит в своей жизни, – как два года назад ранней весной она карабкалась на 86-метровую трубу местной котельной. В первый раз Валю Кобелеву потянуло ввысь в полтора года – тогда ей приглянулся телеграфный столб, а в два с половиной года она уже бесстрашно вылезала через форточку на карниз и прохаживалась по нему на высоте третьего этажа.

В ноябре 2000 года отец девочки Евгений Никодимов устроил для местных журналистов первое **экстремальное шоу**. На глазах у десятка изумленных зрителей, отражаясь в многочисленных объективах фото- и видеокамер, хрупкая пятилетняя девчушка в полосатой вязаной шапочке с огромным помпоном бойко вскарабкалась на самую макушку почти 90-метровой трубы котельной. Так Валя Кобелева **стала знаменитой**. Сюжет о покорении трубы показали в передаче «Сам себе режиссер», и, поскольку всем зрителям было «слабо» повторить Валин подвиг, девочка получила в качестве приза телевизор. Дальше – больше. Спустя полгода девочка уже спокойно разгуливала по перилам Северного моста, раскинувшегося над рекой Воронеж. Без всякой страховки взбиралась Валя на несколько метров по отвесной кирпичной стене, в считанные секунды покоряла верхушку громадного пирамидального тополя и раскачивалась там, как белка. Все эти **достижения фиксировались отцом на видео и отсылались в Москву**. В итоге в «закрома» Валиных родителей перекочевали еще два телевизора от телепрограммы «Сам себе режиссер». **На горизонте мигал своими фарами главный приз телепрограммы – автомобиль**. Ради него в мае прошлого года отец 20 минут раскачивал девочку на качелях, чтобы та сделала 400 оборотов «солнышко».

Впрочем, как сообщает «Собеседник», юридически Евгений Никодимов Вале и ее двум сестричкам и братику никто. Он детей официально не признал, чтобы Наталья Кобелева считалась одинокой матерью и получала пособия. Недавно та ушла из дома в неизвестном направлении, а Никодимов продолжает **жить на «детские» деньги, нигде не работая**. В личном деле Вали много всего: как Евгений Никодимов выводил детей голыми на мороз и бросал у здания районной администрации со словами: «Делайте с ними, что хотите!», как избивал и морил их голодом... В октябре Валу вместе с сестрами и братом отправили в Борисоглебский дом ребенка, за 300 километров от Воронежа – чтобы отец ее выкрасть не мог.

При всех феноменальных способностях девочка к школе абсолютно не готова. На вопрос «Сколько у тебя пальцев?» отвечает: «Три», а словарный запас имеет настолько бедный, что, прочитав несколько раз предложение «У рощи росла ива», так и не смогла ответить, о чем оно, потому что не знает значения слов «ива» и «роща». За последние месяцы оживилась Валя лишь однажды – когда ее спросили: «Если получится устроить тебя в Москву в школу олимпийского резерва, если придется расстаться с братиком и сестренками, ты согласишься?» Валя молча радостно закивала головой. Из **затравленного ребенка**, каким она казалась всего пять минут назад, маленькая «скалолазка» превратилась в живую веселую девчонку. И главное, в глазах у нее засияла надежда.

P.S. Исполнительный директор Российского комитета по регистрации рекордов планеты Галина Свирчук: **«Политика Книги рекордов Гиннеса в Англии запрещает такого рода эксплуатацию детей, так как в мире уже было несколько смертельных случаев. Наше правило – не афишировать аморальные рекорды. Девочка эта, конечно, уникальная, очень спортивная, и ее достижения мы зафиксировали, но после всех обстоятельств, которые выяснились, в Книгу рекордов она уже не попадет. Кстати, нам недавно звонили родители Вали, просили помочь вернуть ребенка в семью, но этим делом должен заниматься суд. А если Валя так скучает по нашим кубкам, мы ей снова их вышлем – это я могу пообещать».**

Немецкое слово «wunder-kind» – «чудо-ребенок» с подвохом: если его части поменять местами, получится буквально «детская рана», или «раненный детством» И, наверное, в этом нет ничего случайного: **слишком часто феноменальные таланты чудо-детей оборачиваются психологическими травмами, стрессами, сломанными судьбами, слишком велик соблазн нагреть на их способностях не очень чистые руки.** Драма «гуттаперчевого мальчика» повторяется вновь и вновь, только в новых декорациях и под маской святой родительской любви.

В январе 1869 года в г. Сент-Урбене родился необыкновенный феномен – малыш, заряженный, как аккумулятор. Никто не мог пройти мимо него, не ощутив толчка, а временами из пальцев младенца исходили свечящиеся лучи. **Небогатые родители сразу смекнули, какое им привалило счастье.** Вскоре в дом зачастили естествоиспытатели и репортеры, которые дотошно фиксировали каждый час «электрического ребенка», дом



осаждали зеваки, умоляющие за отдельную плату хоть одним глазком посмотреть, как передвигаются по комнате наперстки и ложки, как колыбелька освещается яркими лучами. **Жизнь феномена уже была расписана на годы вперед.** Но ... в возрасте девяти месяцев ребенок неожиданно умер. Перед смертью паранормальные явления усилились: свечение стало настолько нестерпимым, что из дома сбежали кошки и собаки. Святящийся «зонтик» провисел над колыбелью еще несколько минут после смерти малыша, дав возможность прессе во всех подробностях описать последнюю главу в короткой истории «чудо-младенца»...

Однако **новейшая история коммерческого использования малолетних талантов** только начиналась. В XX веке с появлением разнообраз-

ных книг рекордов, экзотических шоу, спорта высших достижений, где принцип «деньги не пахнут» возведен в культ, она пополнилась новыми страницами. О многих из них предпочитают не вспоминать (как, например, о том печальном факте, что чемпионкой мира по спортивной гимнастике одно время числилась 12-летняя девочка), многие рекорды еще ждут своего «момента истины». Скажем, недавно журналисты провели исследование знаменитой методики одного чародея, у которого в бассейне двухнедельные младенцы плавали, ели и даже спали под водой, лишь изредка выныривая на поверхность, а двухмесячные – делали акробатические этюды. Оказалось, что в своей практике прославленный доктор применял весьма сомнительные шаманские приемы – погружал ребенка в ледяную воду для затормаживания биохимических процессов, на несколько недель... зашивал недоношенных малышей в кожаный мешок с кумысом. **Иной раз он так спешил отчитаться об очередном своем достижении, что шел на прямое жульничество:** его помощники подныривали под плывущих детей, чтобы незаметно для телекамер помогать им двигаться вперед. Говорят, во время подводных тренировок один малыш утонул, но уголовное дело так и не было возбуждено...



Что касается собственно родительской любви, то антирекордам, которые она ставит в впогоне за почетным местом в Книге рекордов Гиннеса, несть числа. Год назад австралийцы по фамилии Вурст с 16-месячной Амелией и 3-летним Маттиасом достигли селения в 3.400 м от Эвереста – и все для того, чтобы имена детей как самых юных горных туристов попали на скрижали истории. А чего стоит история с Джастином Чепменом, который был признан абсолютным рекордсменом, продемонстрировав IQ в 298 пунктов! Мальчик, в 2 года игравший на скрипке, в 3 – обставлявший всех в шахматы, в 10 лет пытался покончить с собой, и теперь уже **никто не сможет выяснить, какие из достижений были действительными, а какие сфальсифицированы его алчной матерью.** На недавнем судебном заседании она была признана виновной в «создании травмирующей ситуации», и теперь **несчастный вундеркинд приходит в себя в одном из государственных приютов.** Некоторые «детские» рекорды из российской Книги рекордов Гиннеса вроде бы не попадают под разряд аморальных, но и не снимают главного вопроса: **оправдывает ли достигнутая цель все эти многочасовые, на пределе сил, тренировки, фактический отказ от детства и превращение школьников в шоуменов?** Зачем, скажем, братьям Калущким выполнять сложней-

ший гимнастический элемент «спичак» 202 раза за 27 минут, если для артистов цирка и 12 – 15 раз считаются весьма неплохим показателем? Или зачем 13-летний Брюс Хлебников сдвигает многотонные истребители, попутно похваляясь еще и самыми длинными для мужчины волосами в мире (110 см)? Сегодня его родители с гордостью повествуют о том, что в 5 лет обжигали его огнем, когда же речь заходит о программе очередного экстремального шоу, скромно поясняют, что это – коммерческая тайна. При этом «самый сильный мальчик на планете» в школу не ходит, а книжки ему читает мама – самому не хватает терпения.

Мне могут возразить: **устанавливая рекорды, дети заявляют о собственной исключительности, это дар, от которого нельзя отказываться.** С этим утверждением категорически не согласна психолог Ирина Вихривцева. По ее мнению, **дети просто не готовы к такому взрослому подходу** – внимание у них неустойчиво, нет особой усидчивости, они не способны к долгой, однообразной работе и, главное, **не имеют собственной мотивации к высоким достижениям** (ни карьерной, ни материальной, ни даже психологической). В общем, **в раннем детстве очень трудно заявить о себе, если над тобой не стоит тот, кто, преодолевая сопротивление и капризы, заставляет «давать результат».** Говорят даже, что исключительно от природы одаренных вундеркиндов просто нет – есть **плоды родительского упрямства и непосильного детского труда.** Причем многим родителям мало услышать от окружающих восхищенное: «Какой у вас гениальный ребенок!» Ведь Книга рекордов Гиннеса – это не просто вторая по популярности книга в мире, а реальная возможность попасть в какое-нибудь шоу, прославиться и обогатиться; передача типа «Сам себе режиссер» – не просто рейтинговая программа, а шанс если не выиграть ценный приз, то «засветиться», сделать себе имя. Соответственно, **вундеркинд – уже не просто ребенок, а курица, которая может нести золотые яйца долго и регулярно.** Таковы жестокие законы шоу-бизнеса, одинаковые для всех, кто хочет своих «пяти минут славы». Даже если тебе 5 лет и все, что ты умеешь – это плевать вишневыми косточками...

К счастью, Беларусь пока далека от таких игр с «феноменами». Как сообщили корреспонденту «СБ» в ОАО «Белаттракцион», единственной официальной организации, занимающейся регистрацией выдающихся достижений в Книге рекордов стран СНГ и Балтии «Диво» и Книге рекордов Гиннеса, «детских» заявок к ним пока не поступало, самому молодому претенденту – спортсмену-гиревнику – было 15 лет. Это значит, что **рынок рекордов у нас пока не сформирован, а нет рынка – нет и желания продавать малолетние таланты.** Впрочем, не стоит обольщаться: если

российская мода докатится до Беларуси, наверняка и у нас появятся свои «девочки-пауки» и «самые сильные и самые волосатые мальчики». Хотелось бы только, чтобы это было разумное, взвешенное решение, при принятии которого учитывалось бы и мнение самого вундеркинда, а не **высокоприбыльное семейное предприятие с бизнес-планом на ближайшие десять лет.**

(Людмила Габасова, «СБ» от 30.11.2002)

Answer the questions:

1. Why does the author of the article depict the spider-girl's fate in such detail?
2. What policy has the Guinness Book of Records adopted towards such performances and why?
3. Do you agree with the author's interpretation of the word 'wunderkind'?
4. It's very tempting for unscrupulous people to feather their own nests **exploiting prodigies' extraordinary talents**, isn't it?
5. What do you think of parents who **abuse their gifted children's talents under the guise of sacred parental love**?
6. When (according to the author) did **the commercialization of young talents** start to flourish and why?
7. Many **parents deprive their talented kids of childhood** and turn them into showmen. Do you think that **the end justifies the means**?
8. Why do psychologists think that children are simply not ready for such life?
9. Do you share the view that there are no prodigies but there are **fruits of parents' obstinacy and children's backbreaking work**?
10. Is this phenomenon widely spread in Belarus? Why (not)?
11. How would you translate the headline of the article?
12. Do you think "Wunderkinds wholesale and retail" is the best translation of the headline? Is this headline the correct summary of the article?
13. What is the message of the article?
14. Why do think the article was published in the rubric "Behind the Looking Glass"?

3. ЗАБЕГ ПОЛЗУНКОВ

Недавно по телевизору показывали конкурс красоты в американской «глубинке», в котором участвовали девочки 7 - 8 лет. Самым интересным было, конечно, закулисье ... Правда, меня несколько озадачили подробности вроде тех, что девочкам делали специальные накладки на зубы - потому что молочные у многих начали выпадать. Характерная деталь: мамы малолетних хрупких красавиц как на подбор были неопрятны, толсты и агрессивны.

Знаете, человек не сразу научился **ценить состояние детства**. Долгое время такого понятия вообще не было – дети воспринимались как «недоделанные взрослые». Потом это сменилось викторианским сюсюканьем и идеализацией маленьких ангелочков. Потом пришел дедушка Фрейд и объяснил, что под ангельской внешностью младенца в наличии все положенные животные инстинкты. Теперь в прессе устраивают дурацкую истерию вокруг детей индиго, ниспосланных, дабы спасти заблудший мир. **Вот мало нам, чтобы дети просто были нашими детьми**. Не умеем мы просто радоваться им, что предполагает общение, игру, понимание...

Так нет же – **хочется радоваться им хотя бы в виде шоу, где мой младенец окажется самым крутым!** Не знаю, как вас, а меня подобное известие шокировало: 20 ноября 2008 года у нас в минском кинотеатре «Победа» состоится... **забег младенцев от 9, 10 и 11 месяцев**. По половому признаку участников решили не разделять.



Конечно, не сомневаюсь, что детям ущерб не нанесут: каждого будут опекать двое взрослых, один станет ползающего «спортсмена» отправлять в путь, другой – не столько ловить, сколько пытаться приманить к концу дистанции. Младенцам, знаете, не объяснишь, что **нужно защищать честь семьи**, они даже старт и финиш могут перепутать, этикие несмышленные.

Самое смешное, что **акция приурочена ко Всемирному дню предупреждения насилия над детьми**. Плюс проходит в рамках выставки «Соленое детство – силуэты», открывающейся в том же кинотеатре «Победа».

Впрочем, не знаю, смешно все это или грустно. Так же, как и факт, что **даже многие из тех, кто сейчас вместе со мной возмущается, с удовольствием пошли бы посмотреть на очаровательных малышей**, чьи милые неуклюжие движения по определению вызовут искренние улыбки.

«**Забег ползунков**» – явление отнюдь не эксклюзивное. Не так давно, например, такой прошел в Сербии. Младенцы должны были проползти четыре метра. Победила малышка Оливера, счастливая мать которой заявила журналистам: «Оливера – сильная ползунья. Иногда даже мне бывает нелегко догнать ее. Но сегодня она отлично выступила. Правда, должна заметить, что другие дети были больше заинтересованы в фотографах, а не в гонках».

Дело в том, что занявший второе место ребенок вначале опережал Оливеру, но его очень заинтересовал дядя-фотограф, в результате – отставание на 40 секунд.

Прикидываю: согласилась ли бы я, когда мои дети были такими крохотными, **вынести их на сцену, под фотоаппараты, для участия в гонках?**

О, нет... Но у каждой семьи – собственный стиль жизни. **Звезды продают папарацци право на съемку своих новорожденных детей, даже право фотографировать обряд крещения.** С другой стороны, в народе всегда бытовало поверье, что нельзя давать глядеть на детей до года слишком многим чужим людям. Некоторые матери до определенного возраста вообще прятали малышей от незнакомых глаз. Суеверие суеверием. Но сегодня мы знаем, что «есть многое на свете, друг Горацио»...

Неоспоримо одно: **всякий ребенок прекрасен.** Этологи объясняют подобное восприятие тем, что в живом существе на инстинктивном уровне заложена возможность отличать детенышей любого вида от взрослых. Вспомните, даже дети не ошибаются, выбирая игрушки, и всегда предпочтут пушистого мехового щеночка изображению взрослой собаки. Как выразилась моя дочь: «Это – буся, а это – не буся». Не будем углубляться в научные изыскания – примет много вроде увеличенных глаз, укороченной передней части лица и т.д. Взгляд младенца непременно **вызывает в нормальном человеке желание защитить, приласкать,** в конце концов, улыбнуться. **Почему же из очаровательных малышей вырастают угрюмые, агрессивные, закомплексованные взрослые,** которым надо, чтобы «мерс» был круче, чем у других, квартира – «евроремонтнее», сотовый – навороченнее, а младенец быстрее других ползал?

Может быть, **потому, что их собственные родители не умели радоваться им просто так, любить – просто так и беречь от собственных амбиций?**

(Л. Рублевская, «Советская Беларусь», 18 ноября 2008 г.)

Answer the questions:

1. Does the babies' race prove that in the world of baby care in Belarus common sense has given way to competition?
2. Why does the author think it's ironic that **the race was timed to coincide with the World's Day of Prevention of Violence against Children?**
3. Was Dr Spock right saying that the scramble for success had finally invaded the cradle?
4. Is the babies' race in Minsk **an exclusive phenomenon?**
5. Would you agree to take part in such a race and **expose your baby to flash cameras going off in its face?**
6. Why do you think some **celebrities sell the right to film their new-born babies to paparazzi?**
7. For a normal human being looking at a baby stirs up a strong desire to protect and caress it or at least to smile, doesn't it? Why?

8. Why do you think **appealing children grow into sullen, aggressive and complex-ridden adults**, who long to possess a **brand-new car** and mobile phone, the best possible flat/ cottage and **an improved model of a baby**, a Better Baby?
9. There's a **growing number of professional parents with obsessive ambitions for their children** in Belarus as well, isn't there? Why?
10. Why does the author mention in the lead that the most interesting thing at the **beauty contest** in a remote American town was what was going **behind the scenes**?
11. How would you translate the headline of the article?
12. What is the message of the article?

9. *The article below is about an absolutely different approach to raising children. Read it paying attention to the words and expressions in bold type:*

HOW TO TEACH CHILDREN NOT TO BE AFRAID OF LIFE

Françoise Dolto (1908 – 1988), a French pediatrician and psychoanalyst, did not do anything special. She simply observed: “A child is much talked about, but is never talked with.” Thus, in 1979 she created *Maison Verte* (Green House), a ‘nurture center for social education of infants from birth to 3 or 4 years old, a place where parents learn to talk with their children, while **children are taught to adapt to the company of other people**. In professional jargon, this is called **early socialization**. If there is none, **a child's transition from home to kindergarten and then on to school turns into a drama**. This can lead to a **deeply ingrained fear of the unknown**, excessive attachment to home, and the inability to communicate.

The success of this approach has led to the spread of *Maisons Vertes*, and a great many now exist in most countries in Europe and in Latin America.

In Russia, **the early socialization center** called *Zelenaya dvertsa* (Little Green Door) was founded in 1995. Its specialists are convinced that if a child, since infancy, was not merely perceived as a helpless creature that needs nursing and feeding, but as a little person that needs communication on as any other person, much trouble could be avoided.

Every morning, young mothers with little children (ages several months to four years old – **the time when personality is formed**) turn into a quiet lane off Chistye prudy in Moscow. Together, they open a green gate and ring the door bell. On the threshold they are met not by counselors but by hosts. “Hosting”, **acceptance is a key concept**: Whoever walks in is **accepted as he or she is**. It makes no difference whether a child has some defects, whether he is **“adapted” to life** or is uncommunicative. He or she is primarily a person and only then a child.

Next a mother sets her child free. The child **mingles with other children**, quarrels, makes up, gives toys and takes them away – in any event, the parents are within visibility range, but try not to interfere in relations between the little ones. One of the basic principles of the Maison Verte is **to entrust the situation to children**. How else can they learn to live and think independently? At the same time their parents' presence helps children graduate into the world of interpersonal relationships **trouble-free**, without undue stress. Not all parents, however, can sit around indifferently: very often they itch to speak for their child.

Zelenaya dvertsa, like the adult world, has a clear-cut social niche with clear-cut rules. They do not humiliate, but guarantee equality. Furthermore, they **help accept restrictions without undue stress**. For example, a child may not cross into the playing area aboard a toy wheeled vehicle. He or she **learns not to cause harm to others**.

Here is another thing that Dolto said: It is impossible to raise a normal child if the parents live only for themselves and for him: It is necessary also to live for others. Alas, this view is not shared by all parents. Sending a child to a prestigious school, giving him a private English tutor from the age of three months, going on holidays abroad – possibly everything is being done for the sake of the child, but this has very little to do with the Person within that child. What the Zelenaya dvertsa hosts strive to do is **to start parents thinking**. They do this not with words (propaganda has little effect) but by living a life together, at Maison Verte.

Zelenaya dvertsa hosts have some cause for hope – specifically, young mothers who at first rejected the Dolto methodology, but then came back saying: “You know, you were right.” This means that one day everybody else will also understand the need for Maison Verte.

(Adopted from By Natalya Alyakrinskaya, “Moscow News”, 21 – 27 September, 2005)

Answer the questions:

1. What do the early socialization centers founded by F. Dolto aim at?
2. Why can a child's transition from home to kindergarten/school be very painful?
3. A lot of people all over the world share F. Dolto's ideas, don't they?
4. What are key concepts of Zelenaya dvertsa?
5. Why is it important to start parents thinking?
6. Would you like your future children to attend such centers?
7. Is there any difference between an early socialization center and a kindergarten?

10. *Look at the headlines of the 3 articles. Without reading the articles, decide whether you think they are facts or myths.*

1. **Watching TV is bad for toddlers**
2. **The happiest days of your life**
3. **Pushy parents help children succeed**

10.1. *Read the articles and find out what the latest research suggests. Were you right? Are the headlines correct summaries of each article?*

1. **Watching TV is bad for toddlers**

To give your children a head start in life, sit them in front of the television. A study of 200 American **pre-schoolers** has revealed that toddlers who watch TV for two hours a day develop more quickly than those who do without. On average, the two- and three-year-olds who watched TV scored 10 per cent higher in reading, maths and vocabulary. However, the programmes have **to be aimed at their age group** – children **derive no benefits from watching TV designed for adults**. ‘Television opens up the world to many young children and gives them a head start, which is sustained in **improved academic achievement** throughout their school lives,’ said Aletha Huston of the University of Texas. But the positive impact of TV declines with age, reports *The Sunday Times*. Older children who watch more than 16 hours of TV a week perform worse than their peers.

2. **The happiest days of your life**

One of five **modern children suffers from anxieties** so severe that they should **be classified as psychiatric disorders**, say scientists from the University of Maastricht. The researchers interviewed 290 Dutch primary school children aged between eight and thirteen; 20 % of them **were beset with worries** so serious that they limited their ability to lead normal lives, reports *The Daily Mail*. Many had trouble sleeping; some were afraid to leave their homes; others **had problems interacting with their peers**. ‘Nobody is really sure exactly why this is, but these disorders are caused by **children internalizing their anxiety**,’ said child psychiatrist Peter Muris. ‘This could be caused by parents being away from their children for long periods or by children **being stressed at school**. A parent who does not spend time with their child could miss out the fact that the child has the problem, meaning it can go untreated and go worse.’

3. Pushy parents help children succeed

Pushy parents may be doing their children more harm than good, says Washington-based expert Mathew Melmed. **Professional parents** frequently **overstimulate** babies and toddlers and **buy them educational toys** that are too old for them in the belief that they are improving their prospects. In fact, faced with such demands, the **children may become frustrated** and give up completely. Worse still, the children recognize that they are disappointing their parents and **this sense of failure eats away at their self-esteem**. The warning comes as **an ever-increasing range of educational material** is being produced for the very young in the US, **'hyper-parenting'** is rife, says Joanna Coles in *The Times*. Expectant mothers **are pressured into buying** CDs such as *Mozart for Mothers to Be* ('Build your baby's brain') while no self-respecting newborn would be without **educational videos** including *Baby Einstein* and *Baby Shakespeare*. By the age of one, **enrolment in a plethora of classes**, from languages to arithmetic, is *de rigueur*.

10.2. Choose the best summary of each article according to the information in the texts:

1. Watching TV programmes...
 - a) seems **to benefit all children up to the age of 16**;
 - b) is particularly beneficial for 2- and 3-year-olds;
 - c) is good for toddlers whatever the programme.
2. According to Matthew Melmed, the best way for parents to help their children would be ...
 - a) **to enroll them in extra classes**;
 - b) to spend more time with them;
 - c) **to put less pressure on them**.
3. According to Dutch scientists, the **children's stress disorders** are probably mainly caused by...
 - a) the inability to sleep;
 - b) problems at school;
 - c) being separated from their parents.

10.3. Discuss these questions:

1. Which research did you find most surprising?
2. Do you think any of the findings might be dubious?
3. Are the trends described in articles 2 and 3 happening in your country too?

11. Read the following text paying attention to the underlined words and word combinations and answer the questions.

PARENTS ARE TOO PERMISSIVE WITH THEIR CHILDREN NOWADAYS

Few people would **defend the Victorian attitude to children**, but if you were a parent in those days, at least you knew where you stood: **children were to be seen and not heard**. Freud and company did away with all that and parents have been bewildered ever since. **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. Who knows what **deep psychological wounds** you might **inflict**? The poor child may never **recover from the dreadful traumatic experience**. So it is that parents **bend over backwards** to **avoid giving their children complexes** which a hundred years ago hadn't even been heard of. 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 countless 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?

Children are **hardy creatures** (far hardier than the psychologists would have us believe) and most of them **survive the harmful influence of extreme permissiveness** which is **the normal condition in the modern household**. But a great many do not. The spread of juvenile delinquency in our own age is largely **due to parental laxity**. Mothers, believing that little Johny can look after himself, is not at home when he returns from school, so little Johny **roams the streets**. **The dividing-line between permissiveness and negligence** is very fine indeed.

The psychologists have much to answer for. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much. At least this will help them **to develop vigorous views of their own** and give them something positive to react against. Perhaps there's some truth in the idea that children who've **had a surfeit of happiness in their childhood** emerge like **stodgy puddings** and **fail to make a success of life**.

Answer the questions:

1. Why does the author of the text **criticize modern books on child-rearing** and psychologists?
2. Is he **a passionate advocate of the Victorian attitude to children**?
3. The author regrets the fact that parents are not allowed 'even to shout'. Do you think that shouting can lead to understanding?
4. What's your attitude towards 'good old-fashioned spanking' and corporal punishment in general?
5. What is **the result of the undermined parents' confidence in their own authority**?
6. Do you think doing nothing with children is the best solution?
7. Do you think that children should always obey their parents? What about parents obeying their children to make them happy?
8. Two extremes discussed in the text do not seem to produce good effect. What do you think is necessary **to create a good parent-child relationship**?

12. *Fill in the gaps with the appropriate words from the set given below:*

- | | |
|---|---|
| <ul style="list-style-type: none"> a) an appealing child; b) all his complexes and fears and frustrations to his children; c) wrong treatment at home; d) discipline (v); e) to be conventional; f) moralizing; g) the sense of security; h) adolescence; i) on the surface; j) docile; k) eliminated; l) be on the child's side; | <ul style="list-style-type: none"> m) affection; n) compelled respect; o) approval; p) possessive love; q) providing an affectionate background for childhood and adolescence; r) compensate for lack of parental affection; s) a stronger sense of responsibility; t) to be less dependent on their parents. |
|---|---|

THE DIFFICULT CHILD

The difficult child is the child who is unhappy. He **is at war with himself**, and in consequence, he **is at war with the world**. A difficult child is nearly always made difficult by (1) _____.

The moulded, conditioned, disciplined, **repressed child**, the unfree child, whose name is a Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is (2) _____, **prone to obey authority, fearful of criticism**, and almost fanatical in his desire (3) _____ and correct. He accepts what he has been taught almost without question; and he **hands down** (4) _____.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet life as possible. Hence the importance attached to obedience, to manner, to docility.

The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore (5) _____ them. If we allow them to do what they like, how will they ever be able to serve under a boss? How will they ever **be able to exercise self-discipline**?

To impose anything by authority is wrong. Obedience must come from within – not be imposed from without.

The problem child is the child who **is pressured into obedience and persuaded through fear**.

Fear can be a terrible thing in a child's life. Fear must be entirely (6) _____ – fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear.

The happiest homes are those in which the parents are frankly honest with their children without (7) _____. Fear does not enter these homes. Father and son are pals. Love can thrive. In other homes **love is crushed by fear. Pretentious dignity and demanded respect hold love aloof**. (8) _____ always implies fear.

The happiness and well-being of children always depend on a degree of love and (9) _____ we give them. We must (10) _____. Being on the side of the child is giving love to the child – not (11) _____ – not sentimental love – just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is **the natural source of affection**, the place where he can live with (12) _____; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of (13) _____ has never been more important than it is today.

Child study has enabled us to see how necessary (14) _____ is in **ensuring proper emotional development**; and the stresses and strains of growing up in modern urban society have the effect of intensifying **the yearning for parental regard**.

The childhood spent with **heartless, indifferent or quarrelsome parents** or in a broken home makes a child permanently embittered. Nothing can (15) _____. When the home is a loveless one, the children are impersonal and even hostile.

Approaching (16) _____ children become more independent of their parents. They are now more concerned with what other kids say or do. They go on loving their parents deeply underneath, but they don't show it (17) _____. They no longer want to be loved as a possession or as (18) _____. They **are gaining a sense of dignity as individuals**, and they like to be treated as such. They develop (19) _____ about matters that they think are important.

From their need (20) _____, they **turn more to trusted adults outside the family for ideas and knowledge**.

WRITING

Write an essay on one of the following topics. Present both sides of the argument, and then give your own views with reason:

- Should parents try to teach their children before they go to school?
- Who is mainly responsible for a child's academic success, the parents or the teachers?
- A competitive society brings out the best in every individual.

Do the exercises on linking words and phrases to show similarity and comparison in the 'Writing' section of Unit 4 of the Workbook Headway Advanced before you write your essay.

LANGUAGE FOCUS

1. Read the Grammar Section on modal auxiliary verbs on pp. 137 – 138 Headway Advanced, Student's Book.
2. Do practice exercises on pp. 50 – 51 Headway Advanced, Student's Book.
3. Do ex. 1 – 5 on pp. 25 – 27 Headway Advanced, Work Book.

4. Fill in *must, can't, should, may, might, could* and the appropriate form of the verbs:

Fred: I've been trying to phone Rupert all day, but there's no answer. He (1) _____ (work).

Jill: No. He (2) _____ (work). He never works on Sunday.

Fred: Oh! Then I suppose he (3) _____ (go) away somewhere for the day.

Jill: possibly. But I'll be upset with him if he has. He (4) _____ (tell) me, so that I (5) _____ (go) with him.

Fred: I hope he's OK. He (6) _____ (have) an accident, you know.

Jill: Don't worry. He (7) _____ (be) still sleeping. You know he has a lot of work on at the moment. He (8) _____ (work) until late last night.

Fred: I suppose so, or he (9) _____ (go) to Ted's party.

Jill: That's it! He (10) _____ (go) there and stayed out till really late.

5. Read the letter and fill in a correct modal verb or expression. Then look at Clare's notes and write what Clare wrote to Ann. Try to use as many different modals as possible:

Dear Clare,

I'm writing to ask if you (1) _____ give me some advice. I'm a 20-year-old student who (2) _____ survive on the money my parents send me. My parents live in a small village. When I succeeded in my exams, I (3) _____ move to Leeds to attend university.

My parents are over 60 and (4) _____ no longer work. I feel like I (5) _____ be giving them money to help them instead of getting money from them. On top of that, my sister leaves school next year and she (6) _____ want to go to university, too. I feel I (7) _____ do something for her as well. There (8) _____ be a way. I think I (9) _____ try to get a job but I (10) _____ think of what I (11) _____ do. It (12) _____ be a good idea to work nights so that I can study during the day. You see, I (13) _____ attend all my lectures or I (14) _____ fail my course. Of course I (15) _____ leave university but I don't want to. I (16) _____ do something soon but what? Please advise me. What (17) _____ I do?

Regards,

Ann Wood

Clare's notes: don't feel guilty about your situation; find a job as a waitress, baby-sitter etc.; do not stop attending university; save money (e.g. cook your own meals, walk instead of using public transport, etc.); apply for money from the Students' Support Fund; think of the future/ be able to repay your parents when you've got a permanent job.

Dear Ann,

I'm sorry to hear about your problem, but really there are so many things you can do to make your life better. ...

TALKING POINTS

Comment on the quotations below:

1. Raising children is an incredibly hard and risky business in which no cumulative wisdom is gained: each generation repeats the mistakes the previous one made. (Bill Cosby)

2. Kids spell love T-I-M-E. (John Crudele)

3. The guys who fear becoming fathers don't understand that fathering is not something perfect men do, but something that perfects the man. The end product of child raising is not the child but the parent. (Frank Pittman, *Man Enough*)

4. If you want your children to improve, let them overhear the nice things you say about them to others. (Haim Ginott)

5. The hardest part of raising a child is teaching them to ride bicycles. A shaky child on a bicycle for the first time needs both support and freedom. The realization that this is what the child will always need can hit hard. (Sloan Wilson)

6. In spite of the six thousand manuals on child raising in the bookstores, child raising is still a dark continent and no one really knows anything. You just need a lot of love and luck – and, of course, courage. (Bill Cosby, *Fatherhood*, 1986)

7. In bringing up children, spend on them half as much money and twice as much time. (Author Unknown)

8. While we try to teach our children all about life, our children teach us what life is all about. (Angela Schwindt)

9. Children are contemptuous, haughty, irritable, envious, sneaky, selfish, lazy, flighty, timid, liars and hypocrites, quick to laugh and cry, extreme in expressing joy and sorrow, especially about trifles, they'll do anything to avoid pain but they enjoy inflicting it: little men already. (Jean de La Bruyère, *Les Caractères*, 1688)

10. What's done to children, they will do to society. (Karl Menninger)

SELF-CHECK

1. Express the same in English:

- 1) восполнять недостаток/отсутствие родительской любви;
- 2) еще больше замкнуться в себе;
- 3) наносить глубокие психологические раны;
- 4) приспосабливаться к обществу других людей;
- 5) подрывать уверенность родителей в силе своего авторитета;
- 6) побуждать родителей задуматься;
- 7) вынужденное уважение;
- 8) (разг.) прогибаться перед кем-либо, стараясь изо всех сил угодить;
- 9) обаятельный/прелестный ребенок;
- 10) форсировать умственное развитие детей (как при выгонке растений в теплице);
- 11) собственническая любовь;
- 12) взрослые, которым доверяют;
- 13) гармонично развитые члены общества;
- 14) погоня за успехом;
- 15) сомневаться в мудрости старших;
- 16) быть слишком суровым;
- 17) здравый смысл;
- 18) создавать/обеспечивать (в семье) обстановку любви и нежности;
- 19) наносить тяжелый урон психике;
- 20) (разг.) прослышать/пронюхать о чем-либо.

2. Think of the word which best fits each space. Fill in the gaps.

Teaching Good Manners

Today in Britain there is disagreement over how children should be taught to be polite. Should parents (1) _____ their children to say “please” and “thank you”, for instance? Or are there (2) _____ methods they could use?

Most parents still (3) _____ that teaching good manners to their children is essential. However, it does seem (4) _____ that the methods used often include bullying, pleading and threats.

On the (5) _____ hand, there are some schools which have a completely different attitude. Their philosophy is (6) _____ on the idea that a small child will copy adults. In other words, adults should (7) _____ a good example and the children will follow. In addition, adults should be more (8) _____. Children should not be expected, for instance, to sit perfectly still (9) _____ they are waiting for food in a restaurant.

The good manners of Britain today (10) _____ back to the last century when children were considered to be animals (11) _____ needed to be trained before they could be accepted into (12) _____ society. Yet in countries such as Brazil, children can be seen everywhere with adults and their behaviour is nothing to be (13) _____ of. So, perhaps if children in Britain were allowed to be seen more in public, they would be (14) _____ better behaved.

3. Fill in the gaps with the appropriate prepositions where necessary:

1. Local people are hostile ... the plan, which would involve building a railway line through the town.
2. They feel guilty ... seeing her so little.
3. He was found guilty ... passing on secret paper to a foreign power.
4. As with a human baby, you must be patient, understanding and tolerant ... your pet's mistakes.
5. Police criticized drivers ... travelling too fast in the fog.
6. Miller was critical ... the way in which the company conducted the business.
7. Because little Danny spent all his time with his mother, he was rather shy ... men.
8. I'm sure that most athletes will approve ... the new rules on drug testing.
9. She felt much more secure ... the knowledge that she had put a bolt on the door.
10. He had little appreciation ... great plays.
11. I have a lot of confidence ... him.
12. If you think he's being unfaithful ... you, you should ask him about it.
13. I have complete faith ... Jenny – she's the most reliable person I know.
14. He was ashamed ... her ... writing such lies.
15. He was very patient ... me.

4. Find the thirteen mistakes in this letter and correct them:

Dear Jane,

As you can already know, we must start looking for a new receptionist in our office last month. Mr. Brown, our boss, can have chosen someone who already worked in another department but he didn't able to find anyone suitable so he got to advertise in the local paper. There ought have been a lot of applicants but surprisingly only a couple of replies came in and only one of those was suitable. I told Mr. Brown that we had better to get in touch with her at once. He decided we needn't to phone her as there was no hurry, and we must as well send her a card. Unfortunately, we heard no more from her, so we've had to start advertising again in vain so far.

For the time being, the job's being done by Mr. Brown's son who hasn't to be working really because he's unhelpful and sometimes he should be quite rude to visitors. I haven't to tell you that we're all pretty fed up with the situation. Well, as I don't have to say any more, I'll stop there.

Yours, Ann.

5. Fill in the gaps with the appropriate words according to their definitions. Each dot represents one letter. The first letter of each word is provided as a clue:

1. A **c** ... is someone who knows a lot about the arts, food or drink, or when the appreciation of beauty is needed.
2. If you try to teach your children to be super children by multiplying their intelligence, you **h** ... them.
3. If you **e** ... a situation or event, you imagine it, or think that it is likely to happen.
4. An **a** ... reaction or expression shows pleasure or gratitude.
5. A **c** ... person is eager to be more successful than other people.
6. If people **c** ... someone's behaviour, they clearly state that they strongly disapprove of it.
7. To **i** ... someone means to frighten them, sometimes as a deliberate way of making them do something.
8. A rough struggle to get sth is called a **s** ...
9. Someone who is **p** ... does everything they can to get what they want from other people – used in order to show disapproval.
10. If something **f** ... you, it makes you feel annoyed or angry because you are unable to do what you want.
11. If you have a **p** ... for something, you like that thing very much and try to do it or have it often.
12. A young person who has a great natural ability in a subject or skill is a **p** ...
13. If you **i** ... a particular belief, attitude, behaviour etc, it becomes part of your character.
14. To think that something is likely to happen in the future means to **e** ...
15. If a parent is not strict or careful enough in carrying out his/her duty, they exercise **l** ... authority.

B. PARENTS AND CHILDREN. GENERATION GAP

ACTIVE VOCABULARY

- Abject** (adj) – living in ~ poverty, ~ fear; an ~ coward; an ~ apology; an ~ failure; **abjectly** (adv)
- Adolescence** (n) – a happy childhood and ~; **adolescent** (adj,n) ~ boys / crises / attitudes
- Amass** (v) – ~ a fortune; ~ evidence; ~ material possessions
- Bequeath** (v) – ~ **sth to sb** (fml); to ~ money / property; to ~ one’s collection / discoveries
- Complacency** (n) – to disturb one’s ~; there’s no cause for ~; **complacent** (adj) ~ **about sb/sth**; a ~ smile / manner / tone of voice; **complacently** (adv)
- Curfew** (n) – to impose a dusk-to-dawn ~
- Daring** (n, adj) – an ambitious plan of great ~; a ~ plan / innovation; a ~ new art form; to wear ~ and colourful designs; **daringly** (adv) ~ modern ideas
- Dire** (adj) – a ~ situation; ~ warnings; in ~ need of
- Elated** (adj) – ~ at/by sth; an ~ smile; **elatedly** (adv); **elation** (n) a look of sheer ~, share in the general mood of ~, to experience moments of tremendous ~
- Hoary** (adj) – a ~ old joke / myth
- Inhibition** (n) – to overcome one’s ~s; to shed restricting ~
- Rebellious** (adj) – a child with a ~ temperament; **rebelliously** (adv); **rebelliousness** (n)
- Subject** (v) – ~ sb/sth to sth; to ~ sb to criticism / ridicule / harassment / torture; **subjection** (n) to be kept in ~
- Vagary** (n) – (usu pl) the vagaries of the weather / the postal service / love

STARTER

1. *Many people have tried to encapsulate their idea of childhood and adulthood in very short, witty sayings. The following are ten such aphorisms by famous people. With a partner, match the first part of each, in column A, with its continuation in column B:*

CHILDREN AND ADULTS IN A NUTSHELL

A	B
1. What is an adult?	a) old enough to know better
2. Every child is	b) something you do if you’re lucky
3. Adults are	c) to be grown out of
4. Schoolmasters and parents exist	d) to be alone
5. Youth is	e) born a genius
6. No man is ever	f) a disease from which we all recover
7. To be adult is	g) a child blown up by age
8. Growing old is	h) a quest
9. Being young is	i) a very high price to pay for maturity
10. Age is	j) obsolete children

1.1. Compare your answers with other students. Which of the sayings do you like best? Why?

1.2. With a partner, write an aphorism on one of these, or a topic of your choice:

- children
- students of English
- parents
- teachers of English

2. Read this short poem about conflict between children and adults written from a young person's point of view.

CONFLICT

They say:
make up your mind,
exercise your will power,
don't go by just your feelings,
be rational.

And when I do that
they say:
don't be so stubborn,
you're so rigid,
give a little,
don't you have feelings?

Yes I do.

(Ulrich Schaffer, *For the Love of Children*)


2.1. What do you think of the poem? Do you recognize the child's views from your own childhood or adolescence?

2.2. With a partner, discuss what you would say to a child who had spoken the words of the poem. Is there any way of **lessening the conflict between the generations**? Compare your ideas with other students.

READING AND DISCUSSING

1. It is interesting to know that ...

Until the Second World War there was no **transition period between childhood and adulthood** in British society. Young people were called children until they were about 16 or when they started work, and then they became adults. Young people and their parents often shared similar clothes, attitudes and social life. Teenagers didn't exist at the beginning of the twentieth century

 **1.1.** Read the following text to get to know how teenagers became an important part of the British society and get ready to discuss it:

THE BIRTH OF THE TEENAGER

After the war Britain's birth-rate was the highest it had been since 1880. By 1959 there were over four million single persons between the ages of 13 to 25 because of this **baby boom**. Gradually these young people started to **enjoy special status**. The post-war economic recovery meant that people had more money to spend on luxuries and there were lots of jobs for young people. The young and single usually lived at home and could spend their wages on enjoyment. The working week was shorter than ever before, so there was more leisure time for all. Young Britons in the 1950s looked to America for taste in fashion, hairstyles and music. Post-war Britain was quite an austere place and the glamorous movie star images from the States, as well as the **rebellious** new sounds of rock'n'roll, attracted young people. Record shops, coffee bars and melody bars (playing music) appeared in towns. Dance halls full of young people in the latest American style fashions provided exciting new places for the young to meet. These **adolescents** started to **dress differently from their parents** and even started to speak differently, inventing their own slang expressions to use amongst friends. Some of these new teenagers formed groups or gangs; the most famous were the *Teddy Boys*, all sharing the same style of clothes and attitudes. At first adults in Britain responded in horror, complaining that these new forms of dress, behaviour and speech were 'immoral' or 'a disgrace'.


By the late 1950s the fashion and music industries had responded to the new teenage demand for records, transistor radios, fashionable clothes, posters of their idols and magazines about young people. Teenagers, because of their sheer numbers, were **important consumers** with money to spend. In the early 60s the London fashion scene became internationally famous. One of the London designers, Mary Quant, is famous for inventing the mini-skirt which caused quite a scandal at the time. Teenagers wanted to **wear daring and colourful designs** and the designers recognised this need and produced a 'look' at an affordable price.

In 1962 the record "Love Me Do" by an unknown group called *The Beatles* entered the American-dominated British record charts. It was the start of an important era for British music and many groups followed the success of the *Beatles*, such as *The Who*, *The Rolling Stones*, etc. These years contributed to the popularity of British pop music worldwide and many musicians too were influenced by the work of John Lennon, Paul McCartney and other singers or songwriters of the era.

The new heroes of teenage Britons in the 60s were often ordinary working class **youngsters** who **rose to fame as pop stars**, fashion designers, photographers, writers or models. This phenomenon contributed to the confidence of British youth and gradually teenagers began to develop their belief in the right to choose their own clothes, lifestyle and attitudes towards politics, religion or sex. In 1939 **the concept of the teenager** did not exist in British culture but by 1959 teenagers had become an important part of society. It comes as no surprise that the late 50s and the early 60s are remembered in Britain as important years, **to look back on with nostalgia**.

1.2. *Answer the questions:*

1. Why were there so many young people in Britain in 1959?
2. Which country influenced young Britons most in the 1950s?
3. Why did young people have more 'spending power' in 50s and 60s Britain?
4. Which industries benefited from the birth of the teenager? Why?
5. Why were the Beatles so important at the time?
6. What contributed to the development of teenagers' belief in the right to choose their clothes, lifestyle, etc.?

 **2.** *Childhood is often referred to as the happiest period in our life but L.G. Alexander argues that this is not the case. Read the text and note down the arguments he puts forward. Pay attention to the words and word combinations in bold type:*

SCHILDHOOD IS CERTAINLY NOT THE HAPPIEST TIME OF YOUR LIFE

It's about time somebody exploded **that hoary old myth** about childhood being the happiest period of your life. Childhood may certainly be fairly happy, but its greatest moments can't compare with **the sheer joy of being an adult**. Who ever asked a six-year-old for an opinion? Children don't have opinions, or if they do, nobody notices. Adults choose the clothes their children will wear, the books they will read and the friends they will play with. Mother and father are **kindly but absolute dictators**. This is an adult world and though children may be deeply loved, they **have to be manipulated so as not to interfere too seriously with the lives of their elders and betters**. The essential difference between manhood and childhood is the same as the difference between independence and **subjection**.

For all the nostalgic remarks you hear, which adult would honestly change places with a child? Think of the years at school: **the years spent living in**

constant fear of examinations and school reports. Every movement you make, every thought you think is **observed by some critical adult** who may **draw unflattering conclusions about your character.** Think of **the curfews, the martial law,** the time you had to go to bed early, do as you were told, eat disgusting stuff that was supposed to be good for you. Remember how **'gentle' pressure** was applied with remarks like 'if you don't do as I say, I'll ...' and a **dire warning** would follow.

Even so, these are only part of a child's troubles. No matter how kind and loving adults may be, children often **suffer from terrible, illogical fears** which are the result of ignorance and **an inability to understand the world around them.** Nothing can equal the **object fear** a child may feel in the dark, the absolute horror of childish nightmares. Adults can share their fears with other adults; children invariably face their fears alone. But **the most painful part of childhood** is the period when you begin to **emerge from** it: adolescence. Teenagers may **rebel violently against parental authority,** but this causes them great unhappiness. There is **a complete lack of self-confidence** during this time. Adolescents are **over-conscious of their appearance and the impression they make on others.** They feel shy, awkward and clumsy. Feelings are intense and hearts easily broken. Teenagers experience **moments of tremendous elation or black despair.** And through this turmoil, **adults seem to be more hostile than ever.**

What a relief it is to grow up. Suddenly you regain your balance; the world opens up before you. You are free to choose; you have your own place to live in and your own money to spend. You do not have **to seek constant approval for everything you do.** You are no longer **teased, punished or ridiculed by heartless adults** because you **failed to come up to some theoretical standard.** And if on occasion you are teased, you know how to deal with it. You can simply tell other adults to go to hell: you are one yourself.

2.1. Find the words and word combinations in the text which match the following definitions:

a. so well-known that people no longer find it amusing or interesting	
b. a law that forces people to stay indoors after a particular time at night, or the time people must be indoors:	
c. a warning about something terrible that will happen in the future	


d. a situation in which the army controls an area instead of the police, especially because of fighting against the government	
e. to oppose or fight against someone in authority or against an idea or situation which you do not agree with	
f. thinking a lot about or concerned about something	
g. a feeling of great happiness and excitement	
h. to reach a particular standard or to be as good as you expected:	
i. to come out of a difficult experience	
j. when a person or a group of people are controlled by a government or by another person	

2.2. *Skim through the text and complete the table:*

The arguments	The counter-arguments
Childhood the happiest time of your life: a myth. Happiest moments cannot compare with joy of being adult. Children don't have opinions and are manipulated so as not to interfere with elders. Parents: kind but absolute dictators. Difference between manhood and childhood: independence and subjection.	What is the essence of happiness? Complete freedom from care. Children have this: no responsibilities, no social or economic pressures. They look at the world with fresh eyes; everything is new and unspoilt. By comparison, adults are anxiety-driven, tired, worried, etc.

3. *The parent-child relationship is one of the most urgent problems of today. The following texts will help you understand what generation gap is and what causes numerous misunderstandings between the generations.*

3.1. *Divide into two groups A and B.*

 **Group A** *You will read the text "Generation gap" which describes today's children and the main problems they have to face in modern society.*

Group B *You will read the text "The Younger Generation Knows Best" the author of which supports the young in their right to question the assumptions of their elders.*

When you have read the texts and done all the tasks, find a partner from the other group and swap information.

GENERATION GAP

Everywhere people are **rattled about children**, who are described these days as ‘difficult’, ‘rude’, ‘wild’ and ‘irresponsible’. Only some people say that they will grow up to make their country a better place. But in all communities the problem is in the center of public attention.

For kids from 8 to 14 a new term ‘**tweens**’ has recently been coined. They are no longer children nor yet teenagers, just between – tweens. They are said to be the largest number in this age group in recent decades and **a generation in a fearsome hurry to grow up**. Instead of playing with Barbies and Legos they are **pondering the vagaries of love on TV serials**. Girls wear provocative make-up created specially for tweens. Now they have more opportunities than ever because the world’s economy has become booming. They **are accustomed to a world of information** and they’ll probably be **the best educated generation in history**. A substantial majority expects to go to college.

Children have got **an insatiable desire for the latest in everything** – from slacks with labels so that everyone will know that they’ve got the latest stuff – to CDs. To parents and teachers they can be a nightmare, aping the hair, clothes and make-up of celebrities twice their age – and they are not always helped **to get through a confusion of life in a steady, productive way**.

Of course every kid’s story is unique and there are certainly lots of youngsters who **sail through these years with few problems**. But many tweens even with **sympathetic and supportive parents** say that **they feel pressurised to act older than they are**. Ann, who is ten, regularly tells her mother all the things she is worried about – her nightly three hours of homework, the kids in her class who are already pairing off. ‘I’m already doing what some people in the 1800s weren’t doing until they were full-grown adults. I get up at 6.30 every morning, go to school and have to rush through all my classes, come home and work on my homework, walk Luna, the family dog, twice a day, do chores, I like skating, so I go to ice-skating lessons, watch a little TV, talk on the phone, practise playing the piano. If I’m lucky I get to sleep at 11 and then the entire ordeal starts again’. It is difficult to cope with all the things children must do, so some **parents try to coach and support them in homework**, for example, and are sometimes trapped into doing it.

Nowadays tweens and teenagers **have more marketing potential than ever**. There is always something new they want. A lot of money goes to clothes. Kids their age **desperately need to belong**. Almost fifty years ago when girls **talked about self-improvement** they were thinking of doing good works or doing better at school. Now everything **comes down to appearance**. They think that **having the right ‘stuff is the quickest way to acceptance.’** And their influence goes beyond their cupboards. Tweens – Leonardo DiCaprio fans –

were a force behind a phenomenal success of 'Titanic'. They account for a large percent of CD sales. Children **have a say in all kinds of purchases** – from soft drinks to cars. But why do they have so much say?

Guilt is one factor. Parents who aren't around much often try to compensate by buying their kids almost everything they ask for. There is also a **bribery theory** – a new CD can buy co-operation in a hectic week.

Children's influence also grows out of a **dramatic change in family relationships**. Now people treat each other like members of a group, rather than sons and daughters and moms and dads. If parents ask 'What do you want?' or say 'I'm interested in your opinion', kids may **grow up with a false sense of power** and may end up spoiled and unhappy because they are not going **to have their way all the time**. Letting kids have their way means that it is necessary **to set limits**.

Children **are exposed to adult things from birth**. The pressure to act like grown-ups starts at home. Many kids are children who **grow up in single-parent homes**. Too old for child care and not old enough to travel about town on their own they are often alone in the afternoon with only the computer or TV, which **sucks up most of their free time**. Parents try to regulate the number of hours kids watch TV and monitor films. Experts say that **the rush to grow up is due to popular media** – tween magazines and TV shows. Being raised by single parents as well as watching TV can also accelerate the desire of children for being independent and **creates behaviour problems**.

But the electronic universe is more comforting than the outside world that can be scary. Most children don't belong to any clubs and just **hang about after school**. They are worried about being kidnapped by strangers. Besides friends are becoming increasingly important during these years. At school and colleges there are cliques who decide what is 'cool'. Many parents are afraid of their children being exposed to drugs. Kids also began cutting their classmates as in Littletown (USA). 'Wild parties with alcohol, smoking and trying drugs are not for our children,' – parents say. Some of them think that they should **act as role models** and try to show the kind of behaviour they want to see in their children.

As kids move to high school and then to college their life gets harder not only because classes get harder and homework increases but because it's time **to think of life-long goals and choose a profession**.

Every society does have a serious problem. It is not the problem of the younger generation but the society itself. Some communities have such a culture that children cannot find solace in their friends or family and their heads are being filled with violent pictures they have seen on TV. 'Filtering software' is proposed to be installed **to block violence that flows across the Internet**. But some parents think that focus should be made on home and public organizations. They suggest developing such a curriculum both at schools and colleges that

would **teach youngsters ethics** and construct within their minds and hearts **an impenetrable shield against the influence of mass media and mean streets**.

There is no way to predict how today's children will turn out. Keeping faith in kids is necessary. They are not bad. They are optimistic. They expect to have a better life than their parents and most say that they like school. Parents are their most important influences but they still **need a caring adult in daily life helping them grow up** to become all they can be.

A 3.2. *Comprehension check. Choose the best alternative according to the text:*

1. Adults are frightened and nervous about children because ...
 - a) they are said to be bad;
 - b) they are in the centre of public attention;
 - c) they are better than some grown-ups.
2. Nowadays children are interested in ...
 - a) playing with Barbies and Legos;
 - b) watching soap operas on TV;
 - c) studying history.
3. Kids feel pressurized because they have to ...
 - a) ape adult celebrities;
 - b) act older than they feel;
 - c) get the latest stuff.
4. In order to grow up quickly children ...
 - a) improve themselves;
 - b) do better at school;
 - c) improve their appearance.
5. Children have a say in all kinds of purchases because their parents ...
 - a) feel guilty;
 - b) don't want their children to be happy;
 - c) treat them like equals.
6. Children from single-parent families ...
 - a) are often lonely;
 - b) don't have enough child care;
 - c) spend most of their free time at TV and computer screens.
7. Most children prefer to stay at home because they ...
 - a) don't belong to any clubs;
 - b) find the outside world scary;
 - c) are afraid of strangers and their classmates.
8. It's necessary to keep faith in children because ...
 - a) they are worth it;
 - b) they like school;
 - c) they need love and care.

A 3.3. *Answer the questions:*

1. How are children described these days? Why?
2. What new term has been recently coined for children from 8 to 14? How large is this group? What are they like?
3. Why do most tweens often have to act older than they feel?
4. What problems do they find difficult to cope with?
5. Why do tweens and teenagers have such a great marketing potential nowadays?
6. What is their idea of self-improvement?
7. What changes have family relationships undergone?
8. According to experts what is the rush to grow up due?
9. How scary can the outside world be to children?
10. What part do friends play in their lives?
11. What can society do to help children cope with their problems?
12. What can help children grow up and bring out the best in them?

A 3.4. *Now summarize the text in a paragraph of about 100 – 150 words.*

THE YOUNGER GENERATION KNOWS BEST

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have a lot more money to spend and **enjoy more freedom**. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not **blindly accept the ideals of their elders**. Events which the older generation remembers vividly are nothing more than past history. This is as it should be. **Every new generation is different from the one that preceded it**. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they have been questioned or threatened. And this is precisely what the young are doing. They **are questioning the assumptions of their elders and disturbing their complacency**. They **take leave to doubt** that the older generation has created the best of all possible worlds. What they **reject** more than anything is **conformity**. Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear drab grey suits and convict haircuts? If we turn our minds to more serious matters, who said that human differences can best be solved through conventional politics or by violent means? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and **guilt-**

ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions? Can *anything* be right with **the rat-race**? Haven't the old lost touch with all that is important in life?

These are not questions the older generation can **shrug off** lightly. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. Today, the situation might be reversed. The old – if they are prepared to admit it – could **learn a thing or two from their children**. One of the biggest lessons they could learn is that **enjoyment is not 'sinful'**. Enjoyment is a principle one could apply to all aspects of life. It is surely not wrong to enjoy your work and enjoy your leisure; **to shed restricting inhibitions**. It is surely not wrong **to live in the present rather than in the past or future**. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: **the constant threat of complete annihilation**. This is their glorious heritage. Can we be surprised that they should so often question that sanity of the generation that **bequeathed** it?

B 3.2. *Answer the questions:*

1. Why shouldn't the old grumble that the young are not what they were?
2. Do the young have a right to question the assumptions of their elders?
3. What do they dislike most of all about the older generation?
4. Do the young take part in the rat-race?
5. Who do young people turn to for guidance?
6. Can grown-ups learn anything useful from their offspring?
7. Why do the young prefer to live in the present rather than in the past or future?
8. Should the young be grateful to the older generation?
9. Do you share the author's point of view? Why? Why not?

B 3.3. *Find synonyms to these words in the text:*

a) submission	conventionality	
b) self-satisfaction	smugness	
c) to destroy	to extinguish	
d) to accumulate	to heap up	
e) to hand down	to leave	
f) wisdom	common sense	
g) prohibition	restraint	
h) dull	colourless	
i) conspicuous	noticeable	
j) to drop	to cast	

B 3.4. Now summarize the text in a paragraph of about 100 – 150 words

4. Fill in the gaps with the appropriate words from the set given below:

a weaker parent-teen relationship, set clear boundaries, households, rebellion, overreact, “laying down the law”, to take it in stride, self-assertion, get through the teenage years, target, negotiating reasonable limits, signs of adolescent development, independently functioning adults, the chances of miscommunication, a legitimate need for.

Parenting 2000 Adolescent Rebellion

Many parents find that the words *teenager* and (1) _____ go hand in hand. Frequently adolescents will (2) _____ their rebellion at that which parents value most. Parents who understand the normalcy of this type of behavior tend (3) _____ without undue anxiety. Those who perceive the behavior as a personal attack against their values or authority often (4) _____. Chronic overreaction can set the stage for stronger rebellion or (5) _____.

Rebellion and individuation are normal and healthy (6) _____. The tricky part for all parents is telling the difference between (7) _____ and those behaviors which are clearly dangerous.

Teens have (8) _____ excitement and amusement. At the same time they also need parents who (9) _____ and expectations. Negotiating with your adolescent can be a very effective way of working toward an outcome you can both live with. Some people disagree believing parents do far too much negotiating and too little (10) _____.

Some activities of course as directed by reason and safety, must be disallowed completely. However it must also be remembered that, generally speaking, the older our children get, the less control we have. By the time they leave our (11) _____, our children should be ready to assume their role as (12) _____.

(13) _____ teaches the importance of two-way respect. It makes your teen part of the process of something that will be effecting him/her and it reduces (14) _____. Negotiation will not always be successful. Nothing ever is. It is however another tool parents can draw upon to help them and their adolescent (15) _____.

4.1. Answer the following questions:

1. What does the author consider the normal signs of adolescent development?
2. What is the best way for parents to react to these signs?

3. What tool should parents employ for setting boundaries for children's behavior?
4. What is the role of negotiating?

LANGUAGE FOCUS

Words commonly confused. Write sentences to show the difference in meaning between the following pairs of groups of words. Mark the stress, too, as sometimes it shifts.

- | | |
|--|-------------------------------|
| a) shameful, shameless, ashamed | g) invaluable, valuable |
| b) intolerable, intolerant | h) satisfying, satisfactory |
| c) appreciative, appreciable | i) impressive, impressionable |
| d) critic, critique | j) affect, effect |
| e) confident, confidential | k) moral, morale |
| f) disused, misused, unused,
abused | l) principal, principle |
| | m) efficient, effective |

TALKING POINTS

1. Read the poem and get ready to interpret it.

Your children are not your children
They are the sons and daughters of
Life's longing for itself
They came through you but not from you
And though they are with you yet they
Belong not to you.
You can give them your love but not your thoughts.
For they have their own thoughts
You may house their bodies but not their souls.
For their souls dwell in the house of tomorrow,
Which you cannot visit, not even in your dreams
You may strive to be like them, but seek not
To make them like you,
For life goes not backward nor tarries with yesterday.
You are the bows from which your children
As living arrows are sent forth.

Kahlil Gibran

Answer the questions:

1. What is the basic message of this poem?
2. What stylistic devices does the author resort to to express the main idea?
3. Do you share the author's point of view on the problem?

2. Comment on the quotations below:

1. The young always have the same problem – how to rebel and conform at the same time. They have now solved this by defying their parents and copying one another. (Quentin Crisp)

2. Telling a teenager the facts of life is like giving a fish a bath. (Arnold H. Glasow)

3. You can tell a child is growing up when he stops asking where he came from and starts refusing to tell where he is going. (Author Unknown)

4. Adolescence is a period of rapid changes. Between the ages of 12 and 17, for example, a parent ages as much as 20 years. (Author Unknown)

5. Nothing separates the generations more than music. By the time a child is eight or nine, he has developed a passion for his own music that is even stronger than his passions for procrastination and weird clothes. (Bill Cosby)

6. Fathers should be neither seen nor heard. That is the only proper basis for family life. (Oscar Wilde)

7. Mother Nature is providential. She gives us twelve years to develop a love for our children before turning them into teenagers. (William Galvin)

8. It's all that the young can do for the old, to shock them and keep them up to date. (George Bernard Shaw)

9. When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years. (Mark Twain, "Old Times on the Mississippi" Atlantic Monthly, 1874)

10. Each generation wants new symbols, new people, new names. They want to divorce themselves from their predecessors. (Jim Morrison)

SELF-CHECK

1. Express the same in English:

- | | |
|--|--|
| 1) испытывать бурную радость или безысходное отчаяние; | 10) расти в неполной семье; |
| 2) делать нелестные выводы; | 11) не соответствовать эталону; |
| 3) придавать слишком большое значение своей внешности; | 12) размышлять о превратностях любви в телевизионных сериалах; |
| 4) полное отсутствие уверенности в себе; | 13) быть вынужденным вести себя старше своего возраста; |
| 5) искать одобрения чему-либо; | 14) распрощаться с сомнениями; |
| 6) яростно сопротивляться власти родителей; | 15) устанавливать слишком много запретов/ограничений; |
| 7) благожелательные и отзывчивые родители | 16) (разг.) болтаться/шляться после школы; |
| 8) настаивать на своем; | 17) задумываться о жизненных целях. |
| 9) ограничивать; | |

2. Choose the correct word or expression for each sentence out of those suggested:

1. It's important for parents to encourage _____ their children:

- | | |
|---------------------|--------------------|
| a) dependence on; | b) independent of; |
| c) independence in; | d) dependence of. |

2. He prefers to be _____:

- | | |
|------------------|----------------|
| a) with himself; | b) on his own; |
| c) by his own; | d) on himself. |

3. She's never been unhappy living alone, as she's very self- _____:
- a) adjusted; b) completed;
c) reliant; d) satisfied.
4. You _____ your parents far too much. You'll have to start lining things for yourself – they can't do everything for you ...:
- a) account on; b) trust;
c) rely on; d) depend.
5. She decided to rent a flat, because she thought she needed _____ from her family:
- a) freedom; b) liberty;
c) independence; d) liberation.
6. Children need to learn to _____ themselves:
- a) look for; b) look up;
c) fend for; d) offend.

3. Fill in the gaps with the appropriate words from the set given below:

rebelliousness, adolescence, self-centered, dependent, permissive, well-adjusted, authoritarian, inhibited, supervision, over-caring, dominated

HOW MUCH FREEDOM SHOULD CHILDREN HAVE?

It is often said that we live in a (1) _____ age, one in which people are allowed to do almost anything they like. Is it good for children? They are going through their (2) _____, which is a very formative stage of their development since their final adult character is beginning to take shape. Some parents think it is good for children to be allowed to run wild without control or (3) _____. They say that this enables children's personalities to develop naturally and they will learn to be responsible by the mistakes they make. However this might lead to delinquency with the children ending up in courts or it might simply make children (4) _____, without any consideration for others. Other parents believe in being strict, but taken to extremes this can produce a too (5) _____ atmosphere in the home, with the children being (6) _____ and ruled by their parents. Parents can also be very possessive and try to keep their children (7) _____ on them. These last two attitudes can encourage (8) _____ (against parents, school, authority) in a child, or, conversely, suppress a child's natural sense of adventure and curiosity. A strict up-bringing by (9) _____ parents can

make a child so timid and (10) _____ that he or she is unable to express freely his or her emotions and form mature relationships. To bring up children to be normal, (11) _____ human beings requires great wisdom, and perhaps a bit of luck.

4. Use the right adjective to complete the sentences:

1. Beside her studio apartment, she also owns a ... estate in Italy:
a) invaluable; b) valuable.
2. This book has been ... as a source of teaching materials: we can't simply do without it:
a) invaluable; b) valuable.
3. I made no answer, for I found his rudeness ...:
a) intolerable; b) intolerant.
4. The new President is so ... that all public meetings, demonstrations or speeches are banned:
a) intolerable; b) intolerant.
5. He wrote a warm, ... letter, thanking her for everything she had done:
a) appreciative; b) appreciable.
6. There had been ... progress recently:
a) appreciative; b) appreciable.
7. The speech was a devastating ... of Reagan's economic policy:
a) critic; b) critique.
8. She has been a ... of this government's policies for many years:
a) critic; b) critique.
9. As a doctor I'm not allowed to reveal ... information about my patients:
a) confident; b) confidential.
10. Gemma seems so ..., it's hard to believe it's her first month here:
a) confident; b) confidential.
11. Batteries which are ... for long periods may have to be recharged:
a) disused; b) misused;
c) unused; d) abused.
12. The developers have transformed a huge area of ... docks into an exciting place to live and work:
a) disused; b) misused;
c) unused; d) abused.

13. The system of prescriptions for medicines is sometimes ... by addicts using it to get drugs:

- a) disused;
- b) misused;
- c) unused;
- d) abused.

14. The question is whether judges might have sometimes ... their power:

- a) disused;
- b) misused;
- c) unused;
- d) abused.

15. There is nothing more ... than doing the work you love:

- a) satisfactory;
- b) satisfying.

16. You won't get paid unless you do a ... job:

- a) satisfactory;
- b) satisfying.

17. It's that ... young minds should be subjected to this sort of propaganda in school:

- a) impressive;
- b) impressionable.

18. The Chicago Bears gave an ... performance for the first fifteen minutes of the game:

- a) impressive;
- b) impressionable.

19. The rise in gas prices is likely to ... the costs of electricity:

- a) effect;
- b) affect.

20. I tried using detergent to remove the stain, but without much ... :

- a) effect;
- b) affect.

21. Because of pay and funding cuts, ... among the teachers is now very low:

- a) morale;
- b) moral.

22. We follow the ... laws laid down by our religion:

- a) morale;
- b) moral.

23. He is the ... character in the story, but there are a number of interesting minor roles too:

- a) principal;
- b) principle.

24. I won't get involved in a deal like this – it's against my ... :

- a) principal;
- b) principle.

25. These tablets are ... if taken twice daily for five days:

- a) efficient;
- b) effective.

26. The company is well-known for its friendly, ... service:

- a) efficient;
- b) effective.

C. HOW TO LIVE TO BE A HUNDRED OR MORE

ACTIVE VOCABULARY

Age (v) – to ~ gracefully \ terribly\greatly; **ageing** (n) (also **aging**) – an ageing population, an ageing film star, signs \ effects of ~; **aged** (adj), **the aged**; **ageless** (adj.), **ageism** (n); **ageist** (n)

Centenarian (n) – to be a ~

Cognoscenti (n) – (*plural*) a restaurant favoured by ~

Decrepit (adj) – a ~ person \ horse \ bicycle; **decrepitude** (n)

Euthanasia (n) – to allow ~, voluntary ~; the question of ~

Genetic (adj) – ~ factors \ information; ~ code; **genetically** (adv), ~ determined \ programmed \ modified; **genetics** (n)

Longevity (n) – a key to ~; to result in ~; a family noted for its ~

Octogenarian (n) – to be an ~

Robust (adj) – a robust man/plant; a robust appetite; exceptionally robust individuals; a robust speech/response/economy; robust euphemisms; a robust sense of humour; **robustly** (adv)

Senile (adj) – ~ decay; to get ~; ~ dementia; ~ wanderings of the mind; **senility** (n)

Socialize (v) – to ~ with sb

STARTER

1. Read the following jokes and comment on them. How do you feel about growing old? Do you know anyone who lived long?

Two elderly gentlemen from a retirement center were sitting on a bench under a tree when one turns to the other and says, "Ted, I'm 83 years old now and I'm just full of aches and pains. I know you're about my age. How do you feel?"

Ted says, "I feel like a newborn baby."

"Really? Like a newborn baby?"

"Yep. No hair, no teeth, and I think I just wet my pants."

When an eighty-year-old woman was asked if there were to be candles on her cake, she responded curtly, "No, it's a birthday party, not a torchlight procession."

2. Divide into several groups. Compile a recipe for long life. Think of these areas: job/ambitions/life style/indulgences. Swap information. Reduce your recipes to most important **factors leading to longevity**.

READING AND DISCUSSING

1. You are going to do a quiz on how long you are going to live.

1.1. First look at the headline and introduction. Then answer the questions:

- Is the quiz fact or fiction?
- Who wrote the questions?
- Do you think it is serious or light-hearted?

Before you start with the quiz make sure your arithmetic is accurate. You must read every line and do the arithmetic each time. Now do the quiz.

Example

<i>John lives in London.</i>	Start with the figure	72
<i>He's male.</i>		<u>-3</u>
		69
<i>He lives in a town</i>		<u>-2</u>
		67

Now work out how long you can expect to live.

SO, HOW LONG WILL YOU LIVE?

We are all going to live longer. Or so the experts tell us. In fact, everybody has **the biological capacity** to live until they are 100.

But whether we **make the century** depends not only on how we treat our bodies but how we live, how we love, how we eat and how we earn. Doctors and insurance companies have devised a set of questions **to fix the life expectancy** of their patients and clients. What they ask will intrigue and surprise you.

The average lifespan in England and Wales is 69-9 for men, and 76 for women. And just slightly lower in Scotland and Northern Ireland. So play the life expectancy game. Start with the number 72 and add or subtract according to your answers. Don't worry if the total is not as high as you'd *like* ... just adjust that lifestyle and you'll make 100!

START WITH THE FIGURE 72 ...

PERSONAL DATA

- If** you are male, subtract 3. If female, add 4.
- If** you live in an urban area with a population over half a million, subtract 2.
- If** you live in a town of under 10,000, add 2.
- If** any grandparent *lived to 85*, add 2.
- If** all four grandparents lived, to 80, add 6.
- If** either parent died of a stroke or heart attack before the age of 50, subtract 4.
- If** any, parent, brother or sister under 50 has (or had) cancer or a heart condition, or has had diabetes since childhood, subtract 3.
- Do** you earn more than £25,000 a year? Subtract 2.
- If** you finished university, add 1.
- If** you have a graduate or professional degree, add 2 more.
- If** you are 63 or over and still working, add 3.
- If** you live with a spouse or friend, add 5. If not, subtract 1 for every ten years alone since 25.

LIFESTYLE DATA

- If** you work behind a desk, subtract 3.
- If** your work requires physical labour, add 3.
- If** you exercise strenuously (tennis, running, swimming, etc) five times a week for at least half an hour, add 4. Two or three times a week, add 2.
- Do** you sleep more than 10 hours each night? Subtract 4.
- Are** you intense, aggressive? Subtract 3.
- Are** you easy-going and relaxed? Add 3.
- Are** you happy? Add 1. Unhappy? Subtract 2.
- Have** you been booked for speeding in the last year? Subtract 1
- Do** you smoke more than two packets of cigarettes a day? Subtract 8. One to two packets? Subtract 6. One half to one packet? Subtract 3.
- If** you drink one or two whiskies, half a litre of wine, or four *glasses* of beer a day, add 3.
- If** you don't drink every day, add 1.
- If** you are a heavy drinker, subtract 8.
- Are** you overweight by 50 lbs or more? Subtract 8. By 30 to 50 lbs? Subtract 4. By 10 to 30 lbs? Subtract 2.
- If** you are a man over 40 and have annual check-ups, add 2.
- If** you are a woman and see a gynaecologist once a year, add 2.
- If** you prefer simple food, vegetables and fruit to richer, meatier fatty food, and if you always stop eating before you're full, add 1.

Conversion table

10 lbs = 4,5 kg 30 lbs = 13,5 kg

AGE ADJUSTMENT

If you are between 30 and 40, add 2.

If you are between 40 and 50, add 3.

If you are between 50 and 70, add 4.

If you are over 70, add 5.

Add up your score for your life expectancy.

The questionnaire is adapted from the book Lifegain, written by Robert F. Allen and Shirley Linde and published in the USA.

1.2. *Comprehension check. Compare your life expectancy with other students. Where did they score or lose points?*

1.3. *What do you think? Answer the following questions:*

1. Did anything surprise you in the quiz?
2. Does the quiz mention any of the topics that worry you much?
3. What messages does the quiz have about how to live longer?
4. Are they similar to your recipe for long life?

2. *The good news is that we all expect to live both longer and healthier lives than any other generation in history. How well we **age**, however, is basically up to us!*

2.1. *Decide which of the health issues you think help us to live longer. Skim the text and see which of them are mentioned in it.*

2.2. *Read the text again and choose the answer you think fits best for each question (1 – 7). Justify your answers.*



LIVING FOR A CENTURY

The 20th century will probably be largely remembered for having the highest increase in life expectancy in recorded history. The average lifespan for men and women has now almost doubled. What's more, this seems to be a continuing trend.

Not only are we living longer, but we are also living a far healthier lifestyle. With record numbers of fit, healthy people reaching the age of 90 and over, it is becoming clear that negative predictions of a greying population, troubled by increasing numbers of diseases as well as huge medical bills, have been exaggerated.

Our view of what old age actually means has changed dramatically. Many of today's pensioners, is compared to the elderly in days gone by, tend **to enjoy a quality of life without stress**, travelling here, there and everywhere, learning new skills, taking up different sports, starting businesses and **actively looking forward to each new day**. Our actual opinion of what is old and what is not old tends to change with the passing of time as well as **higher levels of longevity**.

We can see that there are many different **aspects affecting the ageing process**, including lifestyle, attitude, **social circumstances** and diet. Studies carried out on mice, for example, have shown that intake of fewer calories allowed mice **to live up to** 40% longer than those who ate as much as they wanted. In human years this is equal to 30 or 40 more years of life. The mice also stayed energetic longer, had better memories and lower levels of cancer. Japanese people living on the island of Okinawa, in fact, consume 20 percent fewer calories than the rest of the population of Japan and, as a result, have the highest population of **centenarians** anywhere in the world!

The challenge the rest of us now face is how **to delay the ageing process**. There are, in fact, two different aspects to ageing that we need to be aware of, the one involving **the natural passing of time** and the other involving the natural, **physical ageing of the body**. While we have no control over our **chronological age**, we can, up to a point, do a lot **to slow down biological ageing** by taking the following advice.

1. ✓ Be optimistic.
2. ✓ Give up smoking.
3. ✓ Learn how to relax.
4. ✓ Have a sense of humour.
5. ✓ Do yoga to help posture.
6. ✓ Have a 30-minute walk each day.
7. ✓ Learn new skills **to keep the mind active**.
8. ✓ Have access to good medical facilities.
9. ✓ Avoid stress in order **to improve health generally**.
10. ✓ Mix with a variety of people of different ages.
11. ✓ Use suitable creams to protect the skin in summer.
12. ✓ Have at least five pieces of fruit and vegetables per day.
13. ✓ Improve diet by eating smaller portions, especially at night.

1. According to the writer, life in old age is improving because:

- a) older people **are in better health**;
- b) record numbers attend fitness classes;
- c) the number of diseases is decreasing;
- d) people pay more for medical treatment.

2. The writer feels the increase in life expectancy:

- a) is something that will continue;
- b) was completely predictable;
- c) is **a worrying trend**;
- d) has been exaggerated.

3. Nowadays, older people:

- a) tend to be more stressed;
- b) worry about the quality of life;
- c) stay active much longer;
- d) take life as it comes.

4. Research has shown that:

- a) mice live 40% longer if they stay energetic;
- b) eating fewer calories can help us live longer;
- c) intake of calories helps older people live longer;
- d) mice remembered more when they ate what they wanted.

5. Which of the following aspects of ageing can be controlled:

- a) the passing of time;
- b) our **biological age**;
- c) our **chronological age**;
- d) our **mental age**.

6. The writer feels it is wrong:

- a) to go out in the sun;
- b) for older people **to socialize with** youngsters;
- c) for older people to do anything other than walking;
- d) to finish the day with a heavy meal.

7. Which phrase best sums up the writer's view of growing old:

- a) it's not age but attitude;
- b) you're as old as time;
- c) act your age at all times;
- d) **come to terms with** it.

2.3. Vocabulary Practice

A. Match the words, then in pairs, write sentences using them.

medical	population
healthier	expectancy
greying	number
life	bills
ageing	process
record	circumstances
social	lifestyle

Example: Most pensioners can't afford to pay huge medical bills.

B. Choose the two correct meanings for each word highlighted in the text and state in which of these meanings they are used in the text.

- | | |
|---|--|
| <ul style="list-style-type: none"> 1) largely 2) average 3) greying 4) exaggerated 5) actively | <ul style="list-style-type: none"> a) overstated b) aggressively c) darkening d) hugely e) typical f) eagerly g) overdone h) statistical i) ageing j) mostly |
|---|--|

2.4. Look at the list of suggestions (1-13) the writer makes at the end of the text, and match one example from the list to each of the following aspects. The first one has been done for you.

habit 2; activity...; attitude...; intellect...; nutrition...; sociability...

3. Read some of the results of the recent survey on how to live to be a hundred or more.

3.1. Read about the results from American health care company Evercare which talked to one hundred people who were between the ages of ninety-nine and one hundred and four.

An amazing seventy-one percent of the people surveyed said their health was good, or even excellent and they've managed **to reach the hundred-year milestone**. Here is their recipe for a long life:

- **Live life without regrets.** Sixty-one people out of the hundred said there was nothing they would have done more of in their lives. Seventy-eight people said there was nothing they would have done less of, either.

- **Stay in touch with your spiritual side.** Almost a quarter of those surveyed credited their long lives to a strong faith. Only three percent **attributed their years to genetics.**
- Think about death. Most people do, but only four people out of the hundred were afraid of it. Seventy percent of the survey participants said they **believed in life after death.**
- See and do new things. Thirteen percent wished they had traveled more. The rest felt they had travelled enough.
- Spend time with your family. Just six people surveyed wished they had spent more time with their families – that means more than ninety percent of those surveyed **felt close connections with their kin.** Don't forget your friends, either.
- Do things that are important to you, and **be proud of your achievements.** For thirty percent of those surveyed that was raising a family. Twenty percent took pride in their careers. Others found a strong relationship or education **a source of pride.**
- Enjoy the "best years" of your life. Most people thought their best years were in their twenties or thirties... though a few said they were happiest "right now". **Make every year your best year!**
- Don't think of ageing as a disease. **Look at ageing positively.** Modern medicine is making it possible for people to not only live longer, but live better.

3.2. *Read the following information taken from newspaper articles about the factors that influence our life and render them into English.*

Как прожить и оставаться молодым, красивым

Медикам известны простые правила, позволяющие каждому продлить свою жизнь. Английские ученые доказали, что такая «жизнь по правилам» в среднем оказывается длиннее на 14 лет.

Spiritual factors

Что сокращает жизнь?

Отсутствие стимулов

Просмотр сериалов и их последующее обсуждение не может быть побудительным мотивом к жизни. Интерес к жизни поддерживают только здоровые амбиции: освоить новую профессию, научиться вязать крючком, научить внука читать, выйти замуж за приличного человека.

Узкий круг общения

Для человека, живущего замкнуто и погруженного в свой внутренний мир, окружающий мир становится стрессовой средой, в которой ему некомфортно. Защищенным человек себя чувствует только при общении с равными себе – как по «званию», так и по положению.

Упадническое настроение

«Нравы упали, цены выросли, молодежь обнаглела» – такие заклинания словно убеждают человека: в таком мире задерживаться не стоит.

Что продлевает жизнь?

Physical factors

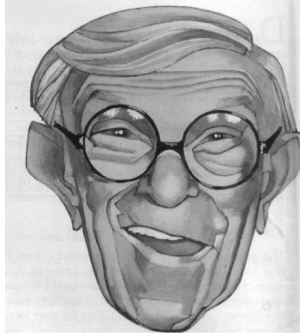
Нужно ежедневно съедать не менее полкилограмма овощей, фруктов, зелени и ягод. Дары природы могут быть свежими, замороженными, сушеными, прошедшими кулинарную обработку. Правда, к полезным блюдам не относятся соленья, маринады и варенье. Также в эти ежедневные 500 грамм не входят картошка и каши.

Для здоровья полезно выпивать... Но очень немного: или 1 – 2 бокала сухого вина в день, или бутылку пива, или 40 мл водки, коньяка или виски. «Здоровую дозу» алкоголя можно принимать каждый день, но неплохо делать перерыв на два дня в неделю.


Одно из главных правил – абсолютный отказ от курения. Это очень опасная привычка, которая никогда не проходит бесследно для здоровья.

Очень важно быть подвижным, испытывать физические нагрузки, без подвигов и перегрузок. Для людей сидячего труда – не менее 30 минут ежедневной физической активности. Простые упражнения, ходьба в быстром темпе. А для тех, кто трудится физически, и вовсе достаточно нагрузок по основному месту работы. Разумные физические нагрузки не только поддерживают хорошее самочувствие и держат в тонусе мышечную систему, но и нейтрализуют «гормоны стресса», которые пагубно влияют на здоровье человека и угнетают синтез белка (геронтологи считают этот процесс основной причиной старения).

(Аргументы и факты в Беларуси, № 44, 2008 г.)



Compare the recipe for a long life with those you have already read about.

 **4.** You are going to listen to some advice given by American comedian George Burns, who has lived a long life. At the moment of the interview he is in his nineties.

Background information

George Burns won enduring popularity in Britain with the 'Burns and Allen Show', a television series featuring himself and his wife Gracie Allen. Gracie died in the 1960s, but George continues doing shows and acting in films.

4.1. Read the following words. They have been taken from the interview. Make sure you understand the words in bold type.

1. ... you have to worry about **rusting**.
2. ... walk whenever you can. It's free; you feel better and look **trim**.
3. Of course, I was **pathetic** when I was 18.
4. I hate to **brag** but I'm very good at 'now'.
5. I see people, who the minute they get to be 65, start **rehearsing to be old**.

4.2. Note-taking. George discusses the following in his recipe for a long life:

- | | |
|----------------------|--------------|
| – exercise | – work |
| – stress and tension | – the past |
| – hobbies | – the future |
| – attitude | |

Listen and make notes under these headings. Then discuss your notes.

4.3. Comment on George's words. Do you hold the same view?

1. Worry, stress, and tension are not only unpleasant but can shorten your life. ... if something is beyond your control, there's no point worrying about it.
2. To me **the biggest danger of retirement** is what it can do to your attitude.
3. Remember, **you can't help getting older, but you don't have to get old**.
4. I find it's best to fall in love with what you're doing today. The things I did yesterday I was in love with yesterday.
5. 'Life begins at 40.' That's silly – life begins every morning when you wake up.

4.4. George is famous for his **witticisms**. Listen again and note all the ways in which he tries to be funny. How would you describe the manner in which he tries to be humorous?

5. Read the following newspaper article and summarize it in English.

100 ЛЕТ ВОСТРЕБОВАННЫМ И ТВОРЧЕСКИ АКТИВНЫМ

Нужен только стимул

На все вопросы о здоровье 65-летняя пенсионерка Эльвира Борисовна К. отвечала дежурной фразой: «Скорей бы уж».

Радостей в ее жизни было мало – муж давно умер, сын с семьей жил отдельно и приезжал в гости редко, а она почти все время проводила в больнице. Все изменилось в одночасье – сын и невестка попали в автокатастрофу. Эльвире Борисовне пришлось забрать внуков к себе плюс целый год почти ежедневно с кастрюльками и лекарствами мотаться в больницу на другой конец города. Про свои многочисленные болячки она забыла, а когда все нормализовалось, на деньги, отложенные на похороны, купила подержанную машину – чтобы возить внуков в школу.

Подобные примеры – когда **трудная жизненная ситуация заставляет людей встать буквально со смертного одра** – геронтологи считают обычными.

«Пожилые люди, чувствуя свою абсолютную ненужность, «уходят в болезни» и начинают ждать смерти, – утверждает академик РАМН, директор геронтологического Научно-клинического центра Росздрава Владимир Шабалин, – а вот если человек снова становится востребованным, происходит мощная встряска, которая вызывает фундаментальные биологические преобразования – мобилизует защитные силы и высвобождает резервы, которые есть в организме каждого, ведь запас прочности основных систем организма рассчитан на 95 – 98 лет».

«Что за несчастные создания люди, – писал в своем письме Гёте, доживший до 82 лет (средняя продолжительность жизни в то время была 35 лет), – у них не хватает смелости пожить подольше».

Человек живет столько, сколько он хочет прожить – соглашаются с поэтом современные геронтологи.

«Долгожительство – это жизнь ради цели, – продолжает академик Шабалин. – Необходимое условие для долгой жизни – глубокая мотивация». **Если человек докажет самому себе, что ему нужно прожить 90 лет, то уйти из жизни раньше намеченного его смогут заставить только непредвиденные обстоятельства, не зависящие от него, какое-либо ЧП, авария – в общем, свалившийся на голову кирпич.**

Общеизвестный факт – женщины, родившие в позднем возрасте, живут дольше своих сверстниц, «отстрелявшихся» в молодости. **Немало долгожителей среди бабушек, которым ветреные дети подкинули внуков, а также среди тех,** кто стремится довести до конца «дело всей жизни» – издать книгу, закончить научное исследование, довести учеников до олимпийского «золота» и т. п.

«Потому что творческий процесс активизирует участки мозга, ответственные за эндокринную систему, которая напрямую связана со старением», – рассказывает зав. лабораторией НИИ мозга доктор биологических наук Евгений Мухин.

Известно, что одна из самых высоких продолжительностей жизни – 76 лет – у членов Российской академии медицинских наук.

«Большая ошибка – считать творчество уделом избранных, – предупреждает кандидат психологических наук Татьяна Тарасова. – **Так называемый «третий возраст» открывает перед человеком новые перспективы».** У каждого жизненного периода свои задачи. Нужно только уметь их правильно формулировать, а накопленный жизненный опыт обязательно поможет их решить!

(Лидия Юдина, Аргументы и факты в Беларуси, № 44, 2008 г.)

Glossary

Смертное ложе – **deathbed**; со смертного одра – **from one's deathbed**;
геронтология – **gerontology**; геронтолог – **gerontologist**;
эндокринная система – **endocrine system**

6. Facts and Figures. *Read the following information taken from the newspaper articles and compare the people in different countries in terms of life expectancy. Tell what you know about life expectancy in other countries.*

В свое время один не в меру ретивый финский журналист предложил лишить пенсионеров права голоса: уж слишком, мол, их много, решают за нас, молодых... Как ни странно, старики оказались не в обиде. Этот выпад в какой-то мере даже заставил общество обратить на них внимание и задуматься о собственном будущем. Давайте и мы (лучше раньше, чем позже) задумаемся, что будет лет через 15 – 20 – 30? Сколько же тогда будет на планете нас, пожилых! По прогнозам демографов, уже к 2025 году миллиард жителей Земли перешагнет отметку в 60 лет, в Беларуси – так каждый третий. А к 2050 году, по данным ООН, седьмой десяток разменяет в некоторых странах добрая половина населения...

(Беларусь сегодня. Советская Белоруссия, № 204, 2008 г.)

На титул старейшего жителя планеты претендуют три уроженца Чечни – те, кто пережил несколько войн, голод и лишения. Специалисты характеризуют голод как «диету», которая продлевает жизнь, и, конечно, не забывают про целебные свойства горного воздуха. Если так, то в какую науку вписать московских столетних «юношей» и «девушек», которых, по статистике, более 500 человек?

(Аргументы и факты в Беларуси, № 44, 2008 г)

В Беларуси насчитывается 2 миллиона 90 тысяч человек старше трудоспособного возраста, что составляет 21,5 % от общей численности населения страны. 35,8 % предположительно составит доля населения в возрасте старше 60 лет в 2050 году.

(Аргументы и факты в Беларуси, № 44, 2008 г)

Японские женщины живут в среднем 85 лет, а мужчины – 78 лет, общая средняя продолжительность жизни в Японии – около 81 года, и по отношению к прошлогодним данным население Страны восходящего солнца стало жить на 0,34 года дольше. Для сравнения: Россия по этому показателю занимает 111-е место (между Ираком и Белизом), мужчины в этой стране живут в среднем 58 лет, женщины – 72 года, и даже эти цифры имеют тенденцию к снижению.

(Аргументы и факты в Беларуси, № 44, 2008 г)

7. *But is it good to live to be a hundred? Would you live a century and still love life?*

7.1. *Read the following passage and then write the correct preposition in each gap. What can old age bring with itself apart from a careless and calm life?*

GROWING OLDER

The likelihood (a) ____ living to be a hundred has increased enormously over recent years, largely due (b) ____ improvements (c) ____ health care and diet. It seems (d) ____ me as I journey (e) ____ life that people generally seem content (f) ____ whatever age they are. Very few of my middle-aged friends think (g) ____ nostalgically to their long-gone teenage years; years fraught (h) ____ lack (i) ____ confidence, trying to establish relationship (j) ____ the opposite sex, and often (k) ____ conflict (l) ____ one's parents. No,

they **feel** (m) _____ **the prime of their life**. (n) _____ the other hand, when they look (o) _____ the future and inevitable old age, their feelings are more ambiguous. Of course they hope (p) _____ a long life, but what if suddenly, or (q) _____ degrees, there is **a deterioration** (r) _____ **their health or mental faculties**, and they **become a burden** (s) _____ their friends and families? No-one can insure (t) _____ such a thing happening. To be hale and hearty and a hundred years old is one thing, but **to be afflicted** (u) _____ all manner of aches, pains and **senile wanderings of the mind** is quite another.

7.2. Read the text and be ready to discuss it. While discussing it make use of the words and word combinations in bold type.

NO ONE WANTS TO LIVE TO BE A HUNDRED

It's only natural to look forward to something better. We do it all our lives. Things may never really improve, but at least we always hope they will. It is one of life's great ironies that **the longer we live, the less there is to look forward to**. Retirement may bring with it **the fulfilment of a lifetime's dreams**. At last there will be time to do all the things we never had time for. From then on, the



dream fades. Unless circumstances are exceptional, the prospect of growing really old is horrifying. Who wants to live long enough **to become a doddering wreck**? Who wants **to revert to** that most dreaded of all human conditions, **a second childhood**?

Well, it seems that everybody wants to. The Biblical span of three score years and ten is simply not enough. Medical science is doing all it can **to extend human life** and is succeeding brilliantly. Living conditions are so much better, so many diseases can either be prevented or cured that life expectation has increased enormously. No one would deny that this is a good thing – provided one enjoys perfect health. But it is a good thing **to extend human suffering, to prolong life**, not in order to give joy and happiness, but to give pain and sorrow? Take an extreme example. Take the case of a man who is so **senile** he has **lost all his faculties**. He is in hospital in an unconscious state with little chance of **coming round**, but he **is kept alive by artificial means for an indefinite period**. Everyone, his friends, relatives and even doctors agree that death will **bring release**. Indeed, the patient himself would agree – if he were in a position to give voice to his feelings. Yet everything is done **to perpetuate** what has become **a meaningless existence**.

The question of **euthanasia** raises serious moral issues, since it implies that active measures will be taken **to terminate human life**. And this is an exceedingly dangerous principle to allow. But might it not be possible to compromise? With regard to **senility**, it might be preferable **to let nature take its course** when death will relieve suffering. After all, this would be doing no more than was done in the past, before medical science made it possible to interfere with **the course of nature**.

There are people in Afghanistan and Russia who **are reputed to live a ripe old age**. These exceptionally **robust** individuals **are just getting into their stride at 70**. Cases have been reported of men over 120 getting married and having children. Some of these people are said to be over 150 years old. Under such exceptional conditions, who wouldn't want to go on living for ever? But in our societies, to be 70, is usually means that you are old; to be 90, often means that you are **decrepit**. **The instinct for self-preservation** is the strongest we possess. We **cling dearly to life** while we have it and enjoy it. But there always comes a time when we'd be better off dead.

7.3. *Find the word combinations in the text that mean the following:*

1. The realization of dreams that a person has been cherishing throughout all their life.
2. To turn into a mentally weak and slow person.
3. To experience in later life a state when one acts as one did as a child.
4. To make the human beings' life longer.
5. No to have or fail to have any of the powers of the body or the mind.
6. To make one's purposeless being continue.
7. To bring a person's existence to an end.
8. To allow the natural development proceed to the usual end.
9. An advanced later part of life.
10. Healthy, vigorous, and strong men.
11. To begin to do something with confidence and vigorously after being slow or hesitating.

7.4. *Answer the following questions on the text. Justify your answers.*

1. Can retirement bring with it the fulfillment a lifetime's dreams?
2. Is the prospect of growing really old horrifying?
3. What have people done to extend human life?
4. What does the prolongation of life turn into if a person has a poor health?
5. What is euthanasia? What problems are connected with it?
6. What conclusion does the author arrive at in the last paragraph of the article?

7.5. *What do you think? Comment on the following lines from the text and two jokes and say whether you agree or disagree with them.*

1. It is one of life's great ironies that the longer we live, the less there is to look forward to.
2. The instinct for self-preservation is the strongest we possess. We cling dearly to life while we have it and enjoy it. But there always comes a time when we'd be better off dead.

TALKING POINTS

1. Discuss the following:

A. Discuss any bad habits you have which could possibly affect your health. Decide which you would be prepared to change, giving reasons.

B. What are the advantages and disadvantages of living a hundred or more? Say why you would like or would not like to live long.

C. Give advice on what to do and what not to do in order to live a longer and healthier life.

2. Comment on the quotations below:

The Young have aspirations that never come to pass, the Old have reminiscences of what never happened. (Saki)

Growing old is like being increasingly penalised for a crime you haven't committed. (Anthony Powell)

Being an old maid is like death by drowning, a really delightful sensation after you cease to struggle. (Edna Ferber)

The secret of staying young is to live honestly, eat slowly, and lie about your age. (Lucille Ball)

LANGUAGE FOCUS

1. Euphemisms. A euphemism is a polite way of expressing something thought to be unpleasant.

Here is a newspaper article, in which the writer complains about the use of euphemistic language. The euphemisms have been blanked out, and appear on the right. Match them to the correct place in the article.

- | | |
|----------------------------------|------------------------------|
| a) withdrawing our services; | j) disabled; |
| b) leisure garden; | k) manly man; |
| c) pass away; | l) under the weather; |
| d) low IQ; | m) retirement pension; |
| e) Ministry of Defence; | n) lower income brackets; |
| f) companion animal; | o) taking industrial action; |
| g) disadvantaged senior citizen; | p) have a dialogue. |
| h) working to rule; | |
| i) unemployment benefit; | |

STOP BEING COY

I will die – not "pass away"

I am **an old cripple**, drawing an old-age pension, working hard to raise vast quantities of vegetables on an allotment and well aware that, one of these days, I shall die. All this is fact.

If, however, I listen to the voice of officialdom, it turns out that I am a **1** _____, registered as **2** _____, drawing a **3** _____, renting a **4** _____, and, presumably, immortal because I shall never die – I shall merely **5** _____.

According to *Encyclopedia Britannica*, 'Euphemisms are considered overly **squeamish** and affected by contemporary writers, unless used for humorous effect.' This may be so among the **cognoscenti** but there is little evidence to show that the masses, especially the administrators, have read their encyclopedia. The clichés which pour from the lips of trade union leaders are endless. **6** '_____' or **7** '_____' equals 'going on strike' and **8** '_____' equals 'being bloody minded'.

Again quoting the encyclopedia: a euphemism is a 'figure of speech in which something of an unpleasant, distressing, or indelicate nature is described in less offensive terms'. For example, to describe Uncle George as a sex maniac might not endear you to Auntie Mabel but she would be proud to hear him referred to as a **9** _____.

Examples of gross understatement may also appeal to some of us. A native of the Lake District who describes himself as being 'nobbut middlin', is approaching a state of collapse and coma; if he says he's 'proper poorly', there will be a funeral in the near future.

These more **robust** euphemisms may, for all I care, stay. But let us, please, do away with the following: **10** '____' (*poor*), **11** '____' (*ill*), **12** '____' (*stupid*), **13** '____' (*dole*), **14** '____' (*Ministry of War*), **15** '____' (*talk*), and **16** '____' (*pet*).

All this effort to avoid unpleasantness is certain to fail, because the euphemism quickly acquires the stigma of the word it replaced. I, and probably others, do not feel younger because I am called a 'senior citizen'.

BRYAN HEATH (Retired vet)

What do you think the following euphemisms refer to:

1. The rebel fighters were neutralized.
2. The Prime Minister was with the truth.
3. With all due respect. I think your figures are misleading.
4. Could you please regularize your bank account?
5. We had a frank open view.
6. This is not a non-risk policy.
7. The company is in a non-profit situation.

The Sunday Times 29 June 1980

2. Multi-word verbs can have both a literal and a non-literal meaning. Sometimes these can be quite closely related, and if you understand the literal meaning, you can picture the metaphorical meaning.

Cover sth/sb up

Fall back (on sth)

Catch up with sb

Pick (sth) up

Pin sth/sb down

Wipe sth out

Sort sth out

See through sth/sb

Stand up (for) sth/sb

In the following pairs of sentences, the same multiword verb is used once literally and once non-literally. Look at the list of verbs above and choose one for each sentence pair. Put the verb into an appropriate form when you fill the gaps.

A. My stamp collection was in a terrible mess, so one afternoon I sat down and _____ it _____ according to date and country of origin.

You and I have a problem of communication, but if we learn to see each other's point of view, I'm sure we can _____ it _____.

B. As he was getting up, he banged his head, and _____ _____ onto the bed with a groan.

The last years of her life were full of anxiety, and she _____ _____ on her religion to provide succour and support.

C. She had walked ahead of the others, so she stood by a gate and waited for them to _____ _____ her.

His teachers thought he was bright enough to move up to the next year, and it didn't take him long to _____ _____ his new classmates.

D. Don't let the authorities daunt you. Defend yourself, and _____ your rights!

The whole theatre audience _____ the Queen's arrival.

E. I didn't learn much Chinese while I was in China on holiday, but I _____ a few useful, everyday phrases.

Don't just drop the paper on the floor! _____ it _____ and put it in the bin!

F. The house was going to be empty for a long time, so they _____ all the furniture with dustsheets.

President Nixon tried to _____ his involvement in the Watergate affair, but the truth came out in the end.

G. The escaping prisoner stumbled and fell, and immediately the police dog jumped on him and _____ him _____ so he couldn't move.

The plumber has been saying for weeks that he'll come and fix my washing machine, so yesterday I _____ him _____ to a definite date, and he's coming next Tuesday – I hope!

H. The material of her blouse was so fine that you could _____ it.

He had a superficial charm, but she soon learned to _____ the smooth exterior to the real person underneath.

I. Smallpox has very nearly been _____ in most parts of the world.

Don't forget to _____ the sink when you've finished the washing up.

Make up sentences of your own with these multi-word verbs.

SELF-CHECK

I. *Say the following in English:*

1. Продолжительность жизни.
2. Биологические предпосылки (возможность) прожить 100 лет.
3. Дожить до 100 лет.
4. Думать с ностальгией о прожитых годах (о давно ушедших днях).
5. Чувствовать себя в расцвете лет.
6. Ухудшение физических или умственных способностей.
7. Становиться обузой для семьи.
8. Замедлить (биологическое) старение организма.
9. Улучшение здравоохранения и питания.
10. Исполнение мечты всей жизни.
11. Вероятность прожить сто лет.
12. Превратиться в немощного старика.
13. Продлевать бессмысленное существование.
14. Инстинкт самосохранения.
15. Ощущать тесную связь со своими родственниками.
16. Думать о духовной стороне жизни («заботиться о душе»).
17. Объяснять свое долголетие хорошей генетикой.

II. *Fill in the gaps with the appropriate words according to their definitions. Each dot represents one letter. The first letter of each word is provided as a clue:*

1. The process of growing old is referred to as **a**
2. A person who is 100 years old is a **c**
3. People who have a lot knowledge or experience of sth, especially art, food are known as **c**
4. Something that is very old and in bad condition is **d**
5. The practise of painlessly killing a sick or injured person to relieve their suffering when they cannot be cured is **e**
6. The study of how characteristics are passed from one generation to another by means of genes is **g**
7. A person between 80 and 89 years of age is called an **o**
8. Someone or something that is strong and healthy is **r**
9. If old people become mentally confused and unable to look after themselves they are called **s**
10. To mix socially with others in a social way means to **s**

III. *Complete the following sentences using the appropriate form of the multi-word verbs:*

Cover sth/sb up	Fall back (on sth)	Catch up with sb
Pick (sth) up	Pin sth/sb down	Wipe sth out
Sort sth out	See through sth/sb	Stand up (for) sth/sb

1. I saw my husband in horror.
Often you give up and on easier solutions.
2. Epidemics the local population.
... .. the frying pan with kitchen paper.
3. I may a couple of useful ideas for my book.
He stooped down to the two pebbles.
4. It took a while to all our luggage.
There has been a serious misunderstanding; I'll try to ... things ... and then I'll phone you back.
5. You have to be prepared to the things you believe in.
The crowd before the game to sing the national anthem.
6. He didn't dare tell a lie, because he knew Mike would him.
He ... him ... the kitchen window.
7. When Birmingham authorities finally her, she had spent all the stolen money.
Most leaders were obsessed with the West.
8. Lester made numerous mistakes, which his colleagues tried to
She took a blanket out of the car and the windows.

9. He was anxious to ... the Minister ... to some definite commitment.

His strong arms were around me, ... me ...

10. My head thumped solidly on a rock and I

We all sat cross-legged on the grass, and I the lemonade.

11. All hopes of compromise had now

She within three weeks after her sister's death.

IV. Gap filling. Write the suitable word in each gap in the text.

GIVE ME A REAL OLD GRANNY

I was wondering the other day where all the grannies had gone. I don't mean the people who are grannies because they have grandchildren, but the ones who used to be about when I was younger.

I think a granny ought to look a certain way, so that it sticks out a (a) _____ that she is one.

Ideally she should be smallish and round – comfy and **cosy**. It would be nice if she sat in a (b) _____ chair and crocheted. By a warm fire – a real one – not your posh electric or gas ones with (c) _____ flames and logs.

I think she ought to wear her slippers, and have a canary in a cage, and a window (d) _____ with geraniums. Her hair would be that (e) _____ – white that shows up a pale pink skin and very bright eyes, and she'd smile a lot. I forgot the cat. There should be a cat (f) _____ by the fire. The kettle would always be ready to make a pot of tea, and there would be (g) _____ cakes.

The trouble as I see it is that today's grannies all look wrong. They don't have white hair any more – they have a rinse. They wear make-up and have National Health teeth and go (h) _____ about playing bingo, and don't sit and be cosy anymore.

My grannies would have time to listen to one's (i) _____ and make (j) _____ noises, and when you touched them, they would be soft and yielding, like cushions. The modern ones are all **slimline** and brittle, and are too busy moving about the place.

I think we should set about seeing if we can't bring back the Old-Time Granny. There's a need for them – they've left a huge (k) _____ in our lives. We can all do with somewhere and somebody we can go to and be 'cosy' every so often.

Still, perhaps nobody but me feels this way. I suppose I'm always **thinking backwards instead of forwards**, but I'd still like my Old Grannies back again.

It's a (l) _____ thought that I may be a granny myself one day, though. At the moment, I don't (m) _____ sitting and rocking, with a cat or anything else. Or crocheting and making pots of tea and little buns, and smiling all the time

and being cosy. I think I would want **to head for the great outdoors** and the bingo hall, and have my hair and teeth fixed, too.

I suppose, if the experts are right and we're all going to live longer than ever before, my Old Grannies are completely redundant. No, I've just got to (n) _____ the facts, stop going backwards and (o) _____ with the times. I shall try to put the idea out of my mind.

Margaret Cregan (Evening Standard, 1980)

SAMPLE EXAMINATION QUESTIONS

1. "Childhood is the first life-time span of a human being and the most important one". Do you agree with what the saying goes? Say what you think of your childhood. Are you happy with your life now? Do you think it depends on your childhood?
2. Our world has changed since the Victorian period. Compare the principles of children's upbringing at that time with the modern ones. What is the impact of Fraudism and Deweyism on the process of child rearing?
3. In some years you will get married and have your own children. Do you think you will make a good parent? Will you tell your group-mates what you think of the approach to upbringing you are inclined to follow?
4. If you were a parent, would you embark on one of the programmes of creating a Better Baby or would you confine yourself to a mere preparation of your child for school?
5. Difficulties and calamities of our time impose their impact on modern children, the ways they are fostered, their ideals and idols. Competitive pressures of our society leave their mark on the younger generation. What should parents do to help their children to make a success of life?
6. What are the most important qualities of an ideal parent? What are the most essential conditions of developing a well-balanced and welcoming sort of person?
7. It is said that the gap between parents and children is always widening. Do you feel the same about it? Think about the time when you were a teenager. What caused conflicts between you and your parents? Who do you think was right?
8. Care of the aged is the mark of a civilized society. How do people feel about growing older?
9. The likelihood of living to be a hundred has increased enormously over recent years. But how is it possible to make it real? How is it possible to be healthy and hearty and a hundred years old at the same time?
10. For many people childhood is associated with grandparents and namely, comfy and cosy grannies always radiating love and care. What was your grandparents contribution to your childhood? What kind of gap do they fill in our lives?

SUPPLEMENTARY TEXTS\ADDITIONAL READING

THE SEVEN AGES OF MAN

Baby

Baby is a child up to about 18 months of age. Almost everyone loves babies. They are amongst the most talked-about and most photographed subjects in the world. Poets have praised them, and painters have pictured them as models of innocence.

Newborn babies are completely helpless. They cannot sit up, move from one place to another, feed themselves or talk. Crying is their only means of telling people when they are hungry, unhappy or hurt. By the time they are about 18 months of age, most children can walk and run without help, feed themselves, play simple games, and say a few words or phrases.

Babies learn how to do many things by imitating older people. They enjoy listening to simple songs and nursery rhymes. Most babies like to watch TV and look at pictures in books and magazines. Babies require much love and affection. Love also includes discipline - the setting of certain limits on behaviour. Discipline should be firm but just. A child should never be beaten or shaken. Parents help their baby develop a sense of trust and security if they respond to the baby's needs faithfully and confidently. On the other hand, parents who are anxious or nervous may communicate these feelings to a child.

Two major forces - heredity and environment - influence a baby's growth and development. Heredity determines the characteristics that babies inherit from their parents. Environment consists of everything with which a baby comes in contact, including the kind of care the baby receives. Environment especially affects the formation of a baby's personality.

Child

Childhood is one of the major stages in a person's development. It's the period between infancy and teen-age years. Little children are strongly attached to their parents. In most cases the mother is especially looked to for help, comfort and companionship. Children are highly active and constantly exploring the world around them. At the age of 3 or 4 children learn standards of behavior. Most parents use rewards and punishments to teach their children these standards. Children are expected to behave more responsibly after they reach school age. Schoolchildren have a strong need to feel as successful as others of their age. Children model themselves largely on their parents. The things parents do and say - and the way they do and say them - strongly influence a child's behaviour. Children are also influenced by toys and games, reading matter and television programs.

Children constantly compare themselves with other youngsters. They form a self-image, that is, the opinion one has of oneself. The child's self-image depends on the attitudes and emotions of the persons with whom the child identifies. Usually they identify themselves with their parents. Children form a more favourable self-image if they have a better impression of their parents. The self-image formed during childhood can influence a person's behaviour throughout life.

Teenagers

Teenager is a person who is no longer a child but not yet an adult. A person this age lacks the experience and social maturity needed to function as an adult in most societies today. People

are considered socially mature if they can act independently and accept full responsibility for their actions. Developing this ability is the chief task of a teen-ager.

They develop socially chiefly by expanding and testing their social relationship. Most of them become deeply involved with their peer group. They look to their peer group rather than to their parents, for approval, and they may change their behaviour to win that approval. Peer group relationship help teenagers learn to deal with people on an equal basis. Most teenagers prefer the company of their friends to that of their family.

All teenagers have problems from time to time. However, most of them make new friends, join clubs and take part in sports and social activities. For these young people, the teenage years generally happy and exciting. Most of the problems are related to schoolwork, finances, or peer group and family relationship. Sometimes these problems seem to be unimportant to an adult but they may seem overwhelming to a teenager. This difference in viewpoints may itself cause problems if it leads to a breakdown in communications between parents and their teenagers. Most personal problems do not affect society as a whole. But certain problems are so serious and widespread that they are considered social problems. These problems include attitudes toward schooling, the use of drugs, crime.

Some teenagers plan to marry as soon as they are old enough. For a marriage to work, both partners must have a high degree of emotional and intellectual maturity. Each also has to be willing to accept the other's faults. However, it usually takes time for two people in love to see each other realistically. Many teenage marriages fail because they were entered into too quickly.

Middle Age

Middle age refers to a period in a person's life between early adulthood and old age. The range of middle age may vary in difficult societies. Middle-aged people accept obligations and responsibilities. They value their family life and friendships. Many people may feel closer to their own elderly parents, having achieved a deeper understanding of what the older generation went through. Parents often become more open and respectful with their children. Some people don't enjoy this part of life because they fear old age and value youth too much. But on the other hand they still have physical vigor to carry out their plans and responsibilities and they have skills and experiences acquired over the years. They can benefit from it.

Old Age

Old age cannot be defined exactly because it does not have the same meaning in all societies. For example, people may be considered old when they become grandparents or when they begin to do less or different work.

In all societies old people are generally more respected if they control important resources, such as information, money or land. In many types of jobs older people are better workers than younger people.

Aging is the process of growing old. Signs of aging begin to appear in most people between the age of 30 and 40. Graying hair is probably the most common sign. All the senses decline with age. Movement becomes harder.

UNIT VI. WAR AND PEACE

Topic: The main topic that runs throughout this unit is the topic of war. Students are asked to comment on the essence of war, its main causes and reasons, methods of warfare and the way it affects the life of ordinary people.

Grammar: The unit presupposes the revision of tenses generally with a special focus on the perfect aspect, passive forms and emphatic constructions. For this purpose see LANGUAGE STUDY section (pp. 58 – 60) in Headway Advanced, Student’s Book and do all the exercises in Workbook (pp. 32 – 34).

<i>Topic</i>	<i>Hours</i>
A. The history of war: the roots of war, its main reasons and causes, methods of warfare. <i>Ways of adding emphasis. Synonyms to the verb “to break”.</i>	8
B. War and ordinary people. The immorality of war. <i>Idioms</i>	6
Revision	2

A. THE HISTORY OF WAR

ACTIVE VOCABULARY

Ally (v) – ~ sb/oneself with/to sb/sth; **allied** (adj), ~troops/prisoners/forces; **ally** (n), our European/NATO ~; to seek ~; **the Allies** [pl]

Arms (n) – expenditure on nuclear arms; arms spending; be (up) in arms/to take up arms against sb; **arms race** (n); **armament** (n), the armaments industry; **disarmament** (n), unilateral/nuclear disarmament; **army** (n); **armour** (n)

Awesome (adj) – an awesome concentration of power; an awesome task/sight; an awesome (*informal* – ‘very good’) new car

Barbed wire (n) – a barbed wire fence (to discourage intruders)

Bullet-proof (bulletproof) (adj) – a bullet-proof vest/shirt/jacket

Collide (v) – to collide with sb/sth; formations of well-drilled men collided on the battlefields; **collision** (n)

Combat (n) – armed/unarmed combat; a combat jacket/mission/zone; a fierce combat; **combat** (v),

Conscript (n) – conscript soldiers; a conscript army; **conscription** (n)

Drawbridge (n) (*especially formerly*) – to lower/raise the drawbridge

Gas mask (n) – to have on/wear a gas mask, to take off/remove a gas mask

Helmet (n) – safety helmet; policemen’s helmet; to have on/wear a helmet, to put on a helmet, to remove/take off a helmet; **helmeted** (adj), helmeted fighters

Impersonal (adj) (*derogative in the meaning – devoid human feelings and features*) – totally/coldly/oddly impersonal; a vast impersonal organization; a cold impersonal stare; *but* to give an impersonal opinion (*not influenced by personal feelings*); **impersonality** (n), the cold impersonality of some modern cities

Manipulate (v) (*often derogative*) – to manipulate public opinion/people; **manipulation** (n) (*often derogative*), to be open to manipulation; a clever manipulation of sth; **manipulative** (adj) (*often derogative*), a manipulative politician; **manipulator** (n) (*often derogative*), an unscrupulous manipulator

Military (adj) – military drill/training/discipline; military personnel; military programs; military expenses; military intervention; to take military action; **militarily** (adv), militarily sensitive areas; **the military** (n); **military service** (n), to be called up for military service; to do military service; **para-military** (n)

Minefield (n) – to advance into/through a minefield, to enter a minefield

Missile (n) – ballistic/nuclear missiles; missile bases/sites/ launching pads

Moat (n) – a deep moat

Mob (n) – a hostile mob, an excited mob of fans; mob rule; a mob of individual fighters; a controlled form of mob psychology; **mob** (v), a pop singer mobbed by hysterical fans

Outrage (v) (*especially passive*) – to be outraged by sb, to be outraged by the latest price increase; outraged letters

Pacifism (n) – one's outspoken ~; **pacifist** (n), a lifelong/convinced/confirmed ~; ~ principles

Pervasive (adj) – a pervasive smell of damp; the all-pervasive influence of television; **pervasively** (adv); **pervasiveness** (n)

Sandbag (n), (v) – to sandbag the doorway to keep the water out

Sentry (n) – to be on sentry duty; to be challenged by the sentry; **sentry-box** (n)

Shelter (n) – an **air-raid (air raid)** shelter/warning; a **fall-out (fallout)** shelter

Shield (n) (*especially formerly*) – to be armed/equipped with a shield; to carry/have a shield; the coat of arms on one's shield; a protective/nuclear shield; to use sth as a shield; an effective shield against sth; **shield** (v), to shield a person with sth, to shield a person against/from sth

Slaughter (n) – a large-scale/wide-spread slaughter; anonymous and mechanistic mass slaughter; **slaughter** (v), to be slaughtered

Surrender (v) – to surrender completely/immediately/finally/formally; agree to/refuse or to be forced to surrender; to surrender power to sb; **surrender** (n), total/unconditional/immediate/cowardly surrender; to demand one's surrender; to take/accept one's surrender; a flag of surrender

Treaty (n) – to ratify a ~; to sign a peace ~ with a neighbouring country

Trench (n) – a deep/narrow/shallow trench; a defensive/enemy/front-line trench; to dig a trench; in the trenches; filthy, futile trench warfare;

Truce (n) – to declare/negotiate/break a truce; a three-day truce, an extensive truce, The Christmas Truce

War (n) – total and massive war; to embark on war; to fight in a war; pronouncements on war; to be locked in a war; to declare war on (an enemy); to glory in war; the realities and bestialities of war; the horrors of war; war machine; to be fed to a war machine to keep it going; a recruiting poster for W. W. I/ W W II; to see the war as a glorious act engaged in by heroes; to see the possibility of a nuclear war; **warfare** (n), clashes of primitive warfare; **wartime** (n); **warrior** (n) a Mongol warrior, **warship** (n), **warring** (adj), warring forces/tribes

STARTER

1. Answer the following questions:

1. What is war? Give your own definition of war.
2. What kinds of war do you know? Can you think of some historic events to illustrate these kinds of war?
3. What is your attitude towards war?

2. Look at the list of quotations on the subject of war and decide if they come from ancient or modern history. Match the quotation with one of the sources listed below.

1. "I came, I saw, I conquered."

3. "What did you do in the Great War, daddy?"

5. "You shall show no mercy: life for life, eye for eye, tooth for tooth"

6. "Happiness lies in conquering one's enemies, in driving them in front of oneself, in taking their property, in **savouring their despair**, in **outraging** their wives and daughters."

2. "People say, well, I couldn't kill a man. That's bullshit. They can. Anybody can kill. It takes more to make one man kill than it does the next. The training helps a lot. But **combat** – you know, once they start shooting at you, if you don't shoot back, you're a damned fool."

4. "... we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never **surrender**."

7. "We knew the world would not be the same. A few people laughed. A few people cried. Most people were silent. I remembered the line from Hindu scripture, "Now I am become Death, the destroyer of worlds." I suppose we all felt that, one way or another."

8. "You know, I turn back to your ancient prophets in the Old Testament and the signs foretelling Armageddon, and I find myself wondering if- if we're the generation that's going to see that come about... There have been times in the past when we thought the world was coming to an end, but never anything like this."

9. "Resist not evil: but whosoever shall smite thee on thy right cheek, turn to him the other also."

Sources

- a) the Old Testament;
- b) the New Testament;
- c) Julius Caesar;
- d) Genghis Khan;
- e) a recruiting poster for World War I, 1914 – 1918;
- f) Winston Churchill;
- g) Robert Oppenheimer, inventor of the atomic bomb;
- h) Ronald Reagan;
- i) US veteran of Vietnam.

What were the clues that helped you match a quotation and its source?

READING AND DISCUSSING

1. *In pairs, make a list of at least ten words related to the idea of war. Then compare your list to those of your classmates,*

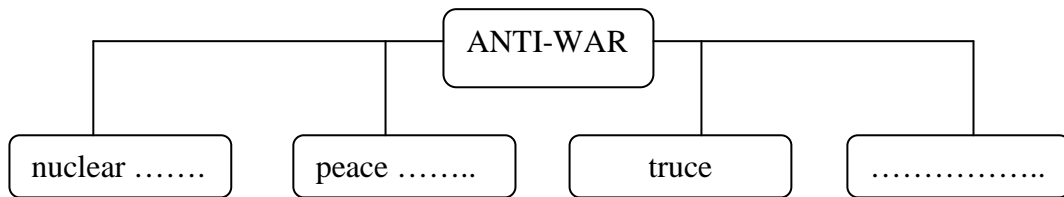
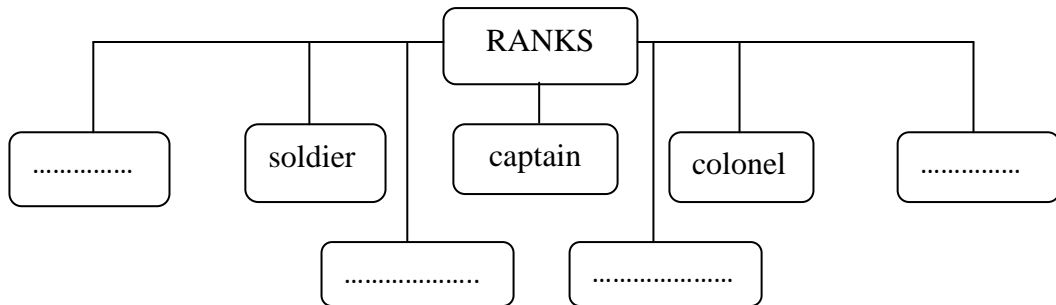
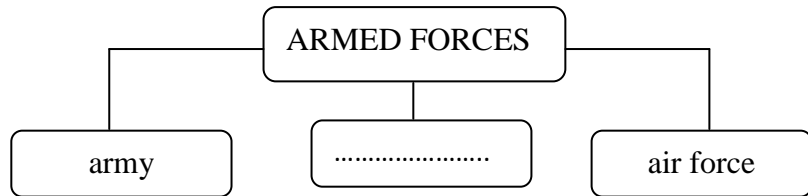
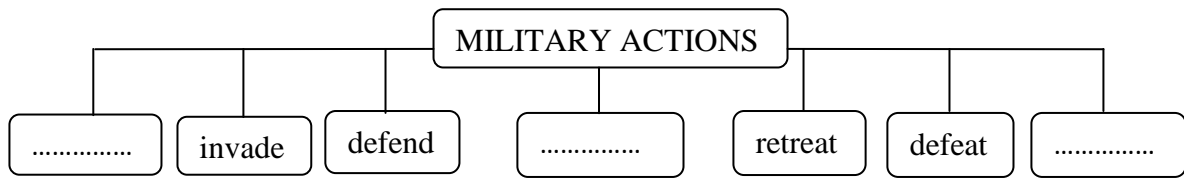
e.g. fight, battle etc.

1.1. *Look at the list of words given and together with the words in your list, arrange them in the spidergrams below.*

navy	private	surrender	attack	disarmament	ally	pacifist
	conquer	general	major	admiral	treaty	

WAR AND PEACE





1.2. Choose words from the spidergrams above and use them in the correct form to complete the sentences below.

- A. International nuclear _____ will be the first step towards world peace.
- B. The definitive end to many wars has been marked by a peace _____.
- C. Napoleon was forced to _____ from Moscow in 1812, due to the bitter cold of the Russian winter.
- D. The exhausted soldiers _____ their position bravely, but in the end they were defeated by the enemy.
- E. The Romans _____ Britain in 55 BC, but they didn't conquer it until many years later.

1.3. In pairs, choose six words and make your own sentences.

2. Here are a number of words connected with defence.

2.1. Use your dictionary to check those you are not sure of, and put them (where possible) into chronological order.

fortress	shield	minefield	moat	helmet	air-raid shelter	barbed
wire	gas mask	bullet-proof vest	drawbridge	armour	parapet	
		fall-out shelter	sandbag	trench		


2.2. Give an example of a context in which each of the words could be used. Who might be defended, and against what?

Noun	Defending who?	Against what?
<i>bullet-proof vest</i>	<i>the president of a country</i>	<i>an assassination attempt</i>

3. You will read an extract from a book called 'War' by Gwynne Dyer. Dyer used to be Senior Lecturer in War Studies at the Royal Military Academy, Sandhurst. The extract is from Chapter 1, 'The roots of war'.

3.1. Before reading the text work in pairs to discuss the following questions:

1. When do you think the first war in history took place, and why?
2. In what ways has war changed through the ages?
3. In what ways hasn't it changed?

 3.2. Now read the text, paying attention to the words and word combinations in bold type, and be ready to discuss it.

THE ROOTS OF WAR

It can never be proved, but it is **a safe assumption** that the first time five thousand male human beings were ever gathered together in one place, they belonged to an army. That event probably occurred around 7000 BC – give or take a thousand years – and it is **an equally safe bet** that the first truly **large-scale slaughter** of people in human history happened very soon afterward.

The first army almost certainly **carried weapons** no different from those that hunters had been using on animals and on each other for thousands of years previously – spears, knives, axes, perhaps bows and arrows. Its strength did not

lie in mere numbers; **what made it an army was discipline and organization.** This multitude of men obeyed a single commander and killed his enemies to achieve his goals. It was the most **awesome** concentration of power the human world had ever seen, and nothing except another army could hope to resist it.

The battle that occurred when two such armies fought has little in common with the **clashes of primitive warfare.** Thousands of men were **crowded together in tight formations** that **moved on command** and **marched in step.** Drill, practised over many days and months until it became automatic, is what transformed these men from a mob of individual fighters into an army. (The basic forms of military drill are among the most **pervasive** and unchanging elements of human civilization. The Twelfth Dynasty Egyptian armies of 1900 BC stepped off 'by the left', and so has every army down to the present day.)

And when the packed formations of well-drilled men **collided** on the forgotten battlefields of the earliest kingdoms, what happened was quite **impersonal**, though every man died his own death. It was not the traditional **combat** between individual **warriors.** The soldiers were pressed forward by the ranks behind them against the anonymous strangers in that part of the enemy line facing them, and though in the end it was pairs of individuals who **thrust at each other with spears** for a few moments before one went down, there was nothing personal in the exchange. Their **shields** locked, they pushed, fought, killed and died. There was no shouting, and yet not silence either, but rather such a noise as might be made by the angry clash of armed men.'

The result of such a merciless struggle in a confined space is **killing on an unprecedented scale.** Hundreds or thousands of men would die in half an hour, in an area no bigger than a couple of football fields. The battle over, one could see on the site of the struggle the ground covered with blood, friend and foe lying dead on one another, shields broken, spears shattered and unsheathed swords, some on the ground, some fixed in corpses, some still held in the hands of the dead. It was now getting late, so they dragged the enemy corpses inside their lines, had a meal and went to rest.*

And the question we rarely ask, because our history is **replete with such scenes**, is, How could men do this? After all, in the tribal cultures from which we all come originally, they could not have done it. Being a **warrior** and taking part in a ritual 'battle' with a small but **invigorating element of risk** is one thing; the **mechanistic and anonymous mass slaughter** of civilized **warfare** is quite another, and any traditional warrior would do the sensible thing and leave instantly. Yet civilized men, from 5000 BC or from today, will stay at such scenes of horror even in the knowledge that they will probably die within the next few minutes. The invention of armies required more than just working out ways of

drilling large numbers of people to act together, although that was certainly part of the formula. A formation of drilled men has a different psychology – **a controlled form of mob psychology** – that tends **to overpower the personal identity and fears of the individuals** who make it up.

We assume that people will kill if they find themselves in a situation where their own survival is threatened, and nobody needs lessons to learn how to die. What is less obvious is that practically anybody can be persuaded and **manipulated** in such a way that he will more or less voluntarily enter a situation wherein he must kill and perhaps die. Yet if that were not true, battles would be impossible, and civilization would have taken a very different course (if indeed it arose at all).

* Written by Xenophon, the Greek general and historian, about the Battle of Coronea in 394 BC.

3.3. *Answer the following questions:*

1. What are the differences between primitive warfare and the battles described in the text?
2. What is the importance of military drill?
3. What happened on the battlefield as a result of drilling and formations?
4. What reasons are given in the text to explain why ordinary men can take part in such battles?


3.4. *What do you think:*

1. Can you think of any *other* reasons why ordinary, civilized men are able to act so uncharacteristically violently in battle?
2. What do you think are the most common causes of war? Give specific examples from wars past or present.
3. Make a personal list of causes for which you feel you would fight in a war. Compare your answers with others in the group.
4. Do you believe that aggression is innate in man, that it is in his genes?

3.5. *Summary writing:*

There are seven paragraphs in the text. Look at each and try to summarize the main point, or points, in one, or possibly two, sentences. Now try to join these sentences with appropriate linking words or phrases to produce a more coherent, flowing summary.

4. *Now you are going to read a text which presents some general information about the essence of war, its main causes and reasons, methods of warfare.*

 **4.1.** *Read the text, paying attention to the words and word combinations in bold type, get ready to discuss it.*

WAR

War is any struggle in which two large groups try to destroy or conquer each other. **Since the dawn of history**, there have been many kinds of wars. Families have fought against families, tribes against tribes, followers of one religion against followers of another. In modern times, wars have been fought between nations or groups of nations. Armies and navies once were almost the only factors in deciding **the outcome of wars**. Today, **civilians must join in the war effort** if it is to succeed.

Wars have always **caused great suffering and hardship**. Most people hate war, yet for hundreds of years war has been going on somewhere in the world nearly all the time. Earthquakes and floods *happen* to people, but people **make war** themselves. To understand why wars continue to go on when nearly everyone wants to have peace, we must **look into the nature of war**.

Causes of war. In modern times, no nation or group chooses war if it can get what it wants peacefully. The fighting starts when a nation wants something so badly that it is willing **to go to war** to get it. Sometimes war results from a disagreement between two nations, and sometimes from **a desire for conquest**. Some of **the basic causes of war** may be a desire for more land, more wealth, more power, or security.

War for land to live on. In ancient times, people often fought so that they could get enough to eat. When the pasture lands in Central Asia dried up, hungry tribes would **make war on their neighbours** in order to get new lands. The neighbours fought back or tried **to seize the lands** of a still weaker tribe.

Much of the fighting that went on between early American pioneers and American Indians from early 1600s through the 1800s was this kind of war. The Indians wanted to roam freely over the land, hunting, trapping, or fishing. The pioneers wanted to clear the land and plant it in crops. Indian fighting was dangerous, and no one who already had a good farm was likely to go out and fight the Indians for another. But landless people from abroad **preferred the dangers of war to the horrors of poverty**.

This type of war has not entirely disappeared, but it is no longer common or important. The early war for land to live on usually had these two important characteristics: those who did the fighting made the decision to fight, and the fighters wanted something for themselves.

War for wealth. The peoples of ancient empires fought many wars for wealth. **The decision to fight was made by the ruler** of the empire and his or her advisers. The fighting was often done by **hired armies**. A ruler who sought **to conquer new lands** did not intend **to drive the people out of the lands**. Generally, he or she just wanted **to collect taxes from them**.

When Alexander the Great led his armies against the Persian Empire in 334 B.C., the common people of the **invaded lands** paid little attention, except to hope their own property would not be destroyed. It usually made little difference to them which ruler collected taxes. Wars **were fought solely by rulers and their armies**.

From the A.D. 400's to the 1500's, people fought numerous wars for wealth. Frequently, one nobleman would try **to seize the property** of another. He would use his own soldiers and perhaps **hire other leaders and their soldiers** to help him. Sometimes the conqueror of a city would **take a large money payment in return for leaving the city in peace**.

War for power. The great European nations fought wars throughout the world to gain or increase their power. These wars united the people and strengthened the governments. **Wars of conquest** based on **the ideas of a super-race or of a superior economic system** are often wars **to extend the power of a government**.

War for security. Most countries fear the possibility of attack, and **maintain armed forces** to defend themselves. Sometimes this fear may be directed toward a particular country. In that case a nation may decide to choose its own time and **strike the first blow**. Or it may decide **to conquer some weaker neighbour**, and thus increase its own resources as a defence against attack.

Differences between causes and reasons. When a nation **makes war**, its government always **states the reasons for the war**. This is necessary if the people are **to be united in the war effort**. But the reasons given for a war need not be the same as its *causes*. For example, the government of the United States pointed to the British interference with American shipping and the impressment of American seamen as reasons for the War of 1812. A cause which was not stated was the desire on the part of some Americans to extend the United States into lands held by the British and their Spanish **allies** in North America. This was one of the important *causes* of the war, but it was not stated as a *reason*. The causes of war may be selfish, base, or even wicked, but the reasons stated are usually lofty and noble. Both sides in a war may show reasons that they consider to be valid.

War means absence of law. War is not the only kind of struggle in which there may be some right on both sides. Almost every case that comes to trial before a court has this same quality. In a suit over property, both sides can usually show a claim of some sort. The court has to decide which is the *better* claim. If there were no court, both people claiming the property might feel justified in fighting for it.

In frontier days, many Westerners carried guns and **settled their disputes by fighting**. Until courts and police forces were established, they had no other way to settle quarrels in which both sides were partly right. People often **joined forces against** horse thieves and other outlaws, but they could not handle quarrels between honest people who disagreed about their rights.

Today a similar problem exists among nations. The people in any country are likely **to see their own interests more clearly** than those of people in another country. People's own desires seem so reasonable and so important that the desires of people in another country are likely to look selfish and unreasonable. Laws and courts can settle such disputes *within* a country, but there has as yet been no effective law *between* countries. That is why **the use of force to settle a dispute** is a *crime* within a country and a *war* between countries. War can exist only where there is no effective law and a government to enforce it.

Most wars have several causes. In modern times, a nation usually does not make war for a single simple reason. There may be dozens or hundreds of causes for war. In every country there are groups of people with different hopes. When nearly all these groups are willing, each for its own reasons, **to run the risk of war**, war will almost certainly result.

For example, some groups in the United States wanted to enter World War I (1914-1918) because they were angry at the Germans for invading Belgium. Some groups wanted to make sure that Great Britain and France would win the war, because of America's close economic and cultural ties with these countries. Some people feared that the German submarine campaign might **halt trade relations** between the United States and **the Allied countries**, and cause a depression. Some were indignant at the sinking of the *Lusitania* because hundreds of innocent civilians were killed. Others simply believed that the Germans were wrong and the Allies were right, and wanted to help the right side. A few people saw that it would not be safe for the United States to allow Germany **to dominate Europe**.

Depression and war. Some economists and historians think there is a close connection between war and economic depression. They argue that in a world wide depression every country tries to protect itself at the expense of

other countries. Each nation wants to cut down unemployment at home, and tries to make sure that little is bought from abroad that could be made by its own workers. This can be easily done by raising tariffs. It is sometimes called a way of 'exporting unemployment' to other countries.

The chief concern of any government during a depression is to get people back to work. One way to do this is by **building armaments**. If anger can be stirred up against another country, or if people can be made to feel that they are in danger of attack, **funds for military preparation** are readily voted. Besides, **the armed forces** themselves give employment to many.

A modern democracy, such as the United States, would never risk war to end a depression or put people to work. But war may provide more employment and give many people a larger share of food, clothing and other good things than they can have in depression. For this reason, a long depression makes war seem less dreadful to those who have lost all hope and may drive them to follow such leaders as the German dictator Adolf Hitler.

War aims and peace aims. War seldom accomplishes the complete results any side has hoped for. Many people with different purposes may **unite to make war**, but they often start quarrelling among themselves when the war is over. In order to hold **a warring people** or group of countries together, **peace aims** are usually stated in vague, general terms, so that everyone concerned can see in them a promise of what he wants. When the victory is won, general terms become specific, and usually do not satisfy all the winners.

Methods of warfare. Changes in **the ways of waging war** have had a great effect on the way people live. Some historians think that the idea of human equality came to be widely accepted because guns took the place of spears, swords and arrows as the chief weapons of war. They point out that an armoured knight in feudal days was more than a match for dozens of men who had no **armour**. But, these historians point out, the minutemen of Lexington and Concord, with guns in their hands, were equal or nearly equal to the same number of British soldiers at the start of the Revolutionary War in America in 1775. The historians go on to point out that when one soldier became the equal of another, some people decided that voting was an easy way to tell how a fight over an issue would come out. The idea of human equality gained strength when people accepted each individual's right to cast a vote that was just as important as any other individual's vote.

Modern warfare has moved away from the days when soldiers with rifles were the most important part of army. **War has been so mechanized** that it has become largely **a contest in producing machinery**. In Thomas Jefferson's day, it made sense to protect 'the right to keep and bear arms', so that people could

overthrow a tyrannical government. Today, the private citizen cannot keep the kinds of weapons that would serve this purpose.

The atomic bomb, used by the United States against Japan in 1945 during World War II, **brought another great change into warfare**. After the invention of the bomb, it seemed probable that future wars would be short and terribly destructive. Great cities could be destroyed and millions of people killed within a few hours. The only question was whether the nations of the world could change their habits fast enough **to keep war from breaking out**. So far, the fear of what a **nuclear war** would mean has helped **prevent another world war**.

Total war is one in which a nation uses all its people, resources and weapons. In such wars, **civilians** as well as military people **take part in the war effort**. For example, World Wars I and II were total wars in which entire populations took part. Civilians worked on such activities as **civil defence** and **weapons manufacture**, and many civilians were killed by bombs.

Limited war is one in which the **warring nations limit the weapons they use**, the targets they attack or the areas involved. Since the invention of the atomic bomb, limited war has come to mean a war in which neither side uses **nuclear weapons**. The Korean War (1950-1953) was a limited war in this sense. Only North and South Korea fought a total war. Neither the Soviet Union nor the United States used their nuclear weapons.

After World War II, several **international disputes grew into wars**. But **fear of nuclear destruction** prevented any of the wars from becoming total. These limited wars included the Vietnam War (1957-1975), several Arab-Israeli wars of the mid-1900's and the Persian Gulf War (1991).

Is war 'normal'? Democratic countries take it for granted that peace is normal, and that war means something has gone wrong. But it is hard to say just where peace ends and war begins. Nations may **be on unfriendly terms** for years, **building up armies and navies, seeking allies**, and trying **to win control of each other's markets**, without any actual **clash of armed forces**. These countries might be considered to be merely observing **a rest period between wars**. Many historians consider the years between World Wars I and II as a breathing spell in a single great war.

4.2. Find words and word combinations in the text which mean the following:

- 1) to begin and continue a war;
- 2) to try to find other countries to support you in war;
- 3) a country's army, navy and air forces;

- 4) to construct and develop weapons;
- 5) training of people to protect themselves from air attacks and other dangers during war;
- 6) to enter a country or territory with armed forces in order to attack or occupy it;
- 7) to force people to leave their lands.

4.3. *Answer the following questions:*

1. What are the basic causes of war? Dwell on the following types of war and try to think of some examples to illustrate them:
 - war for land;
 - war for wealth;
 - war for power;
 - war for security.
2. What is the difference between causes and reasons? Does a nation usually make war for a single reason?
3. What is the connection between war and law?
4. What is the connection between depression and war?
5. How do war aims and peace aims differ?
6. Have the methods of warfare changed during the history of mankind? How have these changes affected people's lives?
7. What is meant by "total" and "limited" war?

5. *You will read an article about the first atomic explosion. Before reading it try to recollect what you already know about this historic event.*

5.1. *Work in pairs and discuss whether the statements given below are true or false:*

- A.** The atomic bomb was first tested just before the Second World War.
- B.** The atomic bomb was developed by a team of American scientists.
- C.** The first atomic explosion took place on an island in the Pacific.
- D.** US marines were deliberately exposed to radiation to monitor its effects.
- E.** It was hoped that the atomic bomb would end all wars.
- F.** Albert Einstein was involved in the creation of the bomb.
- G.** Atomic bombs were used against Japan just three weeks after the first test bomb.
- H.** Everyone agreed that it was right to use the weapons against Japan.
- I.** At the time German scientists were close to developing the atomic bomb.

📖 5.2. Now read the article and find out whose ideas were closest to the facts.

“I am become Death, the destroyer of worlds”

The first explosion of the atomic bomb, on July 16, 1945, was summed up by Robert Oppenheimer with these words from a Hindu poem.

Peter Millar reports on the race led by Oppenheimer, the brilliant physicist, at Los Alamos, New Mexico, to create the weapon that would end the Second World War.

On the foothills of the New Mexican mountains, on a dusty desert plain known as the Jornada del Muerto – Dead Man’s Journey – camped *the greatest collection of scientific brains* on earth. They were men who would **redefine the 20th century**: Robert Oppenheimer (American), Enrico Fermi (Italian), George Kistiakowski (Ukrainian), Otto Frisch (Austrian), General Leslie Groves (American), Edward Teller (Hungarian), and Klaus Fuchs (born in Germany, but a naturalized Briton).

Better than any men in the world, they should have known what to expect in those still minutes before dawn in the desert. But *none of them* knew for sure what would happen. The explosion at 05.29 on the morning of July 16, 1945, stunned *its creators* and changed the world: the atomic bomb worked.

There were several **eye-witness accounts** of that first atomic explosion. “It blasted; it pounced; it bored its way right through you. It was a vision which was seen with more than the eye. It seemed to last forever. You longed for it to stop. Although it lasted about two seconds. Finally it was over.” Another observer wrote: “It was like a ball of fire, too bright to look at directly. The whole surface of the ball was covered with a purple luminosity.” His report ends: “I am sure that all who witnessed this test went away with a profound feeling that they had seen one of the great events in history.”

Los Alamos today supports *a community* of just over 18,000 people. On first impressions it is like many other small towns in western America: full of low two-storey buildings, dusty, with rather dingy shopping malls, a couple of banks, filling stations, Mexican and Chinese fast-food joints, a motel, and a McDonald’s. But there are plenty of indications that this is no ordinary town. Big blue signs along State Highway 84 advise *travellers* that the road and land on either side belong to the US government. A notice declares that it is “forbidden to remove dirt”. At one point a high watchtower stands **sentry** behind a twenty-foot **barbed-wire fence**.

Before 1942, however, Los Alamos had no history because it didn't exist. It was created for one purpose only, to house *the technicians* who would make the bomb before anyone else did. All mail was censored, and everyone was **sworn to secrecy**. The US government did not even trust *its own protégés*. Oppenheimer, who had mixed with left-wing groups in his youth, **was tailed by FBI men**. Einstein, who had written to President Roosevelt in 1939 urging him to develop the atomic bomb, was ruled out because of his **outspoken pacifism** and **Zionism**. Yet *the real villain* went undetected. Klaus Fuchs was revealed in 1950 as Stalin's spy.

What is interesting is that the scientists were much more interested in sharing the bomb with the Russians than the politicians were. Some physicists dreamed of **establishing global government**. As it progressed from a theoretical possibility to an experimental reality, concern grew among some of those involved about how it would be used. By early 1945, Germany, *the original target*, no longer needed an atomic explosion **to force its surrender**. Attention switched to Japan.

In 1943 Harold Argo was a graduate from Washington University when he was summoned to New Mexico. Now over 80, he describes his time at Los Alamos as "the most exciting two years of my life". He dismisses those whose consciences troubled them. "I don't understand *all those sceptics* who **had second thoughts**. I had two brothers out in the Pacific. If Harry Truman hadn't **dropped the bomb**, the war could have gone on forever".

Carson Mark is more reflective. "At the time, we thought it would **put an end to organized war**, because no one can **put up with destruction on that scale**. But we didn't know how imminent it was that the Japanese would have to call it quits. Why kill all those people if you don't need to?"

In May 1945 nobody was sure just how devastating the bomb would be. There was general agreement that the simpler type of bomb would work, but the more complicated plutonium implosion device would need testing. Oppenheimer named the test Trinity, partly because of the Christian concept of *God* the Father, the Son, and the Holy Spirit, but mainly because of the Hindu three-in-one godhead of Vishnu, Brahma, and Siva, the power of life, the creator, and the destroyer.

The site selected was 33 miles from the nearest town. The *VIP* observation site was located 20 miles away. The scientists had a bet with each other to guess how many tonnes' equivalent of TNT their bomb would produce. So imprecise was their knowledge that Oppenheimer conservatively suggested 300. Teller, wiser, speculated an incredible 45,000. Radiochemical analysis revealed the blast had equaled 18,600 tonnes of TNT, four times what most of those involved on the project had guessed.

Even as they were celebrating at Los Alamos, hours after the explosion, the **warship** *Indianapolis* sailed out of San Francisco harbor, carrying the atomic bomb nicknamed *Little Boy* on its fateful voyage to the island of Tinian in the Pacific. After unloading its deadly cargo, the ship sailed on towards the Philippines. On July 29 it was sunk by a Japanese submarine; of the 850 who survived the sinking, more than 500 were eaten alive by sharks.

On Tinian, group commander Paul Tibbets had his B-29 bomber repainted, and he gave it his mother's name, *Enola Gay*. In Hiroshima and Nagasaki, the citizens slept.

Just three weeks after the test, the bomb was used for real. As the historian Richard Rhodes wrote in his book *The Making of the Atomic Bomb*, "Once Trinity proved that the atomic bomb worked, men discovered reasons to use it."

5.3. *Explain the title of the article.*

5.4. *Answer the questions:*

1. Did the scientist know exactly what would happen when the first atomic bomb exploded? Did they expect it to be bigger or smaller?
2. How did they feel when it went off?
3. How did the eye-witnesses describe it?
4. What are the indications that Los Alamos is no ordinary town?
5. Why isn't the town on any map before 1942?
6. Why did the scientists want to share their knowledge with the Russians?
Why do you think the politicians didn't agree with them?
7. In what way do Harold Argo and Carson Mark have different opinions?
8. What do you know about the warship *Indianapolis*?
9. When and where was the first atomic bomb used in warfare?

5.5. *Who are these people? What does the text say about them?*

- | | |
|--|-------------------------|
| a) the greatest collection of scientific brains; | h) the real villain; |
| b) none of them; | i) the original target; |
| c) its creators; | j) all those skeptics; |
| d) a community; | k) God; |
| e) travelers; | l) VIP; |
| f) the technicians; | m) <i>Little Boy</i> ; |
| g) its own proteges; | n) <i>Enola Gay</i> . |

5.6. *What do you think:*

1. How did the atomic bomb alter the course of history in the twentieth century?
2. Do you agree with the historian Richard Rhodes?

6. *Read the text below and write the correct preposition in each gap.*

THE CND

The Campaign (1) ____ **Nuclear Disarmament** (CND) is celebrating thirty years of calling (2) ____ the removal (3) ____ Britain's **nuclear weapons**.

CND believes (4) ____ **unilateral disarmament**. The chairman of the organization, Bruce Kent, says "Ideas (5) ____ disarmament have changed (6) ____ the years. Russian and American leaders now agree that an equal number of weapons (7) ____ both sides is not necessary (8) ____ security, and that major **cuts** (9) ____ **nuclear arms** should be made. These ideas **stemmed** (10) ____ groups like CND, who have argued (11) ____ reductions for years." CND was launched in London in 1958 (12) ____ a meeting (13) ____ five thousand enthusiasts.

(14) ____ that time, Britain had just begun **to test H-bomb**, and the policy (15) ____ having its own nuclear weapons to stop other countries (16) ____ attacking had been made official.

By 1961, there were nearly one thousand CND groups in Britain protesting (17) ____ **increased expenditure** (18) ____ **nuclear arms**. But since then, there has been a decline (19) ____ membership. Bruce Kent explains, "We failed (20) ____ our attempt to make people see the connection (21) ____ declining social services and the fact that the government is spending twelve billion pounds (22) ____ **Trident missiles**."

6.1. *Give the Russian equivalents to the word combinations in bold type.*

6.2. Answer the following questions:

1. What is CND? What does it believe in?
2. Where, when and why was CND launched?
3. What accounts for the decline in its membership?
4. Do you support the idea of unilateral disarmament? Is an equal number of weapons on both sides necessary for security?

7. Study the following statistics about **arms spending** in the world and get ready to discuss the issue.

7.1. Comparative spending of 9 countries in 1984. Numbers = million US \$

	Military	% of GNP	Education	Health
France	23,106	4,1	29,507	37,149
Greece	3,049	7,2	1,006	1,543
Japan	12,364	1,0	63,550	56,874
Italy	10,652	2,7	22,217	23,107
Spain	4,492	2,4	4,600	8,528
United Kingdom	26,525	5,4	25,260	26,525
United States	237,052	6,4	182,520	159,500
USSR	225,400	11,5	91,800	62,700
W. Germany	21,956	3,3	30,953	54,482

* Gross National Product (World Military and Social Expenditure 1987 – 88, Ruth Leger Sivard)

7.2. Defence spending

The estimated level of **spending on armaments** throughout the world is about \$790,000 million £500,000 million. This represents £100 per person per annum, or 10 per cent of the world's total production of goods and services. In 1986 there were 27.2 million **full-time armed force regulars** or **conscripts** plus 42.6 million **reservists** and 30.8 million **para-militaries** to total more than 100 million.

The budgeted expenditure on defence by the US Government for the fiscal year 1986 was \$273,369 million (£180 billion).

The defence burden on the USSR has been variously estimated as a percentage of GNP (gross national product) to be between 12 and 17 per cent and thus may nearly treble that of the US (6.4 per cent of GNP).

(Guinness Book of Records)

- To keep **military expenses** at their present levels, everyone during his life-time will have to sacrifice from three to four years of his income to the **arms race**.
- The developed countries spend twenty times more on their military programs than on economic aid to the poor countries.
- In two days, the world **spends on armaments** what it costs the organization of the United Nations and its specialist agencies per year.

- More than 100 million citizens receive their wages directly or indirectly from **Ministries of Defence**.
- **The training of military personnel** in the United States costs twice as much each year as the budget for the education of 300 million children of school age in South Asia.
- The price of the **Trident Submarine** is equal to the cost of maintaining 16 million children in the developing countries in school for a year.
- For the price of one tank, 1,000 classrooms for 30,000 children could be built.
- For the price of one **fighter plane**, 40,000 village pharmacies could be set up.

Adapted from *World Military and Social Expenditures 1980*, by Ruth Leger Sivard. (c) World Priorities, Leesburg, Virginia 22075 and from *North-South: A Programme for Survival*, the Report of the Independent Commission on the Problems of International Development, MIT Press, Cambridge, Massachusetts, 1980.

7.3. *Share your reactions to the statistics. Try to use some of these patterns for emphasis:*

What is most surprising ...

What really annoys me ...

It is the way some people ... that

What most people don't realize is the fact that ...

LANGUAGE FOCUS

Study the literal and metaphorical meaning of all the synonyms to the verb "to break" in exercise 9 p. 35-36 in Headway Advanced Workbook.

TALKING POINTS

Support or challenge the following statements:

1. The essence of war is violence. Moderation in war is imbecility. (John Arbuthnot Fisher)

2. The quickest way of ending the war is to lose it. (George Orwell)

3. There never was a good war, or a bad peace. (Benjamin Franklin)

4. Laws are silent in time of war. (Cicero)

5. Next to a battle lost, the greatest misery is a battle gained. (*Duke of Wellington*)

7. As long as there is mankind there will be wars. Only dreamers think otherwise. (*Paul von Hindenburg*)

9. I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones. (*Albert Einstein*)

11. Mankind must **put an end to war** – or war will put an end to mankind. (*John F. Kennedy*)

6. I am not only a pacifist but a militant pacifist. I am willing to fight for peace. Nothing will **end war** unless the people themselves **refuse to go to war**. (*Albert Einstein*)

8. History is littered with wars which everybody knew would never happen. (*Enoch Powell*)

10. Join the army, see the world, meet interesting people and kill them. (*Unknown*)

12. The way to win an atomic war is to make sure it never starts. (*Omar Bradley*)

SELF-CHECK

I. Express the same in English:

- | | |
|--------------------------------------|------------------------------------|
| 1) крупномасштабное убийство; | 7) искать союзников; |
| 2) примитивные военные столкновения; | 8) нанести первый удар; |
| 3) бодрящий элемент риска; | 9) учредить мировое правительство; |
| 4) мирный договор; | 10) ядерное оружие; |
| 5) гражданская оборона; | 11) гонка вооружения; |
| 6) производство оружия; | 12) одностороннее разоружение. |

II. Choose the words from the active vocabulary and match them with the corresponding definitions:

1. A defensive covering, usually of metal, formerly worn to protect the body in fighting.
2. Wire bearing sharp pointed spikes close together and used in fencing, or in warfare as an obstruction.

3. Designed to resist the penetration of bullets.
4. A person enlisted by conscription.
5. A bridge, especially over water, hinged at one end so that it may be raised to prevent passage or to allow ships to pass.
6. A respirator used as a defense against poison gas.
7. Any of various protective head coverings worn by soldiers, police officers, etc;
8. Military weapons and equipment, guns on a warship;
9. An area planted with explosive mines;
10. An object or weapon suitable for throwing at a target or for discharge from a machine;
11. A deep defensive ditch round a castle, town, etc, usually filled with water;
12. A defense of earth or stone to conceal and protect troops;
13. A member of reserve forces;
14. A soldier who guards a camp or a building;
15. A large piece of metal or leather which soldiers used to carry to protect their bodies while they were fighting;
16. A long narrow channel dug in the ground;
17. An agreement between two people or groups to stop fighting for a short time;
18. An attack by enemy aircraft in which bombs are dropped;
19. The radiation that affects an area after a nuclear explosion;
20. A bag filled with sand, used as a defence.

III. *Fill in the gaps with the words **break, crack, crush, snap, burst, crumble, shatter, splinter**. Each verb should be used twice – in literal and figurative meaning. Write out the numbers of the sentences, which contain the verbs in figurative meaning:*

1. Wine is made by ... grapes.
2. He felt he would ... with anger.
3. The event had completely ... her life.
4. He lost his temper and ... irritably at the children.
5. Do not ... the bread.
6. Wide ... appeared in the ground during the draught.
7. The whole head felt like a ripe tomato, ready to ...
8. As it turned out several extremists ... off from the army of liberation.
9. His power was ... away.
10. Her new computer programme was a tricky one, but we finally ... it.
11. She ... the chocolate bar in two and gave a piece to me.
12. The mirror ... into a thousand pieces.
13. He picked up the pencil and ... it in two.

14. He did not intend but the circumstances made him ... his promise.
15. They felt completely ... by her unkind remark.
16. The glass cracked but did not ...

IV. Rewrite the following sentences using some of the ways of adding emphasis:

1. People change but the essence of war remains one and the same throughout the history.
It is _____
2. People should not have to die over war, especially women and children. But we fail to understand it.
What we _____
3. People usually die in wars because of conflicts between political leaders.
What makes _____
4. In ancient times the fighting was often done by hired armies.
It was _____
5. Young and healthy men usually fight in wars but the older and wiser ones declare the wars.
It is _____ and it is _____
6. Risking your life to save your family is morally justifiable but participating in a meaningless slaughter of men is roundly condemned.
_____ one thing; _____ quite another
7. Wars always cause great suffering and hardship.
What _____
8. The scientific and technological progress has changed the character of war in a very rapid and frightening way.
The way _____

V. Put the verbs in the correct tense forms:

The bomb **1** (to explode) in a blinding burst of green-white light. The fireball at its centre **2** (to grow) into a towering pillar of flame. A huge, coloured mushroom of poisonous cloud **3** (to boil) high into the sky. It **4** (to be) November 1952. American scientists testing a new weapon **5** (to blast) a whole uninhabited island out of the Pacific Ocean. They **6** (to explode) the first hydrogen, or H-bomb.

The H-bomb **7** (to be) many times more destructive than the atomic, or A-bomb, that **8** (to destroy) Hiroshima. Just one H-bomb **9** (to have) five times the destructive power of all the bombs dropped in five years of World War II. By 1953 the Russians, too, **10** (to make) an H-bomb. By 1957 so had the British. But only the Americans and the Russians **11** (can) afford to go on making them. The fact that both the United States and the Soviet Union **12** (to have) H-bombs **13** (to determine) how they **14** (to behave) towards one another for years to come.

B. WAR AND ORDINARY PEOPLE

ACTIVE VOCABULARY

Armistice (n) – ask for / seek / sign an ~

Assassination (n) – an ~ attempt; **assassinate** (v)

Cannon (n) – two 20-millimeter ~; **cannon fodder** (n)

Fraternization (n) – the greatest instance of ~ between opposing warring forces

Glory (n) – ~ won on the field of battle; **glory** (v), **glory in sth**, ~ in one's freedom / war / success

Grenade (n) – a hand-grenade, a ~ attack, a ~ launcher

Hurl (v) – to~ sth at sb/sth, to~ abuse / insults /reproaches at sb

Deterrent (n) – nuclear deterrents; His punishment will be a ~ to others.

Futile (adj) – a ~ attempt / exercise; **futility** (n), the ~ of war

Maim (v) – killing and maiming innocent civilians; be maimed for life

Outlaw (n) – a band of outlaws; **outlaw** (v), to ~ computer hacking / war

Patriot (n) – a true ~; **patriotic** (adj), ~ men and women, ~ songs; **patriotism** (n), an upsurge of ~

Pawn (n) – to be used as political pawns in the struggle for power

Resent (v) – to~ sb/ sb's criticism; **resentful** (adj), a ~ silence/ look/voice; **resentfully** (adv), **resentment** (n), bear/feel/show resentment against/towards anyone

Troop (n) – **troops** [pl], an army of 50 000 troops; demand the withdrawal of foreign ~

STARTER

1. Read the poem on the topic of war and get ready to interpret it.

Waste of Blood, and Waste of Tears,
Waste of youth's most precious years,
Waste of ways the saints have trod,
Waste of Glory, waste of God,
War!

G.A.Studdert Kenedy

Answer the questions:

1. What is the basic message of this poem?
2. Comment on the use of vocabulary and stylistic devices. Why does the author resort to these means? What effect do they help to create?
3. What do you think is the writer's attitude to war? Do you share his point of view?

READING AND DISCUSSING

1. Unfortunately, wars have remained one of the most pervasive phenomena throughout the whole history of mankind. But the question is whether people's attitude to war has become different with the laps of time and development of human civilization. Read the article which deals with this topic, pay attention to the words in bold type and get ready to discuss it.

CHANGES IN ATTITUDES TO WAR

One area in which great changes occurred in the twentieth century is in **the public attitude to war and peace**. The vocabulary in which war is spoken about has ceased to be one of courage, **patriotism** and pride, and has instead become one of failure or of unimaginable disaster. The 'War Office' has in general become the 'Ministry of Defence'; the greatest **destructive weapons** ever invented have become '**deterrents**'. Most people went out of the century with a view of the military 'virtues', of **the place of war in a civilised society**, fundamentally different from that of the nineteenth century and earlier.

The inventor of dynamite at the end of the nineteenth century believed that his invention would **outlaw war**, since the devastation it could produce would make any major outbreak destructive beyond imagination. After 1918 the same view was held about **aerial warfare**. My childhood was dominated by the conviction that a major war would end up **wiping out the cities** of the industrial world. Since 1945, the possibility of **nuclear annihilation** has seemed to make war between **the great powers** an act of collective suicide. These factors alone have contributed to a **revulsion against large-scale military operations** among thinking people in all nations - though the world is unquestionably still full of national, ethnic and political **causes** whose supporters see **a resort to bullets and bombs** as the only means of **gaining their ends**.

(New Internationalist, 1999)

1.1. Find the words and word combinations in the text which match the following definitions:

- | | |
|--|--------------------------------------|
| a) total destruction by nuclear weapons; | e) make war illegal or impossible; |
| b) ways of discouraging people from doing something because of the negative results; | f) feeling of total disgust towards; |
| c) loyalty to your own country; | g) achieving their aims; |
| d) fighting a war using aeroplanes; | i) movements, organizations. |

1.2. Answer the questions:

1. What wars are connected with the years mentioned in the article?
2. What is meant by “the great powers”?
3. How had people's view of the place of war in civilised society changed by the year 2000?
4. The inventor of dynamite was the Swedish scientist Alfred Nobel, who also founded the Nobel prizes. How does the text help to explain why he made one of those prizes a Peace Prize?
5. What twentieth-century **changes in the nature of warfare** does the text mention?
6. What is the connection between these changes and the general attitude to war?
7. What kind of people do not share this general attitude to war?

1.3. Complete the word formation table below based on words used in the article.

<i>verb</i>	<i>noun</i>	<i>adjective</i>
	deterrent	
	warfare	
outlaw		
	power	
		nuclear
	revulsion	
	annihilation	
	cause	

2. Which major wars have there been over the last hundred years? What do you know about them? (When were they? What were the reasons for them?)

2.1. Here is a background note on the First World War. Read it quickly, pay attention to the words in bold type and get ready to discuss it.

THE FIRST WORLD WAR (1914 – 1918)

The **immediate cause** lay in a conflict of interests between Russia and Austria-Hungary in the Balkans. On 28 June 1914, Archduke Francis Ferdinand, the heir to the Austro-Hungarian throne, was **assassinated** in Sarajevo in Bosnia by a Serbian nationalist and on 28 July Austria-Hungary, with German support, **declared war** on Serbia. Russia then **entered the war in support of** Serbia. From there it spread through Europe and beyond.

On one side **the Allied Powers** including the UK with countries of the British Empire, Russia, France, Belgium, Serbia, Italy, Japan, Portugal, the USA and Greece (both from 1917). On the other side **the Central Powers** including Germany, Austria-Hungary, Turkey and Bulgaria.

It was the first *world* war, whole nations not just armies were involved. There was **a huge loss of life** on both sides, about 9 million altogether. About 30 million men were **in arms**. It was the first war where more scientific ways of fighting were introduced - aeroplanes, poison gas, tanks. There was a great deal of **filthy, futile trench warfare**. Because of the huge loss of life and the nature of the war it was believed by many at the time that it would be the first and last world war. In fact there were just 20 years between the first and second world wars.

It was the last time people generally **gloried in war**, either going off to it willingly themselves or sending off sons, brothers, husbands, **to gain a glorious victory**. It was **a turning point in the attitudes of many people to war**.

Russia **withdrew from the war** following the revolution of 1917, the same year that the Americans joined the war on the side of the British and French. Germany and Austria **surrendered**, and **an armistice was signed** on November 11th 1918.

2.2. *Give the Russian equivalents to the words in bold type.*

2.3. *Answer the questions:*

1. When was it?
2. What started it?
3. Which countries were involved?
4. What characterized the war?
5. It has been called the last popular war – what do you understand by this?

3. *Complete the text with the words from the box:*

**image-makers horrible reality posters enlistment centers anti-war
a painful death patriotic and heroic struggle war fever**

POETRY AND THE WAR

One of the most extraordinary things about the First World War was the enthusiasm with which the majority of soldiers **went off to fight for their country**. Those young, patriotic men, who rushed to the (1) _____, had no idea what lay ahead of them. They didn't know that they would live for months in holes they had dug in the mud. They did not know what it would be like to watch a friend who had been horribly injured die (2) _____. And so they were excited, even thrilled, about the prospect of going to war.

This war was the first in which the (3) _____ made an impact. There were (4) _____ which asked women to encourage their men to go to war: "If he does not think that you and your country are worth fighting for – do you think he is WORTHY of you?"

The mood which seized the country was one of (5) _____. At the same time, it was generally believed that it would all be over in a few months.

The (6) _____ which gripped the nation stirred up the emotions of everyone and there was a huge growth in the writing of poetry. At first the poems were proud and optimistic: “Now in thy splendor go before us Spirit of England”, but as the war dragged on, the writers of poetry became angry at the myths they had been told. They wanted people to know about the (7) _____ of war, which **brutalized the people who took part**.

One writer who put these feelings into words very effectively was Wilfrid Owen, who, in the poem Anthem for Doomed Youth, wrote “What passing bells for these who die as cattle?” The poetry of Wilfrid Owen, Siegfried Sassoon, Robert Graves and others, which describe **the horrific reality of war**, also **questioned its morality**. Many of the poets were wealthy, privileged men who had not at first been (8) _____, but whose attitudes were changed by what they saw.

4. *Here is a poem by an English poet called Siegfried Sassoon.*

4.1. *Read the poem quickly and decide which war it refers to and why:*

“They”

The Bishop tells us: “When the (1) _____ come back.

They will not be the same; for they’ll have fought.

In a (2) _____ (3) _____; they lead the last attack.

On Anti-Christ; their (4) _____ blood has bought.

New right to breed a(n) (5) _____ race.”

They have (6) _____ Death and dared him face to face’.

“We’re none of us the same!” the (7) _____ reply.

“For George lost both his (8) _____: and Bill’s (9) _____ blind.

Poor Jim’s shot through the (10) _____ and like to die.

And Bert’s gone (11) _____: you’ll not find.

A chap who’s (12) _____ that hasn’t found some change.”

And the Bishop said: “The ways of God are strange!”

- 1 chaps/boys/men/lads;
- 2 just/fair/ bloody/good;
- 3 battle/war/cause/struggle;
- 4 comrades’/pals’/ companions’/chums’;
- 5 glorious/honourable/ distinguished/great;
- 6 courted/overcome/seen/ challenged;
- 7 friends/fellows/men/ boys;
- 8 eyes/pals/legs/guns;
- 9 gone/stone/completely/ all;
- 10 lungs/head/foot/heart;
- 11 mad/syphilitic/neurotic/ away;
- 12 served/fought/been/ enlisted

4.2. Work in pairs and choose the best words from the lists on the right to fill each gap. Be prepared to explain why you chose the words.

🔊4.3. Now listen to the actual poem. How close were you to Sassoon's original? Would you argue that any of your choices were better than his? If so, why?

4.4. Answer the questions:

1. What is the basic message of this poem?
2. Both the Bishop and the boys agree that the war will change men. How do their views of the change differ?
3. How would you describe the Bishop's attitude to the war and the soldiers who fought in it?
4. The first verse expresses the Bishop's view. The second verse expresses the view of the soldiers. How does the style and choice of individual words emphasize the difference in their views? Are there any words you would not expect to find in a poem?
5. Ordinary soldiers are sometimes described as "**cannon fodder**". What is the implication of this? How do governments get the support of these people for wars?
6. What do you think is Siegfried Sassoon's to
 - religion?
 - the establishment?
 - the ordinary soldier?
 - war?

5. You will hear a short extract from a musical called "Oh, What a Lovely War!" make sure that you know what the following words refer to:

trench	truce	rifle	sentry duty	the Western Front
--------	-------	-------	-------------	-------------------

🔊5.1. Listen to the tape and answer the questions:

1. Which war is it? Who is fighting who?
2. Which nicknames do the two sides have for each other?
3. Where are they standing?
4. What is surprising about this enemy interaction?
5. The scene depicts the beginning of the so-called Christmas Truce, which took place Christmas Eve in the first year of the war. What do you think happened next?

🔊5.2. Listen to an interview with Graham Williams and Harold Startin, who were on sentry duty that night. Complete the sentences with the exact words you hear:

1. ... lights began to appear all along the _____.
2. They sang this _____ right through.

3. ... when I woke up I found everyone was walking out into _____.
4. They were giving us _____ about as big as your arm.
5. ... we'd got no _____ against them, they'd got no _____ against us.
6. We were the best of _____, although we were there to kill one other.
7. They helped us _____ our dead, and we _____ our dead with their dead.
8. ... they'd come and help you _____ your defences against them.

5.3. Answer the questions:

1. How is Graham Williams' account similar to the scene in the play?
2. In what ways did the two sides communicate at first?
3. What is "no-man's land"?
4. In what ways did they show goodwill towards each other?
5. How long did the truce last?
6. Who was Otto?

5.4. What do you think:

1. Do you find the story depressing or uplifting? Why?
2. How is it possible that enemies become friends in the middle of a war?
3. Do you think that commanding officers could become friends in the same way?
4. Could such an incident happen in modern warfare? If so, where? If not, why not?

5.5. In this summary of the Christmas Truce the verbs are omitted. Choose the appropriate verb form beneath and put it in the correct tense, and in active or passive, positive or negative form.

The war (1) _____ for only a few months when on Christmas Eve 1914, an extraordinary event (2) _____. At midnight, lights (3) _____ and carols (4) _____ from the German trenches. Soon the British (5) _____ with English carols and in the end both sides (6) _____ together.

At first they (7) _____ in no-man's land, and within a short space of time many friendships (8) _____. Not only did they (9) _____ to bury each other's dead, but often German and British (10) _____ together in the same grave. Tools (11) _____ and defences (12) _____. If they (13) _____ frightened and suspicious of each other, such a truce (14) _____ never _____.

It (15) _____ now _____ that the truce (16) _____ much longer than historians previously (17) _____, probably as long as six weeks. Incredibly, some of the friendships (18) _____ a lifetime. Harold Startin (19) _____ many times by his German friend, Otto, from Stuttgart. They (20) _____ in touch regularly over the years.

Now everybody (21) _____ that, almost certainly, no future war (22) _____ in the same way.

Use each verb once only.

see hear strengthen continue believe visit	sing borrow know join in think help	fight keep last happen bury	take place form go on feel meet
---	--	---	---

6. Read a modern war poem.

What is the main message of this poem?

Compare it with the message in "They".

Identify each of the "men".

THE RESPONSIBILITY

I am the man who gives the word,
If it should come, to use the Bomb.

I am the man who spreads the word
From him to them if it should come.

I am the man who gets the word
From him who spreads the word from him.

I am the man who drops the Bomb
If ordered by the one who's heard.
From him who merely spreads the word
The first one gives if it should come.

I am the man who loads the Bomb
That he must drop should orders come
From him who gets the word passed on
By one who waits to hear from him.

I am the man who makes the Bomb
That he must load for him to drop
If told by one who gets the word
From one who passes it from him.

I am the man who fills the till,
Who pays the tax, who foots the bill
That guarantees the Bomb he makes
For him to load for him to drop
If orders come from one who gets
The word passed on to him by one
Who waits to hear it from the man
Who gives the word to use the Bomb.

I am the man behind it all,
I am the man responsible.

7. *What modern wars do you know? What conflicts are in the news at the moment?*

7.1. *Now you are going to read an article about Chechen war veterans. Before reading it consider the title of the article and try to guess what problems will be discussed there.*

7.2. *Read the article and get ready to discuss it.*

CHECHEN WAR VETS: OUT OF SIGHT, OUT OF MIND

At times atom bombs go off inside Cyrill's head, as they did last night. Once again he was driving through the empty streets of Grozny. He saw the bombed-out apartment buildings and the bodies of his comrades lying in the snow – nothing more than skeletons really, the flesh torn from their bones by stray dogs. And 23-year-old Cyrill Borzikov, himself, in **an armoured personnel carrier** together with ten other soldiers from the Sofrino Brigade, **an elite unit** belonging to the Russian **Internal Affairs Ministry**.

In his dreams everything happens all over again. Bursts of automatic weapons fire, the whoosh of **grenade launchers**, the low howl when they fall; the shrieks of the wounded, the moans of the dying, the cries of the Chechens 'Al-lahu Akbar!'

And the clap of the grenade that almost killed him: the grenade blows apart the rear axle. The blast throws Cyrill against the armour plating and tears away the hatch. There's blood everywhere. He jumps out of the burning vehicle and heads for a ruined building. The dank cold of the basement where he hid. He digs the **shrapnel** out from under the skin on his head with his pocket-knife and binds up the wound. In making his way back to his own lines he kills two Chechens lying in wait for him. He is tortured by thirst, and grabs at any snow he finds. His ammunition is almost gone. He already sees his brigade's outpost, and then suddenly – the mushroom cloud of a nuclear explosion.

'I think it would have been better to die,' says Cyrill. 'I want to live, but it would have been a lot easier to die. Then this nightmare would end.' Once again he gets not a wink of sleep before dawn.

The young man has muscles like Mike Tyson and a heart the size of a basketball. Cyrill is young and strong. But his duodenum is being eaten away by a two-centimetre ulcer. He often loses consciousness: since he got back from Chechnya there's been something wrong with his head. The doctors say that memories of the war are killing him. But the more he tries to forget about it, the more surely he **is gripped by the horror of the war**.

Cyrill hates hospitals. He was seriously wounded twice and ran away from infirmaries twice. What he saw at the hospitals also comes back to him in his dreams, like when one of his comrades comes to from a general anaesthetic and discovers that he no longer has his legs. 'That was worse than the hell of the Grozny. I had to get back to my unit. To kill Chechens, to avenge.'

Cyrill is going to see his friends, his **combat buddies**. It's been 14 months since they were **discharged**. They've rented an apartment in Moscow – two rooms for eleven men. A barracks. They are still sleeping when Cyrill shows up at 11. Leonid, Victor, and Roman are lying on the floor, covered with their imitation leather jackets. Andrei and Alexei have army regulation shaved heads. The twins, Valery and Dmitri, sleep in the same bed, two giants who stormed the Russian White House in October, 1993. 'We've always **risked our necks for this country** and in return she spits on us,' says Cyrill.

Almost 100,000 Russian soldiers served in Chechnya. The majority of them returned with **psychological disorders, maimed** and **resentful**. In contrast to the veterans of the Second World War, they were not **welcomed home as heroes**. The 'Red-Brown' nationalists blame them for not winning. The democrats call them butchers.

Cyrill laments, 'There, in the south, we were **cannon fodder**. Now we're criminals and losers. They treat officers worse than bums. What were we fighting for?'

Sociologists are already talking of a 'Chechen Syndrome'. Just like those returning from Afganistan; just like those from Vietnam: the Vietnam veteran is six times more likely than average to be dependent on alcohol or drugs, five times more likely to be unemployed, two times more likely to divorce.

In Abakan in Siberia, one out of every five Chechen war veterans is in prison. In the Perm Province, according to the Committee of Soldiers' Mothers, nearly fifty have committed suicide.

Moscow is ignoring the 'Chechens', as Chechen war veterans are called. The government innocently considers this war to be a 'struggle with illegal armed bandit groups'. Therefore Moscow does not offer 'Chechens' the same **concessions and benefits received by 'real' war veterans**.

'We are running the risk of an explosion in our country and in our exhausted army,' says Moscow psychiatrist Leonid Kitayev-Smyk.

Even back during the crisis one general admitted: 'We do have **to pull the troops out**. But where do you put the soldiers? They all belong in the psychiatric wards or in prison.'

Because they never learned anything, except how to kill. According to Cyrill, every other soldier from the Sofrino Brigade, which at one time num-

bered 2,000 men, now works for the mafia or in dubious security firms. Cyrill himself made \$ 1,500 a month as a bodyguard for an underworld king-pin. When he ordered Cyrill **to do a contract killing**, Cyrill quit the job. 'I didn't want to end up a killer.'

Earlier, Cyrill dreamed of a career as a soccer player. At 17 he played on the same team with Sergei Kiryakov, who now plays with Karlsruhe. At 20, the coach of Moscow Central Soviet Army Club spotted his talent. Then the war in Chechnya broke out. Cyrill has returned from the war a wreck. In the name of Russia's territorial integrity, he has been **deprived of his youth, his future and his will to live.**

The first few weeks following his return were the worst. At a birthday party for an old friend, Cyrill became convinced that the war had **made him stranger to everyone.** 'No one understood what I was talking about,' he says. 'Some of them started **hurling reproaches at** me. An hour later I left.'

There was a time when Cyrill wouldn't step off the sidewalk for fear of mines, a time when he would hit the deck if he heard shots at a nearby shooting range. Any kind of job seemed boring, any relationship fell apart within two weeks. 'We felt that the war would follow us for the rest of our lives,' Cyrill says.

They turned to the Institute of Psychology. The institute couldn't offer therapy for the 'Chechen Syndrome'. So the 'Chechens' formed their own aid organisation, 'Femida'. They ask for contributions in the streets for those who suffered in the war. Usually in vain.

7.3. Answer the questions:

1. What is the basic message of the article?
2. Has anything changed in the attitude towards war and war veterans?
3. What is meant by "Chechen Syndrome"?
4. Who is the main character of the article? How did the war change his life?
5. How does Cyrill describe the horrors of this war? What was worse than the "hell of the Grozny"?
6. What is his life and the life of other Chechen war veterans like nowadays? Does anyone try to help them?

7.4. Find all the military terms used in the article and try to give their Russian equivalents.

7.5. Summarize the article in a few sentences.

7.6. What do you think:

1. Can wars be justified?
2. Can people glory in war?

8. Fill in the gaps with the appropriate words from the set given below:

justifiable, manipulated, mob, replete, battlefields/front, at, bestialities, on, fodder, war machine, unprecedented, slaughter, pawns, in, overpowering, savoured, shame, impersonal, uncharacteristically, in, awesome.

Is it glorious to die for your country? This question has been posed to many young people who are about to embark on war. And the answer has usually been 'yes'. It is still very amazing how skillfully the government can get the support of people for wars and how it can ____ (1) ____ a man into participating in a mechanistic mass ____ (2) ____ for the sole sake of your country.

The human history is ____ (3) ____ with numerous examples when many young inexperienced soldiers were sent to the ____ (4) ____ to fight but mostly to die. ____ (5) ____ their fears and dimly realizing the true character of this affair they thrust ____ (6) ____ each other. However cynical it may sound, they served the only purpose – being cannon ____ (7) ____, a means to make the ____ (8) ____ keep going.

But such killing of people on a(n) ____ (9) ____ scale as the mankind witnessed in the 20-th century, we have never seen in our history before. And the question, which still remains, is – are those wars morally and practically ____ (10) ____? In the minds of many people it was quite natural to be ____ (11) ____ in the games of many political leaders. They took their policies and ideologies for granted and gloried ____ (12) ____ the wars. They abused and killed completely innocent people and ____ (13) ____ their despair for the reasons which could be rightly called ____ (14) ____ as there was nothing human in them.

Can there be any reasonable explanation for such a(n) ____ (15) ____ violent behaviour of a man? Some people claim it is deeply rooted in man's psychology. Supposing it is innate in a man to be ____ (16) ____ by other people, to move ____ (17) ____ commands and march ____ (18) ____ steps, to obey somebody's orders, to fight in a war and to glorify the realities and ____ (19) ____ of war. Then, it turns out that the whole human history proves this supposition to be true.

However, fear of death or thirst for survival is even more typical of a human being. How can the two features be combined in a man: that ____ (20) ____ inclination to kill and the fear to die?

The fact which the mankind has failed to comprehend so far is that we are not a hostile ____ (21) ____ of senseless creatures, but a civilized society destined to take care not only of ourselves but also of Life on the planet in general.

LANGUAGE FOCUS

Idioms. Study the idioms and their origins in exercise 10 on p. 36 in *Headway Advanced Workbook*. Make up a story of your own using these idioms.

TALKING POINTS

Support or challenge the following statements:

1. I think that people want peace so much that one of these days governments had better get out of the way and let them have it. (*Dwight D Eisenhower*)

2. This world in arms is not spending money alone. It is spending the sweat of its labourers, the genius of its scientists, the hopes of its children. (*Dwight D Eisenhower*)

3. There is many a boy here today who looks on war as all glory, but, boys, it is all hell. (*General Sherman*)

4. Older men declare war. But it is youth that must fight and die. And it is youth who must inherit tribulation, the sorrow, and the triumphs that are the aftermath of war. (*Herbert Hoover*)

5. The tragedy of war is that it was man's best to do man's worst

SELF-CHECK

I. Express the same in English:

- | | |
|--|---------------------------------------|
| 1) объявлять войну; | 6) быть «пешкой» в игре политиков; |
| 2) заключить (подписать) перемирие; | 7) «пушечное мясо»; |
| 3) выводить войска; | 8) возвращаться с войны искалеченным; |
| 4) грязная, бесполезная окопная война; | 9) бросать упреки; |
| 5) случаи братания между воюющими сторонами; | 10) ядерное уничтожение. |

II. Fill in the gaps with the appropriate words from the set given below:

trenches, collide, warfare, pervasive, at, shelter, military actions, on, surrendered, warrior, outraged, assassination attempt, fraternization, off, no-man's, conscript.

1. The signal was given and thousands of soldiers ran across the ... land to attempt the breach (проделать брешь) of the enemy's trench.
2. The men staying in the ... filled with water often suffered from a great number of diseases.
3. The ... sense of death engulfs (заполняет) your very soul and the constant bombardment echoes in your mind.
4. The hijackers finally ... themselves to the police.

5. When the interests of countries ... it can lead to a long-lasting confrontation.
6. The troops were exhausted after months of fierce ...
7. The opposing part was forced to take prompt ...
8. Many people are ... by the policy of the government.
9. The Christmas Truce, which took place in World War I, is a unique instance of people's ... during war.
10. The army is fighting ... two fronts.
11. The newspapers reported a(n) ... had been made on the Pope in St. Peter's Square.

III. *Complete the following sentences using the idioms from the vocabulary list:*

1. He's got his own opinion on this business. I do not think they can influence or interest him in any way. I can say he ...
2. After not speaking to each other for years, the two brothers decided ...
3. He left the company, the situation was getting worse and I had ... for all his faulty decisions.
4. The neighbours' shouts woke us up early in the morning. We could hear them ...
5. Be careful what you say – even ...! Personally I never trust anybody.
6. The others decided to go out for the day and left me ...
7. Mr. Cartwell was not a man of noble origin and had a reputation far from being immaculate. He was very oppressive and always ... the wishes of his employees.
8. The best way to succeed is to make use of the opportunity immediately. They say ...
9. There's no use recollecting the old enmity. Especially now, when we have got to stick together. Let ...

SAMPLE EXAMINATION QUESTIONS

1. What do you think a war is like? What is the essence of war? What are the roots of war?
2. What are the main causes of war? Do they differ from the reasons?
3. Can a war be moral or justifiable: war for freedom and independence, for example?
4. Is war inevitable or necessary in human's world? Can people do without warfare and slaughtering?
5. An ordinary soldier is the pawn in the game of politicians. What forces soldiers to fight and die for somebody else's goals?
6. Is the way a war is fought today different from the way it was fought 50, 100, years ago?
7. War and people. Does war change people who fight in it?
8. Tell what you think of the 20th century and its wars.

UNIT VII. TELEVISION

Topic: The main topic that runs throughout this unit is television and its effects on people's life. Special attention is attached to the theme of morality and attitudes to violence on television.

Grammar: The unit presupposes the revision of verb patterns and conditional sentences. For this purpose see LANGUAGE STUDY section (pp. 82 – 83) in Headway Advanced, Student's Book and do all the exercises in Workbook (pp. 44 – 46)

<i>Topic</i>	<i>Hours</i>
A. Effects of television <i>Dependent prepositions. Verb patterns. Compound nouns</i>	6
B. Violence on television <i>Conditional sentences. Idioms.</i>	6
Revision	2

A. EFFECTS OF TELEVISION

ACTIVE VOCABULARY

Aerial (n) – TV ~, satellite dish ~

Benefit (n) – have the ~ of sth, be of ~ to sb, be a great ~ to sb, the ~s of modern medicine/ science/ education, **benefit** (v), ~sb/sth, ~(from/by sth)

Broadcast (v) – ~ the news/ a concert/ a football game; ~ on current affairs;

broadcast (n), a party political ~, a ~ of a football match, to do a live ~; **broadcaster** (n), a well-known ~ on political/ religious affairs; **broadcasting** (n), work in ~, the British Broadcasting Corporation (the BBC)

Commercial (n) – to watch rubbishy ~s; **commercialism** (n), excessive ~ on TV

Cover (v) – ~ sth, ~ the Labour Party's conference; **coverage** (n), ~ (of sth), extensive TV/ press/ media ~ of the election complain, news ~

Glamorous (adj) – ~ life, ~ film stars; **glamorously** (adv), ~ dressed

Host (n) – the ~ of a chat show

Inconsistent (adj) – (with sth)

Irrelevant (adj) – ~ (to sth), ~ remarks, ~ to life, **irrelevance** (n), the ~ of the circumstances to the children's daily life, **irrelevantly** (adv)

Irreparable (adj) – (of a loss, an injury, etc), cause/ do ~ damage/ harm; **irreparably** (adv)

Maroon (v) – to be left ~ed on a remote island

News (n) – to be in the ~; **newscast** (n), **newscaster** (n), **newsreader** (n)

Transmit (v) – ~ sth (from...) (to), signals ~ed from a satellite; ~pictures; The World Cup final is being ~ed live to over fifty countries; **transmitter** (n),

View (v) – ~ the match through binoculars, be ~ed by the censor, **viewer** (n), television ~s, to shock the ~, regular ~s of the current series, suitable for adult/younger ~s, **viewing** (n), **the** ~ing public, peak ~ hours, compulsive ~

Pacify (v) – manage to ~ sb, **pacifier** (n), be a universal ~

Report (v) – ~ (on)sth, **reportage** (n), a piece of dramatic ~, **reportedly** (adv), **reporter** (n), a ~ from The Guardian, our City/ financial ~, an on-the sport ~

“Soap” opera (n) – a long-running radio/ TV ~

Subscribe (v) – ~ (to sth), ~ to a newspaper/ magazine/ TV channel, **subscriber** (n), ~s to New Scientist, **subscription** (n), ~ (to sth), renew one’s annual ~, pay a ~ for each channel that you receive

STARTER

1. Answer the following questions:

1. How often do you watch television? For what purpose?
2. Which are your most and least favourite programmes? Why? Refer to specific programmes to illustrate your preferences and dislikes.
3. What qualities do you look for in a television programme?
4. What are the programmes that appeal to specific age groups in your country?
5. “Television is chewing gum for the eyes.” Do you sometimes watch television because you have nothing better to do?
6. Do you watch television selectively? Or do you often turn off the television only when you go to bed?

2. Match these kinds of TV programme with the descriptions. Which kind of programme do you like best?

1. Soap opera	A. 30 minutes of topical reporting from around in the world.
2. Quiz game	B. More drama and emotion as deserted Julia seeks revenge on her lover...
3. Documentary	C. Your host , Dan Woods, meets actress Meryl Streep, author Chris Hughes, and singer Angelo.
4. News broadcast	D. The sixteen people marooned on the South Sea island are competing to win the prize money...
5. Chat show	E. More questions to test the memory as four semi-finalists chase the Trivia Prize.
6. Sitcom (situation comedy)	F. Laughs galore as Johnny gets into trouble decorating Jenny’s house.
7. Reality show	G. Fascinating programme about the blue whale, which is threatened with extinction.

3. *What sort of TV programmes do you think these would be:*

- | | |
|---------------------------------|----------------------------|
| 1. Murder at the Match | 4. The \$ 10, 000 Question |
| 2. The Amazing Underwater World | 5. Last Week in Parliament |
| 3. World Cup Special | 6. Hamlet from Stratford |

3.1. *Give the names of one programme you know in your country of each type listed in 3.*

4. *What kind of viewer are you?*

4.1. *Everyone has a different way of using television. Here are some types of television viewers:*

The absent-minded

This type of viewer **leaves the TV on all day**. In the meantime, he eats, phones, reads or does his homework. For him television **is really just background noise** for his day.

The addict

He won't give up TV for anything in the world. He watches the programmes in silence, with great concentration. Even during commercials, he won't leave the screen for fear of losing a second of the programme. He usually **chooses the programmes he wants to watch very carefully**.

The bored

He **puts the TV on** when he's got nothing better to do. For him TV **is the last resort**. He only watches it when it's raining or when he's ill.

4.2. *What's your relationship with television! To find out, choose the answer you like best and then read what your answers mean:*

1. You look up the programmes before you put the TV on:
- rarely;
 - sometimes;
 - often.

2. If there isn't a programme which interests you, you don't switch on the TV:
- a) rarely;
 - b) sometimes;
 - c) often.
3. You've got favourite programmes which you can't miss:
- a) none;
 - b) some;
 - c) a lot.
4. You like talking to friends about television programmes:
- a) rarely;
 - b) sometimes;
 - c) often.

4.3. Now read the interpretation and decide whether it is a good description of you as a viewer.

Majority of A answers.

For you watching TV is **a way of escaping from reality**. TV **keeps you company** and doesn't ask for much in return. Be careful not **to isolate yourself from others** or give up more interesting things. Sometimes it's good to escape from reality, but it's important that you shouldn't do it too often.


Majority of B answers.

Television isn't very important for you. It's no problem to give it up if there's something more interesting to do. But if you have to stay at home you watch whatever's on that night. So, be careful not to be too superficial in your choices!

Majority of C answers.

You've got **an active relationship with TV**. You **have a good critical sense** and know how to choose programmes. Be careful not to give TV too much importance and don't let it influence your language and way of life too much. Sometimes it's better to read a book.

READING AND DISCUSSING

 **1.** Read the following passage. Then use the information in it to number the diagram below and to label it with the words in italics.

As a result of technological progress, many people in the world already have, or will soon have, access to many more TV channels than in the past.



As you can see from the illustrations, there are now three **ways in which TV programmes can reach your home**, compared with the one way which existed until a few years ago:

1. Most of the TV channels in the world operate in the traditional way: national public or commercial *TV stations* use *transmitters* to send UHF (ultra-high frequency) *signals* round the country. The *aerials* on our roofs receive these signals and pass them to our TV sets. Simple, and very similar to the way radio **broadcasts** work.

2. Some international TV channels use satellites in space. Programmes are **transmitted** up to the *satellite*, which then **re-transmits** them to a wide geographical area. If you have a special *satellite dish aerial* on your roof, you can receive these signals - though usually you have to pay for a signal-decoder. In this way, people can watch TV programmes transmitted on the other side of the hemisphere.

3. In many countries, and especially in the US, there is a third system which transmits programmes from studios or from satellites through a cable system. You **pay a subscription for each channel that you receive**, and the signals are transmitted to your home through underground *fibre-optic cables*. The advantage is that there is much less interference, and, if you want to, you can pay to receive many, many channels.

1.1. Answer the questions:

1. If you have a TV at home, how many different channels can you receive? How do they reach your home? Is there any difference between them?
2. Have you ever watched a satellite TV channel? What did you think of it?

1.2. Tick (✓) any statements that you agree with, and put a cross (X) against any that you disagree with. Explain your point of view.


If there are more TV channels available:

- the quality of programmes is likely to improve.
- there will probably be fewer differences between channels, because they will all imitate the most popular one.

- – it will be good to be able to specialize and watch the sport channel or the news channel.
- – it will be much harder to choose what to watch, and people will **keep switching from channel to channel**.
- – there will be less money for making educational or **special-interest programmes**; most money will be spent buying **ready-made programmes** or serials.
- – there will be more **commercials** as more TV companies try to make money from advertising.

2. *Nowadays television is considered to be one of the most important inventions of the media industry. But do you know anything about the history of this invention? Work in groups and try to find the answers to the following questions:*

- A. Who invented television?
- B. When was it invented?
- C. Why is it important?

 **2.1.** *Read the following text and see whose ideas were closest to the facts. Pay attention to the words and word combinations in bold type.*

TELEVISION COMES TO AMERICA

One of the greatest influences on life in modern America has been television. It affects how Americans dress, talk, relax, vote, and how they view themselves and others. It is one of the most important and powerful inventions of all time.

Many Americans can't imagine life without television. Yet it wasn't until the 1950s that television became part of the average American household. As far back as 1879, scientists were looking for ways to add pictures to sound. Inventors worldwide **experimented with** many types of picture machines. One was called radiovision, which used spinning disks to transmit pictures. Then in 1922 a 14-year-old American farm boy named Philo T. Farnsworth thought of using electricity to scan and **transmit pictures**.

Farnsworth was born in 1906 in a cabin near Beaver, Utah. He worked on his father's farm when he wasn't in school. He was an imaginative boy, very interested in science, especially electricity. When he was still in high school, Farnsworth began experimenting with the idea of using glass tubes and electricity to transmit sound and pictures. After he graduated from college, he found someone to give him money for one year while he experimented with his idea for television. Just three weeks before the year was over, Farnsworth produced

his first TV picture. In 1930, at the age of 24, he was granted **the first electronic television patent**.

Most major inventions take the combined efforts of many scientists and inventors. In the case of television, a Russian-American named Vladimir Zworykin invented and **patented the eye of the television camera** and the television screen. For that reason, Zworykin and Farnsworth share the title of “The Fathers of Modern Television.”

The first televisions were very expensive and still had some problems. Few people had them and **broadcasting was extremely limited**. But by 1945 television sets began **rolling off the assembly lines**. The big radio broadcasting networks began producing television shows. They were funny and entertaining. The news shows were informative. People watched them in store windows and at the homes of neighbours who were lucky enough to own a TV.

Soon everyone was saving up to buy a television set. At the beginning of 1950 there were three million television sets in the United States. By the end of the year there were seven million sets. In 1951 it was found that some young people were watching nearly 30 hours of television a week! Television **became a craze**. People couldn't get enough of it. They even started eating meals in front of the television. This gave birth to **frozen “TV dinners”** in 1954, and “TV trays” to put them on.

People were so **influenced by television** that they copied what they saw and heard. In 1955 the first of three Disney films about the frontiersman, Davy Crockett, was shown. Children and adults loved it. Soon everyone was singing “Davy, Davy Crockett, king of the wild frontier,” and everything had a picture of Davy Crockett on it, from pencils to school lunchboxes. Experts started worrying that children were watching too much television and that everyone was being too easily influenced by it. Many predicted it would **destroy the family and the American way of life**. But the average person didn't care what the experts thought. They loved television and wanted more of it.

Today most American families have at least two TV sets. The only activity that **takes up** more of **their free time** is sleeping. They are still criticized by some experts for the amount of time they spend in front of the television. But Americans have also proved they are interested in more than entertainment. One of the **largest** daytime **TV audiences** in history watched on May 5, 1961, as astronaut Alan Shepard became the first American to take off into space. In 1969 approximately 600 million people worldwide watched astronaut Neil Armstrong take the first step on the moon.

As much as Americans **like to be entertained**, they are also **eager to be informed**. The **variety of television programming** has expanded greatly over the years. Television has proved it can be **a wonderful tool for education**. Many stations only show programmes on nature, science, music, language, and other educational subjects. **News stations** keep people informed 24 hours a day. Busy Americans can **shop through home-shopping networks**. Sports enthusiasts can watch all their favourite games and players.

The future of television is only **limited by the pace of new technology**. Sharper images, smaller “boxes,” bigger screens, stereo sound, screens within screens, and stop action are all part of our present technology. It will continue to improve. Televisions will be **linked to computers, tied to our home telephones**. They will be part of America’s **“information superhighway.”** Hundreds of channels will be available to viewers. Learning, shopping, banking, communicating, as well as entertaining will all be functions of television. The televisions of tomorrow will have **voice command**, as will computers. Just think. After all these years that televisions have been talking to us, we’ll finally have an opportunity to **talk back!**

2.2. *The following numbers are mentioned in the text. What do they refer to:*

1879 1922 1930 1945 1950 1954 1969

2.3. *Answer the questions:*

1. What role does television play in modern America?
2. Who were “The Fathers of Modern Television”?
3. When did TV become a craze in America?
4. How did it influence people’s lives? Was it a positive or negative influence?
5. What about the future of TV? What will it be like?
6. How did television come to your country?
7. What part of your life does TV take? What functions does it fulfill?
8. Is there a problem of people watching too much of it?

2.4. *Summarize the text.*

3. *Television has become an everyday part of our lives. It’s **omnipresent**, always on... But is this a good thing or a bad one? Don’t we spend too much of our precious time in front of the ‘box’? Haven’t we become lazier because of it? Is TV dangerous?*

3.1. Here's what different people say about television. Who do you agree with?

1. Some people say that television is dangerous. I don't think so. After all, it **keeps you informed about what's happening in the world**. You can also see films and plays, and be entertained... or you can watch documentaries and learn something new.

2. **Television is a terrible waste of time**. I know a lot of people who just sit down in front of the 'box' and watch whatever's on. They spend hours watching silly Mexican soap operas and **second-rate American films** when perhaps they ought to be doing something else.

3. In spite of all its defects, television can teach us a lot of things. The trick is to learn to control it and **use it intelligently**. The ideal is to turn on the TV only when there is a programme which is really amusing and interesting.


4. In my opinion, **television makes us lazier**. We stay at home instead of going out. We read less. We think less. We even talk less. It **cuts us off from reality**. But isn't real life better than this **passive enjoyment**?

5. A lot of rubbish has been written about television. I think it's a **wonderful invention**. It's a **cheap form of entertainment**, which gives pleasure to millions of people, especially those who live alone. It's also a wonderful way of **escaping from our dull reality**.

6. There's too much blood and violence on TV. We begin to believe that the world is an unfriendly place, **filled with cruel people and risky circumstances**. **The violent, crime-filled world shown on TV** may turn people into criminals.

7. TV's just part of life really. It **involves us in strong emotions**: love, hate, passion. Even the silliest of 'soaps' help me to solve my own problems by showing me what might happen if I do certain things. Sometimes they show me what not to do.

8. Television is like a drug: we get addicted to certain TV series and simply can't switch it off. Most programmes are **filled with silly commercials**. What I hate most about TV is that it often **uses strong language**. It has a terrible influence on children and young people.

 4. Now you are going to read about the main effects of television. Go quickly through the text, paying attention to the words and word combinations in bold type, get ready to discuss it.

EFFECTS OF TELEVISION

Television ranks as a major influence on American life. It affects the way people spend their time and what and how they learn. TV also affects politics, the other media, and sports. Some authorities believe TV has a greater influence on young people than on adults.

Effects on leisure time. A typical adult spends more time watching TV than doing anything else except sleeping and working. Watching television ranks as **the most time-consuming leisure activity** among adults. It **takes time away from other activities**, such as reading, conversation, social gatherings, and exercise.

Effects on learning. TV contributes greatly to what home viewers learn. It benefits people by **widening their experience**. On the other hand, TV also may **contribute to harmful impressions of the world**.

Enriched experience. No communication system has ever **provided so many people with as wide a range of new experiences** as television has. Without leaving their homes, **TV viewers** can watch government officials perform important functions, and see how people in far-off lands look and live. Television **takes viewers to deserts, jungles, and the ocean floor**. A TV viewer can see how a famous actor performs the role of Hamlet, and how top comedians **draw laughter**. Television **gives its viewers a glimpse of real-life tragedy**, as when it **covers** the victims of war, natural disasters, and poverty. It also **captures moments of great triumph**, such as when astronauts first set foot on the moon. However, some authorities question how much specific information viewers remember from watching television.


Harmful impressions. Many social scientists believe that people are likely to form two negative impressions from watching a lot of television. One of these impressions is that many people are better off than they are. The other is that the world is an unfriendly place, filled with untrustworthy people and risky circumstances.

Television programs often show people who **lead more glamorous lives** and have more material possessions than the most viewers. In addition, **TV commercials** constantly urge viewers to buy various goods. Many sociologists believe that as a result, **the material expectations of TV viewers are raised, sometimes to an unrealistic level**. One harmful effect results when people fail to achieve the success they see on TV and become dissatisfied or bitter.

The violent, **crime-filled world shown on TV** may contribute to an impression of an evil world. Studies indicate that people who watch a great deal of television are more likely **to hold fearful or negative views of the world** than those who watch less TV. However, some researchers argue that people who watch a lot of television already hold such views.

4.1. Fill in the table below. First, enumerate all the positive and negative effects of TV which were mentioned in the text. Then, try to add some more points on your own.

Positive Effects of TV	Negative Effects of TV

 **5.** Read the following text and answer the questions:

TV OR NOT TV?

Well, I suppose that I watch some television most days. My **television watching** tends to happen late at night for sort of **domestic reasons and work reasons**, so it's restricted by that. I watch a lot of news programs. I nearly always watch the news, or **current affairs programs**. I'm quite a sports fan as well, so if there's any sport on I tend to watch it: cricket or football, or something like that, if I've got nothing better to do.

I have a daughter who's six and she watches **children's television** quite often when she comes back from school. Children's television lasts about an hour and a half. Sometimes she'll **sit through right from beginning to end** and other times she'll get bored and switch it off and go away and do something else.

So in our house the television tends to be on in the late afternoon and late at night. But I'm amazed at figures that I came across recently, for example that some people may watch as much as twenty-eight hours in a week. That was in winter. I think, when the weather's bad and people are inside anyway. I don't know whether that means the time that the television is on or whether people actually watch it for that amount of time, because I think in some homes the television goes on as **a kind of background** and people don't actually watch it in any kind of concentrated way.

I suppose one of the things that worries me as a parent is the effect that television has on children. I don't take the same view as a lot of friends of mine who think that TV is some kind of danger to them. I think people are very **inconsistent** here. People never said that radio was a great **danger to** children, and I don't see any real difference between radio and television in that sense.

I think television can be a great **benefit to** children. I think there are a lot of good programs that give them good educational information, presented in a way, which is very attractive to them. For example, there's a very good nature program, which **is presented in a very exciting way on television** and is **very good viewing**, and very educational as well. And I also think television's good for introducing children to good literature. There are often children's stories. Good children's stories **are dramatized for television** and this can often attract children to go and read the book, and I think that's a good thing.

The most dangerous thing, I think, for children on television is the **commercialism**, and I get really angry about television programs that are produced, which are really produced not because they're interesting television programs but because they're part of a **big marketing exercise**, so that at the same time the shops will be flooded with rubbers and pencils and bags and pencil cases and things like this and there's a **tremendous pressure on** children to go out and buy those things, and I think that is a very dangerous thing indeed.

The other dangerous thing, I think, for children is if the **television is on indiscriminately**, then they do, if parents are not careful, they do get to see programs which are not suitable for them. And I think that is a big danger. But that's up to the parents to make sure that that doesn't happen. I think.

I find it very difficult to say what would be a reasonable time to watch television. I think the important thing is not how much you watch but **how selective you are**. That you say. this is an interesting program and worth watching, and I'll watch it, and if there are a lot of good programs in one week, you might spend quite a bit of time watching television; another week, when the programs are not so good, far less. So it's very difficult to say, what is a reasonable amount of time.

Answer the following questions:

1. Are your and your parents' tastes concerning television viewing alike?
2. Who decides what to watch when the whole family is in front of the TV set?
3. Do you approve of the large number of American films on TV?
4. What do you think of commercialism on TV?

6. *Write the correct preposition in each gap.*

Television and reading

I pride myself (1) ___ the fact that I read two or three books a week. (2) ___ this rate I'll be familiar (3) ___ every book in our local library soon.

I **blame TV** (4) ___ the way people don't seem to read as much as they used to. (5) ___ my way of thinking TV is **responsible** (6) ___ **many ills in our society**.


I wonder (7) ___ the amount of TV watched by my sister's children. I have warned her (8) ___ the dangers of this but (9) ___ vain. She refuses to get involved (10) ___ a discussion (11) ___ the subject.

(12) ___ one time I used **to watch a fair amount of TV** but I **restricted myself** (13) ___ **particular programmes** such as documentaries and an occasional good film. However I soon grew tired (14) ___ even this. I was indifferent (15) ___ many topics in the documentaries and there is always **something missing** (16) ___ **films or TV plays** which are based (17) ___ the stories in books. However good the film, it is **no substitute** (18) ___ **the original story**. At last I think I am beginning **to convince my sister** (19) ___ **the bad effect of TV** (20) ___ her children. She has agreed (21) ___ my suggestion of **selective viewing** and at the beginning of each week her family **agrees** (22) ___ **which programmes they want to watch** and the TV is only turned on at those times. It's taken a long time to get her agree (23) ___ me but I'm sure the schoolwork of my nephews and niece will **benefit** as a result.

6.1. Describe the situation with TV watching in your family. Make use of your active vocabulary and prepositional phrases from the text.

7. You are going to read an article discussing harmful effects of television. Before reading it do the vocabulary exercise “Odd word out”(the one which does not fit into the group of synonyms):

- | | | | |
|----------------|--------------|---------------|---------------|
| 1) obsessed | oppressed | addicted | dedicated |
| 2) irreparable | irrelevant | irrecoverable | irreplaceable |
| 3) extraneous | inapplicable | irreparable | irrelevant |
| 4) calm | mollify | pacify | modify |

 **7.1.** Now read the text paying attention to the words and word combinations in bold type. Get ready to discuss it.

TELEVISION IS DOING IRREPARABLE HARM

‘Yes, but what did we use to do before there was television?’ How often we hear statements like this! Television hasn’t been with us all that long, but we are already beginning to forget what the world was like without it. Before we admitted **the one-eyed monster** into our homes, we never found it difficult to occupy our spare time. We used **to enjoy civilised pleasures**. For instance, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. All that belongs to the past. Now all our free time is **regulated by the ‘goggle box’**. We rush home or gulp down our meals to **be in time for this or that programme**. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do – anything, providing it doesn’t interfere with the programme. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a programme, he is quickly silenced.

Whole generations are **growing up addicted to the telly**. Food is left uneaten, homework undone and sleep is lost. The telly is **a universal pacifier**. It is now standard practice for mother to keep the children quiet by putting them in the living-room and turning on the set. It doesn’t matter that the children will watch **rubbishy commercials** or **spectacles of sadism and violence** – so long as they are quiet.

There is a limit to the amount of creative talent available in the world. Every day, television **consumes vast quantities of creative work**. That is why

most of the programmes are so bad: it is impossible **to keep pace with the demand and maintain high standard** as well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions which obtain in pre-literate communities. We become **utterly dependant on the two most primitive media of communication**: pictures and the spoken word.

Television **encourages passive enjoyment**. We become **content with second-hand experiences**. It is so easy to sit in our armchairs watching others working. Little by little, television **cuts us off from the real world**. We get so lazy, we choose to spend a fine day in semi-darkness, **glued to our sets**, rather than go out into the world itself. Television may be **a splendid medium of communication**, but it prevents us from communicating with each other. We only become aware how **totally irrelevant** television is to real living when we spend a holiday by the sea or in the mountains, far away from civilisation. In quiet, natural surroundings, we quickly discover how little we miss **the hypnotic tyranny of the King Telly**.

7.2. Write out all the arguments used in the text and discuss them with your group mates.

7.3. Think of the possible advantages of television (or counter arguments) and make a list of them.

7.4. Read the following statements and decide which of them you have already mentioned in your list of counter arguments. Discuss each item from your list:

- Nobody imposes TV on you.
- We are free to enjoy “civilized pleasures” and still do.
- Only when there is lack of moderation can TV be bad.
- Must watch to be well-informed.
- Considerable variety of programmes; can select what we want to see.
- Continuous cheap source of information and entertainment.
- Enormous possibilities for education.
- Provides outlet for creative talents.
- TV is a unifying force in the world.

LANGUAGE FOCUS

Compound words

1. *Study the compound words from exercise 10, pp.48-49 in Headway Advanced Workbook. Make sure you know their spelling, meaning and pronunciation.*
2. *Make up a story using at least 10 compound words.*

TALKING POINTS

1. Support or challenge the following statements:

1. I'm always amazed that people will actually choose to sit in front of the television and just be savaged by stuff that belittles their intelligence. (*Alice Walker*)

2. I hate television. I hate it as much as peanuts. But I can't stop eating peanuts. (*Orson Welles*)

3. There are days when any electrical appliance in the house, including the vacuum cleaner, seems to offer more entertainment than the TV set. (*Harriet van Horne*)

4. You (television) are the most powerful force in the world. (*Bill Clinton*)

2. Divide into two groups. One half of the class should make a list of all good points about TV. The other half should make a list of only the bad points. Then have a general discussion to see which group will be more argumentative and convincing.

WRITING

Study the information contained in the statistics about television in *Headway Advanced Student's Book p. 79* and write an essay on one of the following subjects, using the statistical information to illustrate your own opinions where appropriate:

- Television output in your country compared to other countries.
- The place of television in our life.
- "Television is chewing gum for the eyes."
- Does television realize its potential?

SELF-CHECK

I. Express the same in English:

- | | |
|---|--|
| 1) программа о текущих событиях; | 6) выборочный просмотр; |
| 2) длительная мыльная опера; | 7) довольствоваться опытом других людей; |
| 3) смотреть глупую рекламу; | 8) запечатлеть моменты триумфа; |
| 4) разнообразие телевизионных программ; | 9) совершать покупки через телевизионную сеть магазинов; |
| 5) разумно пользоваться телевидением; | 10) использовать ненормативную лексику. |

II. Choose the words from the active vocabulary and match them with the corresponding definitions:

1. A comedy programme on radio or television, based on a number of characters in an amusing situation.
2. To send out programmes by radio or television.
3. To arrange to receive a publication or TV channel regularly by paying in advance.
4. One or more wires or rods for sending or receiving radio or television signals.
5. (Of a loss, an injury, etc) that cannot be corrected or put right. (adj)
6. To report on an event such as a trial or an election.
7. Not in harmony with sth; containing parts that do not agree with one another. (adj)

III. Fill each gap in the following sentences with the corresponding compound word from the set given below:

- | | | |
|-----------------------|----------------|-------------------|
| a) by-election | g) overboard | m) underestimate |
| b) by-product | h) oversight | n) undercarriage |
| c) overhaul | i) overdo | o) undercover |
| d) overcast/over cast | j) overdose | p) understaffed |
| e) overheads | k) understudy | q) undernourished |
| f) overalls | l) undergrowth | r) undertaker |

1. Within a year the party had drastically ... its structure.
2. Ammonia and coke are the ... obtained in the manufacture of coal gas.
3. Look! It is a bit ... – it might rain.
4. The Vice-President often acts as ... to the President, when the latter is not in the country for some reason.
5. The mechanic was wearing a pair of blue ... to protect himself from dirt.
6. At first sight Mr. Harrison seems to be an ordinary man like most of us. But if you watch his behaviour, the way he moves, looks at people, listens to them, you may find much interesting about him. For a moment you may even suspect him being a spy or a(n) ...
7. The newspapers reported Mr. Clerk was found drowned on the sea shore. His yacht was detected a few hours later. The police did not regard it as a murder. They remarked that Mr. Clerk might have been washed ... during the night storm.
8. They had to hold ... because of the death of one of the MPs.

9. In many African countries a lot of children grow severely ... which accounts for a rather high child death rate there.
10. He was trying to be helpful, but I'd say, he rather ... it.
11. They cleared a path through the dense forest ...
12. We ... the time it would take us to get there. As a result we did not manage to complete the task.
13. The easiest way for people to commit suicide is to take a massive ... of sleeping tablets.
14. The children watched the plane lowering the ... and getting ready to land.
15. There is an increase in ... costs. This month we will have to pay much more for electricity, gas and other public services.
16. Many state schools are severely ... nowadays because of small salaries.
17. It is purely our fault. We do apologize. The mistake was due to an unfortunate ... on my part.
18. At noon on Saturday the ... called and informed us that everything had been ready for Sunday's funerals.

IV. Report *the following direct speech using one of the verbs in italics:*

1. 'Why don't we go sailing?' Diana said. (*to suggest*)
2. 'You've just won a lottery!' Tom said. 'Really?' Jennifer exclaimed. (*to tell, to amaze*)
3. 'More money should be spent on education,' Frank observed. 'Yes, I agree,' Gillian answered. (*to observe, to agree*)
4. 'Don't go too near the lions' cage,' mother said.
 'But I want to see the lions close up,' Billy answered.
 'Isn't this close enough?' mother asked.
 'No,' Billy replied.
 'I'm sorry, Billy, but you can't go any closer than this.'
 'But I want to,' Billy insisted.
 'Well, you can't.'
 (*to warn, to protest, to ask, reply, to tell, to repeat, to order, to insist*)
5. 'You really must keep to your diet, Mrs. Flynn, if you're serious about losing weight,' Dr Grey said. 'You have been keeping to it, haven't you?'
 'Well, I... er...,' Mrs. Flynn muttered.
 'Have you or haven't you?'
 'Well, I have occasionally had a bit extra.'
 'What do you mean, "a bit extra"?'
 'Oh - a cream cake or two.'
 (*to confess, to hesitate, to point out, to ask, to mutter, to repeat, to admit*)

B. VIOLENCE ON TELEVISION

ACTIVE VOCABULARY

Atrocity (n) – the full horror of ~s, **atrocious** (adj), ~ crimes/acts of brutality, **atrociously** (adv)

Counterpart (n) – one's modern ~; be better than its ~ in other countries

Documentary (n) – drama ~; a ~ on/about drug abuse

Fictional (adj) – entirely/purely/wholly ~; ~ characters/places, ~ violence, a ~ account of life on a farm

Footage (n) – film ~ of the riot

Grandeur (n) – the ~ of the mountains; delusions of ~ ; the breathtaking ~ of the cathedral

Gratuitous (adj) (*formal, derogative*) - a ~ insult/lie/liar; scenes of ~ violence on television; **gratuitously** (adv)

Gullible (adj.) – to be ~, **gullibility** (n), ~ of public

Manly (adj) (*approvingly*) – to look ~; ~ qualities/virtues; a ~ pose/sport; women looking ~ (*derogative*); **manliness** (n)

Offensive (adj) – ~ programmes, to find sth ~ on TV; ~ weapon/operations

Output (n) – TV~; to monitor/control the ~ of both television and radio; literary/agricultural/industrial/computer ~; average/current/annual/monthly/world/national ~; a growth/an increase/a rise in ~

Pageantry (n.) – the ~ of the ceremony

Pervert (v) – to ~ the truth; to ~ the mind of a child; men ~ed by power; **perverted** (adj), to have a ~ lust for violence; **pervert** (n) (*derogative*)

Prone (adj) – ~ to sth/ to do sth, be ~ to illness/ infection/ injury, be ~ to fail

Revolting (adj) – ~ attitudes towards sth; a ~ mixture of pasta and curry; sth smells ~ ; **revoltingly** (adv)

Scuffle (n) – a brief/minor ~; to be involved in a ~ with sb; ~s that broke out between police and demonstrators; **scuffle** (v); **scuffling** (n)

Stirring (adj) – a ~ film/TV drama/music;

Susceptible (adj) – to be (uniquely) ~ to sth

Violence (n.) – screen ~; a reduction in screen ~; fascinated and repelled by ~; crimes of ~; to portray ~ and its overall volume; a link between ~ on television and ~ in society;

Vulnerable (adj) – ~ to sth/sb, psychologically ~ people, **vulnerability** (n)

STARTER

1. *It is interesting to know that...*

Watching television is one of the great British pastimes!

Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA). The BBC receives its income from the government, but the private companies controlled by the IBA **earn money from advertising**.

The BBC has two TV channels. BBC 2 has more serious programmes and **news features**. The IBA is responsible for looking after the **regional independent TV companies** who broadcast their own programmes and those they have bought from other regions. There is a **break for advertisements** about every 15 – 20 minutes. The most recent **independent channel** is called Channel 4 and it has more specialized programmes than the main channels. In general, people think the programmes offered on British television are of a very high standard. Some people, however, are becoming **worried about the amount of violence on TV** and the effects this may have on young people.

TV and Radio are also two of the **main teaching channels** used by the Open University. This "university of the air" allows many thousands of students to study at home for degrees they never would have obtained in the main educational system. They also have to do without sleep as most of their programmes are broadcast early in the morning or late at night.

2. *Discuss the following:*

1. Which of the following possible aims of television do you think is the most important:

- to instruct;
- to inform;
- to entertain;
- to distract.

2. If you controlled a television channel, what sort of programmes would you put on it? Would you **limit the amount of sex and violence portrayed**, or influence the political nature of the programmes?


3. What controls exist on **TV output** in your country?

READING AND DISCUSSING

1. *Television is an invited guest into the family home, and for that reason, broadcasters have a special obligation to take care with the messages and im-*

ages they present. *There was a time when broadcasters took that obligation seriously. But nowadays it is sadly apparent that broadcasters no longer have any interest in showing respect for our homes.*

*Despite the obvious concerns of millions of parents, public policy and medical experts, **depictions of violence on prime time broadcast television** have become more common and **increasingly graphic**, and there doesn't appear to be an end in sight. Broadcasters will continue to push the envelope with TV violence as long and as far as they are able. The only way to reverse this trend is for viewers to push back.*

 **1.2.** *Read the following article and make an outline of what you have read. Pay attention to the words and word combinations in bold type.*

TURN DOWN THE VIOLENCE VOLUME

Last week Heritage Secretary Peter Brooke told regulators he was worried by **screen violence**. Here David Glencross argues that the fears are unproven.

Human beings have always been **fascinated and repelled by violence**. Our interest in violence is **a mixture of** curiosity, **prurience** and fear - that is why it is the stuff of so much story-telling through the ages. The current anxieties about **on-screen violence** spring from understandable concern about rising levels of violent crime, against a background of **violent material available on screen** through cinema, video, computer games, and **a much wider choice of television channels** for those who **opt to subscribe**.

It is not surprising that causal links are asserted, even if proof of such links is sharply contested. If you live on a vandalized housing estate, it is **no great consolation** to be told that things were infinitely more dangerous in 18th century London, or that murder rates in the Middle Ages appear to have been considerably higher in the late 20th century.

When people are questioned about their concerns over violence in society, and the question is linked with on-screen violence, it is not surprise that a majority will say there is too much violence on television. However, TV violence is by no- means the largest component of complaints about programs. Last year the ITC received some 4,500 complaints. Only 188 were about violence, a figure greatly exceeded by complaints about **schedule changes, the level of repeats**, and the disappearance of favourite series. Complaints about violence were up on the previous five years, but considerably below figures for 1988 and 1986.

The public mood is not, though, simply a matter of complaints. It is influenced by **the agenda set** in Parliament and in the press, which itself is a response

to opinions circulating generally in society. Nine months ago the ITC acknowledged this by saying to all its licensees, **terrestrial and satellite**, that it wished to see **a reduction in screen violence**. It is carrying out a further **monitoring exercise** to assess the extent to which this has been achieved, and intends to publish its findings in the summer.

Even so, a mere tally of violent incidents can be very misleading. News events in Bosnia, South Africa and Rwanda can inflate statistics, but the issue here is how the incidents are reported visually, not the body count of victims. British television news is much more sensitive than its **counterparts** in other countries in showing, or rather not showing, the full **horror of atrocities**.

This was vividly if shockingly demonstrated at an Edinburgh Television Festival, when comparisons were made of **a car bomb outrage covered** by different television organizations, all of whom had access to **identical basic footage**. British coverage was considerably more **restrained in the selection of pictures** and the times at which they were shown.

In television drama today's police and detective series, such as Morse, Poirot and Wexford are much more reflective, if not indeed cerebral, than their predecessors 15 years ago such as The Sweeney, Dempsey and Makepeace, Callan and The Professionals.

The ITC's Program Code, like the IBA Code before it, does not **dismiss the possibility of a link between violence on television and violence in society**. Especially in relation to children and the **psychologically vulnerable** of any age, the code is particularly tough on behaviour, which could easily be imitated, such as the use of knives or hanging scenes.

Some critics have suggested that **the 9 p.m. deadline** designed to protect children is a waterfall rather than a watershed, with a sudden descent into violent and other **adult material** at one minute past nine. It would be foolish to deny that such immediate shifts occur, but **the 9 p.m. watershed** should be the start, not the end point of a move into more adult material. **The watershed policy** does not assume that all children are in bed by 9 p.m., but **rests on the belief** that after 9 p.m. parents should take the major part of the responsibility for what their children see. As the evening goes on, so more adult material may be shown. For example, no feature film with BBFC "18" certification can be shown before 10 p.m. on any ITC-licensed channel, whether ITV Channel 4 or any subscription film channel on satellite or cable. A number of films are **held back until much later** because of their content.

This is known and understood by viewers. The ITC's latest annual research shows that 84% know of the 9 p.m. watershed, and 72% think 9 p.m. is the correct time. There is an 8 p.m. watershed for subscription satellite and cable chan-

nels, a policy dating back to the Home Office regulations for cable services in the early 1980s. Satellite services uplinked from the UK, such as BSkyB, do fall within the ITC's regulatory framework, and the selection, editing and, in a number of cases, the rejection of films is an obligation firmly placed on BskyB.

One change in the **make-up of television schedules** has been **an increase in programs based on the reconstruction of crime**. Some of these, for example Crimewatch UK and Crimestoppers, are designed with police co-operation to help solve crimes. Others, of which Michael Winner's True Crimes is the most cited though by no means the only example, tell the story of how actual crimes were solved.

Two questions arise. The first is how graphically the crimes are portrayed, particularly if they are **crimes of violence**. The second is the possible **invasion of privacy and lack of sensitivity** to victims and their families. Recognizing this, the ITV Network Centre has drawn up additional guidelines as part of its general charter for producers of **drama documentary**. The decision to commission such programs in the first place, however, sets up tensions between entertainment, information and **sensationalism**.


It would be easy **to dismiss current concerns about violence** as just one more episode of that moral panic to which the British **are** singularly **prone**. But even after allowing for the heavy rhetoric, which this debate characteristically provokes, broadcasters need to consider carefully the way they **portray violence and its overall volume**. In turn, those who criticise the broadcasters should distinguish with equal care between the many different sources of **non-broadcast violence** which can be displayed on the television screen.

1.3. Find the appropriate words from the text to match the following definitions:

- a) a length of film made for the cinema or television;
- b) a very wicked or cruel act;
- c) the deliberate use of shocking words, exciting stories, etc in order to provoke public interest or reaction;
- d) to cause a feeling of horror and disgust;
- e) the quality of having or showing excessive interest in sexual matters (derog.);
- f) a person or thing that corresponds to or has the same function as sb/sth else;
- g) to watch and check sth over a period of time;
- h) that can be hurt, harmed or attacked easily, esp. because of being small or weak (adj);
- i) likely to do sth;
- j) an attempt to create a full description of sth that has happened.

1.4. Answer the following questions:

1. For what purpose is violence shown on TV?
2. Does it really do any harm to people or do they only pretend to be harmed?
3. What amount of violence should be considered normal?

 **2.** You will hear an interview with Joanna Bogle, a member of the National Viewers' and Listeners' Association, a group which aims **to monitor the output of television and radio in Britain.**

2.1. Here are some words taken from the interview. Check you know their meaning. Match the word with the definitions:


- | | |
|---------------|---|
| 1) revolting | a) a long thin metal rod pushed through meat |
| 2) pageantry | b) associated with qualities suitable for a man |
| 3) to deprave | c) causing disgust and horror |
| 4) stirring | d) elaborate display or ceremony |
| 5) manly | e) to make sb morally bad |
| 6) to slosh | f) very exciting |
| 7) spit (n) | g) to move liquid noisily or carelessly |

2.2. Listen to the interview and answer the questions:

1. What sort of programmes does she find offensive? Why? What examples does she give?
2. Does she feel people can tell the difference between fantasy and reality? Does she think it matters whether they can? What examples does she quote to support her view? What sort of programmes do you think these are?
3. Does she think television reflects society, or influences society? Does she feel that television has positive as well as negative influences?

2.3. Complete these sentences with the expressions used in the interview:

- A. Joanna believes quite firmly that TV stations should recognize more fully the ____ and ____ of televisions, and ____ stricter control over ____.
- B. ... revolting attitudes towards sex and towards women which have become popular over the last couple of decades have had a number of ____...
- C. I regard that as unacceptable, grossly violent, sadistic and depraved of ____.

 **3.** You will hear an interview with Kate Adie, a news reporter for the BBC and a documentary maker. She talks about similar topics which were discussed in the previous interview, but not in the same order.

3.1. *Here are some words taken from the interview. Check you know their meaning. Match the word with the definitions:*

- | | |
|----------------|---|
| 1) grandeur | a) books, magazines, entertainment, etc that have no worth or value |
| 2) to emulate | b) unnecessary; done, said, etc without cause or good reason |
| 3) pap (derog) | c) easily influenced or harmed |
| 4) rider | d) to try to do as well as or better than sb |
| 5) susceptible | e) an additional remark following a statement, etc |
| 6) gratuitous | f) the quality of being great, magnificent and impressive in appearance or status |

3.2. *Listen to the interview and answer the questions from ex. 2.2.*

3.3. *Compare the two speakers' points of view. Whose opinions do you share? How would you answer the same questions?*

4. *Fill in the gaps with the appropriate words from the box:*

viewers impressionable cover fictional coverage to film footage

The issue of the appropriate level of televised violence arises not just with (1) _____ violence but with the televising of news (2) _____. Here the problem for reporters is a balance between reporting what is occurring in the world and making the violence they (3) _____ palatable for the living room. Reporters have put themselves at risk attempting (4) _____ savage violence in a way that can tell their story but not overwhelm the viewers. The violence of the Vietnam War played out nightly in American living rooms has been seen as a major factor in generating the anti-war movement. More recently, (5) _____ of the Gulf War indicates how use of the media, especially television, has become part of wartime strategy. Research on the role of the media in the Gulf War suggests that (6) _____ were often happy to be spared the details of the war as long as their side was winning. It is not perhaps surprising that despite concern expressed about the impact of such a violent crisis on (7) _____ children, the news image that evoked most anger and sadness in British children was on the plight of sea birds covered in oil.

5. *Divide into three groups. Each group should choose one of the following articles and summarize it in English.*

«ЕСЛИ УБРАТЬ КРИМИНАЛ С ТЕЛЕЭКРАНА, ЖЕСТОКОСТИ МЕНЬШЕ НЕ СТАНЕТ»

– Убийства происходят постоянно – мы читаем о них в газетах, слышим по радио, обсуждаем с друзьями и знакомыми. Но именно телевизионные программы – порой жестокие, кровавые – притягивают к себе практически все слои населения. Почему? Неужели вид трупов и крови нравится зрителю?

– Специфика криминальной программы такова, что вроде и радоваться особенно нечему, но каждый телеканал обязательно делает такие передачи. У каждого – разная степень отношения к жестокости и натурализму, это зависит от политики канала и профессионализма авторов.

Мне кажется, что сегодня сообщения типа «совершенно убийство» уже мало кого шокируют. Это стало обыденным, что особенно страшно. Рассказывая о преступлении, я заставляю зрителя понять, что это реальность, а не другая жизнь за пределами телеэкрана. Что беда пришла в дом таких же людей, как и мы. Часто зрители говорят: «Какой ужас вы показали!» Вот если это их задело, не оставило равнодушными, значит, люди понимают, что это – ужас, что такого быть не должно. Тогда тот самый натурализм, о котором вы говорите, оправдан.

В разговорах с друзьями, обсуждая подобные истории, говорят, как правило, о том, как это произошло, а не как раскрыли преступление. В своей программе мы стремимся показать всю необратимость наказания. Доказано, что именно страх перед неминуемым наказанием может остановить человека, просто серьезным разговором его не испугаешь.

– С морализаторской и профилактической точки зрения – все правильно. Но неужели нам мало трупов в кино, чтобы показывать весь этот кровавый ужас еще и на примере реальных фактов?

– Если люди смотрят кино, то они понимают: кино – это игра, за кадром «убитый» герой поднялся, вытер бутафорскую кровь и пошел домой.

В моей программе этот, как вы считаете, неоправданный натурализм и есть та деталь, которая дает понять, что все показанное – не шутка, не игра, не кино. Это жизнь, в которой живете и вы, и я.

Как ни странно, чем больше натурализма, тем привлекательнее передача для зрителя. Но мы не ставим это целью, не считаем возможным смаковать изуверства и показывать трупы в каждой программе, всегда оставляем лишь минимальную часть натурализма.

Если убрать весь криминал с телеэкрана, преступления не перестанут совершаться, жестокости меньше не станет. Может, именно благодаря телепередачам хоть кто-то поймет, что перед Уголовным кодексом все равны, будет помнить, что закон существует. Пусть хоть телеэкран напомнит, если уж нас нигде не учат соблюдению этого самого УК.

«У ТЕХ, КОГО ТАКОЕ ЗРЕЛИЩЕ ПРИВЛЕКАЕТ, НЕЗДОРОВАЯ ДУША»

Мы ведем напряженный образ жизни (особенно жители больших городов), у нас возникают проблемы на работе, в социуме, все мы буквально ежедневно подвержены разного рода стрессам.

И когда человек, придя домой и включив телевизор в поисках душевного отдыха от напряженного дня, еще и на каждом телеканале видит кадры насильственных смертей и льющейся крови, – без сомнения, в глубинах его души зарождается не только очередной стресс, но уже и чувство страха за себя, за свою безопасность...

В западном обществе, где законодательно защищается психическое здоровье народа от информационной агрессии, уже давно отошли от подобного рода экспериментов над человеческой психикой. Поучительно вспомнить теракты 11 сентября 2001 года в Нью-Йорке – тогда телевидение США приняло решение не демонстрировать жуткие кадры с места трагедии. Российские каналы же во время теракта в Беслане предложили в прямой трансляции быть свидетелями страшной трагедии – мы видели окровавленные детские тела, рыдающих родителей, слышали душераздирающие крики... Это был сознательно спровоцированный шаг. Но кто-то вскоре, слава Богу, опомнился и прекратил этот жуткий эксперимент над зрителями.

Как заметили специалисты, из-за постоянной трансляции по телевидению этически непрофессиональных криминальных программ мы начинаем и в жизни исповедовать философию насилия. Эти телепередачи провоцируют то злое, что есть в человеке, готовят его к совершению подобного же зла. Неужели после просмотра программы, изобилующей сценами жестокости и насилия, можно ощутить в душе спокойствие и умиротворение?..

Несмотря на то, что человек изначально добр, ибо он рождается с добром в сердце, все-таки грехи мира, в котором живет человек, провоцируют в его душе зло. И это внутреннее зло тянет его к злу внешнему, потому что оно интереснее, чем добро, привлекательнее. И об этом очень убедительно говорит духовный опыт борьбы человека со злом, изложенный в поучительных примерах на страницах Библии...

Действительно, сегодняшний человек, отошедший от христианского образа жизни, испытывает некое тайное удовлетворение от сцен насилия и жестокости. Настолько он адаптировался ко злу и полюбил его... Но это и есть очевидное свидетельство того, что душа-то его – нездоровая. Он опасен и для себя, и для общества... Если же человек никоим образом не при-

емлет зло, противится ему, борется с ним и его сердце живет в Боге – он не будет искать подобного рода фильмы, а в момент демонстрации жутких кадров не станет смотреть эту убийственную наготу греха и переключит канал. Он мудро бережет свою душу!

ЗАВЕДУЮЩИЙ КАФЕДРОЙ ЮРИДИЧЕСКОЙ ПСИХОЛОГИИ МВД РБ, КАНДИДАТ ПСИХОЛОГИЧЕСКИХ НАУК, ДОЦЕНТ ВЛАДИМИР МИЦКЕВИЧ:

«НОРМАЛЬНЫЙ ЧЕЛОВЕК НЕ МОЖЕТ ПОЛУЧАТЬ УДОВОЛЬСТВИЕ ОТ СЦЕН СМЕРТИ СЕБЕ ПОДОБНЫХ»

– Владимир Валентинович, почему у людей подсознательно присутствует интерес к сценам смерти, насилия?

– Подобные желания есть далеко не у всех. Каждый по-своему трактует одни и те же события. Но есть несколько теорий, например, фрейдистская, которая говорит, что все в человеке стремится к насилию, кровосмешению, уничтожению и т.д.

На мой взгляд, абсолютное большинство людей, когда видят смерть и кровь – в жизни или на телеэкране, скорее отвернутся и не станут смотреть, чем жадно будут взирать на это зрелище.

Человек, когда все это видит, рефлексивно переносит себя на место событий. И даже где-то подсознательно готовится стать жертвой. Но нравится ли ему это? Вряд ли. Нормальный человек не может получать удовольствие от сцен смерти себе подобных.

– Но на месте ДТП с жертвами всегда собирается толпа зевак.

– Здесь срабатывает феномен толпы. У толпы много голов – и ни одного мозга. Интеллектуальное начало у нее пропадает, а примитивные картинки пробуждают животные инстинкты.

– Создатели телевизионных криминальных передач используют сцены насилия и жестокости для приманки. Мол, именно на это и покупается зритель...

– Если говорить о способах работы создателей криминальных телепередач, то они ориентируются на рассеянные массы. Зрители у телеэкранов постепенно уподобляются единицам той толпы, о которой мы говорили. Каждый вроде бы воспринимает все по-своему, а оценивает – как все.

Те, кто делает «криминальные» телепроекты, используют психотехнологии воздействия не на личность конкретного человека, а на абстрактного зрителя. Эти «профи» пользуются грязными технологиями: сначала приковывают внимание к яркому, страшному объекту – покажут крупным планом расчлененный труп либо застывшее от горя лицо ребенка, потерявшего мать... Приковывается внимание – а дальше срабатывает феномен заражения рассеянной толпы.

Есть много причин, по которым показ подобных передач должен быть ограничен. Почему не пойти по примеру американского телевидения, на котором есть несколько каналов, в определенное время показывающих настоящий криминал, а на других каналах крови и насилия нет вообще? Хочешь посмотреть на трупы – включай определенный канал.

А детям, с их неокрепшей психикой, подобные программы смотреть вообще нельзя! Иначе потом мы видим страшные примеры: 12-летний ребенок наносит около 20 ударов ножом своему однокласснику, который не показал ему марку, топит его, а потом еще 3 дня спокойно ходит в школу, как будто ничего и не случилось. Телевидение зомбирует этих детишек, которые не всегда понимают разницу между экраном и реальной жизнью. Они «на автомате» в жизни воспроизводят сценку, которую видели на экране!

– **А взрослого человека «ломает» телекриминал?**

– Во всяком случае, у взрослого тоже отложится стереотип преступного поведения. Научкой доказано, что более 60 процентов преступлений спровоцировано поведением жертвы. А жертва, насмотревшись на грабителей и героев-спасителей по телевидению, считает, что она все знает и умеет, вместо того чтобы повести себя разумно, смело бросается на нож ночного разбойника, героизм проявляет...

Glossary:

Архимандрит – archimandrite

Зав. кафедрой – head of the chair/department

Доцент – senior lecture

5.1. Discuss the following:

1. Why are we attracted by the depictions of criminal world and victims of catastrophes on TV? Do we need to satisfy our baser instincts?
2. Do you believe that violence on TV can turn people into criminals?
3. Would you allow your child to watch on-screen violence?
4. Do you know how to protect yourself and your family from the bad influences of television?

6. It has often been feared that *children are particularly vulnerable to violence on television* because their immature cognitive development does not enable them to *discriminate between real and fictional violence*.

6.1. Psychological research has shown three major effects of seeing violence on television:

- Children may become less sensitive to the pain and suffering of others
- Children may be more fearful of the world around them
- Children may be more likely to behave in aggressive or harmful ways toward others.

6.2. *While most scientists are convinced that children can **learn aggressive behavior from television**, they also point out that parents have tremendous power to moderate that influence.*

Work in groups; look through the list of recommendations given to American parents and discuss it with your group mates. Do you find this advice useful? Can you add anything to the list:

- ❖ Watch television with your child. Not only does watching television with children provide parents with information about what children are seeing, but **active discussion and explanation of television programs** can increase children's comprehension of content, reduce stereotypical thinking, and increase prosocial behavior.
- ❖ Turn the program off. If a portrayal is upsetting, simply turn off the television and discuss your reason for doing so with your child.
- ❖ Limit viewing. Set an amount of time for daily or weekly viewing (suggested maximum limit is 2 hours per day), and select programs that are appropriate for the child's age.
- ❖ Use **television program guides** or a VCR. Television program guides can be used to plan and discuss viewing with your child. A VCR is useful for screening programs, building a video library for children, pausing to discuss points, and fast-forwarding through commercials.
- ❖ Encourage children to **be critical of messages they encounter when watching television**. Talking about TV violence gives children alternative ways to think about it. Parents can **point out differences between fantasy and reality** in depictions of violence. They can also help children understand that in real life, violence is not funny. Discussion of issues underlying what is on the screen can help children to become **critical viewers**.

LANGUAGE FOCUS

Idioms

1. Study the idioms from exercise 11, pp. 49 – 50 in Headway Advanced Workbook.
2. Make up a story of your own using the idioms.

SELF-CHECK

I. *Express the same in English:*

- | | |
|--|-------------------------------------|
| 1) контролировать выпуск телевизионных программ; | 3) материал/программы для взрослых; |
| 2) психологически ранимые люди; | 4) иметь серьезные последствия; |

- | | |
|----------------------------------|------------------------------------|
| 5) воссоздание преступления; | 8) осуществлять более строгий |
| 6) построение программы | контроль над содержанием программ; |
| телевизионных передач; | 9) низкопробные программы; |
| 7) связь между насилием | 10) исключительно восприимчивые |
| на экране с насилием в обществе; | люди. |

II. *Replace the underlined parts of the sentences with the corresponding synonym from the set given below:*

- | | | |
|---------------|------------|--------------|
| a) gratuitous | e) fiction | h) revolting |
| b) pageantry | f) ills | i) grandeur |
| c) manly | g) output | j) stirring |
| d) pervert | | |

1. She was amazed by the breathtaking magnificence of the cathedral.
2. He was moved by the very exciting TV drama.
3. We experience the fall in the total amount of product due to the outdated equipment.
4. Fact and invention became all jumbled up in his report of the robbery.
5. He looked so all male in his uniform.
6. His clothes smelt absolutely sickening.
7. Television is said to be responsible for many problems in our society.
8. Do pornographic films corrupt those who watch them?
9. I hate the scenes of unjustified violence on TV.
10. The crowd was standing fascinated by all the elaborate ceremony of the coronation.

III. *Complete the following sentences with the appropriate idioms. Mind the tense forms of the verbs:*

1. Do not let him talk to anybody or he will _____.
2. I do not know how much time he is to serve. But I know that he is _____ for armed robbery now.
3. Though we had been in a hurry all the time we arrived _____.
4. Panic crept through the crowd. Then some time later the people started leaving the place in a hurry but I _____.
5. Before we tell them about it let's _____ at home.
6. He started being so helpful that I _____. It was not like him.
7. It is not the case. If you think *that*, you _____ altogether.
8. This time you will have to own up. Nobody is going _____. It will be a salutary lesson to you.
9. Where have you been all that time I have not seen you _____.

10. Hardly had we turned the corner when we heard the sheriff's sneering voice 'Hey, you guys there! Now what? _____. Everything is over.'
11. After many exhausting and unsuccessful attempts we had to admit failure and the only thing left for us was _____.
12. The police know perfectly well everything you have done. In your place I would find out who _____ about you.
13. I have nothing to say to you. And you have nothing against me. Nothing doing! I'd rather say you _____. And you cannot arrest me.

IV. Put in the right conditionals:

THE SECRET OF A LONG LIFE

Grygori Pilikian recently celebrated his 114th birthday and reporters visited him in his mountain village in Georgia to find out the secret of a long life. The secret of a long life,' Grygori said, 'is happiness. If you 1 (be) happy, you will live a long time.' 'Are you married?' a reporter asked. 'Yes,' Grygori replied. 'I married my third wife when I was 102. If you are happily married, you 2 (live) for ever. But for my third wife, I 3 (die) years ago.' 'What about smoking and drinking?' a reporter asked. 'Yes, they are important,' Grygori said. 'Don't smoke at all and you 4 (feel) well. Drink two glasses of wine a day and you 5 (be) healthy and happy.' 'If you 6 (can/live) your life again, what 7 (you/do)?' a reporter asked. 'I would do what I have done. If I had had more sense, I 8 (eat) more yoghurt!' he chuckled. 'Supposing you 9 (can/change) one thing in your life what 10 (you/change)?' another reporter asked. 'Not much,' Grygori replied. 'So you don't have any regrets?' 'Yes, I have one regret,' Grygori replied. 'If I 11 (know) I was going to live so long, I 12 (look after) myself better!'

SAMPLE EXAMINATION QUESTIONS

1. TV in modern world. What are the main aims and effects of TV? Does TV reflect society or influence it? Does TV realize its potential?
2. TV in your life. What kind of viewer are you? What are your favourite TV programmes?
3. Are you satisfied with the TV output in our country? If you controlled a TV channel, what sort of programmes would you put on it?
4. For what purpose is violence shown on TV? Does it really do any harm to people or do they only pretend to be harmed?
5. TV and children. Is TV dangerous for children? What measures would you take as a parent to eliminate dangerous effects of TV?

UNIT VIII. FAME AND THE MEDIA

Topic: The main themes of this unit are newspapers, celebrities and the ethics of journalism. You'll have a good opportunity to examine the styles of different newspapers by comparing the way they handle the same story. You'll also try to find the answer to the question why people are so obsessed with the lives of famous people and give your recipe how to become and A-list celebrity.

Vocabulary: The correct use of intensifying adverbs with verbs and adjectives can cause foreign language learners many problems. Sometimes there is a logical link which explains why some combinations are possible, but more often than not, there is no explanation as to why certain words collocate. With no clear rules there are no short cuts and the only advice is to learn common collocations. That is why the unit presupposes extensive work on this area.

Synonyms in context are given particular attention, as English is very rich in them.

This unit also revises a wide variety of discourse markers, their functions and meaning. This is a very difficult area for students to use accurately in natural speech, because there are a lot of them, they rarely equate to discourse markers the learner's L1, and rather than having a concrete meaning, they express what the speaker is thinking. The position of the discourse marker in the sentence can be a problem, too.

<i>Topic</i>	<i>Hours</i>
A. Newspeak: tabloids and broadsheets, gossip columns and the ethics of journalism, etc. <i>Adverb + verb and adverb + adjective collocations.</i> <i>Synonyms in context.</i>	4
B. The price of fame: the cult of celebrity, our obsession with fame, celebrities and paparazzi, etc. <i>Discourse markers</i>	6
Revision	2

A. NEWSPEAK

ACTIVE VOCABULARY

Antiquated (adj) – antiquated things/ideas/practices

Backhanded (adj) – a ~ remark/ compliment/ assessment, etc.

Banish (v) – to banish sb/sth (from/to sth); **banishment** (n)

Biased (adj) – a biased account/jury/person/opinion

Bigoted (adj) – a bigoted person; bigoted views/ideas

Celebrity (n) – the most seasoned ~; media/ sporting/ national/ minor ~
Cheeky (adj) – ~ (little) devil/monkey/rogue/rascal etc; be ~ to your elders; a chubby five-year-old with a ~ grin; **cheekily** (adv); **cheekiness** (n)
Coverage (n) – coverage of sth; extensive TV/press/media coverage
Discourse (v) – to ~ on/upon sth; **discourse** (n) [C;U] – a ~ on/upon art; to engage/ be engaged in serious political ~; a study of spoken ~
Embroid (v) – to ~ sb/ sth in sth; to become ~ed in an argument with sb; to find oneself ~ed in controversy; avoid getting ~ed in political controversy
Equate (v) – to equate sth (with sth); to equate to stories
Esteemed (adj) – an ~ French critic/ photographer etc.; highly ~ scholars ;
esteem (n) – to hold somebody in high/great ~; token/mark of somebody's ~ ; my father's complete lack of esteem for actors; **self-esteem** (n)
Explicit (adj) – explicit statements/directions/reasons; to be explicit about sth; explicit stories/sex scenes; **explicitly** (adv); **explicitness** (n)
Flawed (adj) – a flawed argument; be badly/severely/obviously flawed
Frump (n) – to turn into an old ~ before one's time; **frumpy** (adj) – a ~ housewife
Glamorous (adj) – glamorous stories/film stars
Glitz (n) – show business ~; the ~ of Hollywood; to be ~ and glamour; to provide an alternative to the standard ~; to be either ~ or pretension
Immaculate (adj) – an immaculate dress/room; immaculate behaviour
Impeccable (adj) – impeccable taste/behaviour/judgment/argument
Improbable (adj) – a film with an ~ plot; it seems highly ~ that; ~ combinations of colours; **improbably** (adv); **improbability** (n) [C;U]
Newshound (n) – to evade ~s; to hound sb; to be hounded by reporters
Novel (adj) – a novel idea/design/experience/method
Obsequious (adj) – an ~smile/ praise/ manner, etc.; ~ obedience/ tolerance; **obsequiously** (adv); **obsequiousness** (n)
Ostentatious (adj) –an ~ display of wealth/ lifestyle/ symbol of wealth; to be vain and ~; **ostentatiously** (adv)
Partisan (adj) – ~crowd/ politics; to be highly ~ (in respect of sth); ~ political issues
Strident (adj) – ~ criticism; the ~ demands of the American media; **stridently** (adv); **stridency** (n)
Wield (v) – to wield authority/control/power; to wield a weapon

STARTER

1. *British newspapers can be roughly classified into 4 groups: low-brow and middlebrow daily tabloids, highbrow daily broadsheets and Sunday newspapers.*

1.1. *Read the background notes on these types of newspapers and answer the questions that follow:*

Low-brow daily tabloid newspapers

The Sun, The Mirror, The Star. They all cover sport, gossip, scandalous stories about the Royal family and celebrities, and contain lots of competitions, free gifts, and pictures of topless girls. *The Mirror* is traditionally more left-wing. *The Sun* is the biggest selling British daily.

Middlebrow daily tabloids

The Daily Mail, The Daily Express. Both are right of centre, and aim for middle class, middle-aged, middlebrow England. They feature sport and gossip, but also plenty of commentary on politics and current issues.

Highbrow daily broadsheets

The Times, The Daily Telegraph, The Guardian, The Independent, The Scotsman (in Scotland). *The Daily Telegraph* is politically to the right, *The Guardian* to the left, *The Times* slightly right of centre, and *The Independent* claims to be impartial. Intensive coverage of news and politics. However, they all also provide extensive sports coverage, lots of features, and *The Times*, in particular, is not afraid to publish a bit of celebrity gossip.

Sunday newspapers

All the above newspapers have Sunday equivalents, with the exception of *The Sun* and *The Guardian*, whose approximate equivalents would be *The News of the World* and *The Observer*. Sunday newspapers in Britain are huge, and filled with lots of supplements: magazines, separate sports and arts sections, etc.

- Have you ever read any of these newspapers?
- Which one would you like to read and why?
- Why do people read newspapers?

1.2. Listen to five people talking about which newspapers they read and why and complete the table:

Speaker	What newspaper(s) do they read?	What do they like about the newspaper(s)?
1		
2		
3		
4		
5		

READING AND DISCUSSING



1. Look at the front pages of two different newspapers, *The Sun* and *The Independent on Sunday*.

1.1. Which is the tabloid newspaper, and which is the broadsheet? What are your immediate impressions of the different coverage?

Think of ...

- the size of the headline;
- the content of the headline;
- the photograph;
- the layout of the front page;
- the use of the word *exclusive*.

1.2. Read the two articles on pp. 152 – 155. Summarize each story in three or four sentences. Which newspaper ... ?

- is more factual and objective
- is more sensational
- has longer, more complex sentences
- uses more informal, idiomatic, conversational language
- uses more formal, controlled, concise language.

1.3. Where did the reporters obtain their information? Who did they speak to? Which newspaper attributes its sources more? Why do you think?

1.4. Look at the structure of the article “Harry faces Eton drug test”:

Harry admitted taking drugs → his father’s reaction → his school’s reaction → a twist in the last two paragraphs

What is the structure of the article in *The Independent*?

HARRY FACES ETON DRUG TEST

TROUBLED Prince Harry is facing drugs tests at Eton after admitting he took pot.

He has been allowed to stay at the school by head John Lewis. But the teenager risks being **EXPELLED** if he fails a random urine check in future.

A source said last night: “Harry has had the yellow card. If he ever tests positive he’ll be out.” The youngster told Prince Charles he smoked cannabis and had booze binges at Highgrove, Gloucs, and a nearby pub when he was 16. Harry, now 17, also went drinking at a pub on New Year’s Eve. Eton insiders said the Prince “can be a handful.”



Warned ... Harry arriving at Highgrove yesterday Picture: DAVID BEBBER

A source added: “People are genuinely concerned he may be going off the rails. He also has a habit of spitting in the street – quite distasteful.”

The News of the World told yesterday how Charles responded to Harry’s cannabis confession by ordering him to visit a rehab unit – to frighten him into turning his back on drugs.

And Eton has told him that even though he never smoked pot at the school, its anti-drug rule applies at home.

A senior source at the Berkshire college said: “The cannabis matter was brought to the attention of the head by Prince Charles.”

“Obviously the Prince is extremely concerned about those who mix with his son in case any of them has been a bad influence on him.”

Bored

“The smoking of cannabis and the drinking of alcohol is widespread at Eton College and the headmaster operates a strong policy against it.

“But the difficulty is that you have a large number of boys with a huge weekly disposable income who get very bored and become easy prey for drug-dealers.”

The source said Eton was “totally satisfied” with the way Prince Charles had handled Harry’s drug use.

He went on: “It would seem the problem has been nipped in the bud. However, the headmaster informed Charles his son could be made to take random urine samples in the future.”

“The headmaster hates having to expel anybody – but he is very tough on drugs. All eyes at Eton will be on Harry to ensure he does not stray.”

Abuse

Eton pupils are all given lectures about drugs by a counsellor. They are warned how drugs affect the body and mind. Staff are also trained to spot signs of drug abuse in the boys.

Eton rules say: “The school prospectus is explicit about the headmaster’s right to dismiss any boy involved with illicit drugs.”

“The headmaster also has the power to treat as a breach of school discipline behaviour during the holidays which brings the school into disrepute.”

Meanwhile, a pupil who was expelled for having cannabis said he once offered a joint to Harry’s brother William.

He added: “William was not amused. He politely turned it down immediately.”

PRINCE HARRY SENT TO REHAB OVER DRINK AND DRUGS



Prince Harry was sent to a drugs rehabilitation clinic after he admitted to smoking cannabis and drinking alcohol, it emerged last night.

His father, the Prince of Wales, sent his son to Featherstone Lodge Rehabilitation Centre in Peckham, south London. Prince Charles took the decision after learning his son had taken drugs during private parties at Highgrove, and had drunk alcohol at the nearby Rattlebone Inn in Sherston, reports said.

These incidents are reported to have happened last June and July when Harry was 16. It is believed that Prince Charles was alerted to the

problem when a senior member of staff noticed a smell of cannabis. In the late summer, he visited the rehabilitation centre for what was intended to be a “short, sharp shock.”

Bill Puddicombe, the chief executive of Phoenix House Treatment Service For Drug Dependency, confirmed Prince Harry’s visit to the lodge. “The visit was at the request of the Prince of Wales, who is our patron,” he said. “Prince Harry came for a couple of hours on a day in late summer and talked to several people in recovery, heroin and cocaine addicts mostly.

“They told him what had happened in their lives, which must have been quite harrowing for him. Prince Harry was friendly and relaxed and the residents liked him and responded very warmly to him.

“I spoke to the Prince in November and was pleased to hear that Harry had enjoyed his visit and learnt a lot.

“It was an opportunity for the Prince of Wales to teach Prince Harry about our work and the consequences of taking drugs. Featherstone has helped an enormous number of people, and we are pleased if the visit helped Prince Harry too.”

Prince Harry was reportedly shown the residential and detox areas and sat in on a communal therapy group and heard stories of addicts moving from cannabis to cocaine and heroin.

A spokesman for St James’s Palace said last night: “This is a serious matter which was resolved within the family, and is now in the past and closed.” It is expected there will be widespread praise for the Prince of Wales’s actions.

Prince Harry, now at Eton public school and planning to go to agricultural college after his A-levels, is the latest in a line of young aristocrats and politicians’ children who have succumbed to drug-taking. The Hon. Nicholas Knatchbull, a godson of Prince Charles, was in a rehabilitation clinic last year. Camilla Parker-Bowles’s son, Tom, and Lord Frederick Windsor have also admitted using cocaine. Tony Blair’s son, Euan, was found drunk in Leicester Square in 2000 when he was 16.

The *Mail on Sunday* also reported last night that the prince was at the centre of a police investigation into after-hours drinking at the Rattlebone Inn. He verbally abused a French employee and was ordered to leave the premises, the report said. The landlord, David Baker, left the pub within weeks of the incident.

The Prince of Wales was involved in an underage drinking episode when he was 14. During a school sailing trip, he led his four friends to the Crown Hotel on the Isle of Lewis. He asked for a cherry brandy, the first drink that came to his mind.


1.5. *What are the different ways that Harry is referred to in each paper?*

1.6. *Make questions for these answers, using the words in brackets.*

0. He might be expelled. (fail) – *What happens if he fails the drugs test?*
1. A member of staff told him. (find out)
2. To give him a short, sharp shock. (insist)
3. Yes, he learned a lot. (instructive)
4. It can lead to hard drugs such as cocaine and heroin. (potential danger)
5. It is very strict. It gives lectures about their dangers. (policy)
6. He is reported to have verbally abused an employee. (What ... Harry said ... done at the Rattlebone Inn?)
7. He turned it down immediately. (react)

1.7. Find informal words or idioms in *The Sun* and formal words in *The Independent* that have similar meanings to these.

<i>The Sun</i> – informal words for...	<i>The Independent</i> – formal words for...
cannabis	came out, became known
has been warned	warned, made aware
alcohol	very distressing or shocking results
a person who is difficult to control	happening in many places
behaving in an uncontrolled fashion	given in to temptation
stopped at a very early stage	said rude or offensive things
everyone will be watching	buildings and land of a business

 2. You will hear an interview with Nigel Dempster, a journalist who writes the most famous gossip column in Britain for the *Daily Mail*.

2.1. Before listening discuss the following questions in groups:

1. Which people do newspapers like to gossip about in your country? Are they society people, pop stars, or film stars?
2. Why do people like **to read gossip about** the rich and famous? Is it envy? Is it to learn that they have similar weaknesses to ourselves?
3. It has been said that the Royal Family in Britain is like a soap opera. To what extent do you think this is a fair comparison?
4. What rumours have you heard recently about the Royal Family?

2.2. Now listen to the interview and answer the following questions:

1. To what extent does Nigel Dempster answer the interviewer's first question?
2. In your opinion, does Nigel Dempster has a serious purpose?
3. He quotes four kinds of stories that find their way into the *Diary*. Use your imagination to think of some concrete examples of each.
4. What is his attitude to the *Express*? Why do you think?
5. All **journalists wield a lot of power**. What is the power that Nigel Dempster has over his 'subjects'? Why does he describe them as subjects?
6. What is his point about **the basic ingredient for gossip**? Do you agree?
7. How are stories about the Royal Family obtained?
8. What is his attitude to the Royal Family?
9. What is his attitude to the reporting on the Royal Family outside Britain?

3. *It's quite natural that members of the Royal Family, especially the younger and more glamorous ones, are very widely featured in the press in Britain. As Nigel Dempster said they **have a certain duty to be exposed to the British public via the Press.***

3.1. *Now read the article about Prince William (Harry's elder brother) and note down your answers to the questions that follow:*

PRINCE CONSIDERS (BRIEF) MEDIA CAREER

If you were trying to think of a suitable career for a future heir to the throne it would be difficult to come up with one more improbable than journalism – never mind for a royal whose mother was hounded by **the fourth estate** and whose father **holds it in thinly veiled contempt.**



But if senior Clarence House courtiers **have their way** Prince William will follow his spells in each of the armed services with a shorter one next year **in the newsroom of a national newspaper.**

The brief taste of life in the media is one of a series of "work experience" placements being discussed as part of a plan to prepare the prince for public life – and ultimately the throne.

While he is unlikely to join **the ratpack or the paparazzi** waiting for the appearance of his girlfriend, Kate Middleton, the Clarence House plan raises the possibility that soon **his byline**, presumably William Wales, will appear on something other than the court circular.

One person involved in the decision-making said: "I think it would be a good idea for him **to find out how the media works.** It's something I would like to see him do."

The prince, who has already served in the army, is currently undergoing training with the RAF in Lincolnshire to become a pilot and later this year will spend time with the Royal Navy. After that, advisers are keen for him to undertake a range of training in civilian life, to complete his education in how the country he will one day rule operates.

"He's learned about the armed forces," the official said, "now he has to learn about the state."

Among the options is spending time at the Foreign Office or in a government department to watch the civil service at work – though not Downing Street, where he would potentially **be embroiled in partisan political issues** – or in sport, the legal profession, or even the Church of England, of whose faith he will one day be defender.

Clarence House insisted yesterday that no decisions had been taken and concentration was still on the prince's military career. We know pretty well what Prince Charles thinks of the media – at a press call in Switzerland three years ago he famously described **the BBC's inoffensive royal correspondent, Nicholas Witchell**, as ghastly.

But officials think inside knowledge of how the folk who will inevitably dog him for the rest of his life actually operate might prove beneficial.

But if the plan for William's work experience as a member of the media goes ahead, courtiers will **face a ticklish question**: at which paper? Although one official refused to rule out a spell at a tabloid, such a choice would be littered with potential pitfalls, not least in ensuring undying enmity from the thwarted rival.

Mid-market papers such as *The Daily Mail* have grown stridently hostile to his father, while *The Daily Express* remains stuck in the time-warp of Diana-olatry, reminding its ageing readership what William's mother used to look like by regularly placing her photograph on its front page.

With *The Independent* and *Financial Times* spurning royal coverage, that would seem to leave *The Times*, *Daily Telegraph* and *Guardian*. Courtiers retain a soft spot for **the posh people's paper**, still **regarding *The Times* as the voice of the establishment**, while *The Telegraph*, the most ostentatiously **obsequious**, seems **to receive few editorial favours from the palace for its loyalty**, though the Queen is known to enjoy the crossword so much that she once complained when it was moved. Both papers, however, are edited by former colleagues of Paddy Harverson, Prince Charles's press officer.

Could *The Guardian*, favoured by figures as diverse as Jason Bourne and Harold Shipman, be in the running? **Moderately republican in outlook** – hence perhaps less slavish and more independent – we do at least share an interest in some of the prince's environmental and social issues, such as housing.

(By Stephen Bates, *The Guardian*, February 02, 2008)

3.2. Match the words from the text with the definitions:

- | | |
|----------------------------|--|
| 1) courtier | a) the office in a newspaper or broadcasting company where news is received and news reports are written |
| 2) the fourth estate | b) a line at the beginning of an article in a newspaper or magazine that gives the writer's name |
| 3) newsroom | c) to get involved with sth. you didn't want to get involved in |
| 4) by-line | d) someone with an important position at a royal court |
| 5) to be embroiled in sth. | e) newspapers, news magazines, television and radio news, the people who work for them, and the political influence that they have [= press] |
| 6) the ratpack | f) a printed advertisement, notice etc that is sent to lots of people at the same time |
| 7) partisan (adj) | g) (about a situation or problem) difficult and delicate, which must be dealt with carefully, especially because you may upset people |
| 8) circular | h) very eager to please or agree with people who are powerful (used in order to show disapproval) |
| 9) ticklish | i) newshounds / someone who collects information for a newspaper a news programme (informal) |
| 10) obsequious | j) strongly supporting a particular political party, plan or leader, usually without considering the other choices carefully |

3.3. Answer the following questions:

1. Why does the author of the article think that journalism is not appropriate 'work experience' for Prince William?
2. Is it necessary to follow brief spells in different carriers for a future king?
3. What are the options for Prince William in civilian life?
4. It's unlikely that Prince William will 'watch the civil service at work' at Downing Street, is it? Why?
5. What does his father think of the media?
6. What problem will Clarence House courtiers face if they have their way?
7. According to the author of the article which newspaper might Prince William experience 'the brief taste of life in the media' at? And why?
8. What is characteristic of the middlebrow dailies?
9. How does Stephen Bates want his readers to view the *Telegraph*?
10. Is his coverage of the news objective or biased? What makes you think so?

3.4. Summarize the article in a few sentences.

4. Read the article which appeared in the *Washington Post* on 5 November, 2005 and fill in each gap with one suitable word.

HOUNDS OF BRITISH PRESS PACK ARE FULL OF BARK AND BITE



The chattering classes, ladders in hand (not for social climbing but to get a better view), scramble after Charles and Camilla

We'll try to resist the easy stereotype of British reporters, all that rubbish about what a pack of **rambunctious**, foul-mouthed, **partisan**, aggressive and all-around cheeky rogues and rascals they are. That's the sort of (1) _____ that has stuck to the British press like a barnacle for decades, and **an objective American reporter** shouldn't stand for it. Okay, we held out for one paragraph.

The 50-strong pack of British journalists following Prince

Charles and new wife Camilla around Washington yesterday certainly seemed like a respectable lot, but that was only if you didn't get too close.

"This room is a disgrace!" thundered Arthur Edwards, **an esteemed photographer for the tabloid newspaper the Sun**, as he stepped inside the crowded

White House **pressroom** for the first time yesterday morning. "I can't believe this is how you (2) _____ the media. It's a disgrace!" (He did have a point. It is rather . . . cozy.)

A few moments earlier, Edwards was discoursing about how (3) _____ some of his country's media coverage has been to the royals, **how inaccurate and biased the reporting can be**, when a colleague broke in. "Oh, he just loves them," she teased playfully.

"Oh, [bleep] off, Jude!" Edwards spat back, not at all playfully. "Or we'll have a row right here!"

It should be noted that this was before the day of official events had even begun. It should also be noted that Edwards is no hotheaded kid. He's **the de facto leader of the British press pack**, a man whose work is so respected that he was made a Member of the Order of the British Empire by Queen Elizabeth.

But then no one gets far in the British media world by being (4) _____. It's **a hyper-competitive system, with nine national daily newspapers all scratching and clawing for stories, for readers, for an angle**. It's especially (5) _____ out there on the royals beat, where so much is stage-managed by

handlers that any fresh detail – a hand movement, a gesture, a wee comment – can **form a world-beating "exclusive."**

So British reporters, while quite delightful off duty, can be rather tough in the trenches. Often physically so. **The shoving and elbowing and cursing on the camera platform** – most of the British press were male – as Charles and Camilla arrived at the White House yesterday was as rough as anything at a hockey game. When the royal couple, along with first lady Laura Bush, visited a charter school in Southeast Washington, the British reporters surged forward in their wake, almost threatening to (6) _____ a cordon of burly Secret Service agents guarding the entry.



Like all reporters, they grumble a lot, too – about deadlines, about their lack of access, about the dull color of the dress (a sort of purple) that Camilla wore to a White House luncheon and about **the lack of any identifiable news.** "Freddy Fact has not yet popped his head out of his burrow," said Alan Hamilton, the *Times of London* correspondent, midway through yesterday's carefully (7) _____ events.

Indeed, there's no mistaking a certain ennui among the British press about this royal visit. The fact is, said Hamilton, Camilla just doesn't have the beauty and star power of the late Princess Diana, who visited Washington with Charles in 1985. "It was **glitz and glamour** then," he said (8) _____. "We had the famous dance with Diana and John Travolta at the White House. This tour is much more worthy" – Charles is promoting various personal causes – "and, you could say, much duller."

And that's the charitable version. After the prince and his royal consort lunched with President and Mrs. Bush at the White House yesterday, Francis Dias, an independent British news photographer, pronounced the event a meeting of "four wrinklies."

The prince doesn't appear to have many nice things to say about the British press. Charles was caught on an open microphone earlier this year referring to the press pack as "bloody people." Of a BBC reporter, Nicholas Witchell, he was heard to say, "I can't bear that man."

Yesterday reporters were kept at a (9) _____ distance from the royals. The one interaction occurred as Charles was leaving the charter school. Asked what he thought of the place by a British reporter shouting from the pack, Charles turned briefly and replied, "Very impressive."

And that was that.

Not all of the British press **has been tough on** Charles and Camilla – "She's become much more accepted in the last year," says Hamilton – but many media (10) _____ did **trash** the royal visit before it began. **There was much clucking in the media about** the size of Camilla's entourage, including hairdressers and a makeup artist; about the number of dresses she took with her (reportedly 50, for eight days); and about the cost to British taxpayers for the whole thing (reportedly about \$445,000).

The commentary was even more brutal. The *Sun*, one of the nation's largest papers, ran a cartoon of Camilla dressed up as the Statue of Liberty, standing on a pedestal, and saying to Charles, "Well? You're looking for ideas to win them over." Standing off to the side are aides carrying bags marked "Hair," "Makeup," "Costume," "Lighting." The *Scottish Daily Record* **offered the backhanded assessment** that "Camilla Parker Bowles will never be Diana. That is not necessarily a bad thing. She is a decent, compassionate person and not the scheming witch she is often portrayed as."

Of course the American press has its moments, too. Yesterday's *New York Post*, describing Tuesday's New York leg of the trip, called Camilla "Frump Tower."

Cheeky, that. In fact, almost British.

(By Paul Farhi, *Washington Post*, November, 5, 2005)


4.1. Match the words from the text with the definitions:

- | | |
|--------------------------------------|--|
| 1) rambunctious | a) (about a remark or compliment) that seems to express praise or admiration but in fact is insulting |
| 2) partisan (adj) | b) behind or after someone or something |
| 3) rogue | c) formal a feeling of being tired, bored, and unsatisfied with your life |
| 4) in somebody's or something's wake | d) (about a person) who secretly makes clever and dishonest plans to get or achieve sth. |
| 5) ennui | e) a man or boy who behaves badly, but who you like in spite of this – often used humorously |
| 6) glitz | f) (formal) a feeling of being tired, bored, and unsatisfied with your life |
| 7) consort | g) strongly supporting a particular political party, plan or leader, usually without considering the other choices carefully |
| 8) trash (v) | h) a woman who is unattractive because she dresses in old-fashioned clothes |
| 9) backhanded | i) noisy, full of energy and behaving in a way that cannot be controlled |
| 10) scheming | j) the wife or husband of a ruler |
| 11) frump | k) (especially AmE) to criticize someone or something very severely |

4.2. *Are the following statements true or false? Say why:*

1. According to the author of the article all reporters are stereotyped as noisy, energetic, rude and disrespectful charlatans.
2. Arthur Edwards, a respected photographer for the Sun, was displeased with the White House pressroom.
3. Mr Edwards trashed American media coverage on the royals.
4. Throat-cutting competition is characteristic of the American press only.
5. British reporters often complain that carefully organized events lessen the chances of finding some sensational facts.
6. But the royal visit depicted in the article was a rare exception: it was glitz and glamour.
7. The majority of the commentaries on the visit weren't charitable.
8. Prince Charles has been rather tough on the British press.
9. Scottish and American newspapers published running commentary on Camilla Parker Bowles.
10. The author of the article admires the British press.

4.3. *Summarize the article in 7 – 10 sentences.*

 **5.** *You are going to listen to an interview with Simon Winchester, a foreign correspondent (Note that a correspondent is a journalist who deals with one specialist area, e.g. war correspondent, political correspondent, South-East Asia correspondent).*

5.1. *Before listening check that you know these words:*

do sb. justice	off-beat places	to shrink (<i>pp</i> shrunk)
a pack (of animals)	a patch (of land)	subtlety
inconspicuous	a skirmish	focused

5.2. *What qualities do think should a foreign correspondent possess?*

5.3. *Now listen to the first part of the interview and answer the questions:*

1. What is the interviewer's first question? How does Simon Winchester answer it?
2. What kind of journalist is he? What kind of journalist *isn't* he?
3. What big news story of the 1970s does he mention?
4. What kind of places does he like?

5.4. Listen to the second part of the interview and answer the questions:

1. What is the first reason he gives for the change in the foreign correspondent's role?
2. Why did the British press use to have a much better coverage of foreign affairs?
3. What does he say about The New York Times?
4. What is his attitude to television news reporting?
5. What sort of news reporting does he like?
6. How has an increased awareness of budgets affected foreign news coverage?

5.5. Complete these extracts with the expressions from the interview:

Interviewer: So is it the journalists' fault, or is it some sort of (1) _____? Is it editors trying to satisfy budgets and political erm ...?

Simon Winchester: Yes, I mean it's not the journalists' fault, I don't think. I mean, newspapers have become (2) _____, and less of a public service. Erm ... *The Guardian* seeks to make money, (3) _____, to outdo *The Independent*. And to do that it's got to spend its money, such as it has, in a more (4) _____ way. And that might mean more (5) _____, or more social issues in England. And my friends who remain foreign correspondents now are not the sort of happy bunch that we were then.

Interviewer: Do they feel their hands are tied?

Simon Winchester: Well, yes I think so. Newspapers particularly in their coverage of foreign have (6) _____, and in my view not for the better.

Interviewer: Do you think (7) _____ has had anything to do with that? That sort of (8) _____, and the ephemeral nature of the stories? Has that (9) _____ all journalists with the same brush?

Simon Winchester: No, I don't think that tabloid journalism has got much to do with it. I think (10) _____ for the change is television and budgets.

LANGUAGE FOCUS

1. Do exercises on adverb and verb and adverb and adjective collocations in *Headway Advanced (Student's Book) pp.108 – 109.*

2. Match the adverb with the adjective and verbs:

adverbs	adjectives	adverbs	verbs
1) bitterly	a) unlikely	6) accurately	f) hope
2) highly	b) clear	7) distinctly	g) predict
3) perfectly	c) disappointed	8) eagerly	h) remember
4) sorely	d) impossible	9) fully	i) await
5) virtually	e) tempted	10) sincerely	j) understand

3. Adverbs with two forms. Choose the correct adverb:

KATE: Are you still at it? You're working too (1) hard/ hardly, you know.

PAUL: Yes, I know.

KATE: (2) Sure/ Surely you don't need to work on a Friday evening?

PAUL: Sorry, Kate. I've got a lot to do. My boss has been putting a lot of pressure on me (3) lately/ late.

KATE: That's what I hate (4) most/ mostly about your job – you're always bringing work home.

PAUL: I know. I can't help it.

KATE: You've (5) hard/ hardly spent any time with the children recently.

PAUL: That's not fair.

KATE: It is. Last Saturday your boss called you on your mobile (6) right/ rightly in the middle of Jessica's school concert. You completely missed her performance. It never used to be like this. You used to get everything done at the office and never came home (7) late/ lately.

PAUL: Yes, but I've been promoted now and I'm (8) direct/ directly responsible for the success of this project.

KATE: How long is this going to take you, then?

PAUL: I should (9) easy/ easily be finished by ten o'clock.

KATE: Ten o'clock! Oh for goodness' sake!

PAUL: Take it (10) easy/ easily, Kate. Look, you've (11) right/ rightly pointed out that it didn't use to be like this and I promise things will change for the better. I just need to get through this busy period.

KATE: (12) Sure, sure/ Surely, surely. Where've I heard that before?

4. Synonyms in context. Do ex. 1 – 2, p. 112 in *Headway Advanced (Student's Book)* and memorize these adjectives.

5. The same word can have different meanings, and therefore different antonyms. The opposite of “a distant relation” is “a close relation”, but the opposite of “distant memory” is “vivid memory”. Do ex.9, pp. 64-65 in Workbook, Headway Advanced.

5.1. Now complete the letter with adjectives from the previous exercise:

Dear Mum,

Just to let you know we've finally arrived in Skye. The boat crossing to the island was OK after all, though the sea was a bit (1) _____ and sadly the sky was very dull and (2) _____. I thought there was going to be a storm at one point. In the end it was very pleasant on the boat, with just a (3) _____ breeze.

The hotel sent a Jeep to pick us up at the harbour, which I thought was a bit excessive until we set off up an incredibly (4) _____ road to the hotel. The countryside is very (5) _____, as you'd expect in Scotland, and there are amazing views from every hill-top. It's so relaxing here - I think I'd become a very (6) _____ person if I lived somewhere like this. My hectic life in Edinburgh already seems a (7) _____ memory.

We've already sampled the best of Scottish cuisine - rather (8) _____ food, you might say, but very fresh ingredients and generous helpings. I'm still on the diet and I'll keep counting the calories but it'll be a (9) _____ attempt, I'm sure.

Tomorrow we're off to the Talisker whisky distillery. Mike promises he'll only consume a (10) _____ amount while we're there, but I think I'd better drive, just in case.

Anyway must go now. I'll phone you when we get to Inverness.

Much love,

Catherine

TALKING POINTS

1. Comment on the quotations below:

News is what someone, somewhere, does not want reported. All the rest is advertisement. (*Randolph Hearst*)

When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog that is news. (*John B. Bogart*)

A good newspaper is a nation talking to itself. (*A. Miller*)

News is what a chap who doesn't care much about anything cares to read. And it's only news until he's read it. After that it's dead. (*Evelyn Waugh*)

What the mass media offer is not popular art, but entertainment, which is intended to be consumed like food, forgotten, and replaced by a new dish. (*W. Auden*)

A newspaper should be the maximum of information, and the minimum of comment. (*R. Cobden*)

2. Newspapers can twist stories to suit their own purposes. Consider the following stories:

An 18-year-old boy was in trouble with the police. Reporters asked his mother if there had been sex and drug parties at home. She was extremely shocked at the suggestion, and said 'No'.

The headline in the next day's newspaper was:

TIM'S MOTHER DENIES SEX AND DRUG ALLEGATION

A few years ago, the Pope was visiting New York. A reporter asked him a very silly question. “Will you be seeing any prostitutes while you’re here?” By way of avoiding the question, the Pope asked a rhetorical question: “Are there any prostitutes in New York?”

The newspaper next day **splashed the story**:

POPE'S FIRST QUESTION ON ARRIVING IN NEW YORK WAS

3. What do you think:

1. Do gossip columns **serve a social purpose** or do they **cater to baser instincts and popular interests in the seamy and sensational**?
2. Do people really need news? For what purpose?
3. Is the circulation of newspapers shrinking because of the growing popularity of television?
4. Despite enjoying **a period of unsurpassed wealth and influence**, the American media is troubled by growing public dissatisfaction. Why?
5. Do you agree that the mass media control and change people’s conscience and way of thinking?

SELF-CHECK

1. Each adverb in the box collocates with one group of adjectives in the table. Match them correctly:

Deeply	Virtually	sorely	Infinitely
Perfectly	Deliberately	wildly	supremely

1. _____ embarrassed distressed ashamed	5. _____ optimistic inaccurate ambitious
2. _____ confident happy indifferent	6. _____ missed needed tempted
3. _____ impossible identical indestructible	7. _____ misleading obstructive rude
4. _____ safe right clear	8. _____ better superior preferable

2. Complete the following sentences with the appropriate adjectives. Choose the word from the set given below each sentence:

1. He is so ... that it is impossible to argue with him:
a) biased; b) bigoted; c) impartial.
2. I like Joanne' plan, but then they will accuse me of being ...; she is my sister:
a) biased; b) bigoted; c) prejudiced.
3. The country's power stations are ... and ten new ones have to be built:
a) ancient; b) antique; c) antiquated.
4. The incident happened before I was married and that's all ...history now:
a) ancient; b) antique; c) antiquated.
5. She makes her living buying and selling ... china.
a) ancient; b) antique; c) antiquated.
6. Tonight's TV news will be presented in a ... format:
a) novel; b) current; c) up-to day.
7. The ... boom in long-haul travel has led to fierce competition between travel agents:
a) novel; b) current; c) up-to day.
8. Our athletes are trained on the most ... facilities in Europe:
a) novel; b) current; c) up-to day.
9. His written English is ... It is the best I have ever read:
a) immaculate; b) impeccable; c) faultless.
10. He always wants the place to look ..., but won't do anything to help keep it that way:
a) immaculate; b) impeccable; c) faultless.

3. Fill in the gaps with the words from the box:

esteemed	partisan	cheeky	ostentatious
backhanded	improbable	obsequious	embroiled

1. British newspapers are highly _____. 2. In the morning she had poached a short and _____ interview with the woman just elected to head the Conservative Party. 3. On the surface he was a very outgoing person frequently in the company of _____ names from the show-business profession. 4. This _____ compliment is, in fact, a tribute to the imagination and commitment of community educators. 5. It's _____ that she would have been so successful without famous parents. 6. I became _____ in an argument with the taxi driver. 7. She carried her car keys on an _____ gold key ring. 8. The salesman's _____ manner was beginning to irritate me.

4. Express the same in English:

- | | |
|---|---|
| <p>1) неугомонный/ непокорный журналист;</p> <p>2) неточное и предвзятое освещение событий в прессе;</p> <p>3) по пятам/ вслед;</p> <p>4) заискивающая улыбка;</p> <p>5) рядом, бок о бок;</p> <p>6) возмещать/компенсировать расходы;</p> <p>7) выискивание сенсационного;</p> | <p>8) возмутительные и откровенные истории о к-л;</p> <p>9) преобладание;</p> <p>10) отвергать с презрением информацию о королевском семействе;</p> <p>11) чернить/клеймить всех журналистов без разбору;</p> <p>12) получать информацию из неназванных источников.</p> |
|---|---|

5. Fill in the appropriate word according to its definition. The first letter is provided as a clue and each dot represents one letter:

1. Someone who likes reading newspapers/ watching TV, etc. so much that they seem to be dependent on it (used humorously) is a newspaper/ TV, etc. **j**..... .
2. **M**.....-.....activities, products, developments etc are a result of public demand for a particular product, service, or skill.
3. An informal word for a newspaper, especially one that you think is not particularly important or of good quality is a **r**.. .
4. A **s**..... person is obeying, supporting, or copying someone completely (used to show disapproval).
5. **S**..... means forceful and determined, especially in a way that is offensive or annoying.
6. Something that is **o**..... looks very expensive and is designed to make people think that its owner must be very rich.
7. Very often newspapers, news magazines, television and radio news, the people who work for them, and the political influence that they have are called the **f**..... **e**..... .
8. If you are kind and sympathetic in the way you judge people, you have a **c**..... view of these people and their actions.
9. A word (formal) used to express a feeling of being tired, bored, and unsatisfied with your life is **e**.... .
10. A **m**.... person is quiet and unattractive.

6. Choose the word that correctly completes each of the following sentences:

1. If I read a newspaper, I prefer to read the (broadsheets/ broadcasts), because their stories are more serious and informative.
2. The great thing about reading the (tablets/ tabloids) is that they're full of stories about pop stars, models and other celebrities.
3. The newspapers and television stations didn't give much (coverage/ covering) to the conflict.
4. If you want to keep up to date with current (affairs/ accounts) around the world, you should read the papers more often.
5. The BBC sent a (journalist/ reporter) to cover the event for their late-night news programme.
6. Newspapers are frequently accused of invasion of (privately/ privacy) by celebrities and other media stars.
7. Members of the public are often (exploded/ exploited) by the media in order to get a good story.
8. Most of the newspapers and television companies in my country are in the hands of just one or two media (tycoons/ typhoons).
9. I don't think that governments should have the right to (censor/ censure) the news in order to stop the public finding out what is happening.
10. The newspaper article argued that the government was trying to suppress freedom of (speech/ speak).
11. The newspaper's (director/ editor) has strong communist sympathies.
12. Many people found it hard to believe how (unscrupulous/ unsavoury) the paper had been in order to get its story.
13. If somebody feels that a newspaper has written something about them that is not true, they can sue the paper for (libel/ slander).
14. Although the programme was about a serious subject, it had an (upmarket/ upbeat) approach which made it both entertaining and amusing.
15. You shouldn't believe everything you read in the papers; you should always read between the (words/ lines).

B. PRICE OF FAME

ACTIVE VOCABULARY

Bestow (v) – to ~ sth. on/upon sb.; to ~ fame on sb.; honours ~ed on him by the Queen; to ~ upon sb. unsolicited advice; to ~ enough dignity on sth.

Begrudge (v) – to ~ sb. sth.; we shouldn't ~ her this success; to ~ doing sth.

Curb (v) – measures to ~ the spread of the virus; to ~ pollution/ inflation, etc.; to ~ the excesses; **curb (n)** – a ~ on sth.; to keep a ~ on their activities.

unable to ~ the excesses of the secret police/ the worst excesses of journalism

Entangle (v) – to ~ in/with; to get entangled in the net; to ~ sb. in sth.; fears that the US could get ~d in another war; to be/ become ~d with sb.; **entangled (adj)**

Fascination (n) – ~ for/with; hold/have a ~ for sb.; a morbid ~ with sth.

Glittering (adj) – a ~ career; a ~ Hollywood premiere; **glitter (n)** – the glamour and ~ of London

Gratifying (adj) – it's ~ to do sth.; a more ~ kind of fame; **gratifyingly (adv)**

Harassment (n) – sexual/racial ~; to combat sexual ~ in the workplace; ~ of dissidents is commonplace; to complain about police/ racial ~ for years; **harass (v)**

Idol (n) – to be the ~ of countless teenagers; to make an ~ of sb.; a pop ~; **idolise (v)**

Intrusive (adj) – to find the television cameras too ~; to ask ~ questions; to be pushy and ~.

Insatiable (adj) – ~ appetite/desire/demand etc. (for sth.); his ~ appetite for power; our ~ thirst for knowledge; to have an ~ thirst for attention; to have an ~ urge to conquer and explore; **insatiably (adv)**

Obnoxious (adj) – an ~ idea; ~ odours; **obnoxiously (adv)**; **obnoxiousness (n)**

Outsmart (v) – to ~ sb. when doing sth.

Prerogative (n) – the ~ of the elite; a woman's ~; the royal prerogative

Trivial (adj) – ~ problem/matter/complaint etc.; to watch ~ TV programmes

Spite (n) – out of ~; pure/sheer ~

Stalker (n) – to toughen the laws against ~s; victims of ~s

Viable (adj) – a ~ idea/ plan/ method/ alternative/ proposition/ option etc.; to come forward with one ~ solution; economically/commercially/financially ~;

viably (adv); **viability (n)** – the long-term economic ~ of the company

Voyeurism (n) – the viciousness of ~; **voyeur (n)**; **voyeuristic (adj)**; **voyeuristically (adv)**


STARTER

1. Discuss the questions as a class:

- Which celebrities are in the news at the moment?
- What is the gossip about them? What is **their claim to fame**?
- How do they spend their days? Which **trendy places** do they go to?
- Where can you find out about them?

2. “We cannot avoid becoming **entangled in** what is called ‘the cult of celebrity’. The only question is to what degree we want to pretend to resist.”

- What do you understand by the term the ‘cult of celebrity’?
- Do you pretend to resist, or do you **indulge your fascination for celebrities**?
- Who are you most interested in?

 3. Match the lines to make quotations about fame and success. Then listen and check. Do you agree with any of them? What is your recipe for success?

1. “A celebrity is a person who works hard all his life to become well known,	a) must come down.” (Anonymous)
2. “I don’t want to achieve immortality through my work.	b) like success.” (Proverb)
3. “There is only one thing worse than being talked about,	c) a little something in me dies.” (Gore Vidal)
4. “What goes up,	d) and that is not being talked about.” (Oscar Wilde)
5. “Winning isn’t everything,	e) I want to achieve it through not dying.” (Woody Allen)
6. “Whenever a friend succeeds,	f) and then wears dark glasses to avoid being recognized.” (Fred Allen)
7. “Genius is one per cent inspiration,	g) try, try again.” (Robert Bruce)
8. “If at first you don’t succeed,	h) but it sure as hell beats losing.” (Charlie Brown)
9. “Nothing succeeds	i) ninety-nine per cent perspiration.” (Thomas Edison)
10. “Let me tell you about the rich	j) They are different from you and me.” (F.S. Fitzgerald)

READING AND DISCUSSING

1. You are going to read the article “The cult of celebrity” by Jack Delaney, in which the author tries to find answers to the question why we **are obsessed with the rich and famous**.

1.1. Before reading the text check you know these words and phrases:

- an icon
- a sitcom
- confessional TV
- **fair game for criticism**
- to scrutinize something/one
- **to bestow fame on somebody**

- the afterlife
- to ogle something/one
- a fly-on-the-wall documentary
- like a lamb to the slaughter

1.2. *These ten phrases have been removed from the text. Read the article and put these phrases in the correct place:*

- this life is our only one
- are no more special than the rest of us
- an endless supply of human-interest stories**
- everybody wants to claim a bit of you
- I have indulged in small talk
- by volunteering to be the subject
- sometimes it lasts a lifetime
- What can be done
- undignified and unflattering
- they want to do with their lives

THE CULT OF CELEBRITY

We are fascinated by their every move, we want to know everything about them.
Jack Delaney asks why we are obsessed with the rich and famous.

Some are born famous (like royalty), some achieve fame (like film stars) and some **have fame thrust upon them** (like crime victims). Sometimes their celebrity is short-lived, (1) _____. In some rare cases, for example Diana, Princess of Wales, and Marilyn Monroe, it can **be transformed** by death **into a sort of iconic status**. But whatever the causes or circumstances, being a celebrity changes your relationship with the world. From being a private person, you become public property, and (2) _____. You are **the object of envy** as well as admiration, **fair game for criticism**, interrogation, ridicule and **spite**.

We make 'em, we break 'em

We treat the famous with **a mixture of reverence and brutality**. We adore them, praise them, scrutinise them and destroy them. We make them unable to tell where their real selves end and **the PR-manufactured images** begin. We have no mercy, we show no shame. It is easy to assume that all aspects of a celebrity life are free to be examined because he or she is on show, which means he or she doesn't have the same reality as everyone else. And it is precisely because many modern celebrities (3) _____ that we feel justified in treating them with such contempt. We build them up and knock them down.

So who are the famous?

It used to be the case that **fame was bestowed** only as a consequence of some mighty achievement or gruesome misdeed, when newspapers were filled largely with accounts of such things as earthquakes and wars, and when it was deemed contemptible for journalists **to delve into the private lives of famous people**, even the very famous.

It is now possible for people who are living ordinary private lives to become famous, for at least a short time, through the media – by appearing on game shows or **confessional TV**, for instance, or (4) ___ of **a fly-on-the-wall documentary**. The readiness of people to let programme-makers into their homes, to answer the most intimate questions about their lives, and to allow themselves to be filmed in the most (5) ___ situations, never ceases to amaze.

Given **this ghastly invasion of one's life**, why is fame so desirable? Ask an average bunch of 10-year-olds what (6) ___, and a large proportion of them will say that they would like to be famous. Not for anything in particular. Just famous. Period. In the adult population, otherwise perfectly normal people think nothing of confessing all about their personal tragedies on daytime television.

Why are we so obsessed?

The American writer Norman Mailer said that **in an age without religion, celebrities are our new gods**. If we have no faith in an afterlife and (7) ___ then celebrity is the nearest any of us will get to immortality, and the pursuit of it becomes more urgent. At the pathological extreme of this motivation are murderers like Mark Chapman, who assassinated John Lennon partly, he said, to make himself famous.

Another feature of modern society is **the power and omnipresence of the mass media**. Its explosive expansion in the past couple of decades has created an **insatiable need for new material**. All the newspapers, magazines, television and radio programmes require (8) ___. These are increasingly delivered in the form of interviews, profiles, gossip columns, **photoshoots at gatherings**, and soundbites by or about people who are celebrated for something they have done, or for a position they occupy in society, or in some cases for just being a celebrity. There are some totally talentless people who are simply famous for being famous. As Andy Warhol said “In the future, everyone will be famous for fifteen minutes.”

Love it or loathe it?

The American writer, Jay McInerney, commented, “I have enjoyed a little celebrity in my time, and I have **ogled** any number of models, (9)_____ about popular film stars. But at least I hate myself in the morning. I fear as a nation **we’re losing our sense of shame** in this regard.”

So how do you feel when you read a gossip magazine or **tune into confessional TV**? Do you love it or loathe it? (10)_____ **to curb** our fascination, particularly when the **glittery** sacrificial lambs go so willingly to slaughter? Probably not a lot. But perhaps we should be more aware of **the viciousness of voyeurism** and the myths we too readily absorb.

1.3. Find words in the article that mean approximately the same as these:

§ 1	forced	
	fame	
	respect (noun)	
§ 2	great respect and admiration	
	cruelty	
	worship (verb)	
	examine	
	ruin (verb)	
	compassion, sympathy	
	guilt	
	suppose	
	exactly	
§ 3	result (noun)	
	mainly	
	considered	
§ 6	belief	
	killers	
	killed	


1.4. *Would Jack Delaney agree or disagree with these viewpoints? Find evidence in the article.*

- Most fame is undeserved.
- It is possible **to survive fame intact**.
- The public is consistent in the way it treats celebrities.
- Newspapers used to be more respectful.
- Television subjects ordinary people to humiliation.
- Most people want to be famous.
- The cult of celebrity should make us feel ashamed.

Do *your* views differ?

1.5. *Answer the questions:*

1. Think of celebrities currently in the news who fit the three categories of fame mentioned in the first paragraph.
2. What two reasons does the writer provide to explain our obsession? Do you agree?
3. Why does Jay McInerney hate himself in the morning?
4. What do you understand by **the ‘viciousness of voyeurism’**? What are the ‘myths we too readily absorb’?

 **2.** *Andy was asked if he would like to be famous and what he thought the advantages and disadvantages would be. He was also asked if he’d ever fantasized about being famous for anything in particular.*

2.1. *Listen to Andy talking and answer the questions:*

- I. Which two reasons does Andy give for not wanting to be famous?
 1. He would end up **feeling desperate to get on television**.
 2. He would hate it when people he didn't know talked to him in the street.
 3. He wouldn't like people to recognize him.
 4. He would **worry about not getting enough media attention**.
- II. Which two examples does he give of **a more gratifying kind of fame**?
 1. Being remembered for doing something socially valuable.
 2. Being immediately recognized for a significant medical discovery.
 3. Writing some wonderfully novel articles for a newspaper.
 4. Being a guest on cultural TV programmes.

2.2. Match the expressions that Andy uses with the definitions:

- | | |
|---------------------------------------|---|
| 1) an end in itself | a) want something very much |
| 2) bump into someone | b) socialize with (famous people) |
| 3) hanker after | c) thinking hard about something, so unaware of my surroundings |
| 4) it takes all sorts to make a world | d) I can hardly imagine or accept an idea |
| 5) lost in my own thoughts | e) meet someone unexpectedly |
| 6) rub shoulders with | f) something that is considered important in its own right |
| 7) the mind boggles | g) whatever (<i>used for emphasis</i>) |
| 8) what on earth | h) people are all different from one another |

2.3. Complete these extracts with the expressions Andy used (from exercise 2.2). Then listen and check.

I have to say that for me (1) _____ when I have to think about (2) _____ could **possess** people to want to have that fate in life, to be famous, and it certainly makes me realize that (3) _____.

... I'm the kind of person, if I'm shopping, walking in the street, and I'm not even that keen when I (4) _____ I know, because I do like to walk around and be, a little bit lost in my own world really, (5) _____, ...

I think that a lot of people who (6) _____ fame really don't care what they might be famous for – they just want to be famous. Fame is (7) _____. They want to be the centre of attention, they **crave adulation**, they want to (8) _____ pop stars and film stars.

2.4. If you were asked the same questions, what would you answer?

3. Complete the text with the words in the box:

brutality	contradictions	delve	gossip	idols
loathe	obsessed	privileged	published	revere
	soap opera	photo opportunity		

OUR OBSESSION WITH FAME

Celebrity may **be trivial**, but we, the public, want it to stay. When Princess Diana died in a car crash, such was the outrage at the press for apparently **hounding** the woman to her death that it seemed for a brief period that **paparazzi photographs** would no longer be (1) _____.

But the media quickly regained its **insatiable need to** (2) _____ **into the private lives of the rich and famous**. Now, magazines like *Heat* and *Hello!* **thrive on paparazzi shots**, and everything from a footballer's marital crisis to Diana's son's drug problems is treated as another celebrity (3) _____ by both **the tabloid and broadsheet press**. (Incidentally, if she achieved little else, Diana showed that **the only viable future for the monarchy** is celebrity. The alternative is a rather dull (4) _____ that nobody wants to watch.)

Our relationship with celebrity is clearly not without its problems and (5) _____. We seem to have **developed a bulimic appetite for fame**, consuming endless spin, rumour and (6) _____ before spewing it all back out in disgust at the celebrity's (7) _____ and pampered lifestyle. We build them up but love to knock them down.

We are (8) _____ with celebrity, but like a confused **stalker**, we are not sure whether to (9) _____ or ridicule the famous, whether to adore or (10) _____ them. As the author Daniel Boorstin once put it: the celebrity's 'relation to morality and even reality is highly ambiguous'. That's why it helps that **the media stands between us and our** (11) _____ **on the other side of the glass**. It means we can blame the press for its (12) _____, its **sensationalism and its intrusiveness**, and we can buy the press for the same reasons.

3.1. Match the words from the text with the definitions:

- | | |
|------------------|---|
| 1) trivial | a) impossible to satisfy |
| 2) hound | b) habit of entering into people's private lives |
| 3) paparazzi | c) to pursue someone constantly |
| 4) insatiable | d) someone who's obsessed with someone else (often a famous person) and follows them around |
| 5) to pamper | e) to treat with excessive kindness and comfort |
| 6) a stalker | f) photographers who take pictures of the rich and famous |
| 7) to ridicule | g) to make someone look foolish |
| 8) intrusiveness | h) of little importance |

3.2. Make up a short context using the words from ex. 3.1.

4. Read the text and highlight the sentences that best sum up the main idea of each paragraph:

CELEBRITIES FIGHTING BACK INVASION OF PICTURE SNATCHERS

It is a war they can never win, as any attention creates yet more. However, over the past few years American **celebrities chased by paparazzi** – photographers or reporters who **pursue sensational yet essentially trivial material with great persistence** – have been fighting back. At issue now is whether the behaviour of the paparazzi, thought to have been chasing Princess Diana, had passed, as one Hollywood figure said last night, ‘from the **obnoxious** to the criminal’.

After hearing news of the crash, actor Tom Cruise **called for laws to curb press ‘harassment’ of celebrities**. ‘I’ve actually been in that same tunnel being chased by paparazzis, and they run lights, and **they chase you and harass you the whole time**. It happens all over the world, and it has certainly got worse’, he said in an interview with CCN. ‘I think we need laws for what is harassing an individual.’

The high prices paid for pictures of celebrities cause such aggressive behaviour, Cruise suggested. Of the photographs allegedly taken seconds after the crash, he said it was ‘distasteful that people are probably looking for that guy who took those pictures to give him money.’

The Italian photographer who was the inspiration for the film character Mr.Paparazzo has mourned the deaths of Princess Diana and Dodi Al-Fayed but says they are partly to blame. Tazio Secchiaroli, 72, on whom Federico Fellini based his Mr.Paparazzo character in the 1960 film ‘*La Dolce Vita*’, which immortalised photographers who pursued the rich and famous, said he doesn’t see why **people in the public eye try to run from paparazzi**. He said that at a certain point they should just let themselves be photographed and move on.

In the late 1950s Secchiaroli and his paparazzi comrades photographed Egypt’s deposed King Farouk overturning a table on Rome’s Via Veneto and married actors punching photographers who caught them in the company of starlets. However, he said Princess Diana’s death showed that **there are no longer limits of good taste in the photographic profession**.

In March last year, Alec Baldwin was acquitted of assault charges when he convinced a jury that he feared for his safety when he struck a photographer trying to videotape his wife, the actress Kim Basinger, and their new-born daughter, Ireland.

It was seen as a pivotal case, **a contest between a celebrity’s right to privacy and freedom of the press**, a right protected under the First Amendment to the US Constitution.

Baldwin testified that ‘anyone with a shred of human decency would understand there are times in your life when you want your privacy respected, whether you are a public figure or not.’ Other celebrities applauded his stand.

Cameraman Alan Zanger, the defendant in the Baldwin case, later told an English paper: ‘When they (stars) come out of their house, they have no privacy. If we **outsmart** them, with all their money and their resources, tough ... That’s what I live for, outsmarting them.’

Later in 1996, another actor, George Clooney, engaged in a less physical dispute with **a new brand of photographers known as ‘stalkerazzi’** – those who **make a living trying to provoke celebrities, then filming them.**

Clooney was so angered by the footage of himself with his girlfriend aired by the Hard Copy television show, made by Paramount, that he refused to be interviewed on the high-profile *Entertainment Tonight*, another Paramount show.

Soon after, *Prime Time Live* aired footage of Princess Diana begging cameramen in Europe to leave her and her sons alone.

(By Alan Attwood, *The Sydney Morning Herald*, 01.09.1997)

4.1. Answer the questions:

1. What causes the aggressive intrusion of the press?
2. What is the reaction of celebrities chased by paparazzi?
3. Where did the word “paparazzi” originate from?
4. What new brand of photographers has emerged recently?
5. Is there any difference between paparazzi and stalkerazzi?
6. Do you agree with the statement that there are no longer limits of good taste in the photographic profession nowadays?
7. Do celebrities have the right to privacy?
8. Do you think that it is possible to balance the freedoms of speech and the press with the right to privacy?

4.2. Find synonyms to these words in the text:

1) of great importance	focal	
2) release (v)	discharge	
3) accused (n)	offender	
4) outwit (v)	be more cunning	
5) repulsive	offensive	
6) dethrone (v)	displace	
7) control (v)	restrict	
8) vex (v)	pester	
9) hit (v)	beat	
10) publicize	show	

5. Now read a newspaper article about the relationship of paparazzi and celebrities in Belarus and abroad. Summarize it in English:

ЗВЕЗДЫ И ПАПАРАЦЦИ

Единство и борьба противоположностей

Папарацци и артисты, как ночь и день, луна и солнце, никогда не соединятся, но в своем параллельном существовании делают то, что можно назвать двумя сторонами одного явления: шоу-бизнес, индустрию развлечений. Но этот мир глянца невозможен без двух вещей: денег и свободы. А, как известно, свобода одного человека начинается там, где заканчивается свобода другого.

Звезды и папарацци. Взбираясь на крутой утес успеха, покрытый ледяной коркой зависти, интриг и сплетен, работают в одной связке. Первые понимают, что без стриптиза не будет шоу, и пытаются торговать кусочком голого колена, обнаженным торсом или обнажением души. Папарацци тоже не отстают – язвят, провоцируют артистов на нестандартные поступки. И вот уже вся Москва обсуждает, били Абдулов с Ярмольником фотографа одной из бульварных газет или нет. Иногда на этой ярмарке тщеславия меняются местами абсурд и здравый смысл.

Наши звездные персоны еще не избалованы вниманием. Посмотрите обложки белорусских глянцевого журналов: певцы и певуньи сами тянутся к объективу, встают на носочки, чтобы только попасть на страницы изданий. Иногда ведут себя просто как малые дети. Всем им хочется быть красивыми. Не столько в жизни, сколько на экране, на фотографиях. Нельзя не заметить, что они стали следить за собой. Посещать солярий, фитнес, SPA-салоны, тщательнее продумывать гардероб. Но, по большому счету, наши звезды весьма скромны и сдержаны. Никому из фотографов в голову не придет караулить Ларису Грибалева, Алексея Хлестова или Алесю при выходе из ресторана, потому что фотографов или заранее приглашают в ресторан, или пресс-секретарь артистов позже сделает рассылку фото для СМИ. «Правила движения» на нашем культурном поле пока неукоснительно соблюдаются. Трудно определить, что у нас является звездной сенсацией. Если она все-таки случается, то для всех очевидна и без пиар-фанфар. Создавать же сенсации о себе наши звезды пока не научились.

Хотя иногда и у нас происходит нечто похожее на конфликт читателей и писателей. Как-то телеведущая Светлана Боровская потребовала извинений от одного популярного издания за то, что оно разместило ее фотографию под статьей, затрагивающей проблемы развития современного белорусского ТВ. Больше всего ведущую возмутила подпись к фото. Издание

свои извинения принесло. Точка. Концертное фото певицы Ирины Дорффеевой а-ля Мэрилин Монро с одного из выступлений облетело весь Интернет. Поначалу, по ее собственным признаниям, певица была шокирована, а после... просто посмеялась над пикантной ситуацией. Учитесь с юмором смотреть на жизнь, звездные коллеги!

Наши белорусские фотографы, может, и не любят само слово «папарацци», но то, что среди них есть безусловно талантливые, озорные, цепкие профессионалы, способные смотреть на этот мир с иронией и любовью, – очевидный факт. Виктор Драчев, Дмитрий Елисеев, Виктор Зайковский и другие мастера не раз заставляли удивиться и восхититься многообразию жизненных реалий. Сколько шума в свое время наделало фото дружески целующихся Виктора Черномырдина и Вячеслава Кебича авторства Сергея Грица. Оно стало почти настоящим политическим событием.

«Всемирная паутина» – вот где сегодня действительно реальная угроза звездному имиджу. Если сомнительное фото откажется печатать газета, то поместить его в Интернете на своей странице или блоге популярного ресурса «Живой журнал» автору никто не запретит. Переживать по этому поводу себе дороже. В конце концов, стоит помнить, что антиреклама в наше время работает гораздо эффективнее рекламы обычной. И это – симптом времени.


Совсем другие скандалы (и другие гонорары за них) на Западе. Папарацци, пытавшийся сфотографировать американскую актрису Линдси Лохан, например, и вовсе оказался в больнице после того, как она придавила его на своей машине. После Лохан утверждала, что фотограф преследовал ее и даже запрыгнул на крышу ее автомобиля. Принц Гарри, говорят, избивает каждого папарацци, до которого дотянется, встретив на выходе из бара. Известный актер Хью Грант избежал обвинения в нападении на папарацци только за недостатком улики. Фотограф заявил, что актер бросил в него коробкой с фасолью в соусе. Но королевская прокурорская служба сочла это недостаточным для предъявления обвинения. Пыталась поколотить фотографа и Бритни Спирс. Певица кинулась на одного из них с зонтом-тростью и даже разбила стекло автомобиля. Губернатор Калифорнии Арнольд Шварценеггер публично запретил фотографам «своей» территории вредить звездам. В числе обидчиков папарацци сегодня также значатся Леонардо Ди Каприо, экс-супруга Пола Маккартни Хизер Миллс, Жерар Депардьё, Бьорк, Кэмерон Диас.

Уже упоминавшийся Абдулов еще в мае прошлого года вместе со своими коллегами по звездному цеху начал открытую войну с папарацци. Тогда 30 артистов подписали письмо Владимиру Путину, в котором про-

сили его утихомирить таблоиды, наглежащие с каждым днем. К удовольствию звезд в декабре 2006 года был принят закон, защищающий артистов от фотографов. Новая статья Гражданского кодекса России «Охрана изображения гражданина» призвана защищать VIP-персон от несанкционированного «внедрения» в их жизнь прессы. Теперь без спроса поместить фото звезды на страницу газеты или журнала можно лишь в том случае, если кадр был сделан в публичном месте. Первой законом воспользовалась актриса Вера Глаголева. Она выиграла дело против одной из московских «желтых» газет, которая напечатала не понравившуюся актрисе фотографию. Газета понесла убытки в 10 тысяч долларов.

Отношения звезд и папарацци эволюционируют, и здесь нельзя не учитывать такой фактор, как менталитет. К счастью, особенность нашего темперамента в том, что мы не любим скандалов, особенно публичных. Все спорные вопросы пытаемся урегулировать тихо, по-домашнему и по-семейному. Хотя, конечно, ни в чем нельзя быть уверенным, когда речь идет о человеческом честолюбии. Это, как говорили в хорошем фильме «Адвокат дьявола», самое уязвимое место каждого.

(Валентин Пепеляев, «СБ» от 12.07.2007)

 **6.** *You'll hear part of a radio discussion "A right to privacy?" between three people: Tony Towers, Bill Brown and Mary Matthews. Answer the questions 1 – 7 by writing **TT**, **BB** or **MM** in the boxes.*

1. Who says that everyone has a right to privacy?
2. Who says that everyone is interested in other people's lives?
3. Who says that famous people owe their living to the public?
4. Who says that the press should show respect for people?
5. Who says that no one is interested in reading about ordinary people?
6. Who says that the Minister should not have resigned?
7. Who says that famous people have no right to a private life?

7. *Read the following text paying attention to the words and word combinations in bold type and get ready to discuss it:*

POP STARS CERTAINLY EARN THEIR MONEY

Pop stars enjoy a style of living which was once the **prerogative** only of Royalty. Wherever they go, people turn out in their thousands to greet them. **The crowds go wild** trying to **catch a brief glimpse of** their smiling, colourfully-dressed **idols**. The stars are transported in their chauffeur-driven Rolls-Royces, private helicopters or executive aeroplanes. They are **surrounded by a**

permanent entourage of managers, press-agents and bodyguards. Photographs of them appear regularly in the press and all their comings are reported, for, **like Royalty, pop stars are news.** If they **enjoy many of the privileges of Royalty,** they certainly share many of the inconveniences as well. It is dangerous for them **to make unscheduled appearances in public.** They **must be constantly shielded from the adoring crowds** which **idolise** them. They are no longer private individuals, but public property. The financial rewards they receive for this sacrifice cannot be calculated, for their rates of pay are astronomical.

And why not? Society **has always rewarded its top entertainers lavishly.** The great days of Hollywood have become legendary: famous stars **enjoyed fame, wealth and adulation on an unprecedented scale.** By today's standards, the excesses of Hollywood do not seem quite so spectacular. A single gramophone record nowadays may **earn much more in royalties** than the films of the past ever did. The competition for the title 'Top of the Pops' is fierce, but **the rewards are truly colossal.**

It is only right that the stars should be paid in this way. Don't the top men in industry earn enormous salaries for the services they perform to their companies and their countries? Pop stars **earn vast sums in foreign currency** – often more than large industrial concerns – and the tax-man can only be grateful for their massive annual contributions to the exchequer. So who would **begrudge** them their rewards?

It's all very well for **people in humdrum jobs** to moan about the successes and rewards of others. People who make envious remarks should remember that the most famous stars represent only the tip of the iceberg. For every famous star, there are hundreds of others struggling to earn a living. A man working in a steady job and looking forward to a pension at the end of it has no right to expect very high rewards. He has chosen security and peace of mind, so there will always be a limit to what he can earn. But a man who attempts to become a star **is taking enormous risks.** He knows at the outset that **only a handful of competitors ever get to the very top.** He knows that years of concentrated effort may be rewarded with complete failure. But he knows, too, that **the rewards for success are very high indeed:** they are the recompense for the huge risks involved and if he achieves them he has certainly earned them. That's the essence of private enterprise.

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

7.1. *Translate the words and word combinations in bold type. Make up sentences of your own with these words and word combinations.*

7.2. Formulate the central problem of the text. By what arguments does the author support it? Do you agree with them?

8. Work in groups and do the reading maze “How to become an A-list celebrity”.

You have decided that it is your destiny in life to be famous. You want to get on the A-list of celebrities who are invited to all the best parties, opening nights, balls and social events.

8.1. Read the situation on the card below and talk together until you all agree on what to do. Your teacher will give you your next card with more information and more decisions.

Card 1	
It’s time to start your journey on the road to fame and fortune. You want to make it to the big time as quickly as possible. You have identified two routes that could find you a way to join the rich and famous	
Invent an interesting new past for yourself – become a new person! One that would make you newsworthy .	Work your way into the elite groups of famous people by hanging out in the right places. Basically you will party your way to the top!
GO TO 7	GO TO 2

8.2. Take it in turns to read out each card to your group. Discuss your options fully before asking for the next card. Remember that your aim is not to finish quickly, but to become famous! If you have any difficulty with vocabulary, use the glossary below:

- To come clean = to admit to sth.
- Destitute = without money and other basics of life
- Devious = behaving in a dishonest way
- Dish the dirt = reveal harmful information about someone
- Extortionate = outrageously expensive
- Futile = having no chance of success
- Geek = a boring person, usually obsessed with technical subjects
- To get wind of = to hear about
- Mingle = to mix with
- Mocked = ridiculed
- Nerd = an embarrassingly stupid and unstylish person
- Obscene = offensive
- To pluck up = to find (the courage)
- Press clippings = pieces cut from newspapers

Pseudonym = a name used instead of your real name

To scour = to examine in detail

Siblings = brothers and sisters

Sordid = immoral or dishonest

Streak = to run naked in a public place

Tarnish = to spoil

Wannabee = a person who wants to be famous

Wrecked = ruined

9. Read the following article and then answer the multiple-choice questions. Before reading look through the definitions of some words from the text:

Blithe (adj) – seeming not to care or worry about the effects of what you do.

Propensity (n) – (formal) a natural tendency to behave in a particular way.

Prurient (adj) – having or showing too much interest in sex (used to show disapproval).

With sinking heart, I stared at Saturday's *Times*. It was no different from any of the other papers, **broadsheet or tabloid**. Almost **the whole of the front page was devoted to a single story**. "Tears as horrific case is outlined – murder jury told of discoveries 'more terrible than words can express'". If only. If only we really would accept that there are things more terrible than words can express. If only the words would ever cease. But having expressed ourselves too shocked to speak, we speak. Having judged a scene indescribable, we go on to try to describe it. Having found a case too dreadful to talk about, we talk about it. On and on.

And, glancing at that front page, I should like to claim that my sinking heart was sinking under the weight of dismay at the emerging facts about the murders. But it wouldn't be true. The murders are awful beyond comprehension, and that's that. No, the heart sank for a more selfish reason. It sank because I was bored. It sank because Saturday's *Times* was signalling **the imminence of weeks** – perhaps months – of newspaper, magazine, television and radio news which will be of little interest to me. From now on and for a long time to come, whole reams of my own and every other newspaper will be, from this reader's point of view, **a blank**. You see, I *really* don't want to read about it. I can't summon up much interest in the details, I simply skip.

What sort of research is conducted, I wonder, into **the influence of particular stories over customer decisions to purchase a newspaper**? It is doubtful whether asking customers would be the way to learn. As any editor will tell you, people are prone **to declare their disgust** that a newspaper should **give prominence to a story**, and then eagerly buy it. Indeed, the division of public opinion into those who think the press "ought" to cover a story

and those who think it “ought not” is false. Both these sections of our readers **are likely to devour the story** – the one **blithely**, the other guiltily, both **avidly**.

In human nature, **the propensity to be shocked at published or broadcast material**, judging it offensive, undignified or harmful, is quite close to the propensity to be drawn (whether or not protesting one’s horror) towards it. I often suspect that **the natural censors among us are driven by an unacknowledged fear of the ruder, more violent or perverted sides of their own natures**. When it comes to the privacy of the newsagent’s, a circulation manager can put them in the same category as the openly **prurient: they buy, they read, they relish. Then they complain**.

But there is another group among us: one which I doubt **circulation managers** acknowledge. We are not (if we are to be honest) so much “shocked by the murders as uncomprehending. Since there is nothing in it for us, **we step round nasty stories about crime and violence**. That something is not very nice does not – for us – necessarily **arouse great curiosity about it**. For the next month or so, **as this case unfolds on the front pages**, we shall be **turning straight to page two**. When those “action” movies appear late at night on our televisions, we stare at the people gunning each other down, not in horror or even disgust. **We stare blankly**, uncomprehending as to what viewers see in this sort of thing. The sound of gunshots is just a noise. Frankly we are not shocked: we are simply bored.

Editors, directors of programming and circulation managers, please remember us.

Choose the alternative which you think fits best according to the text:

1. What is the writer’s main subject in the first paragraph:
 - a) the language newspapers use when covering horrific court cases;
 - b) the human habit of talking about horrific things;
 - c) the impossibility of finding the right words in some circumstances;
 - d) the shocking crimes that human beings commit.
2. What does the writer emphasize in the second paragraph:
 - a) how much this particular case differs from others;
 - b) that this particular case has changed his attitude;
 - c) that media coverage of such cases is of low quality;
 - d) how sincere his reaction to this particular case is.
3. Why is it wrong to ask readers why they buy a certain newspaper:
 - a) their actions contradict their stated opinions;
 - b) they find it hard to explain the appeal of a certain newspaper;
 - c) they keep changing their minds about what a newspaper should cover;
 - d) the analysis of such research is often inaccurate.

4. The writer believes that people who judge material offensive:
 - a) should consider an alternative point of view;
 - b) secretly gain pleasure from such material;
 - c) reflect a view widely held in society;
 - d) have too much influence on public opinion.
5. The writer includes himself among people who are:
 - a) vague about moral questions;
 - b) resentful of changes in society;
 - c) unmoved by horrific events;
 - d) independent in their views on violence.

10. Complete the text with the words in the box:

news-driven	journalists	chat-show hosts
celebrity inanity	fame of familiarity	a golden age of chat
ingratiating	cachet	devalued
invented	ubiquitous	professional entertainer
nature of celebrities	low-calibre performance	electric propinquity of fame

There is in television a **big divide between** political current affairs interviews and social celebrity ones. It's a self-imposed and artificial division. On the whole, (1) _____ interviewers are pretty good. They consider themselves (2) _____ and behave and ask questions like journalists. On the other hand, (3) _____ want to see themselves as celebrities who are allowing the public **to eavesdrop on** mutual (4) _____ and warmth. The questions are supposed to be as interesting as the answers. It's the (5) _____. And it's **dull beyond screaming**. The editorial supposition is that the viewers will **be eternally enthralled by** the (6) _____, and will just stare like children watching pandas at the zoo.

This might have been true once. But it is equally true that there never was (7) _____. The present hosts are just as (8) _____ as they ever were. But the audience isn't. You and I have changed, grown up, **grown sophisticated and blasé**, and the (9) _____ has changed. In the 1960s and 1970s, celebrity came with its own (10) _____. But not any more. **The population explosion in fame and notoriety** has (11) _____ the currency. Chat shows have (12) _____ so much celebrity, made it so (13) _____, that simply coming on and saying 'Hi, let me giggle for a couple of minutes', isn't enough.

Surely there must come a time when celebrities with new films, books, records will stop doing these shows, simply because **the audience will actively hate them for it, for wasting their time**. No (14) _____ would dare offer the disengaged, (15) _____ of these shows if their name were above the heading and the public had to buy tickets.

11. Match the words from the text with their definitions:

1) to eavesdrop	a) seeming to be everywhere (sometimes used humorously)
2) ingratiating	b) (formal) the fact of being near someone or something, or of being related to someone [= proximity]
3) cachet	c) trying too hard to get someone's approval (used to show disapproval)
4) ubiquitous	d) (formal) if something has this, people think it is very good or special
5) propinquity	e) to deliberately listen secretly to other people's conversations [= overhear]

LANGUAGE FOCUS

Discourse markers

Discourse markers are words and expressions that show how a piece of discourse is constructed. They can:

- show the connection between what is being said now to what was said before;
- show the connection between what is being said now to what is about to be said;
- show the speaker's attitude to what has been said;
- show the speaker's attitude to what he/she is saying;
- clarify, direct, correct, persuade, etc. This list is not exhaustive

Basically, you're spending too much money.

(This is the most important point.)

You think I'm wrong, but **actually** I'm right.

(I'm correcting you as gently as possible.)

Quite honestly, you need a better job.

(I'm going to speak to you sincerely.)

Apparently, there are good jobs in the City.

(I've heard this, but I don't know if it's true.)

Admittedly, you'd have to move.

(I know this point weakens what I'm saying.)

Actually, you didn't thank me then, either.

(I'm adding some new information to what I just said.)

I mean, why should I bother about you?

(I'm trying to make things clear to you.)

Obviously, you aren't going to take my advice.

(This fact cannot be doubted..)

At least, I doubt if you will.


(I'm correcting or changing what I just said.)

Naturally, you'll do what you think is best.


(Of course this is what I would expect.)

Surely you can understand what I'm saying?
 (I don't know why you don't agree with me.)
After all, I gave you good advice before.
 (Don't forget this. It explains why I'm right.)
As a matter of fact, I saved your company.
 (This is a fact which might surprise you.)
Mind you/still that was a long time ago.
 (It occurs to me that this contrasts with what I just said.)

Anyway, it's up to you.
 (I'm concluding, and not talking about that any more.)
All in all, finding an interesting job isn't easy.
 (I'm considering every part of the situation.)
 The ball's in your court, **so to speak**.
 (I'm using words that don't have their usual meaning.)
By the way, can you lend me some money?
 (This isn't connected to what we've been talking about.)

 **1.** Listen carefully to a woman speaking, and decide what she's talking about. Answer the questions:

1. What was the most important aspect of the occasion for the speaker?
2. What was special about the dresses?
3. How were the people from the press behaving?
4. What *wasn't* so important to the speaker?
5. What was the occasion?

 **2.** Listen to another version of the monologue. What are the differences? Can you remember any?

3. Complete the monologue with expressions from the box:

anyway	actually	guess what?	as a matter of fact
at least	apparently	mind you	to tell you the truth
naturally	by the way	admittedly	all in all, though
still	no doubt	I mean	quite honestly
obviously	so to speak	of course	as I was saying


All the A-list stars were there. That model, Angeline, (1) _____ I think it was Angeline, was there with her new boyfriend. (2) _____ they've been secretly going out for months. (3) _____, it was **a glittering occasion**. Stars everywhere and **the crowds outside simply begging for auto-**

graphs. (4) _____ I couldn't believe my eyes. And the dresses! (5) _____, I don't know how much they would have cost – a fortune, I imagine. All designer labels, (6) _____.

The photographers were (7) _____ **having a field day**, and (8) _____ there were reporters everywhere, falling over each other (9) _____, **to interview the biggest names**. (10) _____ we didn't have the best seats, (11) _____ we were in the back row. (12) _____, we could still see everything. (13) _____, I **was so busy star-spotting** that I didn't take in the plot. (14) _____ you'd have been the same.

(15) _____, I'm not too keen on thrillers but it must have been good because at the end the whole audience rose to its feet and clapped. (16) _____, I'm not terribly sure what the story was about, but you really must go and see it when it's on general release.

(17) _____, it was an amazing evening and to top it off we went to Quaglino's for supper afterwards, and (18) _____ Sarah Jane Fox and Brad Brat were at the next table! How cool is that? (19) _____, Sarah Jane Fox has awful skin problems. (20) _____, who cares about that when you've got that much money!

 **4.** Listen again and check. Which expressions could be used in more than one place? Where?

5. Read the essay below and choose the most appropriate discourse marker:

"TV reality shows are third-rate entertainment and not worth watching." What do you think?

There is nothing new about reality TV. Confessional shows, where **ordinary people make their private life public**, have been around for a long time. However, over the last five years TV reality shows such as *Big Brother* and *Survivor* have become more and more popular. **(1) In fact/ Obviously** some of these programmes have been the most successful shows in television history. **(2) After all/ Surely** it's unfair to say they are third-rate entertainment.

In order to evaluate reality TV, we need to define **(3) ideally/ exactly** what a TV reality show is. Reality shows have several things in common with soap operas. **(4) Generally speaking/ Actually**, they both involve a group of people who have to live together and get on with each other whilst solving various problems. The difference is that reality shows aren't

scripted, so the dialogues are often quite tedious. In addition, the problems contestants deal with are artificial and don't arise naturally from a 'story'. (5) *Apparently/ Clearly*, in this sense, they could be seen as third-rate entertainment.

Why then do people watch them? (6) *After all/ Presumably*, what holds the audience's attention is the 'reality' or spontaneity of the shows. You never know what is going to happen next, and we are fascinated by **people who will stop at nothing in their pursuit of fame**. (7) *Naturally/ At least* we're also fascinated by how the contestants cope in different situations, and to some extent **measure their reactions against our own**.

To conclude, it's (8) *probably/ exactly* true to say that reality shows are third-rate entertainment when compared with classic films or award-winning documentaries. However, as audience figures prove, they are strangely compelling because (9) *incidentally/ basically*, we are able to **empathize with** ordinary people in extraordinary situations. This (10) *ultimately/ ideally* is what makes TV reality shows worth watching.

6. Read the essay title and scan the essay again. Tick the ideas a-g which appear in the essay. Are any of the ideas not relevant to the question?

- (a) We're intrigued by people who do anything to become famous.
- (b) Personally, I'd say that the conversations are quite boring.
- (c) I think that many people would love to be on television.
- (d) Unlike soap operas, I don't think they're based on interesting stories.
- (e) I think they are totally unpredictable which is very exciting.
- (f) Generally speaking, I'd say detective series are quite boring.
- (g) I can't imagine life without soap operas.

7. Match sentences 1-6 with follow-on sentences a-f, adding and adverb or phrase from the box below. There may be more than one possible answer.

admittedly	presumably	obviously
naturally	frankly	as a matter of fact

1. Some people say that **the price of fame is too high**.
2. Famous people complain if there is **a sensational story in the newspapers**.
3. Celebrities claim it's difficult to make new friends.
4. People think celebrities have an easy life.
5. Stalkers **pose a very real threat to many celebrities**.
6. Why are we obsessed with fame?

- a) _____ they shouldn't because they **exploit newspapers to get famous**.
- b) _____ most celebrities have to work very hard.
- c) _____ it must be difficult to know why people are 'friends'.
- d) _____ it's because it's 'the new religion'.
- e) _____ they have to spend a lot of money on security.
- f) _____ life is difficult if your private life is public.

8. Write a 250 word essay on the subject below. Use the ideas from the previous exercise and the paragraph plan to help you:

Most people think that being famous is heaven, but in fact it's more like hell. What do you think?

Paragraph 1	Summarize why people might want to be famous and paraphrase the question.
Paragraph 2	Why might people think being famous is 'heaven'? do you agree?
Paragraph 3	Why might it be hell? What's your opinion?
Paragraph 4	Conclusion: summarize the main points and restate your opinion.

9. Complete the sentences with your ideas:

1. A: Hello. Your face looks familiar. Have we met before?
B: Actually, _____.
2. A: How come your business has been so successful?
B: Basically, _____.
3. Why did the Prime Minister award himself a 50% pay rise? Surely _____?
4. Have you heard the latest about Cathy and Dave? Apparently, _____.
5. I don't think Harry and Lucinda should get married. I mean, _____.
6. I wish I was famous. All that money, all those parties every night. Mind you, _____.
7. A: Wasn't that a brilliant play last night!
B: To tell you the truth, _____.
8. I agree, it was a great match, and they deserved to win it. By the way, _____.
9. Why doesn't James ever phone me? Why is it always me who phones him?
After all, _____.
10. I don't have a clue what the answer is to all these problems. Any way, _____.

TALKING POINTS

What do you think?

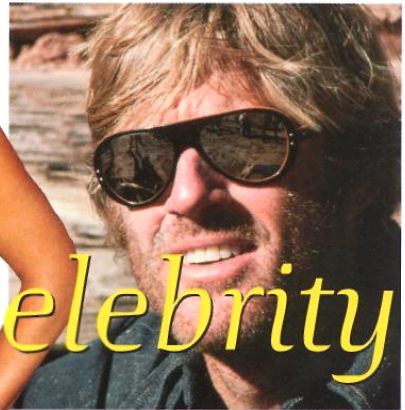
- 1 Discuss the questions.
 - Why do we want to hear bad news about famous people more than good news? In what ways are celebrities unreal?
 - What do you understand by 'reality TV'? Are there TV programmes in your country like the ones described in the article? What are they like?
 - What is the mentality of stalkers? What makes someone want to kill the object of their obsession?
- 2 Read what celebrities themselves say on the subject of fame. What do you think each quote means, and do you agree with it?



For years I've been popular in America – not because of my talent, but because I'm famous.
Cher singer and actor



It was no great tragedy being Judy Garland's daughter. I had tremendously interesting childhood years – except they had little to do with being a child.
Liza Minnelli singer and actor



If you were me for a month, you might change it to two weeks.
Robert Redford actor and director



People want you to be a crazy, out-of-control teen brat. They want you miserable, just like them.
Leonardo DiCaprio actor



People create you and then you end up believing it. You become their soap opera. And what they want is not your success story but your failure.
Jade Jagger model and jewellery designer, daughter of Mick



Sometimes I don't like the person I'm supposed to be. I don't feel like I deserve any of this.
Mena Suvari actor

- 3 Do you know ...
 - any other icons? What do they represent?
 - someone who the press has built up and knocked down?
 - an ordinary person who has become a celebrity?
 - anyone who is famous simply for being famous?
 - any children of celebrities who have had problems?

celebrities on celebrity

SELF-CHECK

1. Some famous people let their holiday homes when they're not using them. Read this letter from a woman who's staying in a celebrity's house. Choose the correct discourse markers. Sometimes there is more than one correct answer.

Darling Davinia,

Greetings from hot and beautiful Mustique. I'm having the most marvelous holiday here. (1) *Mind you,/ Admittedly,/ Guess what,* it would be difficult not to, wouldn't it, staying in Mick Jagger's house? Davinia, you really must visit it yourself one of these days. (2) *So to speak,/ After all,/ Still,* you deserve a holiday after such a tiring time going to all those charity balls in the winter.

(3) *At least,/ As I was saying,/ Anyway,* the place is absolutely gorgeous, all marble and white linen. I'm sitting in my bedroom (or (4) *come to think of it,/ should I say,/ mind you,* Mick's bedroom!) beside the ornamental pond, looking out to sea. (5) *However,/ Of course,/ No doubt* I didn't expect the house to be so small - there are only six bedrooms. (6) *Still,/ I mean,/ After all,* with all Mick's ex-wives and children, you'd think he'd need more space, wouldn't you? (7) *Still,/ Admittedly,/ No doubt* he prefers coming here on his own! (8) *All in all, though,/ By the way,/ Of course,* it's still very comfortable as we have six people to look after us, including the chauffeur of Mick's jeep, so we're going off on safari round the island today. (9) *As I was saying,/ Still,/ At least* we will if the cook manages to get some more champagne and caviar in time for the picnic lunch.

Oh, (10) *by the way,/ if you ask me,/ after all,* have you heard about Lord Alex? Terrible, isn't it? (11) *Come to think of it,/ As a matter of fact,/ No doubt* I was speaking to his ex-wife only last week and I wonder if she knows anything about it. Do write and tell me all the latest gossip.

(12) *At least,/ Anyway,/ So to speak,* I must go and chase up cook about the lunch. Bye for now.

Much love,

Tara

2. Fill in the appropriate word according to its definition. The first letter is provided as a clue and each dot represents one letter:

1. A **s**..... is someone who follows and watches another person over a period of time in a way that is very annoying or threatening.
2. When you get involved in an argument, a relationship, or a situation that is difficult to escape from, you become **e**..... in it.
3. **S**...- is the activity of watching celebrities for pleasure.
4. Desires or needs that are never satisfied can be called **i**..... .
5. When someone behaves in an unpleasant or threatening way towards you, he **h**..... you.
6. To admire and love someone so much that you think they are perfect means to **i**..... them.
7. **O**..... means to gain an advantage over someone using tricks or your intelligence.
8. A **p**..... is a right that someone has, especially because of their importance or social position
9. When you feel angry or upset with someone because they have something, e.g. success which you think they do not deserve, you **b**..... them this success.
10. Affecting someone's private life or interrupting them in an unwanted and annoying way means **i**..... .
11. To **c**... means to control or limit something in order to prevent it from having a harmful effect
12. A formal word for 'to give someone something of great value or importance' is to **b**..... .

3. Fill in the gaps in the text with one suitable word or word combination from the box. Use each word or word combination only once:

a celebrity age	the public eye	celebrity culture
long-term success	turnover of celebrities	the spotlight

It is increasingly said that we are living in (1) _____. Everywhere we look we are bombarded with images and ideas about how great it is to be famous and to be living in (2) _____. At the same time, (3) _____ seems to be creating a disposable form of fame, more concerned with a quick fix than with (4) _____. When this quick (5) _____ is combined with the growing number of young people who are expressing a desire to have time in (6) _____, are we all destined to experience fame of some description?

4. Express the same in English:

- 1) смесь благоговения и жестокости;
- 2) копаться в частной жизни знаменитых людей;

- 3) порочность страсти к подглядыванию/любопытства к чужим делам;
- 4) беспокоиться о неполучении достаточного внимания СМИ;
- 5) стремиться к славе/жаждать славы;
- 6) водить компанию/якшаться с к-л.;
- 7) процветать на снимках папарацци;
- 8) зарабатывать намного больше авторских гонораров с каждого экземпляра;
- 9) сделать к-л./ ч-л. достойным внимания прессы;
- 10) проложить себе дорогу/путь в элитные группы знаменитостей;
- 11) представлять собой реальную угрозу для многих знаменитостей;
- 12) использовать газеты, чтобы стать знаменитым.

SAMPLE EXAMINATION QUESTIONS

1. What are celebrities? Who comes to mind when you hear the word celebrity? What makes these people celebrities?

2. Who do you think are the audiences for celebrity tabloid television programs, magazines and Internet sites? What information about celebrities do these audiences seek? Why do you think that the public seeks out this information? What purposes do these **celebrity media outlets** serve?

3. To what extent do you think that celebrities, as portrayed by the media, influence society? To what extent do you think that celebrities, as portrayed by the media, influence you?

4. What role does each of the following play in making or breaking celebrities: publicists, media, paparazzi, consumers, celebrities themselves? **Do you think that the paparazzi, the media and fame all go hand in hand?**

5. Would you describe the coverage of celebrities as journalism? Should there be any boundaries regarding how the press covers celebrities?

6. In your view, does society pay too much attention to the personal lives of celebrities? Do you think that celebrity obsession is best described as harmless escapism, glorified gossip, voyeurism, or an unhealthy obsession? State your rationale.

7. How are the prices of celebrity photos determined? Who makes or loses money in the "celebrity industry"? How do **the forces of supply and demand fuel the tabloid industry?**

8. Why do an increasing number of young people live with an expectation of some sort of fame?

9. **How far is too far to go for news of the stars' lives?** Who is to blame for celebrity obsession?

10. Discuss ethical questions raised by the media's coverage of celebrities.

UNIT IX. THEM AND US

Topic: There are several themes of this unit – the Royal Family and class system in Great Britain, social classes in the USA and Belarus. You’ll learn how people are ranked in different countries, why social classes exist and whether it is possible to create a classless society. You’ll try to explain why almost everyone wants to believe that they belong to the middle class.

Grammar: Formal and informal language is examined in this unit, and there is a focus on ways of adding emphasis to certain expressions with a negative or restrictive meaning.

<i>Topic</i>	<i>Hours</i>
A. Classes in Great Britain The amazing survival of the idle rich The present and future of the monarchy Inversion to express emphasis	5
B. Social classes in the USA Class culture The middle class A classless society Multi-word verbs and their Latin-based synonyms	5
Revision	2

ACTIVE VOCABULARY

Acumen (n) – business/political/financial etc. ~; to receive considerable praise for one’s ~ in doing sth.; to inherit one’s father’s ~; to create sth. by business ~ of your own

Arcane (adj) – the ~ language of the law; to say sth. for ~ reasons; to be a master of ~ tax jargon; ~ technical terms; to be not exactly ~ knowledge

Betterment (n) – to do sth. for the ~ of sb./sth.; to offer significant opportunities for the ~ of our future; social change for the ~ of society as a whole

Salutary (adj) – a ~ experience/lesson/reminder etc.; to have a ~ effect on other countries in the region; to provide a ~ for sb.

Fallacy (n) – a common ~; it’s a ~ to suppose that; pathetic/ ecological ~

Forfeit (v) – to ~ the right to appeal; to ~ one’s benefits/ the right to a political vote

Forthright (adj) – a ~ manner/ comment/ approach, etc.; to be aggressively/ delightfully ~; to be by nature ~ and impatient; to become much less ~ and clear-cut

Hanger-on (n) – be surrounded by a crowd of friends and ~s-on; fame and fortune is an attraction for ~s-on; to become an attraction for ~s-on to sb.

Mundane (adj) – a ~ level/ matter/ task, etc.; a play about the ~ existence of factory workers; to have a strong influence on the ~ lives of people

Nonentity (n) – to be famous in Europe, but a ~ in the USA; to look upon sb. as ~; to pack the staff with ~ies; titled ~ies

Perpetuate (v) – an education system that ~s the divisions in our society; to ~ existing economic and class inequalities; the news media help to ~ erroneous clichés; **perpetuation (n)**

Profess (v) – to ~ to do/be sth.; the government ~es to care about the poor; to ~ to be an expert on Islamic art; to ~ your innocence in court; to ~ one's dislike of giving interviews; to ~ one's love for sb.; to ~ oneself satisfied with the results

Sinecure (n) – a lucrative ~; to be treated as a ~ for sb.; to keep a number of ~s; **sinecured (adj)** – to be suffocated by hords of ~ hangers-on

Supercilious (adj) – a ~ laugh; to cast a ~ eye over the book; ~ wine waiters; to grow ~; **superciliously (adv); superciliousness (n)**

Strenuous (adj) – a ~ climb/ day/ journey, etc.; to avoid ~ exercise; ~ debates on religious issues; to make a ~ effort to do sth.; **strenuously (adv)**

Thrifty (adj) – ~ people; good books on the subject of being ~ and stretching your resources; **thriftily (adv); thriftiness (n)**

Tongue-in-cheek (adj) – ~ wit/ humour/ interview; a merely ~ reaction to such arguments; **tongue-in-cheek (adv)** – to talk tongue-in-cheek

Unequivocal (adj) – ~ evidence/ answer/ word; to ~ with one's replies; to give the plan one's ~ support

Venerate (v) – to be ~d for generations; to ~ sb. as sth.; **veneration (n)** – an object of ~

Wayward (adj) – a ~ teenager/ youth/ subject, etc.; to feel a momentary pang of compassion for one's ~ granddaughter

Yearn (v) – to ~ for; to ~ to be/do sth.; to ~ to be a pilot from an early age; people ~ for peace; **yearning (n)** – to have a ~

STARTER

1. *It has been said that Britain is a class-ridden society. It is certainly possible to make inferences about people's backgrounds from the way they behave, the car they drive, and so on. With which social class in Britain do you associate the following?*

Newspapers/ magazines: The *Times* the *Sun* the *Sporting Life*
Country Life the *News of the World*

Favourite sports: football horse racing pigeon racing rowing
fox-hunting shooting fishing bowls darts

Favourite drinks: Pimms gin and tonic bitter

Holidays: holiday camp package holiday tropical island

Car: Range Rover Ford Escort BMW

Evening entertainment: ballet opera working men's club bingo
gentlemen's club

READING AND DISCUSSING

1. Now read the following text about social classes in Great Britain paying attention to the words and word combinations in bold type:

CLASSES IN GREAT BRITAIN

Until the Second World War there were very **distinct social groups** in British society. There was an upper class that included the aristocracy and many **people who lived on inherited wealth**, a middle class that could **be subdivided into** upper middle class, middle class and lower middle class, and a working class that included both skilled craftsmen and unskilled industrial workers and agricultural labourers. **The divisions between the classes were reflected in many aspects of life.** Working-class children usually left school and went out to work at the age of 14. Upper-class children were educated in private schools and formed the majority of students at university. Pubs were divided into public bars and saloon (or lounge) bars which were more expensive and more comfortable. Trains had first, second and third class carriages. Theatres had a dress circle where theatre-goers wore evening dress, and a gallery where the seats were cheaper and evening dress was not worn.

Many aspects of this rigid structure have virtually disappeared in modern Britain, although the continued existence of a private education system that educates about seven per cent of children still reflects it. The policies of governments since the Second World War in areas such as health, education, housing and taxation have on the whole had **the effect of reducing class differences in society.** There has also been a decline in manufacturing or **'blue collar' jobs**

and **an increase in “white collar” jobs in service industries**. Nevertheless, Britain is still far from being the **classless society** that many politicians have **set out to achieve**.

In modern Britain, the definitions of social class used by social scientists and market researchers are based on a division of society into six groups, according to occupation. Group A are professionals such as doctors, lawyers, senior civil servants and managers etc., group B are middle management, scientists, university lecturers etc., group C-1 are other non-manual workers, e.g. nurses and sales and clerical staff, group C-2 are skilled manual workers, group D are semi-skilled and unskilled manual workers and group E are the poorest in society, for example, **people living on the minimum state pension**, the unemployed, **single parents living on state benefits**, etc. People move into and out of these groups as their occupation or circumstances change.

Class consciousness, however, is based so much on economic differences as on class differences that **reflect family background**, education and accent rather than on differences based on occupation.

Class distinctions are popularly represented by stereotypes, especially in matters of clothing, speech and region of origin. This is best seen in caricatures of upper and lower class individuals, whether in literature or the contemporary media. **Upper-class people** are typically portrayed in country clothes, since they are **primarily associated with land ownership** and the three traditional aristocratic sports of hunting, shooting and fishing (sometimes written or pronounced as «huntin’, shootin’ and fishin’» to represent their characteristic speech). Other typically upper-class sports are polo and riding. Distinctive items of upper-class wear are peaked caps for men, head-scarves for women, and green Wellington boots (‘green wellies’) for either. Upper-class speech is portrayed as loud, drawling and affected, with much use of nicknames and slang. **The typical upper-class person** is usually thought of as a southerner, although it is perfectly possible to be Scottish and upper class.

The stock caricature of a working-class man shows him wearing a flat cap, braces (although these are now in fashion with some upper-class people) and boots. He is popularly thought of as living in the north of England. A working-class woman is often depicted as untidily dressed, wearing ‘indoor’ items such as hair curlers and bedroom slippers in the street. A popular portrayal of a working-class husband and wife exists in the cartoons of the everyday life of Andy Capp and his wife Florrie in the *Daily Mirror*. Sports and pastimes such as football, dog-racing, betting (especially on horse-races and in football pools), snooker and card-playing, together with such **pub games** as darts, bar billiards, and shove-halfpenny, are **considered to be typical working-class pastime**.

1.1. Answer the following questions:

1. What system of social hierarchy existed in Great Britain in the first half of the 20th century?
2. Did the life styles of these social groups differ greatly?
3. Do you think these class markers have been reduced in modern Britain?
4. Do you believe that Great Britain is a classless society?
5. How are people ranked in modern Great Britain?
6. What is class consciousness based on?
7. How are representatives of different social classes stereotyped?

1.2. Skim through the text and complete the table:

Grade	Status	Occupation
A	Upper middle class	
B	Middle class	
C1	Lower middle class	
C2	Skilled working class	
D	Working class	
E	those at lowest level of subsistence	

2. Read the following text and answer the questions.

КЛАСС

Эта потребность «*быть вместе*» проявляется и в преданности англичан классовой системе, которой постоянно грозит уничтожение, но которая упорно остается центральным, определяющим моментом жизни английского общества. Для англичан важность существования классов вряд ли можно переоценить, а уж отменить их попросту невозможно! Англичанин воспринимает свой класс как очень большой клуб, членом которого он является.

Причисления к тому или иному классу англичане добиваются с помощью различных сложных маневров и затем, попав в эти замкнутые общественные группировки, чувствуют себя вполне комфортно и тут же принимают на вооружение самые различные, недоступные для остальных и порой взаимоисключающие правила и обычаи, отныне питая ко всем «аутсайдерам», а также другим группировкам нечто вроде фобии.

Согласно английской традиции общество должно состоять из трех основных классов. В старину это были аристократия, купцы и трудящиеся.

Однако, в связи с непреодолимым ростом купечества (или среднего класса), аристократия и трудящиеся были как бы вытеснены за рамки, а средний класс решил разделиться на верхний, средний и низший.

Но в последней четверти XX века все общество вновь претерпело коренные изменения и разделилось на пять основных социальных групп, обозначенных по порядку буквами алфавита: верхние эшелоны – буквами АВ, а средние – буквами ВС. Самый низший слой также подразделен на группы D и E. Те, кто попадают в группу D, считают себя недооцененными и лишенными многих привилегий, а потому презирают всех остальных. Ну а тех, кто принадлежит к группе E, в расчет обычно вообще не принимают. Таким образом, невероятно много англичан, а точнее, подавляющее большинство, оказываются в группе ВС. Те, кто попал в подгруппу С, постоянно стремятся перейти в подгруппу В, а члены подгруппы В лишь в кошмарных снах видят свое возвращение в подгруппу С.

Из-за этого представители данного класса никогда не знают покоя. Они прекрасно понимают, что при любых жизненных обстоятельствах должны производить «соответствующее» впечатление, то есть такое, которое отвечает их представлениям о том, что о них думают другие и как эти другие воспринимают то, что носят, говорят, едят и пьют представители иного класса, а также – где они живут и с кем общаются.

И хотя англичане уверенно признают, что для их общества весьма желательна куда большая социальная подвижность, в целом они все же явно предпочитают заключать браки внутри своего класса, «среди равных». В таком случае не возникает необходимости спорить понапрасну, хорошо или плохо украшать стены уточками из фарфора и стоит ли пользоваться ножами для рыбы.

2.1. Answer the questions:

1. Why is it difficult for English people to overestimate the existence of social classes?
2. What does the notion 'a social class' mean to an Englishman?
3. How do English people get a certain social standing?
4. How many class levels did the traditional class model in Great Britain have?
5. What changes in social stratification took place in British society in the last quarter of the 20th century?
6. What groups constitute the vast majority of the British population?
7. Why do you think climbing the social ladder may be difficult for those who were born into less advantageous positions?

2.2. Summarize the text in English

3. You will read an article that appeared in the Guardian newspaper about a wealthy hedonist who **spends his year on the social circuit**. Work in groups of three. First look at some of the letters that readers **wrote to the newspaper in reaction to the article**, a few days after it appeared. Read each letter and answer the questions:

1. Is it in favour of the article or attacking it? On what grounds?
2. What facts do you learn about Rupert Deen? What do the **letter-writers** think of him?
3. Having read the letters, what things do you want to find out when you actually read the article?

THE AMAZING SURVIVAL OF THE IDLE RICH

Rupert Deen, Polly Toynbee discovered, was a wealthy **hedonist**, a **relic** from the age of Wooster¹.
Not all our readers **warmed to him** . . .

THE PRESS and media recently made much of a man being sent to prison for refusing to work and labelled him 'super-scrounger.' In the light of Polly Toynbee's article on Rupert Deen, I take it he has inherited the title and now awaits magisterial censure.

Denham Ford,
46 Wellington Avenue,
Westcliff-on-Sea,
Essex SSO 9XB

HOW splendid to read Polly Toynbee's article on Rupert Deen! How refreshing to be away from energy crisis, USA economy, etc., etc.

We need the Ruper Deens of this world who unashamedly do what all the sane members of the human race would do if only they could afford it. And I bet he sends a few bob to Oxfam at Christmas!

Keith Lockett,
Urmston,
Manchester.

¹ *A relic from the age of Wooster* – Bertie Wooster is the creation of P.G. Wodehouse in books written in the 1920s and 30s. Bertie Wooster was **a gentleman of leisure whose life was taken up in Idle pursuit**. He was something of a fool whose life was organized by his **gentleman's gentleman**, Jeeves.

HAS Polly Toynbee nothing better to offer her women readers than the article on Rupert Deen which, at best, can be described as a total waste of space?

There are so many urgent and immediate issues relating to women and their position in society that need your coverage without resorting, surely, to writing about the apparently useless existence of people who obviously contribute nothing to society and its **betterment**.

Susan Alison Leach (Miss).
Social Worker.

AS I WAS reading Polly Toynbee's article I began to wonder whether or not I should write a letter asking the Guardian to justify wasting valuable print and space on this subject. However, as I read on to the final column, I realised that this character must surely stand as a **salutary** lesson to us all. His totally fascist and chauvinistic politics, manifest through his views on apartheid and women in particular are grotesque and damaging to any society.

This is an example of the product of a very particular social background; a person who lives in a very exclusive world, reads a very specific kind of newspaper and **professes** approval of Mrs Thatcher and the Conservative party.

Thank you for attempting to bring this state of affairs to more people's notice. I hope that other newspapers may have their consciences pricked and do the same.

N. Curry,
Brighton.

CAN Polly Toynbee really be thick? She must have realised she was being sent up something shocking by Rupert Deen. Why doesn't the *Guardian* give him his own column and he can do a **tongue-in-cheek** Nigel Dempster for us once a week. – Yours faithfully.

Norma Phillips (Mrs),
Tunbridge Wells.

(*Guardian* 23 August 1979)

3.1. *Now read the article and get ready to discuss it:*

THE UPPER CLASS

THERE ARE different ways of being unemployed, some more pleasant than others. Rupert Deen is 40, and **has never done very much to earn his living**. He says his father before him didn't do much either, except a bit of travelling. It was his grandfather who **made a fortune out of** Royal Dutch Oil.

I was put in touch with Rupert Deen by Richard Compton Miller, the London gossip writer. I asked him if he could point me in the general direction of some **people who didn't work for a living**. He gave me quite a long list of names. But the only one who actually proved accessible was Rupert Deen, who was tremendously welcoming and said of course I could come and interview him about his way of life.

He lives a luxurious bachelor life. He has never been married, and says he has no intention of marrying. I was rather disappointed that he doesn't have a gentleman's gentleman. "I have Margaret from Kilburn to wash and clean for me," he said. "Of course if I wanted a gentleman's gentleman I'd have one. I've always had everything I wanted, all my life. My childhood was a bit Spartan as you couldn't get things in the war, but otherwise I haven't denied myself much." I had to ask how rich he was. Was he a millionaire, for instance? "It's frightfully **sordid** to talk about money," he said firmly.

He lives in a small Knightsbridge bijou mews house², elegantly decorated with pictures of horses and hunting prints. He ushered me into his drawing room where his beautiful blonde girl friend, Amanda, and two Yorkshire farmers were drinking Pimms. In the course of the interview they added their comments and **expostulations**, as a kind of chorus. Amanda was given to comments like "Oh Bear, *really!*" and "Oh Bear, *honestly!*" Rupert Deen is known to his friends as Bear³.

He started by describing for me a more or less typical day in his London life. "Well, I get up at 9.30. I go out and buy the newspapers. I get the *Mail*, the *Express*, the *Sporting Life*, and the *Financial Times*. Over breakfast I **read the Mail from cover to cover**. Nigel Dempster is a great friend of mine. I **skim through** the *Daily Express*, and then I look at the *Financial Times*. Next I have a bath and I read the *Sporting Life*. Between 11.0 and 12.0, as I complete my *levee*⁴, I telephone my friends. I might do a bit of business phoning too, about horses or insurance."

Rupert Deen is a Lloyds underwriter – not exactly a **strenuous career**, an occupation closer to gambling on a large scale than to work. I asked how often he went into the office. "About two days a year," Amanda giggled. Rupert Deen said one or two days a week, when he was in town.

He sets off to lunch at 12.30. "About twice a week it's business of some sort. The rest of the time it's lunch with friends. I usually go to Drones, Mimmo's, The Connaught, or the Savoy. Of course I go to the races about one

² A *mews house* in London is a converted stable from Victorian or pre-Victorian days. They are often small, but very pretty.

³ *Rupert Bear* is a character from a children's story, and the nickname 'Bear' sounds very cuddly.

⁴ *Levee* is not a common expression. It means he finishes getting washed and dressed.

day a week if it's not raining, so I wouldn't be eating in restaurants on that day; I'm in the city one day." "I say," he added, "I hope you're commenting on my good looks, intelligence, and brilliant wit, what!"

He continued with the description of his day. "Well, then, exhausted by my tiring afternoon I'll have a bit of a rest, and get ready to go out to a dinner party or to the theatre, or films. Nothing too intellectual." He wouldn't say who his friends were, and whose dinner parties he went to. "One can't mention other people to the press," he said with surprising prissiness.

He was educated at Harrow. When he left there he went to the Ecole de Commerce at Neuchatel in Switzerland. Was that a university, I asked? "Well, kind of. I got a degree," he said. "They gave you a degree if you turned up for 22 days out of 100. I was there for a year." Did it teach him anything useful? He raised his thick eyebrows in a knowing look and said, "Not exactly academically, if you know what I mean. But you certainly built up quite a knowledge of the world."

He then went straight into Lloyds and stayed for eight years at something that was a more or less full-time job. "I just stood in queues and did what I was told," he said. "So I retired after eight years. I prefer retirement."

His year, he says, goes something like this: In May he goes to the South of France, to Monte Carlo and St Tropez. He comes back to England for Ascot in mid-June, and then Wimbledon. (Tickets, he says, are no problem). In July he goes racing at Newmarket and York, and often attends the Open Golf Championship. In August he goes to the second Test match, and shoots grouse every day after the Glorious Twelfth. In September he takes a house in St Tropez. He comes back from France, stopping in Paris for the Arc de Triomphe on the first Sunday in October. "Then I take a leisurely drive through Normandy, stopping to take in one or two studs on the way," he says. "I'm back in time to shoot one or two pheasants. Where? Oh, Hampshire, Lincolnshire, Norfolk, Scotland, everywhere."

What about November? "Oh well, November. That's my birthday. November 14, same day as Prince Charles." Does he know Prince Charles? "My lips are sealed. I said I wouldn't mention any names in this interview."

December he shoots, for even more days of the week, what he calls "Heavy shooting." The rest of the year he likes to travel to exotic countries. "I've been to Japan, Pakistan, the Khyber Pass, the Thar Desert. No, I don't mind the discomfort of sleeping out of doors, so long as one has plenty of servants. I go to South Africa occasionally. I thoroughly approve of apartheid. It works. We ought to have it here." He approves of Mrs Thatcher. "Her policies, I mean. I don't approve of her. I don't like a woman prime minister as I don't think women should have the vote, nor most men, for that matter. I think the vote should be

given just to a few men, those who are well educated and who contribute to society, those who employ people, directly or indirectly." He said he definitely included himself.

I asked if he thought his way of life at all anachronistic? "Ana what? Come again? Not so much of the brainy talk." I explained, mentioning Bertie Wooster. He said, "Oh well, you see, I don't mind being a bit of a Bertie Wooster. I don't agree with the modern idea that you should work for the sake of it. Basically I'm a hedonist. I am extremely busy, you see, it's just that my energies go in a different direction to most people's." Did he ever feel that life should have some purpose? "No," he said.

(Polly Toynbee, *The Guardian*, 13, August, 1979)

3.2. Answer the questions:

1. Why do you think Polly Toynbee wanted to interview someone who didn't work for a living?
2. What is a 'gentleman's gentleman'? What kind of work does Margaret from Kilburn do?
3. Is Rupert Deen a millionaire?
4. What impression does Polly Toynbee give of Amanda?
5. What is the busiest part of Deen's day?
6. How does Polly Toynbee describe his job?
7. What did he learn at the Swiss school?
8. What does a typical year consist of for Deen?
9. He gives restricted criteria for having the vote. Which do you think he qualifies under?
10. How honest do you think he was in the interview? The *Guardian* is a 'serious' newspaper, and Polly Toynbee is a 'serious' reporter. Do you think he was 'pulling her leg'?
11. How does Polly Toynbee **want her readers to view Deen**?
12. Which of **the letters subsequently written to the *Guardian*** do you think Polly Toynbee would most sympathize with? Which do *you* think was most appropriate?

3.3. What do you think:

1. Are there any aspects of Rupert Deen's life that you envy? Are there any of his opinions that you share?
2. Is it right that someone should **have such a privileged life and do no work**?
3. Which of the following describe Rupert Deen?

easy-going	sporting	liberal
sincere	ambitious	supercilious
radical	generous	charming
aristocratic	artistic	

 4. You are going to listen to a talk by Rupert Wingfield-Hayes, a BBC journalist, about the life of **hyper-rich Russians**.

MOSCOW'S SUBURB FOR BILLIONAIRES

4.1. Before you listen answer the following questions:

1. Are there any millionaires or billionaires in Russia?
2. How do you think they got hold of their wealth?
3. What lifestyles do they and their offspring enjoy?
4. Does vast wealth bring happiness?
5. Would you like to be one of them?

4.2. Read the sentences given below and try to guess the meaning of the words in italics:

1. It seemed ironic that at long last I was here, albeit by a very much more *circuitous route* than originally planned.
2. Two *hulking* figures guarded the entrance of the night club.
3. All the princes were *dripping* with gems.
4. He seemed to be *brimming* with confidence.
5. They lived in a *shack* with a dirty floor.
6. Svetlana's "cottage" was big enough for an indoor swimming pool, a cinema, a bowling alley, a ballroom, and *the pièce de résistance*, its own indoor ice rink!
7. "We're out of gas, so I guess you'll have to walk home," he said, his face *deadpan*.
8. Ever since I arrived in Russia I've heard *tall stories* of a secret city deep in the forests outside Moscow where the rich indulge their fantasies in sprawling palaces of marble and gold.

4.3. Now listen to the talk and answer the questions:

1. How many billionaires according to Forbes magazine live in Russia?
2. Why do they prefer **to keep their identities and lifestyles secret**?
3. Did Rupert Wingfield-Hayes at first believe in the existence of a secret city?
4. How did he manage to get an invite to this city?

5. Why was he a bit surprised when he saw Svetlana?
6. What was the driver's reaction when they plunged out of the forest?
7. How does the journalist describe Svetlana's "cottage"?
8. Does Svetlana's family have other residential property?
9. Why does the journalist think that Svetlana is not a happy girl?
10. What do common people think about the rich?

5. *Divide into two groups.*

Group A *You will read the text "An Open Letter to Her Majesty Queen Elizabeth II" written by Willy Hamilton, an MP, who is renowned for his attacks on the Royal Family.*

Group B *You will read the newspaper article published in The Observer (April 16, 2006) "Cheer the Queen But Not the Monarchy" written by Mary Riddell, who doesn't approve of the institution of monarchy.*

When you have read the text and done all the tasks, find a partner from the other group and swap information.

AN OPEN LETTER TO HER MAJESTY QUEEN ELIZABETH II

Your Majesty,

1. You must surely agree that, by birth and upbringing, by the surroundings in which you live and the company you keep, you cannot possibly understand the feelings and the way of life of the millions of ordinary people it is claimed you **keep united in one big happy family**. It is a claim you have never contradicted, but in your heart of hearts, deep inside yourself, you know how absurd it is.

2. You are known to be among the wealthiest women, if not the wealthiest woman, in the world. It is not wealth that has been created by any **business acumen** of your own, or even of your financial advisers (though they have helped). It is wealth that has been built up by invaluable, fabulous and unique **tax concessions** granted by Parliament, and never refused by you. You do not even pay taxes on the profits of your private estates at Sandringham and Balmoral. Whatever many of your people believe, you pay no income tax. You receive a refund of any taxes deducted from dividends on investments. You pay no capital gains tax. You pay no death duty. What do you do with it all?

3. Large numbers of those known as 'your people' share the views I hold – many more than you are led to believe. They regard **the institution of monarchy** as an instrument used to make respectable to the unthinking and the irrational a **social and economic class system which is unfair, divisive** and often cruel.

4. There are still a few people around who think that the divine right of kings lingers, that you **still retain some real political power**. But whatever else you have – it is not political power. The so-called **royal prerogatives**, the ‘right’ to appoint your own Prime Minister, the ‘right’ to dissolve Parliament, are now no more than **ritual play-acting**.

5. Meanwhile, you are to be seen at your radiant best at **annual high-society horsey events**, and, quite frankly, at your most uncomfortable among factory workers, or even children.



6. I suspect you to be the willing victim of circumstances, that you are suffocated by hoards of **sinecured hangers-on**. We may not know what any of these are paid or what they do. Questions about their salaries are courteously turned aside. Almost all members of the Royal Households are titled **nonentities**, drawn, it seems automatically, from one narrow section of the community.

7. But then your daily round, your common task, furnishes you and yours with even more than you need to ask. Your sense of financial security and well-being is **a dream yearned after by millions of your people**. They cannot understand why you and your family should be so privileged and they so deprived. They **look to you for genuine moral leadership**, but do not hear from you or your husband one **unequivocal** word on **the evils of racial prejudice** when two million of **your subjects** in Britain alone are coloured. You encourage cruel blood sports, yet remain President of the Royal Society for the Prevention of Cruelty to Animals.

8. Many long to hear from you one occasional speech that contains not just colourless, negative clichés, but a **forthright** and passionate sincerity, a personal conviction.

I remain,
Your **wayward** subject,
W.W. Hamilton

A 5.1. *Read these definitions and find the words and word combinations they correspond to in the text:*

- 1) the ability to think quickly and make good judgments;
- 2) a special right that a particular person or group of people is allowed to have, for example by the government or an employer, or the act of giving or allowing something as a right;
- 3) a tax that you pay on profits that you make when you sell your possessions;

- 4) having a job which you get paid for even though you do not have to do very much work;
- 5) someone who has no importance or power and who is not special in any way;
- 6) (*literary*) to have a strong desire for something, especially something that is difficult or impossible to get [= long];
- 7) to rely on;
- 8) completely clear and without any possibility of doubt;
- 9) direct and honest (used in order to show approval);
- 10) self-willed; not easily controlled or guided.

A 5.2. *The article consists of 8 paragraphs. Highlight sentences or parts of the sentences which contain the most relevant information. Then paraphrase the relevant parts so that you use as few words from the text as possible.*

A 5.3. *Now in a paragraph of about 100-150 words, summarize W.W. Hamilton's grounds for criticizing the Queen and the institution of monarchy in general. Do you share his point of view?*

B 5.1. *Read the article paying attention to the words and word combinations in bold type.*

CHEER THE QUEEN BUT NOT THE MONARCHY

The forthcoming 80th birthday celebrations should remind us that **an unequal Britain** is still **locked in an obsequious time warp**

The Queen, I think we can all agree, is in great shape. **In a reign of more than half a century**, she has seen off 30 corgis⁵, five Archbishops of Canterbury and nine Prime Ministers, but such statistics **do scant justice** to her vigour. Media tributes ascribe to her such quasi-mythic powers that you might suppose Her Majesty to be Spartacus in an apricot stovepipe hat.

Her fitness, in these reports, knows few limits. You could send her down the Eiger⁶ on a bob skeleton or play her at centre back for Arsenal against Villareal in the absence of Sol Campbell. This isn't simply, though, about the physical prowess



⁵ **corgi** (n) [kɔ:gi] – a small dog with short legs and a pointed nose;

⁶ **the Eiger** – a mountain in the Alps in Switzerland. Its north side is famous for being very difficult to climb.

of **an iron monarch**. You could also imagine her painting like Caravaggio, eradicating bird flu or persuading President Ahmadinejad of Iran to take up tapestry. Such is **the reverential tone of the birthday blessings**.

I exaggerate, but not by much. I don't mean to be sour, either. The Queen is a splendid **octogenarian** who **venerates** her country, carries out her daily work **impeccably**. Her biographer, Sarah Bradford, cites the frequent saying that 'she never puts a foot wrong'. But recent British history is stamped with the prints of a misplaced royal court shoe. Arguably, the Queen erred over Suez, when she failed, through ignorance or weakness, to persuade Anthony Eden to level with parliament and the Commonwealth. She **threw the monarchy into crisis** over her absence from Diana's wake, **appalled the country by her tax avoidance** and mishandled royal butler trials. But these, **arch monarchists** would say, are minor lapses in **a glorious reign**. And anyway, 80th birthdays shouldn't prompt recrimination.

This, though, is more about our behaviour than the Queen's record. **The death of deference** is one of the great modern myths. Fickle Britons may **revile** the Windsors, but the palace's internal polling claims that only 19 per cent want a republic, a rise of 1 per cent since 1969. When the chips are down, **Britain still cheers on its monarchy**, sometimes beyond the point of reason.

Inspiring warmth is **a monarchy's lever on survival**. Those who **forfeit** fondness, from Marie Antoinette to the Romanovs, may also lose their thrones, if not their heads. British royals, the Stuarts in particular, have not always been liked. Victoria considered herself **the most idolised sovereign** ever, on the strength of her 'domestic home and the good example it represents'. Long after **the happy family formula** expired, the Windsors continue, in the main, artfully **to instill the idea that monarchy is purely for the benefit of the masses**.

They are abetted by citizens who cleave to fairy tales. Though empire is gone and the Commonwealth bond fraying fast, this is still a glass coach democracy, bewitched by the plastic Beefeater⁷ branch of history. Republican avatars, from Cromwell to Chirac, **have little appeal**. The prevailing prayer, though hushed and amended, is basically the same. May God and **slick PR** still save our Queen.

The monarchy has evolved, more swiftly in the second half of the 20th century than the first. But a queen who saw the tumult of the abdication clung, understandably, to a mandate of stasis. **A conservative pragmatist**, her changes have been reactive, never proactive.

That caution is echoed by Tony Blair, who, like Gladstone, Attlee and Wilson, has shown that **progressive Prime Ministers meddle least with royalty**. Citizens,

⁷**Beefeater** (n) – a traditional guard at the Tower of London.

too, have been **unwilling to call for reform**. And so, more than 50 years after Elizabeth's accession, we **have a sexist monarchy** that bars all but Anglicans from the throne and **promotes one state religion in a land of many faiths, and none**.

Calls, albeit muted ones, for an English parliament, suggest that the Union may be in trouble. **Behind the mood for separatism** is an uneasy nationalism that **tips easily into racism**, fear and **xenophobia**.

It would be nonsensical to blame this dangerous neurosis on a queen who has reached out to other cultures and lands. The office she occupies is another matter. It **belongs to an arcane age of privilege** and to a monocultural world, rather than to a country in which more than 7 per cent of the population belong to ethnic minorities.

Britain's constitution is rusting, the residual powers held by the head of state, or devolved to ministers, have no place in a parliamentary democracy; the Windsors' funding arrangements still border on kleptocracy.

The hereditary peers are sidelined, the Church of England falters and **the landed aristocracy** sell petunias and hosts footballers' weddings. Though its pillars are gone, **the monarchy stays aloft**, buoyed on the thermals of **British self-delusion**. When the Queen came to the throne, £1 bought 15 fish suppers, the infant Blair was in his cradle and Stalin barely in his grave. Since then, a queen has aged but has hardly altered. And the nation, too, remains in Neverland.

It is not simply that the UK, insular and suspicious, **clings to a vision of an old Anglocentric world** in which our HP Sauce⁸, our Oxo cubes and our Harry Ramsden's would never have been sold off to foreigners. **The Queen is also the mirror and designated image-maker to a people that prefers to see itself, however implausibly, as dutiful, thrifty, faithful, diligent and kind**. Our lives are different, but **our values are enmeshed with those of the head of state**.

Successful monarchies have always **emulated the middle classes**. Now a queen who recycles wrapping paper and eats asparagus with her fingers has gone one better⁹. Her grandsons, one of whom visited a lap-dancing club last week while the other dressed up as Wayne Slob, are **lords of chavocracy**¹⁰. Meanwhile, **humble citizens buy into the Windsor ethos**. In unequal Britain, people bequeath to their children their status, life chances and, if Gordon Brown's hands can be wrested off it, the family semi. We **live by the hereditary principle**, too.

⁸ **HP Sauce** is a Trademark for a type of thick, dark brown liquid made of vegetables, fruit, and spices, which is sold in a tall, thin bottle, and poured over food, especially fried food such as eggs and sausages. It is popular in the UK;

⁹ **go one better (than somebody)** – (informal) to do something more successfully than someone else;

¹⁰ **chav** (n) [tʃæv] – an offensive word used especially by newspapers to talk about a young working-class person who is rude and aggressive, has a low level of education, and who wears a certain style of fashionable clothing such as trainers, sportswear, and baseball caps.

The Queen is going nowhere. There is no reason for her to abdicate. Anyway, her heir is, in many ways, even less of a **moderniser** than she is. So it is down to people and politicians **to demand a constitution and a monarchy reworked for a new century.** Until that happens, we will **remain in thrall to nostalgia and a world gone by.**

Drink, though, to **the Elizabethan era** this Friday. Celebrate the Queen's birthday by all means. Great age, dignity and hard work deserve applause. Just forget the **obsequious** tributes and **discard the patronising view that the monarchy is marginal to public life and, therefore, harmless.** The hallmark of the reign of Elizabeth II is **a Britain locked in a time warp.** That is her triumph and our shame.

B 5.2. Find words in the article that mean approximately the same as these:

- 1) to treat or represent someone or something in a way that is not good enough as they deserve;
- 2) showing a lot of respect and admiration;
- 3) (*spoken*) in a serious or difficult situation, especially one in which you realize what is really true or important;
- 4) to express hatred of someone or something;
- 5) amused because you think you understand something better than other people;
- 6) polite behaviour that shows that you respect someone and are therefore willing to accept their opinions or judgment;
- 7) something you use to influence a situation to get the result that you want;
- 8) to help someone do something wrong or illegal;
- 9) (*literary*) to stick to someone or something or seem to surround them;
- 10) become loose;
- 11) (*formal*) a person who represents an idea or quality;
- 12) done in a skilful and attractive way that is persuading (often in a way that does not seem honest);
- 13) strong fear or dislike of people from other countries;
- 14) to deliberately try to influence or change a situation that does not concern you, or that you do not understand;
- 15) to do something or behave in the same way as someone else, especially because you admire them;
- 16) (*BrE informal*) a semi-detached house.

6. Complete the text with the words from the box:

class markers	incentives	desirable and influential	classless society	fragmented
social status	a higher status	subjective and disputable	complex societies	class levels

SOCIAL CLASSES IN THE UNITED STATES

There is considerable controversy regarding **social class in the United States**, and it remains **a concept with many competing definitions**. Many Americans **believe in a simple three-class model** that includes the "rich", the "middle class", and the "poor". More complex models have been proposed which have as many as a dozen (1) _____; others deny that "social class" exists in American society.

Most **definitions of class structure** group people according to wealth, income, education, type of occupation, and **membership in a specific subculture** or social network.

The idea of a (2) _____ somewhat persists in the United States; which explains the notion of the vast majority of Americans who place themselves in the same class, the middle class.

Most academics consider American society to be sociologically and economically (3) _____ in such a manner that no **clear class distinctions** can be made. This means that there are no **pronounced breaks in socio-economic strata**, which makes class division highly (4) _____. Others such as sociologist Dennis Gilbert, however, dispute the concept of a **well-mixed society**, and claim that **distinct social networks can be identified for each class**. W. Lloyd Warner also asserts the existence of (5) _____. He maintains that social class is as old as civilization itself and has been present in nearly every society from before the Roman Empire, through medieval times, and to the modern-day United States. He believes that (6) _____ such as the United States need an equally **complex social hierarchy**.

Some definitions of class look only at numerical measures such as wealth or income. Others take into account qualitative factors, such as education, culture, and (7) _____. There is no consensus on which of these variables is essential and which are merely common correlates.

Social class is sometimes presented as a description of how the society has distributed its members among positions of varying importance, influence, and prestige. In these models, certain occupations are considered to be (8) _____, while others are considered to be **menial**, repetitive and unpleasant.

Some sociologists consider the higher income and prestige of higher-class jobs to simply be (9) _____ to obtain the skills necessary to perform important work. This is an important mechanism in the economic theory of capitalism, and is compatible with the notion that class is **mutable** and determined by a combination of choices and opportunities.

In other cases, class or status is inherited. For example, being the son or daughter of a wealthy individual, may carry (10) _____ and different cultural connotations than being a member of **nouveau riche** ("new money").

Those taking the functionalist approach to sociology and economics view social classes as components essential for the survival of complex societies such as American society.

6.1. Study the three academic US class models proposed by different sociologists and compare them. For more detailed information on each class look through Supplementary texts on pp. 233 – 237.

Dennis Gilbert, 2002

Class	Typical characteristics
Capitalist class (1%)	Top-level executives, high-rung politicians , heirs. Ivy League education common
Upper middle class (15%)	Highly educated (often with graduate degrees), most commonly salaried, professionals and middle management with large work autonomy
Lower middle class (30%)	Semi-professionals and craftsmen with a roughly average standard of living. Most have some college education and are white collar
Working class (30%)	Clerical and most blue collar workers whose work is highly routinized. Standard of living varies depending on number of income earners, but is commonly just adequate. High school education
Working poor (13%)	Service, low-rung clerical and some blue collar workers. High economic insecurity and risk of poverty. Some high school education
Underclass (12%)	Those with limited or no participation in the labor force. Reliant on government transfers. Some high school education

Leonard Beeghley, 2004

Class	Typical characteristics
The super-rich (0,9%)	Multi-millionaires whose incomes commonly exceed \$350,000; includes celebrities and powerful executives/politicians. Ivy League education common.
The Rich (5%)	Households with net worth of \$1 million or more; largely in the form of home equity . Generally have college degrees
Middle class (46%)	College educated workers with incomes considerably above-average incomes and compensation; a man making \$57,000 and a woman making \$40,000 may be typical
Working class (40 – 45%)	Blue collar workers and those whose jobs are highly routinized with low economic security; a man making \$40,000 and a woman making \$26,000 may be typical. High school education
The poor (ca. 12%)	Those living below the poverty line with limited to no participation in the labor force; a household income of \$18,000 may be typical. Some high school education

Class	Typical characteristics
Upper class 1%	Top-level executives, celebrities, heirs; income of \$500,000+ common. Ivy league education common
Upper middle class (15%)	Highly educated (often with graduate degrees) professionals & managers with household incomes varying from the high 5-figure range to commonly above \$100,000
Lower middle class (32%)	Semi-professionals and craftsman with some work autonomy; household incomes commonly range from \$35,000 to \$75,000. Typically, some college education
Working class (32%)	Clerical, pink and blue collar workers with often low job security; common household incomes range from \$16,000 to \$30,000. High school education
Lower class (14 – 20%)	Those who occupy poorly-paid positions or rely on government transfers. Some high school education

6.2. *Answer the following questions:*

1. Do these class systems differ greatly?
2. What classes do they feature?
3. Which model is the most appropriate one from your point of view? Why?
4. Is it necessary to subdivide the middle class into several groups/ sub-classes?
5. Are there any clear-cut distinctions between these social classes?

7. *Now read the following text about the middle and working class sub-cultures. Find and correct the 10 mistakes in tense usage.*

CLASS CULTURE

Social classes **feature their own sub-cultures** and have therefore developed slightly different manners of socializing their offspring. Due to **class mobility** individuals may also **assimilate to the culture of another class** when **ascending** or **descending in the social order**. One does however need to remember that all social classes in the United States, except the upper class, consists of tens-of-millions of people. Thus social classes form social groups so large that they **feature considerable diversity** within and any statement regarding a given social class' culture needs to see as a broad generalization. Since 1970, sociologists set out repeatedly **to research class based cultures**. Class culture had been shown **to have a strong influence on the mundane lives of people**, affecting everything from the manner in which they raise their

children, initiation and maintenance of romantic relationship to the color in which they paint their houses. The strongest cultural differences seem to run along **the professional middle class-working class divide**. A recent increase in **residential class segregation** and the overall tendency of individual **to associate mostly with those of equal standing** as themselves further strengthened class differences.

Parental views were the most **essential factor in determining the socialization process** which shapes new members of society. The values and standards used in child rearing are commonly closely related to the parent's occupational status. Parents from the professional class tended to raise their children to become **curious independent thinkers**, while working class parents raise their children to have a more communal perspective with **a strong respect for authority**. Middle class parents tend **to emphasize internal standards** and values while working class parents emphasize external values. Middle class parents' list of values for their children and themselves included: "Consideration of Others, Self-Control, Curiosity, Happiness, Honesty, **Tolerance of Nonconformity**, Open to Innovation... Self-Direction." This contrast to surveyed **working class individuals** who reported "Manners, Obedience... Neatness, Cleanliness, Strong Punishment of Deviant Behavior, Stock to Old Ways, People not Trustworthy... Strict Leadership" as values for themselves and their children. There is a strong correlation between these values and the occupational activities of the respondents. The job characteristics of middle class respondents included: "Work Independently, Varied Tasks, Work with People or Data," versus working class parents of reported "Close Supervision and Repetitive Work..."

Gender roles also view differently by those in the higher and lower social classes. **Middle class individuals**, who were more open towards "Nonconformity" and emphasized individual self-direction as well as **critical thinking**, were also less **stringent** in their application of gender roles. Working class individuals, on the other hand, emphasized gender roles. While working class people have more and **more assimilated to middle class culture** regarding their view and application of gender roles, differences remain. Professional class people is more likely **to have an egalitarian distribution of work in their household** with both spouses being equals in heterosexual marriages. According to Dennis Gilbert, "College life, generally a prologue to upper-middle class careers, delays marriage and encourages informal, relatively egalitarian association between men and women."

8. Read the following article and get ready to summarize it in English.

КАК ЖИВЕТ В БЕЛАРУСИ СРЕДНИЙ КЛАСС

Принято считать, что средний класс начинается там, где кончаются заботы о хлебе насущном. То есть человек больше не живет от зарплаты до зарплаты и не тратит основную часть денег на продукты. В Европе к среднему классу относится более половины населения. В Беларуси со средним классом царит полная неразбериха, даже точное число середняков неизвестно.

– К среднему классу в Беларуси относится только 4 – 6% населения, – считает экономист Леонид Зайко. – В первую очередь к этой прослойке относятся представители власти, научная номенклатура, часть интеллигенции, например, программисты. К сожалению, в эту категорию пока не входят учителя, врачи... Кстати, представители бизнеса не так уж часто относят себя к среднему классу.

– *Что характерно для типичного среднего класса?*

– В первую очередь, это наличие квартиры, дома, автомобиля. В идеале у представителя среднего класса должно быть 3 – 4 источника дохода. Однако у нас это не каждый может себе позволить. Поэтому источник доходов чаще всего один – зарплата. Кроме этого, **для представителя среднего класса характерен стабильный уровень дохода.** То есть в стране, в обществе может происходить все, что угодно, но уровень жизни среднего человека останется примерно на одном и том же уровне.

А вот директор социологической лаборатории «Новак» Андрей Вардомацкий относит к среднему классу в первую очередь именно предпринимателей, директоров, людей свободных профессий и все тех же чиновников, но только не высокого, а районного уровня. Социологи же из Администрации президента уже три года назад заявляли, что к среднему классу относит себя почти половина населения Беларуси. Правда, в данном случае налицо подмена понятий. **Средний класс и человек, получающий среднюю заработную плату по стране, – это вовсе не одно и то же.**

Наш средний класс, по мнению большинства экспертов, отличается от европейского. У нас другие ценности, другой уровень жизни.

Если взять представителей среднего класса Америки или Западной Европы, то кроме главного источника доходов у них есть возможность накопленные деньги куда-нибудь вкладывать, для того чтобы получить дополнительный доход. Он может составить 25 – 30% от основного, – рассказал нам экономист Ярослав Романчук. – По сравнению же с западными стандартами наш средний класс беден.

Средняки берут кредиты на квартиру...

С вопросом о том, как же живет наш средний класс, мы обратились к людям, которые сталкиваются с его представителями почти каждый день.

– **Белорусский средний класс предпочитает вкладывать деньги в недвижимость**, а потому кредиты на жилье, несмотря на то, что цены постоянно растут, являются среди этой категории населения достаточно популярными, – рассказал «Комсомолке» Валерий, сотрудник одного банка. – Они понимают, что выгодно построить квартиру сегодня, а потом сдавать ее или продать за большую сумму.

Также наш средний класс предпочитает кредитные карты более высокого уровня – Classic или Gold. Там и лимит побольше, с их помощью можно бронировать отель за границей, заказывать автомобиль и так далее. Популярны среди этих людей и вклады. Как правило, это суммы от 5 млн и выше. К слову, надо сказать, что **наш средний класс стал более грамотным в банковских вопросах**: интересуется колебаниями курсов, сопоставляет политическую и экономическую ситуации в стране и валютный рынок...

– Наш средний класс старается строить или покупать в основном двухкомнатные квартиры. Реже – трехкомнатные, – считает Юрий, сотрудник агентства недвижимости. – Очень часто, насколько мне известно, делают перепланировку, потому всегда интересуются, как это можно сделать в конкретной квартире. Чаще всего у белоруса, относящего себя к среднему классу, одна квартира. Но многие подумывают о вложении денег, а потому строят вторую – кто-то для себя, кто-то для детей. Каких-то особых требований к месту расположения не предъявляют – главное, чтобы было метро рядом, парковка, супермаркет, сейчас уже интересуются гипермаркетами. Конечно, такие люди не поедут жить в Шабаны или Чижовку (спальные микрорайоны Минска. – Ред.)... А вот к новым микрорайонам, пусть и отдаленным, но с перспективой метро, относятся лучше.

...меняют машины раз в три года...

– По моим наблюдениям, **наш средний класс в основном ездит на машинах стоимостью 5 – 7 тысяч долларов**, – считает Дмитрий Новицкий, редактор «Автобизнес-weekly». – Меняют такие машины где-то раз в три года, поскольку чаще всего это бэушные машины. Возраст – где-то 8 – 10 лет. В них просто не хотят вкладывать деньги, покатаются пару лет, а потом меняют. Выбирают автомобиль по принципу «хочу посвежее», «ценой пониже». Думаю, что со временем средний класс все-таки перейдет на новые машины, пускай и на бюджетный вариант.

Что касается марок, то в последние годы Минск действительно стал похож в этом плане на столицу. Здесь есть не только привычные Opel, Audi, VW. Люди начинают экспериментировать, появляются не только французские (Renault, Citroen), но и корейские (Daewoo), американские, даже малазийские (Proton) машины.

Свои машины и квартиры средний класс белорусов предпочитает страховать.

– Это значит, что у людей есть на это деньги и развитая страховая культура, – говорит Борис Медник, директор открытого акционерного страхового общества В&В.

...всегда торопятся и отдыхают на море

– Средний класс **ходит в рестораны раз – два в неделю**. Обычно с семьей и друзьями. Если это ужин, то могут позволить себе оплатить счет в 100 – 150 тысяч на человека. Но в среднем это 70 – 80 тысяч. Зато в праздники могут и по 100 – 200 долларов оставлять в ресторане, – описывает клиентов Татьяна, бухгалтер в одном из минских ресторанов. – Заказывают в основном распространенные салаты «Цезарь», «Греческий», мясные блюда и рыбу. Очень хорошо идет шашлык. Из спиртного – коньяк, водка, виски. Но это мужчины, когда не за рулем. Женщины – вино, пиво... Обязательно чай или кофе, правда, без десертов... Отдельно идет обеденное меню. Здесь главное даже не цена, а скорость. У людей нет времени на ожидание обеда по 30 – 40 минут, они всегда торопятся. Исключение – когда приходят пообедать с партнерами по работе, тогда могут сидеть больше часа.

Зато на отдыхе белорусы-середняки расслабляются по полной.

– **Самым популярным направлением остается Турция**. Это связано с тем, что там можно выбрать практически любую ценовую категорию, отель нужного уровня. Кроме того, отдых в Турции почти всегда идет по системе «все включено». **Также популярностью у среднего класса пользуются Греция, Испания, Болгария и автобусные экскурсионные туры различных направлений** (например, та же Италия или Испания), – рассказала «КП» Алина, сотрудник туристического агентства. – Популярны Сочи, Крым, естественно, не дикарем, а в довольно дорогие отели. Как правило, наш средний класс позволяет себе отпуск 1 – 2 раза в год. Причем второй раз – это зимний отдых – Чехия, Польша, Словакия. Тратят на отдых где-то 1,5 тысячи долларов.

А как у них?

В России к среднему классу относятся в основном служащие, менеджеры, руководители разного уровня. Зарабатывают они от 1000 долларов. Согласно опросам Российской академии наук, 85% российских середняков имеют собственную квартиру или дом, 35% – дачу, 33% – гараж или место на стоянке, 8% – второе жилье. Представители среднего класса в соседней стране уже пересели на новые авто, а если и позволяют себе подержанные иномарки, то не старше 1996 года выпуска. Отдыхают так же, как и белорусские середняки, 1 – 2 раза в год, но ездят на дорогие курорты и острова. Несмотря на постоянную занятость, успевают раз в неделю забежать в кинотеатр или на выставку. Как минимум один раз в день едят вне дома.

А вот в европейских странах к среднему классу относится 55% населения. В эту прослойку попадают люди различных профессий, в том числе врачи и учителя. Зарабатывают они от 2,5 тысяч долларов и живут в собственном доме или квартире. Как правило, автомобиль есть у каждого члена семьи. Каждые выходные европейский середняк старается выезжать отдохнуть за город – покататься на велосипеде или просто побродить по проселочным дорогам. Ну а если ездят в отпуск за пределы страны, то в отеле дешевле четырех звезд, естественно, останавливаться не станут. Обедают, а иногда и ужинают вне дома, так что за семейным столом семья чаще всего собирается в полном составе за завтраком или же на праздничные ужины.

(Ольга Антипенко, «Комсомольская правда в Беларуси», 31 мая – 6 июня 2007)

8.1. Answer the following questions:

1. Why do you think the middle class in Belarus is perhaps the mostly vaguely defined of social classes?
2. Is it possible to determine the exact number of people that could be identified as being members of the middle class in Belarus?
3. What standard of living do most members of the middle class in Belarus enjoy?
4. How do they usually spend their holidays?
5. Is there any difference between the middle class in Belarus and other countries?

8.2. Look at the picture below and summarize the text in English. If necessary skim through the text.



9. Read the following text and find in it arguments “for” and “against” the problem under discussion. Pay attention to the words and expressions in bold type.

EQUALITY OF OPPORTUNITY IN THE TWENTIETH CENTURY HAS NOT DESTROYED THE CLASS SYSTEM

These days **we hear a lot of nonsense about the ‘great classless society’**. The idea that the twentieth century is **the age of the common man** has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been **completely discredited**. The monarchies that survive have been deprived of all political power. **Inherited wealth** has been **savagely reduced by taxation** and, in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great **millennium** has become a political reality. But has it? Close examination doesn’t **bear out the claim**.

It is a **fallacy** to suppose that all men are equal and that **society will be levelled out** if you provide everybody with the same educational opportuni-

ties. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability **with a total disregard for the principle of equality**. The old **rules of the jungle**, ‘**survival of the fittest**’ and ‘**might is right**’ are still with us. The spread of education has **destroyed the old class system and created a new one**. Rewards are based on merit. For ‘aristocracy’ read ‘**meritocracy**’; in other respects, society remains unaltered: **the class system is rigidly maintained**.

Genuine ability, animal cunning, skill, **the knack of seizing opportunities**, all **bring material rewards**. And what is the first thing people do when they become rich? They use their wealth **to secure the best possible opportunities for their children**, to give them ‘a good start in life’. For all the lip-service we pay to the idea of equality, we do not consider this wrong in the western world. Private schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be **free to choose** how they will educate their children. In this way, the new meritocracy can **perpetuate itself** to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also **used indiscriminately to further political ends**. It would be almost impossible to become the leader of a democracy without **massive financial backing**. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to **the principle of social equality**, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end, all **political ideologies** boil down to the same thing: **class divisions persist** whether you are ruled by a feudal king or an educated peasant.

9.1. *Find words in the text that mean approximately the same as these:*

- 1) to confirm sth.;
- 2) (*fig*) future time of great happiness and prosperity for everyone;
- 3) (*fig*) to reach a point beyond which no further increase or progress is likely;
- 4) (system of government or control by) people of practical and intellectual ability;
- 5) to say that you support or agree with sth. without doing anything to prove it;
- 6) to make a situation, attitude, etc., especially a bad one, continue to exist for a long time;
- 7) to give something to people, especially in fixed amounts [= give out].

9.2. Complete the table:

The arguments	The counter-arguments
1. 'Classless society' and 'the age of common man' don't bear out the claim.	1. What is the criterion of classless society? Freedom to compete for any position
2. Fallacies: all men are equal; society levelled out by equal educational opportunities, etc.	2. Social welfare systems are widespread, east and west. Rewards are based on merit. Ability is the most important thing.

LANGUAGE FOCUS

1. Study the patterns how to form emphatic structures of certain expressions with a negative or restrictive meaning in *Headway Advanced, Student's Book*, p. 112; p. 144.

1.1. Rewrite the sentences on pp. 112 – 113 (*Headway Advanced, Student's Book*) inverting the subject and verb and using one of the patterns from the Grammar section.

1.2. Do ex.1 – 3, p. 63 from *Workbook, Headway Advanced*.

2. Many multi-word verbs have a synonym of Latin origin. Do the matching exercise on p.66 from *Workbook, Headway Advanced*.

2.1. Complete each sentence with the right form of the appropriate multi-word verb from the previous exercise:

1. Don't that innocent look – we know you have eaten all the biscuits.
2. We are waiting until the weather a bit and then we will go out.
3. She's a plucky player: she never
4. You'll get if you are caught doing this. You know he cannot bear it.
5. I'll you whatever happens and never let you down.
6. They were after a long day spent working in the fields.
7. He makes money by buying old houses and ... them ...
8. The military government is determined to all political opposition. They will not stand interfering with their policy.

9. Don't be by his charming manner; he's completely ruthless.
10. I'd anybody who offend you.
11. Hard work can a lack of intelligence.
12. The death penalty has been in many countries.
13. If there's any trouble, I'll you.
14. The company has several new branches in Scotland.
15. His age effectively ... him ... as a possible candidate. Eventually, he had to resign.

TALKING POINTS

Comment on the quotations below:

1. It is impossible to understand people's behavior... without **the concept of social stratification**, because **class position has a pervasive influence on almost everything**... the clothes we wear... the television shows we watch... the colors we paint our homes in and the names we give our pets... **Our position in the social hierarchy affects** our health, happiness, and even how long we will live.

(William Thompson, Joseph Hickey, *Society in Focus*, 2005)

2. A **stratified society** is one marked by inequality, by differences among people that are regarded as being higher or lower... it is logically possible for a society **to be stratified** in a continuous gradation between high and low without any sharp lines... in reality... there is only a limited number of types of occupations... People in similar positions... grow similar in their thinking and lifestyle... they form a pattern, and this pattern **creates social class**.

(Dennis Gilbert, *The American Class Structure*, 1998)

3. We are proud of those facts of American life that **fit the pattern** we are thought but somehow we are often ashamed of those equally **important social facts which demonstrate the presence of social class**. Consequently, we tend to deny them, or worse, denounce them and by doing so we tend to deny their existence and magically make them disappear from consciousness.

(W. Lloyd Warner, *What Social Class Is In America*)

4. Everyone wants to believe they are middle class. For **people on the bottom and the top of the wage scale the phrase connotes a certain Regular Joe cachet. But **this eagerness to be part of the group** has led the definition to be stretched like a bungee cord.**

(Dante Chinni, *The Christian Science Monitor*)

SELF-CHECK

1. Rewrite the following sentences, inverting the subject and the verb, using one of the patterns to express emphasis:

1. I have never been so moved by a Shakespeare production.
2. As soon as she closed her eyes, she fell asleep.
3. I only realized how dangerous the situation had been when I got home.
4. Burglars stole a thousand pounds' worth of electrical goods, and left the flat in an awful mess.
5. If we hear any further news, we will be in touch immediately.
6. If it hadn't been for Henry, I might not have met you.
7. He had just started driving his new car when he had an accident.
8. One rarely finds good service these days.
9. She little thought that I knew all about her.
10. She would never again trust her own judgment when buying antiques.

2. Paraphrase the sentences using multi-word verbs:

1. When she gets back, he'll be reprimanded for the mess in his room.
2. He thanked his father for supporting him.
3. Last year we had a recession but now the economy is improving,
4. She pretended that she didn't care, though everyone saw how depressed she was.
5. I wasn't going to be deceived by sentimentality.
6. These riots were suppressed by the local police.
7. He told us that he had been assaulted by the police.
8. The radio was on, electively excluding conversation.
9. Do not worry. If there is any trouble, I'll defend you.
10. The death penalty has been renounced in many European countries.

11. Just listening to his silly chatter makes me tired.
12. He makes money by buying old houses and repairing them.
13. The beautiful autumn compensated for the wet summer.
14. The authorities have shown no signs of being defeated by the kidnappers' demands.
15. A fund will be created for the dead men's families.

3. *Fill in the appropriate word according to its definition. The first letter is provided as a clue and each dot represents one letter:*

1. To **f.....** means 'to lose a right, position, possession, etc. or have it taken away from you because you have broken a law or rule'.
2. A **r....** is an object survived from a past age.
3. If you make a situation, attitude etc., especially a bad one, continue to exist for a long time, you **p.....** it.
4. When people want to show disapproval talking about those who have only recently become rich and spend a lot of money they call them **n..... r.....**.
5. People who use their money carefully and wisely are called **t.....**.
6. Someone who believes that pleasure and enjoyment are the most important things in life is a **h**.
7. If work is boring, needs no skill, and is not important, it is **m.....**.
8. **W....-.....** workers have jobs in offices, banks, etc. rather than jobs working in factories or building things, etc.
9. A **f.....** is a false idea or belief, especially one that a lot of people believe is true.
10. Another word for 'to honour or respect someone or something because they are old, holy, or connected with the past' is to **v.....**.
11. A **h** is a person who tries to be friendly with a richer or more important person or group, especially for his own advantage.
12. A literary word for 'to have a strong desire for something, especially something that is difficult or impossible to get' is to **y....** for.
13. Low-paid jobs done mainly by women, e.g. in offices and restaurants are called **p...-.....** jobs.
14. A person who behaves as if he thinks that other people are less important than he (used to show disapproval) is **s.....**.
15. People who do physical work, rather than working in offices are called **b...-.....** workers.

4. Fill in the gaps with the words and word combinations from the list below:

social standing	classless societies	disagree
social status	dominant	rank
social scientists	rung	objective
social stratification	enjoy	indicators

Social class is a group of persons in a society that have about the same (1) _____. Social classes exist because people usually classify one another into more or less distinct groups based on such factors as wealth, power, prestige, ancestry, religion, and occupation. (2) _____ call these groups social classes and describe the process of social ranking as (3) _____.

All societies seem to have some system of social stratification. That is, there are no (4) _____. In the United States and other European countries, the class system is usually informal, and social scientists (5) _____ on how to classify the groups that seem to exist.

Various methods are used to compare and (6) _____ individuals and groups. A social scientist may use such (7) _____ measures as how much money a person earns. Or members of a group may rank one another, or place themselves on the class ladder. Surveys show that the way people rank themselves depends on the categories that are used.

Occupation is one of the best (8) _____ of class, because people tend to agree on the relative prestige they attach to similar jobs. Those at or near the top (9) _____ of the prestige ladder usually have the highest incomes, the best education and the most power.

(10) _____ affects behaviour, values, and life style. Upper-class members, e.g., are aware of their privileged position. Most members of the middle class (11) _____ a better-than-average education and standard of living. Middle-class values are usually the (12) _____ ones in a society. Those in the middle of the social strata believe it is important to own property and to conform to the community's standards on morality and respectability.

5. Express the same in English:

- 1) открыто признавать; заявлять во всеуслышание;
- 2) уравнивать; сглаживать различия;
- 3) полезный урок;
- 4) переход из одной социальной группы в другую;

- 5) приблизительно средний уровень жизни;
- 6) жить за чертой бедности;
- 7) занимать низкооплачиваемые должности;
- 8) с доходами значительно выше среднего;
- 9) восхождение/нисхождение по лестнице социальной иерархии;
- 10) расслоение общества;
- 11) бесклассовое общество;
- 12) признавать, поддерживать ч-л. только на словах;
- 13) (по)чувствовать симпатию, расположение к к-л.;
- 14) умение/способность не упустить возможности;
- 15) обращаться к к-л. за ч-л.; рассчитывать, надеяться на к-л.

SAMPLE EXAMINATION QUESTIONS

1. Do you think there is an obvious division of any society into several social classes? How would you rank people in this country and overseas?

2. Defining the concept of 'class' is not an easy task, isn't it? Why does it still remain 'a concept with many competing definitions'?

3. Why do the majority of people prefer to believe that they belong to the middle class? What are class markers of this social group?

4. What do you think about the gilded life of the rich comparing to the rest struggling their living? Can there be any moral justification for living such a privileged life?

5. In Britain the debate about the future of the monarchy has become increasingly pointed in recent years. What do you think about the possibility of the passing of the monarchy?

6. Though the idea of climbing the social ladder (i.e. that each successive generation will have a higher standard of living than its predecessor) is a central theme in American literature and culture and the focal point of the American dream, class mobility in the United States decreased between the 1970s and the 1990s. Give some convincing explanation for this phenomenon.

7. Can the principle of social equality be realized? Or, is it a fallacy to suppose that all men are equal? Do you support the idea of a classless society?

SUPPLEMENTARY TEXTS

The Royal Family

The Royal Family plays an important role in supporting and encouraging the public and charity sectors. About 3,000 organisations list a member of the Royal Family as **patron** or president. The huge range of these organizations – covering every subject from education to the environment, hospitals to housing – allows members of the Royal Family **to meet people from a wide spectrum of national and local life**, and to understand their interests, problems and concerns.

Members of the Royal Family support The Queen in her many State and national duties, as well as carrying out important work in the areas of public and charitable service, and **helping to strengthen national unity and stability**.

Those who undertake official duties are members of The Queen's close family: her children and their spouses, and The Queen's cousins (the children of King George VI's brothers) and their spouses.

Younger members of the Royal Family who are presently in education or military training – such as Prince William and Prince Harry – do not **undertake official duties** full-time, but often play a role in important national events and commemorations.

Every year the Royal Family as a whole carries out over 2,000 official engagements throughout the UK and worldwide. These engagements may include official State responsibilities. Members of the Royal Family often carry out official duties in the UK and abroad where The Queen cannot be present in person. The Prince of Wales and The Princess Royal, for example, may present members of the public with their honours at an Investiture.

The number of letters received and answered each year by the Royal Family is 100,000.

When official events such as receptions, State banquets and garden parties are held, the Royal Family supports The Queen in making her guests welcome. Every year more than 70,000 people are entertained to dinners, lunches, receptions and garden parties at the Royal residences.

Members of the Royal Family also often represent The Queen and the nation in Commonwealth or countries, at events such as State funerals or national festivities, or through longer visits **to strengthen Britain's diplomatic and economic relations**.

The Royal Family also plays an important role in recognising and supporting the work of the Armed Services. Members of the Royal Family have official relationships with many units of the Forces, paying regular visits to soldiers, sailors and airmen serving at home and abroad.

The Queen working by herself would be unable to attend every engagement to which she is invited. Members of the Royal Family can **undertake local or specialist engagements** which would otherwise have to be declined.

Finally, the Royal Family as a whole plays a role in strengthening national unity.

The upper class

This term is applied to a wide array of elites that exist in the United States. The term commonly includes all "blue bloods" (**multi-generational wealth combined with leadership of high society**) such as the Astor or Roosevelt families. There is disagreement over whether the "**nouveau riche**" should be included as members of the upper class or whether this term

should exclusively be used for **established families**. Twentieth century sociologist W. Lloyd Warner divided the upper class into two sections: the "upper-upper class" and "lower-upper class". The former includes **established upper-class families** while the latter includes those with great wealth. As there is no defined lower threshold for the upper class it is difficult, if not outright impossible, to determine the exact number or percentage of American households that could be identified as being members of the upper-class(es).

Income and wealth statistics may **serve as a helpful guideline** as they can **be measured in a more objective manner**. In 2005, approximately 1.5% of households in the United States had incomes exceeding \$250,000 with the top 5% having incomes exceeding \$157,000. Furthermore only 2.6% of household **held assets** (excluding home equity) of more than one-million dollars. One could therefore **fall under the assumption** that less than 5% of American society are members of rich households.

Members of the upper class **control and own significant portions of the corporate America** and may **exercise indirect power through the investment of capital**. In recent years the salaries and, especially, the potential wealth through stock options, has greatly increased for the "corporate elite". **Inherited wealth leading to idleness** is held in low regard and people who have it usually have prestigious occupations.

Yet another important feature of the upper class is that of **inherited privilege**. While most Americans, including those in the upper-middle class need **to actively maintain their status**, upper class persons do not need to work in order to maintain their status. **Status tends to be passed on from generation to generation** without each generation having **to re-certify its status**. Overall, the upper class is the financially best compensated and one of the most influential socio-economic classes in American society.

The corporate elite

The high salaries and, especially, **the potential wealth through stock options**, has supported the term corporate elite. Top executives, including Chief Executive Officers (CEO), are among **the financially best compensated occupations** in the United States. The median annual earnings for a CEO in the United States were \$140,350 (exceeding the income of more than 90% of U.S. households). The *Wall Street Journal* reports the median compensation for CEOs of 350 major corporations was \$6,000,000 in 2005 with most the money coming from stock options. In New York City in 2005, the median income (including bonuses) of a corporate "chief operating officer" (the #2 job) was \$377,000. The total compensation for a **"top IT officer"** in charge of information technology in New York City was \$218,000. Thus even below the CEO level of top corporations, financial compensation will usually be sufficient to propel **a household with a mere one income earner** in the top 1%. In 2005 only 1.5% of American households had incomes above \$250,000 with many reaching this level only through having **two income earners**.

Top executives are among **the highest paid workers** in the U.S. economy. However, **salary levels vary substantially** depending on the level of managerial responsibility; length of service; and type, size, and location of the firm. For example, a top manager in a very large corporation can earn significantly more than a counterpart in a small firm.

Median annual earnings of general and operations managers in May 2004 were \$77,420. The middle 50% earned between \$52,420 and \$118,310. Because the specific responsibilities of general and operations managers vary significantly within industries,

earnings also tend to vary considerably... the Median annual earnings of chief executives in May 2004 were \$140,350; although chief executives in some industries earned considerably more... the median income of chief executive officers **in the nonprofit sector** was \$88,006 in 2005, but some of the highest paid made more than \$700,000.

Many politically powerful people make money before coming to office, but in general **the political power elite** have official incomes in the \$150,000 to \$185,000 range; members of Congress are paid \$165,000, and are effectively required to have a residence in their district as well as one in Washington.

The middle class

The middle class is perhaps **the mostly vaguely defined of the social classes**. The term can be used either to describe a relative elite of professionals and managers (also called the upper middle class) or it can be used to describe those **in-between the extremes of wealth**, disregarding considerable differences in income, culture, educational attainment, influence, and occupation. As with all the social classes in the U.S. there are no definite answers as to what is and what is not middle class. Sociologists such as D. Gilbert, J.W. Thompson and J. Hickey have brought forth class models in which the middle class is divided into two sections that combined constitute 47% to 49% of the population. The upper middle or professional class constitutes the upper end of the middle class which consists of highly educated, **well-paid professionals with considerable work autonomy**. The lower end of the middle class, called either lower middle class or just middle class consists of semi-professionals, craftsmen and salesmen who often have just some college education and are more closely supervised.

Although income thresholds cannot be determined since **social classes lack distinct boundaries and tend to overlap**, sociologists and economist have put forth certain **income figures** they find **indicative of middle class households**. Sociologist L. Beeghley identifies a husband making roughly \$57,000 and a wife making roughly \$40,000 with a household income of roughly \$97,000 as a typical middle class family. Sociologists W. Thompson and J. Hickey identify household incomes between \$35,000 and \$75,000 as typical for the lower middle and \$100,000 or more as typical for the upper middle class. Though it needs to be noted that **household income distribution neither reflects standard of living nor class status with complete accuracy**.

The upper middle class

This class **consists of highly educated salaried professionals** whose work is largely self-directed. Many have graduate degrees with educational attainment serving as the main distinguishing feature of this class. Household incomes commonly may exceed \$100,000 (€65,866 or £50,413), with some smaller one-income earners household having incomes in the high 5-figure range. Salaries are commonly **in the high five-figure range**. Members of this class **commonly hold advanced academic degrees** and are often involved with professional organizations. Due to the nature of professional and managerial occupations, the upper middle class tends **to have great influence over the course of society**. Occupations which are essential to the **forming of public opinion** such as journalists, authors,

commentators, professors, scientist and advertisers are largely upper middle class. The very well educated, are seen as **trend setters** with movements such as anti-smoking movements, pro-fitness movement, organic food movement, environmentalism being largely **indigenous** to this particular socio-economic grouping. Education serves as perhaps the most important value and also **the most dominant entry barrier of the upper middle class**.

Sociologists such as Dennis Gilbert, Willam Thompson and Joseph Hickey estimate the upper middle class to constitute roughly 15% of the population (or roughly 1 in every 6.66 persons). **The main hallmark** and most distinguishing feature of this class is its high educational attainment. Using the 15% figure one may conclude that the American upper middle class consist of professionals making more than \$67,500 (€44,468 or £34,029) who often, but not always, reside in households with a six figure income.

The traditional middle class

Those households more or less at the center of society may be referred to as being part of the American middle or middle-middle class **in vernacular language use**. In the academic models featured in this article, however, the middle class does not **constitute a strong majority of the population**. Those in the middle of the socio-economic strata – the proverbial Average Joe – are commonly in the area where the working and lower middle class overlap. The most prominent academic models **split the middle class into two sections**. Yet, it remains common for the term middle class **to be applied for anyone in between either extreme of the socio-economic strata**. The middle class is then often subdivided into an upper-middle, middle-middle and lower-middle class. **In colloquial descriptions of the class system** the middle-middle class may described as consisting of those in the middle of the social strata. Politicians and news **anchors** such can be seen using the term middle class in this manner, especially when discussing **the middle class squeeze**. **The wide discrepancy between the academic models and public opinions** that lump highly educated professionals together in the same class with secretaries, may lead to the conclusion that public opinion on the subject has become largely ambiguous.

The lower middle class

The lower middle class is, as the name implies, generally defined as **those less privileged than the middle class**. People in this class commonly **work in supporting occupations** and seldom hold advanced academic degrees. There is also considerable debate of whether or not this class is truly part of the middle class and whether or not its members should be identified as being working class or even poor instead of middle class.

Sociologists D. Gilbert, W. Thompson and J. Hickey, however, only divide the middle class into two groups. In their class modes the middle class only consists of an upper and lower middle class. The upper middle class, as described above, constitutes roughly 15% of the population with **highly educated white collar professionals** who commonly **have salaries in the high 5-figure range and household incomes in the low six figure range**. Semi-professionals with Bachelor's degrees and some college degrees constitute the lower middle class. Their class models show the lower middle class positioned slightly above the middle of the socio-economic strata. Those in blue and pink collar as well as clerical occupations are referred to as working class in these class models.

The working class

The working class in the United States is as vaguely defined as the middle class with whom it overlaps according to some definitions. Sociologists estimate that anywhere from 32% to 45% of households are working class. While some might argue that the working class **is synonymous with the lower middle class**, it may also be argued that the working class **constitutes the majority of the American population (or the "silent majority")**. A distinctive feature of this class may include that fact that workers from this class merely take orders and are neither compensated for their ideas nor are they **involved in the decision making process of the organization for which they work**. Unlike professionals, who are **paid to conceptualize**, create, think, and advise, working class employees usually **complete assigned tasks**, as they often **lack the proper training necessary for more influential positions**. Yet another more dated definition is that the working class commonly consists of **blue-collar workers**, while non-professional white collar workers are lower middle class. The guideline stating that **working class workers are not paid to think, but rather perform tasks**, persists however through many ideologies regarding this class. Much like the lower middle class (which may be the same class according to some theories) the working class **has little economic security and is extremely susceptible to fluctuations in the economy**. Outsourcing and cost-cutting related lay-offs are much more **a pressing issues for persons of this class**, than in the higher classes.

Today, however, this division of labor is largely due to the fact that the direction of resources requires expertise that often cannot be gained without a college education. As working class persons tend to lack higher education they are commonly not qualified to design, create, or advise. Thus today's market labor division arose from necessity not political reasons. It should also be noted, that the modern working class works less than the upper middle class or the top 5%. While 81% of persons in the top **quintile** worked more than fifty hours a week, only two-thirds of those in the second quintile worked more than fifty hours a week.

The lower class

The term lower class is commonly **applied to those at the bottom of the social hierarchy**. Definitions of this term vary greatly. While Lloyd Warner found the vast majority of the American population to be in either the upper-lower class or lower-lower class in 1949, modern-day experts such as Michael Zweig, an economist for SUNY Stony Brook, argue that the working class constitutes most of the population. Dennis Gilbert places 13% of households among the "working poor" with 12% being in the "underclass". Thompson & Hickey place roughly 17% to 20% of households in the lower classes. The lower classes constituting roughly a fifth to a quarter of American society consists mainly of **low-rung retail and service workers** as well as the frequently unemployed and those not able to work. Overall, 13% of the population **fall below the poverty threshold**. Hunger and food insecurity were present in the lives of 3.9% of American households, while roughly twenty-five million Americans (ca. 9%) participated in the food stamp program.

UNIT X. THE HUMAN BRAIN

Topic: The main topic that runs throughout this unit is brain and its potential. Special attention is also attached to the problem of defining mental illnesses and the attitude towards mentally disabled people in our society.

Grammar: The unit presupposes the revision of hypothesizing, compound words and idioms.

<i>Topic</i>	<i>Hours</i>
A. The brain and its potential. <i>Compound words</i>	6
B. Who is mad? <i>Hypothesizing. Idioms</i>	6
Revision	2

A. THE BRAIN AND ITS POTENTIAL ACTIVE VOCABULARY

Atrophy (v) – ~ied limbs/muscles; to become totally ~ied

Boggle (v) (*informal*) – ~ at sth, ~ at the thought of doing sth; **to boggle sb's/the mind** (*idiom*), the vastness of the space ~s the mind; **the mind/imagination boggles (at sth)**, keeping a giraffe as a pet – the mind boggles!

Brain (n), (v) – much ~ ; the best/leading ~ s; **the brains** (*informal*), ~ of the family/some group of people; ~ cell; ~ deterioration; ~'s potential; the job of the ~; workings of the ~/ the functioning of the ~; ~ capacity; to use the ~ properly/to its full extent; to stimulate/challenge one's ~; evolving ~/the evolution of ~; receptive ~; the ~ is responsible for all human creations; the ~ can take in various information; **brain** (v) ~ sb (*informal*); **brainless** (adj); **brainstorm** (n); **brainstorming** (n); **brainwash** (v) ~ sb into doing sth; **brainwashing** (n); **brainwave** (n) (*informal*); **brainy** (adj), ~ children/students/people

Evolve (v) – ~ from sth into sth, an idea ~d from a drawing; ~ sth, dolphins ~d a highly developed jaw; evolving brain; **evolution** (n), human/biological/ social/political/historical~,brain~; gradual/rapid/natural/continuous/ peaceful ~; the ~ theory; the ~ of methods/ideas; to trace the ~ of the English language; his ~ from comedian to serious actor; gradual ~ towards democracy

Incumbent (adj) (formal) – ~ **on/upon sb**; to be ~ upon all users; the ~ president

Logic (n) – with a certain amount of ~ ; deductive/inductive/strict ~; to apply ~ to a problem/situation; to use ~ to do sth; to have some ~ in sth; flawed/impeccable/exquisite ~ ; commercial/economic/political/ scientific ~;

logical (adj), to be/seem/sound purely/hardly ~; ~ and lateral thinking; a ~ mind; a ~ argument/conclusion; to solve ~ problems; **logically** (adv), to solve sth ~

Mitigate (v) – (fml); ~ sb’s anger/suffering/anxiety; ~ severity of a punishment; ~ the effects of global warming

Mind (n) – receptive ~; absence of ~; peace of ~; a brilliant/logical/simple ~; to be sound in one’s ~ and body; the greatest ~ of the generation; **mind-bending** (adj) (*informal*), ~ problem/information; ~ drugs; **mind-blowing** (adj) (*informal*); the ~ beauty of sth; **mind-boggling** (adj) (*informal*); **mind-reader** (n); **mind-reading** (n); **mindless** (adj), ~ violence/brutality; ~ vandals; ~ of sth; **mindlessly** (adv); **mindlessness** (n)

Salient (adj) – the ~ points/features.



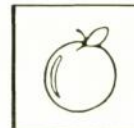
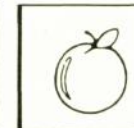
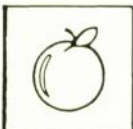






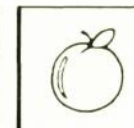
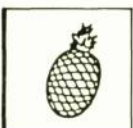
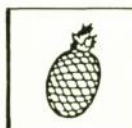


Tap (v) – vast mineral wealth waiting to be ~ped; schemes to ~ the skills of re-tired people

Top-heavy (adj) – ~ bodies

STARTER

1. Problem solving

Problems are usually solved with the help of logic. Consider the following problems and try to solve them logically and as quickly as possible.

				28
				30
				20
				16
?	19	20	30	


1. Work out the missing total for the left-hand column.

2. In this series, which number comes next: 18 12 15 10 12 8 ?

3. Continue this series of letters: BAD CEF DIG FOH...
4. 20 men can dig 40 holes in 60 days, so 10 men can dig 20 holes in how many days?
5. *City* is to *man* as *nest* is to:
 - a) *bird*; b) *bee*; c) *ant*; d) *rabbit*.
6. Which sport is played *at* the same as it is played *with*?
7. In this group which word does not belong?
 - a) *sadness*; b) *melancholy*; c) *sorrow*; d) *mourning*.
8. Someone had stolen the last chocolate cake. The three suspects were Paul, Ben, and Sam. They each made a statement:

Paul: Ben stole the cake.
Ben: That is true!
Sam: I didn't take it!

As it happened, at least one of them told the truth and at least one of them lied. So, who in fact stole the cake?

 **2.** *You will hear the beginning of an interview with Edward de Bono, a man who has done much to try and **develop the skills of thinking and problem solving**. He is particularly interested in 'lateral' (as opposed to 'logical') thinking and tells a story to illustrate the difference.*



2.1. *Listen to the introduction and the first part of de Bono's story about the worms.*

Try to think of as many reasons as you can as to why there are only two holes.

2.2. *Now listen to de Bono's answer and check your ideas with his solution. Can you now explain the difference between logical and lateral thinking?*

3. *Consider these problems:*

1. A man goes into a bar and asks for a drink of water. The barmaid gives him the drink and then suddenly screams. What possible explanations are there?

2. Lying on the ground in the centre of a field are a hat, a scarf, a pipe, some pieces of coal, and a carrot. What possible explanations could there be for this?

3. A man lives on the thirteenth floor of a block of flats. Every day he goes out to work, gets into the lift, and goes down to the ground floor. Every day when he comes home he gets into the lift and travels to the eighth floor, gets out, and then walks up the stairs to the thirteenth floor. Why?

READING AND DISCUSSING

1. Study these dictionary entries for the words **mind** and **brain**. Can you find the basic differences in meaning?

mind' *n* **1** [U] ability to be aware of things and to think and feel: *have the right qualities of mind for the job; have complete peace of mind.* **2** [C] (a) ability to reason; intellectual powers: *have a brilliant, logical, simple, etc mind,* (b) person who uses his reasoning or intellectual powers well: *He is one of the greatest minds of the age.* **3** [C] person's thoughts or attention: *Are you quite clear in your own mind what you ought to do? Don't let your mind wander!* **4** [C] ability to remember; memory: *I can't think where I've left my umbrella; my mind's a complete blank!* **5** [U, C] normal condition of one's mental faculties; sanity: *be sound in mind and body He's 94 and his mind is going,* i.e. he is becoming senile. **6** (idm) **absence of mind** ⇨ ABSENCE, **at the back of one's mind** ⇨ BACK .**be in one's right mind** ⇨ RIGHT . **be in two minds about sth/doing sth** feel doubtful about or hesitate over sth: *I was in two minds about leaving London: my friends were there, but the job abroad was a good one.* **be of one mind (about sb/sth)** agree or have the same opinion (about sb/sth). **be on one's mind; have sth on one's 'mind** (cause sb to) worry about sth: *My deputy has resigned, so I've got a lot on my mind just now.* **be out of one's 'mind** (*infml*) be crazy or mad: *You must be out of your mind if you think I'm going to lend you £50!* **be/ take a load/weight off sb's mind** cause one/sb great relief: *Paying my mortgage was an enormous weight off my mind!* **bear in mind that...** ⇨ BEAR². [. . .] **have a mind of one's own** be capable of forming opinions, making decisions, etc independently, **have a (good) mind to do sth** (*infml*) have a (strong) desire to do sth:

'mind-bending *adj* (*infml*) strongly influencing the mind: *a mind-bending problem.*
'mind-blowing *adj* (*infml*) (of drugs or extraordinary sights, experiences, etc) causing mental excitement, ecstasy, hallucinations, etc.
'mind-boggling *adj* (*infml*) alarming; extraordinary or astonishing: *Distances in space are quite mind-boggling.* Cf BOGGLE SB'S MIND (BOGGLE).
'mind-reader *n* person who claims to know what another person is thinking,
'mind-reading *n* [U].
mindless *adj* **1** not requiring intelligence: *mindless drudgery.* **2** (*derog*) lacking in intelligence; thoughtless: *mindless vandals.* **3** [*predl* ~ of sb/sth (*fml*) not thinking of sb/sth; heedless of sb/sth: *mindless of personal risk.* *mind-lessly* *adv.* *mind-lessness* *n* [U].

brain *n* **1** [C] organ of the body that controls thought, memory and feeling, consisting of a mass of soft grey matter inside the head: *a disease of the brain* o *The brain is the centre of the nervous system*, [attrib] *brain surgery*. **2** [U, C often pl] mind or intellect; intelligence: *He has very little brain*. *She has an excellent brain*. *You need brains to become a university professor*. *He has one of the best brains in the university*. **3 (a)** [C] (*infml*) clever person; intellectual: *He is one of the leading brains in the country*, **(b) the brains** [sing *v*] (*infml*) cleverest person in a group: *He's the brains of the family*. *She was the brains behind the whole scheme*. **4 (idm) blow one's brains out** ⇨ BLOW¹, **cudgel one's brains** ⇨ CUDGEL, **have sth on the brain** (*infml*) think about sth constantly; be obsessed by sth: *I've had this tune on the brain all day but I can't remember what it's called*, pick sb's brains ⇨ PICK³, **rack one's brain(s)** ⇨ RACK², **tax one's/sb's brains** ⇨ TAX.

brain *v* [Tn] kill (a person or an animal) with a heavy blow on the head: (*fig infml*) *I nearly brained myself on that low beam*.

brainless *adj* stupid; foolish: *That was a pretty brainless thing to do*.

brainstorm *n* **1** sudden violent mental disturbance. **2** (*Brit infml*) moment of confusion or forgetfulness; sudden mental aberration: *I must have had a brainstorm I couldn't remember my own telephone number for a moment*. **3** (*US infml*) = BRAINWAVE.

brainstorming *n* [U] (*esp US*) method of solving problems in which all the members of a group suggest ideas which are then discussed: [attrib] *a brainstorming session*.

brainwash *v*; [Tn, Tn-pr] ~ **sb (into doing sth)** force sb to reject old beliefs or ideas and to accept new ones by the use of extreme mental pressure: (*fig*) *I refuse to be brainwashed by advertisers into buying something I don't need*. **brainwashing** *n* [U].

brainwave (*US brainstorm*) *n* (*infml*) sudden clever idea: *Unless someone has a brainwave we'll never solve this problem*.

pick **3** *v* pick sb's 'brains ask sb questions in order to obtain information that one can use oneself: *I need a new French dictionary*. *Can I pick your brains about the best one to buy?* **pick a fight**

rack *v* **1** [Tn] torture (sb) on the rack. **2** [Tn esp passive] (of disease, pain or mental distress) cause agony to (sb): *racked with pain, fever, etc* *A coughing fit racked her whole body*, o *a voice racked by sobs/weeping* o *racked by (feelings of) guilt, remorse, doubt, etc*. **3 (idm) rack one's 'brain(s)** try hard to think of sth or recall sth: *We racked our brains for an answer*, o *I've been racking my brains (trying) to remember his name*.

1.1. Match the following idiomatic expressions with their definitions:

a) Brain

- | | |
|--|--|
| 1) blow one's brains out | a) to try very hard to think of sth or remember sth, to recall sth; |
| 2) cudgel one's brains | b) to kill somebody by shooting in the head; |
| 3) have sth on the brain | c) to think very hard; |
| 4) pick sb's brains | d) to set oneself a difficult mental task; |
| 5) rack one's brain(s) for sth/doing sth | e) to question sb about sth in order to obtain information that one can use oneself; |
| 6) tax one's/sb's brains | f) to think about sth all the time and unable to forget it even if he/she wants to, to be obsessed with sth; |
| | g) to decide; |
| | h) to be careful about sth/sb, to pay attention to sth |

b) Mind

- | | |
|---|--|
| 1) absence of mind | a) to agree or to have the same opinion about sb/sth; |
| 2) at the back of one's mind | b) to be/become crazy or mad; |
| 3) be in one's right mind | c) being aware of sth but not mainly thinking about it, not of great concern; |
| 4) be in two minds about sth/doing sth | d) to form one's own opinions, make one's own decisions independently of other people; |
| 5) be of one/the same mind about sb/sth; | e) to have a strong desire to do sth, to intend to do sth; |
| 6) be on one's mind | f) to feel doubtful/not certain about or hesitate over sth; |
| 7) have sth on one's mind; | g) mentally normal; |
| 8) be/go out of one's mind | h) to have sth in one's thoughts and causing worry and concern; |
| 9) be/take a load/weight off sb's mind | i) to relieve the tension and do away with responsibility, worry or grief; |
| 10) bear in mind | j) to remember, to take into account; |
| 11) have a mind of one's own | k) to be in one's thoughts, unable to forget or recollecting sb/sth; |
| 12) have a (good) mind to do sth give sb a piece of sb's mind | l) failure to think about what one is doing; inattentiveness; |
| | m) to tell sb exactly what one thinks, especially when one disapproves of their behaviour; |
| | n) to cause sb to think of or remember sb/sth; |
| | o) in one's imagination. |

1.2. Answer the questions. You will need to look at the two cross-references to *rack* and *pick* as well.

1. What is the difference between the following pairs, or groups, of words and expressions:

- a) mindless/brainless;
- b) brainwave/brainwashing;
- c) to have something on the brain/to have something on one's mind;
- d) to have an excellent brain/to have a good mind to;
- e) to have a brainstorm/mind-blowing/to be out of one's mind;
- f) to rack one's brains/to pick someone's brains;
- g) to be in two minds about something/to have a mind of one's own.

2. In the following sentences replace the words in italics with a word or expression from Exercise 1, making any necessary changes to fit the context:

- A. I've just had a *brilliant ideal*;
- B. She's so clever that everyone in the class *asks her for ideas*;
- C. We really *aren't sure* whether we should buy that house or not. It's big and beautiful but it needs so much doing to it;
- D. You must be *mad* to give up such a well-paid job;
- E. I've *thought and thought about it* and I still can't remember where I put it;
- F. We looped the loop and nosedived towards the ground – it was the most *amazing* experience. And I don't even like flying!

1.3. Fill in the gaps in the following mini dialogues using the words and word combinations from the box in the appropriate form:

to mind to have a good mind on one's mind to make up one's mind
to have in mind

- 1. A: Let's go out tonight.
B: What *did you* _____?
- 2. A: I can't _____ what to do.
B: Why don't you get some advice from a lawyer?
- 3. A: What are we going to do about these noisy neighbours?
B: It's after midnight now. I _____ to call the police.
- 4. A: You look pensive.
B: Mmm. *I've got something* _____. Do you want to talk about it?

5. A: We've run out of bread. Would you _____ going to get some?
B: All right – if you give me the money.

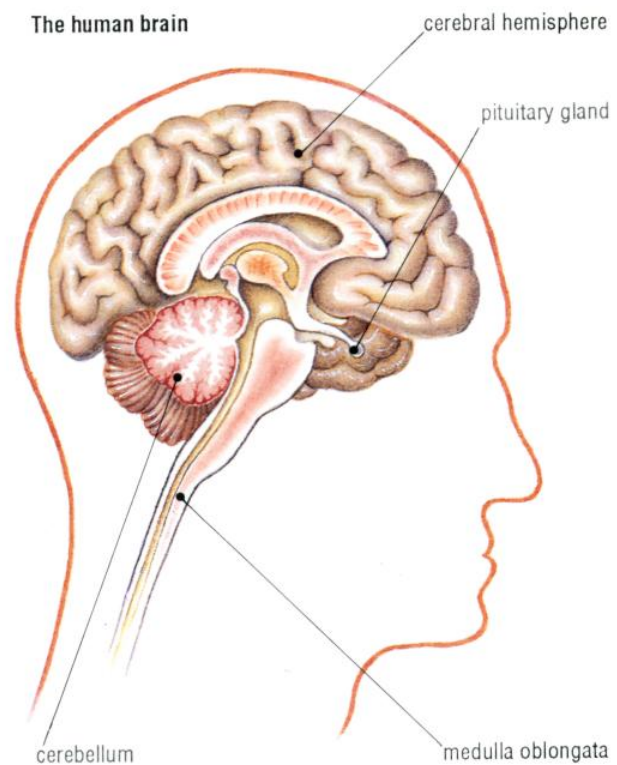
1.4. With a partner make up a brief dialogue using any five of the expressions from the dictionary entry for the word **brain**.

1.5. Think about these questions and try to answer them, compare your answers with a partner's:

- a: Where is your brain, and where is your mind?
- b: Do you think with your mind or your brain?
- c: Do you feel emotions with your brain or your mind?
- d: Which works harder for you, your mind or your brain? Why?

2. Work in groups, look at the picture of the human brain and try to answer the following questions:

- 1) What colour is it?
- 2) What's the surface like?
- 3) How much does it weigh?
- 4) Do brain cells reproduce as we get older?
- 5) What parts does it consist of ?
- 6) Can you identify all the parts of the human brain in the picture? What are these parts responsible for?
- 7) What do you know about **the workings of the brain**? How does the human brain differ from that of animals?




2.1. Do you know that...

The brain works like both a computer and a chemical factory. **Brain cells** produce electrical signals and send them from cell to cell along pathways called circuits. As in a computer, these electrical circuits receive, process, store and retrieve information. Unlike a computer, however, the brain creates its electrical signals by chemical means. The proper functioning of the brain depends on many complicated chemical substances produced by brain cells.

In simple animals such as worms and insects, the brain consists of small groups of nerve cells. All animals with a backbone have a complicated brain made of many parts. Animals that have an exceptionally well-developed brain include apes, dolphins and whales. Human beings have the most highly-developed brain of all. It consists of billions of interconnected cells, and enables people to use language, solve difficult problems and create works of art.

3. Using your brain

 **3.1.** You'll hear a part of a talk about the human brain. While listening try to fill in the gaps in the following sentences:


1. The left-hand side of the brain normally controls the ... side of the body.
2. What functions do the two hemispheres of the brain control?

LEFT (rational side)	RIGHT (irrational side)
language	rhythm
...	...
linearity	...
analysis	...
...	space: three dimensions
...	seeing of things as a whole
sequencing	

3. In left-handed people, these priorities are often
4. The ... is the link between the two hemispheres. It is the key to
5. The first question the speaker suggests you ask in the experiment is: "What is ...?"
6. The second question is: "What piece of furniture is ... ?"
7. While someone is trying to answer the first question they will ... to prevent themselves being distracted by
8. Unfortunately, the experiment will not be successful if they
9. As we get older our memories
10. You forget things more easily if your brain doesn't have enough ... or
11. Your brain can deteriorate if you don't get enough ... or if your ... is unhealthy.
12. The three Golden Rules of brain power are:
 - A. USE your senses and don't only think Imagine a problem
 - B. Use ... of your brain.
 - C. Don't say ... because your brain is ... as anyone else's.

3.2. Work in groups. Discuss these questions:

- Which hemisphere of your brain do you think is dominant?
- Are you left-handed or right-handed?
- How good you are at remembering information?
- Do you find it easier to remember numbers or words?
- If you want to remember a particular piece of information, what do you do to help yourself?
- How do you remember English vocabulary?

 4. You are going to listen to an interview with Tony Buzan, who has written several books on the brain and how to use it more effectively.

4.1. Do you think the following statements are true or false:

1. The brain of a young child is more receptive than that of an adult.
2. If the brain is **regularly used and stimulated** we can continue to learn the older we get.
3. If you don't **challenge your brain** for as long as twenty years you will never be able to use it properly again.
4. The only permanent cause of **brain deterioration** is disease or physical damage.
5. People who are good with their hands are not usually very **brainy**.
6. The human brain has increased in size over the years.
7. Very soon the human brain will be so large that our bodies will become **top-heavy**.
8. Scientists believe that if human beings live permanently in the weightlessness of space, the human form will change.

4.2. Listen and check your true/false answers, and amend them if necessary.

4.3. What do you think:

1. Did anything that Tony Buzan said surprise you?
2. Do you know anything about research that is being done on the functioning of the brain?

5. Read the following article and summarize it in English.

Физические возможности человеческого тела неимоверно велики. Даже без специальной тренировки обычный человек может бить любые мировые рекорды. Возможности человека ограничены лишь одним – возможностями его мозга.

Например, известно: левое полушарие головного мозга человека является доминирующим, наиболее часто используемым. Именно оно отвечает за повседневную деятельность организма, логику и анализ происходящих событий. Правое полушарие считается «эмоциональным». Именно оно позволяет нам заниматься творчеством и наслаждаться искусством. Ученые считают, что как только человек научится активно использовать правое полушарие мозга, его организм получит новые, экстрасенсорные функции – левитацию и телекинез.

Вторым способом увеличения возможностей человека будет полное использование обоих полушарий. Еще недавно человек использовал только 3,5% их возможностей, сегодня эта цифра выросла в среднем до 5%.

Наш мозг способен запомнить всю информацию, содержащуюся в знаменитой Лондонской библиотеке. Не происходит это только потому, что природой предусмотрены специальные механизмы защиты от «ненужной» информации. Однако эта информация никуда не пропадает, она по-прежнему «записана» в коре головного мозга, и под действием гипноза, когда защитные механизмы отключены, человек может вспомнить мельчайшие подробности своей жизни.

Ученые постоянно работают над методиками расширения «емкости» памяти. Специальные программы позволяют ускорить способность человека воспринимать информацию в 3 раза.

Наш организм может без ущерба для себя переживать различные стрессы. Все зависит от правильной психологической подготовки.

Наглядно возможности человеческого организма продемонстрировал академик Иванов. Например, зимой он легко обходился без зимней одежды. Несмотря на мороз, носил шорты и майку. Научно этот феномен объясним. При воздействии низких температур на клеточном уровне происходят процессы, дающие разогрев до 40 °С. Нужно только научиться этими процессами управлять.

Иванов мог длительное время обходиться без еды. Он голодал в течение 60 дней и при этом не потерял ни одного килограмма веса.

Мозг также может позволить человеку воздействовать не только на самого себя, но и на окружающих. В интервью главному редактору газеты «Завтра» профессор В.М. Звонников рассказал о своих экспериментах по дистанционному воздействию на человека.

Первоначально профессор и его команда размещали двух участников эксперимента в различных комнатах. Каждый из них становился на специальный прибор, фиксирующий отклонение тела от вертикального положения. После этого подопытные поочередно пытались мысленно заставить

оппонента изменить положение тела. Следующим этапом исследования стало перемещение индуктора, т.е. того, кто воздействует, на более значительное расстояние от реципиента.

Было отправлено две экспедиции в Тибет и в Венесуэлу. Эти места обладают повышенной геофизической активностью. К тому же в этих точках из-за разряженности горного воздуха левое полушарие замедляет свою работу, а правое, наоборот, резко активизируется.

В заранее назначенное время индуктор, находящийся в Тибете, начал воздействовать на реципиента в Москве. Приборы тщательно фиксировали все происходящее. Реципиент не знал, когда именно произойдет воздействие. Он просто в течение 15 минут стоял на платформе прибора.

В 85% случаев человек поддавался ментальному воздействию, направленному на него с расстояния в несколько тысяч километров. Причем если индуктора в ходе сеанса что-то отвлекало, то приборы фиксировали снижение силы воздействия, а если ему удавалось сосредоточиться – усиление. Опыты, проведенные в Тибете, повторили в Венесуэле – результат тот же – 85%.

Таким образом, приведенные факты и материалы экспериментов подтверждают необходимость дальнейшего исследования возможностей человека, равно как и применения результатов этих исследований на практике.

(Вячеслав Яновский, журнал «Планета», № 3, март 2008 г.)

5.1. *Are these statements true or false according to the article:*

1. The physical capacity of the human body is limitless.
2. If people **learn to use the right hemisphere of the brain**, their bodies will get extra functions.
3. The human brain **takes in** and **stores** only useful information.
4. It's quite possible **to enable our brain to perceive information more quickly**.
5. Scientific experiments have proved that distant mental influence on people is simply impossible.

6. *Read an article about memory.*

TRY TO REMEMBER

Have you ever had this experience? You're sitting at the breakfast table, and you notice that the little saucer you usually put your vitamins on is empty. Did you take them, or didn't you? You can't remember taking them, nor can you even remember whether you put the vitamins on the saucer. Or what about this

experience? You're in a drugstore with a friend, and suddenly up walks somebody you've known for a long time. You want to introduce this new person to your friend. However, just as you say, "Nancy, I'd like you to meet ...," **your mind goes blank**, and you can't remember the person's name **to save your life**. It's embarrassing and maybe a little worrisome. I wouldn't be too concerned, though, for it's also very common. As we get older, we **tend to become more forgetful**, especially **of things we've experienced recently**.

How does memory work, and what can we do to improve it? Let me tell you, I was worried about what I perceived to be **memory loss** on my part. I felt it was **incumbent on me**, therefore, to do some research into the problem. Here's what I learned.

There are things we can do to slow memory decline

First, let's distinguish between two types of memory, long-term and short-term. **Long-term memory** refers to things that we experienced a long time ago and that form the core of our knowledge of ourselves. **Short-term memory** can be called "working" memory – the type we use in everyday activity. It is involved in processing such things as phone numbers, names of new people we meet, statistics, e-mail addresses and phone numbers, and the like. As we grow older, our long-term memory **holds up** remarkably well. Thus we **are able to intimately remember and recount the vacation** we took at the age of ten to Everglades National Park and the alligators we saw there. Meanwhile, things have been happening to our short-term memory. It, in contrast, doesn't hold up as well as our long-term memory does. Because of this, we may have difficulty remembering people's names right after we meet them, or remembering someone's phone number we heard only twice. Memory problems are generally short-term memory problems.

Second, let's look a little at the physicality of the memory process. **The frontal lobes of the brain** are the area where short-term memory operations occur. As we age, these lobes tend to lose mass, as much as 5 to 10 percent per decade, though this of course varies with the individual. There is also a structure in the brain called the hippocampus, **a key player in memory processing**. This structure tends to **atrophy** the older a person gets. In addition, there is a brain chemical called acetylcholine, which transmits signals between **nerve cells**. As time goes on, the brain tends to produce less of it. So the problem is really that our brains, as we grow older, do not take things in as well as they once did – and this is **the root of short-term memory problems**. However, not all is gloomy

on this score. There are things we can do **to slow memory decline**. Maintaining a steady supply of glucose can **mitigate** the problem of shrinking lobes. Consequently, elderly people would do well to eat several smaller meals each day rather than two or three big ones. There is also evidence that **staying mentally active** can help **prevent memory deterioration**.

Another aspect of memory that is interesting to consider involves the many materials on the market designed to help us remember things better. Some of them are relatively cheap; some are expensive. The key question is this: Do they work? Well, yes and no. All **memory courses**, books, audiotapes, or whatever, depend on **the creation of a peg**, or mental picture on which to hang something we want to recollect. Suppose, for example, that you have trouble remembering your car license plate number. I had this problem until I created a peg. My license number is 409 FGO. It occurred to me that FGO reminded me of *Fargo*, one of my favorite movies. The 409 reminded me of the liquid cleaner of that name, the product that is supposed to clean anything. Since my car always looks dirty, there was certainly an association here. It may sound silly, but it worked for me. Or suppose you have difficulty, as most of us do, remembering names.

Let's say, for instance, that you're at a cocktail party and are introduced to a man named Terry Baer. You look at him. He has long, thick, black hair, rather like that of a black bear. Baer = bear. Furthermore, the first syllable of "Terry" rhymes with "bear." Ter and Baer. It might work. The point is that you need to create a mental picture that you can relate to the person, place, or thing you want to recall. If the picture is outrageous, so much the better. The more vivid the association, the greater the chance that you'll remember it.

There is one particularly **salient** point in all this, and that is that **memory improvement takes work**. If we think carefully about our own involvement in remembering things, we may realize that the real problem is usually not in remembering some thing that we learned earlier but in the fact that we weren't paying enough attention when we learned it. Think about the last time you were introduced to someone whose name you immediately forgot. Were you really paying attention to the person's name? Or were you, instead, focusing on yourself and the impression you might be making? Memory books and courses can work, of course, but they depend on techniques that we can create and perform for ourselves. The real trick lies in our willingness **to tap** what's within us and to expend effort in tapping it.

(Source: Based on information in Emily Yoffe, "How Quickly We Forget",
U.S. News & World Report, October 13, 1997, p. 52)

6.1. Match the ten words and expressions in Column A with their synonyms in Column B.

Column A	Column B
1) to save your life	a) relieve
2) incumbent on	b) decrease in size or power, weaken
3) intimately	c) worsening, decay
4) recount	d) supporting structure
5) atrophy	e) very prominent, conspicuous, or important
6) mitigate	f) obligatory for
7) deterioration	g) use
8) peg	h) tell about
9) salient	i) no matter how hard you try
10) tap	j) very closely or well

6.2. Answer the following questions:

1. What are people likely to experience as they get older? Have you ever had these experiences?
2. What is the difference between long-term and short-term memory?
3. Which type of memory holds up better with the laps of time?
4. What actually **accounts for the memory decline**?
5. Is there anything we can do to slow memory decline?
6. What constitutes the basis of the materials on the market designed to help us remember things better?
7. What is our involvement in remembering things?

LANGUAGE FOCUS

Compound words:

1. Study the compound words from exercise 11, pp.70 – 71 in *Headway Advanced Workbook*. Make sure you know their spelling, meaning and pronunciation.
2. Do the exercise on compound nouns from *Headway Advanced Student's Book*, p. 122.
3. Make up a short context using at least 10 compound words.

TALKING POINTS

1. Read these quotations. Which do you like best, and why? Which don't you agree with? Discuss your answers with a partner.

*What we call a mind is nothing but a heap or collection of different perceptions, united together by certain relations and supposed, though falsely, **to be endowed** with a perfect simplicity and identity.*

(David Hume)

You cannot think about thinking, without thinking about thinking about something.

(Seymour Papert)

Mind – a mysterious form of matter secreted by the brain. Its chief activity consists in the endeavour to ascertain its own nature, the futility of the attempt being due to the fact that it has nothing but itself to know itself with.

(Ambrose Bierce)

The hardest thing to understand is why we can understand anything at all.

(Albert Einstein)

1.1. What is your definition of 'mind'? Can you and your partner make up another 'quotation' about the workings of the mind?

SELF-CHECK

1. Fill in the gaps with the appropriate form of the words from the set given below:

brainwave	brainy	brainstorming	mind-boggling	to brainwash	
to boggle	brainstorm	brainless	best brains	logic	brains

1. The amount of money that some countries spend on weapons is _____. Huge sums of money are spent on absolutely inhuman things.
2. It is advisable for teachers to conduct _____ sessions with students. This method develops their creativity.
3. I might have had a _____ – I couldn't remember my own telephone number for a moment.
4. He has his mother's _____ and his father's good looks.
5. Many of Britain's _____ have left the country to go and work in America.
6. Why don't you ask Tom to help you with your homework – he is incredibly _____.
7. My sister's latest boyfriend is pretty _____. It's impossible to have a conversation with him.
8. Listen! I've got a _____. I know what we can do!
9. The whole plan seemed ridiculous at first but I began to see the _____ behind it.
10. For years we _____ by advertising into buying more and more things that we do not need.
11. The mind _____ at the amount of work involved in such an undertaking.

II. *Translate the following sentences into English using the words and word combinations from dictionary entries for the words **mind** and **brain**:*

1. Вот уже две недели я ломаю себе голову над этой проблемой.
2. Не обращая внимания на риск, он решил отправиться туда немедленно.
3. Даже самые великие умы нашей группы не справились с тестом.
4. Что за безмозглый идиот?!
5. Не могла она в здравом уме согласиться на такое!
6. Вчера кто-то размозжил голову нашему соседу.
7. Я еще колеблюсь – идти ли мне на эту вечеринку.
8. Неожиданно мне в голову пришла счастливая идея, как решить эту проблему.
9. Я одного и того же мнения с тобой по поводу поездки в Минск.
10. Он испытал душевное потрясение, когда узнал о катастрофе из газет.
11. У меня было сильное желание закатить скандал.

III. *Complete the following sentences with one of the compound nouns given below:*

<i>outcome</i>	<i>stand-by</i>	<i>downfall</i>	<i>cover-up</i>	<i>setback</i>	<i>backlog</i>	<i>tip-off</i>
<i>outfit</i>	<i>walk-out</i>	<i>cutbacks</i>	<i>outcry</i>	<i>breakdown</i>	<i>shake-up</i>	<i>upshot</i>
<i>take-over</i>	<i>by-pass/bypass</i>	<i>blackout</i>	<i>drawbacks</i>	<i>handouts</i>	<i>update</i>	

1. Our new computer has helped us work more efficiently but there is still a _____ of paperwork.
2. The newspapers claim that there has been a _____ of widespread drug taking in British athletics.
3. Women's groups are saying that _____ in public transport staffing could endanger passengers' safety.
4. People always want to know about your private life. That is one of the _____ of being famous.
5. The _____ of the negotiations was more favourable than anyone had expected.
6. The higher tax rates are bound to cause an _____ among ordinary working people.
7. Michelle was wearing her new _____, a smart black and red coat with shoes to match.
8. A medical team is on _____ in case of injuries.
9. Acting on a _____, customs officers seized 50 kilos of cocaine from a house in Leicester.
10. Defeat in the by-election is a major _____ for the ruling party.
11. If we take the _____ we'll avoid the town center.
12. The government would do everything possible to prevent the _____ of the Party by extremists.
13. The _____ of it all was that he resigned.
14. The only thing that will save the company is a radical _____ of the way it is run.
15. The teacher told the pupils to take the _____ from her table.
16. She had a _____ and couldn't remember anything about the accident.
17. There is nothing left at this crucial moment than to _____ the production methods.
18. His vanity was his _____.
19. After divorce Dora had a nervous _____ and was off work for three months.
20. The factory management was unpleasantly surprised by a sudden _____ of the workers.

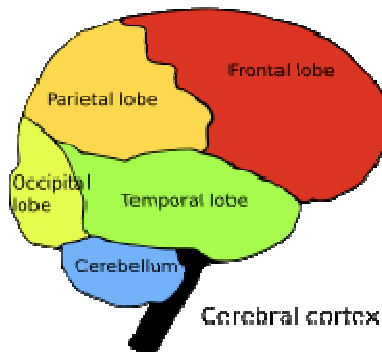
SUPPLEMENTARY TEXTS

1. Study the following information.

The brain is the **central information-processing organ** of the body. It innervates the [head](#) through [cranial nerves](#), and it communicates with the [spinal cord](#), which innervates the body

through [spinal nerves](#). Nervous fibers transmitting signals from the brain are called [efferent fibers](#). The fibers transmitting signals to the brain are called [afferent fibers](#) (or sensory fibers). Nerves can be afferent, efferent or mixed (i.e., containing both types of fibers).

The brain is the site of reason and intelligence, which include such components as [cognition](#), [perception](#), [attention](#), [memory](#) and [emotion](#). The brain is also responsible for control of [posture](#) and [movements](#). It makes possible cognitive, [motor](#) and other forms of [learning](#). The brain can perform a variety of functions automatically, without the need for [conscious](#) awareness, such as coordination of [sensory systems](#) (eg. [sensory gating](#) and [multisensory integration](#)), [walking](#), and [homeostatic](#) body functions such as [blood](#) pressure, fluid balance, and body temperature.



Anatomically, the brain can be divided into three parts: the [forebrain](#), [midbrain](#), and [hindbrain](#); the forebrain includes the several lobes of the [cerebral cortex](#) that control higher functions, while the mid- and hind-brain are more involved with unconscious, autonomic functions. During [encephalization](#), human brain mass increased beyond that of other species relative to body mass. This process was especially pronounced in the [neocortex](#), a section of the brain involved with [language](#) and [consciousness](#). The neocortex accounts for about 76% of the mass of the human brain; with a neocortex much larger than other animals, humans enjoy unique mental capacities despite having a [neuroarchitecture](#) similar to that of more primitive [species](#). Basic systems that alert humans to stimuli, sense events in the environment, and maintain [homeostasis](#) are similar to those of basic [vertebrates](#). Human [consciousness](#) is founded upon the extended capacity of the modern neocortex, as well as the greatly developed structures of the [brain stem](#).

The Cerebellum controls balance and movement. Without it, movements would not be coordinated.

The brain undergoes transitions from [wakefulness](#) to [sleep](#) (and subtypes of these states). These state transitions are crucially important for proper brain functioning. (For example, it is believed that sleep is **important for knowledge consolidation**, as the neurons appear to organize the day's stimuli during deep sleep by randomly firing off the most recently used neuron pathways; additionally, without sleep, normal subjects are observed to develop symptoms resembling mental illness, even auditory hallucinations). Every brain state is associated with characteristic [brain waves](#).

The structure of the human brain differs from that of other animals in several important ways. These differences allow for many abilities over and above those of other animals, such as **advanced cognitive skills**. Human encephalization is especially pronounced in the [neocortex](#), the most complex part of the [cerebral cortex](#). The proportion of the human brain that is devoted to the neocortex – especially to the [prefrontal cortex](#) – is larger than in all other [mammals](#) (indeed larger than in all animals, although only in mammals has the neocortex evolved to fulfill this kind of function).

Humans have unique neural capacities, but much of their brain structure is similar to that of other mammals. Basic systems that alert the nervous system to stimulus, that sense events in the environment, and monitor the condition of the body are similar to those of even non-mammalian vertebrates. The neural circuitry underlying human consciousness includes both the advanced neocortex and prototypical structures of the [brainstem](#). The human brain also has a massive number of synaptic connections allowing for a great deal of [parallel processing](#).

B. WHO IS MAD?

ACTIVE VOCABULARY

Admit (v) – ~ sb/sth to sth (hospitals, universities, etc.), to be too quick to ~ people to mental homes; to be ~ted to hospital on the basis of one's hallucinations; **admittance** (n), to seek ~; **admission** (n), to gain ~ to a mental hospital; to present oneself for ~; upon arrival at the ~s office; to be released within a few weeks of ~

Berserk (adj) – to go ~;

Bona-fide (adj) (*formal*) – a ~ agreement/contract/idea; ~ patients; **bona-fides** (n)

Falsification (n) – an inquiry into ~; ~ of records/ accounts/facts/figures/names and occupations

Gullible (adj) – to be pretty ~ to do sth; **gullibility** (n), ~ of the public

Hallucination (n) – mild/weird/auditory/visual/drug-induced ~; to have/cause/induce ~

Plight (n) – the ~ of the homeless; to be in desperate ~; sad/sorry/tragic/economic/financial ~; to recognize/draw attention to/highlight/ignore/ease the ~ of sb

Pseudo- (n) (*informal*) – pseudo-patient, pseudo-intellectual, pseudo-science, pseudonym

Psyche (n) – painful memories buried deep in ~; the exploration of the American ~; **psychiatric** (adj), ~ clinics/hospitals/wards/ staff/treatment; **psychiatrist** (n); **psychiatry** (n), different attitudes to ~; **psychosis** (n), to suffer from manic-depressive ~; **psychic** (adj), ~ energy/forces; ~ healing; ~ damage

Schizophrenia (n) – to suffer from ~; **schizophrenic** (adj), a ~ personality/patient; **schizophrenic** (n), to be diagnosed a ~; **schizoid** (adj), ~ tendencies

Supervision (n) – ~ of patients in hospitals, under the ~ of sb; careful/strict/effective/proper/constant/daily/regular/minimal/direct~; general/adult/clinical/expert/medical/parental/personal ~; to need/have/receive/exercise/offer/give/provide (sb with) ~ ; to escape (from) /tighten/relax/improve ~

STARTER

Discuss the following:

1. How many synonyms or near synonyms can you think of for the word **mad**? Check in your dictionaries and pool your ideas.
2. Consider the list of the synonyms given below:

insane, lunatic, berserk, deranged, crazy, nuts, mentally unbalanced

Which of the words and expressions are used to describe the medical condition?

Which can be used more informally?

READING AND DISCUSSING

1. You will read an extract from a book called *Mindwatching*, which describes an experiment conducted by David Rosenhan, a psychologist at Stanford University in California.

1.1. Read the extract quickly and decide which of the following was the main purpose of the experiment.

Was the aim to prove:

- that psychiatrists are too quick **to admit people to mental homes?**
- that psychiatrists and doctors **are out of touch with their patients?**
- that it is often very difficult even for psychiatrists **to distinguish between the sane and the insane?**
- that all supposedly sane people **have elements of insanity?**

1.2. Now read the extract in more detail and get ready to discuss it.

WHO SAYS WHO IS MAD?

1 Rosenhan wondered what would happen if a number of entirely sane people attempted **to gain admission to** a mental hospital by pretending to have one of the symptoms of insanity. Would these sane individuals **be classified as insane?** If they were admitted to the mental hospital, would the staff realize that a mistake had been made?

2. The answers to these and other questions were obtained in a study in which eight normal people, five men and three women, attempted to gain admission to twelve different **psychiatric hospitals**. They consisted of a young psychology graduate, a paediatrician, a psychiatrist, three psychologists, a painter, and a housewife. The twelve psychiatric hospitals were located in five different states on the East and the West Coasts of America. They also varied considerably, ranging from relatively new to old and shabby, and from **good staff-patient ratios to severe under-staffing**.

3. Each of the eight participants phoned the hospital asking for an appointment. Upon arrival at the admissions office, each of them complained of hearing voices (these voices were often unclear, but appeared to be saying 'empty', 'hollow', and 'thud'; they sounded unfamiliar but were of the same sex as the participant).

4. The only important elements of deception were the claims about hearing voices and falsification of the participants' names and occupations; the significant events in each participant's life were described as they actually happened.

All of these sane people were judged to be insane, and all of them were **admitted to hospital**, apparently **on the basis of their hallucinations**. One of them was diagnosed as suffering from **manic-depressive psychosis**; the others were **diagnosed as schizophrenic**.

5. As soon as these **pseudo-patients** had been admitted to the **psychiatric ward**, they stopped **simulating signs of abnormality**, although several experienced a brief period of nervousness and anxiety, because they felt they would immediately **be exposed as frauds**, which would be highly embarrassing.

6. While they were in the psychiatric ward, the pseudo-patients indicated that they were fine and no longer experienced any symptoms. In general, they behaved in a friendly and co-operative way. The only unusual aspect of their behaviour was that they spent a fair amount of time writing down their observations about the ward, its patients, and the staff. To begin with, these notes were written secretly, but as it gradually became clear that no one took much notice, the note-taking was done quite openly.

7. **The hierarchical structure of the various psychiatric hospitals** was such that those of greater professional status had the least to do with their patients (and pseudo-patients). **The average daily contact** of the pseudo-patients with psychiatrists, psychologists, and doctors was 6.8 minutes. In view of this general **lack of careful observation by those in authority**, it is not surprising that the pseudo-patients were not released very quickly. **The actual length of hospitalization** ranged from 7 to 52 days, with 19 days being the average.

8. The fact that all the pseudo-patients **were released within a few weeks of admission** may suggest that **the psychiatric staff** discovered that the pseudo-patients had been sane all the time. However, this was not the case. All the pseudo-patients **were discharged with a diagnosis of 'schizophrenia in remission'**, indicating that the deception had not been detected.

9. Interestingly, several of the real patients became suspicious about the pseudo-patients. The first three pseudo-patients **were placed in wards containing a total of 118 patients**, 35 of whom **voiced their doubts**. They said things like, 'You're not crazy. You're a journalist, or a professor. You're checking up on the hospital.' However most of them were reassured by the pseudo-patients' insistence that they had been sick before they came into hospital, though they felt fine once they had been admitted. Nevertheless a few of the **bona-fide patients** continued to **voice the opinion that** the pseudo-patients were sane.

10. If we accept these findings **at face value**, they suggest that **the distinction between the sane and the insane** is so blurred that it is entirely possible for the

sane **to be mistaken for the insane**, at least by psychiatrists. Rosenhan wondered whether he could show the opposite effect, namely **the insane being regarded as sane**. He used as his testing ground a research and teaching hospital. The staff there had heard about the study just described, and had informed Rosenhan that they would not have proved so **gullible**.

11. The first thing that Rosenhan did was to tell the staff of this hospital that one or more **pseudo-patients** would **attempt to gain admission** at some time during the following three months. Each member of staff was asked **to observe all patients who presented themselves for admission** or in the ward and say whether they thought they were pseudo-patients or genuine patients.

12. Judgements were obtained on a total of 193 patients admitted for **psychiatric treatment**. Forty-one genuine patients were judged with great confidence to be pseudo-patients by at least one member of staff. Nineteen patients **were suspected**

of being frauds by one of the psychiatrists and another member of staff. In fact, none of Rosenhan's pseudo-patients sought admittance during this time. Apparently, then, **mental hospital staff** do sometimes think that people **committed to their care** are sane.

13. Rosenhan's main conclusion, which is tremendously important if it is true, was as follows: 'It is clear that we cannot **distinguish the sane from the insane** in psychiatric hospitals.' Part of the problem may be that, under normal circumstances, doctors and **psychiatrists are more inclined to call a healthy person sick than a sick person healthy**. It is obviously dangerous for a doctor to fail to take appropriate action when a sick person asks for treatment. A psychiatrist who refuses to hospitalize someone who has suspicious symptoms and asks to be hospitalized may **face legal action** if the patient subsequently commits suicide or murder, so it is natural for him **to err on the side of caution**.

1.3. *The following are dictionary definitions of words or phrases in the text. Find these words. The definitions are presented in the same order as the words appear:*

- a) to be in bad repair or condition;
- b) dull sound, as of a blow on something soft;
- c) person or thing that deceives;
- d) real or genuine;
- e) what something seems to be from appearances;
- f) unclear and confused;
- g) easily deceived or cheated.

1.4. Which paragraph(s) do the following summaries refer to:

- a) how the pseudo-patients behaved while they were in the hospital;
- b) how we know that the deception was not detected;
- c) the reasons for the original experiment;
- d) the supervision of patients in the hospital;
- e) the kind of people who were selected for the experiment;
- f) the reaction of the real patients to the pseudo-patients;
- g) how the pseudo-patients deceived the experts to gain admittance;
- h) Rosenhan's conclusion;
- i) the results of the second experiment;
- j) the reasons for the second experiment;
- k) how the second experiment was set up.

1.5. Work in groups of three. Without looking back at the passage, make notes under the summary headings, using them in the right order.

1.6. Still in groups, work together to produce a summary of the extract, using appropriate linking words to join your ideas.

1.7. What do you think:

1. Are you surprised at the results of these experiments?
2. These experiments took place in the USA. Do you think that attitudes to psychiatry are different there from in your own country? If so, how? Why?
3. Would you agree to take part in such an experiment if it were held in your country?

2. You will watch the film “One Flew over the Cuckoo’s Nest”, which shows the **plight** of some men in a mental hospital, and the ways in which they are either **accepted or resisted the hospital regime**.

2.1. Before watching the film, study the guide given bellow and do the pre-watching tasks:

GUIDE TO THE FILM
“ONE FLEW OVER THE CUCKOO’S NEST”

...one flew east, one flew west,
One flew over the cuckoo’s nest.
– Children’s folk rhyme

PRE-WATCHING TASKS

I. Match a word and its definition.

- | | |
|------------------|--|
| 1) lobotomy | a) a severe mental illness that affects the whole personality; |
| 2) matriarchy | b) a person suffering from a severe mental or emotional disorder esp one who behaves in a violently aggressive way; |
| 3) hallucination | c) a person who has odd ideas or behaves in an odd way; |
| 4) schizophrenia | d) the belief that one is seeing or hearing sb/sth when no such person or thing is actually present; |
| 5) seclusion | e) a way of treating mental illnesses by giving electric shocks or a drug that has a similar effect; |
| 6) psychosis | f) an operation involving the removal of part of the brain, esp as a way of treating severe mental disorders; |
| 7) psychopath | g) a mental illness in which a person is unable to link her or his thoughts and feelings to real life, suffers from delusions and withdraws increasingly from social relationships into a life of the imagination; |
| 8) shock therapy | h) a type of society in which women are the heads of families, own property and have most of the authority; |
| 9) loony | i) a state of being away from others in a private place. |

II. Study the given vocabulary list:

- | | |
|---|---|
| A. mental hospital/institution/ward | B. to be the cracked pots of mankind |
| dorm = dormitory | to lock oneself in the nuthouse |
| day room | to keep sb on the ward |
| seclusion room | to get a new patient on the ward |
| tub room | to see to patients |
| disturbed room | to arrive at a proper diagnosis |
| Shock Shop | to change the ward policy |
| EST (Electro Shock Therapy) machine | to authorize another treatment |
| Nurses' Station | to use EST for punitive measures |
| Chronics: Walkers, Wheelers, Vegetables | to be of therapeutic interest |
| Acutes | to have sb reconditioned / overloaded in the head |
| | to strap sb to the table |
| | to lock sb in seclusion |
| | to spy on each other |
| | to put one's fear to use |
| | to cooperate with the staff policy |
| | to take one's medication orally |
| | to have previous psychiatric history |
| | to feign psychosis |
| | to be listed as potential Assaultive |

PAST-WATCHING TASKS

I. *Under what circumstances were the given expressions used in the film. Expand on the situations they refer to:*

- to be committed;
- to maneuver the doctor and frustrate the whole staff;
- to suspend one's privileges;
- to run a small gambling casino;
- to chart a boat.

II. *Who do these utterances belong or refer to? How do they characterize these people? What feelings and motives were they prompted by?*

1. "Man, when you lose your laugh you lose your footing."
2. "But I tried, though," he says. "Goddammit, I sure as hell did that much, now, didn't I?"
3. "If we had the guts! I could go outside today, if I had the guts!... But did you ever have people laughing at you? No, because you're so big and tough! Well, I'm not big and tough..."
4. "First Charles Cheswick and now William Bibbit! I hope you are finally satisfied. Playing with human lives – gambling with human lives – as if you thought yourself to be a God! "

III. *Express your point of view on the statements below:*

1. "Society is what decides who's sane and who isn't." "Shame, Shame, Shame. It's society's way of dealing with someone different..."
2. "There's something strange about a place where the men won't let themselves loose and laugh..."
3. "A guy has to learn to get along in a group before he'll be able **to function in a normal society.**" (Theory of the therapeutic community).
4. "That's not just the Big Nurse by herself, but it's the whole Combine, the nation wide Combine. That's the really big force, and the nurse is just a high-ranking official for them".

IV. *Speak on the following:*

1. Consider the epigraph to the book "One Flew Over the Cuckoo's Nest" by Ken Kesey (Children's folk rhyme) and try to interpret the title.

2. Describe the mental ward as it is shown in the film. Try to mention:
 - the general atmosphere
 - patients and their problems
 - staff and their methods of treatment
3. Give a character sketch of a new Admission (McMurphy).
4. Characterize the Big Nurse (Miss Ratched) and her ward policy.
5. Compare the following extracts taken from the book with what was shown in the film and speak about the way the patients resisted or accepted the hospital's regime:
 - “We are victims of a matriarchy here, my friend, and the doctor is just as helpless against it as we are”
 - “He is what we call a manipulator, a man who will use everyone and everything to his own ends. A manipulator can influence the other patients and disrupt them to such an extent that it may take months to get everything running smooth once more...”
 - “The Big Nurse taught him her own technique; taught him not to show his hate and to be calm and wait, wait for a little advantage, a little slack, then twist the rope and keep the pressure steady. All the time. That's the way you get them into shape...”
 - “There they stand, all twenty of them, raising not just to watch TV, but against the Big Nurse, against her trying to send McMurphy to Disturbed, against the way she's talked and beat them down for years...”
 - “These weren't the same bunch of weak-knees from a nuthouse that they'd watch take their insults on the dock this morning...”
 - “Even when you do regain consciousness you are in a state of disorientation for days. You are unable to think coherently. You can't recall things. Enough of these treatments and a man could turn into drooling, pants-wetting idiot.”
 - “We don't impose certain rules and restrictions on you without a great deal of thought about their therapeutic value...”

V. Agree or disagree:

1. Wrong treatment can do irreparable harm to the soft minds of unstable people.
2. Mentally unstable people present quite a danger to society.
3. Mentally unstable people are still human beings, they have a right to be happy.

VI. Write a review of the film.

3. Read the following article and summarize it in English.

УМОЗАКЛЮЧЕНИЯ

Их сажали на цепь, пеленали в смирительные рубашки, затыкали резиновыми грушами рот. Так было давным-давно. Но и сегодня полно желающих отгородиться от «людей со странностями» как минимум решетками. В редакцию «СБ» нередко так прямо и пишут: «Они среди нас. И только 3 процента в психбольницах. Только!!!»

ИНОПЛАНЕТЯНЕ ИЗ СОСЕДНЕГО ПОДЪЕЗДА

«Даже студенты-медики на первых порах переступают порог психиатрической больницы с таким видом, будто пришли в террариум, в зоопарк», – замечает заведующая отделением психологической помощи Республиканской клинической психиатрической больницы Елена Горюшкина. Им говорят: это не инопланетяне, а ваши же потенциальные соседи, прохожие, знакомые знакомых! Тогда в глазах юных гиппократов вообще вспыхивает ужас. Что в таком случае ждать от пугливой народной молвы? Особенно если пресса регулярно подкидывает «сюжеты»: там в умопомрачении кого-то зарубили, тут застрелили, здесь расчленили... Картина, казалось бы, вырисовывается до дрожи определенная. Каждый психически больной – это тлеющий вулкан, и все мы живем в ожидании: «проснется – не проснется»? Вот стоит на углу человек, прижав к уху что-то вроде ложки, и разговаривает с Москвой: а что если он мне эту ложку да в спину засадит? Где гарантии? Корреспондент «СБ» задавала этот (увы, популярный у нас) вопрос многим белорусским психиатрам и везде получала один ответ: «Стопроцентных гарантий действительно нет». Но с одной принципиальной оговоркой: как нет, в сущности, никакой гарантии, что та же ложка завтра не окажется в руке у вас...

По данным ученых, каждый четвертый житель Земли в разное время может столкнуться с психическими проблемами, и при этом каждый десятый сегодня с ними уже живет. Просто кто-то попадает в поле зрения врачей, а кто-то – нет. Кто-то – раньше, кто-то – позже, кто-то – никогда. «Между тем к 2020 году, например, депрессия выйдет на 4-е место среди заболеваний, приводящих к инвалидности, это прогноз ВОЗ, – говорит главный психиатр Минздрава Павел Рынков. – С другой стороны, во всем мире в стационарах одномоментно лечится лишь 5 – 7 процентов психически больных. В Беларуси показатель еще ниже, более того, мы за 7 месяцев нынешнего года амбулаторную помощь расширили на 19 процентов. Почему? История показала: изолировать психически больных – негуманно и неоправданно. Эти болезни сегодня лечатся ничуть не хуже, чем телесные недуги. Современные лекарства достигли такого уровня, что гос-

питализировать пациента можно лишь раз в течение 5 – 7 лет. Сегодня мы даже располагаем препаратами, которые дают ремиссию при шизофрении, а она ведь занимает 52 процента в структуре заболеваемости!»

Приводят медики и другие доводы. Во-первых, экономический: представьте, во что бы вылилась массовая госпитализация тысяч и тысяч больных, если один день пребывания в клинике обходится государству в 35 – 40 тысяч рублей! Во-вторых, социологические наблюдения: родственники – уж они-то больше всех рискуют оказаться подле «проснувшегося вулкана»! – в 99 случаях из 100 готовы принять больного назад, пусть даже у него руки в крови. В-третьих, еще никто не отменял Закон «О психиатрической помощи и гарантиях прав граждан при ее оказании», а он людей с психическими заболеваниями в правах не ограничивает. И наконец, сама за себя говорит криминальная статистика: 95 процентов правонарушений совершается психически абсолютно здоровыми людьми. Вменяемыми, между прочим, были признаны и «витебский маньяк» Михасевич, и Чикатило, и сотни матерей-детоубийц...

(Людмила Габасова, «СБ»)

Answer the questions:

1. How are mentally disabled people usually treated in society? What accounts for such treatment?
2. Are psychiatric problems a common phenomenon in our society? Can they be cured?
3. Should mentally unstable people be hospitalized and isolated from the rest of society? Why? Why not?

LANGUAGE FOCUS

1. *Read the Language study on hypothesizing and do the practice exercises (p 122, Headway Advanced Student's Book; pp. 67 – 68, Headway Advanced Workbook).*
2. *Do "speaking and writing" exercises (p. 121, Headway Advanced Student's Book).*
3. *Study the idioms from exercise 13, p. 72 in Headway Advanced Workbook.*
4. *Make up a story of your own using the idioms.*

SELF-CHECK

I. Express the same in English:

- 1) психика человека;
- 2) попасть в психиатрическую больницу;

- 3) отличать здоровых от психически больных людей;
- 4) острая нехватка персонала;
- 5) нести юридическую ответственность;
- 6) ошибаться из осторожности;
- 7) использовать лечение электрошоком в качестве карательной меры;
- 8) притворяться, что у тебя психоз;
- 9) запереть кого-то в сумасшедшем доме;
- 10) представлять интерес с терапевтической точки зрения.

II. Paraphrase the underlined parts of the sentences. Make changes if necessary:

1. The psychiatric hospitals vary ranging from relatively new to old and shabby, from those **(a)** being fully equipped with personnel with regard to the quantity of patients, to those with severe understaffing.
2. Very soon they stopped **(b)** pretending being abnormal.
3. Many psychiatric hospitals face such problems as a very short **(c)** consultation time with the doctors every day and the general lack of **(d)** scrupulous inspection of patients by professionals.
4. **(e)** The period of time during which a patient is kept in hospital usually depends on the disease he or she suffers from.
5. He was **(f)** released from the hospital with the doctor's medical conclusion of schizophrenia in remission.
6. Only a few bona-fide patients continued **(g)** to express their opinion on the problem. They claimed that they **(h)** had not been in contact with their doctors for days on end.
7. The authorities have to accept the findings **(i)** as what they really appear to be.
8. Many of those who seek admittance to mental hospital **(k)** are characterized as insane. Psychiatrists would rather **(l)** make a mistake to be on the safe side than face legal action afterwards.
9. The doctor **(m)** examined the patient's records once again to see if everything was true and correct.

III. Complete the sentences using the idioms:

1. Joining a political party might not be everybody's _____, but it certainly has its advantages.
2. The search for 100% reliability is simply a _____. The important issue is how to increase production.
3. The holiday was so cheap that we at once decided to go _____.

4. Why do not we save money and buy a house? _____. It is quite difficult to economize on the things you have got used to.
5. His first novel was a _____ – he has not written anything decent since then.
6. Over 100 burglaries are reported every month, and that is just the _____. The actual figure might be much higher than the official one.
7. Everybody in the office can't stand him and I cannot think why she wants to marry that awful man – _____.
8. I cannot make _____ of these instructions. Can you understand anything?
9. She is a slow worker but to give _____ she does try very hard.
10. The new telephone system has turned out to be rather complicated. I'm still trying to _____ it.

IV. Hypothesizing. Put in the right forms for the words in brackets.

WISH YOU WERE HERE

While trying to sail round the world in a small boat, Harry, Sandy and Joe were shipwrecked one night. 'I wish there 1 (be) an island nearby,' Harry said. By morning, they were washed up on to a desert island. For six months they lived on fish, nuts and fruit. One day, they saw a bottle on the shore. 'If only it 2 (contain) a note or something!' Sandy said. They opened it and a genie appeared. 'It's high time someone 3 (open) that bottle!' the genie gasped. 'I'm so grateful, I'll give you one wish each. You first,' the genie said, pointing to Harry. 'That's easy,' Harry said. 'I wish I 4 (be) with my family.' and (whoosh!) he disappeared. 'Me too,' Sandy said. 'If only I 5 (can be) in dear old Glasgow.' And (whoosh!) off he went. 'And you, sir?' the genie asked Joe. 'I wish I 6 (have) my friends back!' Joe said.

SAMPLE EXAMINATION QUESTIONS

1. Tell about the brain and its potential. How to use your brain more effectively?
2. Imagine that you are a famous psychiatrist. Say whether it is easy to distinguish between the sane and the insane. Do all supposedly sane people have elements of insanity?
3. "One flew over the cuckoo's nest". Interpret the title of the film. Speak on the plight of patients in mental hospitals.
4. Mentally unstable people present a danger to society. Prove or disprove it by the facts from the film.
5. Mentally unstable people are human beings no less than we are and they have a right to be happy as we do. Do you feel the same way about it?

UNIT XI. THE MEANING OF LIFE

Topic: The main topic that runs throughout this unit is the topic of **The Meaning of Life**. A well-rounded advanced speaker of English should be able to discuss the subtopics connected with life after death, the Big Bang theory, religion and its main notions in English.

Grammar: The unit presupposes grammar revision of the following topics: Nouns with a special meaning in the plural, 'Article', 'They' referring to a singular person, The use of 'ever' for emphasis and to express surprise, linking words and phrases. For this purpose see Language Focus section.

<i>Topic</i>	<i>Hours</i>
A. World Religions. Noun collocations. <i>Nouns with a special meaning in the plural. Article. 'They' referring to a singular person</i>	6
B. The beginning of life. The Creation of the Universe. <i>The use of 'ever' for emphasis and to express surprise. Articles</i>	4
C. Life After Life. Multi-word verbs	4
D. The Meaning of Life. <i>Revision of linking words and phrases</i>	4
Revision	2

A. WORLD RELIGIONS

ACTIVE VOCABULARY

Abide (v) – ~ by sth (*phr v*), ~ by a decision/verdict/ by certain rules of moral conduct

Adhere (v) – to ~ to sth one's opinion/a promise/a political party/religion; **adherent** (n), to gain adherents; **adherence** (n), blind/faithful/rigid/slavish ~

Agnostic (n) – **agnostic** (adj), ~ frame of mind; **agnosticism** (n)

Authority (n) – the moral authority of the Bible

Baptize (v) – to be baptized Catholic; **Baptist** (n)

Blasphemous (adj) – ~ words; (*from*) **blaspheme** (v) (against sb/sth), to ~ against the name of God, **blasphemer** (n), **blasphemy** (n) the sin of to publish ~ies

Chant (n) – a religious ~; a victory ~; **chant** (v)

Circumcision (n) – the ritual of ~

Clemency (n) – (*formal*), to appeal for ~; to treat sb with ~

Commemorate (v) – to ~ events in the history of a people

Creed (n) – a Christian ~; a political ~; to have no ~
Deity (n) – to believe in a ~; Roman deities; the Deity; **nature deities**
Denomination (n) – the Protestant ~; Christian ~
Devout (adj) – a ~ Muslim; a ~ hope
Divine (adj) – ~ power, ~ figure; a ~ wisdom/justice
Doctrine (n) – Christian ~; Catholic doctrines; of salvation \ karma; **doctrinal** (adj)
Guru (n) – the ~ of the early Protestants;
Heresy (n) – to crush ~; to be guilty of ~; **heretic** (n); **heretical** (adj), ~ beliefs/words
Hierarchy (n) – the ~ of the Episcopal Church; **hierarchical** (adj)
Imam (n) – a religious man who leads the prayers in a mosque
Infanticide (n) – to commit ~; to be charged with ~
Infirm (adj) – (*formal*), to grow old and ~; mentally or physically ~; **the infirm**
Martyr (n) – a Christian ~; **martyr** (v), to be martyred
Meditation (n) – to be in ~; (*from*) **meditate** (v)
Missionary (n) – a Catholic ~; ~ work
Muslim (Moslem) (n) – a pious ~; **Muslim (Moslem)** (adj), ~ philosophers; a ~ community/ leader; the ~ faith
Pertain (v) – (*formal*), to ~ to sth
Pharaoh (n) – a ruler of ancient Egypt
Pilgrim (n) – a Muslim ~; a devout ~; **pilgrimage** (n), to go on / make a ~ to; a place of ~
Pope (n) – the election of a new ~; Pope John Paul II
Prophet (n) – the Prophets of the Old Testament; **prophetic** (adj); **prophetically** (adv)
Preach (v) – preach a message of God
Quest (n) – the ~ for truth/knowledge/happiness; in a ~ of adventure; the ~ for a harmonious and just society
Rabbi (n) – the Chief Rabbi, **rabbinical** (adj), rabbinical teachings
Reincarnation (n) – ~ of one's ancestors; to believe in reincarnation; (from **to reincarnate/ be reincarnated in sb(sth)**)
Repent (v) – (*formal*), to ~ of one's sins/actions; **repentance** (n), to show (no) ~
Resurrect (v) – to ~ the dead; to ~ old customs/traditions; **resurrection** (n), a ~ of hope; **the Resurrection**
Righteous (adj) – a ~ life/people/thoughts; ~ anger/indignation; **righteously** (adv); **righteousness** (n)
Sacred (adj) – ~ stories/music/objects; to be ~ to sb/sth
Salvation (n) – to gain ~; to pray for ~; doctrine of ~
Saviour (Savior) (n) – **the Saviour (Our Saviour)**
Scripture(s) (n) – **Scripture (the Scriptures)**; a ~ lesson, to quote from ~; Vedic ~
Sect (n) – a religious ~; a minor Christian ~, a breakaway sect of Judaism

Secular (adj) – ~ education/ art/ music; sacred and ~ music

Sermon (n) – to preach a ~; a book of sermons

Shape (v) – to ~ sth (into sth); to ~ one's future career/life;

Theist (n) – **theistic** (adj), a ~ religion; **monotheistic** (adj), a ~ religion **polytheistic** (adj), a ~ religion; **atheist** (n), a complete/confirmed ~; **atheistic** (adj);

atheism (n); **henotheistic** (adj); ~ religions

Worldly (adj) – ~ desires/things/responsibilities; ~ power/success

Worship (v) – to ~ God; to ~ sb; **worshipper** (n), regular worshippers at the church; **worshipful** (adj)

Christianity

Islam

Hinduism

Judaism

Buddhism

Confucianism

Shinto

Taoism

Jehovah's Witnesses

Allah

Brahman the Absolute

The Day of Judgment

The Old Testament

The Koran

The Vedas

STARTER

1. *Link each of the pictures with one of the religions listed below:*

Christianity

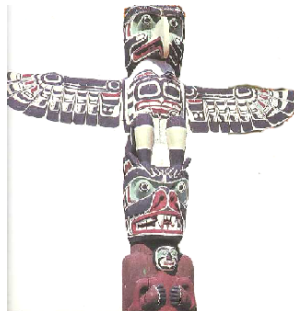
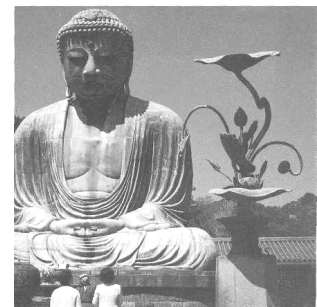
Islam

Hinduism

Judaism

Buddhism

An ethnic religion (not a world religion, i.e. belonging to a restricted area)



2. *Think what 'religion' is and try to define it?*

3. Study the following chart. Then fill in the blanks in the paragraph that follows. Some blanks will require only one word; others will require more than one. Note that the information in the paragraph has been arranged in descending order **by age**, and that it also includes information on the basis of the belief of each of the religions.

FIVE MAJOR RELIGIONS

Religions	Number of Members	Basis of Belief	Dates of Origin	Geographic Distribution
Judaism	17,981,460	Descent from Israel; <i>The Torah</i> ; tradition	The exodus of Moses from Egypt (1220 B.C.)	Worldwide
Christianity	1,619,272,560	The teachings of Jesus Christ: <i>The New Testament</i>	A.D.33 (Jesus Christ)	Worldwide
Islam	840,221,390	The teachings of Muhammed in <i>The Koran</i>	A.D. 570 – 632 (Muhammed)	Morocco to Indonesia; a large branch in the USA (4,644,000)
Hinduism	647,894,950	<i>The Vedas</i> (four books); no common creed	1000 B.C. (?)	India and Eastern countries
Buddhism	307,416,030	The teachings of Buddha in <i>The Eight-fold Way</i>	563 – 483 B.C.	The East; spreading to Europe and the USA

The (1) _____ major religions in the world today, which vary according to their ages and bases of belief, are (2) _____, (3) _____, (4) _____, (5) _____, and (6) _____. The oldest of these religions is (7) _____, dating back to the (8) _____ in (9) _____ B.C. The Jewish faith is based on (10) _____, (11) _____, and (12) _____. Next comes Hinduism, which arose around (13) _____ B.C. Although there is no (14) _____ the basic beliefs of all Hindus can be traced back to the four books called (15) _____. The third (16) _____ religion, which began between (17) _____ and (18) _____ B. C., is (19) _____. Its beginnings correspond to the life of (20) _____ and it is based on his teachings as found in (21) _____, its holy book. Fourth, in terms of age, comes (22) _____ whose beginnings date back to the death of (23) _____ in A.D. (24) _____. Christ's teachings, as found in the (25) _____ serve as the foundation of the Christian belief. And finally, (26) _____ is the most recently founded of the five religions. Its origins correspond with the dates of the life of its **prophet** (27) _____, and its basic **creed** is based on his teachings as recorded in (28) _____.

4. What other religions do you know? Do you know any ethnic religions?

READING AND DISCUSSING

1. Religion can be defined as belief in existence of a god or gods, who has or have created the universe and given man a spiritual nature, which continues to exist after death of the body. Before you read about world religions do the following vocabulary exercises:

1.1. Study the following words and learn their pronunciation:

Christianity [ˌkrɪstɪˈænəti]

Christian [ˈkrɪstʃən]

Jesus Christ [ˌdʒiːzəs ˈkraɪst]

The Bible [ðə ˈbaɪbl]

Islam [ˈɪzlɑːm] US [ˈɪslɑːm]

Islamic [ɪzˈlæmɪk] US [ɪsˈlɑːmɪk]

Allah [ˈælə]

Muhammad (Mohammed) [məˈhæmɪd]

The Koran [ðə kəˈrɑːn] US [ðə kəˈræn]

Koranic [kəˈrænik]

Ramadan [ˌræməˈdæn], [-dɑːn]

Muslim [ˈmʊzlɪm] US [ˈmʌzləm]

Moslem [ˈmɒzləm]

Mecca [ˈmekə]

Saudi Arabia [ˌsaudi əˈreɪbiə]

Mosque [ˈmɒsk]

Hinduism [ˈhɪnduːɪzəm]

Hindu [ˌhɪnˈduː] US [ˈhɪnduː]

Brahman [ˈbrɑːmɪn]

Brahma [ˈbrɑːmə]

Vishnu [ˈvɪʃnuː]

Siva (Shiva) [ˈʃiːvə]

The Vedas [ðə ˈveɪdəz]

Vedic [ˈveɪdɪk]

Judaism [ˈdʒuːdeɪzəm] US [ˈdʒuːdɪzəm]

Judaic [ˌdʒuːˈdeɪk]

Judas Iscariot [ˈdʒuːdəs ɪsˈkæriət]

Talmud [ˈtælmʊd] US [ˈtɑːlmʊd]

Abraham [ˈeɪbrəhæm]

Moses [ˈməʊzɪz]

Synagogue [ˈsɪnəgɒg]

Buddhism [ˈbʊdɪzəm]

Buddhist [ˈbʊdɪst]

Shinto [ˈʃɪntəʊ]

Shintoism [ˈʃɪntəʊɪzəm]

Shintoist [ˈʃɪntəʊɪst]

Taoism [ˈtaʊɪzəm], [ˈdɑu-]

Lao-tse (-tsze, -tzy) [ˌləʊ ˈtsei, -tsiː, -tsuː]

Con-fu-cian [kən ˈfjuːʃən]

Confucianism [kən ˈfjuːʃənɪzəm]

Confucius [kən ˈfjuːʃəs]

Jehovah's Witnesses [ˌdʒɪˈhəʊvəz ˈwɪt-nɪsɪz]

1.2. Name the places of worship for each world religion. In which religions could you find these people:

Pope, rabbi, imam, priest, monk, guru

1.3. Match the verbs in column **A** with their complements in column **B**. More than one combination is possible:

A
Sing
Chant
Say
Kneel
Preach
Confess

B
a sin
in prayer
a hymn
a prayer
a **sermon**

Which of the following are likely to perform the actions in **A** and **B**:

The priest

The choir

The worshippers

1.4. Read the following quotations from the world religions. Choose any and say what you can infer from them? What do they **preach**?

Hinduism

- Do not do to another what you would not like to be done to yourself; that is the gist of the law – all other laws are variable. (Mahabharata, Veda 39).
- Let your mother be a god to you. Let your father be a god to you. Let your teacher be a god to you. Let your guest be a god to you. Let only those works to be done by you that are free from blemishes. Only deeds that are good are to be performed by you. (Taittiriya Upanishad 1: XI : 1 – 2)

Judaism

- Far more that Israel has kept the Sabbath, it is the Sabbath that has kept Israel. (Ahad Ha'am).
- Let the glory of God be exalted, let his great name be exalted in the world whose creation be willed. May his kingdom prevail, in our own day, in our own lives, and the life of Israel. Let us say, Amen... may the source of peace send peace to all who mourn and comfort to all who are bereaved. Amen. (Kaddish Prayer).

Buddhism

- This, O Bhikkus, is the Noble Truth of Suffering: death is suffering; presence of objects we hate is suffering; separation from objects we love is suffering; not to obtain what we desire is suffering. Briefly, the fivefold clinging to existence is suffering. All existence is dukkha [suffering]. The Buddha.

Christianity

- Lord Jesus Christ, Son of God, have mercy on me a sinner. (The Jesus Prayer).
- I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord. (Romans 8:38 – 39).

Islam


- There is no God but Allah, Muhammad is the Messenger of Allah. (The Shahadah).
- If one of you has a river at his door in which he washes himself five times a day, what do you think? Would it leave any dirt on him? The companions said, 'It would not leave any dirt on him'. The Prophet said, 'This is an example of the five prayers with which Allah blots out the sins of man.' (Muhammad).

Confucianism

- While they [parents] are alive, serve them according to the ritual, when they die bury them according to the ritual, and sacrifice to them according to the ritual. (Confucius, Analects 2.5).

Taoism

- The Tao [path] that can be told is not the eternal Tao. The name that can be named is not the eternal name. The nameless is the beginning of heaven and earth... the gate to all mystery. (Lao-Tse, Tao Te Ching).

 **1.5.** Now read about the eight major world religions:



Christianity – A.D. 33

Christianity started out as a **breakaway sect** of Judaism nearly 2000 years ago. Jesus, the son of the *Virgin Mary* and her husband Joseph, but **conceived through the Holy Spirit**, was bothered by some of the practices within his native Jewish faith and began **preaching** a different **message of God** and religion. During his travels he was joined by twelve **disciples** who followed him in his journeys and learned from him. He **performed** many **miracles** during this time and related many of his teachings in the form of *parables*. Among his best known sayings are to "*love thy neighbor*" and "*turn the other cheek*." At one point he revealed that he was the Son of God sent to Earth to save humanity from our sins. This he did by **being crucified on the cross** for his teachings. He then **rose from the dead** and appeared to his disciples and told them to go forth and spread his message.

Since Christianity and Judaism share the same history up to the time of Jesus Christ, they are very similar in many of their core beliefs. There are two primary differences. One is that Christians believe in **original sin** and that Jesus died in our place to save us from that sin. The other is that Jesus was fully human and fully God and as the Son of God is part of the *Holy Trinity: God the Father, His Son, and the Holy Spirit*. All Christians believe in heaven and that those who sincerely repent their sins before God will be saved and join Him in heaven. Belief in hell and Satan varies among groups and individuals.

Christians number about 2 billion worldwide of which the largest group Roman Catholic, has around 900 million followers. Other branches and denominations include Anglican, Presbyterian, Methodist, Greek, Russian and Armenian Orthodox and Coptic Christians living in Egypt Communion Church of Nativity Bethlehem and Ethiopia.



Fundamental to Christian belief is the **worship** of God, creator of the Universe. The name *Christian* derives from *Christ*. Jerusalem is Christianity's most **sacred site** among hundreds of **places of pilgrimage** around the world. Other important sites are St. Peter's

Basilica in Rome, Lourdes in France, Fatima in Portugal, Knock in Eire, Iona in Scotland, Medjugorje in Bosnia Herzegovina and the Convent of the Virgin Mary at Dirunka in Egypt.

☸ Confucianism - 500 BCE

K'ung Fu Tzi (Confucius) was born in 551 B.C. in the state of Lu in China. He traveled throughout China giving advice to its rulers and teaching. His teachings and writings dealt with individual morality and ethics, and **the proper exercise of political power**. He stressed the following values:

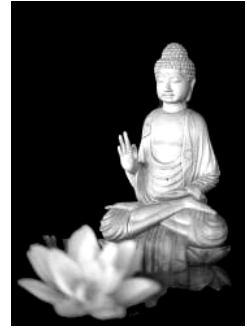
- *Li*: ritual, propriety, etiquette, etc.
- *Hsiao*: love among family members
- *Yi*: righteousness
- *Xin*: honesty and trustworthiness
- *Jen*: benevolence towards others; the highest Confucian virtue
- *Chung*: loyalty to the state, etc.

Unlike most religions, Confucianism is primarily an ethical system with rituals at important times during one's lifetime. The most important periods recognized in the Confucian tradition are birth, reaching maturity, marriage, and death.

☸ Buddhism – 563 – 483 B.C.

Buddhism developed out of the teachings of *Siddhartha Gautama* who, was born in northern India and in 535 B.C. **reached enlightenment** and assumed the title Buddha. Buddha devoted his life to seeking a way **to end suffering through thought and deed**. He promoted *The Middle Way* as the path to enlightenment rather than the

extremes of mortification of the flesh or hedonism. His philosophy, summarized as *The Eightfold Path*, provides a guide for disciples striving to perfect the qualities of wisdom and compassion. Long after his death the Buddha's teachings were written down. This collection is called the *Tripitaka*. Buddhists **believe in reincarnation** and that one must **go through cycles of birth, life, and death**. After many such cycles, if a person **releases their attachment to desire and the self**, they can **attain Nirvana**. In general, Buddhists do not believe in any type of God, the need for a savior, prayer, or eternal life after death. However, since the time of the Buddha, Buddhism has integrated many regional religious rituals, beliefs and customs into it as it has spread throughout Asia, so that this generalization is no longer true for all Buddhists. This has occurred with little conflict due to the philosophical nature of Buddhism.



Hinduism – 4000 and 2500 B.C. (?)

The origins of Hinduism can be traced to the Indus Valley civilization sometime between 4000 and 2500 B.C. God **assumes many forms** in Hinduism of which Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer are most central. Though believed by many to be **a polytheistic religion**, the basis of Hinduism is the belief in the unity of everything. This totality is called *Brahman*. The purpose of life is to realize that we are part of God and by doing so we can leave this plane of existence and rejoin with God. This enlightenment can only be achieved by going through cycles of birth, life and death known as *samsara*. One's **progress towards enlightenment** is measured by his *karma*. This is the accumulation of all one's good and bad deeds and this determines the person's next reincarnation. Selfless acts and thoughts as well as devotion to God help one **to be reborn at a higher level**. Bad acts and thoughts will cause one **to be born at a lower level**, as a person or even an animal.

Sacred Hindu writings are recorded as epic poems and philosophical texts, the oldest **scriptures** being a collection of hymns known as the *Rig Veda*. Thousands of **temples** and **shrines** all over South Asia reflect Hindu devotion. The most famous **pilgrimage centre** is *Varanasi* where every Hindu hopes **to have his ashes scattered on the Ganga**.

Hindus **follow a strict caste system** which determines the standing of each person. The caste one is born into is the result of the karma from their previous life. Only members of the highest caste, the *Brahmins*, may perform the Hindu religious rituals and hold positions of authority within the temples.



Islam – A.D. 570 – 632

Islam or *submission* was founded in A.D. 622 by *Muhammad* the **Prophet**, in *Makkah* (also spelled *Mecca*). Though it is the youngest of the world's great religions, Muslims do not view it as a new religion. They believe that it is the same faith taught by the prophets, *Abraham*, *David*, *Moses* and *Jesus*. The role of Muhammad as the last

prophet was **to formalize and clarify the faith and purify it** by removing ideas which were added in error. The two sacred texts of Islam are the *Qur'an (Koran)*, which are the words of Allah 'the One True God' as given to Muhammad, and the



Hadith, which is a collection of Muhammad's sayings. The duties of all Muslims are known as the *Five Pillars of Islam* and are:

1. Recite the *shahadah* at least once.
2. Perform the *salat* (prayer) 5 times a day while facing the *Kaaba* in Makkah.
3. Donate regularly to charity via the *zakat*, a 2.5% charity tax, and through additional donations to the needy.
4. Fast during the month of *Ramadan*, the month that Muhammad received the Qur'an from Allah.
5. Make pilgrimage to *Makkah* at least once in life, if economically and physically possible.

Muslims follow **a strict monotheism** with one creator who is just, omnipotent and merciful. They also believe in Satan who **drives people to sin**, and that all **unbelievers and sinners will spend eternity in Hell**. Muslims who sincerely repent and **submit to God** will return to a state of sinlessness and go to Paradise after death. Alcohol, drugs, and gambling should be avoided and they reject racism. They respect the earlier prophets, Abraham, Moses, and Jesus, but regard the concept of the divinity of Jesus as **blasphemous** and do not believe that he **was executed on the cross**.



Judaism – (1220 B.C.)

Judaism, Christianity, Islam and the Baha'i faith all originated with **a divine covenant between** the God of the ancient Israelites and Abraham around 2000 B.C.

Jews believe in one creator who alone is **to be worshipped as absolute ruler of the universe**. He **monitors peoples' activities** and **rewards good deeds** and **punishes evil**. The *Torah* was revealed to Moses by God and cannot be changed though **God does communicate with the Jewish people through prophets**. The Jewish holy texts contained in the *Torah* relate how God gave Moses, a patriarch who **led the children out of slavery** in Egypt, **two stone tablets inscribed with Laws for righteous conduct throughout life**. Written in Hebrew, the *Torah* contains 613 commandments dictating rites of passage, conduct and dietary principles. A copy is kept in every synagogue, the Jewish **place of worship**.



Jews **believe in the inherent goodness of** the world and its inhabitants as creations of God and do not require a savior to save them from original sin. They believe they are **God's chosen people** and that the *Messiah* will arrive in the future, gather them into Israel, there will be **a general resurrection of the dead**, and the Jerusalem Temple destroyed in A.D. 70 will be rebuilt.



Shinto – 500+ B.C.

Shinto is an ancient Japanese religion, closely **tied to nature**, which **recognizes the existence of various "Kami", nature deities**. The first two deities, *Izanagi* and *Izanami*, gave birth to the Japanese islands and their children became the deities of the various Japanese clans. One of their daughters, *Amaterasu* (Sun Goddess), is the ancestress of the Imperial Family and is regarded as the chief deity. All the *Kami* are benign and serve only to sustain and protect. They are not seen as separate from humanity due to sin because humanity is "Kami's Child." Followers of Shinto desire peace and believe all human life is sacred. They revere "*musuhi*", the Kami's creative and harmonizing powers, and aspire to have "*makoto*", sincerity or true heart. Morality is based upon that which is of benefit to the group. There are "*Four Affirmations*" in Shinto:

1. Tradition and family: the family is the main mechanism by which traditions are preserved.
2. Love of nature: nature is sacred and natural objects are **to be worshipped as sacred spirits**.
3. Physical cleanliness: they must take baths, wash their hands, and rinse their mouth often.
4. "*Matsuri*": festival which honors the spirits.



Taoism – A.D. 440

Taoism was founded by *Lao-tse*, a contemporary of *Confucius* in China. Taoism began as **a combination of psychology and philosophy** which Lao-tse hoped would help end the constant feudal warfare and other conflicts of his time. His writings, the *Tao-te-Ching*, describe the nature of life, the way to peace and how a ruler should lead his life. Taoism became a religion in A.D. 440 when it **was adopted as a state religion**.

Tao, roughly translated as *path*, is a force which flows through all life and is **the first cause of everything**. The goal of everyone is **to become one with the Tao**. *Tai Chi*, a technique of exercise using slow deliberate movements, is used to balance the flow of energy or "*chi*" within the body. People should develop virtue and seek compassion, moderation and humility. One should plan any action in advance and achieve it through minimal action. *Yin* (dark / female side) and *Yang* (light / male side) symbolize pairs of opposites which are seen through the universe, such as good and evil, light and dark, male and female. The impact of human civilization **upsets the balance of Yin and Yang**. Taoists believe that people are by nature, good, and that one should be kind to others simply because **such treatment will probably be reciprocated**.

<http://www.omsakthi.org/religions.html>

1.6. Match the following statements with the names of the 8 world religions. Mind that more than one statement can correspond to a religion. The first has been done for you:

Christianity
Islam

Hinduism
Judaism

Buddhism
Confucianism

Shinto
Taoism

0. A religion which was founded in Arabia in the 7-th century A.D. – Islam

1. A religion, philosophy and social system characterized by belief in reincarnation.
2. A religion which is based on the fact that the son of God died and came back to life again in order to redeem the world from sin.
3. A religion that is based on worship of several gods.
4. A religion which began as a combination of psychology and philosophy.
5. A religion based on regular praying, giving alms to the poor and going on a pilgrimage to the holy city of Mecca.
6. A religion based on the teachings of Moses and Abraham and rabbis.
7. According to this religion that started out as a breakaway sect of Judaism.
8. A religion whose adherents consider that all the things they do in their lives have an effect on the form in which they will be living again.
9. A religion advocating humility and religious piety, based on Lao-tse's teachings.
10. A religion that includes the worship of ancestors and the spirit of nature.
11. A religion based on the system which ranks people according to birth and occupation.
12. A religion which is widespread in Africa and southern Asia.
13. A religion according to which everything is made up of two opposite principles: yin (feminine) and yang (masculine).
14. A religion which means 'the path of enlightenment'.
15. A religion which has the largest number of adherents in the world.
16. A religion which has a fish as one of its symbols.
17. A religion which believes that Adam, Abraham, Jesus, and Muhammad were all prophets.


1.7. Choose any of the 8 world religions and speak on it.

2. You are going to read an article on the features the world religions have in common. Before reading do the vocabulary task.

2.1. Give the difference in the meanings of the following words:

Belief, faith, creed
Sacred, holy, **divine**
God, **deity**, cult
Repentance, forgiveness

Monk, nun
Pilgrim, missionary
Saint, **martyr**
Secular, religious, **devout**

 2.2. Read the following text paying attention to the words and word combinations in bold type:

RELIGION

No simple definition can describe the numerous religions in the world. For many people, *religion is an organized system of beliefs, ceremonies, practices, and worship that center on one supreme God, or the Deity*. For many others, religion involves a number of gods, or deities. Some people have a religion in which no specific God or gods are **worshipped**. There are also people who practice their own religious beliefs in their own personal way, largely independent of **organized religion**. But almost all people who follow some form of religion believe that a **divine power** created the world and influences their lives.

People **practise religion** for several reasons. Many people throughout the world **follow a religion** simply because it is part of the heritage of their culture tribe, or family. Religion gives many people a feeling of security because they believe that a divine power watches over them. These people often ask the power for help or protection. Numerous people follow a religion because it promises them **salvation** and either happiness or the chance to improve themselves in a life after death. For many people, religion **brings a sense of individual fulfillment** and **gives meaning to life**. In addition, religion provides answers to such questions as *What is the purpose of life? What is the final destiny of a person? What is the difference between right and wrong?* and *What are one's obligations to other people?* Finally, many people follow a religion to enjoy a **sense of kinship with their fellow believers**.

There are thousands of religions in the world. The eight major ones are **Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism**. Of these eight religions, Hinduism, Shinto, and Taoism developed over many centuries. Each of the other religions traditionally bases its faith on the life or **teachings** of specific individuals. They are Prince Siddhartha Gautama, who became known as **Gautama Buddha**, for Buddhism; **Jesus Christ** for Christianity; **Confucius** for Confucianism; **Muhammad** for Islam; and **Abraham** and **Moses** for Judaism.

The religions that trace their history to individuals follow a general pattern of development. During the individual's lifetime or soon after his death, a distinctive **system of worship ceremonies** grew up around his life and teachings.

This system, called a cult, became the basis of the religion. The heart of the cult is the individual's teachings. In addition to inspiring worship, the individual represents an ideal way of life that followers try to imitate.

The teachings of religions have **shaped** the lives of people since prehistoric times. Judaism, Islam, and especially Christianity have been major influences in the formation of Western culture. These three faiths, particularly Islam, have also played a crucial role in the development of Middle Eastern culture. The cultures of Asia have been shaped by Buddhism, Confucianism, Hinduism, Shinto, and Taoism.

Religion has been a **supreme source of inspiration** in the arts. Some of the most beautiful buildings in the world are houses of worship. Much of the world's greatest music is religious. Religious stories have provided countless subjects for paintings, sculptures, literature, dances, and motion pictures.

Chief characteristics of religion

Most of the leading religions throughout history have shared characteristics. The chief characteristics include (1) believe in a **deity** or in a power beyond the individual, (2) a **doctrine** (accepted teaching) **of salvation**, (3) a **code of conduct**, (4) the use of **sacred stories**, and (5) **religious rituals** (acts and ceremonies).

The essential qualities of a religion are maintained and passed from generation to generation by sources, called **authority**, which the followers accept as sacred. The most important religious authorities are writings known as **scriptures**. Scriptures include **the Bibles** of Christians and Jews, **the Koran** of Muslims, and **the Vedas** of Hindus. Religious authority also comes from **the writings of saints** and other holy persons and from decisions by religious councils and leaders. **Unwritten customs and laws** known as traditions also form a basic part of authority.

Belief in a deity. There are three main philosophical views regarding the existence of a deity. **Atheists** believe that no deity exists. **Theists** believe in a deity or deities. **Agnostics** say that the existence of a deity cannot be proved or disproved. Most of the major religions are **theistic**. They teach that deities govern or greatly influence the actions of human beings as well as events in nature. Confucianism is the most important **atheistic religion**.

Religions that **acknowledge** only **one true God** are **monotheistic**. Judaism, Christianity, and Islam are examples of monotheistic religions. A religion that has a number of deities is **polytheistic**. The ancient Greeks and Romans had polytheistic religions. Each of their many gods and goddesses had one or more special areas of influence. For example, Aphrodite was the Greek goddess of love, and Mars was the Roman god of war. In **henotheistic religions**, the worship of a supreme Deity does not deny the existence and power of other deities. For example, Hinduism teaches that a world spirit called Brahman is the su-

preme power. But Hindus also serve numerous other gods and goddesses. Many tribes in Africa and the Pacific Islands also worship a supreme power as well as many other deities.

The followers of some religions worship deities that are or were people or that are images of people. The ancient Egyptian people considered their **pharaohs** to be living gods. Before World War II (1939-1945), the Japanese honored their emperor as divine. Taoists believe in deities that look and act like human beings. They also worship some deities that were once human beings and became gods or goddesses after death.

Many people worship **nature deities** – that is, deities that dwell in or control various aspects of nature. The Chinese in particular have worshipped gods of the soil and grain. Followers of Shinto worship *kami*, spirits that live in nature. Many American Indian tribes worshipped a spirit power, a mysterious, magic force in nature.

A doctrine of salvation. Among the major religions, Christianity, Islam, Buddhism, and Hinduism teach a doctrine of salvation. They stress that salvation is the highest goal of the faithful and one that all followers should try to achieve. Religions differ, however, in what salvation is and in how it can be gained.

A doctrine of salvation is based on the belief that individuals are in some danger from which they must be saved. The danger may be the threat of physical misfortune in this world, such as a disease. Christianity and several other major religions teach that the danger is spiritual, is centered in each person's soul, and **pertains** mainly to life after death. If a person is saved, the soul enters a state of eternal happiness, often called heaven. If the person is not saved, the soul may spend eternity in a state of punishment, which is often called hell.

Most religions teach that a person **gains salvation** by finding release from certain obstacles that block human fulfillment. In Christianity, the obstacles are sin and its effects. In most Asian religions, the obstacles are **worldly desires** and attachment to **worldly things**. Salvation in these religions depends on whether believers can free themselves from the obstacles with the aid of a **savior**. The savior may be the individual on whose teachings the religion is based, a god, or some other **divine figure**. People must accept the savior. They must also accept certain teachings, perform certain ceremonies, and **abide by** certain rules of moral conduct – all of which were inspired by the savior.

Some religions consider salvation to be a gift from the Deity or deities. For example, many Christian **denominations** believe that individuals are saved by the grace of God and not by their own merit.

Most religions teach that salvation comes only once and is eternal. According to Buddhism and Hinduism, the soul lives on after the death of the body

and is reborn in another body. This cycle of rebirths is called **reincarnation**. The **doctrine of karma** is closely related to reincarnation. According to this doctrine, a person's actions, thoughts, and words determine the kind of animal or human body the soul will live in during the next reincarnation. The process of reincarnation continues until, through good deeds and moral conduct, a person finally achieves **a state of spiritual perfection**, which is salvation. Buddhists call this state *nirvana*, and Hindus call it *moksha*.

A code of conduct is a set of moral teachings and values that all religions have in some form. Such a code, or *ethic*, tells believers how to conduct their lives. It instructs them how to act toward the deity and toward one another. Religious codes of conduct differ in many ways, but most agree on several major themes. For example, they stress some form of *the golden rule*, which states that *believers should treat others as they would like to be treated themselves*. A religion's code of conduct also may determine such matters as whom believers may marry, what jobs they may hold, and what kinds of foods they may eat.

The use of sacred stories. For thousands of years, followers of religions have believed in sacred stories, called myths. Religious leaders often used these stories **to dramatize the teachings of their faith**.

Originally, people told myths to describe how the sacred powers directly influenced the world. As the stories developed, they showed how some feature or event in the world was indirectly caused by the sacred powers. Many stories described **the creation of the world**. Others told how the human race or a particular people began. Some of the stories tried **to explain the cause of natural occurrences**, such as thunderstorms or the changes in seasons.

Today, there are **scientific explanations for** many of the subjects dealt with in sacred stories. But some religious groups still insist that the stories are true in every detail. Other groups believe only in the message contained in the stories, not in the specific details. Still other religious groups regard sacred stories as **symbolic expressions of the ideals and values of their faith**.

Religious rituals include the acts and ceremonies by which believers **appeal to and serve God, deities, or other sacred powers**. Some **rituals are performed** by individuals alone, and others by groups of worshipers. Important rituals are performed according to a schedule and are repeated regularly. The performance of a ritual is often called a service.

The most common ritual is prayer. Through prayer, a believer or someone on behalf of believers addresses words and thoughts to an object of worship. Prayer includes requests, expressions of thanksgiving, confessions of sins, and praise. Most major religions have **a daily schedule of prayer**. **Meditation**, a spiritual exercise much like prayer, is important in Asian religions. Buddhist monks try to be masters of meditation.

Many religions have rituals intended **to purify the body**. For example, Hindus consider the waters of the Ganges River in India to be sacred. Every year, millions of Hindus purify their bodies by bathing in the river, especially at the holy city of Varanasi.

In some religions, **pilgrimages** are significant rituals. Pilgrimages are journeys to **the sites of holy objects** or to places **credited with miraculous healing powers**. Believers also make pilgrimages to sacred places, such as the **birthplace** or **tomb of the founder** of their faith. All **devout** Muslims hope **to make a pilgrimage to Mecca**, the birthplace of Muhammad.

Many rituals are scheduled at certain times of the day, week, or year. Various religions have services at sunrise, in the morning, at sunset, and in the evening. The different religions have special services to mark the beginning of a new year. Many religions celebrate springtime, harvest-time, and the new or full moon.

Many rituals **commemorate** events in the history of religions. For example, the Jewish festival of Passover recalls the meal the Israelites ate just before their departure from slavery in Egypt. Various Christian celebrations of Holy Communion are related to **the last meal** Jesus shared with His disciples before His death.

Rituals also mark important events in a person's life. Various ceremonies make sacred occasions of birth, marriage, and death. Rituals accept young people into the religion and into religious societies. In Judaism, the ritual of **circumcision** is performed on male infants. Some Christians **baptize** babies soon after birth. Other Christians baptize only youths or adults.

2.3. Using the text explain the following notions:

Gautama Buddha
Jesus Christ
Confucius
Muhammad

Abraham and Moses
the Bible
the Koran
the Vedas

atheists
theists
agnostics

monotheistic religions
polytheistic religions
henotheistic religions

the golden rule
pharaohs
heaven
hell
savior

worldly desires
reincarnation
nirvana
moksha
myth

service
prayer
meditation
pilgrimage
circumcision

2.4. Answer the following questions on the text, trying to use the words and word combinations in bold type:

1. How is 'religion' defined in the text?
2. Why do people practise religion?
3. What major religions in the world does the text deal with?
4. What is usually the faith of a religion based on?
5. What is the general pattern of development of religions tracing their history to individuals?
6. How did religion shape the life of people?
7. What are the chief characteristics of religion?
8. What is 'belief in deity'?
9. In what religions are 'nature deities' worshiped?
10. What does 'a doctrine of salvation' mean? What is it based on?
11. How is the idea of salvation viewed in Christianity, Buddhism and Hinduism?
12. What is 'a code of conduct'?
13. Why did many religious leaders use 'sacred stories'?
14. What were originally sacred stories for and what is their role nowadays?
15. What are 'religious rituals' and how are they performed?
16. What are the examples of the religious rituals cited in the text?

2.5. What do different religions have in common? Revise the material about the major religions and compare them in terms of their chief characteristics:

- belief in a deity
- a doctrine
- a code of conduct

- the use of sacred stories
- rituals and ceremonies
- hierarchies

2.6. Read the extract and comment on it.

...Итак, мы с вами идем к завершению нашего путешествия по эпохам, по кругам мирозерцания. И мы подошли к вершине, к тому сверкающему горному леднику, в котором отражается солнце и который называется христианством. Конечно, христианство бросило вызов многим философским религиозным системам. Но одновременно оно ответило на чаяния большинства из них. И самое сильное в христианской духовности — именно не отрицание, а утверждение, охват и полнота. Если буддизм был пронизан страстным стремлением к избавлению от зла, стремлением к спасению (Будда говорил: как воды морские пропитаны солью, так и его учение — дхарма — проникнуто идеей спасения), то эта жажда спасения, обетование спасения присущи и христианству, Новому Завету. Если в исламе есть абсолютная преданность человека Богу, который явля-

ется суверенным властелином космоса и человеческой судьбы, то это самое мы находим и в христианстве. Если в китайском мировоззрении небо – Цянь – является чем-то ориентирующим человека в жизненных вещах, даже в мелочах, в различных оттенках традиций, то и это есть в христианстве. Если брахманизм (современный индуизм) говорит нам о многообразных проявлениях божественного, то и это есть в христианстве. Если, наконец, пантеизм утверждает, что Бог во всем, что он, как некая таинственная сила, пронизывает каждую каплю, каждый атом мироздания, то христианство и с этим согласно, хотя оно не ограничивает воздействие бога только этим пантеистическим всеприсутствием...

(Отрывок из лекции известного православного богослова Александра Меня «Христианство»)

3. *The present and the future of religion.* Answer the following questions:

1. What is religion in your life? What is your religion?
2. Are you baptized?
3. Do you regularly attend church services and pray?
4. What does the phrase 'a religious person' mean?
5. What do you think the role of religion is? Has it changed nowadays?
6. What do you think the future of religion will be?

3.1. *Before reading the text look the following words up in the dictionary and check their meaning and pronunciation:*

Roman Catholic

Protestant Orthodox


Eastern Orthodox

Palestine

Zen Buddhism

the Sharia

the Inquisition

 **3.2.** *Four paragraphs have been removed from the following text. Choose from the paragraphs A-D the one which fits each gap. While reading pay attention to the underlined words and word combinations.*

RELIGION: CURSE OR BLESSING

A. Hinduism principle of non-violence based on reverence for all life has appealed to some Christians as well as some modern Hindu **sects incorporate** elements of Christian teaching.

B. Christians even according to approximate statistics are as numerous as the combined membership of the other faiths exhibiting three main divisions – Roman Catholic, Protestant and Eastern Orthodox. Protestants differ greatly in the form of worship believing that God is to be served in the world of work, family and society but in some sacred or holy sphere.

C. Nowadays in the era of the revolutionary changes the role of religion seems to be increasing in the direction of the involvement in social and political affairs. The old concepts are being reinterpreted to mean that religions have worldly responsibilities. Numerous religious groups with a social concern have sprung up all over the world.

On the other hand some believers think that mind should be occupied with Heaven but not just the next election cycle.

D. 2000 years of Jesus Christ is an important moment in the history of the world's religions being considered as a universal characteristic of human culture in general.

1...

Common themes and concerns such as the **quest for** a harmonious and just society, the problems of suffering, **righteous** life, death and violence running through most of the major religions (Christianity, Buddhism and Islam) are characteristic of all of them. But members of different faiths approach these themes from different directions that sometimes seem diametrically opposed.

Christianity having been instituted in Palestine in the person and work of Jesus Christ, has spread all over the world. The comparison of Christianity with the other religions shows that the centrality of Christ as the divine agent of salvation has no parallel in any of them. But its ethical teachings such as **clemency**, charity and others appeal to individuals in all of them.

The Buddhist way of salvation from the cravings that cause man's numerous and unavoidable sufferings such as birth, illness, death and frustration without the aid of any deity is remote from Christian concepts. Buddhism is believed to have generally changed with its historical expansion and nowadays modernists feel strongly about the social and political role religion should be expected to play. The Zen Buddhism of Japan, in which there are a lot of **religious sects** like everywhere in the world, has already started playing such a role.

2...

Islam worships no God but Allah and peculiarly resistant to Christian persuasion. Islam is the religion of those who follow the prophet Mohammed. Followers of Islam are known as Muslims. Their past throwing light on customs and traditions of some of them is very important. In pre-Islamic society, for example, if a tribesman was killed or hurt, his fellows thought it their duty **to exact blood revenge from** the whole of the offending tribe but not just from the individual guilty of the offence. The Islamic law (the Shariah) regulates every aspect of political, social and private life of believers – their marriage, contracts, inheritance, etc. It is much more than law in the modern sense, because law is enforced by the state. Today Islam **is on the rise**. Muslims are seeking not only to

restore some aspects of their religious heritage but to restore others. Having acquired renewed dynamism Islam is a major force stimulating Muslims to achieve a better place for themselves in the world after the collapse of their empire in the past.

3...

Much of what people now think of Western ideas, inventions and values finds its source or inspiration in Christianity. Art and science, the individual and society, politics and economics, marriage and family, right and wrong, body and soul all have been touched upon and often radically transformed by Christian influence. The cross as the sign of the new religion symbolized an inversion of accepted norms. The blessedness of humility, patience, peacemaking, suffering and poverty were emphasised. Forgiveness even of one's enemies became the sign of the true Christian. When Buddha taught compassion as just an attitude, Jesus demanded deeds. Christian compassion was manifested in special concerns for widows, orphans, the aged and the **infirm**. Christianity 'discovered' the individual, releasing it from the absolute constraints of family and society which was a crucial contribution to Western civilization. This religion refined male and female, offering women not only greater status and influence within the church but also more protection as wives and mothers. The church also protected children from the whims of tyrannical fathers who under Roman law were allowed **to commit infanticide**. In a less direct way Christianity also transformed the way that masculinity was defined. In place of the dominant image of the male as warrior Jesus thought of men as peacemakers – *'to turn the other cheek' rather than strike back*. For this reason Christians could never **make war with a clear conscience**.

Having shaped the modern world for good Christian ideas have also shaped it for ill. The same Jesus who preached peace was used to justify the Inquisition that was supposed **to crush heresy**. Those found guilty were sometimes put to death. The Inquisition remains a monument to religious intolerance, a reminder of what can happen when church and state share total authority. Christian **missionaries** dispersed to many countries. In many cases it was a matter of cross following the flag – a shameless blessing of imperialism and colonialism. As Pope John II repeatedly insisted Christians cannot welcome the third millennium without **repenting of** their sins. At the same time they developed written languages preserving local cultures, built schools and hospitals.

4...

Keeping ourselves together and having a moral basis for such togetherness is one of the greatest challenges. But about the new ideas and forms of the future the 'Book of Revelation' has only this to say, 'Behold, I'll make all things new.'

3.3. *Decide which of these statements are true and which are false. Explain why:*

1. Each world religion has its own set of themes, concerns and problems, different from others.
2. The divine agent of salvation in Christianity has no parallel in any other religion.
3. Many Islamic principles, regulating people's lives originated from customs and traditions.
4. The development of the Western society radically transformed Christianity.
5. Modern life requires reinterpretation of many religious concepts.

3.4. *Answer the question implied in the title of the text.*

4. *Read the text on the role of religion nowadays and fill in the gaps with the words given below. Comment on the ideas expressed in the text.*

- | | | |
|---------------|----------------|--------------|
| a) on | h) worship | o) secular |
| b) another | i) mosques | p) family |
| c) transition | j) life | q) questions |
| d) more | k) priests | r) supreme |
| e) identify | l) differences | s) eases |
| f) at | m) art | t) begin |
| g) special | n) inspiration | |

Even in our (1) _____ age religion plays a central role in the lives of millions of people. Studies suggest that over 70 per cent of the world's population (2) _____ themselves with one religion or (3) _____. Throughout Eastern Europe, for example, more and more people are going to (4) _____ at synagogues, (5) _____, temples and churches. In many parts of the world imams, rabbis and (6) _____ are working together to create a better, (7) _____ peaceful world. At the same time, though, religious (8) _____ are often (9) _____ the heart of much international and civil unrest – to which the former Yugoslavia, the Middle East and Northern Ireland bear eloquent testimony.

Religion shares in the most significant times and experiences of (10) _____. It celebrates birth, marks out the (11) _____ to adulthood, sets a seal (12) _____ marriage and (13) _____ life and (14) _____ the passage from one life to the next. For millions of people, religion is there at the most (15) _____, and also the most frightening, moments of life. It also offers answers to those (16) _____

which perplex us. Is there a (17) _____ power to whom we are answerable? How did life (18) _____? What is it all about? Why do people suffer? What happens to us when we die? In the light of this it is probably not surprising that religion has provided the (19) _____ for much of the world's greatest (20) _____, music and literature.

LANGUAGE FOCUS

1. Grammar: *Do the exercises from Headway Advanced Student's Book and Headway Advanced Workbook.*

Nouns with a special meaning in the plural. – Headway Advanced Student's Book – ex. 1, p. 131 and Headway Advanced Workbook – ex. 1, p.74.

'They' referring to a singular person. – Headway Advanced Student's Book – ex. 2, p. 131.

2. Vocabulary. Noun collocations. *There are many nouns which typically go with particular uncountable nouns. Examples:*

a lump of sugar / coal

an item of news

a piece of advice

2.1. *Put one word into each gap to express a unit. Sometimes there are several possibilities.*

a. a _____ of chocolate/soap

k) a _____ of wind

b) a _____ of meat

l. a _____ of fog

c) a _____ of water (a small amount)

m) a _____ of fresh air

d) a _____ of celery

n) a _____ of applause

e) a _____ of garlic

o) a _____ of fun

f) a _____ of salt (a tiny amount)

p) a _____ of dust

g) a _____ of soda in my whisky

q) a _____ of glass (intact)

h) a _____ of thunder

r) a _____ of glass (in my finger)

i) a _____ of lightning

s) a _____ of blood (for analysis)

j) a _____ of dry weather

2.2. *What nouns can you think of to complete the following phrases? Use your dictionary.*

a) a stroke of _____

d) a round of _____

b) an act of _____

e) a grain of _____

c) a state of _____

f) a fit of _____

2.3. *Work in pairs. Write questions to ask your colleagues which will elicit the use of some of the above collocations. Examples:*

- A.** What do we need from the butcher's? **A.** How much chilli sauce should I put in?
B. A nice joint of meat for Sunday. **B.** Just a dash.

2.4. *Reply the questions using one of the following countable nouns and the uncountable noun in brackets. Add any other further information if necessary.*

Sheet	Word	Breath	Plot	Pinch
Suit	Stroke	Burst	Wink	Hint

- Where did you get all that money from? (luck; horses) _____
- What did knights wear in medieval times? (armour) _____
- Why are you going outside? (fresh air) _____
- Do you need a whole pad? (no paper) _____
- Does Sheila work? (no work ever in her life) _____
- Did your accountant help you with your problem? (yes; advice) _____
- You look shattered! (yes; no sleep last night) _____
- Did you believe what Tom said about having a yacht and a villa? (no; salt) _____
- Were the fans well-behaved at the football match? (yes; no trouble) _____
- Where is your house going to be built? (land; overlooking the sea) _____
- Did you see any fighting when the riot started? (gunfire; middle of the night) _____

2.5. *Match a collective noun in column A with an appropriate noun in column B.*

A		B
a flock	of	directors
a swarm		cards
a herd		old clothes
a pack		deer
a board		sheep
a bunch		grapes
a bundle		actors
a company		thieves
a gang		drug pushers
a ring		soldiers
		bees
		wolves
	flowers	
	sticks	
	lies	
	cattle	
	keys	
	labourers	

TALKING POINTS

1. Interview your group mates on the subject of religion, and namely, what they have learnt about the world religions and those characteristics they have in common.
2. Report on varying attitudes to religion among the generations of your family and friends.

SELF-CHECK

I. Say the following in English:

- | | |
|------------------------------------|--|
| 1) зачатый Святым Духом; | 11) природные божества; |
| 2) творить чудеса; | 12) первопричина всего сущего; |
| 3) распять на кресте; | 13) нарушать баланс Инь и Янь; |
| 4) восстать из пепла (об умерших); | 14) заставлять жестоко мстить кому-либо; |
| 5) первородный грех; | 15) объяснить природные явления/ все происходящее в природе; |
| 6) принимать много форм; | 16) низменные желания; |
| 7) развеять прах над чем-либо; | 17) неписанные традиции и законы; |
| 8) доводить людей до греха; | 18) помочь реализовать себя; |
| 9) верить в присущую миру доброту; | 19) следовать религии; |
| 10) всеобщее воскресение умерших; | 20) божественная сила. |

II. Fill in the gaps with the words from your active vocabulary. Each dot represents one letter. The first letter of each word is provided as a clue:

1. A supporter of a party or set of ideas is **a**..... .
2. The ceremony of cutting off the foreskin of a boy or man for religious reasons is **c**..... .
3. A set of beliefs or opinions, especially religious beliefs is **c**.... .
4. If someone is shown **c**..... they receive kind and merciful treatment from someone who has authority to punish them.
5. A god or goddess that is a being or spirit that is believed to have power over nature and control over human affairs is **d**.... .
6. A **d**..... is a religious group within a particular religion.
7. **H**..... is a belief or a way of behaving that disagrees with generally accepted beliefs, especially religious ones.
8. **D**..... is a principle or belief or a set of principles or beliefs.
9. **I**..... is killing of a baby.

10. **M..... is** a person who is killed or made to suffer greatly because of her or his religious or other beliefs
11. **M.....** is a state of thinking in calm and silence as a part of a religious training or practice.
12. **M..... is** a person sent to teach the Christian religion to people who are ignorant of it.
13. **P.....** is the ruler of ancient Egypt.
14. **P.....** is a person who travels to a holy place for religious reasons, eg to show respect for a particular saint.
15. **P.....** is a person believed to be chosen by God to say the things that God wants to tell people.
16. **Q....** is a long and difficult search for something.
17. **R.....** is the event in which Jesus Christ became alive again three days after he was killed.
18. The **s.....** of a person is the fact that Christ has saved them from evil.
19. **S...** is a group of people that has separated from a larger group and has a particular set of religious beliefs.
20. **T.....** is a person who believes in existence of God or gods.

III. Fill in the gaps with the prepositions:

1. They say that today Islam is ... the rise.
2. As Pope John II insisted Christians cannot welcome the third millennium without repenting ... their sins.
3. All devout Muslims hope to make a pilgrimage ... Mecca.
4. Pilgrimages are journeys to the sites of holy objects or to places credited ... miraculous healing powers.
5. Today, there are numerous scientific explanations ... many of the subjects dealt with in sacred stories.
6. In most religions people must accept certain teachings, perform certain ceremonies, and abide ... certain rules of moral conduct.
7. Most religions teach that a person gains salvation ... finding release ... certain obstacles that block human fulfillment.
8. Jews believe ... the inherent goodness of the world
9. God communicates ... the Jewish people ... prophets.
10. The Jewish holy texts contained in the Torah relate how God gave Moses two stone tablets inscribed ... Laws ... righteous conduct ... life.
11. Selfless acts and thoughts as well as devotion to God help one to be re-born ... a higher level.
12. Buddha devoted his life to seeking a way to end suffering ... thought and deed.

IV. Choose the correct noun collocation and fill in the gaps in the sentences:

1. Phil was driving up to Manchester that evening and gave me a lift so that was ...:
 - a) a stroke of luck;
 - b) a fit of luck;
 - c) a bit of success.
2. After all the criticism, his positive comments came as ...:
 - a) a burst of fresh air;
 - b) a breath of fresh air;
 - c) a breath of good news.
3. I did not get ... on the plane:
 - a) a wink of sleep;
 - b) a bit of wink;
 - c) a wink of dream.
4. All his life he has not done ...:
 - a) a stir of a finger;
 - b) a stir of work;
 - c) a stroke of work.
5. How can we insure against all loss or damage caused by ...:
 - a) an act of God;
 - b) a deed of God;
 - c) a law of God.
6. It was simply ... on their part. They have never turned any situation to their advantage:
 - a) a stroke of kindness;
 - b) an act of kindness;
 - c) a burst of kindness.
7. The destruction of the historical buildings is considered to be ...:
 - a) a burst of cruelty;
 - b) an act of vandalism;
 - c) a fit of vandalism.
8. The government has declared ... in the country:
 - a) a state of danger;
 - b) a status of emergency;
 - c) a state of emergency.
9. She has got ... for her performance:
 - a) a big round of applause;
 - b) a series of applause;
 - c) a burst of clapping.
10. There was more than ...:
 - a) a hint of sadness;
 - b) a dash of sadness;
 - c) a speck of sadness.

11. After ... someone started to sing:
 - a) a series of drinks;
 - b) a round of drinks;
 - c) a state of drinking.
12. There is not a grain of truth in everything you are talking about. It is all ...:
 - a) a heap of lies;
 - b) a bag of fibs;
 - c) a pack of lies.
13. He is rather dangerous when he gets in ...:
 - a) a state of anger;
 - b) an attack of anger;
 - c) a fit of anger.
14. You must take his words with care. There is not ... in them:
 - a) a pinch of truth;
 - b) a grain of truth;
 - c) a trace of true.

V. Complete the pairs of sentences with the nouns in the box. The same noun is used in each pair of sentences, once in its singular and once in its plural form.

Damage	Honour	Experience	Length
Good	Pain	Term	Ground

1. It has been an _____ to work with you.
She has an _____ degree in geography.
2. I have a terrible _____ in my chest.
I took great _____ to make him welcome.
3. After the accident, she had to come to _____ with the fact that she would not dance again.
During his first _____ of office, the President implemented some major reforms.
4. We need a person with relevant _____ to fill the post.
He wrote a book about his _____ whilst crossing Africa on foot.
5. The vicar was a kind man, and did a lot of _____ during his life.
There is a wide range of electrical _____ on sale in our village shop.
6. He was ashamed of his working class background, and went to great _____ to conceal it.
I can only swim one _____ of the swimming pool before I get tired.
7. Do not sit on the grass. The _____ is still wet.
I trust John. I have good _____ for believing his version of events.
8. The storm caused a lot of _____.
She was awarded \$ 20,000 _____ in the libel case.

B. THE BEGINNING OF LIFE

ACTIVE VOCABULARY

Blanch (v) – (with sth at sth) to ~ with fear at the sight of the snake

Clump (n) – a ~ of oak trees, a ~ of spectators, to pull matter into ~ s

Compelling (adj) – a ~ novel/account/story; a ~ reason/argument/evidence

Condense (v) – to ~ a time-span; soup ~ s; to ~ a long report into a summary;
condensation (n)

Contract (v) – to ~ one's muscles, to ~ to sth

Cosmic (adj) – ~ laws, ~ rays

Creationism (n) – the belief that the universe was made by God exactly as described in the Bible; **creationist** (n); (adj)

Dense (adj) – a ~ crowd/forest; ~ fog/smoke; **densely** (adv), ~ populated countries; **density** (n), crowd/population ~

Elevating (adj) – (*formal or jocular*) ~ literature/experience; an ~ book/sermon

Galaxy (n) – the Galaxy (the Milky Way, the Andromeda); a ~ of stars; **galactic** (adj), ~ centre

Gravity (n) – the law of ~; the forces of ~; **gravitation** (n), **gravitational** (adj), ~ attraction/pull/force/field

Inconceivable (adj) – an ~ time-span, **inconceivably** (adv)

Matter (n) – a particle of ~, the properties of ~; inert ~; huge clusters of ~ concentrated ~ and energy

Orbit (n) – the earth's ~ round the sun, to put into ~; within the ~ of one's department; **orbit** (v), to ~ in space; to ~ the earth

Plausible (adj) – a ~ explanation/theory/answer; **plausibility** (n); **plausibly** (adv)


Populate (v) – densely/heavily/sparsely/thinly ~ d; to be gradually ~ d

Primate (n) – to evolve from ~

Ransack (v) – to ~ sth for sth; ~ the planet for

Tinker (v) – (with sth) to ~ around with the old radios

STARTER

 **1.** Read the following text and say what the figures below it mean in the text. Comment on them:

PLANET EARTH IS 4,600 MILLION YEARS OLD

If we **condense** this **inconceivable** time-span into an understandable concept, we can liken Earth to a person of 46 years of age.


Nothing is known about the first 7 years of this person's life, and whilst only **scattered information** exists about the middle span, we know that only at the age of 42 did the Earth begin to flower.

Dinosaurs and the great reptiles did not appear until one year ago, when the planet was 45. Mammals arrived only 8 months ago; in the middle of last week **manlike apes evolved into apelike men**, and at the weekend **the last ice age** enveloped the Earth.

Modern man has been around for 4 hours. During the last hour man discovered agriculture. The industrial revolution began a minute ago.

During those sixty seconds of biological time, modern man made a rubbish tip of Paradise. He has multiplied his numbers to plague proportions, caused the extinction of 500 species of animals, **ransacked** the planet for fuels and now stands like a brutish infant, **gloating over this meteoric rise to ascendancy, on the brink of** a war to end all wars and effectively destroying this oasis of life in the solar system.

- | | | |
|---------------------|-----------------------------|-------------------|
| a) 46 years of age; | f) 8 months ago; | k) a minute ago; |
| b) 7 years; | g) the middle of last week; | l) sixty seconds; |
| c) the age of 42; | h) at the weekend; | m) 500 species. |
| d) one year ago; | i) 4 hours; | |
| e) 45; | j) the last hour; | |

 **2.** *How much do we know about our world? Work in groups and answer the questions. Then listen and check.*

EARTH QUIZ

1. How old is the earth:

- a) 4,6 billion years;
- b) 6,7 billion years;
- c) 10.5 billion years.

4. Which continent has the most countries?

2. The earth is considered to have a maximum of seven continents. What are they?

5. What is the population of the world:

- a) 4,1 billion people;
- b) 5,1 billion people;
- c) 6,1 billion people.

3. How many countries are there in the world:

- a) 123: b) 146: c) 193.

6. Which country has the largest population?

7. What proportion of the earth is covered by water:
a) 61%; b) 71%; c) 81%.

8. How many oceans are there? What are they?

9. How much of the earth's land surface is used to grow food:
a) 11%; b) 16%; c) 21%.


10. Where is the world's largest desert? What is it called?

11. What's the difference between a political and a physical map?

12. Which is the world's largest island:
a) Greenland;
b) Iceland;
c) Madagascar.

READING AND DISCUSSING

1. *Have you ever thought about the origin of the Universe, of our planet and life in general? How can you explain their origin?*

 **1.1.** *Here are the examples of what different peoples thought about the earth in the past. Divide into five groups. Choose any part, read the information in it and share it with the rest of the class.*

(English Teaching Forum, April, 2001)

Part A

India. The Earth is held up by four elephants that stand on the back of a turtle. The turtle is balanced on top of a cobra. When any of these animals move, the Earth trembles and shakes.

West Africa: The Earth is a flat disk, held up on one side by an enormous mountain and on the other by a giant. The giant's wife holds up the sky. The Earth trembles when he stops to hug her. All the plants that grow on the Earth are his hair, and people and animals are the insects that crawl through his hair. He usually sits and faces the east, but once in a while he turns to the west and then back to the east, with a jolt that is felt as an earthquake.



Part B

East Africa. A giant fish carries a stone on his back. A cow stands on the stone, balancing the Earth on one of her horns. From time to time, her neck begins to ache, and she tosses the globe from one horn to the other.

Colombia: When the Earth was first made, it rested firmly on three large beams of wood. But one day the god Chibchacum decided that it would be fun to see the plain of Bogota under water. He flooded the land, and for his punishment he is forced to carry the world on his shoulders. Sometimes he's angry and stomps, shaking the Earth.

Part C

Romania. The world rests on the divine pillars of faith, hope, and charity. When the deeds of human beings make one of the pillars weak, the Earth shakes.

Latvia. A god named Drebkuhls carries the Earth in his arms as he walks through the heavens. When he's having a bad day, he might handle his burden a little roughly. Then the Earth will feel the shaking.



Part D

Ancient Greece. The earth is as flat as a pancake surrounded by mountains. Above it there is a chrystal bowl. **Or:** the earth is a disc, washed by the River-Ocean.

North America. The world is a whale floating in water. Man and Woman are the personification of the Humankind. The sky is a powerful eagle.

Mozambique. The Earth is a living creature, and it has the same kinds of problems people have. Sometimes it gets sick with fever and chills and we can feel its shaking.

Part E

THE GREAT COSMIC EGG, CHINESE CREATION MYTH

This is the myth of Pan-gu (also known as P'an-ku). There are written texts of this myth going back to the 6th century CE and there are parts of Southern China where the cult of P'an Ku still persists. This was an explanation offered by Taoist monks hundreds of years after Lao-tzu. The most common form of the myth is as follows.

The first living thing was P'an Ku. He evolved inside a gigantic cosmic egg, which contained all the elements of the universe totally intermixed together. P'an Ku grew by about 10 feet each day. As he grew he separated the earth and the Sky within the egg. At the same time he gradually separated the many opposites in nature male and female, wet and dry, light and dark, Yin and Yang. These were all originally totally commingled in the egg. While he grew he also created the first humans. After 18,000 years the egg hatched and P'an Ku died from the effort of creation. From his eyes the sun and moon appeared, from his sweat, rain and dew, from his voice, thunder, and from his body all the natural features of the earth arose.

1.2. *Now sum up the creation myths you've read and say what all the stories have in common and how they differ from each other and why? What other explanations of the creation of the universe do you know or have you heard of?*

2. *Apart from the ancient creation myths each religion has been trying to explain the world in its own way.*

2.1. *Discuss the following questions:*

1. It has been said that we need religion to explain our world to us. Would you agree?
2. Different religions have different explanations of the creation of the world. Which ones do you know about?
3. Why did Darwin's theory of evolution challenge the theological view?

2.2. *Here are the explanations of the world and of its creation suggested by the three world religions. Read them and decide which religions these are. Do you know how other religions explain our world?*

A. God made the world in six days. First He created light, then divided the earth and the water, then made day and night, then created all the living creatures, and finally made man and woman in his own likeness.

B. This is not the first world or universe. There have been and will be many more. Universes are made by Brahma, the Creator, maintained by Vishnu, the preserver, and destroyed by Shiva. From the destruction comes

C. God created the world and the heavens, and all the creatures on the face of the earth. He ordered angels to go to the earth and bring a handful of soil, which He moulded into a model of a man. He breathed life and power into it, and immediately it sprang to life. This was the first man, Adam.

2.3. *Once Albert Einstein said “What choice did God have in creating the universe?” Comment on his words.*

3. We've come up to modern scientific explanations of the world, which firstly try to understand how our UNIVERSE was created. Comment on the following quotation and say what scientific explanations of the universe you know of.

'My suspicion is that the universe is not only queerer than we suppose, but queerer than we *can* suppose.'(J. B. S. Haldane, scientist)


3.1. Before discussing the modern theories study the following words and word combinations and match them with their definitions below:

Matter, background radiation, gravity (gravitational attraction), clumps, asteroid, comet, moon, the solar system, galaxy, universe

1. A group of things together.
2. Everything that exists, including the earth, the stars, the planets, space, etc.
3. Physical substance in general.
4. Any of many small planets revolving round the sun.
5. A body that moves round a planet.
6. The energy sent out in the form of rays.
7. An object that moves round the sun and looks like a bright star with a tail.
8. The sun and all the planets that move round it.
9. The force that attracts objects in space towards each other, and on the earth pulls them towards the centre of the planet.
10. Any of the large systems of stars in outer space.

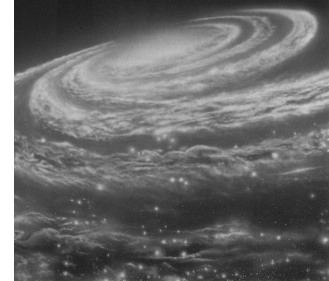
3.2. One of the most **plausible** explanations of the world is **the Big Bang theory**. Look at the sentences below and try to arrange them in the order which you think best reflects the Big Bang theory.

1. This explosion is known as the "big bang".
2. Even today, these **galaxies** continue **to race away from** the centre of the Universe.
3. It was really hot in this place.
4. Because of the force of gravity, this matter formed clusters called galaxies.
5. Because it was so hot, an explosion happened.
6. Fifteen billion years ago, matter and energy were concentrated in one place.

 3.3. Read the following article and check whether you have done correctly the previous exercise. Pay attention to the words and word combinations in bold type.

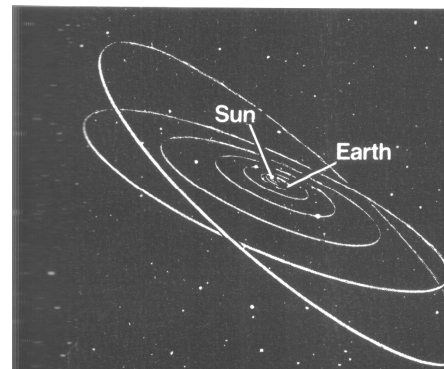
THE BIG BANG THEORY

Astronomers believe that the expanding universe is the result of an enormous and powerful explosion called the Big Bang. **The Big Bang theory** may explain how the universe formed. The Big Bang theory states that the universe began to expand with the explosion of **concentrated matter and energy** and has been expanding ever since. According to the theory, all the matter and energy in the universe was once concentrated into a single place. This place, of course, was extremely hot and **dense**. Then some 15 to 20 billion years ago, an explosion – the Big Bang – **shot** the concentrated matter and energy **in all directions**. The fastest moving matter traveled farthest away. Energy too, began moving away from the area of the Big Bang.



If the Big Bang theory is correct, the energy left from the Big Bang will be evenly spread out throughout the universe. This energy is known as **background radiation**. And indeed, scientists have discovered that the background radiation is almost the same throughout the entire universe. This constant background radiation is one observation that supports the Big Bang theory.

After the initial Big Bang, the force of gravity began to affect the matter **racing outward** in every direction. **Gravity** is a force of attraction between objects. All objects have a **gravitational attraction**. This force of gravity began **to pull matter into clumps**.



The sun, which is small by the standards of the universe, was a latecomer, forming only about 5 billion years ago. Loose matter, **orbiting** the forming sun, it is believed, **clumped** to form Earth and its eight sister planets. **Leftover material** became **asteroids, comets** and **moons**.

If this understanding is correct, the sun will continue to shine for another 5 billion years. Then its store of hydrogen depleted, it will explode into a red giant, sending out a spherical cloud of superheated gas as far as the orbit of Earth and burning the planet to a cinder.

Eventually, remnants of the sun will collapse inward to form a cooling star called a white dwarf. Larger stars, it is believed, follow the same cycle, but, because of their immense amount of matter, become neutron stars or even black holes.

The death of the sun would mark the death of the earth, but many astronomers believe that by that time, some 5 billion years hence, mankind will have colonized distant, still unknown planets.

If the human race survives the next 50 to 100 years, some astronomers think, we will have spread out into **the solar system**. Over the next 10 million years after that we will **populate** the entire Milky Way, a galaxy that is 100,000 light years across.


It's known already that due to the gravity force the clumps formed huge clusters of matter, which became the galaxies of the universe. But even as the galaxies were forming, the matter inside the galaxies continued to race away from the area where the Big Bang had occurred. And this is just what astronomers have discovered. All of the galaxies are **speeding away from** the center of the universe.

3.4. *Answer the questions on the text:*

1. How many billions of years ago did the Big Bang happen?
2. At the beginning of the universe, what was concentrated in one place?
3. What was it like in this place?
4. What happened to the matter and energy in this place?
5. Why is it important to know the Big Bang theory?
6. Where is the energy that is left after the Big Bang? What is it called?
7. What is gravity?
8. What did gravity do to the matter left after the Big Bang?
9. How were the galaxies formed?
10. How was our sun created?
11. In what directions are the galaxies moving today?
12. What will the death of the sun mean for the mankind?

3.5. *Use the information that you have to complete the following summary of the Big Bang theory.*

Astronomers believe (a) _____ called the Big Bang formed the universe. The Big Bang took place (b) _____ years ago. At this time, all matter and energy in the universe was located (c) _____. This place was very (d) _____. Because of these conditions, the matter and energy in this place (e) _____. The force of the (f) _____ caused matter and energy to (g) _____. The fastest moving matter traveled the farthest. The energy left over from the Big Bang (h) _____ and it is called (i) _____. After the Big Bang, the force called (j) _____ began to affect the matter. It began to make the matter form (k) _____. These clumps of matter formed what we now call (l) _____. The galaxies kept on moving and even today they are moving in a direction that is (m) _____ the center of the universe. The sun, was formed much (n) _____, only about (o) _____ years ago.

 **3.6.** *Now read about the two possible futures for our universe, paying attention to the words and word combinations in bold type.*

AN OPEN UNIVERSE

Most astronomers feel that the Big Bang theory leads to two possible futures for the universe. Perhaps the galaxies will continue racing outward. In this case, the universe will continue to expand. Such a universe is called **an open eternal universe**. But eternal does not mean "forever" when it comes to the universe. In an open universe, the stars will eventually die off as the last of their energy is released. So the future of an open universe is one in which there will be nothing left. An open universe leads to **total emptiness**. But even if the universe is open, its end will not occur for many billions of years.

A CLOSED UNIVERSE

Most astronomers do not feel that the universe will become **an open universe**. They suspect that the gravitational attraction between the galaxies will one day cause their movement away from each other **to slow down**. The expansion of the universe will finally **come to a halt**. Then gravity will begin to pull the galaxies back toward the center of the universe. When this happens, every galaxy will begin to show a blue shift in its spectrum. Recall that a blue shift means that a galaxy is moving toward the Earth.

As the galaxies **race back** toward the center of the universe, the matter and energy will again come closer and closer to the central area. After many billions of years, all the matter and energy will once again **be packed into** a small area. This area may be no larger than the period at the end of this sentence. Then another big bang will occur. The formation of a universe will begin all over again. A universe that periodically expands and then **contracts** back on itself is called a closed universe. In a closed universe, a big bang may occur once every 80 to 100 billion years.

3.7. *Complete the summary using the words you have learned.*

Open and Closed Universes

When astronomers think about the future of the universe, they (a) _____ that the big bang may lead to two possible futures. The first future is called the open universe. In this case, scientists believe that the universe will continue to (b) _____ and that the galaxies will continue to (c) _____ away from the center of the universe. But this is not the end of this type of universe. Eventually, the stars will (d) _____ their energy and die off. Eventually, there will be

(e) _____. In the second possible future, scientists believe that the expansion of the universe will (f) _____ and that then the universe will begin to (g) _____. And after many billions of years, all the matter and energy will (h) _____ once again a small area.

 **4.** *You will hear an interview with Dr Carl Sagan, the **cosmologist**.*

4.1. *Here are the words of the interview. Check that you understand them before you listen.*

1. We've examined the universe in space, and seen that we live on a **mote of dust**, circling a humdrum star, in the remotest corner of an **obscure galaxy**.
2. Darwin's conclusions are **disquieting**.
3. There is **compelling evidence** that man is evolved from apes and other **primates**.
4. It is **elevating** to think we are connected to all living things.
5. The universe is **expanding**. Will it one day **contract**? Will the galaxies **plummet towards** each other? Will everything **be ground to ashes**?
6. Before the Big Bang, all the **matter** in the universe was **confined to** an extremely small volume.
7. Is creation a **plausible** explanation for the origin of the universe?
8. Theologians **blanch** when asked where God came from.

4.2. *Listen to the interview and answer the questions:*

1. Why, according to Dr Sagan, do some people find Darwin's views disquieting?
2. What is it that he finds elevating?
3. What is the **cosmic movie** that he refers to? What does it tell us about the origins of the universe?
4. What is the key question?
5. 'There's no beginning,' says Dr Sagan emphatically. This may bring to mind the opening words of the Old Testament. Do you know them?
6. Is there a conflict between science and religion on the problem of how our universe began?

LANGUAGE FOCUS

Grammar: Do the exercises from Headway Advanced Student's Book and Headway Advanced Workbook:

Article. – Headway Advanced Workbook, ex. 2, 3, p. 75.

The use of 'ever' for emphasis and to express surprise, articles. – Headway Advanced Student's Book, ex. 3, 4, p. 131; Headway Advanced Workbook, ex. 4, pp. 75, 76.

TALKING POINTS

Speak on the following topics:

1. Ancient creation myths as the first human attempts to explain the origin of life.
2. Religious explanations of the creation of the world.
3. The big bang theory and other scientific explanations of the creation of the universe.
4. The future of the universe: open and closed universe.
5. Are we alone in the universe? Is there any probability of life on other planets? Will alien form look like us?

SELF-CHECK

I. *Say the following in English:*

- | | |
|--|--|
| 1) Редкая/скудная информация; | 8) открытая (вечная) вселенная; |
| 2) мифы о происхождении/сотворении мира; | 9) сплошная пустота; |
| 3) удаляться от чего-либо; | 10) замедлиться и остановиться; |
| 4) выбросить (разбросать) по всему пространству материю и энергию; | 11) вероятное/правдоподобное объяснение происхождения вселенной; |
| 5) остаточный материал; | 12) пылинки; |
| 6) солнечная система; | 13) убедительное доказательство; |
| 7) двигаться, ускоряясь и удаляясь от центра вселенной; | 14) суждено превратиться в пепел. |

II. *Match the following words with their meanings:*

- | | |
|----------------------|------------------------|
| a) disquieting (adj) | g) inconceivable (adj) |
| b) orbit (v) | h) populate (v) |
| c) blanch (v) | i) primate (n) |
| d) contract (v) | j) ransack (v) |
| e) dense (adj) | k) tinker with (v) |
| f) elevating (adj) | |

1. To become pale because of fear, shock, etc.
2. To become less in less extent, amount or size.
3. Fine or noble and even lofty.
4. Causing worry and anxiety.

5. A member of the most highly developed order of mammals that includes human beings, apes and monkeys.
6. Crowded together in great numbers.
7. Very difficult to believe or imagine.
8. To move in orbit round sth.
9. To move to an area and fill it with people.
10. To search a place thoroughly.
11. To try to repair or to improve sth in a casual way, often to no useful effect.

III. Complete the sentences with 'ever' words.

1. Teenagers are remarkable when it comes to money. _____ much you give them, it's never enough.
2. There are three cakes left. Take _____ one you want.
3. _____ you're in Athens, you must look me up.
4. Someone has taken my dictionary. _____ it was, could they please give it back to me.
5. The library was closed, so I had to rely on _____ books I had at home.
6. _____ possible we have tried to restore the house to its original state.
7. He's always ringing up from Paris or New York or _____ to say how much he loves me.
8. _____ many times I'm told someone's name, I can never remember it.
9. I hope that _____ you vote for in the next election, you at least know why you are voting for them.
10. This part of the machinery gets very hot, so _____ you do, don't touch it.

IV. Fill in the gaps with the articles, where necessary:

Ancient Finns believed that 1__ world was formed from egg that was broken.

2__ bird was flying above 3__ sea, seeking 4__ place to make 5__ nest and lay her eggs. She searched everywhere, but found nothing but 6__ water. Then she noticed 7__ first dry place. In some stories it was 8__ island, in other stories it was 9__ boat and in other stories it was 10__ body part of a floating being. 11__ place was too unstable for 12__ nest: 13__ big wave came and broke 14__ eggs, spreading their parts all over. However 15__ eggs were not wasted: 16__ upper part of egg covers formed 17__ sky, yolk became 18__ sun, and lower parts of egg formed 19__ mother earth. 20__ first human was born from 21__ maiden of 22__ air that was made pregnant by 23__ sea. 24__ first man ordered 25__ forests to be planted, and started 26__ human culture.

C. LIFE AFTER LIFE

ACTIVE VOCABULARY

Acute (adj) – to suffer ~ pain/embarrassment/remorse; an ~ sense of smell; ~ hardships, ~ shortage of sth; an ~ observer; an ~ judgement; **acutely** (adv); be ~ aware of sth; **acuteness** (n)

After-effect (n) – the most pervasive ~; to suffer from/feel no unpleasant ~

Coma (n) – to go/fall/sink into a ~; to be in a ~ for some period of time; to come out of ~; deep/irreversible ~; **comatose** (adj), to feel ~

Consciousness (n) – to lose ~; to regain/recover ~; transition into another mode of ~; to experience continuation of ~; the irreversible extinction of ~

Discard (v) – to be discarded when worn out; to ~ outdated beliefs

Enhance (v) – to ~ the status/reputation/position; an enhanced interpretation of beauty, etc; **enhancement** (n)

Erratic (adj) – ~ behaviour/process/performance; ~ weather patterns

Exude (v) – to ~ sth (from/through sth); to ~ a feeling/quality; a light exuding compassion and understanding

Holocaust (n) – a nuclear ~; a danger of war and ~

Momentous (adj) – a ~ event/decision/occasion; ~ changes; the moral implications are ~

Paranormal (adj) – ~ phenomena/abilities

Surpassing (adj) – ~ beauty; **surpassingly** (adv); **surpass** (v)

Tantalizing, -sing (adj) – a ~ prospect/smell of food; **tantalizingly** (adv)

Transcend (v) – (*formal*) matters that ~ human knowledge; the Creator himself who ~ our material world; **transcendent** (adj) (*formal approving*) a writer of ~ genius; **transcendental** (adj) – a ~ environment/experience

Trauma (n) – life-threatening ~; to go through the ~ of divorce

STARTER

1. *They say there is nothing eternal in the world. Neither are human beings. Read the following quotations and comment on them. Do you believe there is another “life” after death?*

1. Death is psychologically as important as birth. Shrinking away from it is something unhealthy and abnormal which robs the second half of life of its purpose. (Carl Jung)
2. The modern tradition of equating death with an ensuing nothingness can be abandoned. For there is no reason to believe that human death severs (*ends*) the quality of the oneness in the universe.

3. Life is pleasant. Death is peaceful. It's the transition that's troublesome. (Isaac Newton)
4. If we know little about life, what can we know about death? (Confucius)

2. *What is Near Death Experience? Have you heard any stories about people who have had Near Death Experiences? Do you think the experiences were pleasant or frightening, or both?*

READING AND DISCUSSING

1. *Read the background information about NDE and answer the questions below.*

Near-death experiences (NDEs) are common enough that they have entered our everyday language. Phrases like "**my whole life flashed before my eyes**" and "**go to the light**" come from decades of research into these strange, seemingly supernatural experiences that some people have when they're **at the brink of death**. But what exactly are NDEs? Are they hallucinations? Spiritual experiences? Proof of life after death? Or are they simply chemical changes in the brain and sensory organs in the moments prior to death?

A **near-death experience** (NDE) refers to a broad range of personal experiences associated with impending death, encompassing multiple possible sensations ranging from detachment from the body, feelings of levitation, extreme fear, security, or warmth, the experience of absolute dissolution, and the presence of a light, which some people interpret as a deity or spiritual presence. Many cultures and individuals revere NDEs as a paranormal and spiritual glimpse into the afterlife.

Such cases are usually reported after an individual **has been pronounced clinically dead**, or otherwise very close to death, hence the entitlement *near-death* experience. With recent developments in cardiac resuscitation techniques, the number of NDEs reported is continually increasing. Most of the scientific community regards such experiences as hallucinatory, while paranormal specialists and some **mainstream** scientists claim them to be **evidence of an afterlife**.


Popular interest in near-death experiences was initially sparked by Raymond Moody, Jr's 1975 book "Life After Life" and the founding of the International Association for Near-Death Studies (IANDS) in 1978. According to a Gallup poll, approximately eight million Americans claim to have had a near-death experience. NDEs are among the phenomena studied in the fields of parapsychology, psychology, psychiatry, and hospital medicine.

1. What sensations is NDE generally associated with?
2. When do people experience these sensations?
3. How does the scientific community regard such experiences?
4. Has NDE been scientifically proved?

2. Now you are going to read an article from the Guardian newspaper about a *Near Death Experience*. Before reading do the following exercises:

2.1. Check that you understand the following words. Match them with the corresponding Russian words:

- | | |
|--|--------------------|
| 1) острый, пронизательный; | a) brink; |
| 2) последствия; | b) paranormal; |
| 3) грань, край; | c) trauma; |
| 4) коматозный; | d) acute; |
| 5) проблеск; | e) tantalizing; |
| 6) важный, знаменательный; | f) after-effects; |
| 7) паранормальный; | g) void; |
| 8) побочный, периферийный, несущественный; | h) comatose; |
| 9) пронизывающий, наполняющий, распространенный; | i) glimpse; |
| 10) непревзойденный; | j) surpassing; |
| 11) дразнящий, манящий; | k) momentous; |
| 12) неясный, туманный, трансцендентальный; | l) transcendental; |
| 13) травма; | m) pervasive; |
| 14) пустота | n) peripheral |

 2.2. Read the first part of the article. Think of the possible issues the other part of the article is going to deal with.

ON THE BRINK OF TRANQUILITY


People who are unexpectedly brought back to life frequently claim to have enjoyed a tantalising, and encouraging, glimpse of the condition to come. David Lorimer investigates the Near Death Experience.

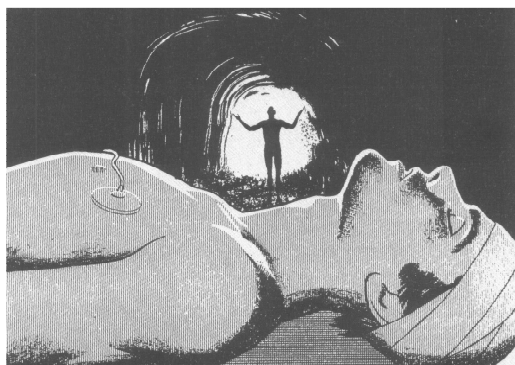
It is now 10 years since Dr Raymond Moody's *Life After Life*, the first survey of the Near Death Experience, became a best-seller. Research now shows that there is a continuation of **conscious experience** in some 40 per cent of cases

where a person's physical body is comatose after an accident, surgery or other **life-threatening trauma**. The subjective existence of the NDE is no longer in doubt. Nor are the sometimes dramatic **after-effects**.

2.3. *The first sentences of eight paragraphs have been removed from the main part of the article. They are given here, but in the wrong order. In pairs, say what you think the order might be:*

1. In stage four, the light gradually enlarges until the experiencer **emerges** into it.
2. Many are at first distressed and disappointed to find themselves back in the physical body with its pain and limitations.
3. Professor Kenneth Ring of the University of Connecticut has described a **widely accepted sequence of stages in the experience**.
4. A small number of negative NDEs has also been recorded.
5. The final and deepest stage is 'entering the light', into a **transcendental** environment of **surpassing** beauty.
6. Material values and status matter less; there is more emphasis on being rather than having.
7. Perhaps the most **pervasive** after-effect of the NDE lies in the changed attitude to death and the possibility of an **afterlife**.
8. At this point, the experiencer may have the impression of **seeing** his or her **earthly life in review**, discovering that nothing **has been erased**.

 **2.4.** *Now read the article. Decide which sentence begins which paragraph, and see if your order was correct.*



1. ...The first stage (they occur with diminishing frequency) is characterised by an overwhelming sense of peace, calm, and wellbeing, as well as freedom from bodily pain, which may have been **acute**. In the second stage, the experiencer **feels detached from the physical body**, which often seen below and in a slightly different light.

The detachment is emotional as well as physical: the self no longer identifies with what it sees as a physical instrument **to be discarded** when worn out. There is **sensation of weightlessness**; mental processes are very clear and the senses of sight and hearing extremely acute. Hearing seems to be **telepathic**: "I heard him say, or rather, saw him think." Experiencers are often able to de-

scribe in some detail events which actually took place while they were "unconscious".

Sometimes these two stages **are bypassed** and the experiencer finds herself or himself moving rapidly down a dark tunnel towards a light. Some researchers interpret this as **the transition into another mode of consciousness**.

2. ...There's a feeling of love, joy, beauty, and peace; the light **exudes** compassion and understanding, and may be felt as a presence or being **with** whom the experiencer **feels at one**, which some call an encounter with the "Higher Self."

3. ...Not only life experiences, but also the effects of thoughts, feelings and actions on others are now felt as if they were at the receiving end. The **moral implications** of this are **momentous**: it implies that we are so linked to each other that we **undergo the reverberations of** all we think, say, feel or do. For the experiencer, awareness and control of thoughts, feelings and actions become a central concern.

4.There may be meetings with dead relatives and, loved ones, who usually make it clear that the experiencer's time is not yet up and that they must return to earth. Sometimes the return **is symbolically presaged by** a door, boundary or river which they are not allowed to cross. People return for two main reasons: either their purpose has not been fulfilled or they must meet the needs of family and dependants.

5. ..."Death is the hardest thing from the outside and as long as we are outside of it," wrote C. G. Jung, after his own NDE in 1944. "But once inside, you taste of such completeness and peace and fulfilment that you don't want to return."

He found his illness **gave him a glimpse behind the veil into** what he called the truly real life; he was horrified at the prospect of returning to "this **fragmentary**, restricted, narrow, almost mechanical life, where you were subject to the laws of gravity and cohesion, imprisoned in a system of three dimensions and whirled along with other bodies in the turbulent stream of time."

For Jung, death, far from being **the irreversible extinction of consciousness, heralded** an expansion and intensification of experience. It was our physical reality which now seemed unreal, limited and robot-like: a **complete revolution of perspective and assumptions**.

6. ...In *Return From Death* (Routledge and Kegan Paul), the first comparative survey to be published in this country, Margot Grey has found it possible to discern five stages which correspond to the positive ones: fear and a feeling of panic; **out-of-the-body experience** with an **urge** to return to the physical

body; entering a **black void**; sensing an evil force which tries to drag you down; and entering a **hell-like environment**.

7. ...Experiencers – as distinct from people who have been close to death but have not experienced continuation of consciousness – lost their fear of death and are convinced of the existence of an afterlife, whatever the researchers conflicting interpretations.

They tend to find they have an **enhanced** appreciation of beauty, silence, the present and the small things of life. Their concern for others is greater; they have more insight and understanding, more tolerance and acceptance; they become more sympathetic listeners. They are less concerned with impressing others, and have an **increased sense of self-worth**.

8. ...Some record the development of **paranormal and healing abilities**. There is a quest for meaning and intellectual or spiritual understanding.

The **change in religious or spiritual orientation** can also be significant. Typically, there is an emphasis on the spiritual life and **unconditional love**, with less stress on formal aspects of religion. People feel closer to God, especially if they have had a mystical encounter. There is an **openness to** eastern religions and the idea of reincarnation, a belief in the essential unity of all faiths, and an intense desire for a **universal religion** which would **dissolve the barriers** that human beings have erected against each other.

Perhaps the most intriguing aspect of Margot Grey's book has to do with the "**planetary visions**" – **ostensibly precognitive glimpses of coming world events**. Whatever one's interpretation of the evidence, there is a surprising consensus on what is to come: widespread earthquakes and **volcanic activity**, a **pole shift**, **erratic weather patterns**, **drought and food shortages**, **economic collapse**, **social disintegration**, diseases of unknown origin, and possibly nuclear or natural holocaust or catastrophe.

Such calamities are seen as the inevitable result and reflection of a universally **flagrant** and ignorant **violation of natural and spiritual laws**, a necessary **shake-up and purification** which will bring a new sense of unity and cooperation. The severity of the disasters is said to depend on the extent to which human beings work to acquire the qualities that the no NDE itself brings: unconditional love and spiritual values.

So the NDE is not a **peripheral** phenomenon of merely private interest. It **points to a living universe and a spiritual view of humankind**, towards personal survival of death, and towards the breakdown and renewal of our civilization. The crisis is an opportunity.

(Guardian, 19, December, 1985)

2.5. *Explain the meaning of the words and word combinations in bold type and render them into Russian.*


2.6. *Comprehension check. Answer the following questions:*

1. The text says 'The subjective existence of the NDE is no longer in doubt.' What *is* in doubt?
2. What are the characteristics of the five stages? Which of them describe something physical, and which mental? Which sound pleasurable and which frightening?
3. What is the one experience which may constitute objective proof of the NDE?
4. How can an experiencer say 'I... saw him think'?
5. The moral implications of this are momentous. Why?
6. How does the experiencer learn that his/her time is not yet up? What are the two main reasons for returning? What *doesn't* dictate whether a person dies or not?
7. What did Jung find horrific about life? What did he call 'truly real life'? Why, do you think?
8. What are some of the changes that come over experiencers when they return to life?
9. What are some of the barriers that we have erected against each other?
10. What are 'planetary visions'? What sort of world do they predict?
11. What ideas expressed in the final paragraph?

2.7. *Here is the list of the sensations the experiencers generally have in the near-death situations. Compare them to those described in the article you have read:*

- 1) a very unpleasant sound/noise is the first sensory impression to be noticed;
- 2) a sense of being dead;
- 3) pleasant emotions; calmness and serenity;
- 4) an out-of-body experience; a sensation of floating above one's own body and seeing the surrounding area;
- 5) a sensation of moving upwards through a bright tunnel of light or narrow passageway;
- 6) meeting deceased relatives or spiritual figures;
- 7) encountering a being of light, or a light (often interpreted as being the deity or deities they personally believe in);
- 8) being given a life review;
- 9) reaching a border or boundary;

- 10) a feeling of being returned to the body, often accompanied by a reluctance.
- 11) feeling of warmth even though naked.

 **2.8.** *There have been numerous attempts to criticize or explain NDEs. Here are some of them. Read and comment on them. Do you have any ideas of how else the phenomenon can be explained?*

A. In the 1990s, Dr. Rick Strassman conducted research on **the psychedelic drug** Dimethyltryptamine (DMT) at the University of New Mexico. Strassman advanced the theory that a massive release of DMT from the pineal gland prior to death or near-death was **the cause of the near-death experience phenomenon**. Only two of his **test subjects** reported NDE-like aural or visual hallucinations, although many reported feeling as though they had entered a state similar to the classical NDE. His explanation for this was the possible lack of panic involved in the clinical setting and possible dosage differences between those administered and those encountered in actual NDE cases. Some speculators consider that if subjects without prior knowledge of the effects of DMT had been used during the experiment, that it is possible more volunteers would have reported feeling as though they had experienced an NDE.

B. In a new theory devised by Kinseher in 2006, the knowledge of the Sensory Autonomic System is applied in the NDE phenomenon. His theory states that the experience of **looming death** is an extremely strange paradox to a living organism - and therefore it will start the NDE: during the NDE, the individual becomes capable of "seeing" the brain performing a scan of the whole episodic memory (even prenatal experiences), in order to find a stored experience which is comparable to the **input information** of death. All these scanned and retrieved bits of information are permanently evaluated by the actual mind, as it is **searching for a coping mechanism out of the potentially fatal situation**. Kinseher feels this is the reason why a near-death experience is so unusual.

The theory also states that out-of-body experiences, accompanied with NDEs, are an attempt by the brain **to create a mental overview of the situation** and the surrounding world. The brain then transforms the input from sense organs and stored experience (knowledge) into a dream-like idea about oneself and the surrounding area.

C. In spite of all the criticism and the attempts to explain the phenomenon it is still unclear how it happens. The following passage reflects a scientist's amazement at what our body keeps in storage for us.

"The brain isn't functioning. It's not there. It's destroyed. It's abnormal. But, yet, it can produce these very clear experiences ... an unconscious state is when the brain ceases to function. For example, if you faint, you fall to the floor, you don't know what's happening and the brain isn't working. The memory systems are particularly sensitive to unconsciousness. So, you won't remember anything. But, yet, after one of these experiences [a NDE], you come out with clear, lucid memories ... This is a real puzzle for science. I have not yet seen any good scientific explanation which can explain that fact."

2.9. What do you think:

1. Many of the experiences sound like dreams. Have you ever had a similar dream?
2. In what ways are the events described in NDE reflected in religious beliefs that you know about?
3. Have you heard of any **mediums** or **spiritualists** who claim **to be able to communicate with the dead**?

LANGUAGE FOCUS

Multi-word verbs and nouns formed from them. *The majority of nouns consisting of a verb with a particle do not have a corresponding multi-word verb with the same meaning.*

E.g. Technological advances in space research have yielded many **spin-offs** for ordinary people, for example, non-stick saucepans.

*A **spin-off** is something useful that happens unexpectedly as a result of activities designed to achieve something else. There is no corresponding verb 'to spin off'. However, with some there is a link. A **push-up** is an exercise where you **push up** your body.*

Complete the pairs of sentences below with the following verb-and-particle combinations. The same combination is used in both sentences in each pair, once as a verb and once as a noun. All the nouns (except one) have the verb as the first element.

check up
break out
give away
write off
crack down

put down
clear out
get together
print out
look out

set up
rip off (informal)
slip up
sell out

- A. Tickets for the concert have _____. It's impossible to buy one except from a tout.
The football match was a _____ and the capacity crowd enjoyed every minute.
- B. The Government has _____ an inquiry to investigate leaks from the Foreign Office.
I have never understood the political _____ in America. Their elections seem to last for years.
- C. While I was _____ the garage, I came across some gloves I lost years ago.
I had a _____ in the loft and threw out rubbish that had accumulated over the years.
- D. The Council originally offered her a job, but then they _____ on her past, found that she had been to prison, and retracted the offer.
I went to the doctor for a blood test and a _____. (*Different meaning – the verb suggests that the checking is done secretly.*)
- E. There was supposed to be an election, but due to an administrative _____, the ballot papers weren't ready, so the election had to be postponed.
'You mean you let the customer walk out even though you had seen him stealing something?' said the manager to her store detective. 'You _____ there, didn't you?'
- F. My sister and I are very close. Whenever we _____, we have a good old chat and a laugh.
We're having a little _____ on Sunday to celebrate our good news. Would you like to come?
- G. The party was going well, but suddenly a fierce fight _____ between rival gangs and a lot of damage was done.
There has been a severe _____ of food poisoning at the local hospital.
- H. You paid two thousand pounds for that car! What a _____! It isn't worth half that!
Shop-keepers always try to _____ tourists by overcharging them or short-changing them.
- I. No matter what I did to impress my father as I was growing up, nothing impressed him. He was always _____ me _____ by saying what he'd achieved when he was my age. I felt so deflated.
Saying that women can't handle high-powered jobs because they are too emotional is a real _____. It's simply not true.
- J. Police are having _____ on speeding motorists, and are using radar to monitor their speed.
If the Inland Revenue had more time, they would _____ on tax evaders more quickly.
- K. The computer _____ the information you need when you press this key.
He had the firm's sales record over the past five years on a computer _____.

L. Customs officers are keeping a sharp _____ for the escaped prisoner in case he tries to flee the country.

While you're shopping this afternoon, _____ for a tie that will go with my new shirt.

M. Spies _____ their country's secrets.

There are many fake ten-pound notes in circulation at the moment, but the _____ is that the forgers have put Elizabeth I instead of Elizabeth II on them, so they're easy to spot.

N. Many people believe that western banks should _____ debts to third world countries, because they can't possibly afford to service them.

After the accident, my car was a complete _____ and I had to get a new one.

TALKING POINTS

1. *Speak on the following:*

1. The positive stages of the NDE.
2. The negative stages of the NDE.
3. The after-effects of the NDE.
4. The possible explanations of the NDE.
5. Report on varying attitudes to life after life / NDE among the members of your family and friends.

2. *Role play*

Conduct a radio / TV programme on the NDE. The participants of the programme are people who have experienced NDEs as well as those who have been thoroughly investigating the problem. Make use of the active vocabulary.

SELF-CHECK

I. *Say the following in English:*

- | | |
|--|--|
| 1) непревзойденная красота; | 7) мрачная (черная) пустота; |
| 2) возможность загробной жизни/
жизни после смерти; | 8) место, похожее на ад; |
| 3) видеть/просматривать
чью-либо жизнь заново; | 9) чувство собственной значи-
мости; |
| 4) ощущение невесомости; | 10) паранормальные и целитель-
ные способности; |
| 5) переход в другое состояние
сознания; | 11) безусловная любовь; |
| 6) свет, излучающий сострадание
и понимание; | 12) предвидение того, что может
произойти в мире; |

- 13) вулканическая активность и сдвиг/смещение полюсов; 15) нарушение природных законов и законов духовной жизни.
- 14) падение экономики и распад общества;

II. Choose the right adjective to complete the sentences given below:

erratic	compelling	transcendental
elevating	plausible	momentous

1. In her book she gives several ... arguments why Lee Harvey Oswald could not have shot President Kennedy.
2. Heating was difficult owing to ... supplies of gas, electricity and water.
3. The experience wasn't terribly ... so everybody was sorry they had agreed to take part in the experiment.
4. At this point William made a ... decision, which had a great effect on his future life – he resigned from his job and joined the army.
5. This explanation fits the facts and is psychologically ... the scientists approved of it unanimously.
6. Gazing at that majestic painting was for me an almost ... experience, something rising above the level of ordinary thought or reasoning.

III. Paraphrase the underlined parts of the sentences using the noun forms of the appropriate multi-word verbs:

1. This whole situation only happened because of a mistake by the bank.
2. Your room needs cleaning – there are too many useless things in it.
3. The sudden beginning of revolution in Rumania led to the death of Ceausescu.
4. Luckily he escaped with a few scratches but the car was badly damaged and not worth repairing.
5. Davies was eventually caught during a government repression on tax evasion.
6. Madonna's European tour was a total success.
7. Myra's taken the baby to the clinic for his six-month health examination.
8. We have all the necessary information on a copy printed from a computer.
9. They have a very strange system in this company – everyone gets exactly the same pay.
10. Shauna's picture won the first prize, so we had a little party to celebrate it.
11. They are charging \$50 for cup finals – that's a too high price.
12. It was a cruel thing to say and hurt her badly.

D. THE MEANING OF LIFE

ACTIVE VOCABULARY

Acquisitive (adj) – (*derogative*) an ~ collector; an ~ company; to be ~, **acquisitiveness** (n)

Affluent (adj) – an ~ life style, an ~ society; to be ~

Bound (adj) – to be ~ to do sth; I am ~ to say

Material (adj) – the ~ world; ~ needs; ~ wealth / goods / comforts; **materially** (adv), to be ~ deprived; **materialist** (n); **materialistic** (adj), a ~ person / theory / society / outlook

Placid (adj) – a ~ temperament / smile; the ~ waters of the lake; **placidly** (adv), to go ~ amid the noise and haste

Replicate (v) – (*formal*) to ~ oneself; **replication** (v)

STARTER

1. Look at Pieter Brueghel's picture, *Landscape with the Fall of Icarus* and try to describe it.



1.1. Read the background information about the picture and the myth that prompted the artist to paint it. Then answer the questions below.

Landscape with the Fall of Icarus was painted in oil on canvas in about 1558 by Pieter Brueghel the Elder, (1525 -1569). It is now in the Musées Royaux de Beaux-Arts de Belgique in Brussels.

In the Greek myth, Daedalus and his son Icarus were imprisoned in Mino's labyrinth on Crete. Daedalus fashioned wings fixed to the shoulders with wax, so that he and his son might escape. But Icarus flew too close to the sun, the wax melted, and he fell to his death in the Aegean sea. Icarus is the character in the bottom right of the picture, only his legs showing as he falls into the sea.


1. How does the painting connect to the myth?
2. What is the atmosphere like in the picture?
3. Where is Icarus and what is happening around him?
4. What are the other people doing?
5. What did the painter emphasize in his picture?

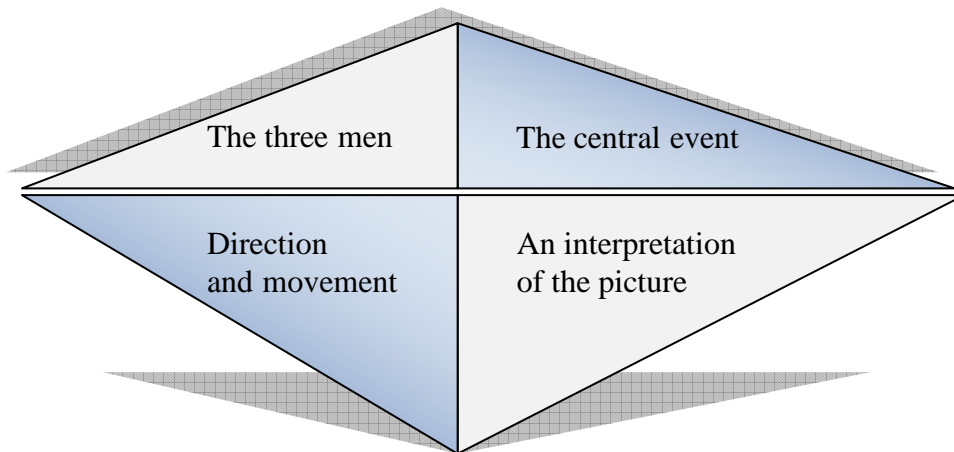
1.2. *The following poem reflects the idea of the picture. Read it and define its message.*

LANDSCAPE WITH THE FALL OF ICARUS
(William Carlos Williams)

According to Brueghel
when Icarus fell
it was spring
a farmer was ploughing
his field
the whole pageantry
of the year was
awake tingling
near
the edge of the sea
concerned


with itself
sweating in the sun
that melted
the wings' wax
insignificantly
off the coast
there was
a splash quite unnoticed
this was
Icarus drowning.

 **1.3.** *Listen to a description of the picture by an art historian. What does she say about...?*



2. Do you agree with Brueghel's message on life? Isn't it good to be ambitious? Is it true that 'life goes on'?

READING AND DISCUSSING

 **1. Meaning of Life?** Read the following information on what people generally think the purpose and meaning of life is. Comment on their ideas and add your own ones.

POPULAR BELIEFS OF THE PURPOSE OF LIFE

"What is the meaning of life?" is a question many people ask themselves at some point during their lives. This has been the ultimate question since the beginning of mankind. It seems inherent in our nature to ask questions such as "Where did we come from? How did I get here? What's my purpose on earth? Where do I go when I die? What's the meaning of all this?" Here are some of the life goals people choose, and some of their beliefs on what the purpose of life is:

...to survive

...to survive, that is, to live as long as possible, including pursuit of indefinite lifespan (the closest thing to immortality that is theoretically possible) through scientific means

...to evolve

...to **replicate**, "the dream of a bacteria is to become two bacteria," since DNA replication has a mutation rate, this results in evolution.

...to find happiness

...to seek happiness, to end suffering, to create equality, to challenge oppression, to distribute wealth, be generous, to contribute to a community, to help others, be creative and have fun. And **to be a true authentic human being and accept and forgive human flaws.**

2. *How does religion view our life and its purpose? What ‘religious purposes’ of life may there be?*

2.1. *Interpret the following quotations:*

1. The Holy Bible states that it is God "in whom we live and move and have our being" (*Acts 17:28*)
2. "Be fruitful, and multiply; fill the earth, and subdue it" (*Genesis 1:28*)
3. "He has showed you, O man, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God." (*Micah 6:8*)

2.2. *Read how religious people answer the question “Meaning of Life?” Answer the questions below.*

The Answer without God

Meaning of Life? – Through **the teaching of evolutionary science**, materialism and moral relativism in our popular media and public school system, we’ve removed God from the potential answers to these ultimate questions of life. Without God, we lose any **transcendent** purpose for the universe in which we live. Without God, we lose any transcendent purpose to give meaning to our individual lives. We are nothing more than bugs struggling with survival until we die. All the achievements, the sacrifices, the good and beautiful efforts of people, the ugly and dark acts of people, are ultimately futile things of life. Without God, we also lose any possibility for life after death. When you remove the hope of heaven, you remove the ultimate value and purpose of life. What difference would it really make whether we lived like a Billy Graham or an Osama Bin Laden? Everyone’s fate would be the same anyway. This is the hopeless outlook of those who base their belief system on materialism, naturalism and the presupposition that life on earth is all there is.

The Answer with God

Meaning of Life? – The answer to this question cannot come from human intelligence or reason, but only from the Creator himself who **transcends** our material world. As we see in today’s **naturalistic society**, once we remove God from the equation, we start to lose all sense of purpose for mankind. But, if God exists, we really do have a transcendent purpose, and really do have meaning for our lives. Not only do we **find day-to-day significance in our lives**, but an ul-

timate significance through our hope in eternal life. If God exists, we remove the moral relativism that pervades today's society, and we replace it with a standard of absolute right and wrong residing in the character of God Himself. This gives our **day-to-day choices** significance too. God gave us the ability to choose whether we live by His moral laws or by whatever values we assign to ourselves through our own reason. As we find, we are not mere robots placed on this earth by God. Rather, we have absolute free will to follow what He says or not. We can either recognize God as the Creator of the universe, or we can deny that He exists. We can choose to live a meaningless life or a life with absolute and eternal purpose.

When was the Last Time You Really Asked this Question?

Meaning of Life? – Who has time to ask this question anymore? Once we've finished high school biology or college philosophy, that question gets replaced by **the day-to-day rat race of** work, family and the mortgage. However, if the last time we really asked that question, we answered it by imagining that we are **the highest form of life in the evolutionary process**, we have robbed ourselves of any real chance for meaning, purpose and eternal hope. Our existence and future are devalued from being children of God to being just one of many species of animals on this earth. If you look at the last 150 years of history, it's sad that mankind has felt the need to live according to **alleged intelligence and reason** rather than according to the laws and love of God. We encourage you to ask the question again. Examine the answers and evidence for yourself – you may be happy you did!


Questions:

1. How does the teaching of evolutionary science, materialism and moral relativism affect our understanding of our purpose in life according to the author?
2. How does God help understand our purpose in life and our destiny?
3. Why do people seldom ask such questions as “What is the purpose of our life?” or “Who are we?” according to the author's point of view?
4. How do people tend to answer these questions? Why does the author regard the answers to be wrong?
5. What is the tone of the text?
6. Do you agree with everything stated in the text? Why?
7. When did you last ask yourself the same questions and how did you answer them?

3. Before reading the next article, do the following vocabulary work.

3.1. Explain or define the words and word combinations in bold type in the sentences below:

1. Young people want to find **a good job with good prospects**.
2. We live in a **materialistic society** and are trained from our earliest years to be **acquisitive**.
3. **Success is measured in terms of the money**.
4. People **are struggling frantically to keep up with** the rest.
5. **'Built-in obsolescence'** provides the means: goods are made to be discarded.
6. Tempting salaries and **'fringe benefits'** are offered to skilled personnel, which leads to **'brain drain'**.

 3.2. Read the article and be ready to answer the questions on it.

THE ONLY THING PEOPLE ARE INTERESTED IN TODAY IS EARNING MORE MONEY

Once upon a time there lived a beautiful young woman and a handsome young man. They were very poor, but as they were deeply in love, they wanted to get married. The young people's parents shook their heads. 'You can't get married yet,' they said. 'Wait till you **get a good job with good prospects**.' So the young people waited until they found good jobs with good prospects and they were able to get married. They were still poor, of course. They didn't have a house to live in or any furniture, but that didn't matter. The young man had a good job with good prospects, so large organisations lent him the money he needed to buy a house, some furniture, all the latest electrical appliances and a car. The couple lived happily ever after paying off debts for the rest of their lives. And so ends another modern romantic fable.

We live in a **materialistic society** and are trained from our earliest years to be **acquisitive**. Our possessions, 'mine' and 'yours' are clearly labelled from early childhood. When we grow old enough to earn a living, it does not surprise us to discover **that success is measured in terms of the money** you earn. We spend the whole of our lives keeping up with our neighbours, the Joneses. If we buy a new television set, Jones **is bound to** buy a bigger and better one. If we buy a new car, we can be sure that Jones will go on better and get *two* new cars:

one for his wife and one for himself. The most amusing thing about this game is that the Joneses and all the neighbours who **are struggling frantically to keep up with** them are spending borrowed money kindly provided, at a suitable rate of interest, of course, by friendly banks, insurance companies, etc.

It is not only in **affluent** societies that people are obsessed with the idea of making more money. Consumer goods are desirable everywhere and modern industry deliberately sets out to create new markets. Gone are the days when industrial goods were made to last forever. The wheels of industry must be kept turning. '**Built-in obsolescence**' provides the means: goods are made to be **discarded**. Cars get tinnier and tinnier. You no sooner acquire this year's model than you are thinking about its replacement.


This **materialistic outlook** has seriously influenced education. Fewer and fewer young people these days acquire knowledge only for its own sake. Every course of studies must lead somewhere: i.e. to a bigger wage packet.

The demand for skilled personnel far exceeds the supply and big companies compete with each other to recruit students before they have completed their studies. Tempting salaries and 'fringe benefits' are offered to them. Recruiting tactics of this kind have led to the '**brain drain**', the process by which highly skilled people offer their services to the highest bidder. The wealthier nations deprive their poorer neighbours of their most able citizens. While Mammon is worshipped as never before, the rich get richer and the poor, poorer.

3.3. *Answer the following questions on the text:*

1. What does the author of the article want to say by the 'modern romantic fable'?
2. What does the author mean saying that 'we live in a materialistic society'?
3. How do people get trapped by 'built-in obsolescence'?
4. How has materialistic outlook affected education?
5. What is 'brain drain' caused by?
6. What is Mammon? How can you interpret the following saying 'You cannot serve both God and Mammon'?
7. Do you share the author's point of view on the problems raised in the article?

4. Words of Wisdom. *Have you ever been given any advice on how to live, what to achieve in life?*

 **4.1.** Listen to some people talking about advice they have been given in their lives. Take notes after each person to complete the chart. Compare your notes with each other.

Name	Words of wisdom	Given by whom?
1. Elaine		
2. Lizzie		
3. Justin		
4. Claire		
5. Henry		
6. Simon		
7. Fiona		
8. Chris		
9. Sue		
10. Martyn		

4.2. Which pieces of advice do you find most interesting or relevant to you? What particularly memorable words of wisdom have you been given that have helped you in your life? Tell the class.

4.3. Read the following text through quickly and say in what ways it avoids expressing the views of one particular religion? Before reading go through the background information.

Background Information

Here is a text which was supposedly found in the Old Saint Paul's Church, Baltimore, dated 1692. There has been doubt about its authenticity because of the modern feel of the language in it. It is called 'Desiderata', which means **'things that are desired or missing'**.

DESIDERATA

GO PLACIDLY AMID THE NOISE AND HASTE, and remember what peace there may be in silence. As far as possible without surrender be on good terms with all persons. Speak your truth quietly and _____ and listen to others, even the _____ and ignorant: they too have their story. Avoid loud and _____ persons, they are vexations to the spirit. If you compare yourself with others you may become vain and _____; for always there will be greater and lesser persons than yourself. Enjoy your achievements as well as your plans. Keep interested in your own career however _____; it is a real possession in the changing _____ of time. Exercise caution in your business affairs; for the world is full of _____. But let this not blind you to what virtue there is. Many persons _____ for high ideals and everywhere life is full of heroism. Be yourself. Especially, do not _____ affection. Neither be cynical about love, for in the face of all aridity and disenchantment, it is perennial as the grass. Take kindly the counsel of the years, _____ surrendering the things of youth. Nurture strength of spirit to _____ you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue and _____. Beyond a wholesome discipline, be gentle with yourself.

You are a child of the universe no less than the trees and the stars. You have a _____ to be here. And whether or not it is clear to you, no doubt the universe is _____ as it should. Therefore be at peace with God, whatever you conceive Him to be; and whatever your labors and aspirations, in the noisy confusions of life keep peace with your soul. With all its _____ and drudgery and broken dreams, it is still a beautiful world. Be careful. Strive to be happy.

clearly, articulately, unambiguously
gloomy, dull, dim

touchy, argumentative, aggressive

bitter, spiteful, twisted

humble, trivial, insignificant
hazards, fortunes, opportunities

intrigue, strategies, trickery

strive, struggle, endeavour

forge, fake, feign

willingly, gracefully, elegantly

protect, guard, shield

loneliness, solitude, isolation

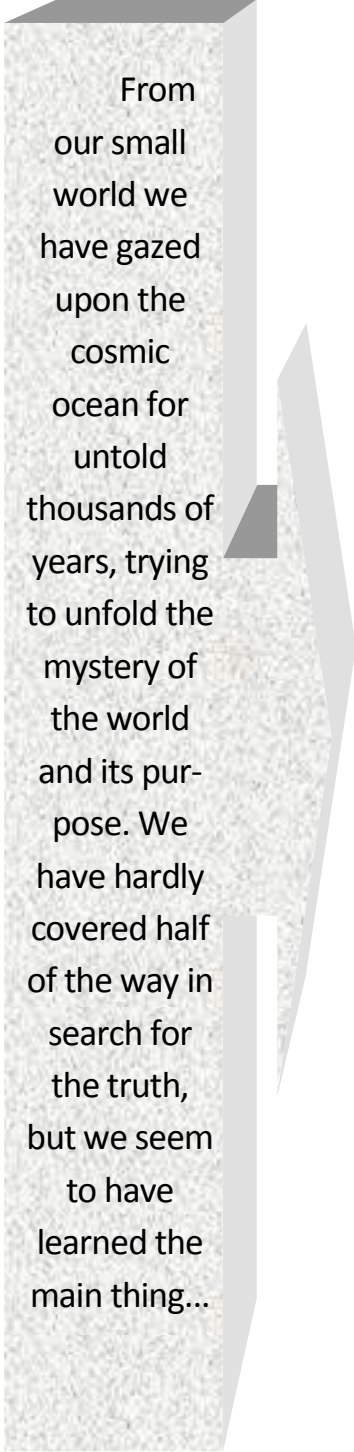
role, right, privilege

unfolding, proceeding, progressing

pretence, sham, swindle

4.4. Now read it again, and decide which of the words on the right best fills each gap. Pay attention to the synonyms and their associations. What 'words of wisdom' does the text contain? Define the message of the text.

5. Read the following article and be ready to say how the author views the place of a human being in the universe. Make its summary in English.



From our small world we have gazed upon the cosmic ocean for untold thousands of years, trying to unfold the mystery of the world and its purpose. We have hardly covered half of the way in search for the truth, but we seem to have learned the main thing...

Имеются ли в настоящее время основания для пересмотра взгляда на человечество как на уникальное явление в мире? Мы сразу же ответим: «Да!» Простейший довод в пользу такой переоценки наших представлений состоит в том, что сравнительно недавно Солнце, Земля и другие планеты были «смещены» с центрального или, во всяком случае, значительного положения в звездной Вселенной и переведены в положение рядового зрителя в ничем не примечательном месте – слабой спиральной ветви обычной галактики. Этот довод прост, но очень важен, поскольку, как известно, он привел к отказу от более ранних геоцентрических или гелиоцентрических теорий строения Вселенной. В результате этого мы сделали большой шаг вперед в познании истинного строения космоса. И этот процесс познания необратим. Мы должны привыкнуть к факту, что находимся на периферии и движемся вместе с нашей звездой – Солнцем – во внешней части Галактики, которая является одной из многих галактик, содержащих миллиарды звезд.

Я не могу сказать, обладаем ли мы каким-либо величием в смысле нашего положения в пространстве или во времени. Думаю, что наша слава в чем-то ином. Не следует ли также откровенно поставить под сомнение тщеславную и надоевшую догму, согласно которой человек почему-то является чем-то особым, чем-то недостижимым? Может быть, он и недостижим. Я надеюсь, что он таков. Но, конечно, не в смысле своего положения в пространстве или во времени и не из-за его энергии или химического состава. Если говорить о четырех основных материальных сущностях – пространстве, времени, материи и энергии, то здесь он ничем не замечателен. Не уникальны и не заслуживают того, чтобы ими хвастаться, ни его размеры, ни деятельность, ни химический состав, ни эпоха, в которую он живет. Конечно, человек – сложное и интересное явление, но не стоит по этому поводу умиляться или углубляться в самоана-

лиз. Поскольку наши иллюзии об особом назначении человека уже рассеяны, мы окажемся в лучшем положении, если будем говорить о человеческом разуме и оценивать его мощь, его значимость и его эффективность в понимании космических процессов.

Считать доказанным непревзойденность человека как биологического вида, предполагать, что жизнь в целом и человеческая жизнь в частности – явление особой важности для Вселенной, настаивать на том, что данная геологическая эпоха чем-то необычайно значительна в ходе времени – все эти легковесные утверждения следует поставить под сомнение. Однако наша незначительность в материальном мире не оскорбительна. Разве нас унижает, что мы не летаем, как воробьи, что мы меньше бегемотов, что собаки обладают более острым слухом, а насекомые – более тонким обонянием? Мы легко миримся со всеми этими свидетельствами наших меньших способностей и сохраняем при этом чувство собственного достоинства. Мы без труда примирились бы со звездами и с космическими фактами. Вселенная настолько грандиозна, что в ней почетно играть даже скромную роль.

6. Comment on Albert Einstein's words and speak on how you understand the purpose of your life:

A human being is part of a whole, called by us the Universe, a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, **restricting us to our personal desires** and to affection for a few persons nearest us. Our task must be to free ourselves from this prison by widening our circles of compassion to embrace all living creatures and the whole of nature in its beauty.

LANGUAGE FOCUS

Grammar: Do the exercises from Headway Advanced Workbook on *linking words and phrases* ex. 5, p. 76.

TALKING POINTS

Which quotations do you find relevant to today's world and your own life? In what ways?

1. One's purpose in life is not written in text nor can it be found somewhere.
2. Two things fill the mind with ever increasing wonder and awe. The more often and the more intensely the mind of thought is drawn to them: the starry heavens above me and the moral law within me. (Imanual Kant).

3. Life is too important to be taken seriously. (Oscar Wilde).
4. Life is full of misery, loneliness and suffering – and it's over much too soon? (Woody Allen).

WRITING

Write an essay on one of the following topics:

1. I never think he is quite ready for another world, who is altogether weary of this. (Hugh Hamilton)
2. Religion is the human response to being alive and having to die. (F. Forrester Church)
3. In some sense man is a microcosm of the universe; therefore what man is, is a clue to the Universe. (David Bohm)

SELF-CHECK

I. Say the following in English:

- | | |
|--|--|
| 1) быть настоящим человеком; | 6) борьба; |
| 2) признавать и прощать человеческие недостатки; | 7) благоразумие, приписываемое человеку; |
| 3) положения эволюционной теории; | 8) материалистическое общество; |
| 4) натуралистическое общество; | 9) «утечка мозгов»; |
| 5) находить смысл в повседневной жизни; | 10) стяжательство. |

II. Write one suitable word in each gap.

MY DEAD DAUGHTER WILL BE RECREATED, PLEDGES FATHER

The father of a teenage girl murdered three years ago hopes to (a) her back to life using a cell from her brain.

Patricia Wilson's brain was frozen hours after her (b) ____ body was found.

Now her father, American author Robert Wilson, believes scientists will be able to (c) ____ 10 – 15 years.

He said: 'I want to give her the (d) ____ in life that a drunken burglar took away. 'I'm sure that science will produce its first (e) I clone in the next few years.'

Patricia, 15, called Luna by her family – was (f) ____ slaughtered in a San Francisco store where she worked as a part-time clerk. Her father ordered the brain to be taken to a Californian firm that (g) in freezing bodies for science.

He said: 'Cloning is so close to being (h) _____. Luna would not have her complete personality if she were brought back but she would be an (i) _____ twin in every other way. 'I believe science will find a way to (j) _____ her during my life-time.'

Dr Paul Segall of the University of California, helped the Wilson family freeze Luna's brain. He said: 'Her murder was a terrible (k) _____. Like Mr Wilson, I believe cloning will be possible in the next 15 years and I'll do anything to help his wish come true. 'He loved his daughter very dearly and is not asking the impossible. Thirty years ago men on the moon and (l) babies were just dreams. Now we have both.'

Luna's brain is (m) _____ in chemicals and frozen at minus 320 deg F in liquid nitrogen. The brain (n) _____ can be (o) _____, _____ alive for hundreds of years.

Mr Wilson pays \$150 a year to have the brain preserved. He said: 'Doctors have (p) _____ that they can clone animals. Humans will be next – and I will do anything to get my daughter back.'

SAMPLE EXAMINATION QUESTIONS

1. World religions. What do they have in common?
2. Tell your friends what you think of the religion, its history and its impact on life. Religion in your life.
3. Religion and modern society: are they compatible? What do you think the future of religion is?
4. The creation of the universe. Is there a plausible explanation for the origin of the universe?
5. What are Near Death Experiences? Do you doubt their existence? Do you believe into life after life?
6. What are “planetary visions”? Can you predict further development of life on the Earth? What should be done so that humanity could survive?
7. “Life is not all cakes and ale”. Do you agree with what the proverb goes? What is the meaning of life? Do you have a go-for-it attitude to life?

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