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СБОРНИК АНГЛИЙСКИХ АУТЕНТИЧНЫХ ТЕКСТОВ.

17 тем

Составитель
Д. С. Седов

3-е издание

Минск
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Седов Дмитрий Сергеевич

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17 ТЕМ

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ОТ СОСТАВИТЕЛЯ

Сборник представляет собой оригинальное учебное издание, основанное на современных концептуальных подходах к изучению иностранного языка. Его особенностью является аутентичность всех текстов, взятых из разнообразных зарубежных изданий. Поэтому сборник адресован лицам, обладающим достаточно высоким уровнем языковой подготовки.

Цель сборника — помочь обучающимся совершенствовать навыки чтения литературы в оригинале, правильно строить монологические высказывания, интересно и аргументированно вести дискуссию.

Помимо овладения речевыми навыками учащиеся смогут значительно обогатить свой лексический запас, поскольку точное значение многих слов можно понять только из контекста.

Сборник состоит из 189 аутентичных текстов, организованных по тематико-ситуативному принципу, и вопросов к этим текстам. Предлагается 17 тем:

1. Мужчина и женщина.
2. Родители и дети.
3. Город.
4. Погода и климат.
5. Путешествие.
6. Окружающая среда.
7. Средства массовой информации.
8. Политика.
9. Войны.
10. Преступление и наказание.
11. Проблемы подростков.
12. Еда.
13. Покупки и мода.
14. Искусство общения.
15. Здоровье.
16. Спорт.
17. Развлечения.

Как уже отмечалось, все тексты неадаптированны. Они отличаются новизной информации и богатой активной современной лексикой, для облегчения работы с которой

в текстах жирным шрифтом выделены новые слова, необходимые при ответах на вопросы.

Предложенные после каждого текста вопросы носят проблемный характер и стимулируют речемыслительную деятельность обучающихся. Для ответа на них требуется не воспроизведение текста, а построение собственных рассуждений. Благодаря этому к концу темы обучающиеся обсудят значительный ряд проблем, приобретя при этом устойчивые навыки общения на английском языке.

Составитель сборника будет признателен за ценные советы и пожелания, присланные на адрес издательства.

Д. Седов



I. Men and Women

Text 1

ON MARRIAGE

Marriage is different from love. It is a good institution but I must add a lot depends on the person you are married to.

There is no such thing as a good wife or a good husband – there's only a good wife to Mr.A or a good husband to Mrs.B. If a credulous woman marries a pathological liar, they may live together happily to the end of their days – one telling lies, the other believing him. A man who cannot live without constant admiration should marry a "God, you are wonderful!" type of woman. If he is unable to make up his mind, he is right in marrying a dictator. One dictator may **prosper in marriage**: two are too many.

The **way to matrimonial happiness** is barred to no one. It is all a matter of choice. One shouldn't **look for perfection**, one should look for **complementary part** of a very imperfect other half.

If someone buys a refrigerator, it never occurs to him that it is a bad refrigerator because he cannot play grammarphone records on it; nor does he blame his hat for not being suitable for use as a flower-vase. But many people who are very fond of their stomach marry a cook and then blame her for being less radiantly intelligent and witty than George Sand. Or a man may be anxious to show off his wife's beauty and elegance, marry a mannequin and be surprised to see in six months that she has no balanced

views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much-surprised 15 years later to find out that she is not 17 anymore. Or again if you marry **a female book-warm** who knows all about the gold standard and the laws of planetary motions, you must not blame her for being somewhat less beautiful and temperamental than Marilyn Monroe. And if ladies marry a title or a bank account they must not blame their husbands for not being romantic heroes.

You should know what you are buying. And as long as you do not play records on your refrigirator and not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness.

1. Give your ideas about the choice of a perfect partner.
2. Do your acquaintances, friends, and relatives fit this scheme?

Marriage always demands the finest arts of insincerity possible between two human beings.

Vicky Brown

No matter how happily a woman may be married, it always pleases her to discover that there is a nice man who wishes that she were not.

H. L. Mencken

You see an awful lot of smart guys with dumb women, but you hardly ever see a smart woman with a dumb guy.

Erica Jong

Text 2

MARITAL STATUS

Dear Fiona.

Thanks for all your news. Things are very much as normal here. Harry and I have **split up** – we both felt we had enough of each other. He's **dating** a girl who was **going steady** with Paul when you were here – I think they are quite serious – and I'm

seeing a film producer called Harvey who is waiting for his **divorce to come through**. We're more than just "good friends" but I don't know how long it will last. My late husband's former mistress is marrying his first wife's third husband on Saturday. In fact it's going to be a double wedding because her second son by her first marriage is getting married to the girl he's been sharing flat with for the past six months. You remember? That's her half-brother's **ex-fiancée**, the one who was going out with Jason back in January.

Anyway, how are you? Still the ideal couple over there in Eastbourne, are you? Do I hear wedding bells?

Lot's of love for now.
Mandy.

1. Describe an imaginary/typical love story of your group mates.

Courtship to marriage is a very witty prologue to a very dull play.

William Congreve

True love doesn't consist of holding hands, it consists of holding hearts.

O.A. Battista

A woman can forgive a man for the harm he does her but she can never forgive him for the sacrifices he makes on her account.

W. Somerset Maugham

It is a woman's business to get married as soon as possible and a man's to keep unmarried as long as he can.

George Bernard Shaw

Text 3

WHERE IS LOVE?

A search for love of any kind may lead, oddly enough, to disappointments and personal disasters. What is the danger in looking for love? Can love be found at all?

We are forever looking for love in our lives. We **look for a sweetheart** who will **turn into a loving spouse**. We look for love from our parents and respect from our children. We look for love from our government, hoping our leaders will **be compassionate with** us and our countrymen. But strangely, we often get into our worst messes when all we are doing is looking for love. A **marriage may spit up due to** one of the partner's looking elsewhere for love. A teenager may wreck his car and his body by driving too fast in a quest for a certain kind of love from his peers. Desperate for love people ruin their minds with drugs, which give them a temporary surge of **a counterfeit feeling** similar to love. Does anyone ever find love? If so, where is it? Observation suggests that love, real as it is, cannot be found and isn't anywhere. When you go looking for it, you are going to find something else. What you find may keep you occupied for a while, even addicted, but it's not love. Love is the most **priceless treasure** that life affords us. Religions enshrine it, billboards exploit it, professors categorize it, and newspapers report on its **perversions**. But it is nowhere to be found. Love is a song that threads its way through our lives from beginning to end, but could you ever try to find a song? You just know when you're hearing a song, and you just know when you're experiencing deep love, but you can't find either one. The song is a process. It weaves its way through the vocal cords and through the air molecules, but neither the vibrations, nor the ears that hear them, nor the voice that produces them is the song. You can write notes on paper to suggest a song, but the notes are not the song. A song is a process that cannot be the same twice. Even if you hear a recorded song twice in succession, there are two different songs because you yourself have changed slightly between hearings. A song is a participatory, unrepeatable process. And so is love. Love and songs hide in the cracks of the universe — not only between the atoms, but between the betweens, in the realm of quality, not quantity — in the unmanifest (which is nowhere). Love and songs must and do express themselves using time and space, but they can be neither found nor captured in time and space. If no one were looking for love, our world would be in sad shape, some might say. But our world already is in sad shape precisely because so many people are on this quest, which seems so **laudable and reasonable** until you examine the results of it. The problem with looking for love is that it is the me that wants it. The me wants love in the form of pleasure, money, status, fame,

and any number of other terms. And if the me wants these things badly enough, the me will get them. Unfortunately, all the me gets is the forms and not the love. The me **grabs for the beautiful flame** and **gets only hot ashes**. **Love eludes** the me always, because the me is somewhere, and love is nowhere — they can never meet. Is there no way, then, to find love? Is there no **solution to this dilemma**? Probably not. However, it is a simple fact that anyone can love. It is one of our inalienable rights as humans to love and to give. Perhaps life could not even exist without this process.

There is **electricity generated in the action of love** that is as real as that which powers a train or lights a reading lamp. As with electricity, no one really knows what love is nor where it comes from, but we do know we can channel both electricity and love through conduits. Properly channelled electricity can transform our environment, and properly channelled love can transform the quality of our lives. It seems that **love is most vibrant** in us when we forget ourselves. Self-forgetfulness is recommended by most religions as a way to peace and enlightenment. Knowing this, spiritual aspirants try to forget themselves, hoping peace and enlightenment will come. Catch number one here is that they cannot forget that they are forgetting themselves so they are still caught in the me. There is no catch number two. When we grow weary of looking for love and finding only its ashes and its forms, we may suddenly give up the search. When we have been bitten by our greed and have had our very **health impaired** by our search for love we stop our hurried quest one day and look within — not within the me, but within the cracks of the universe. We may not see anything, but we feel something -- we hear a song. We feel a change in ourselves, a new perspective from nowhere. We haven't asked for it. We just stop searching and there it is.

That is love, **sneaking into our lives** from the cracks between the betweens. We were never away from love, and we could never find it. We wore ourselves out like the man who ran around the streets of the village searching for some air to breathe. Love may catch you between bites of an apple or while you are cleaning the toilet. You live within love always, but you can never find it, capture it, preserve it, or explain it — you might as well try to build a rose with a hammer and nails. Just wait, and listen, and watch, and work — and one day when the time is right, a rose appears on the bush. This rose is rooted in the cracks of the universe, and so is love, and so are you.

1. What is your conception of love? (Its form, origin, elements, characteristics and signs).

2. How do you know that you are experiencing love?

Love anything and your heart will be wrung and possibly broken. If you want to make sure of keeping it intact you must give it to no one, not even an animal. Wrap it carefully round with hobbies and little luxuries; avoid all entanglements. Lock it up safe in the casket or coffin of your selfishness. But in that casket - safe, dark, motionless, airless - it will change. It will not be broken; it will become unbreakable, impenetrable, irredeemable. To love is to be vulnerable.

C.S. Lewis

Marriage has many pains but celibacy has no pleasures.

Samuel Johnson

Put away the book, the description, the tradition, the authority, and take the journey of self-discovery. Love, and don't be caught in opinions and ideas about what love is or should be. When you love, everything will come right. Love has its own action. Love, and you will know the blessings of it. Keep away from the authority who tells you what love is and what it is not. No authority knows and he who knows cannot tell. Love, and there is understanding.

Krishnamurti

Tis said of love that it sometimes goes, sometimes flies; runs with one, walks gravely with another; turns a third into ice, and sets a fourth in a flame; it wounds one, another it kills; like lightning it begins and ends in the same moment; it makes that fort yield at night which it besieged but in the morning; for there is no force able to resist it.

Miguel de Cervantes

Text 4

LOVERS

Of all the **qualities of interpersonal relationships**, none seems as important as love. "We are all born for love," noted famed

British Prime Minister Disraeli: "It is the principle of existence and its only end." It is also an **interpersonal relationship developed, maintained, and sometimes destroyed** through communication.

I feel that there is someone in the world who can complete me, make me feel whole, and who I can laugh with. That person will love me not because he decides to, but because of the fact that when he is near me, he will feel the way I do: like one full entity, concerted. I also believe that love is something that no one person can fix the limits of, because it is as infinite and mysterious as the stars that it's written on. No one really should attempt to explain it, because it is one of the greatest natural phenomena in the world that all people should just have blind faith in. Love is trust and certitude in the unknown, for without that faith, emotions can die.

Mary Pat Michalek

The Nature of Love

Much research is currently devoted to identifying **the ingredients of love**. What makes up the love experience? What are its major parts? Here are two well-reasoned explanations.

Love is a **combination of passion and caring** (Davis 1985). Both of these emotions are looked at as clusters consisting of more specific emotions. The passion cluster, for example, consists of **fascination** (seen in the lovers' **preoccupation with each other**), **exclusiveness** (seen in their **mutual commitment**) and **sexual desire** (seen in their desire to touch). The caring cluster consists of **giving the utmost** (seen in sacrifice for the lover) and serving as the lover's champion or advocate (seen in support for the lover's interest and success).

Love is a **combination of intimacy, passion, and commitment** (Sternberg 1986, 1988). Intimacy (corresponding to part of Davis's caring cluster) is the emotional aspect of love and includes **sharing, communicating, and mutual support**: it is a sense of closeness and connection. Passion is the motivational aspect (corresponding to the passion cluster) and consists of **physical attraction and romantic passion**. Commitment (corresponding to part of the caring cluster) is the cognitive aspect and consists of the decisions you make concerning your lover. When you have

a relationship characterized by intimacy only, you have essentially **a liking relationship**. When you have only passion, you have **a relationship of infatuation**. When you have only commitment, you have **empty love**. When you have all three components to about equal degrees, you have **complete or consummate love**.

Love Styles and Communication

How do you communicate when you are in love? What do you say? What do you do **nonverbally**? How closely do the research findings describe you? According to research, you **exaggerate your beloved's virtues and minimize his or her faults**. You share emotions and experiences and **speak tenderly, with an extra degree of courtesy**, to each other; "please," "thank you," and similar politeness abound. You frequently use "personalized communication." This type of communication includes secrets you keep from other people and messages that have meaning only within your specific relationship. You also create and use personal idioms—those words, phrases, and gestures that carry meaning only for the particular relationship and that say you have a special language that **signifies your special bond**. When outsiders try to use personal idioms —as they sometimes do — the expressions seem inappropriate, at times even **an invasion of privacy**.

You **engage in significant self-disclosure**. There is more confirmation and less disconfirmation among lovers than among either **non-lovers** or those who are **going through romantic break-ups**. You are also highly aware of what is and is not appropriate to the one you love. You know how to reward but also how to punish each other. In short, you know what to do to obtain the reaction you want.

Among your most often used means for communicating love are telling the person face to face or by telephone (in one survey 79 per cent indicated they did it this way), **expressing supportiveness**, and **talking things out** and cooperating (Marston, Hecht, and Robers 1987).

Nonverbally, you also **communicate your love**. **Prolonged and focused eye contact** is perhaps the clearest nonverbal indicator of love. So important is eye contact that its avoidance almost always **triggers a "what's wrong?" response.**

You **grow more aware** not only **of** your loved one but also of your own physical self. Your muscle tone is heightened, for example. When you are in love you **engage in preening gestures**, especially

immediately prior to meeting your lover, and you **position your body attractively**—stomach pulled in, shoulders square, legs arranged in appropriate masculine or feminine positions.

Your speech may even have a somewhat different vocal quality. There is some evidence to show that **sexual excitement** enlarges the nasal membranes, which introduces a certain nasal quality into the voice (M. Davis 1973).

You eliminate socially taboo adaptors, at least in the presence of the loved one. You would **curtail**, for example, scratching your head, picking your teeth, cleaning your ears, and passing wind. Interestingly enough, these adaptors often return after the lovers have achieved a permanent relationship.

You **touch more frequently and more intimately**. You also use more "**tie signs**," nonverbal gestures that show that you are together, such as holding hands, walking with **arms entwined**, kissing, and the like. You may even dress alike. The styles of clothes and even the colours selected by lovers are more similar than those worn by non-lovers.

Cultural Differences in Loving

Although most of the research on these love styles has been done in the United States, some research has been conducted in other cultures. Here is a sampling of the research findings—just enough to illustrate that culture is an important factor in love. The test and the love styles have been found to have validity among Germans. Asians have been found to be **more friendship oriented** in their love style than are Europeans. Members of individualistic cultures (for example, Europeans) are likely to **place greater emphasis on romantic love and on individual fulfilment**. Members of collectivist cultures are likely to spread their love over a large network of relatives.

Gender Differences in Loving

In the United States, the differences between men and women in love are considered great. In poetry, novels, and the mass media, women and men are depicted as acting very differently when falling in love, being in love, and ending a love relationship. As Lord Byron put it in Donjuan, "Man's love is of man's life a thing apart. 'This woman's whole existence." Women are portrayed as **emotional**, men as **logical**. Women are supposed **to love intensely**; men are supposed **to love with detachment**.

Women and men seem to experience love to a similar degree. However, women **indicate greater love** than men do for their same-sex friends. This may reflect a real difference between the sexes, or it may be a function of the greater **social restrictions** on men. A man is not supposed **to admit his love for** another man. Women are permitted greater freedom **to communicate their love** for other women.

Another gender difference frequently noted is that of romanticism. Women have their **first romantic experiences** earlier than men. The median age of **first infatuation** for women was 13 and for men 13.6; the median age for first time in love for women was 17.1 and for men 17.6.

Men were found **to place more emphasis on romance** than women. Further, when men and women were surveyed concerning their view on love — whether it is basically realistic or basically romantic — it was found that married women had **a more realistic (less romantic) conception of love** than did married men (Knapp 1984).

More recent research (based on the romanticism questionnaire) confirms this view that men are more romantic. For example, "Men are more likely than women to believe in love at first sight, in love as the basis for marriage and for overcoming obstacles, and to believe that their partner and relationship will be perfect" (Sprecher and Metts 1989). This difference seems to increase as the romantic relationship develops: men become more romantic and women less romantic.

One further gender difference may be noted and that is differences between men and women in **breaking up a relationship**. Popular myth would have us believe that love affairs break up as a result of **the man's outside affair**. But the research does not support this. When surveyed as to the reason for breaking up, only 15 per cent of men indicated that it was their **interest in another partner**, whereas 32 per cent of women noted this as a cause of the break-up. These findings are consistent with their partners' perceptions as well: 30 per cent of men (but only 15 per cent of women) noted that their partner's interest in another person was the reason for the break-up.

In their reactions to broken romantic affairs, women and men exhibit both similarities and differences. For example, the tendency for women and men **to recall only pleasant memories** and **to revisit places** with past associations was about equal. However, men engaged in more dreaming about the lost partner

and in more daydreaming generally as a reaction to the break-up than did women.

1. **How do you communicate love?**
2. **What is your own definition of love?**
3. **How do men differ from women in loving?**

Age does not protect you from love. But love, to some extent, protects you from age.

Jeanne Moreau

Each time that one loves is the only time one has ever loved. Difference of object does not alter singleness of passion. It merely intensifies it. We can have but one great experience at best, and the secret of life is to reproduce that experience as often as possible.

Oscar Wilde

Lots of people are willing to die for the person they love, which is a pity, for it is a much grander thing to live for that person.

Jason Hurst

Text 5

HERE COME THE DINKS

Double-income, no-kids couples are the latest subset

The members of this **newly defined species** can best be spotted after 9 p.m. in gourmet groceries, their Burberry-clothed arms reaching fur the arugula or a Le' Menu frozen flounder dinner. In the parking lot, they **slide into their BMWs** and **lift cellular phones to their ears** before **zooming off to their architect-designed houses and exurbs**. After warmly greeting Rover (often an akita or golden retriever), they check to be sure the pooch service has delivered his nutritionally correct dog food. Then they **consult the phone-answering machine**, **pop dinner into the microwave** and finally **sink into their Italian leather sofa** to watch a videocassette of, say, last week's L.A. Law or Cheers on their **high-definition, large-screen stereo television**.

These **speedy high-rollers** are **upper-crust** DINKs, double-income, no-kids couples. They **flourish in the pricier suburbs** as well as in **gentrified urban neighbourhoods**. There is no time for deep freezers or station wagons in their **voracious, non-stop schedules**. Many enterprising DINK couples **slave for a combined 100-hour-plus workweek**, a pace relieved by **exotic vacations and expensive health clubs**.

Their **hectic "time poor" life-style** often forces them to schedule dinners with each other, and in some **supercharged cases**, even sex.

Consider the pace of Michele Ward, 26, and Kenneth Hoffman, 31, top executives at different Connecticut management-consulting firms. "**The prime purpose** of our answering machine at home is so we can keep in touch with each other," says Ken of their **jammed schedules**. For pleasure, they sail and "cook seriously together," whipping up veal Normandy or Persian duck in pomegranate sauce.

They subscribe to four gourmet magazines and have a collection of 150 cookbooks. Most recent vacation: three weeks in Tahiti and Bora Bora. "Part of me would like children, but, practically speaking, I don't see how," says Michele, who estimates **the earliest date for childbearing** is 1993. Their ranch-style house has three bedrooms: one for them, one for the computer and one for their Samoyed, Dillon.

David Eagle, 33, a Hollywood television producer, and Nancy Weingrow Eagle, 31, an entertainment lawyer, also **fill out the DINK profile**. In order **to earn their hefty incomes**, each one works 50 to 60 hours a week. They have two dogs and care for them the way they **decorate their home**—which is to say, **lavishly**. "Earthquake, our Labrador-husky mix, has beautiful blue eyes. I have blue eyes, so people think I'm his father," jokes David. "We're going skiing tomorrow and taking both dogs with us." In the late 1960s he supported Eugene McCarthy and was **labelled a hippie**. In the late 1970s he became a yuppie, and accepts DINK as a natural evolution. Little DINKerbells, however, are not yet part of the progression. "We have big responsibilities just being double income-ites," explains David. "We aren't ready to give up the quality time that is necessary to devote to our careers and **transfer that to children**."

The origin of the acronym is not known, but it is often attributed to glib real estate agents or clever marketing M.B.A.s bored with the term yuppie. What separates DINKs from most

other Americans is **a much greater percentage of discretionary income**. "DINKs are one of the few groups that are doing much better than the previous generation," says Frank Levy, an economist at the University of Maryland.

Social pundits warn that DINKdom is often just a transitory state. "It is the moment before tradition sets in," says Faith Popcorn, chairman of New York City's Brain Reserve, a hip consulting firm. "There is **a desire for security, privacy, and nest**. Anything you can make that is easy and secure, warm and available, you can market to their cocoon." Philip Kotler, professor of marketing at Northwestern, divides DINKs into upper and lower classes: U-DINKs and L-DINKs. No doubt, while the L-DINKs are rushing to graduate from K mart to Marshall Field, the U-DINKs will be **deserting the Banana Republic** for Abercrombie & Fitch. Because busy U-DINKs tend to miss mass-media advertising, **upscale magazines** and **direct mail** are the most effective way **to target them**. Kotler cites *the Sharper Image,* a top-of-the-line techie catalogue, as defining U-DINK style.

Marriage is the waste-paper basket of emotions

Sidney Webb

Marriage is popular because it combines the maximum of temptation with the maximum of opportunity.

George Bernard Shaw

The big DINK dilemma is when or whether to have children. In 1986 the cost of raising a child to age 18 averaged almost $ 100.000; of course, that figure does not include future college expenses. Like many DINKs, William Cohen, 33, an Atlanta lawyer, and Susan Penny-Cohen, 28, founder of a headhunting firm for lawyers and paralegals, have not yet **planned to reproduce**. "As our income grew, we found that we had less time," says William. Northwestern's Kotler suspects that the double incomers' **frenzy of consumption** will exhaust itself, and more couples will **see children as desirable**: "Children may be **the next pleasure source** after the DINKs have tried everything else."

Therefore, DINKs will not be the last of the **snappy acronyms**. Get ready for TIPS (tiny income, parents supporting) and, finally, NINKs (no income, no kids).

1. What are the main features of DINKs?

2. Would you prefer this way of life to a calm family life? Why?



MARRIAGE CONTRACT IN RUSSIA: ITS VIRTUES AND FLAWS

1. The peculiarities of Russian marriage contract.

A bill about marriage contract **has been under discussion** in State Duma five times. Many opinions and disputes among specialists from different fields haven't brought the discussion to the creation of the ideal variant. The transition period in Russia left its own mark on the legislation — the main thing is to pass a law, only after that it will be perfected. Therefore there are a lot of **flaws** connected with the realization of marriage contract in our law. Comparing Russian law and the laws of different countries I've singled out some distinctions.

• In many countries **marriage contract is to be registered** by the local authorities, who **record immovable property bargains** and then it is **to be fixed in the special register of property relations**. But this practice is still unknown in Russia. **Marriage contract is attested by the notary**, which reserves a copy for himself.

• In some countries there is a special mechanism that allows any concerned person to know about the fact of **striking the marriage contract**. (It is important for business). But it is impossible in Russia. Marriage contract can become a secret of three.

• **The cancellation of marriage contract** is not a basis for a divorce in Russia. And in the USA it is a much more **serious affair that sometimes leads to court trials.**

• Russian marriage contract **regulates the property relations** only. But in the other countries the personal relations can be a point. For example in France breakfast time is an item of marriage contract.

• In some countries marriage contract can contain a point about **compensation of moral detriment for** the faithlessness. In

Russia this problem worries many men and women too, but it can't be **a subject of marriage contract**.

• Russian marriage contract can't **regulate the rights and duties of the parents in regard to** their children. But in Anglo-American legal system it is admitted.

In other words, the peculiarities of Russian marriage contract depend on the socio-economic conditions of the transition period. In the previous course of time the Soviet people were not even thinking about what the marriage contract is and what it is for. But the last years have brought the important changes. Now people have some property in their possession, they have their own securities, deposits in banks, they can make their own business and while making a marriage they wish **to have a profitable regime for owning their private property**. In connection with this fact there arise an interesting question about **the family mentality** of the post-soviet citizens. During the 70 years an opinion was cultivated that the family was based on the other principles as compared with the West — on the principles of socialistic way of life. It was considered that the family foundation was formed by personal rights and duties, and the property relations were the derivatives from them. Perestroika involved serious changes in value orientations. Now it is difficult to say quite frankly what prevails in the family relations: **sincere feelings of love and affection** or just the **material aspects and the comfortable conditions** of family life. The material, property moments in the married life become more and more significant. This fact provokes a critique on the part of the persons who see in the marriage just its front, **lyrical-romantic essence**, which is too far from everyday trivial life. What is the balance between "pragmatics" and "romantics"? A vitality of marriage contract in Russia will be determined by this balance.

2. Significance of marriage contract and its perspectives.

Now the situation with the institution of marriage contract in Russia is very contradictory. The majority of people, as the sample results show, understand its necessity as a social institute. Marriage contract has its merits and great institutional history in the Western countries. This fact provokes people to treat it with confidence. We can single out three main advantages of marriage contract:

• Freedom in the decision of property questions.

• A projective capability. During the discussion of the contract's items the pretensions of each participant of the married

couple could be discussed. At times these pretensions demonstrate more than **the flaming assurances in love**. The true and objective intentions of each side will **be inevitably disclosed**.

• The study of family-life questions and **the preliminary draft agreement**. This procedure prevents the couple from **paltry quarrels**, misunderstanding and **squabbles** in the future life. Attested by the notary marriage contract keeps a person "within limits". The written agreement reminds an individual that all kinds of his **rash actions** will be paid for by himself.

However, possessing such advantages, marriage contract is not in demand now. The reasons are in its economic, juridical and psychological grounds.

• As far as we know the economic situation in Russia is very difficult now. The majority of people live in the conditions when their wages are delayed for some months. Such contract is a luxury for men and women.

• There is no juridical experience in Russia in this respect. The notaries avoid striking the marriage contracts because they don't know how to do it properly and they are afraid of the responsibility for it.

• But the main reason in the lack of demand is psychological unreadiness. During many years we have been living in society with the insufficiently high role of law. Consequently certain prejudices to juridical documents were formed. People don't want to make visible their property and material status. There is another manner of thinking: male or female is afraid to offend the partner by such practicism. Only the "new Russians" are really interested in such contracts, but the notaries witness that their visits to them first of all are of illegal nature: they want to keep their private property in case of some collisions, problems with the firm or mafia at the disposal of their wives but do not want to inform their business partners about the fact that he delivered all his property to his wife. In case of bankruptcy he will say that does not have any property at all. It is an illegal step and the notaries don't sign such marriage contracts. Has marriage contract its future in Russia? Of course, it has. But there are some peculiarities. In the nearest 1 – 2 years there won't be any sharp splashes of striking the marriage contracts: there are too many difficulties on the way. Probably the persons that are going to marry for the second time will strike it (they have some property and a **bitter experience of the divorce**). We can also suppose that the most of the notaries' clients are rich people. For example,

we know that Alla Pugacheva and Philip Kirkorov stroked the marriage contract. Rich people have something at their disposal what they can share about and **transmit by inheritance**. The middle class will consider the main subject of the contract the property right on the dwelling.

1. Why has the problem of striking a marriage contract arisen in Russia today?

2. What are the advantages and disadvantages of the marriage contract for different classes of society?

3. Would you personally strike a marriage contract? Why?

Those who talk most about the blessings of marriage and the constancy of its vows are the very people who declare that if the chain were broken and the prisoners were set free to choose, the whole social fabric would fly asunder. You can't have the argument both ways. If the prisoner is happy, why lock him in? If he is not, why pretend that he is?

George Bernard Shaw

I believe that more unhappiness comes from this source than from any other – I mean from the attempt to prolong family connections unduly and to make people hang together artificially who would never naturally do so.

Samuel Butler

Text 7

ARE MEN LAZY?

By Arne Flaaten

Why does it seem like men make more mess than women do?

Maybe we do make more mess in some places but we usually **keep it neat and tidy** where we work or where we have our hobbies. We mess more when we are in "female territory", where we for some reason feel that we are guests. And why do we feel like guests in some areas?

Often the woman occupies the kitchen, the living room, the bathroom and the bedroom. She often decides how it shall look, she buys the curtains, she chooses the colours, she makes the food

and so on. What would happen if the husband tore down the curtains and said they were tasteless and looked horrible? I guarantee there would be **trouble in the air.** If the opposite happened, she took down the curtains, nothing much would happen. We, men, are somehow used to that. We would adjust to the new curtains in "our" room. We do not feel that we mess in our own domain, when we are guesting the kitchen, the living room, the bathroom or the bedroom. It feels like it's not our responsibility; we have never decided anything in there, anyway. It is difficult to make men feel responsibility in an area where the woman **has the last and counting vote**. Why do men always delay practical work at home?

Most women have heard our excuses: I will do it tomorrow. Does it have to be now? Maybe tomorrow.

This is not because we are lazy, but more like a reaction against a command. We wish to have something to say about things, and **the very least** we can do is to decide when to do it, since we are not in the position to decide if it should be done. We know it is the best time, right now, but do not like that she decides all the time. It is also annoying always to be asked to do this and that. And there is no difference in her voice whether she comments her little boy or her husband. The woman often uses the same tone whether she is angry with the son or the husband. She **takes the role** of a parent towards both. We immediately remember our mother when she was angry. We do not need a new mother. (Maybe we wish one in some cases but it does not do either any good). Men need to free themselves from the nice and easy life together with their mother, where there was no responsibility for anything. So, if a wife **keeps up** this mothering thing, she either gets a new son or an angry husband.

Why do not men feel satisfaction when cleaning?

We do not feel any satisfaction while **cleaning up** in her world. That is also why we would rather do it later. When we do it, it is to please her, not ourselves. While we discuss whether to do it or not, she often already has begun to do it herself. And now nothing can stop her. Now she will go on until she is finished, and maybe a little bit more. She needs to make herself just a little bit angrier and to hug herself. She is now **the martyr**, and enjoys to feel the hate against him and **put another little note in the "black book".**

Give us some of your domain and we will feel different about it. Do not **expect equality in the cleaning thing** while we are in hostile territory. Give us half of the rights, and we will do half of the work. Take a look at these rooms. Does it seem like a man is

living there? When a man moves out, the only thing different in a home is that there is more space in the wardrobe, and the house would be even cleaner.

Then there is a woman who has heard about this, and declares that from this minute he has half the rights and tells him to go on with it. She has totally misunderstood. One must start from the beginning and make some choices. Do I need a husband, or do I need a butler? Am I ready and willing **to take the consequences by** giving my husband the right to decide how the bedroom should look like?

1. Do men take fewer responsibilities about the house?
2. Why do you think men do not help their wives with household chores?
3. What should a woman do?

Why does a woman work ten years to change the man's habits and then complain that he's not the man she married?

Barbra Streisand

Chumps always make the best husbands. When you marry grab a chump. Tap his forehead first, and if it rings solid, don't hesitate. All of the unhappy marriages come from the husbands having brains. What good are brains to a man? They only unsettle him.

P.G. Wodehouse

Text 8

CLEANING, COOKING AND SEWING???

Do guys still like a woman who cleans, cooks and knows how to sew? The cleaning part is fine: everyone knows how to clean a toilet, but the cooking and sewing part -- no way! I know how to do the microwave dinners but I can only boil water otherwise and I couldn't sew to save my life! I've heard guys like a meal served by their girlfriends once in a while. I really used to see of my Home Economics teacher, I was the worst student! Cooking and sewing classes are out for me as I have no time or money. Am I in trouble?

Betty, 23.

Well, don't worry about the sewing... how often do you really need something sewn anyway? Not that often usually. And for the cooking, I don't think **it's that big of a deal** really. Some guys (like me) love to cook; some don't care one way or the other. If you are really concerned,then try and learn 3or 4 easy recipes that you can fix. Get your mom or a friend to teach you, or experiment yourself, it could be a fun! Cooking isn't really that hard at all, and besides, there are tons more important things to think about, in a relationship than cooking, sewing and cleaning.

John, 20.

Alright this is where age gets given away. I'm from the old school and cook, clean, and sew. You would be surprised at how much knowing how to sew can be a real life saver, especially if you have children. It's also been said that a way to a man's heart is through his stomach. I love to cook and am a very good one. Proof of that is how the men in my life have always lost weight after our relationship had ended. I've actually found for me that men seem to like and appreciate the fact that I can keep a clean house, sew the things that need to be sewn, **cook like a gourmet**, and knock their socks off in the bedroom, and damn it I can keep up my end of a conversation too, as well as have my own business and be secure. No, I'm not wonder woman but you can be old fashioned in the 90's and still **be up to par** as well.

Jane, 39.

Where do you live? Just kidding. But seriously, all that sounds good to me. If any of it's missing, then perhaps you need to bring something else to the table like earning enough money to help have somebody else clean, sew, and put food on the table (housekeeper/maid). My ex took care of everything, but either did not work or worked part-time. Sure a lot of men like to cook; and many women work and both of you may be exhausted at the end of the day. So, somebody's got to do it even if it's a restaurant. So who's paying every night? My wife hates to cook and she earns good money and prefers going out every night. And she doesn't mind paying most of the time because we **split household/lifestyle expenses.** I prefer to **come home to a home-cooked meal**; but that's not **in the cards**. The maid who comes in weekly cleans and sews and picks up a few things at the store, dry cleaners, etc. And that's the way it is.

Kelly, 35.

I live in the Pacific Northwest and have for the majority of my life. I was raised on a farm where everyone had to work, **pull their share of the load**, and my whole family had different

talents that we have carried into adulthood. My father was a horse trainer/blacksmith and his hobbies included silversmithing, skin-diving and underwater photography. As a matter of fact, my father is the one that taught me how to cook and sew as well as milk a cow and break a green horse. My mother was a housewife who also was well known for her leatherworking, she taught me the art of knitting and other **needle points**, and how **to keep up a household**. I believe that is the difference between myself and many other women of my age: the way I was raised. These do seem to have become lost art forms or talents and that is why some men DO appreciate finding a woman that possesses these qualities. Knowing how to do one or all of those things is simply a bonus. A relationship isn't (and I hope shouldn't) be based upon whether a girl can cook, clean, etc. I myself love to cook and have been told I'm fairly good at it. I also can do most sewing that I've ever needed to do, same with cleaning. But I had to learn how to do most of that stuff from being in Boy-scouts when I was younger. "Always be prepared".

Jessica, 19.

I've been seeing this guy for about 7 months — he has a male roommate and they both are very messy. Last night I was over there and while my boyfriend was cooking I started washing the dishes. His roommate came in and said to me "Lisa your just way to nice". Is this a compliment or not? Does a woman **lose her sex appeal** if she also washes his dishes and massages his back for him? I usually do some kind of cleaning and massage his back almost every time I'm over. I started to think maybe I shouldn't be doing this because I don't want him to start **taking me for granted.**

Lisa, 21.

1. Does your ideal partner possess these qualities?
2. What else should he be able to do?

Marriage is a bribe to make a housekeeper think she is a householder.

Thornton Wilder

Marriage is like life in it —it is a field of battle and not a bed of roses.

Robert Louis Stevenson

Text 9

WILL YOUR SUCCESS MAKE YOUR MARRIAGE A FAILURE?

A husband who earns less than his wife **is doomed to** an early divorce, a poor sex life and early death.

Money in marriage means power and while women have **crashed through the psychological barriers** to the top jobs, men have been unable to cope with the position of **the lower wage earner.**

The remarkable study of top earning wives and their marriages will be published next year. The magazine *Psychology Today* previews the research and points out that in the United States a million women now bring home more than their husbands. "One of the biggest problems for both husbands and wives in marriages of **unequal earnings** is that there are so few **model couples** who have dealt successfully with the situation," says the magazine. "Many simply don't know how to behave in public or private."

The hard facts are that wives who **out-perform** their husbands in the employment arena **set a domestic scenario for disaster.** Sex lives suffer and feelings of love **diminish.** The couples run a high risk of **mutual psychological and physical abuse**, which leads to a significantly higher **divorce rate.** Finally for some **underachieving** husbands whose wives are **over-achievers** premature death from heart disease is 11 times more frequent than normal.

The exception is in cases where wives earn more but in a typically female job—secretary, nurse or researcher. Sociologist Dana Hiller who prepared the report along with William Philliber, comments: "It's okay for your wife to have a higher-paying or higher status job, as long as she's a nurse or a teacher—because that is what women are supposed to be."

1. Is it possible for a man to put up with being less successful than his wife?

2. Why is it such a problem?

Text 10

THE WEAKER SEX

By Robert Puryear

For most of my life, I grew up with **the standard model for men.** I was told that it was a man's job to be the provider and the centre of the family unit. Along with that, came **the code of behaviour.** That code included always being in control, always having the answer and never being wrong (or at least, never admitting it if you were wrong). It all **boiled down to** don't be weak. And above all else, if you do have weaknesses, never, NEVER, show them. So, like most men, I got very good at pretending to be strong. In fact, I was so good, that even convinced myself that I was strong. But as I grew up, I discovered that I did, in fact, have weaknesses (otherwise, known as faults). And, I **came up against other men** who were much better than I am pretending to be strong. They didn't **play by the unspoken rules.** They weren't willing to help **maintain this cooperative pretence.** In fact, they actually **exploited** my weaknesses **to their advantage.** I really **felt doomed** at that point. Then, I made **a startling discovery**! I discovered that women had an inner strength that I only dreamed of. In fact, they were so confident that they didn't think twice as they asked for help, asked for directions or simply let it be known that they didn't have all the answers. WOW! Here was a group of people who acted as if it were perfectly normal to have fear or to have doubts. They were so strong that they actually believed that it was okay to show their weaknesses, their uncertainty and their fear. I wish I'd made this discovery sooner! For this reason, I've chosen role models who are women. While most men are **pretending to be pillars of strength, the facade is beginning to crumble.** It seems that it takes a lot of energy to maintain that illusion. That is probably why men have **shorter life spans** than women. And, maybe, that is why men loose their hair more often than women. So, I say to the men, that it is time to take back your power. **Give up the tough-guy**, act and get in touch with your true strength. Because, you see, strength comes from the inside, the place where we are all vulnerable.

It is only **by revealing our vulnerabilities**, our fear that we can get in touch with our true strength. Courage is not absence of fear. **Courage is recognizing the fear**, taking it by the hand and then going forward into the unknown "feel the fear", and do it anyway!

1. Can you support the author's ideas from your own experience?

2. Is there any difference between inner and outward courage?

3. Should men maintain the illusion of being strong and always in control? Why?

A strong man doesn't have to be dominant toward a woman. He doesn't match his strength against a woman weak with love for him. He matches against the world.

Marilyn Monroe

If there hadn't been women we'd still be squatting in a cave eating raw meat, because we made civilization in order to impress our girlfriends.

Orson Welles



"EVERY MOTHER IS A WORKING MOTHER"

How nice for women's **lib** that people seem to think it has, on the whole, improved the lot of women: 57% tend to agree with this, while only 28% tend to disagree.

I went down to Plymouth and stood outside Tesco, which is in the main **shopping precinct** in the middle of the town, and for an hour I stopped ladies out shopping and asked them about feminism.

I stopped two much younger women about 25, young **marrieds** with plastic shopping bags. "I'm against these **women's libbers**," said one. "Yes," said the other. "They want women to work as coal miners and pick up coal. Well, let them not me, though."

"The man should be the man in the house. He should be **the dominant one.**"

"But they should get the same pay if they do the same job."

"I like **being whistled at.** I like all that. It means they **fancy** you. If you don't fancy them, you just tell them to get lost. There's no problem. I'm quite happy with the way things are."

Near the front entrance sitting on a bench under a tree, was a well-dressed lady of 65 with a dog on her lap, a doctor's wife with three children.

"It never occurred to me as a young woman **to think for myself**. I suppose I could have done things, they were possible, but I just didn't. My daughters went off abroad all on their own when they were very young. I wish I'd done that. They can **take up any career** they like – either academic or working with their hands. All young women are liberated today."

Two younger women, aged 19, walked past, both students at Plymouth Polytechnic, just round the corner from Tesco. They said they were Edweige Johnson and Jackie McGarvey and they approved of equal rights and equal pay, but they wouldn't call themselves radicals.

"I don't feel personally I've been exploited, not yet. Perhaps when I go for a job and a man gets it and not me, then I'll be upset and join a radical group. You have to be affected before you want to take action. But women do have it harder. They have two jobs to do, while men just have one."

"I'm glad I'm a woman. I wouldn't want to be a man. We've got the opportunity to do two things, be a mother or a career woman, though I know radicals would disagree with that thinking. Personally, I want lots of children," said Edweige.

"I don't want any," said Jackie.

I noticed a young woman in her mid twenties, standing in side the doorway of Tesco, with **bleached hair**, a mini-skirt and a large black dog on a strong lead.

"It doesn't affect me," she said "I am equal. They wouldn't try **to boss me around**. I once went for a job in a garage and the bloke said females weren't suited for the job. It was just on the petrol pumps. I told him **to shove it up his arse**."

Did she ever get whistled at? I should hope so, dear. I'm on the game. I'd be upset if they didn't turn and look at me."

Back in London, I went to Hammersmith to meet some well brought up young ladies at St Paul's Girls' School, an independent day school whose old Old Girls include Shirley Williams and Brigid Brophy.

There were eleven girls in my workshop, all very **bright and keen looking**, plus two or three teachers and other adults.

Out of the eleven, five had working mums, but none of them thought their mother was **exploited** or **had a rotten life**. They admitted their fathers did very little in the kitchen, or anything very much domestic, but accepted that as natural.

As for their own future, they all expected to go to some sort of college and get a professional training. Of the eleven, five were doing science, five arts and one was doing a mixture.

So far it was all to be expected. St Paul's is a top school, with girls who are clever, motivated and come from homes where education for girls is valued highly.

But when it came to their personal future, I was surprised to discover that all of them planned to get married, have children, and **give up their career**, whatever it was, during the raising of their children.

"If you have children, it's not **fair on them to carry on working.**"

"You **owe it to your children to be a total mother.**"

"I'd hope my career was doing well enough, so that I could come back to it a few years later, when the children were growing up."

Wishful thinking, in an age of heavy unemployment, but they were all happily looking forward to being wives and mothers. After some discussion, they decided 24 would be a good age to get married.

I asked how many of them considered themselves to be feminists. Not one of them did.

The adults present seemed surprised so I asked one of the teachers afterwards if perhaps I'd had an untypical group. She thought not, but she had been amazed by what they'd said. "Nothing has changed in 25 years."

It's not too surprising that working class mums, coming out of Tesco, feel feminism has nothing to do with them, but it must be worrying for the movement if intelligent, middle class girls are equally happy **to take up** their traditional sexist roles.

1. What's your attitude to feminism and emancipation of women's rights?

2. In what spheres are men and women still not equal?

Every man who is high up loves to think that he has done it all himself; and the wife smiles, and lets it go at that. It's our only joke. Every woman knows that.

Sir J.M. Barrie

Text 12

LOVE

Youngsters in their teens or even earlier sometimes **idolize film stars** or other celebrities with a kind of **blind, devoted hero-worship**. The objects of such adoration are regarded as gods by their smitten worshippers. How sad that such devotion is almost always **unrequited** (though pop-stars have been known to marry their fans). Young people also sometimes develop **an irrational obsession for another**, often older person which is not **an adult, mature feeling** but simply **a youthful infatuation**. At parties a boy may playfully try to attract a girl, or **vice versa, without intending any serious, lasting relationship**. This is just **a flirtation**. A relationship, which gives deep and lasting happiness to both partners, must not **be one-sided** (felt more strongly by one of the pair than by the other). It should be **based on a mutual love and respect**, felt equally by each of the two. Of course it can take many forms. It might be very deep but **entail no physical desire**, in which case it is described as platonic. Certainly, for any relationship to be stable, the two people involved must **be compatible** (they must get on well together). This does not necessarily mean that they must have attitudes and interests in common, for partnerships of opposites can work very well. The different characters of the two people somehow **complement each other**.

1. Try to pinpoint the difference between:

- **Worship and flirtation**
- **Obsession and infatuation**
- **Physical desire and platonic love**

It is a curious thought, but it is only when you see people looking ridiculous that you realize just how much you love them.

Agatha Christie



MEN AND WOMEN

A: It seems to me women are much better at dealing with more than one thing at a time, and whether this is actually to do with the difference in their brain or whether it's just how they have to cope more often with more than one thing. For example, it is usually women who work, have babies, look after the babies and take main responsibility for looking after the home. And maybe it's practicing that makes women better able to do more than one thing at a time. Men, it seems to me, can only concentrate on one thing at a time, including boring domestic things like washing the dishes. If a friend of mine who's a man washes the dishes he'll find it quite difficult **to conduct a conversation** even at the same time, whereas if I'm doing the dishes I'm always talking to someone, probably cooking something as well, and finding that not too stressful.

B: Do you think that there are things that men are **naturally better at** than women?

A: Again I would have said no, but perhaps now I think they are maybe better at concrete things.

B: One example that I've read about is that men are better at things like reading maps, they're better at geography than women.

A: I know, I know one man who's very bad at reading maps, most other men I know like maps, I think that's it too, they actually enjoy the um, I think it's to do with **trapping the universe** on a piece of paper, and to do with wanting to reduce things to something easily understandable whereas women **are loath** to actually look at the world and think "Yes, we can write it down on a piece of paper".

B: Do you think women are more interested in personal relationships than men?

B: Generally, yes, though again whether this is because from an early age they're taught to please other people, whereas men are taught to please themselves, I think **relationships are more central** to most women's lives. For example, I think men don't have very good conversations with each other, whereas women do. If you **eavesdrop** or listen to women talking, often they'll be having, after a relatively short period of time of knowing each other, fairly personal and truthful conversations, whereas men are

very, they have conversations not about what I'd call real things. They'll **talk** about their work **in a very superficial way**, or their interests in a very superficial way, for example, and football is the um, just a sort of way of men to relate to each other without actually saying anything important, it seems to me.

Girls and boys

I've helped at a playground as well as recently, and I've noticed that the boys take up all the space. The girls end up playing in a little, they have a house corner, and the girls end up in the house corner, or even in the book corner, which are clearly defined spaces where boys don't run around, whereas the rest of **the space is taken up** by boys running around, attacking each other, being Superman or Batman.

I think that the way boys play tends to be more aggressive, perhaps even more violent than the way that girls play. Boys, for example, tend to play games, which involve competition, particularly they may use some kind of weapon, a sword or a gun. On the other hand, girls tend **to play more cooperatively**, and I think more peacefully.

I think the boys tend to like playing war games, doing a lot more sort of physical things, whereas girls will tend to play a lot more games like skipping and games that are focused around babies and teddy bears and things like that.

In this particular playgroup one of the teachers there is particularly **lenient towards** the boys, and channels the girls into corners. And I noticed a little girl was playing with a train the other day, and a little boy who was slightly younger than her wanted it. And she said, "Oh, you go and play with the doll in the corner because Duglas wants the train". And that was her being taught already to give way to the boy's wishes.

I think that boys wish **to copy or identify with other males**, and girls wish to copy or identify with other females. So in the case of girls, particularly very young girls, they often see their mother in a very domestic situation and therefore they copy the things that their mother does, which tend to be domestic and often tend to involve babies. Boys perhaps see less of their father because the father is very often out working. So perhaps a very large influence for young boys would come from television, where of course they see very often a fairly **violent type of male image**. Men on television are shown as, for example, as cowboys or as policemen or as superheroes.

I have found from my own experience with my own son that up until he started nursery, that actually he used to play lots of games that girls and boys would have played. But I think that once he became involved with larger peer groups and started watching television that influenced a great deal what he plays now, and I've noticed that with a lot of other children. And I notice that boys tend to play these games of **re-enacting the television programmes**, they tend to copy what they see on television that men and boys should do.

1. Are the differences between men and women rooted in their upbringing?

2. Can you think of other differences in girls' and boys' actions and games?

3. Does the so-called code of behaviour for boys and girls, men and women exist?

Text 14

BABY BOOMER TRENDS

Yuppies

Meet John Smith at 24 years old. After recently receiving his MBA from Harvard, he's already earning twice as much as his father as a financial analyst for a major east coast investment firm. Like many of his colleagues, he's young, lives in an urban environment, and has **a professional position** in a successful, growing company — in other words, John **fits the yuppie profile**. Let's follow him through a typical day.

7:00 a.m.: The alarm **jolts him out** of bed at the same time the Braun automatic coffeemaker **kicks on** in the kitchen. He jumps in the shower, shaves, rips open one of the half-dozen boxes of freshly laundered white shirts waiting on the shelf, finishes dressing, and pours a cup of coffee. He **sits down to** a piece of whole-wheat toast while he **flips through** the Wall Street Journal. By 7:15, briefcase in one hand, gym bag in the other, he's out the door and in the BMW, ready to start the day.

7:45 a.m.: Seated at his desk, eyes **glued to** the spread sheet displayed on the PC monitor in front of him, he prepares for the hours of phone calls and meetings that occupy his mornings.

Noon: At the health club down the street from his office, John **strips off** the charcoal grey suit and changes into his T-shirt, shorts, and the latest in designer running shoes for **a fast-paced game** of racquet ball. Then on to the club dining room where he has scheduled lunch with a potential client. They discuss business over sparkling water and pasta, and a cappuccino **tops off** the meal.

2:30 p.m.: **Caffeine coursing through** John's system, he's now eager for several more hours of **frantic meetings** and phone calls.

6:00 p.m.: John **phones out** for delivery of dinner from the gourmet deli down the block **to keep him going through the next two to three hours** he'll spend at his desk.

10:00 p.m.: He gets home just in time **to sit down to** a bowl of frozen yoghurt and **a rerun** of this season's most popular drama series before turning in.

A schedule such as this doesn't allow a lot of time for **nonwork-related pleasures** that other people John's age tend **to seek out**, such as romance. This does seem to be one of the hazards of the yuppie lifestyle. But, given a few years, John may find **an equally ambitious mate**. If John and his mate decide to have children and continue their **fast-paced careers**, they will then face the problems of many **fast-track parents**. They could, however, decide that **children don't fit into their hectic schedules**. In this case, John and his spouse would become part of another cultural trend that has grown throughout the 1980s.

Dinks

This group is among the favourites of marketing experts. With **dual incomes** and no kids, couples in this category have **an abundance of discretionary income**. While the saying "Two can live as cheaply as one" is not completely true, two sources of incomes and only one apartment to rent mean that there's more left to spend at the end of the month. What do Dinks choose to spend this **disposable income** on? Look around as you walk down the street in any **upscale, urban neighbourhood**? Count the number of **fancy pet accessory stores** and veterinarian's offices. Without children, dogs or cats often become **the recipients of lavish gifts and attention**. Dinks give to their pets' diet the same careful thought they give to their own daily nutritional needs. In addition to the dozens of brands of dog and cat food available in the average grocery store, an almost equal number of

"designer" health food brands is available in pet stores — one kind for the growing kitten or puppy, another for the young adult, and a low-calorie version for the "mature" cat or dog.

How do couples with such **demanding jobs** have time to prepare their own meals to come home to? The number of restaurants and **gourmet take-out delis** in between the pet accessory stores and veterinarian's offices **provide a clue**. Restaurateurs **keep up with the latest food manias**, and while the take-out food choices of the 60s were limited to pizza, chow mein, or McDonalds, the **number of options exploded** in the 1980s. Any **ethnic variety** as well as the latest **health food fad** can be taken home hot and ready to eat or, even better, delivered to your door with a video to watch with your meal.

To get an idea of the other ways Dinks spend their money and free time, pick up some of the magazines on the rack at **an upscale neighbourhood gym**. The advertisements will give a good idea of how you, too, could spend disposable income provided by two salaries and only two of the people to spend them on.

1. The lifestyles of yuppies and dinks are outlined above, but the values or goals that members of these two subcultures might have are not directly stated. What goals and values do you think are associated with the yuppie and dink lifestyle?

2. Do either of the two subcultures, yuppies or dinks, exist in your culture? If so, discuss the characteristics you associate with either of these groups, as they exist in your own culture.



II. Parents and Children

***

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

Text 15

THE AMERICAN FAMILY

Belonging to a family is one **bond** almost everyone in the world shares, but family patterns vary from country to country.

In some countries, for example, the grandparents are the family leaders. In other countries, many families live and work together as one on community farms. What are families like in the United States?

Family patterns

The United States has many different types of families. While most American families are traditional, **comprising** a father, mother, and one or more children, 22 per cent of all American families in 1988 were headed by one parent, usually a woman. In a few families in the United States, there are no children. These **childless couples** may believe that they would not make good patents; they may want freedom from responsibilities of **child rearing**; or, perhaps, they are not physically able to have children. Other families in the United States have one parent who is **a stepparent**. A stepmother or a stepfather is a person who joins a family by marrying a mother or a father.

Americans tolerate and accept these different types of families. In the United States, people have **the right to privacy** and Americans do not believe in telling other Americans what type of family group they must belong to. They respect each other's choices regarding family groups.

Families are very important to Americans. One sign that this is true is that Americans show great concern about the family as an institution. Many Americans believe there are too many divorces. They worry that teenagers are not **obeying their parents**. They are concerned about whether working women can properly care for their children. They also worry that too many families live in poverty. In one nationwide survey, about 80 per cent of the Americans polled that the American family is in trouble. At the same time, when these people were asked about their own families, — they were much more hopeful. Most said they are happy with their home life.

How can Americans be happy with their individual families but worried about families in general? Newspaper, motion pictures and television shows in the United States highlight difficulties within families. Family crimes, problems and abuse become news stories. But most families do not experience these troubles. Since the earliest days of the United States, people have been predicting the decline of the family. In 1859, a newspaper in the city of Boston printed these words: "The family in the old sense is disappearing from our land." Those words could have been written

yesterday. But the truth is that families are stronger than many people think.

Four out of five people in the United States live as members of families and they value their families highly. In one **poll**, 92 per cent of the people who were questioned said their family was very important to them.

Families give us a sense of belonging and a sense of tradition. Families give us strength and purpose. Our families show us who we are. As one American expert who studies families says, "The things we need most deeply in our lives — love, communication, respect and good relationships — have their beginnings in the family."

Families serve many functions. They provide a setting in which children can be born and **reared**. Families help educate their members. Parents teach their children values — what they think is important. They **teach** their children **daily skills**, such as how to ride a bicycle. They also teach them common practices and customs, such as **respect for** elders and celebrating holidays. Some families provide each member a place to earn money. In the United States, however, most people earn money outside the home. The most important job for a family is to give emotional support and security.

Families in a fast-paced, urban country such as the United States face many difficulties. American families **adjust to** the pressures of modern society by changing. These changes are not necessarily good or bad. They are simply the way Americans adjust to their world.

Changing American family

When Americans consider families, many of them think of a "traditional family." A traditional family is one in which both parents are living together with their children. The father goes out and works and the mother stays home and rears the children. The biggest change in families in the United States is that most families today do not **fit this image**. Today, one out of three American families is a "traditional family" in this sense.

The most common type of family now is one in which both parents work outside the home. In 1950, only 20 per cent of all American families had both parents working outside the home. Today, it is 60 per cent. Even women with young children are going back to work. About 51 per cent of women with children younger than one year old now work outside the home.

Another big change is the increase in the number of families that are headed by only one person, usually the mother.

Between 1970 and 1988, the number of **single-parent families** more than doubled— from 3,8 million to 9,4 million. In 1988, nearly one out of every four children under 18 lived with only one parent.

Some families look even less like the typical traditional family. They may consist of a couple of one race who have adopted children of another race, or from another country. In many states, single people may also adopt children. Some people **take in foster children**—children whose parents cannot take care of them.

Another change is that families in the United States are getting smaller. In the mid-1700s, there were six people in the average household. Today the average household contains between two and three people. A household is defined as any place where at least one person is living.

One recent change is that the number of marriages is rising. Many experts see these trends as a sign that Americans are returning to the values of marriage and family.

Divorce

About half of all marriages in the United States **end in divorce**. These numbers are very high as they are in many industrialized countries. A divorce happens when a husband and a wife legally end their marriage. The number of divorces grew steadily in the United States for many years. Now, however, the number has stopped growing. During the past few years the number of divorces has been decreasing.

Couples in the United States may still be getting divorced at fairly high rate, but this doesn't mean that they do not believe in marriage. It simply means that they are giving up being married to a particular individual. Most people in the United States who get divorced marry again. About 80 per cent of all men who get divorced **remarry**. About 75 per cent of all women who get divorced remarry.

United States divorce laws allow men and women **to terminate bad marriages**; getting a divorce is now rather easy in the United States. And while a 1924 study of families in one town in the American Midwest found few happy couples, in 1977 researchers who went back to the same town found that more than 90 per cent of the married couples in that town said they were satisfied or very satisfied with their marriage.

Working Mothers

Today 60 per cent of all American women work outside their homes. This is a big change for the United States. Only 40 years ago, 75 per cent of all Americans disapproved of wives who **worked for wages** when their husbands could support them financially. Today most people accept that many women work outside the home.

There are two reasons why mothers and wives work. One reason is that there are many opportunities for women. A woman in the United States can work at many jobs, including an engineer, a physician, a teacher, a government official, a mechanic or a manual labourer. The other reason women work is to earn money to support their families. The majority of women say they work because it is an economic necessity.

About 80 per cent of women who work support their children without the help of a man. These women often have financial difficulties. One in three families in the United States headed by a woman lives in poverty. Many divorced Americans are required by law to help their former spouses support their children, but not all fulfil this responsibility.

A wife's working may **add a strain to** the family. When both parents work, they sometimes have less time to spend with their children and with each other.

In other ways, however, many Americans believe that the family has been helped by women working. In a recent survey, for example, the majority of men and women said that they prefer a marriage in which the husband and wife share responsibilities for home jobs, such as child rearing and housework.

Many teenagers feel that working parents are a benefit. On the other hand, when parents have younger children, who require more time and care, people's views are more **mixed** about whether having a working mother is good for the children.

What happens to children whose parents work? More than half of these children are cared for in day care centres or by babysitters. The rest are cared for by a relative such as a grandparent. Some companies are trying to help working parents by offering flexible work hours. This allows one parent to be at home with the children while the other parent is at work. Computers may also help families by allowing parents to work at their home with a home computer.

Marriage and Children

Unlike their parents, many single adult Americans today are waiting longer to get married. Some women and men are delaying marriage and family because they want to finish school or start their careers; others want to become more established in their chosen profession. Most of these people eventually will marry. One survey showed that only 15 per cent of all single adults in the United States want to stay **single**. Some women become more interested in getting married and starting a family as they enter their 30s.

One positive result may come from men and women marrying later. People who get married at later ages have fewer divorces. Along with the decision to wait to marry, couples are also waiting longer before they have children, sometimes in order to be more **firmly established economically**. Rearing a child in the United States is **costly**.

Some couples today are deciding not to have children at all. In 1955, only one per cent of all women expected to have no children. Today more than five per cent say they want to remain **childless**. The ability of a couple to choose whether they will have children means that more children who are born in the United States are very much wanted and loved.

Generation Gap

If children in the United States are wanted and loved, why do they fight with their parents? At least this is one view of families that American television shows present. The other type of family shown on American television is one in which everyone is great friends with everyone else. These families seem to have no problems.

In real life, most families in the United States fall somewhere in the middle. Talk about a "generation gap" has been **exaggerated**. The generation gap is a gap between the views of the younger generation of teenagers and the views of their parents.

Many parents in the United States want their children to be creative and question what is around them. In a democratic society, American children are taught not to obey blindly what is told to them. When children become teenagers, they **question the values** of their parents. This is a part of growing up that helps teenagers **stabilize their own values**. In one national survey 80 per cent of the parents answering the survey said their children shared their beliefs and values. Another study showed that most

teenagers **rely on their parents more for guidance** and advice than on their friends.

When American parents and teenagers do argue, usually it is about simple things. One survey found that the most common reason most parents and teenagers argue is because of the teenager's attitude towards another family member. Another common reason for arguments is that parents want their children to help more about the house. The third most common basis for arguments between parents and teenagers is the quality of the teenager's schoolwork.

Arguments, which involve drugs or alcohol use, occur in a much smaller group of families. Most parents (92 per cent) said they were happy with the way their children are growing up.

Family Violence

Not all families learn **to work out their problems**. Sometimes family problems can explode into violence. Twenty per cent of all murders in the United States involve people who are related. Often people learn violence from their mothers or fathers. These people repeat the **vicious** pattern by **abusing their children** or **beating their wives**. There are also cases of wives abusing their husbands. Violence in the family is a serious problem in the United States, as it is in many countries.

People are looking for answers. One solution is to arrest people who abuse members of their family. Traditionally, police in the United States hesitate to interfere with family problems. However, the shame of an otherwise **law-abiding man** being arrested for hunting his wife has been shown to be effective in stopping him. Many cities and towns in the United States also offer "safe homes" in which an abused person can find shelter. Help is also available for parents who abuse their children. By working together in groups, parents can learn how to break the pattern of hurting their children.

Strong Families

In a perfect world, families would have no problems. Parents would know how to rear their children to be responsible adults. Americans and others throughout the world are trying to learn what makes strong families. Perhaps families can learn how to solve their problems. Researchers at the University of Nebraska have found some answers. Strong happy families share some patterns whether they are rich or poor, black or white.

Strong, happy families spend time together. After dinner, for example, happy families may take walks together or play games. Strong families also talk about their problems. They may even argue so that problems can be **resolved** before they get too big. Members of strong families **show** each other **affection** and **appreciation**. Members of strong families are also committed to one another and they tend to be religious. Finally, when problems arise, strong families work together to solve them.

The values that Americans **cherish** such as democracy and economic and social freedom are values that Americans want for their families. Americans work hard to make their families successful. Today, however, families are changing, but they are not disappearing. Americans accept that strong, happy families come in many sizes and shapes.

1. Describe a typical family in your country according to the same values:

- **Family patterns**
- **Working mothers**
- **Marriage and children**
- **Generation gap**
- **Family violence**
- **Strong families**

In America there are two kinds of travel – first class and with children.

Robert Benchley

Text 16

HOW MUCH FREEDOM SHOULD CHILDREN HAVE?

It is often said that we live in a **permissive** age, one in which people are allowed to do almost anything they like. Is it good for children? They are **going through** their **adolescence**, which is a very formative stage of their development since their final adult character are beginning **to take shape**. Some parents think it is good for children to be allowed **to run wild without control or supervision**. They say that this enables children's personalities

to develop naturally and that 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 **self-centred**, without any **consideration for** others. Other parents believe in being strict, but **taken to extremes** this can produce a too **authoritarian atmosphere** in the home, with the children being **dominated** and **ruled** by their parents. Parents can also be very possessive and try to keep their children **dependent on** them. These last two attitudes can **encourage rebelliousness** (against parents, school, authority) in a child, or, **conversely**, suppress a child's natural sense of adventure and curiosity. A strickt **up-bringing** by **over-caring** parents can make a child so **timid** and **inhibited** that he or she is unable to express freely his or her emotions and form mature relationships. To bring up children to be normal, **well-adjusted** human beings requires great wisdom, and perhaps a bit of luck.

1. What's the best technique of children's upbringing?
2. In what way were you brought up?

Text 17

THE PROBLEM YEARS

Nick Ashley is a famous guitarist. Here he talks about some of the problems he faced as a teenager.

When I was sixteen or seventeen, I used to have terrible arguments with my father. You see, he wanted me to become an accountant, like him. But I wasn't doing very well at school. First, I failed my exams. I should have passed them quite easily, but I hadn't worked hard enough. My father wasn't very pleased about that. And then I got into trouble at school. I wanted to take a few days off, so I had written a letter saying that I was ill. I had signed the letter with my father's name. When the headmaster found out, he wanted **to expel** me. But my parents went to see him and he let me **stay on**.

I really used to hate my school. It was called Greenbank College. It was a terrible place, full of really boring teachers. There was only one teacher that I liked. His name was Jack

Mayfield and he taught music. He was different from the other teachers. For one thing, he was quite young. And he seemed to enjoy music and like teaching it. He started teaching me the guitar. I got very interested in it. I used to go to his house every week. After the lesson was over we drank coffee and listened to records. We used to talk for hours. It was wonderful to find someone I could really talk to. I'm still very grateful to Jack Mayfield. **If it hadn't been for** him I'd have gone mad at that school.

I loved learning the guitar. Soon I became quite a good player. I decided to become a professional musician. I knew it would be difficult, but I wanted to try. Jack was in favour of it, but my father didn't like the idea. Of course, I didn't want to tell him at first, because I knew he wouldn't understand. But one day my father said he wanted to talk to me. He asked me what I intended to do when I left school, I told him I wanted to be a musician. He said that a career in music was very risky. He said I ought to become an accountant, because it was a very safe job. We talked for a long time. The longer we talked, the more depressed I got. Of course, I could see that my father was right in a way. I knew it would be more sensible to pass my exams and get a nice safe job. But I didn't want to do that. I was only interested in playing the guitar. That was all I wanted to do!

1. How do your parents influence your major choices in life concerning career, school, choosing a university?

Text 18

WHAT DO PARENTS THINK?

Well, most are pleased that young children aren't allowed to go into pubs and buy alcoholic drinks. They agree that drugs shouldn't be **legalized** and even demand stricter **anti-drug laws**. They're afraid that their children will **misbehave** and get into trouble. They believe it's necessary to protect their sons and daughters from as many dangers as possible, even if this sometimes makes it difficult for teenagers to grow up as independent and responsible young adults.

The *Sunday Times* asked people when they felt they had finally said goodbye to their childhood, and become an adult. Here are some of their answers.

"**Manhood** finally **struck** home on the day that I left the Army. It had to do with **facing up to** the dull, **dreary routine** of life. Adulthood with its weekly **wage-packets** and protecting the crease in one's trouser-knees was all that **lay ahead**."

Willis Hall, playwright

"I was 15 years old and my brother Tim was 10 when we learnt my father only had weeks to live. We were told there had been a number of heart operations for this sort of complaint but no one over the age of 30 had survived. Nothing was ever going to be the same again."

Rosie Barnes, Member of Parliament

"Experience has taught me to behave like an adult when it's necessary, which is quite a lot of the time. Therefore I work, **pay bills**, answer letters from lawyers and accountants, and consider how what I do today will **affect tomorrow**. But I don't think it's wise to give up childhood so as much as possible I've held onto mine. I'm 41 and 14 **concurrently**."

Marsha Hunt, singer

"I have been pretending to be grown up for some 25 years now. I know precisely the moment it happened: lying in hospital. I turned my head to the side to meet a pair of **piercing** blue, two-minute-old eyes, totally dependent on me. A slow realization ... "My God, she thinks I know what I'm doing!" I've been playing Mummies and Daddies ever since."

Jane Asher, actress

1. Do you feel you are an adult? When has this happened? / When will this happen?
2. What does it imply?

Text 19

FAMILY MATTERS

My daughter

James Midford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We had the same sense of humour, and **share interests**. I don't mind animals, but she is completely **obsessed with** them, and has always had dogs, cats, horses, and gold fish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best and don't have the outside contacts. She must have grown up suddenly when she went to school, because I remember her **growing away from her family** slightly. Any father who has a teenager daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I **told her off** once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared **to pull strings** to help her on her way. She went to a good school, but that didn't **work out**. She must have upset somebody. When she left she wanted to become an actress so I got her into drama school. It **wasn't to her liking** so she joined a theatre group and began doing bits and pieces in films. She was doing well but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him – they are always together.

They have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to see the opera, which is my big **passion**, but I don't think she likes it very much; she doesn't come with me anymore.

I don't think she is a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of things she tells me.

We're very grateful for Amy. She's a good daughter **as daughters go**. We are looking forward to being grand parents. I'm sure she'll have a son.

My father

Amy Midford: I don't really know my father. He isn't **easy to get on with**. He's quite **self-centred**, and a little bit **vain**, I think, and in some way quite **unapproachable**. The public must think he is very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He has always been slightly **out of touch with family life**. His work always came first, and he was always off somewhere acting or **rehearsing**. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he is very proud of that. He was given the Member of the British Empire, and he had to go to Buckingham Palace to get the medal. It was incredibly boring – there were hundreds of other people getting the same thing, and you had to sit there for hours. He **shows off** his awards **to** whoever comes to the house.

I went to public school, and because of my **total lack of interest and non-attendance** I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly I suppose. I tried several jobs but I couldn't **settle down** in them. They just weren't **challenging** enough. Then I realized that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally **different**, **like chalk and cheese**. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely wrong clothes for the country – **mink coats**, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally **opposed to** me getting married. He was hoping we would **break up**. Gerald's too **humble**, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

1. How can you explain such ignorance of each other's characters with father and daughter?

2. Which of them is not sincere?

3. Are you sure you know your parents and they know you well enough?

Text 20

SHARON

Sharon Dole, 19, lives in Essex in a new town just outside Chelmsford. She left her North London **comprehensive** at the age of 16 with two O levels and now works as a hairdresser earning an average of £70 a week.

When I was 12 my **biggest ambition** was to leave home by the time I was 16 and to have a Porsche by the time I was 17. From the age of 14 I knew I wanted to be a hairdresser.

Tempted by the dosh, Sharon's biggest ambition now is to have her own chain of hairdressing salons.

Going to university was never **high up on** Sharon's **list of priorities**. "I used to think that school was like a prison". But what is high up on the list is boys. "I"ve been boy crazy since I was 12, when I started going out with my first boyfriend. Since then I've had hundreds of them, I've lost count."

As for her actual views on boys, she doesn't **rate** them **highly**. "All blokes like to lie. They tell girls how they're beautiful and how madly in love they are. I think you should just have a laugh and then **get rid of** them." And as for marriage? "I'd like to get married when I'm about 25. If my last boyfriend had asked me, I'd have jumped at the chance. I'd like the **engagement** to last a long time and I wouldn't live with him before because then there's no point: it just becomes a piece of paper."

For Sharon, an average night out is going to the disco. There are discos everywhere in Essex and on a Saturday night I always make sure I'm not in before 2am. When I was younger my parents used to make me be in by 10.30 during the week."

When Sharon's not down the disco, she spends a lot of her time cutting people's hair and trying **to renovate** her Fiat Super Mirafiori. "I'm not interested in **current affairs**, I think it's all boring and I'm not at all religious. I used to read *The Sun* but now if I want to know the news, I just listen to other people or watch the telly. On the whole I don't watch much telly. I prefer listening to records and I absolutely **idolize** Duran Duran. As for fashion, I don't wear what everyone else wears. I **dress for** sexuality and what I feel comfortable in. When I go shopping I

spend lots of money on leather. I love it. I paid £190 for one of my jackets."

Sharon goes away on holiday once a year with a friend in August. "I usually go to Majorca but this year I'm going to Tenerife. I like a holiday with lots and lots of nightlife. If I had loads of money, I'd go to Malibu and get a house next door to Rob Lowe so that I could sit there and **stare**. The furthest I've been is Portugal."

For the future, Sharon wants to avoid doing what her mother did... I don't think she's **lived her life to the full.** I want to enjoy my life even more than I have already".

1. Do you like Sharon's viewing of life?
2. What is it for you to live your life "to the full"?

Text 21

"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 ideas 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 around a bit longer. They don't like to feel that their **values are** being **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 policies 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 the **sanity** of the generation that **bequeathed** it?

1. Are teenagers spoilt, egocentric and selfish today?
2. Why does the preceding generation always say that the next is not as they were?

The fundamental defect of fathers in our competitive society is that they want their children to be a credit to them.

Bertrand Russel

Text 22

QUIET, SECURE LIFE IS GOAL FOR CHILDREN

Teenagers want **well-paid jobs**, a **cosy** family life and good health, and would prefer to spend a quiet night at home in front

of the television to going out in the town, according to a **survey** of 13,000 youngsters. Most boys — 25 per cent — wanted to become managers or businessmen, while the same number of girls **looked forward to being** nurses or teachers. Only eight per cent of the girls wanted to be engineers or scientists, and three per cent of males wanted to become teachers or nurses. The survey showed a majority of both sexes expected to be earning between £20,000 and £30,000 a year by the time they are 30. Asked about their choices for holidays, 65 per cent said they would rather relax on a Caribbean island than ski in the Alps, party in St. Tropez or trek in the Himalayas. The Australian soap opera *Neighbours* easily **topped** the teenage television ratings.

For boys, the most popular way of spending an "ideal evening" — for 29 per cent — was a "quiet night by the telly with my partner" rather than an elegant dinner party, a visit to a disco or wine bar, or **an outing** to the cinema or theatre. Girls were **keener to** go out and watching television was the last thing they wanted to do. Swimming was the most popular sport for both sexes, although football was the favourite for boys. Skiing was the sport that both sexes would **take up** if they had the chance, with American football second choice for the boys and water skiing for the girls.

From a choice of 20 "heroes", most boys said they would like to be Daley Thompson while the girls picked the pop star Madonna. A total of 67 per cent of the youngsters expected to be married and with children by the age of 30. However, more than a third did not want children at that age, and 20 per cent thought they would stay single. The survey also showed that cruelty to animals, education and famine were the issues young teenagers cared most about. While 90 per cent of girls said they cared at least a little for equality for women, 24 per cent of boys said they did not care at all.

1. Compare your priorities in life with those of an average teenager. Are they alike?
2. What is you goal in life?

Text 23

BEING A TEENAGER'S PARENT

A London psychiatrist says that the problems of teenagers are often **overestimated**. The last thing most of them want is to be

completely understood. Parents should learn to leave children alone sometimes, so that they can plan or decide things themselves. Most teenage problems become smaller and smaller with time.

Other points he makes are:

Perhaps parents should be more polite to their teenagers. Fashions in clothes and hairstyles are not a sign of being determined to break the law or destroy family and state. And it's not polite to make fun of the way people look.

Parents should try to **put themselves in their children's shoes**. They would not like to be called "past it" just because they are in their forties or fifties.

Parents should ask themselves, "Whose life is it?" when they find themselves pushing their children to do better. And they should try not to overestimate success at school.

Some parents worry about drugs when it would be more sensible to persuade their children not to smoke or drink.

Because children grow fast physically, parents think that boys and girls can deal successfully with sex.

Parents should **take an interest in** what their teenage children are doing because teenagers do get into situations that are more difficult for them than for young people a generation ago.

Today's parents are generally much less **authoritarian** than their own parents, but some control is still necessary. It is easier for a girl, for example, to say that she has to be home by 11 because her parents told her so, than to admit she is afraid what might happen if no one worried about the time she came in.

"The art of being a teenager's parent," he says, "lies in not **interfering** wherever possible, without refusing completely the part of 'mother' and 'father' when necessary."

1. What are the points your parents failed to understand when you were a teenager?

2. Why is the conflict between parents and children especially critical during teenage years?

Who of us is mature enough for offspring before the offspring themselves arrive? The value of marriage is not that adults produce children but that children produce adults.

Peter de Vries

Text 24

TEENAGERS NOW

"They seem to grow up so quickly these days" is commonly on adult lips followed by "When I was young" and a tirade of which the main line of argument seems to be that not only was life much harder, but that everyone did a better job of living it. It seems to me however, that there can be no objective discussion as no one is a teenager twice.

The young of today do have problems. They are considered adults long before their parents were. This **removes the frustration** of not being taken seriously or respected, and allows much more freedom. Unfortunately, it often makes life harder because teenagers are not adults. Although they look and act like adults, they lack experience and so often make mistakes which people don't understand or **tolerate.** Unfortunately, the family is not such a strong and supportive unit as it was. One-parent families are common and mothers often work, either because they have to or because they wish to have a "career". This means that children and teenagers receive less care and time, and this **lack of parental input** leads to many teenagers **dropping out** and not working. "Mothering" is no longer recognized as the most important and difficult job and this in turn **devalues** children and teenagers.

Young people start to dress and look like adults at an early age and so come into contact with drugs, cigarettes, alcohol and sex earlier. The permissive society that we live in now is very **contradictory** and difficult **to contend with**. It has also so changed that parents have no idea of the **pressures put on** the young by their **peers** and so cannot help them. AIDS is a new threat, but perhaps will help teenagers as it will prevent them from "**sleeping around**" and so losing much self-respect. It might also give them an unquestionable reason for saying "no".

If you conclude, as I have, that adolescence is harder now than it was for our parents, **it might also be recognized that** being a parent is also now more difficult.

Emma Fergusson (16 years old)

1. Can you prove that being a teenager today is more difficult than it was earlier?

The situation of your youth is not mysterious. Children have never been good at listening to their elders but they have never failed to imitate them. They must have no other models.

James Baldwin

Text 25

BELIEVE IT OR NOT, YOUR PARENTS CAN BE YOUR BEST FRIENDS

Mother, father, brothers and sisters — they can **get on your nerves**, just as you can get on theirs. Have you ever felt that you don't want your father to pick you up from a party because you think your friends might laugh at him? Does your mother's loud voice **give you the shivers**?

And what about you? Have you ever asked your parents personal questions in public? Or **divulged a family secret**? The members of a family can **embarrass** each other, even without meaning to. But if you're sensitive to each other's feelings you'll be able to avoid upsetting each other too badly.

Understanding a parent is a two-way process. If your parents are **open and reasonable with** you, you **owe it to** them to be open and reasonable with them. That means telling them where you're going; who you're going with and when you'll be back.

Believe it or not, your parents can be your best friends, and they'll be pleased that you're growing up. They'll enjoy being able **to hold adult conversations** with you, as well as going out with you in the evening.

However, as you grow up, relationships within your family will change. The adults will continue to love and look after you, but the relationship will become much more one between equals. Unfortunately, there are parents who don't seem able to relate to their children at all. You may find one parent easier to get on with than the other.

The difference between your philosophy and way of life and your parents' is often **referred to** as the generation gap. You may think your parents are really old. But try to think about them as ordinary people. They have good days and bad days, too.

Sometimes parents are **under all sorts of pressures**. They may worry about money, or if they're a single parent, they may be lonely. There may be a sick relative who needs to be taken care of. Or they may be worried about getting old themselves and what that will mean to you. Your parents also have to deal with a world that is changing faster than it did when they were young.

What's the best action to take if you want to do something that you think a parent will **disapprove of**? First, work out why you think they'll disapprove. Why should you be allowed to do whatever it is? If you can present **a carefully worked out argument**, you're doing well. Talk things over with friends or brothers and sisters. Has anyone been in a similar situation? If you treat your parents in an honest way, their response is bound to be more reasonable. If you **antagonize** them, your job will be much harder.

A parent often worries that his or her children are the only ones who want to do things they don't approve of. Help your parent to see that it isn't true. Introduce them to your friends and show them that you all want similar things. Talk to other people's parents and see how they react. Introduce your parents to other people's. It can be an eye-opener. In some ways, you will find life easier than those young people who are allowed to do anything — at least you know where the boundaries are. And remember, if you want to change things, think before you act. Never lie to or **deceive** your parents. They would far rather hear the truth from you than not know what is going on.

1. Have you noticed the change in the relationship with your parents? What was it like?

2. Have your parents managed to treat you like an adult? What have they done?

Children aren't happy with nothing to ignore and that is what parents were created for.

Text 26

AMERICAN YOUTH

By Deborah Gore
(Associate Editor, Junior Scholastic Magazine)

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

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

While the teenage years for most American young people are nearly free of serious conflict, all **youths** face a certain number of problems. Some young people have difficulties in their relationships with their parents or problems at school, which may lead to use of alcohol or drugs, the **refusal** to attend school or even to running away from home. In extreme cases, some might turn to crime and become juvenile delinquents.

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

Youths and Their Families

The United States Census Bureau defines a family as two or more people who are related by blood, adoption or marriage, living together. Most American families include members of just two generations: parents and their children, though many **extended families** do include more than two generations. There are about 65.8 million families in the United States. What is the purpose of a family? Experts agree that the family structure should **provide**

emotional, physical and educational support. The role of the family in a young person's life has changed in the past 100 years.

Families 100 years ago were large, partly because children were needed to work and earn additional money for the family. Now, young children no longer work and **earn wages**; in addition, providing an education and life's necessities for children is very expensive. As one result, American families are much smaller than in previous decades. In 1989, the average size of a family was 3.16 people.

In what types of families are children growing up? In 1989, the United States Census Bureau reported that while most families **retain** "the traditional structure", including a father, a mother, children and sometimes a grandparent, 22 per cent of all families with children under 18 years old are **one-parent families** (families with only a father or only a mother; the other parent not living with the family). Why? High divorce rates, **separation** and **birth of children to unmarried women** are a few reasons. In cases of separation or divorce of the parents, the parent not living with the children usually **provides child-support payments**. Most of the families in this category — five out of six — are headed by women. And one-parent families headed by women are usually poorer than other families. In 1989 **the median family income** in the United States was $32,191. For families headed by women, the median income was less than half — $15,346.

Some of these difficulties are relieved by government programs providing help to **low-income families**. One such programme, Aid to Families with Dependent Children (AFDC), helps poor parents with school-aged children. Another, the Special Supplemental Food Programme for Women, Infants and Children, provides food to low-income women before and after **childbirth**. Still, poverty affects the way in which the children in these families grow up. Another change in family life is that more wives and mothers work outside the home. In 1988, women made up 45 per cent of the national work force. And 65 per cent of those women had children under 18.

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

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

Youth's Problems

To some observers, teens today may seem spoiled (undisciplined and egocentric) compared to those of earlier times. The reality, however, is different. While poverty has decreased and **political turmoil lessened**, young people are still under many types of stress. **Peer pressure, changing family conditions, mobility of families and unemployment** are just a few reasons why some young people may try **to escape reality by** turning to alcohol or drugs. However, most young people in the United States do not have problems with **drinking, drug abuse, teen pregnancies** or juvenile delinquency. Drug use (marijuana and cocaine are the most commonly used drugs) has decreased among young people in the United States within the last 11 years, though alcohol abuse has increased.

According to a 1991 government survey, about 8 million teenagers are weekly users of alcohol, including more than 450,000 who consume an average of 15 drinks a week. And, although all 50 states **prohibit** the sale of alcohol to anyone under 21, some 6.9 million teenagers, including some as young as 13, reported no problems in **obtaining alcohol** using false identification cards. Although many teenagers say they never drive after drinking, one-third of the students surveyed admitted they have **accepted rides** from friends who had been drinking.

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

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

believe that regulations for obtaining federal welfare assistance **unintentionally encourage** teenage pregnancies.

Many community programs help **cut down on** the numbers of teenage pregnancies. Some programs rely on strong counselling against **premarital sex** and others provide **contraceptive counselling**. The "Teen Health Project" in New York City has led to a decline of 13.5 per cent in the rate of teenage pregnancies since 1976. Why? Their programme offers health care, contraceptive counselling, sports programs, job referrals and substance abuse programs.

About one million young people run away from home each year. Most return after a few days or a few weeks, but a few turn to crime and become juvenile delinquents. In 1989, approximately one-third of those arrested for serious crimes were under 18 years of age. Why are young people committing crimes? Among the causes are poor family relationships (often the children were **abused or neglected** while growing up), bad neighbourhood conditions, peer pressure and sometimes, drug addiction.

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

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

1. What are teenagers like in your country (their problems, likes, activities)?

2. What care is provided by the government to teenagers?

Text 27

THE STAY-AT-HOME KIDS

At 25, Alfred Hennemann seems to have it made. A law student at the University of Bonn, he lives in a **spacious** four-room apartment in his parents' home. He comes and goes as he wishes and as a rule cooks for himself. But when he's "not **in the mood to cook**", he has a place waiting at the family table. As for the laundry, Alfred sorts his dirty clothes into piles and leaves them by the washing machine. His mother does the rest. Says Alfred: "She doesn't mind yet."

Alfred Hennemann is one of the hundreds of thousands of Europeans over the age of 20 who still live in their parents' home. Some do so **out of sheer necessity**, when they have lost a job or are unable to find one. Some seek the **perpetuation** of a warm and **supportive parent-child relationship**. Some find it just easier and cheaper to stay in the nest. Whatever their reasons, increasing numbers of young Europeans, especially **well educated, middle-class** young adults, are simply not leaving home. This pattern is beginning to worry some parents — and sociologists as well. *Post-adolescence* has **emerged** as a term to describe the phenomenon, which is now **rampant** in France, Spain, Italy, West Germany and Sweden. The current trend is **an abrupt reversal of the pattern** of the 1970s. At that time, says Alain Audirac of the French national demographic institute, "One census after another showed young people leaving home earlier and earlier. Recently, though, it's been just the opposite." In France, half the population between the ages of 18 and 25 still live "at home"; for those who have not married, the figure is three out of four. Italian studies in three cities (Padua, Bari and Matera) indicate that just over 30 per cent of the 25 to 34 age group live with their parents. Statistics for West Germany are less dramatic, but as Ulf Clausen, a German psychologist, points out: "There are 450,000 youngsters between 20 and 25 in this country who are jobless. They are forced to stay at home."

While the economic crisis and widespread youth unemployment of the last 10 years have undoubtedly played keeping **post-teenagers** at home, the principal motivations have been sociological and psychological. Franco Ferrarotti, professor of

sociology at Rome University, believes it is parents, rather than their children, who have changed. "Once, parents were seen as **oppressors**," Ferrarotti argues. "But today, parental authority has softened. Before 1968, leaving home represented winning freedom. Now, a generation of permissive parents has made it easy for the generation of ex-rebels **to return to the fold**.

Sociologists and post-adolescents agree that shifting parental attitudes toward sex have revolutionized the living-at-home scene. Christine de Solliers, a 45 year-old divorcee in the Paris suburb of Evry, does everything possible to tempt her son Alexis, 21, back **to the family homestead**. Alexis and his girlfriend, Maud, also 21, come for dinner and spend the night — together. "The sexual revolution has changed everything in 20 years," says Christianne Coltange, author of a best-selling book, "I Your Mother," on the changing relations between parents and grown children. Evelyne Sullerot, a French demographer says that the stay-at-homes are undergoing a semi-initiation into a socio-sexual state. It is, in fact, a second adolescence."

Loneliness, too, is tending to push parents and their postteen children closer together. Sophie Boissonnat, a 20 year-old Paris student, tried living in a well-equipped studio apartment, but she quickly found that she missed the lively atmosphere at home and the company of her younger twin brothers. She has now moved back. She remarks philosophically: "I wanted to be independent, but I find it's better being independent at home." De Solliers, the mother of three children, admits that she "never imagined the day when the children would all be gone." She is now considering buying a small house in an effort **to tempt** them back.

Some parents, though, have begun to rebel at what they see as **flagrant exploitation** by their own children. Collange, whose book has made her a kind of spokesperson for **beleaguered** parents, complains that "children aren't even embarrassed at being completely dependent. They use the house like a hotel, with all services. They treat parents as **moneybags** and then ignore them or just plain insult them". Natasha Chassagne, a French working mother with a 21 year-old daughter and a 22 year-old son at home, says: "They **take it for granted** that the fridge will always **be well stocked** and the closet full of clean clothes. To get them to do anything around the house, you have **to yell bloody murder**." A group of parents in Bremen, West Germany, has formed a self-help and counselling group called "Toughlove," where they trade stories about, their **pampered**, post-teen children.

Professional observers see some even deeper dangers in the emerging situation. "Today," says Ferrarotti, "we have grown men with the behaviour patterns of teenagers. They are **failing to mature**, losing their masculinity, turning into what the French call *vieux jeunes hommes*, old young men." Benoit Prot, who edits a magazine for French students, says today's youngsters are "suffering from too much security and are becoming soft. One day, we may **yearn back** to the old fighting spirit of the 1968 rebels. At least they knew how to tell the world to go to hell."

The trend toward later and later separation between European parents and children looks like it will last for some time to come. Youth unemployment on the Continent **exceeds** 15 per cent in every country and is not expected to fall for a number of years. More and more European young people go to universities and take more and more advanced degrees. Official student housing **ranges from nonexistent to inadequate**. European boys and girls marry three or four years later than they did a generation ago — if they marry at all. Those who do marry, or **break off** a less formal relationship, often **head for** "home" when the relationship **breaks up.**

Much as parents may complain about the **overgrown louts** hanging about their houses, many of them actually **relish** the situation. Mothers, especially divorcees and widows, want their kids at home for company. Working mothers, **ridden with guilt** that they may have neglected their children **in infancy**, go on trying to **atone for** it when the "children" are in their 20s. On the kids' side, as well, the attractions of **protracted** adolescence are unlikely **to diminish** soon. "Nowadays," writes Collange, "they don't have to move out to make love. They have no problems of bed and board, no taxes and no bills and no serious points of difference with Mom and Dad." What post-adolescent in his right mind could turn down that kind of deal?

1. What are the reasons for this trend among adolescents?
2. What age do you consider normal to leave home? Explain your answer.

A mother never realizes that her children are no longer children.

Holbrook Jackson

Text 28

WHAT IS A FATHER?

Edwin Louis Cole gives a good definition of the word "father". He says a father is the one who **guides**, **guards**, and **governs** in the home. He is the one who brings proper disciplines, strengths, and direction to the family unit.

A father's heart is filled with **love for** his family, this love is not a weak, **insipid** kind of sentimental love; it is a powerful, giving love that always seeks the best interests of the child. A father's love teaches through example as well as **by precept**, as Andrew Murray **points out**:

"A successful parent studies the art of speaking in the spirit of love, by **striving** to make his whole life an attractive example of what he has taught."

"...more children will go to sleep tonight in a **fatherless home** than ever in the nation's history. Talk to the experts in crime, drug abuse, depression, school failure, and they can all point to some study somewhere blaming those problems on the disappearance of fathers from the American family."

The dysfunctional family

The word *dysfunctional* literally means "not working." Although it is **overused** and frequently misunderstood, it is an accurate description of families today. Most families simply are not working. The baby boomers have **come of age.** Many have married and tried to establish their own families and careers. That was the "American Dream" right? Grow up, marry, and have kids. Unfortunately, many baby boomers of the 1960's became members of the "me generation." They became more **focused on** their own needs rather than on the needs of others. Many times their wants also became their "needs". They have produced a generation that many call the "baby busters."

Their marriages consisted of two people living together who were willing to receive 100 per cent in exchange for giving little or nothing. Spouses in such unions became **leeches** joined together in a "**feeding frenzy**" designed to suck the life from each other. As a result, between 50 and 60 per cent of young people in America grow up in **single-parent homes**. Even in many homes where both mother and father are present, children grow up

with **absentee parents** – parents more focused on establishing their careers than their families. **Intimacy, bonding** and **commitment** – key ingredients of true love – seem to be missing altogether.

A secular model has uprooted the biblical concept of family – one that required both a father and mother. When children do not have proper bonding and intimacy with both parents, **a breach** or a form of spiritual schizophrenia envelops a child. This emotional tearing in a neglected child causes problems of **identity, low self-esteem**, and depression. Public schools are now faced with millions of these kids and all the problems that go along with them. Just look at the results of the breakdown of the American home:

– Children from broken families are nearly twice as likely as those in two-parent families **to drop out** of high school. – More than one-third experience moderate or severe depression even five years after their parents' divorce. – Seventy per cent of all juveniles in **state reform institutions** come from fatherless homes.

Is it any wonder, then, that this present generation cannot understand the love of a heavenly father? In many ways, we have brought the evils of society upon ourselves. So many have never known any kind of intimacy with their earthly fathers, even when they live in the same house. Fathers who are present have failed to become the leaders they were called to be. Having grown without proper **male role models** themselves, many of them have no idea of what fatherhood really **entails**. Some have been abused by their earthly fathers – sexually, emotionally, and physically.

Searching for my father

Several years ago I had the opportunity to share my **testimony** with Sheila Walsh. I shared with her how the absence of my own father had affected my growing up. I strived to succeed in everything I could, trying desperately **to find identity through** academics athletics, but when they failed to fulfil my deepest needs, I began to look for acceptance and intimacy through friends and what I thought was love. It was all **to no avail**. Eventually I followed a dark path of loneliness **littered with** the garbage of drugs, alcohol, and lawlessness.

I thought the missing link in my life was my real father. I never really knew him. I had not seen him since I was about 9 years old; I was 21 when I began searching for him. Even though my mother and stepfather loved me, I somehow felt that I would

never truly be a complete person until I found my father once more. Then, I thought, the **cloud of confusion** and **emotional turmoil** would lift from my life.

The search ended in Houston, Texas, where I found and met my father. It was good to put some of the puzzle pieces of my life back together, but still I had not **filled the longing** in my soul.

1. What makes a family dysfunctional in your opinion?

2. Why should children always stay with their mother in case of a divorce?

3. What is the difference between father's and mother's love to children?

Text 29

CHILD ABUSE

There are four types of child abuse. They are defined as:

– Physical: An injury or pattern of injuries that happen to a child that are not accidental. These injuries may include beatings, **burns, bruises, bites, welts, strangulation**, broken bones or death.

– Neglect: Neglect occurs when adults responsible for the well being of a child fail **to provide for** the child. Neglect may include not giving food, clothing, shelter, failure to keep children clean, lack of **supervision** and **withholding** medical care.

– Emotional: Any chronic and persistent act by an adult that **endangers** the **mental health** or emotional development of a child including **rejection, ignoring, terrorizing, corrupting, constant criticism, menace remarks, insults**, and giving little or no love, guidance and support.

– Sexual: Sexual abuse is the sexual assault or sexual exploitation of children. Sexual abuse may consist of numerous acts over a long period of time or a single **incident**. Children can be **victimized** from infancy through adolescence. The **perpetrator keeps** the child **from disclosing** through **intimidation**, threats and rewards.

In the United States between 1:3 and 1:4 females are sexually abused as children. At least 1:7 to 1:10 males have been sexually assaulted before they reach the age of 18.

In 80% of the sexual abuse cases the child knows the offender and in 50% of all cases, the offender is a member of the child's household.

Abuse crosses all socio-economic backgrounds

In cases reported in Massachusetts and California the greatest number of cases are those of neglect, followed by cases of physical abuse, with sexual abuse cases ranking third and finally emotional abuse. Two million cases of child abuse are **reported** each year and of these reported cases, two thousand of the children die.

Over 3 million (3,195,000) children were reported for child abuse and neglect to child protective service (CPS) agencies in the United States, in 1997. The "National Committee to Prevent Child Abuse" reports that currently about 47 out of every 1000 children are reported as victims of child **maltreatment**. Overall, child abuse reporting levels have increased 41% between 1988 and 1997. According to a 1997 survey physical abuse represented 22% of confirmed cases, sexual abuse 8%, neglect 54%, emotional maltreatment 4% and other forms of maltreatment 12%. These percentages have **undergone** some **shift** since 1986 when approximately 26% of the children were reported for physical abuse, 16% for sexual abuse, 55% for neglect, and 8% for emotional maltreatment (AAPC, 1988).

A social overview

Child abuse is recognized as a problem of epidemic proportions. Each year Department of Human Services Investigators **conducts** about 20,000 **investigations** involving about 30,000 children. Each year about 9,000 of children are determined to be victims abuse, in 1993, twelve Iowa children died as the result of child abuse. National studies continue to indicate that only about one-third of maltreated children are reported to child **protection agencies.** Significant numbers of victims remain unidentified without protection and treatment.

Child abuse has serious consequences, which may remain as **indelible pain** throughout the victim's lifetime. The violence and negligence of parents and caretakers serve as a model for children as they grow up. The child victims of today, without protection and treatment, may become the child abusers of tomorrow.

As with any social issue, child abuse is a problem for the entire community. Achieving the goals of protective services requires the coordination of many resources. Each professional group and agency involved with a family **assumes responsibility for** specific elements of the Child Protective Service (CPS) process. The Department of Human Services works closely with physicians,

nurses, educators, mental health practitioners, law enforcement agencies, and the judiciary. These parties are involved in the identification, reporting, investigation, and treatment of cases of child maltreatment.

Protective services are provided by the Department of Human Services to abused and neglected children and their families without regard to income. Special **rehabilitative services** for prevention and treatment of child abuse are provided by D.H.S. and other community resources to children and families such as: homemaker services, parenting classes, **respite** day **care**, foster care, financial assistance, psychological and psychiatric services, and sexual abuse treatment.

1. Does the problem of child maltreatment exist in you country?

2. What are the ways of solving this problem?

Text 30

VICTIMS AND PERPETRATORS

The victim of child abuse is a person under the age of 18 who has suffered one or more of the six categories of child abuse as defined in the Iowa Code (Physical Abuse, **Mental Injury**, Sexual Abuse, Denial of Critical Care, Child Prostitution, or Pretence of Illegal Drugs).

Perpetrators of child abuse come from all **walks of life**, races, religion and nationalities. They come from all professions and represent all levels of intelligence and standards of living. There is no single **social strata** free from incidents of child abuse.

Some perpetrators of child abuse may have social or psychological problems such as depression or low self-esteem. Some may have alcohol or drug-related problems. Others lack basic information about normal child development and parenting. Some have expectations of the child that the child cannot possibly meet. Lack of **parenting skills, coupled with** the child's inability **to meet unreasonable demands**, can sometimes lead to child abuse. Stress (including financial stress) is also a frequent contributing factor.

Abusive parents may show disregard for the child's own needs, limited abilities, and feelings. Many abusive parents believe that

children exist to satisfy parental needs and that the child's needs are unimportant. Children who don't satisfy the parent's needs may become victims of child abuse. Sexual abusers may have **deviant** personality traits and behaviours, which can result in sexual contact with a child. Sexual abuse perpetrators sometimes use threats, **bribery**, **coercion** or force to engage a child in sexual activity. They **violate the trust** that a child inherently places in them for care and protection, and exploit the power and authority of their position as a trusted caretaker in order **to sexually misuse** a child. Often the child is threatened or warned "not to tell," creating a conspiracy of silence about the abuse.



LISTEN TO THE PLEA

By Joy L. Reed

CRASH — the front door slams. You are home and our family **cringes**. Your shadow is cast on the wall; your **knuckles** appear to be **dragging** on the ground. As you round the corner, your arms shorten to swinging length. I throw myself in front of the children, **taking the blunt edge of your rage**, which **earns** me another **black eye**. Smells of blood, fear, and adrenaline **saturate** the air.

Our children sink into the background. The whites of their eyes are **glassy with tears** of horror as they watch you, their father, with your fists repeatedly **bashing** my torn bleeding flesh. Finally, the sweet darkness of unconsciousness **engulfs** me and the pain is left in reality. You give my **slumped body** a final kick and **stomp back** out the door.

The evening has faded into late night. The front door opens calmly. You appear not to notice the **bruises** nor the pain **etched** in my every movement. You offer flowers and apologies. "If the house had been cleaner when I came home, this would not have happened," you **whine** "I don't want to get mad, you need to keep the house cleaner," you say, "I am sorry you made me correct you again. I love you." I understand; after all it is my fault. I learned my faults from my mother, who always needed correcting. I remember watching dad punish her. I need to be a better wife. You work so hard and ask so little of the kids and me. I am so lucky you love me; no one else would. How could I support my children without you. I would be such an awful person without you to teach me how I should behave. Days, weeks, have passed and you behave as a loving spouse and father. I really believe this time I have changed enough to make you happy. Then you seem to notice every behaviour of mine as an excuse to get angry. I have trouble understanding the rules to this game as one day everything is fine and the next I am **inadequate**.

You **storm in**, throwing the children out of your way. You **lunge at** me. Your eyes are burning red with rage and your fists connect brutally with every swing. I am not completely **healed from** the last explosion of your temper, **mercifully** unconsciousness claims me swiftly. The children scream in terror, running toward the door with no intentions of looking back.

Screams of sirens fill the night air, lights are flashing casting **eerie** reflections onto the walls. The door **slams open** once again, but this time people in uniforms flood the house. Officers **drag** you **off** me and **wrestle** you to the ground **choking** your **wrists in cuffs**. You are thrown into a car that immediately heads towards a steel cage that awaits you downtown.

The paramedics gently carry my broken body out on a stretcher and place me in the waiting ambulance. Both uniformed groups know if I recover they will likely get the chance **to relive** this experience.

The children are terror **stricken** and have to be **coaxed out** of the bushes. Children's Protection Services will have a safe place for them for the night. They are exhausted from their experience. Walking up in the hospital I am questioned by the strange people standing over my bed about whether I will sign a complaint against you. Yes, I will, I love you and fear your reactions to being arrested but, I also know that perhaps next time you will kill me or the children. The strangers offer me a safe place to go with my children, and help to get on my feet and start a new, safe life. AND SO THERE IS A BREAK IN THE CYCLE

1. What causes such behaviour by a parent?
2. In what way should such perpetrators be punished?



III. City

Text 32

CITY AND TRAFFIC

London is so large that visitors must learn to use buses and the underground to get about. You can get a map of the underground, the bus routes at any ticket office. The word "Underground" across a large circle shows you where the stations are. The London underground is called **the "tube".**

Bus stops are marked clearly. In the suburbs buses do not stop unless there are passengers who wish **to get on or off**. These stops are marked "**Request stops**".

Inside some buses you will see the notice: "Please **state your destination** clearly and have the exact fare ready". It is easy enough to tell the conductor where you want to go to, but not always possible to have the exact fare. The conductor will always give you the change.

The London buses are very large. They have seats both upstairs and downstairs. English children like to sit on the front seats of a big London bus. They can see everything that is happening in the streets.

Here are some of the things you may hear on a bus in London:

"Fares, please".

"Four pence, please".

"**Pull up inside**; plenty of seats on top".

"**Standing room** only".

"No, sir, this bus doesn't go to Victoria Station".

"You want a number 11". "No more seats on top; five seats inside".

In Great Britain traffic keeps to the left. Motorcars, buses and cyclists must all **keep to the left side** of the road. In most other countries traffic keeps to the right. There is heavy traffic in London and you must **observe traffic rules**.

Text 33

CAR DRIVING AND TRAFFIC REGULATIONS

I. With **traffic congestion** in big cities getting worse from year to year walking may soon become **the surest way of getting places**. But even the pedestrian has to obey the traffic rules if he wants to get there **safe and sound**.

Here are some things to remember.

1. Obey **the traffic lights**. Don't cross before the light turns green or the signal reads "walk".

2. Don't cross streets in the middle of a block.

3. The pedestrian walks on **a sidewalk** in the US, but **on the pavement** in Britain.

II. If you **are out to hail a taxi** cruising the streets look out for the lighted roof sign "taxi". You may find it easier to pick up a cab at **the taxi stand (rank)**. Passengers **pay by the meter**. In the United States there is an additional **toll for** bridges and tunnels on the way.

III. Those of you who will have to drive a car while travelling abroad should start by getting **an international driving permit (licence)** back home. Always keep your driving licence and **registration** papers on you.

1. Remember that **motoring regulations (highway code) are strictly enforced**. In the United States, as in the former Soviet Union, you drive on the right. In Britain, Japan and several other countries you must keep to the left.

2. Parking in many cities can be a problem. Remember there are such things as "No Parking" signs, **parking metres, and parking lots.**

3. When parking your car never take up more space than necessary — stay within the lines of parking spaces — and do not park too close to the other cars.

4. If you **violate the parking laws** you are sure to find a "ticket" pasted on your windscreen. This is **a summons** to appear in court. You may either send payment for your fine by mail or pay your fine in court.

1. Should the number of cars and traffic in your city be somehow reduced? Why?

2. Is traffic in all big modern cities similar to the traffic in your city? Can you spot any differences?

3. Does it make any use having a car in big cities? (Just think of traffic jams and parking problems).

Text 34

TOWN

A town is a large number of houses, schools, hospitals, theatres, factories, works and other buildings built near each other. All these buildings are divided into **blocks** by streets. Short narrow streets that join larger ones together are called lanes. On one side of streets the buildings have **even numbers**, on the other – **odd numbers**. The main streets are usually paved with stone or asphalt. Along the streets run carts, cars, buses and trolleybuses. In large towns tramways are laid down the wider streets, along which **tramcars rattle** with great noise. On both sides of the streets are raised pavements on which people walk.

In very large towns, which are generally called cities, countless pedestrians walk along the foot-pavement forming two **smoothly flowing ceaseless currents**. In England walkers keep to the right, while vehicles on the road keep to the left.

People usually cross the street at special places, called crossings. When the traffic is very heavy, the policeman, who regulates the movement of the cars and buses, has to stop the never-ending stream by raising one hand, thus affording the pedestrians, a chance of crossing the street. On the footpaths, close to the gutter, stand dustbins into which refuse is put.

In large towns the ground floor and the first storeys of the houses that line the principal streets consist of shops. These shops present most attractive features. The windows are very large and the plates of glass often reach almost to the pavement. It is interesting to look at the shop-windows where the articles on sale are displayed.

In the centre and in important parts of a large town, there are squares, gardens and market places.

A town is generally situated near or on a river across which bridges are built. In almost all towns there are places of interest, which a stranger would be invited to see – monuments, cathedrals, museums, etc. A town is governed by a council, the head of which is the mayor.

Clearly, then a city is not a concrete jungle, it is a human zoo.

Desmond Morris

Text 34

CREATIVE ALTERNATIVES TO URBAN SPRAWL: A TALE OF TWO CITIES

Urban sprawl offers many things that **car-oriented** Americans have come to expect – fast food, fast roads, and convenient shopping centres. It is also an easy method of creating new subdivisions, sitting just beyond the noise of urban life. But sprawl can also weaken or destroy the vitality of downtowns, limit the supply of inexpensive houses, paralyse the roads with cars, **eat away at safe drinking water supplies** and **scar** much of the landscape **with** asphalt, plastic signs, and **sterile, cookie-cutter buildings**. It also perpetuates the automobile as the sole component of our urban transportation system, because it makes alternatives such as mass transit, bicycles and walking almost impossible.

For some people, sprawl's damages run even deeper, destroying a crucial sense of community. In their book Sustainable Communities, Sim Van der Ryn and Peter Calthorpe argue that the modern suburban lifestyle has imprisoned us in **a narcissistic world of private property** – automobiles, **sealed office buildings**, shopping centres, and subdivisions. Meanwhile, our shared domains – public parks and plazas, intimate public streets built with neighbourhood stores and sidewalks for pedestrians – have been eliminated.

So how do you build a healthy economy and keep a sense of neighbourhood? How do you save a downtown? How do you

accommodate growth without traffic jams? How do you create affordable housing? And how do you protect your land and water supplies?

To find the answers to these questions, I travelled to Oregon and California, where some of the more ambitious programs to limit urban sprawl **are in place.**

Portland, Oregon

Twenty years ago, the economy of downtown Portland, Oregon, was as weak as any **ailing downtown** in the country. Stores were steadily leaving the area and the streets, they used to say, "closed at 5 p.m." In 1969 the nation's then, largest-regional mall was built across the river that borders downtown Portland stealing half of downtown's commerce overnight.

Suburbs **mushroomed** in distant corners of Portland's metropolitan area, **pulling more activity** from Portland and forcing the city to build more freeways. Traffic was continually **contributing to air pollution** around Portland, **violating federal standards** for all but a few months of the year. By 1972, says Bill Wyatt, director of the Association for Portland Progress, "Downtown was clearly **on the slide**," and going downhill fast. A real atmosphere crisis started.

A year later, Neil Goldschmidt was elected as Portland's mayor and **launched a** $ 420 million bus and railway **plan**. At the same time, Portland halted construction on one of its main expressways along the Willamette River and used much of the highway money for mass transit. In the highway's place, Portland built **a waterfront park**. Several years later, the city **tore down a parking garage** that sat on downtown's most valuable piece of real estate. In its place, with $ 8.5 million, Portland built a facility that doesn't **draw a penny of income**. It's now a piazza named, appropriately, Pioneer Square.

The overall goal was to do what most city officials fear is impossible: bring people to the centre of the city day and night. By the early 1980s, downtown employment had grown by 60 per cent.

Walking through Portland one sunny morning, I passed dozens of **nooks and crannies**, which told me that city planners had carefully thought of me, the pedestrian. City parks and fountains — from the **small and cosy** to the **large and glorious** — **pop up** throughout downtown. An old colonnade facade was saved as a border for Portland's busy Saturday market. Drinking fountains are everywhere.

For lunch I stopped at Pioneer Square and found **a hub of activity** most communities only dream about. In the centre, which is surrounded by an amphitheatre, gathered musicians, magicians, and **food vendors with pushcarts**. I ate my lunch sitting on a long tile ledge that borders **the square's waterfall**. On the **cobblestone street** behind me ran Portland's new light rail line, opened in 1987. Almost anytime one can see **clusters of people** waiting under protected shelters for one of Portland's 500 buses. Each shelter contains a detailed sign of that bus route, a phone, and a TV screen displaying the schedule.

In many growing areas around the country, officials are generally pessimistic about mass transit, saying people refuse to live in patterns centralized enough to make it feasible. But, Portland transit officials note, a range of bus and van systems can be coordinated to fit **dispersed communities**. And people are willing to change. In Portland, which like many cities struggles with **diffused suburban growth**, transit officials already have counted $400 million in new private development along the transit lines.

Portland's downtown car traffic now looks like that of a town half its size, and air pollution standards are violated an average of one day a year.

Davis, California

In various corners of the country, old cities have begun **downtown revitalizing efforts** that may someday result in the kind of life Portland enjoys. But even if they succeed in using mass transit and pedestrian-friendly designs to make their cities less dependent on the auto, that won't keep developments on **the fringes of town** from turning into sprawl.

The most common approach to fighting such suburban sprawl has involved **aggressive building restrictions**, such as those in Davis, a quaint college town of 40,000 in the middle of California's farm country. Davis' residents are **obsessed with preserving its intimate, college-town flavour**. So for more than a decade they have made the unusual choice of putting almost no one on the city council or planning commissions who has financial ties to real estate development. As a result, Davis council members have been able to slow the city's **accelerating rate of growth**, create a certain amount of low and **moderately priced housing**, and maintain its **peaceful and diverse neighbourhood atmosphere.**

The mixed approach to housing is a direct result of a 1975 growth control regulation, which involves a point system and a

limit on building permits (about 400 per year). Before approving each of those homes, city officials ask for a range of "extras" from developers, such as a diversity of designs, a good supply of less expensive homes, a minimum of environmental damage, creation of open areas, and help with additional city service cost. Those who accumulate the most "points" on these extras are first in line for building permits.

Davis also **restricts the size of its shopping centres** to eight acres. The idea behind this rule is to create commercial centres that are oriented to each neighbourhoods, rather than **expansive regional monoliths** that only compete with each other and **feel inhuman to shoppers**. Most Davis residents now have to drive (or walk or bicycle) only a mile or so for their **basic daily needs**. Shopkeepers know their customers. The **grid of roads** to these scattered centres is rarely jammed. When it's hot, thanks to landscaping regulations, people can park underneath canopies of trees.

Davis' goal, in essence, has been to create an alternative to some of the worst aspects of sprawl.

As in any city, there have been limits to the creativity of city officials. But the community ethic in Davis runs deep, even in some private developers. A local planning consultant, recently elected as the first developer on the city council in more than a decade, built a subdivision in one corner of Davis that **is reputed** to be one of the most innovative subdivisions in the world. The project, called Village Homes, comprises 240 homes on 62 acres, which **are threaded** with vineyards, fruit orchards, **knolls of wild vegetation**, and a network of small parks, and foot, and bicycle paths. Homes **sit in tight clusters** along narrow streets. And, most unique, the homes back up against the streets in tight, intimate clusters. The front yards open onto the shared common areas of countryside.

1. What goals are pursued by the cities?

2. Would you like to prevent your city from urban sprawl or is it a form of luxury for the city-dwellers?

3. Can new technology manage with the problems of growing population in the city? (Traffic jam screens on the road, high-speed underground trains...)

A big hard-boiled city with no more personality than a paper cup.

Raymond Chandler

Text 36

THE WORLD'S URBAN EXPLOSION

By the reckoning of my fellow demographers, human population first reached the billion in the early 19th century. But it took little more than another hundred years for that figure to climb to two billion in 1930, and by 1975 the number doubled again. In the remaining years of this century world population will top six billion; by 2025, eight billion.

The lion's share of this increase will occur in **the emerging nations**, already home to most of mankind, and will be concentrated in cities **overburdened by their current populations**. Advances in technology and medicine that allow us longer, healthier lives have **buoyed population size** and growth rate — and thus created challenges of **magnitudes** the world has never before faced.

Urban authorities worldwide are declaring their regions to be in crisis situations with drastic **shortcomings in** housing, water, sewage, transportation, and job opportunities. Lagos, Nigeria, for example, with some five million people and one of the world's highest growth rates, has so far been unsuccessful in planning construction of a citywide sewer system.

Urban areas in developing countries are **haphazardly spreading** far beyond traditional boundaries to accommodate natural population increase and rural migration. Industrial and residential uses and speculation often take over valuable farmland. On the edges of Cairo, prime agricultural land is being lost to the destructive stripping of topsoil for brick making.

Rapid population growth and urbanization will continue into **the foreseeable future, with bleak consequences.** Conditions today are only the opening scenes of a drama in which Third World cities, now home to more than one billion people, will hold nearly four billion residents by 2025.

The urbanization trend in developing nations

Only seven urban centres held more than five million in 1950: New York, London, Paris, Germany's Rhein-Ruhr complex, Tokyo-Yokohama, Shanghai, and Buenos Aires. Labour supply and

demand had **grown in unison** as these centres evolved over decades, if not centuries. The enduring architecture of London and Paris reflects slow, graceful development.

Today 34 cities boast more than five million residents. By 2025, the UN projects, there will be 93, and 80 of these will be in the emerging nations. **Leisurely development** and a low to moderate population growth rate are luxuries of the past.

The upsurge in Third World urban populations has overwhelmed resources. **Sprawling slums, massive traffic jams, chronic unemployment, regular failure of electric and water services, strained educational and recreational facilities, and skyrocketing food and fuel costs are the stuff of daily existence.**

Though demographers warned that the population of Mexico City would double during the 1970s, few others believed such a rise could occur. Yet the metropolis did grow from 8 million to 14 million people, and it may reach 30 million by 2010. Similar projections for other developing nations are now being accepted as realistic.

The paradox of population growth

For most of mankind's history world population grew slowly, checked by epidemics, famine, and chronic malnutrition. Though the mortality rate was high, the birth rate was slightly higher, and with that small excess our numbers gradually increased.

Human population grows much like a savings account accruing compound interest – greater amounts **yield** greater amounts. English economist Thomas Malthus cited this fact in his 1798 "Essay on the Principal of Population," warning that human numbers – if unchecked – would soon **outweigh the ability of the earth** to feed them.

But Malthus was writing on the eve of a new era, when the industrial revolution would transform Europe. The continent's population did rise substantially during the 19th century as **medical breakthroughs towered the death rate**, but simultaneous agricultural advances also allowed food production to rise. And emigration to America helped **siphon off population excess**.

The newly widened gap between birth and death rates gradually began to close as smaller families become socially acceptable. That trend quickened in industrialized countries during the 20th century, and today the gap between births and deaths is once again small.

In the developing countries a far different history prevails. Only in the 1930s did the death rate begin to fall, but it **fell dramatically** as imported technology improved overall health and dietary conditions. The birth rate, however, remained high. Its decline depends largely on changing cultural norms, and family planning has made substantial **inroads** only within the past two decades. As the gap between deaths and births widened, the population exploded. Generally speaking, there were not more births – there were more survivors.

With this considerable momentum, population expansions in these countries will continue. Even optimistic scenarios do not **foresee a levelling off** of growth until late in the 21st century.

Because the traditional birth-and-death-rate relationship has been broken in Third World countries only within the past few decades, they now hold very youthful populations, and **the populations** will continue to **soar** because there are more women of **childbearing age**. Hence the paradox of modern population growth: even as the birth rate continues to fall, the population will rise.

For every 100 Africans today, 55 are under 20 years of age. Among Europeans only 30 out of 100 are under 20. In 1975, 93 million African women were of childbearing age. The birth rate that year in Africa was 47 per 1,000, and 19 million children were born. The UN projects that by 2025 the African birth rate will fall to 25 per 1,000 – a reduction of almost half. But by then the number of **reproductive-age women** will have risen to 430 million, and even with a lowered birth rate 42 million children will enter the world that year.

A clouded crystal ball

How many people can the earth hold? Will birth and death rates continue to decline? Can food production **keep apace of** population growth? Can **technology supplement** or replace today's resources? What are the long-term effects of pollution on health, climate, and farm production?

Debate over such issues **has spawned** volumes, as scholars look to the future with varying degrees of optimism and gloom. In a lecture titled "The Terror of Change," Patricia Gulas Strauch cited three aspects of our future about which there is little disagreement: The speed of change will accelerate, the world will be increasingly complex, and nations and world issues will be increasingly interdependent.

The problem facing Third World megacities cannot be ignored by developed countries. We cannot **look to the past for solutions**; there is no precedent for such growth. We are **in uncharted, challenging waters**.

1. What are the reasons of such population growth?
2. What may be the consequences of the population growth?
3. How can it be managed?



NIGHTMARE OF THE MONSTER CITIES

By Spencer Reiss

It is a **sweltering** afternoon in the year 2010, in the biggest city ever seen on the earth. Twenty-eight million people swarm about an 80-mile-wide mass of **smoky slums**, surrounding high-rising islands of power and wealth.

One-third of the city work force is unemployed. Many of the poor have never seen the city center. In a nameless, open sewer **shanty town**, the victims of yet another cholera epidemic are dying slowly, without any medical attention. And from the **parched countryside** a thousand more hungry peasants a day **pour into** what they think is their city of hope.

That nightmare of the not too-distant future could be Cairo or Jakarta or any of a dozen other **urban monsters** that loom just over the demographic horizon. Already Mexico City, Sao Paulo, and Shanghai are among the largest most **congested** cities on earth. Over the next two decades, they — and many others — are expected almost to double in size, generating economic and social problems that will far **outstrip** all previous experience.

Just 30 years ago some 700 million people lived in cities. Today the number stands at 1 800 million, and by the end of the first decade of the century it will top 3,000 million — more than half the world's **estimated population.**

The flood of "urbanites" is **engulfing** not the richest countries, but the poorest. By the year 2010 an estimated 650 million people will crowd into 60 cities of five million or more — three-quarters of them in the developing world. Only a single First World city —

metropolitan Tokyo, which will have 24 million people — is expected to be among the global top live, London, ranked second in 1950 with ten million people, will not even make 2010's top 25.

In places where rates of natural population increase exceed three per cent annually — meaning much of the Third World — that alone is enough to double a city's population within 20 years. But equally powerful are the streams of hopeful migrants from the countryside. More often than not, even the most **appalling** urban living conditions are an improvement on whatever those who suffer them have left behind.

What **confronts and confounds** urban planners is the **enormity** of these trends. There have never been cities of 30 million people, let alone ones dependent on roads, **sewer** and water supplies **barely adequate for** urban areas a tenth that size.

The great urban industrial booms of Europe and America in the nineteenth and twentieth centuries **sustained** the cities that they helped to spawn. But in today's **swelling** Third World cities, the flood of new arrivals far **outstrips** the supply of jobs — particularly as modern industries **put a premium on** technology — rather than manpower. So it will be virtually impossible to find permanent employment for 30 to 40 per cent of the 1,000 million new city dwellers expected by the year 2010.

Optimists maintain that runaway urban growth can be **stemmed** by making rural or small-town life more attractive. Some say that the trend is self-correcting, since conditions will eventually get bad enough to convince people that city life is no improvement after all. But pessimists see a **gloomier** correction epidemics, starvation and revolution. In the end, both sides agree that the world's biggest cities are **mushrooming** into the unknown.

Survival course

Yet some cities still manage to cope.

Seoul, riding the **crest** of South Korea's economic boom, is currently building a £2,500 million underground railway system that should ease some of the worst traffic problems in the world. Over the last decade Tokyo has **cleared up** much of its legendary smog.

Hong Kong has **rehoused** 1.3 million people in new high-rise towns such as Sha Tin. Built on land reclaimed from the sea and paddy fields, Sha Tin and its sister towns are totally **self-contained**, down to playgrounds, industrial areas and a railway line into the colony's main business district.

The essence of the larger problem is that despite the dreadful conditions that **urban squatters** face, their numbers are growing at rates as much as twice that of the cities themselves -- and every step taken to improve living conditions in the slums only attracts more migrants.

One solution is to ban migration into the cities. Both China and the Soviet Union use internal passports or **residence permits** to try to control urban growth, the Russians with rather more success.

Mexico City planners are already gamely **laying plans for** a metropolitan region of 36 million people by the year 2010. If nothing else, there is a kind of New World bravery in that.

1. Why isn't urban growth such a problem for many First World countries?

2. What are the problems that capital cities are facing already? What can be done about them?

3. Explain the play on words in the last line of the article.



IV. Weather and Climate

Text 38

SEASONS I

The most pleasant season in Europe is the spring, from March till June. In May the weather is fine. The trees **put forth little buds**, the meadows grow green; the flowers begin **to bloom**. There are no **sharp frosts** during the night. The nightingale, swallow, cuckoo, and other birds come back from Africa, build their nests, **lay and hatch their eggs** and **rear** their young ones. The new crop is **shooting** (up). Nature looks full of promise.

By the end of June the weather becomes considerably warmer: summer has come. Sometimes it is very close, and the heat is almost **unbearable**; then a thunderstorm usually brings relief. Dark clouds gather in the sky; it lightens and thunders, and the rain falls shortly after. A heavy **downpour or a hailstorm** makes the air cool down very quickly.

When the heat gets too **oppressive** and people can no longer **bear it**, they go bathing and swimming.

In summer cherries, apricots, peaches, strawberries, raspberries, currants, blackberries, and other fruits **ripe**.

In September autumn begins. The weather is cooler than in summer, and the leaves change colour and **fall off**. Apples and pears are now ripe. Most birds go away to warmer countries; only the sparrow and a few others remain.

November is the month of fogs. A London fog – "**as thick as pea-soup**", or even at times quite black – is a thing to be

remembered. When it comes on the street-lamps must be lighted. Fog-signals are heard on the Thames and the railways, and the trains are late.

Winter is the season of **snowstorms** and of ice. During the winter there is a lot of rain in England but little snow. The British Isles being surrounded by the Ocean, and washed by the warm Gulf Stream, have a more **equable climate** than Central Europe.

1. Would you like four seasons to be substituted by one? Which and why? (Why not?)

2. According to statistics people who live in countries with clearly determined seasons and leave for the countries without sharp boundaries between seasons have much shorter life spans. Can you suggest any explanations to this phenomenon?

Text 39

SEASONS II

Spring is the liveliest season of the year. But not from the very beginning.

People suffer a great deal from bad weather in early spring. That is why in England they call the first spring month "**windy and blustery** March".

There are two English sayings characterizing March as a cold and unpleasant month: "March comes in like the lion and goes out like the lamb" and "Never cast a clout till March be out".

It is April that brings in fine weather and people call it "the sweet month". It brings the lengthening of the days – the **translucent quality** of the light at dusk, the gusty, showery winds. "April showers bring May flowers," they say. The air is **rich with a fragrance** of young grass and the breath of the early spring flowers foremost among them "the herald of spring – the snowdrop".

Dickens called summer **the prime and vigour** of the year. Summer is **a luxuriant season**: the larks send their thrilling songs from the blue sky; the robins fill the forests with their voices. The meadows are fragrant with hosts of wild flowers such as bluebells, buttercups, poppies, daffodils and daisies.

The air rings with **the shrill sounds** produced by insects. Everywhere dragonflies, bees and bumblebees **dart** with a buzzing sound; beetles and furry caterpillars **hasten to and fro** about their business, gnats and butterflies fly in hosts. Autumn is dear to man due to its mellow fruitfulness. All fruit are filled with **ripeness to the core**. The mossy cottage-trees bend with apples, pears and plums. The vine is heavy with grapes. The watermelons, pumpkins and cucumbers swell on their beds. And in the woods the hazel shells are plump with sweet kernels. Autumn is **a maturing season**.

Autumn is a season full of significance for man. His efforts are never in vain. Nature will always kindly and generously **reward man for his exertions**.

After the pleasant time of harvesting the picture changes – in comes the late autumn with its rains, **gusts of wind**, grey cloudy skies and mists. The roads are muddy, there are pools everywhere. The flowers begin **to wither**, the trees **shed their leaves**. Here and there one can see a solitary vine clinging to the mouldering wall. But at every gust the dead leaves fall. The days are dark and **dreary**.

Both sides of autumn – the merry harvesting time and the dreary rainy time – have always attracted poets, painters, and composers. After autumn comes winter.

Winter is a season of black and white. The colours are **washed away** from the trees leaving the naked branches black while snow is covering the earth.

Winter is a season of black and white. The colours are frozen. The snow covers the fences and hedges so that they no longer mark the road over the plain. The clouds are grey like ashes. The red sun flashes through the grey clouds on the windows and they glimmer red.

But the pictures of winter are not always gloomy and dreary. The sun in winter can shine from a clear blue sky and the snow sparkles then under it like jewels.

Winter sports are magnificent: skating, skiing, tobogganing are the favourite winter sports of young people.

Winter is not the same everywhere of course. In Siberia for instance and North Canada winter is snowy, severe, cold and long lasting. The temperature falls as low as 50° - 60° Centigrade. Blizzards rage for days covering vast areas with a thick layer of snow. On the shores of the Black Sea, however, winter only means rains and winds. It never snows there.

Each season of the year possesses its own charm, has its own beauty and significance to man.

1. Which season possesses the greatest charm and value for you? Why?



SEASONS III

Spring as the **awakening of nature** has always been a source of inspiration for human beings. A source, which **stirs, urges and rouses** our spirit. Spring scenery thrills deep and delicate fibres within us.

There are four seasons in the year — spring, summer, autumn and winter. Spring is the season of hope and happiness. It is the season when nature awakens from her winter sleep — the ice is broken, the grass is beginning to shoot, here buds are showing, there the trees are already **bursting into leaf**, fresh, green and lovely. Spring has come!

Summer is the hottest season in the year. The bright sunshine **scorches the earth**. Not a single cloud is in the sky. It is pleasant to get out of town where one is so oppressed with the heat and **ramble through woods**, among hills and valleys, following winding paths that are hardly seen to the naked eye in the thick green grass. The fields are green and shorn — here and there big stacks of hay are seen. The days are long in summer.

But on moves the earth in its race round the sun. The days are becoming shorter, the sun rays are losing their **glittering force** — autumn is approaching. The beautiful nature has thanked the laborious farmer for his toil in the fields, meadows and orchards. The trees that not long ago bloomed with flowers are **laden with ripening fruit**. But the beautiful "**Indian summer**" is over — it is deep autumn now. We don't hear any more the sweet melody of birds in the woods and forests — they have flown away to far distant warm countries. Everything is beginning to take a different colour and garment in the lonely quiet of the countryside — the trees look bare, for they have **cast off their leaves**, the fragrant flowers have **faded away**. The sky is **overcast with** low, black, heavy clouds — the period of rain has **set in**. It is unpleasant to be out in the **drizzling piercing** rain that is accompanied by a cold wind.

December is approaching. There is a breath of winter in the autumn air. It is getting colder day by day. The cold makes the hands **cold and stiff**. It is on a morning in December that you get up and look out of the window, and Wow!.. the ground, the roofs of the houses are **thick with** snow. In the woods the branches of the trees are also **feathered with** snow. Everything around looks so beautiful! Winter has **set in**.

1. Which description do you like most?
2. Can you make your own, perhaps better description of the beauty of the seasons?



ON ENGLISH CLIMATE

The climate of England is milder than that of other countries. English people **are apt to** complain of it as being damp and rainy, and foreigners laugh at it and say, that the English summer is made up of three fine days and a thunderstorm.

It is hard to say that England has typical weather because of the sudden changes that occur — showers from what was only a few hours before a clear blue sky; sunshine that makes you want **to leave off** most of your clothes followed by winds that set you wishing for two overcoats.

The winter fogs in London are, indeed, awful; they **surpass all imagination**. In a fog the air is **hardly fit for breathing**; it is grey, yellow, of deep orange, and even black because of the smoke of many thousands of chimneys. In a dense fog all traffic is stopped, no vehicle can move from fear of dreadful accidents.

The three things that chiefly determine the climate of England are: (1) the position of the island in **the temperature belt**; (2) the fact that **the prevailing winds** blow from the west and southwest; (3) the warm current — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England.

All this combined, makes the climate more **moderate** — that is, the winters warmer and the summer cooler. The winters are never cold enough to freeze the rivers and the summers are seldom hot.

The plentiful rainfall enables agriculture and the rearing of cows, sheep, etc., to be carried on successfully whenever the soil is suitable. In wet, warm regions grass grows best, and we find most

of the **cattle rearing** and **dairy farming** in the rich pastures of the plain lands of South-West England, the cities of which are noted for their cheese, cream, and buffer.

Sheep can be reared where grass is not good enough for cattle and so we find them on the steep hillsides of the west. Pigs are bred in most parts of England, especially in the eastern countries of England.

But while the **moist lands** of the west are most suitable for grass, the drier east with its hot summers is better for the growing of cereals generally, and wheat in particular, which needs a hot summer and a dry autumn to ripen.

The principal cereal crop, however, is oats. Oats are used for feeding horses and for making oatmeal for porridge. After cereals root and green crops are the most important cultivated plants, the principal of which are potatoes. Large quantities, too, of turnips, carrots, cabbages, etc., are grown, and a considerable sugar-beet industry has been developed, especially in East Anglia and Scotland.

We must not forget, too, the growing of fruit. There are few lovelier sights than the cherry orchards of Kent or the apple, pear and plum blossom of Hereford, Devon and Somerset in early spring. There are, too, valuable quantities of **"soft" fruits**, raspberries, strawberries, etc., grown, and the jam-**making and fruit-preserving industries** that have grown up in these districts are important.

Finally, in discussing the harvests of the country we must not forget "the silver harvest of the sea," its fisheries. The east coast fisheries are the most valuable; and three quarters of the fish landed in England come from there.

1. What are the peculiarities of the English climate?
2. Can you define similar features for your climate?
3. How is climate connected with industry and agriculture?

Text 42

WEATHER FORECAST

Weather around the world

The **monsoon** came to India last week. The rains arrived in Bombay on Saturday morning. Calcutta **had over 450 mm of rain** in the days between Saturday and Tuesday. Much of the city **was flooded**.

Floods also occurred last weekend in Ankara, the Turkish capital. Many homes and shops were under water in the **city's worst flooding** for 45 years.

Thunderstorms affected many of the holiday resorts in Spain, Portugal and France. Seville in Spain had nearly 25 mm of rain, **about five times the average** for the whole of June.

Much of northern Britain enjoyed sunshine and **temperature in the middle twenties**. The north of the country became cloudier and cooler late in the week but the sunny conditions spread south in time for the start of Royal Ascot.

There were some thunderstorms across the United States with tornadoes in Denver, Colorado, on Wednesday. However, there is still **drought** in many areas in the Mid-West. New York had a maximum of 36°C on Wednesday, **the highest June temperature for 97 years**.

On Sunday Agedabia in Libya reached 47°C. This extremely high temperature compares with an average June maximum of 26°C. Southern Africa was mainly sunny.

Australia and New Zealand had fine, sunny weather early in the week but **fronts brought wetter conditions** to some parts.

Good evening

This is Gale Fawcett with the **weather forecast for** tomorrow. It's Easter Saturday, and a lot of people are going away on holiday. We're going to look at the European **weather map for tomorrow** morning at nine o'clock.

First, the bad news. It's raining in Spain at the moment. And the good news. It isn't going to rain tomorrow. It is going to be a hot, sunny day, with temperatures of 30 degrees Celsius.

The rain is going to **move into** France tonight. Tomorrow is going to be wet and windy in the South of France. In Italy it's going to be a dry day, but cloudy. The temperature there is going to be about 20 or 21 degrees Celsius.

What about Greece? Well, the sun's going to shine there. A very hot day, with temperatures about 30 degrees in Athens, 27 or 28 degrees in the islands.

And Britain? Sorry, but it's going to be a cold, wet day again. It's going to snow in Scotland, and there's going to be a thunder in the North of England. Have a nice holiday!

Europe today

Europe will again be **windy with changeable skies. Active low-pressure systems** will bring cloud, rain and strong winds to an area from France to Russia. Western Europe will have rain. Eastern Europe and Scandinavia **will have sleet and snow**. There will be strong southwesterly winds **reaching nearly gale force** with the possibility of gales in the Channel. Southern Spain and Turkey will be mostly sunny.

The interior of Italy will also be sunny, but the area bordering the Tyrrhenian Sea will be mostly cloudy with **occasional showers.**

Five-day forecast

The **windy and cloudy conditions** over northern and central Europe will slowly **move south**. A series of fronts will cause Europe to be cloudy and wet. Southern France may have bad weather towards the end of the week.

Most of Europe will **remain unsettled** with windy periods. The boundary between mild air to the south and wintry conditions to the north will be almost stationary over northern Denmark and southern Sweden.

France will be rainy with strong westerly winds in southwestern **coastal districts**. Snow will fall in the western Alps above 1500 metres. Southern and southeastern Europe will be partly cloudy. The western Black Sea areas will have occasional showers.

Five-day forecast

Wintry conditions will persist over Scandinavia with cold air moving towards northern Germany during the weekend. Unsettled conditions will remain over most of Europe. It will become calm with some sun over Eastern Europe early next week.

1. What weather is going to be today in the evening?
2. What weather is expected to be in your country tomorrow?

Text 43

WEATHER IN BRITAIN AND IN NEW YORK

Weather in Britain

British people say:
"Other countries have a climate, in England we have weather."

The weather in Britain changes very quickly. One day may be fine and the next day may be wet. The morning may be warm and the evening may be cool.

People talk about the weather more in Britain than in most parts of the world. When two Englishmen are introduced to each other, if they can't think of anything else to talk about, they talk about the weather. The weather is also **considered a safe topic** of conversation. If you do not know each other well enough to talk about **personal matters**, you can at least, sound friendly by talking about the weather. When two people meet in the street they will often say something about the weather as they pass, just to show their friendliness.

Every daily paper publishes a weather forecast. Both the radio and television give the weather forecast several times each day.

Weather in New York

The only thing you can rely on is that New York weather is **entirely unreliable**. A temperature change of as much as 40 degrees (Fahrenheit) within a single day is not uncommon. It may be **freezing** cold one afternoon, and bright, warm and sunny the very next morning, or unfortunately **vice versa.**

According to the US Weather Bureau, New York City has **a modified continental climate**.

New Yorkers live in a relatively **damp climate** of cold winters and warm, **humid summers**. **Hot spells** can be **difficult to bear**. During the summer months there are **brief but intense thunderstorms**. Rains, which continue for a few days, are not uncommon. On an average it will rain or snow 120 days out of the year. New York has many beautiful sunny days, especially during autumn.

July is the hottest month of the year, with an average temperature of 73.9 (Fahrenheit) and the coldest months are January and February with an average temperature of 30.8 degrees.

Most of the strong winds that visit New York are from the northwest.

1. Do fast changes in weather influence you and your health? In what ways?
2. Do rains and low temperature make you depressed?
3. Is there any difference in the influence of weather in big cities and in the country? (Some people say that in the

city you are somewhat veiled from the full effects of the weather.)



DISCUSSING THE WEATHER

This is the most important topic in the land. Do not **be misled by** the memories of your youth when, on the continent, wanting to describe someone as **exceptionally dull**, you remarked: "He is the type who would discuss weather with you." In England this is **an ever-interesting topic**, and you must be good at discussing the weather.

Examples for conversation

For good weather

"Lovely day, isn't it?"
"Isn't it beautiful?"
"The sun ..."
"Isn't it **gorgeous**?"
"It's so nice and hot..."
"Personally, I think it's so nice when it's hot – isn't it?"
"I adore it – don't you?"

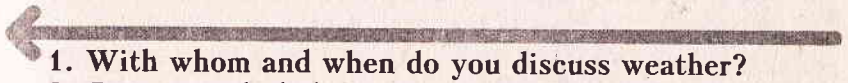
For bad weather

"**Nasty day**, isn't it?"
"Isn't it dreadful?"
"The rain... I hate rain..."
"I don't like it at all. Do you?"
"**Fancy** such a day in July. Rain in the morning, then a bit of sunshine, and then rain, rain, rain all day long."
"I remember exactly the same day in 1986."
"Yes I remember too."
"Or was it in 1984?"
"Yes it was."
"Or in 1979?"
"Yes, that's right."

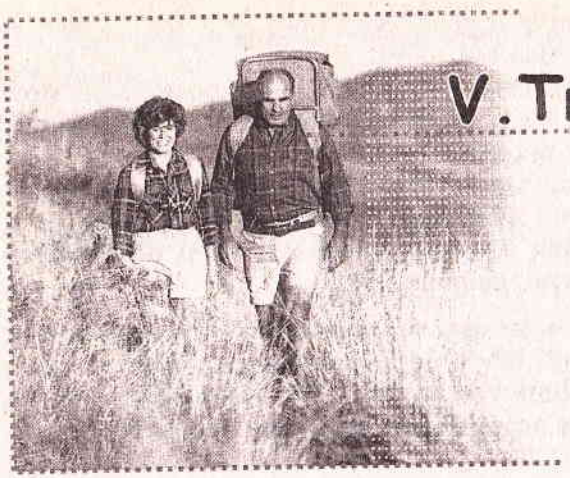
Now observe the last few sentences of this conversation. A very important **rule emerges** from it. You must never contradict anybody when discussing the weather. Should it hail and snow, should **hurricanes uproot trees** from the sides of the road, and should someone remark to you: "Nice day, isn't it?" – answer **without hesitation**: "Isn't it lovely?"

Learn the above conversations by heart. If you are a bit **slow in picking things up**, learn at least one conversation, it **would do wonderfully for any occasion**.

If you do not say anything for the rest of your life, just repeat this conversation: you still have **a chance of passing as a remarkably witty man of sharp intellect, keen observation and extremely pleasant manners**.



1. With whom and when do you discuss weather?
2. Some people believe that weather along with politics and religion is not a proper topic for discussion. Why?



V. Travelling

Text 45

THE ART OF TRAVELLING ABROAD

Though recent years have **witnessed** a great improvement, it must be confessed that many people still **betray woeful ignorance** of the veriest rudiments of the art of travelling abroad. One should **bear in mind** that one cannot reasonably expect the manners of the people among whom one is staying to be altered **for one's** particular **benefit**, and that it is not the nationality which makes the gentleman, but his actions.

Wherever you decide to go, it is sensible, unless you are an experienced traveller, to consult some friend who has been there before as to the kind of climate you may expect, the kind and quantity of clothes you will need and to get any advice he may be able to give you in general which may add to the **ease and comfort of your trip.** Your friend will not be at all bored by the questions as there are few topics more welcome to anyone who has "been there before!"

When travelling abroad it is **odious** perpetually to be **instituting comparisons**. It is **discourteous** to those with whom you may **be temporary thrown**; and it **detracts from** your own comfort and pleasure. You may dislike this, that, or the other thing, but all the **grumbling** in the world is not likely to alter it. The matter complained about may, and very likely does, exactly suit the taste of the foreigner, and as he prefers his own taste to

yours, you must either accept it or remain in your own country. What is more, by grumbling you display your **ignorance of the habits** and customs of foreign countries. The true traveller, if dining on salt fish in Iceland, would never tell the Icelanders that roast beef is better, whatever he might think.

And this attitude should apply to everything. The women may not dress so **tastefully**, according to your notions, as your sisters or daughters at home. The men may be too noisy or too quiet. The houses may be **ridiculously inconvenient**, or **clumsily built**. No matter wherein lies the difference, institute no comparisons. Remember you are in a strange country, where you must expect to see strange things. Be especially careful not to say or do anything that will touch the pride of the people, or show disrespect of their religion.

Remember too, that, though in some respects the comparisons you may be mentally drawing may be flattering to your own country, the reverse will be true, over and over again if you study things **dispassionately**.

1. Can you remember being amazed by something when you were travelling to foreign countries?

2. What seems strange to foreigners about your country?

Text 46

TRAVEL BROADENS THE MIND

June 29th ... June 30th – July 1st. And **they're off**. Suitcases **packed.** Notes left for the milkman. **Arrangements made** for the budgerigar to be looked after. They're all off.

Uncle Bill and Auntie Jane are **on the quayside** at the **cross-channel port** of Dover – the first stage of their Mediterranean **cruise** – "the **voyage** of a lifetime" their **travel agent** called it. They've been through **customs** (half an hour's delay while suitcases were emptied in search of missing **passports)** and they'll be **embarking** soon. When they **go aboard,** Bill will finally be allowed to take those **boarding cards** out of his mouth.

Granny's at **the coach station** armed with her special old-age pensioner's **season ticket** – a kind of **awayday, runabout, extended period, half-price ticket** rolled into one. Today she's

off on a **one-day sightseeing excursion** to Stonehenge, Blackpool Tower and Canterbury Cathedral.

Julia's with her boyfriend **at the airport,** kicking their **cases** through the **departure lounge** of what they hope is **Terminal** 3 and the right place to be for the **package holiday charter flight** that their **tour operator** assured them would be leaving sometime this morning. To their right, the **1st class passengers** are sipping champagne cocktails; to their left, those in **economy** and **tourist class** are drinking coffee from the machine and, under their feet, those **on stand-by,** are looking hopefully up from their sandwiches.

Mum and Dad are already **on** the **open road.** They decided to make an early start on their **touring holiday** through the Loire valley. "Your turn to **drive** now. Come on, let's get moving. **Switch on,** then. OK, it's **all clear. Pull out,** there's **nothing coming.** Well, **take the handbrake off.** Right, **indicate.** Come on, **drive away.** At last! Right, **keep over. Keep to the right. Change gear,** then. Come on, **accelerate!"**

"Porter!" "Sir?" "How much?" "50 p." "No thanks; I'll manage my own **luggage**." Uncle Mac is about to **board** the 10.40 **inter-city express** to Glasgow for a fortnight's holiday back in the homeland. "Do I have to **change**?" "No, it's a **through train,** sir, **non-stop** all the way." It looks as if quite a few expatriates have had the same idea. The **compartments** all look full — especially the **non-smokers** — and the **buffet car** already sounds like Glasgow on the night of a Celtic-Rangers football match.

My brother's on the slip **road** of the M 1 **motorway** at **Junction** 14, a **rucksack** on his back containing **sleeping bag,** biscuits and a change of underwear. He's been there for an hour and a half with his homemade sign saying "Anywhere", trying to **thumb a** lift. There are no **hostels** or **transport cafes** in sight. The rucksack is getting heavier and the sky is getting darker. It's not much of a life sometimes, **hitch-hiking.**

Oh, dear. Granny's coach has got **stuck** in a **traffic jam, a queue** of cars as far as the eye can see. OK, so central Birmingham is **on the direct route** from Blackpool to Canterbury. But during **the rush-hour?** With thousands of **commuters heading** for home? Not a good plan. After all what are bypasses and **ring roads** for? "Right, you can **overtake** this one. There's no **speed limit** here. Oh, a **diversion.** You'd better **turn off** the **main road. Pull across** to the middle. Now **keep in the right lane.** I mean the left lane. I mean ..."

Crashes at **take-off, mid-air collisions, flight recorders** never recovered, no **survivors** ... "This is your **captain** speaking" wakes Julia's boyfriend up. **Another** nightmare over. The **stewardess** is smiling down at him. **"Fasten your seat-belts,** please."

Uncle Bill and Auntie Jane have settled into their **cabin, unpacked** their things and have gone up **on deck.** The sea is calm, the sunset is out of this world, and Uncle Bill is beginning to feel just a little bit **seasick.** They are due to set **sail** in half an hour.

Traffic is still crawling along behind and in front of Granny's **coach.** You can see the casualties by the side of the road, in **lay-bys** and on the grass **verges — bonnets up, overheated engines, steaming radiators.** The **guide** is into his second hour on the history of Canterbury Cathedral. "Toilets 1 mile!" the cry is heard. There is great happiness.

"Right, here's a **garage.** "Essence" must mean **petrol station.** We'd better **pull in.** Come on, **slow down.** Now, what's French for **"fill up the tank"** and **"top up the battery"** and ... ?"

Brother got a **lift** half an hour ago — for five miles. He was dropped at the next **exit** off the motorway and is now trying his luck on a **minor road.** There's **a four-star hotel** on his left **(full board** £35 a night for a **single room), a guesthouse** on his right (£15 per person for **bed and breakfast)** and a long road ahead of him.

Granny's having her **packed dinner** and gazing at the silhouette of Canterbury Cathedral against the night sky. No matter. She can sleep on the **return journey (reclining seats and air-conditioning** on the coach), and tomorrow's another day. There's a **trip** to the local brewery; that sounds much better.

Uncle Mac is sitting on his cases in the **corridor** outside the guard's van, surrounded by a ring of miniature bottles of scotch.

Julia's plane has **landed.** Her boyfriend's wondering whether to try and save something from the bottles of **duty-free spirits** he's just dropped. Julia's more interested in the **connecting bus** that's supposed to take them to their final **destination.**

Uncle Bill is **on the bridge** with the **captain,** asking him if there's any chance of being **put ashore** before the sea gets any rougher.

"Well, it's about time we found a bed for the night, don't you think? You see that motel on the left? There! There, where I'm pointing! There, the one with the ... Hey, pull up! Pull up! Oh,

dear, **pull over.** I wonder what the French is for "I'm sorry, we appear to have dented your bumper."

1. Describe in details your last trip abroad. Difficulties, fears and pleasantries.

Text 47

CHOOSING A HOLIDAY

Walking in Switzerland

A wonderful week walking through the Swiss Alps. **Simple accommodation** in friendly farmhouses and **on campsites**. Includes **climbing, canoeing and boat trips**.

See the real India!

Cross India **by** Landrover. See the real India on our **camping tour**, and **get off the beaten track** into mountains, deserts and jungle. Flight to Delhi, and then two weeks **on the road. Adventure lovers** only please!

Canal Cruise

Travel back through time on the rivers and canals of France. Our boats **sleep four adults**, and are **fully equipped as holiday homes** on the water. **Dream the miles away** through the heart of the French countryside.

Fruit Picking

Students — have **a healthy holiday**, and earn some pocket money. Pick fruit on our farm in Northern Italy. We pay you for every basket you fill. And we'll **provide you with basic board and lodging** in modernised fifteenth century farm buildings.

You want to go on **a seaside holiday** abroad. You are mainly **interested in relaxing in the sun** because you need a rest after a very busy year.

You want to go on **an adventure holiday** walking and camping in mountains in your own country. You think this would be a cheap and healthy holiday.

You want to relax, but you also want **to do some sightseeing**. You are interested in museums and old buildings.

Last year you went on **a package holiday** and spent two weeks on the beach. You want something different this year.

1. What are the advantages of each type of holidays?

2. Does the goal of travelling correlate with the type of holidays? How?

3. What's your favourite type of holidays and what activities should it include?

The longing to get away from it all never was so great as in our present time of tension and trouble. We want something to lift us out of the mess into which much of life seems to have fallen.

Glenn Stewart

Text 48

HOW TO AVOID TRAVELLING

"TRAVEL" is the name of a modern disease, which became rampant in the mid-fifties and is still spreading. The disease — its scientific name is travelitis furiosus — is carried by **a germ called prosperity**. Its symptoms are easily recognizable. The patient **grows restless** in the early spring and **starts rushing about** from one travel agent to another collecting useless information about places he does not intend to visit, **studying hand-outs**, etc.; then he, or usually she, will **do a round of tailors, milliners, summer sales, sports shops**, and spend three and a half times as much as he or she can afford; finally, in August, the patient will board a plane, train, coach or car and **proceed to foreign parts** along with thousands of **fellow-sufferers** not because he is interested in or attracted by **the place he is bound for**, nor because he can afford to go, but simply because he cannot afford not to. The disease is highly infectious. Nowadays you catch foreign travel rather as you caught influenza in the twenties, only more so.

The result is that in the summer months (and in the last few years also during the winter season) everybody is **on the move**. In Positano you hear no Italian, but only German (for England is not the only victim of the disease); in some French parts you cannot get along unless you speak American; and the official language of the Costa Brava is English. I should not be surprised to see a notice in Blanes or Tossa de Mar stating: Aqui Se Habla Español — Spanish spoken here.

What is the aim of all this travelling? Each nationality has its own different one. The Americans want to take photographs of themselves in: (a) Trafalgar Square with the pigeons, (b) in St Mark's Square, Venice, with the pigeons and (c) in front of the Arc de Triomphe, in Paris, without pigeons. The idea is simply to collect documentary proof that they have been there. The German travels to check up on his guidebooks: when he sees that the Ponte di Rialto is really at **its proper venue**, that the Leaning Tower is in **its appointed place** in Pisa and is leaning at the promised angle — he **ticks these things off** in his guidebook and returns home **with the gratifying feeling** that he has not **been swindled**. But why do the English travel?

First, because their neighbour does and they have caught the bug from him. Secondly, they used to be taught that **travel broadens the mind** and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss or German food certainly broadens other parts of the body, the old notion still **lingers on**. But lastly — and perhaps mainly — they travel to avoid foreigners. Here, in our **cosmopolitan England**, one is always exposed to the danger of meeting **all sorts of peculiar aliens**. Not so on one's journeys in Europe, if one manages things intelligently. I know many English people who travel in groups, stay in hotels where even the staff is English, eat **roast beef** and Yorkshire pudding on Sundays and Welsh **rarebit and steak and kidney pudding** on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people; I mean, of course, nice English people from next door or from the next street. Normally one avoids one's neighbour ("It is best to keep yourself to yourself" – "We leave others alone and want to be left alone" etc., etc.). If you meet your next-door neighbour in the High Street or at your front door you pretend not to see him or at best, **nod coolly**; but if you meet him in Capri or Canada, you **embrace him fondly** and **stand him a drink** or two; and you may even discover that he is quite a nice chap after all and both of you might just as well have stayed at home in Chipping Norton.

All this, however, refers to travelling for the general public. If you want to avoid **giving the unfortunate impression** that you belong to the lower-middle class, you must learn the elementary snobbery of travelling:

Avoid any **place frequented by others**. Declare: all the hotels are full, one cannot get in anywhere. (No one will ever remark: hotels are full of people who actually managed to get in.)

Carry this a stage further and try to avoid all places interesting enough to attract other people — or, as others prefer to put it — you must get off the beaten track. In practice this means that in Italy you avoid Venice and Florence but visit **a few filthy and poverty-stricken fishing villages** no one has ever heard of; and if your misfortune does take you to Florence, you avoid the Uffizi Gallery and refuse to look at Michelangelo's David. You visit, instead, a dirty little pub on the outskirts where Tuscan food is supposed to be divine and where you can listen to a drunken and deaf accordion player.

The main problem is, of course, where to go? This is not an easy question. The hoi polloi may go to Paris or Spain, or the Riviera or Interlaken but such an obvious choice will certainly not do for anyone with a little self-respect. There is a small international set that leads the fashion and you must watch them.

1. Why has the need for travelling appeared in our century?
2. Why can it be compared with a disease?
3. Try to continue the argumentation and explain why your nation travels.

A vacation is a sunburn at premium prices.

Hal Chadwicke

Text 49

CAMPING IS THE IDEAL WAY OF SPENDING A HOLIDAY

There was a time when camping was considered to be a poor way of spending a holiday: OK, for boy scouts and **hard-up students**, but hardly the thing for **sophisticated, comfort-loving adults**. The adults have at last discovered that the boy scouts have really been on to a good thing all these years. If you go camping, it no longer means that you will **be bitten to death by mosquitoes**; have **to drink brackish coffee**; **live on corned beef**, **suffocate or freeze in a sleeping-bag**; **hump gargantuan weights on your back**. Camping has become the great pursuit of motorists the world over. All **the discomforts** associated with it

have been miraculously **whisked away.** For **a modest outlay**, you can have **a comfortable, insulated tent**. For a not-so-modest outlay, you can have **an elaborate affair**, which resembles a portable bungalow, complete with three bedrooms, a living room, a kitchen and a porch. The portable furniture is light and comfortable; the gas stove **brews** excellent coffee or grills a tender steak; the refrigerator keeps the beer and ice-cream cold; and as for a good night's rest, well, you literally sleep on air. What more could you want?

No wonder **the great rush is on**. You see, camping has so much to offer. You enjoy absolute freedom. You have none of the headaches of **advance hotel booking** or driving round and round a city at midnight looking for a room. There are no cold hotel breakfasts, no **surly staff to tip**. For **a ludicrously small sum**, you can enjoy comforts, which few hotels could provide. Modern camping sites are well equipped with hot and cold running water and even shops and dance floors! Low-cost holidays make camping **an attractive proposition**. But above all, you enjoy **tremendous mobility**. If you don't like a place, or if it is too crowded, you can simply get up and go. Conversely, you can stay as long as you like. You're the boss.

And then there's the sheer fun of it — especially if you have a family. **Moping around a stuffy hotel room** wondering what they are going to give you for dinner is a tedious business. By comparison, it's so exciting to arrive at a campsite, put up your tent and start getting a meal ready. You are active all the time and you are always close to nature. Imagine yourself beside some clear stream **with mountains in the background**. Night is falling; everything is peaceful — except for the delightful sound of **chops sizzling in the pan**! Camping provides you with a real change from everyday living. You get up earlier, go to bed earlier, **develop a hearty appetite**. You have enormous opportunity to meet people of various nationalities and to share your pleasures with them. People are so friendly when they are relaxed. How remote **the strained world of hotels** seems when you are camping! How cold and unfriendly the formal greetings that are exchanged each day between the residents! For a few precious weeks in the year, you really **adopt a completely different way of life**. And that's **the essence of true recreation** and real enjoyment.

1. Is your camping experience just as brilliant as it is described?

2. Can you think of the disadvantages that the travellers face when they choose this type of travelling?

3. What do you need to conduct a perfect camping tour?

Text 50

MODERN HOLIDAYS

Both of the traditional types of holiday have become less popular in the last quarter of the twentieth century. The increase in car ownership has encouraged many people to take **caravan holidays**. But the greatest cause of the decline of the traditional holiday is foreign tourism. Before the 1960s, only the rich took holidays abroad. By 1971, the British were taking 7 million foreign holidays and by 1987 — 20 million. These days, millions of British people take their cars across the channel every year and nearly half of all the nights spent on holidays away from home are spent abroad.

Most foreign holidays are package holidays, in which transport and accommodation are **booked and paid for** through a travel agent. These holidays are often booked a long time in advance. In the middle of winter the television companies run programmes, which give information about the packages being offered. People need cheering up at this time of the year! In many British homes it has become traditional to get the holiday brochures out and start talking about where to go in the summer on Boxing Day. Spain is by far **the most popular** package-holiday **destination.**

Half of all the holidays taken within Britain are now for three days or less. Every **bank-holiday weekend** there are long traffic jams along the routes to the most popular holiday areas. The traditional **seaside resorts** have survived by adjusting themselves to this trend. (Only the rich have second houses or cottages in the countryside to which they can escape at weekends.) But there are also many other types of holiday. **Hiking** in the country and sleeping at **youth hostels** has long been popular and so, among an enthusiastic minority, has **pot-holing** (the exploration of underground caves). There is also a wide range of **"activity" holidays** available, giving full expression to British individualism. You can, for example, take part in a "murder weekend", and find yourself living out the plot of detective story.

An increasing number of people now go on "working" holidays, during which they might help to repair an ancient stonewall or take part in an archaeological dig. This is an echo of another traditional type of "holiday" – fruit picking. It used to be the habit of poor people from the east end of London, for example, to go to Kent at the end of the summer to help with the hop harvest (hops are used for making beer).

1. Would you like to try fruit picking? Why?
2. What is good rest for you?

Text 51

HOLIDAYS AND SPECIAL OCCASIONS

Britain is a country governed by routine. It has fewer public holidays than any other country in Europe and fewer than North America. (Northern Ireland has two extra ones, however). Even New Year's Day was not an official public holiday in England and Wales until quite recently (but so many people gave themselves a holiday anyway that it was thought it might as well become official). There are almost no **semi-official holidays** either. Most official holidays occur either just before or just after a weekend, so that the practice of making a "bridge" is almost unknown. Moreover, there are no traditional extra local holidays in particular places. Although the origin of the word "holiday" is "holy day", not all public holidays (usually known as "bank holidays") are connected with religious celebrations.

The British also seem to do comparatively badly with regard to annual holidays. These are not as long as they are in many other countries. Although the average employee gets four weeks' paid holiday a year in no town or city in the country would a visitor ever get the impression that the place had "shut down" for the summer break. (In fact, about 40% of the population do not go away anywhere for their holidays.)

Traditional seaside holidays

The British upper class started the fashion for seaside holidays in the late eighteenth century. The middle classes soon followed them and when they were given the opportunity (around the

beginning of the twentieth century), so did the working classes. It soon became normal for families to spend a week or two every year at one of the seaside resort towns which sprang up to cater for this new mass market. The most well known of these are close to the larger towns and cities.

These seaside towns quickly developed certain characteristics that are now regarded as typical of the "traditional" English holiday resort. They have some hotels where richer people stay, but most families stay at **boarding houses**. These are small family businesses, offering either "**bed and breakfast**" (B&B) or, more rarely, "**full board**" (meaning that all meals are provided). Some streets in seaside resorts are full of nothing but boarding houses. The food in these, and in local restaurants, is cheap and **conventional with an emphasis on** fish and chips.

Stereotypically, **daytime entertainment** in sunny weather centres around the beach, where the children make sandcastles, buy ice-creams and sometimes go for donkey rides. Older adults often do not bother to go swimming. They are happy just to sit in their **deck chairs** and occasionally go for a paddle with their skirts or trouser-legs hitched up. The water is always cold and, despite efforts to clean it up, sometimes very dirty. But for adults who swim, some resorts have wooden huts on or near the beach, known as "**beach cabins**", "beach huts" or "bathing huts", in which people can change into their swimming costumes. Swimming and sunbathing without any clothing is rare. All resorts have various other kinds of attraction, including more-or-less **permanent funfairs**.

For the evenings, and when it is raining, there are **amusement arcades**, bingo halls, dance halls, discos, theatres, **bowling alleys** and so on, many of these situated on the pier. This unique British architectural structure is a platform extending out into the sea. The large resorts have decorations, which light up at night. The "Blackpool illuminations", for example, are famous.

Another traditional holiday destination, which was very popular in Britain in the 1950s and 1960s, is the **holiday camp**, where visitors stay in **chalets** in self-contained villages with all food and entertainment organized for them. Butlin's and Pontin's, the companies which own most of these, are well-known names in Britain. The enforced good-humour, strict mealtimes and events such as "knobbly knees" competitions and beauty contests that were characteristic of these camps have now **given way to** a more relaxed atmosphere.

1. What are the differences between full board and half-board? Which do you prefer and why?

2. What types of holidays have you been on and which do you like best? Why?

Text 52

KILLING THE GOOSE

Tourism has grown so quickly during the last quarter of a century that it has become a problem in both industrialised and developing nations. And it is only during the 1980s that the problems of poor, or non-existent planning have been seen and **tackled**. In short the problem is this: tourism as it developed in the sixties and seventies is self-destructive. It destroys the very things tourists come for. It is a classic case of **killing the goose that lays the golden egg**.

In Europe the damage is largely environmental: polluted beaches and lakes, erosion of mountain paths, traffic jams, air pollution and unsympathetic architecture. But there has also been a negative impact on the cultural and social life of communities. Some of the best-known and obviously visible examples are certain Mediterranean resorts. Previously quiet fishing villages have been **overrun with** poorly planed and **shoddily built** hotels and apartment blocks, which are now – just twenty years later – no longer acceptable or fashionable. The life-style of the locals has changed beyond recognition, and although many are richer, they are not necessarily happier as a result.

Environmental damage caused by tourism manifests itself in many different ways. Skiing, now a major winter sport in Europe, is causing many problems in the Alps. Hundreds of square kilometres of forest have been destroyed to make way for **ski pistes**, **cable cars**, buildings and **access roads**. Pollution of the Mediterranean caused at least partly but untreated sewage from tourist developments, makes it a potential health hazard in some areas. This **undermines the very notion** of a beach holiday and in Hungary, tourism and industrial development around the shores of Lake Balaton have rendered the lake biologically dead. Fishing is one activity no longer **on the tourist agenda**.

The potential for damage in the Third World is infinitely greater than that in the industrialised nations. Environmental issues are really high on the lists of Third World governments, many of which have viewed tourism as a **panacea for** economic ills – often with disastrous results.

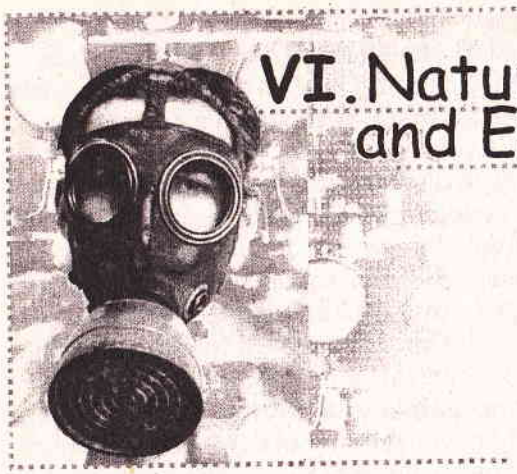
Tourism seems on the face of it to be a big earner of foreign currency, but the effective economic gains by the host nations are usually rather less than might be expected. This is particularly true of mass package organised from industrialised countries. Valuable foreign exchange is lost by importing foreign foods, drinks and other luxury goods. This "leakage" of foreign exchange is very difficult to quantify but can mean that the host nation **ends up with practically no gain**. An analysis of 1980 data by the World Bank showed that on average only 9.1 per cent of all gross foreign exchange earnings were retained in the host country when typical "leakage" was taken into account.

It is the change in traditional lifestyles that alarms many anthropologists. Even small-scale development of tourism in some societies can have **an adverse effect on local population**. The young are keen **to adopt the "Coca-cola culture"**, and leave behind their rural homes and traditional lifestyle. Yet it is often these traditional lifestyles, arts, crafts, and culture which tourists come to see.

In some cases tourism can help a country **rediscover and focus on its own heritage**, and can **revitalise indigenous arts and crafts** by providing new markets. But "culture" in this sense becomes divorced from its true role as part of everyday life. And it's worst, it can become **fossilised and adapted** to suit the needs of tourists. As one ex-president of the Hawaiian Visitors Bureau confessed: "Since real cultural events do not always occur on schedule, we invent pseudo-events for the tour operators who must have a dance of the vestal virgins precisely at 10 a.m. every Wednesday." The same sort of thing can be seen on tours to more **off-beat destinations** like Borneo and Papua New Guinea. Tourists generally learn very little about what real everyday life is like.

1. Is tourism in your opinion of any good to the country? What countries can benefit from it?

2. Do you agree that what you meet in a country as a tourist is a non-existent, artificial atmosphere created solely for you that never reflects the traditional lifestyle?



VI. Nature and Environment

Text 53

CLIMATE CRISIS

Holes in the sky

The satellite photographs showed the hole in the ozone layer over Antarctica. The hole is pink and white on the computer photograph. **The ozone layer** stops some of the **ultraviolet radiation** from the sun. Ultraviolet radiation causes a suntan. Too much ultraviolet radiation causes sunburn and **skin cancer**.

CFCs in the atmosphere have caused the hole. Scientists first discovered the hole in 1982, and it is getting bigger. Thirty per cent of CFCs come from aerosol cans, thirty per cent from fridges and air-conditioning, and thirty-four per cent from the manufacture of some plastic products.

The Greenhouse Effect

1. Sunlight gives us heat. Some of the heat warms the atmosphere, and some of the heat **escapes back** into space.

2. During the last 100 years we have produced a huge amount of **carbon dioxide**. The carbon dioxide in the atmosphere works like the glass in a greenhouse. It allows heat to get in, but it doesn't allow much heat to get out. So the atmosphere becomes warmer because less heat can escape.

Where does the carbon dioxide come from? People and animals breathe in oxygen and breathe out carbon dioxide. Trees take

carbon dioxide from the air, and produce oxygen. We produce carbon dioxide when we **burn coal**, oil, petrol, gas or wood. In the last few years, people have burned huge areas of **rain forest**. This means there are fewer trees, and, of course, more carbon dioxide!

A Hotter Earth?

Some scientists think the greenhouse effect will make the world hotter. Areas near the coasts will be cloudier and wetter. There will be more storms. Inland areas will have a little more rain, but because the temperature will be higher, they will be drier. **Sea levels** will rise. They have already **risen by** 15 cm since 1880. Maybe they will rise another 30 cm before 2030. But clouds reflect sunlight back into space, and maybe more clouds will make the earth cooler again. Is the world's climate changing? We don't know.

1. What changes in our life will these problems cause?
2. What could be done to improve the environment and to reverse these facts?

Text 54

ACID RAIN

Imagine rainwater more **acid** than lemon juice! Imagine forests and lakes dying and historical monuments being destroyed by rain. Not just by normal rainwater but by acid rain. Just what is acid rain? Did you know that normal rainwater is already a little **acidic?** So what makes acid rain different from normal rainwater? Well, the term *acid rain* actually refers to any form of **precipitation**, that is, any form of rain or snow that is more acidic than normal rainwater. Let me repeat that definition for you. Acid rain is any form of precipitation that is more acidic than normal rainwater. This definition is rather unscientific. So let me give you another, more scientific way of saying what acid rain is. **In scientific terms**, acid rain is defined as any form of precipitation, which has a pH of less than 5.5. The term pH is a term used in chemistry to indicate how acid or how **alkaline a solution** is. If a solution is neither acid nor alkaline, we say that it is a neutral solution and that it has a pH of 7. If a solution has a pH of less than seven, we say the solution is acidic. So you can

see that with a pH of 5.5, normal rainwater is already slightly acidic. Ordinary rainwater is slightly acidic because there are some normal gases such as carbon dioxide in the atmosphere. Carbon dioxide is the gas that all animals, including humans **exhale**. When these gases **dissolve in water**, they make the water somewhat acidic. So it is perfectly natural that rainwater is a little acidic. But as you heard, today in parts of Europe and North America rainwater is sometimes more acidic than lemon juice.

What causes this rainwater to be so acidic? The most important cause of the **excessive acidity** of rainwater has been the **burning of fossil fuels** such as petroleum and coal. Burning fossil fuels produces not only carbon dioxide, but also gases such as nitrogen oxide and sulphur dioxide, which go high into the atmosphere. These gases combine with water molecules and form acid. These acidic water droplets then can travel hundreds of miles before they return to earth as rain or snow.

This will not be an easy problem to solve. As more and more countries become industrialized, there will be more and more competition for petroleum for cars, home heating, and industry. While burning petroleum contributes greatly to acid rain, it is less polluting than coal. Unfortunately, petroleum is more expensive than coal and the supply of petroleum will eventually **run out**. Therefore, there will be more and more pressure to burn coal for energy. Coal is a much dirtier energy source than petroleum. Since we already know how destructive acid rain is, it's very important that we increase our efforts to find a non-polluting source of energy as quickly as possible, so that we can avoid **further environmental damage**.

1. What will be the consequences of the acid rains?

Text 55

CLEAN CARS, CLEAN FUELS

Performance and style have always been **higher priorities** for automobile manufacturers than reducing **environmental pollutants**. Concerned with **an ever-increasing number of automobiles** on California's **congested highways** – automobiles that burn too much gasoline and **spew noxious emissions** – California decided to legislate a clean, efficient car. A California

law passed in 1990 mandates that at least 2 per cent of the cars sold in that state by 1998 must have **zero tailpipe emissions**. By 2003, 10 per cent of new cars must **meet that criterion**. Because more automobiles are bought in the state of California than in any other state, auto manufacturers cannot ignore the California mandate. In addition, many states along the Northeastern corridor have followed California's lead and **toughened their emission standards**, putting further pressure on carmakers.

Carmakers, however, have been unable to **arrive at a consensus about** what type of fuel should be used in low-emission cars. A company that **invests heavily in** a car designed for a fuel that does not become the industry standard could easily **go bankrupt**. A consensus among manufacturers is also needed in order to make the newly designed cars affordable. To that end, in 1993 the Clinton administration announced a 10-year Partnership for a New Generation of Vehicles program among the "Big Three" automakers – Chrysler, General Motors, and Ford – and government agencies. It is hoped that this collaborative effort will result in the development by 2004 of a clean car with **the same performance** and cost of today's automobiles but three times the fuel efficiency. **Improved fuel efficiency translates into lower emissions.**

What are some of the fuels being considered by carmakers? An engine that runs on electricity is much cleaner and quieter than a gasoline engine. However, electric cars are cleaner than **gasoline-powered cars** only when the source of their electricity is natural gas or solar energy. If electricity comes from **a coal-fired power plant**, electric cars actually produce more emissions than gasoline-powered cars.

Methanol and ethanol are alcohol fuels that burn much cleaner than gasoline and can be made from **renewable resources** such as agricultural waste. Other possibilities are **to reformulate gasoline** so it burns with fewer emissions and to improve the design of the **conventional gasoline-powered internal-combustion engine** so it is more efficient.

Liquid hydrogen is an extremely clean fuel, and some car designs have fuel cells that combine stored hydrogen with oxygen from the air to produce electricity. Mercedes-Benz unveiled a prototype fuel cell-powered minivan in 1995, and BMW displayed hydrogen-fuelled cars at the 1996 World Hydrogen Energy Conference in Stuttgart. Other manufacturers are expected to follow the German car industry.

Futurists look ahead to the time in the not-so-distant future when solar hydrogen will power vehicles. **Solar hydrogen fuel** is produced when solar energy splits water molecules to produce hydrogen. Cars powered by solar hydrogen will require such extensive modification of existing designs, however, that they could not be available alternative until well into the 21st century.

Saturn's EV-1 is the nation's first modern electric passenger vehicle that is available to consumers. **Estimated annual electricity costs** for the EV-1 are between $ 126 (at 3c per kWh) and $ 420 (at 4c per kWh). A comparable gasoline-powered vehicle would have an estimated annual fuel cost of $ 696.

1. In what other ways could the pollutants coming from the automobile industry be reduced?

2. Can we dispense with public transport and cars?

Text 56

NUCLEAR ENERGY

The Ukrainian government does not think it can close Chernobyl without **developing alternative energy sources**, and it wants **assistance from** Western nations to finish building five Russian-designed reactors whose safety **standards are questioned by** the IAEA (International Atomic Energy Agency). The $1.5 billion in aid offered by Western nations and the World Bank in 1994 does not approach the estimated $14 billion **sought by** Ukraine. Apparently Ukraine will take no safety measures nor develop new energy without the aid, putting the West in the position of either providing the needed funds somehow or continuing **to face the prospect of** another possible nuclear accident.

The Link Between Nuclear Energy and Nuclear Weapons

Fission is involved in both the production of electricity by nuclear energy and the destructive power of nuclear weapons. Uranium-235 and plutonium-239 are the two fuels commonly used in **atomic fission weapons**. As you know, plutonium is produced in **breeder reactors**. It is also possible to **reprocess spent fuel** from conventional fission reactors to make **weapons-grade plutonium**.

In 1994 there were about 270 metric tons (298 tons) of weapons-grade plutonium worldwide.

1. What solutions could you suggest to the problem from the position of Ukraine and from the position of the Western nations?

Text 57

ENVIRONMENTAL HAZARDS

By William K. Stevens

What Really Threatens the Environment?

Are Americans preoccupied with **relatively modest environmental threats** while neglecting big ones that could **unleash catastrophe**? **To a large extent**, some scientists and government officials believe, the answer is yes. William K. Reilly, the Administrator of the Environmental Protection Agency, told a Senate committee in Washington on Friday that in many cases, the public and Congress **are at odds with** scientists **over** which environmental threats are the most serious. He has begun a campaign to reassess those priorities, and he leaves no doubt that his money is on the scientists.

"Sound science is our most reliable compass," he says in speeches calling for the nation to establish environmental priorities.

Mr. Reilly's campaign is intended to stimulate a national debate over environmental goals. And at a time when many of the most **obvious and clear-cut environmental threats** like air pollution and water pollution have been addressed and more subtle, complex problems **are coming to the fore**, the campaign may usher in a new, more complicated and more contentious phase in the national environmental struggle.

Mismatch of Perceptions

There seems little doubt of a mismatch between public perceptions of environmental risk and those of the scientists. **Oil spills, hazardous waste, underground storage tanks and releases of radioactive materials**, for instance, have aroused high emotions, **generated reams of reports** and **prodded Congress** to spend billions of dollars. Opinion surveys place them in the front ranks of public concern about the environment.

But in terms of the actual **magnitude of risk they pose**, scientists advising the E.P.A. (Environmental Protection Agency) rate them near the bottom of **a broad array of environmental threats**. This, the scientists say, is because their effects are relatively limited or short-lived or both.

At the same time, global warming and the **destruction and alteration of natural habitats** rank relatively low in public perception, polls show. But the scientists place them among the top risks because their potential consequences appear to be so damaging in the long run and their effects so **widespread and difficult to reverse**.

Federal environmental laws "are more reflective of public perceptions of risk than of scientific understanding of risk," the E.P.A. Science Advisory Board said in a report on environmental risks last fall. The scientists' report was the basis for Friday's hearings. Mr. Reilly and others say environmental problems are **addressed unevenly**, usually on the basis of episodic, momentary public anxieties about problems that, while frightening, represent a relatively limited threat: contamination of a local waterway by hazardous wastes, for example.

No one is suggesting that these problems should be ignored. Oil spills and other low-ranking risks can cause "real damage where and when they occur," Mr. Reilly told the senators. But, he said, "they are in a different league compared to some of our other problems, such as **stratospheric ozone depletion** and climate change, which have the potential to affect life everywhere, and for many years to come."

The advisory board identified four environmental threats to health that it said were in the front rank: outdoor air pollution, exposure of workers to chemicals, indoor air pollution and pollutants in drinking water.

Major Environmental Threats

It established three categories of risk for threats that **humans pose to the environment**. Relatively high-risk problems of this nature included the global warming that many scientists predict will result from an increase in heat-trapping atmospheric gases produced by human activity; depletion of the ozone shield that protects Earth from the Sun's harmful ultraviolet radiation, and destruction and alteration of natural habitats and the **extinction of species**, with an accompanying **loss of biological diversity**.

A middle rank included **herbicides and pesticides**, pollution of surface waters, **acid precipitation** and airborne toxic substances.

Relatively **low risk was assigned to** oil spills, escape of radioactive materials, acid **runoff to surface waters** and pollution of groundwater.

Risks in this area of ecological threats were assigned largely on the basis of how many people a problem affects, how wide a geographical area is involved, and how serious and long-lasting the harm might be, according to Dr. William Cooper, a zoologist and aquatic ecologist at Michigan State University who headed the board's panel on ecological risks.

On that basis, oil spills, for example, ranked low because their effects on coastal areas are relatively short-term and local. "The public doesn't perceive it that way," Dr. Cooper said, "but those **ecosystems bounce back** real fast."

By contrast, he said, the loss of natural habitats and the disappearance of species are top risks because they affect the economic welfare of future generations worldwide and because the loss is "**virtually irreversible**." Similarly, ozone depletion and global warming were placed in the top rank because they are worldwide problems and because their effects are potentially catastrophic and reversible only over decades.

Given the substantial cost of environmental protection, Mr. Reilly argues, it is all the more important to set sensible priorities as the next phase of environmental protection begins. The E.P.A. estimates the United States will spend nearly 3 per cent of its **gross national product** on environmental protection by the end of this decade. The nation "can probably afford to spend 3 percent," Mr. Reilly said, "but we're not rich enough to spend it in the wrong places."

Doubts are Raised

While many environmentalists and politicians say it is a good idea to set priorities, doubts and possible points of dispute are **cropping up**.

Environmentalists who have devoted themselves to causes ranked low on the priority list are unlikely to stop pushing their interests. Others resist anything that might look like an effort to practice **environmental triage**, concentrating on some problems to the exclusion of others.

"I don't quarrel with the conclusion that global warming is the No.1 threat," said David Doniger, a senior lawyer with the Natural Resources Defence Council. "But I don't think the only way you can **tackle global warming** is by not tackling hazardous wastes. We can and should, and can afford to, do it all."

Several Senators questioned on Friday whether scientists knew enough to set priorities confidently. Senator Dave Durenberger, Republican of Minnesota, asked whether science was as good a guide as public values. People know what environmental assets are important to pass on to future generations, he said.

The Science Advisory Board acknowledged that assessing relative risks was an imprecise science, since much was unknown about some environmental threats. The board noted in its report that **environmental policy-making** "necessarily embodies subjective values" and that policy-makers should take both science and public perceptions into account.

As more complex and challenging environmental threats dominate the discussion, the debate will probably be complicated by increasing uncertainty about the nature of environmental risks, noted Senator Daniel Patrick Moynihan, the New York Democrat.

1. Rank the following in order of importance in terms of danger to the average citizen and explain your answer:

a. Pesticide residue on foods eaten by humans
b. Hazardous waste sites (in use)
c. The greenhouse warming effect
d. Radiation from nuclear power plant accidents
e. Hazardous waste sites (abandoned)
f. Radiation from x-rays
g. Industrial accidents releasing pollutants into the air, water, or soil
h. Exposure to toxic chemicals in the workplace
i. Destruction of protective ozone layer
j. Non-hazardous wastes, like trash disposal
k. Underground storage tanks leaking gasoline and other substances
l. Pesticides harming farmers, farm workers, and consumers who work with them.

Text 58

SAVING THE PLANET

Alan B. During

Environmental quality is not a luxury. Those who live beyond the borders of the world's industrial economy **subsist on nature's surplus** — **soil fertility** for food, stable hydrological cycles for water, and forests for fuel. **Environmental degradation**, consequently, has direct, **tangible results**: hunger, thirst, and **fuel scarcity**. No line can be drawn between economic development and environmental protection.

The world's largest rain forest **envelops** the thousand **tributaries** of the Amazon River, forming a great fan that covers northern Brazil and spreads into Venezuela, Colombia, Ecuador, Peru, and Bolivia. The traditional inhabitants of this great basin include dozens of tribes of Indians and 300,000 rubber tappers, a guild of workers who earn their living by tapping the rubber trees spread through the region.

Since the 1960s, a series of powerful economic and political forces has brought waves of landless peasants and wealthy land-speculators into the jungles, where they have driven the rubber tappers out — sometimes **at gunpoint**. The newcomers proceed to **clear-cut the woodlands** and burn the fallen logs, causing unprecedented destruction and enormous **releases of air pollution**. In 1987 alone, an area almost the size of Maine **went up in smoke**.

In the late 1970s, a union of 30,000 rubber tappers from the remote Brazilian state of Acre decided to draw the line. At first, their tactics were simple and direct: Where the **chain saws** were working, men, women, and children would peacefully occupy the forest, putting their bodies in the path of destruction. This non-violent method was met with **violent reprisals** that continue today. Last December, two gunmen ambushed Francisco Mendes Filho, national leader of the rubber tappers union, killing him instantly.

The price of their struggle has been high, but the rubber tappers have made **modest gains**. Bolstered by an unprecedented alliance with indigenous tribes and the scattered beginnings of a nationwide rubber tappers' movement, the union has demanded an end to the destruction of the land — and an end to violence against their members. They have helped reshape World Bank and Inter-American Development Bank lending policy by showing that, over the long run, natural-rubber production is more profitable and **creates more employment per hectare** than cattle ranching or farming. With help from international environmental groups, the union has called on the Brazilian government to set off large "extractive reserves" where tappers can carry on their way of life in perpetuity. And among the rubber trees of the Amazon forest, they have built community schools and health posts.

Across the Pacific, Borneo's Dayak tribe has been less fortunate. The island's dense woodlands are a foundation of Malaysia's foreign-exchange / export strategy, providing the country with most of its billion-dollar annual **hardwood trade**. The Dayaks, however, want it lumbered only on a sustainable basis and have battled timber contractors by constructing roadblocks and appealing to European consumers to boycott Malaysian hardwoods. To date, government policies have stymied their efforts. The official attitude is summed up by state Minister of the Environment Datuk James Wong, himself a timber tycoon: "There is too much sympathy for the Dayaks. Their swidden lifestyle must be **stamped out**."

1. Should traditional tribes in the rain forests be left alone and untouched by the industrial revolution?

Text 59

GREENPEACE

Against all odds, Greenpeace has brought the **plight of the natural world** to the attention of caring people. Terrible **abuses to the environment**, often carried out in remote places or far out to sea have been **headlined on television** and in the press.

Greenpeace began with a protest voyage into a nuclear test zone. The test was disrupted. Today, the site at Amchitka in the Aleutian Islands is a bird sanctuary.

Then Greenpeace sent its tiny inflatable boats to protect the whales. They took up position between the harpoons and the fleeing whales. Today, **commercial whaling** is banned.

On the ice floes of Newfoundland, Greenpeace volunteers placed their bodies between the gaffs of the seal hunters and the helpless seal pups. The hunt was subsequently **called off**.

In the North Atlantic, Green-peace drove its inflatables underneath falling **barrels of radioactive waste**. Now nuclear **waste dumping** at sea has been stopped.

In the North Sea, Greenpeace swimmers turned back **dump ships carrying chemical wastes**. New laws to protect the North Sea have been promised.

Peaceful direct action by Greenpeace has invoked the power of public opinion which in turn has forced changes in the law to protect wildlife and to stop the pollution of the natural world.

1. What else do you know about the activity of Greenpeace?

2. What actions of Greepeace do not appeal to you?

3. What actions could Greanpeace take in Belarus (except Chernobyl, of course)?

The grand show is eternal. It is always sunrise somewhere; the dew is never all dried at once; a shower is forever galling; vapor is ever rising. Eternal sunrise, eternal sunset, eternal dawn and gloaming, on sea and continents and islands, each in its turn, as the round earth rolls.

John Muir

Text 60

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 ape-like 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 has 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 of effectively destroying this oasis of life in the solar system.

1. Can you predict further development of life on the Earth?

2. What should be done so that humanity could survive?



GREEN CONSUMERISM

Market researchers **keeping tract of trends** in **consumer concerns** are learning that a clean environment rates high on the list of issues important in Americans' lives. It was even rated higher than a satisfactory sex life by many, according to a Harris Polling finding. What effects does such a trend have on corporate America? A look at some recent environmentally oriented corporate campaigns and decisions reveals that so-called **"green" concerns** are not taken lightly in today's business world.

Green was seen as more than just a traditional Christmas colour when marketing specialists **came up with** new ways to attract shoppers during the 1990 Christmas season. Several department stores opened the season with special earth-theme boutiques. Bloomingdales' 100% Natural Shops sold products **made from recycled materials** or **all-natural fibres**. Also featured were items such as a package containing the ingredients to plant your own tree – soil and a few seeds, as well as the Earth Friendly Bag, which included a canvas shopping bag, foods from a rain forest, and the book *50 Simple Things You Can Do to Save the Earth.* A percentage of the proceeds made from some of the above items was **contributed to environmental causes**. Similarly, Planet Earth shops were set up in Woodward and Lothrop and John Wanamaker stores in October, 1990. The merchandise sold in these shops was made from recycled materials and designed to save energy. Among the items available were T-shirts carrying **earth-oriented messages**, stationary made from recycled paper, and energy-conserving product used in winter-proofing your home.

Another corporate decision instigated by consumers' environmental concerns was recently reached by the U.S. record industry. This industry found itself under increasing pressure from CD buyers and even from some artists whose music is sold on CDs to get rid of the most **commonly used packaging format**,

an excessively large, disposable cardboard package called the "long box." Some artists refused to use this packaging, while others designed a more creative version of the long box with the intent that it be kept, rather than thrown away. Consumer activism contributed to the industry's decision to change CD packaging from the larger, paper-wasting long box to a smaller, more environmentally correct form of packaging called the "jewel box." This decision will be effective as of April 1993.

Some department stores and grocery stores have begun to pay attention to the **wasteful packaging** they send home with the consumer.

1. What do you think should be done in your neighborhood to protect the environment?

2. How can the individual citizen of the planet make a contribution to keeping it safe for future generations?

3. What do you think government can do to improve the environment?



VII. Mass media

Text 62

IS TECHNOLOGY GETTING OUT OF HAND?

"We're not home right now. Please leave a message after the beep."

Remember the first time you heard the beep after the recorded message? If you're like many people, your palms got sweaty, you became instantly **tongue-tied**, and your **mind went blank**. Then you **hung up** the phone. Today, after more than a decade of conditioning, you respond automatically to that beep. You may even have become so conditioned that after **dialling a number** and **hearing a succession of rings**, the absence of an answering machine arouses frustration and anger.

There are even times, perhaps, when you wait to make certain phone calls until you are sure that you will reach a machine instead of having to face an unpleasant human interaction. In fact, fairly involved conversations can be carried out today without ever having live voice contact between **interlocutors** by playing what is often referred to as "**telephone tag**".

New technology often causes much fear and resistance when it **debuts**. Some people are afraid that anything electronic and programmable is too complicated for them to learn how to use. Take **programming the VCR** as an example. For anyone born after 1970 this is probably second nature. But ask their parents to perform this task, and it's a different story. Another fear is that the **explosive increase in automated devices** may have a

dehumanising effect on our lives. Chores that used to involve at least one face-to-face encounter, like depositing or withdrawing money from the bank are now routinely done at any hour of the day or night by pressing a few buttons at the nearest ATM. The fear can reach almost phobic proportions when one considers the **proliferation** of new services such as home shopping and dial-a-movie, which are transacted within one's living room.

Before you let yourself imagine a science fiction world where each person lives in an individual cubicle fed by a **vast network of cables** carrying incoming and outgoing electronic signals, remember that the same fear and resistance were undoubtedly caused by the introduction of **technologically intimidating and dehumanising** devices as the telephone and television.

1. Do you see any difference in your and your parents' handling of new technology?

2. Does the increased number of automated devices has any flaws and dangers for our life?

Text 63

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. In 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**!

1. What part of your life does television take?
2. What programs do you watch? For what purpose?
3. Is there a problem of people watching too much of it?

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

Text 64

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.

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?

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

I hate television. I hate it as much as peanuts. But I can't stop eating peanuts.

Orson Welles

Text 65

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 **push 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 standards as well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions, which obtain in **preliterate** communities. We become **utterly dependent 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 King Telly**.

1. Do you think people would live a happier life without television?

2. Does it do any harm to you?

Text 66

INFLUENCE OF TV AND RADIO

One of the most important means of communication by pictures and sounds is the television. Most of what we learn comes from television. Just think of all that we see in just one hour of television-commercials, educational programs, **sitcoms**, etc. The TV is another source that we can learn from about lands far away, people, and places. You can sit in your living room while visiting Europe, Asia, or even Australia. Television is **a huge influence on** our daily lives, as shown by how much time is spent **staring at its screen**.

Unfortunately, **the heaviest viewers** of television are children. Of course, there are **worthwhile programs** on TV suitable for kids, such as Sesame Street and the Magic School Bus, but just imagine what a child would think if he saw just one episode of Melrose Place. Do we tell the children that this is acceptable?

Radio is important, but is not used as frequently anymore due to the birth of television. We hear the news and can listen to different opinions of controversial subjects. Millions of families used to gather around the radio to listen to dramas, light comedies, variety shows, live music, and other programs. However, people can communicate a lot more quickly between any two points either on land, at sea, in the sky, or also in space, with the use of the radio. Politically, the radio made it possible for the people to be informed about government policies directly.

Radio was "born" in the twenties, and "died" in the forties. Because the depression made listening the only amusement people could afford, the thirties were radio's finest years. Later, in the fifties television was **making a breakthrough**. By 1961, 88% of the United States' households had two sets, which were in use

for an average of 5 hours a day. Television **killed off** small-club bowling, minor league baseball, and practically any other activity that meant leaving the living room. Television is **the perfect baby-sitter**. We just **plop our kids down in front of the set**, while we go among our business. Television has spent more time raising our kids than we have. Children no longer play baseball or swing on the swings in the park or play tag in the back yard as much anymore.

Television and radio have, obviously, been a huge influence on our lives. But the main question is: have they been a good influence or a bad influence? People watch television to find out what is happening in the world and to entertain themselves. A great number of Americans have abandoned many things for television. Newspapers are an example of that. But **crime shows** and sitcoms along with **porno trash** are **rampant**.

As we sit in front of the set, eating potato chips, gaining weight, and **filling our minds with trash**, we don't stop to think of all that we could be doing to change our world. If we spent just **a fraction of the time** that we spend watching television each day doing something for someone else, just think of the kind of world we would live in.

But television has increased our knowledge of the world and our surrounding neighbours along with our interest of the earth. We know more about products that are offered to us, the public.

The radio has done all this also. It also provides us with music and **talk shows**. Radio and television are not bad unless we make ourselves bad. Television and radio have changed the way we look at the world. Suddenly, everything seems to be **at our fingertips**. Maybe we cannot change what is on television and the radio, but we can **censor what we watch**. We need to set a good example for our children.

1. Television: its virtues and flaws for you, your friends and relatives?

2. Will the time we spent in front of the sets increase or fall during the next decade?

You (television) are the most powerful cultural force in the world.

Bill Clinton

Text 67

CHILDREN WATCH TOO MUCH TELEVISION

At first sight, almost everyone, or at least most parents and teachers, would agree with this statement. Also television has advantages as an educational medium, the statement creates an image in our minds of children **sitting passively** for hours instead of reading books or playing in the open air, which would be healthi d more useful. International comparisons have shown that chi n who spend five or six hours a day watching television do not **do** as **well educationally** as those who only watch it for an hour or two.

On the other hand, television is not harmful in itself. The question we should ask is perhaps not "How much television is too much?" but "What sorts of programs are we talking about?" The visual impact of television can be enormously helpful in encouraging children to take an interest in the outside world. Subjects like geography and history are much more real if we see pictures of mountains, castles and famous people, and it is easier to show children **how scientific processes work** on a TV screen than by means of an explanation in a book. While some teachers argue that children should always learn to find out things for themselves, others recognise that television **has a useful part to play in education**.

However, even though a good argument can be put forward for using television for educational purposes, the real problem is that too many of the programmes children watch are not educational at all. On the contrary, they encourage a false idea of the world, where animals in cartoons take the place of people and everything is either supremely good or a monster. The programmes that pretend to give children an idea of a famous book are too often ridiculous versions acted out by dogs, cats and mice. The people who make the programmes seem to think that children cannot understand anything unless it is **cheap, vulgar and silly**.

Of course they treat adult audiences in a similar way. The most popular television programmes are those where people are not expected to think, serials where people do the same things every week and "comedy" shows where the viewers can't be trusted to laugh by themselves at home but are supposed to laugh when they hear the recorded laughter from a TV studio. It

is therefore not surprising that children's programmes are equally bad.

To a certain extent parents are responsible if children watch too much television: after all they can turn the programmes off if they think they are harmful. All the same, responsibility lies with the television companies. In spite of the obvious potential of the television as an educational medium, this **potential is wasted** because it is **misused**. In my opinion, children probably watch too much television, but this is not the main problem: the main problem is that they watch too many **mindless programmes** because there's nothing else for them to see.

1. Who is responsible for children watching too much television: parents or television companies?
2. What should be done to divert them from watching it?
3. What programmes should they watch, if they are not allowed to watch mindless programmes?

Do not, on a rainy day, ask your child what he feels like doing, because I assure you that what he feels like doing, you won't feel like watching.

Fran Lebowitz

Text 68

CENSORSHIP

Censorship is a variety of things from **yelling** "fire" in a crowded theatre to showing sexual intercourse on television. These things aren't all either; there are millions of things we use or see every day that are censored for a reason. The reason can be many but the three most important reasons are for an adult or child's **well-being**, for the **decency** of our society and for **privacy** of each other. All of these things are censored because our lives are influenced by these reasons in one way or another. This will tell you that without censorship we would live in a world so dirty and irresponsible, so indecent and shameful that it could not exist. We pretty much ignore the growth in violence and **sexual abuse** in our movies and on television. Have they gone away?

According to researches at the University of Pennsylvania, by the time an average child leaves high school, he or she will have watched the happening of 18,000 murders on television. **Prime time** says the National Coalition on Television Violence, is filled with **degrading sexual material and incidents** "where violence is strongly **glamourised** or used to excite". There have been 85 major studies of the effects of such violence on children. Eighty-four of the eighty-five concluded that it caused an increase in all manner of **aggressive behaviour**, **up to** and including **homicide**. What happened to the one study that disagreed? Well, they were **paid off** by the National Broadcasting Company that just shows how guilty they are of producing violence from television. Another study shows that American children are having sexual intercourse at an average age of 16. If the television was not censored as much as it is today these things would be much worse, our children would be sexual active at very young ages and **crime rates** would **shoot upward**. A civilization does not rise in the strength of its laws, however. It rises on the strength of its values. What values are we teaching by not having censorship in our society? No, its not freedom of speech and its not freedom of the press. It is decency. What all civilized social orders, including our own, have consistently identified as decent, civilized behaviour. The real threat to the public is not what might happen to rights, but what is happening to a society grown dangerously **out of touch with** its own standards and values. At the Irvine Meadows Amphitheatre in California a 17-year-old girl was raped while more than 50 people watched, is that what our values should be? Social orders are established, governments are formed and **laws are pressed** for one reason and one reason only, to protect the people. Part of that task has to do with protecting people against themselves, against the degrading and the uncivilized influences that **corrupt life** and are every bit harmful as a blow to the head or a gun in the ribs.

1. Doesn't censorship violate the people's right to know?
2. Should everything be censored? (movies, news...)
3. Who will decide what is appropriate for showing on TV?

Where the press is free and every man able to read, all is safe.

T. Jefferson



TURN DOWN THE VIOLENCE VOLUME

Last week Heritage Secretary Peter Brooke told TV's 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 hat a majority will say there is too much violence on television. owever, 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 the 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 channels, 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. 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?

Television brought the brutality of war into the comfort of the living room. Vietnam was lost in the living rooms of America — not on the battlefields of Vietnam.

Marshall McLuhan

Text 70

INTERVIEW WITH JOANNA BOGLE, OF THE NATIONAL VIEWERS' AND LISTENERS' ASSOCIATION

I — interviewer
JB — Joanna Bogle

I — Joanna Bogle is a member of the National Viewers' and Listeners' Association, which aims to monitor the output of both television and radio. Joanna believes quite firmly that TV stations should recognize more fully the power and influence of television, and **exercise stricter control over** programme content. I asked her what kind of thing she personally found offensive on television.

JB — Well ... this would be difficult to say. First I don't think one wants to say so much personally as what our association would find offensive and it's not only offensive but harmful. I do not think that I personally find a great deal of the **exploitation of sex** and sexuality offensive. Perhaps this is particularly as a woman. And I find it very irresponsible too because we are now recognizing that some of the **revolting attitudes towards** sex and towards women which became popular ... have become popular over the last couple of decades have had a number of seriously sad side effects, not least the tragedy of AIDS and so on. So I personally am offended by that, but I would say that the association is probably slightly more concerned, particularly about violence, — violent language, violent activity, and the idea that **sloshing out** at somebody, engaging in really **savage, barbaric activity** is a normal even a **praiseworthy**, heroic, manly thing to do. I'm thinking, for instance, of films like Sebastiane, and Jubilee, that disgusting film where policemen were seen being the victims of cannibalism and somebody was roasted alive on a spit ... ugh ...

I — Was this shown on television?

JB — Er ... Yes this was shown on Channel 4. I regard that as unacceptable **grossly violent**, sadistic with the most horrible and **depraved of overtones**. I think there's a case for saying that some things don't really have a place on the small screen at all, and belong to the private cinema club for those who really like that kind of thing.

I – But don't people realize the difference between fantasy and reality?

JB – I don't actually think people do know the difference between fantasy and reality, not that always matters it can even be quite amusing. On BBC radio, the programme The Archers, the popular everyday tale of farming folk, they wanted to write a new baby into the story at one point ... they'd had a young couple getting married and a couple of years later they thought time to **introduce a baby into the script** and they decided against it because they didn't have the staff at the BBC at the time to cope with the flood of little white knitted woolly things that would be arriving for this non-existent baby! They had to wait until they'd got the secretaries and so on to cope with it! So people do believe in it. It's ridiculous, people write to Coronation Street for the imagined wedding anniversaries and birthdays and funerals and so on that **crop up**. Fantasy is very difficult to remove from reality.

I – What evidence is there that the violence or indeed sexual behaviour that is seen on television is reflected in behaviour? I mean isn't it the other way round?

JB – This of course is the big debate and it is true that television both **reflects and influences**. I think we've all had the experience of being enormously inspired by **magnificent music** or a **stirring speech** or **a call to courage**. We've all been moved by some impressive event on television and certainly we can even see within a whole country that you can create a mood or a climate by the way in which you present an activity, and I think that it's rather silly to imagine that people who are **uplifted** by a lovely piece of pageantry or by stirring music are not depraved by something that's disgusting. Clearly we're both. It is true that the mixture between what influences you and how you influence the screen is **a blurred area** and everybody in the mass media knows this, but I would say that one of the major influences on all our lives is television, and people wouldn't spend thousands of pounds on advertising on it if it didn't influence people.

"Persil washes whiter," says the voice over and over again and millions of housewives are absolutely convinced that it does and they go out and buy the product. So I think the influence is mostly that way round.

Interview with Kate Adie, a BBC Journalist

I – Interviewer

KA – Kate Adie

I – What evidence is there that television influences behaviour?

KA – There is quite a lot of evidence that it influences behaviour in a manner of life styles, images, popularity of fashion. Whether it's a deep influence on behaviour is questionable, because it could be seen as both a force for good and a force for evil, and many of the grey areas in between, and it's certainly not one nor the other, because television, for example, has **endless images of heroism, of good, of grandeur, of charity, of loving**, and we have a world which certainly doesn't emulate that one hundred per cent of the time. Also television has images of violence, of unpleasantness, of evil, of cruelty, and again you find that in society, but not one hundred per cent. I'd almost reverse the remark and say that I think that television is a reflection of the society in which you live, as long as that television is free to be that reflection.

I – When you say, "free to be that reflection", in what ways is it constrained from doing that?

KA – I suppose we **take the view** in this country, where television has on the whole been run by people of a certain social background for many years, that television has, on the whole, been what a certain group of people think other people ought to have. It certainly hasn't been a straightforward television being what people would like to have. Television being what people would like to have, in other words, a lowest common denominator attitude to television, would for example introduce a great deal of pornography onto television. You would also have a much larger percentage of **low-challenging programmes**. By that I mean **pap**, really non-challenging, unintelligent, soap opera, quiz programme.

I – You recently made a television documentary on the subject of violence on television. To what extent did this change your views?

KA – I'm going to sound a very obstinate, ignorant hippopotamus and say you know, not a great deal, because I work most of the time in this area. I work, I spend a lot of my time seeing with my own eyes the sort of subject which is extremely difficult to put on television, which I was making the programme about, about violence. I see quite a bit of death and cruelty and of unkindness and violence and brutality. All of these things. And I have to **make regular judgements** about

what I feel can be shown on television, and I by no means have ever believed that everything can be shown. I see no evidence, I hear no evidence of real harm done to people by the mere showing of violent acts on television, **with the rider that**, of course, there are always people who will be watching who are **uniquely susceptible**.

I — So you're saying that there are certain people who may be influenced?

KA — Of course, there are.

I — But they are ... majority.

KA — Of course there are people who are influenced by anything.

I — In the course of your work you deal with issues that contain real violence. There's also a lot of **fictional violence** on television. Do you feel that viewers can understand the difference between fantasy and reality?

KA — Most can. First of all I think it's up to the television companies, for a start, to bear some responsibility for saying "This is fictional, this is a fantasy", and to say, "This is reality". I think television companies have a responsibility on one side, on the other side I think that most viewers do distinguish. Some don't. There are **hordes of people**, you know, in this country, who are deeply in search of Coronation Street in Lancashire. They actually ... you know ... people go and try to find the Archers. They want to know where Ambridge is. They spend their lives crawling round Yorkshire looking for Emmerdale Farm. All of these fictional places.

I — What do you personally find offensive on television?

KA — I find **gratuitous violence** extremely offensive. I don't like violence. I don't like it in real life. I am actually **physically sickened** when I see people fighting. I do not like it. I also find horror where there is a sort of ... where the human body is **chopped up, squashed, generally exploded and extruded**. I find this **appalling**. I don't like it myself. I would not stop other people watching it.

1. Do you agree that people can't tell the difference between fantasy and reality?

2. What's your attitude to violence on television?

BAD AND WORSE

The news comes on the hour or even half-hour now. It goes in one ear and out the other: all the earthquakes and wars, all the election campaigning, and the BBC, planning their 24-hour news service, believe the public's **appetite for** such information is **insatiable**. But what is news?

The famous do something, the others have something done to them, usually of a horrible nature. Good news is rare. The magazine *Hallo* does its best, taking the heretical line that the very rich might also be very happy. Newspapers react by waiting for their marriages to fail.

Even odder is the way in which there is never an end to most foreign news, even civil wars just **drift away**. One month it is all Sri Lanka or El Salvador, and the next there is next to nothing about them, so you assume that whatever it was is over. The wars go on. It is just that the **news gatherers** have **overspent** their budgets and have left.

What are the effects of all this on the public? The first is a **feeling of gloom** that there is nothing they can do about any of the world's troubles. This doesn't hit us in cities but in the country it is very different. Take someone who may not see another human being all day. Can any man have more of a potential for depression? Yes, if he has a radio.

The lonelier you are, the easier it is to believe that the terrible things you read about will soon happen to you. There is no more crime in the country than there was a generation ago, but people believe there is, or expect there soon will be. You rarely see children playing in the villages of England now.

Similarly there is a lack of self-confidence in local newspapers. They **hunt** desperately **for** sensational new stories. They put car crashes on the front page when all around them the change occurring in small communities is more than the sum of all the changes in their history. The school closes, the shop shuts down, and the village is suddenly a place where people come to sleep. Where did the bus service go, and the children of people who lived here for generations?

Nobody does anything about this for nobody feels he can, such things being unreal compared to what happens each night

on TV. Nothing local is any longer regarded as important beside the **famines** and killings taking place far away.

1. Why do we need news? Is there anything we couldn't do without them?

2. Why must news always depict trouble, violence and unhappiness of other people?

So much chewing gum for the eyes.

Text 72

PERSONAL COMPUTERS: THE EARLY YEARS

Until the late 1970s, the computer was viewed as a massive machine that was useful to big business and big government but not to the general public. Computers were too **cumbersome** and expensive for private use, and most people were intimidated by them. As technology advanced, this was changed by a distinctive group of engineers and entrepreneurs who rushed to improve the designs of then-current technology and to find ways to make the computer attractive to more people. Although these innovators of computer technology were very different from each other, they had a common enthusiasm for **technical innovation** and the capacity to foresee the potential of computers. This was a very competitive and stressful time, and the only people who succeeded were the ones who were able to combine extraordinary engineering expertise with progressive business skills and an ability to foresee the needs of the future.

Much of this activity was centred in the Silicon Valley in northern California, where the first **computer-related company** had located in 1955. That company attracted thousands of related businesses, and the area became known as the technological capital of the world. Between 1981 and 1986, more than 1000 new technology-oriented businesses started there. At the busiest times, five or more new companies started in a single week. The Silicon Valley attracted many **risk-takers** and gave them an opportunity **to thrive** in an atmosphere where creativity was expected and rewarded.

Robert Noyce was a risk-taker who was successful both as an engineer and as an entrepreneur. The son of an Iowa minister, he was **informal, genuine, and methodical**. Even when he was running one of the most successful businesses in the Silicon Valley, he dressed informally and his office was an open cubicle that looked like everyone else's. A graduate of the Massachusetts Institute of Technology (MIT), he started working for one of the first computer-related businesses in 1955. While working with these pioneers of **computer engineering**, he learned many things about computers and business management.

As an engineer, he **co-invented the integrated circuit**, which was the basis for later computer design. This integrated circuit was less than an eighth of an inch square but had the same power as a **transistor unit** that was over 15 inches square or a vacuum tube unit that was 6.5 feet square. As a businessman, Noyce **co-founded** Intel, one of the most successful companies in the Silicon Valley and the first company to introduce the microprocessor. **The microprocessor chip** became the heart of the computer, making it possible for a large computer system that once filled an entire room to be contained on a small chip that could be held in one's hand. The directors of Intel could not have **anticipated the effects** that the microprocessor would have on the world. It made possible the invention of the personal computer and eventually led to the birth of thousands of new businesses. Noyce's contributions to the development of the integrated circuit and the microprocessor earned him both wealth and fame before his death in 1990. In fact, many people consider his role to be one of the most significant in the Silicon Valley story.

The two men who first introduced the personal computer (PC) to the marketplace had backgrounds unlike Robert Noyce's. They had neither prestigious university educations nor experience in big business. Twenty-year-old Steven Jobs and twenty-four-year-old Stephen Wozniak were college **drop-outs** who had **collaborated on** their first project as **computer hobbyists** in a local computer club. Built in the garage of Jobs's parents, this first personal computer utilized the technology of Noyce's integrated circuit. It was typewriter-sized, as powerful as a much larger computer, and **inexpensive to build**. To Wozniak the new machine was a gadget to share with other members of their computer club. To Jobs, however, it was a product with great marketing potential for homes and small businesses. To raise the $1300 needed to fill their first orders, Jobs sold his Volkswagen

bus and Wozniak sold his scientific calculator. Wozniak built and delivered the first order of 100 computers in ten days. **Lacking funds**, he was forced to use the least expensive materials, the fewest chips, and the most creative arrangement of components. Jobs and Wozniak soon had more orders than they could fill with their **makeshift production line**.

Jobs and Wozniak brought different abilities to their venture: Wozniak was **the technological wizard**, and Jobs was **the entrepreneur**. Wozniak designed the first model, and Jobs **devised its applications and attracted interest** from investors and buyers. Wozniak once admitted that without Jobs he would never have considered selling the computer or known how to do it. "Steve didn't do one circuit, design or piece of code. He's not really been into computers, and to this day he has never gone through **a computer manual**. But it never crossed my mind to sell computers. It was Steve who said, "Let's hold them up and sell a few."

From the very beginning, Apple Computer had been sensitive to the needs of a general public that is intimidated by high technology. Jobs insisted that the computers be light, **trim**, and made in **muted colours**. He also insisted that the language used with the computers be "**user-friendly**" and that the operation be simple enough for the average person to learn in a few minutes. These features helped convince a sceptical public that the computer was practical for the home and small business. Jobs also introduced the idea of donating Apple Computers to thousands of California schools, thereby indirectly introducing his product into the homes of millions of students. Their second model, the Apple II, was the state-of-the-art PC in home and small business computers from 1977 to 1982. By 1983 the total company sales were almost $ 600 million, and it controlled 23 per cent of the worldwide market in personal computers.

As the computer industry began to **reach into homes** and small businesses around the world, the need for many new products for the personal computer began to emerge. Martin Alpert, the founder of Tecmar, Inc., was one of the first people to foresee this need. When IBM released its first personal computer in 1981, Alpert bought the first two models. He took them apart and worked twenty-four hours a day to find out how other products could be attached to them. After two weeks, he emerged with the first **computer peripherals** for the IBM PC, and he later became one of the most successful creators of personal computer peripherals. For example, he designed memory extenders that

enabled the computer to store more information, and insertable boards that allowed people to use different keyboards while sharing the same printer. After 1981, Tecmar produced an average of one new product per week.

Alpert had neither the technical training of Noyce nor the computer clubs of Jobs and Wozniak to encourage his interest in computer engineering. His parents were German refugees who worked in a factory and a bakery to pay for his college education. They insisted that he study medicine even though his interest was in electronics. Throughout medical school he studied electronics passionately but privately. He became a doctor, but practiced only part time while pursuing his preferred interest in electronics. His first electronics products were medical instruments that he built in his living room. His wife recognized the potential of his projects before he did, and **enrolled in a graduate program** in business management so she could run his electronics business successfully. Their annual sales reached $1 million, and they had 15 engineers working in their living room before they moved to a larger building in 1981. It wasn't until 1983 that Alpert stopped practicing medicine and gave his full attention to Tecmar. By 1984 Tecmar was **valued at** $150 million.

Computer technology has opened a variety of opportunities for people who are **creative risk-takers**. Those who have been successful have been alert technologically, creatively, and financially. They have known when to use the help of other people and when to work alone. Whereas some have been immediately successful, others **have gone unrewarded** for their creative and financial investments; some failure is inevitable in an environment as competitive as the Silicon Valley. Rarely in history have so many people been so motivated to create. Many of them have been rewarded greatly with fame and fortune, and the world has benefited greatly from this **frenzy of innovation.**

1. How can computers change our lives for better, for worse?

2. Can such fast development of computer technology be harmful?

3. Who uses computers today? Give examples of the impact they have on our lives.

Computers are useless. They can only give you answers.

Pablo Picasso

To err is human but to really foul things up requires a computer.



HOW MEDIA LITERACY CAN CHANGE THE WORLD

By Don Adams and Arlene Goldbard

Democracy requires critical thinking. Almost everyone agrees that the ability to read and write should be **a fundamental human right**, **extended to everyone**. We understand that a person who cannot read is **in thrall to** those who can. You cannot enter the developed world as a full human subject unless you can **break and master the code of the word**. Today, literacy doesn't stop with words and numbers. To enter social and political debates as a full participant one must also **break the thrall of** the magic box and master its secrets. If we fail to adopt media literacy — a basic knowledge of how and why media images are chosen — as an essential goal of public cultural policy, we **doom** ourselves **to be** forever **in the grip of** the powerful interests who own and control the mass media. The global **proliferation** of electronic mass media has excited deep feeling and passionate debate. Most alarming to observers around the world has been the passivity the mass media seem **to breed** in most people; it **displaces and undermines** social life, community activities, and other creative pursuits. We jokingly call it being **couch potatoes**. As a society, we need **to foster** a more dynamic relationship between **the citizenry** and the media, one that does not stop when the programme ends and the TV is turned off. For those who aspire to greater democracy in public life, our greatest challenge is transforming the media into a tool for democratic change.

Achieving this will require starting from square one. People without some special interest in the field find it hard **to grapple with** the idea that media is a public and political issue. This is not surprising since one of the things our mass media do best is **pound** home the inevitability of the way that they are currently organized, ideally suited to their role as **the pep squad** for our

consumer society. Their **self-ratifying** quality makes it hard even to imagine that the media can be changed in any way.

The massive, **interlocking** complex of business interests that make up the mainstream media have been allowed to develop pretty much as they wish, in the pursuit of commercial success. Meanwhile, the essential public issue — the media role as our **primary public forum**, its tendency **to erode democratic life** — has been pushed further and further into the background.

It is necessary that we think about and promote a public policy that looks at what role media should play in our society and how people can participate in shaping television and other mass media that affect all of our lives. Such a public policy could counter the imbalances that result from the domination of a country's cultural industries by commercial interests. We cannot expect the commercial arena to accommodate the goals that should be the essence of this public policy: **nurturing diversity, stimulating and supporting creativity,** and **encouraging active participation** and **interaction** in community and political life.

1. Is your view on the environment formed by mass media? To what extent?

2. Do you agree that mass media control and change people's conscience and way of thinking?



AMERICAN MASS MEDIA

By Yuri Stulov

One of the central principles of American society is the right to know, and the main function of the media is to **communicate to society** what its members do, feel and think. Therefore, the media must be free to discuss whatever they think is important for the **public welfare**. At the same time they must be responsible for what they print and broadcast and be fair, accurate and objective in their coverage of events. Journalism requires intelligence, knowledge, experience and powers of observation and reasoning.

A free press is one of the greatest achievements of democratic society. Freedom of the press is protected by the Bill of Rights, and the First Amendment to the U.S. Constitution which runs

that "Congress shall make no law ...**abridging the freedom of speech**, or of the press." Ever since, the First Amendment has served to guarantee the rights of all Americans who reported the news, who wished to make their opinions public, and who desired to influence public opinion. At the same time there are laws against **libel and invasion of privacy**, as well as limits on what reporters may do in order to get a story.

In the early days of the new country the media meant newspapers, pamphlets and books. Today "the press" denotes any news operation in any media, which also include television, radio, Internet, films, and cable television, which are now known as the "news media".

Technological progress has **speeded up** the way information is gathered and brought to people's homes. It took six months for the people in Europe to learn about Columbus' discovery of the New World. When Yuri Gagarin was launched into space or when American astronauts made their first landing on the moon, live radio and television broadcasts transmitted within seconds these historic events into millions of homes all over the world. Thanks to modern technologies, **the time lag** between the occurrence of an event and the news of it reaching the public has been minimized.

Computers have revolutionized the way information is processed and distributed. People are surrounded by information all day long. A look at the local newspaper, a glimpse of breakfast show on TV, a bit of reports on the car radio on the way to work, a major evening news programme on TV, a talk show and a Hollywood **blockbuster** later in the evening are the essential part of daily activities of an average American. News and entertainment that are **beamed** from one end of the American continent to another help to level out regional differences and bring the American people a common and shared experience.

Newspapers are the oldest of the news media in the USA. They have always been highly political. America's free-press traditions go back to the early 1700s when the first political battles for the independence of the American colonies were fought in the pages of newspapers and pamphlets. Ever since, newspapers have been expected to **take political stands**, though it is essential that **factual news** be **reported honestly and objectively**. From the very start American journalism set the standard for generations of publishers and reporters. Newspapers greatly contributed to teaching great masses of new immigrants the American way of life.

Approximately half of all daily newspapers classify themselves as independent. One of the canons of American journalism is that the press must be **free of any ties**, except the public interest, i.e. it must not be obliged to promote private or selfish interests, nor must it print **editorials** that knowingly **subvert the truth**. **Competition for circulation and profits** was always tough and the rivalry of two publishers — Joseph Pulitzer and William Randolph Hearst — created some of the most important press standards. Pulitzer's newspapers **fought corporate greed** and government corruption, introduced **sports coverage** and comics, and entertained the public with an endless series of **promotional stunts**. Hearst's brand of **outrageous sensationalism was dubbed "yellow journalism"**. Both symbolized an era of highly personal journalism.

Today's standards are **objective, unbiased** reporting with all sides of a story represented. *The New York Times* and *The Washington Post* as well as *The Los Angeles Times*, *The Boston Globe* and *The Christian Science Monitors* are the most important daily newspapers that shape public opinion. They **focus on** major national and international events and are known for their responsibility, independence, **impartiality** and fair play and in this way differ from supermarket **tabloids** which carry **little hard news and lay stress on celebrities**, human interest stories about children and pets, and diet and health tips. An example of a tabloid is *The National Inquirer* with a circulation of over 4,000,000.

Nevertheless, the circulation of newspapers is **shrinking** because of the growing popularity of television. 65% of Americans use television as their **primary source of news** because it can report the news immediately with a picture of it. As a result, newspapers now concentrate on **features**, **personality profiles** and **in-depth news analysis** rather than **fast-breaking headline stories**.

Radio began to spread throughout the United States in the 1920s, and by 1928 the USA had three national radio networks — two owned by NBC (the National Broadcasting Company) and one by CBS (the Columbia Broadcasting System). Though mostly listened to for entertainment, radio's instant, **on-the-spot reports** of dramatic events **drew huge audiences** throughout the 1930s and WW II. Radio introduced government into the media. Congress gave the government power to regulate and license broadcasters so that radio and — from the 1940s — television could be operated in the public interest.

Television made its first public appearance just before the **outbreak** of WW II but it gained real importance a few years after the end of it. Watching TV became a social ritual with millions of people setting up their lifestyles around TV's programme schedule. The television networks followed the newscasting procedures that had been established for radio. By its nature, TV has proven most effective in covering dramatic, **action-filled events** when TV viewers become direct witnesses of these events. Television became a very important influence on the political scene, especially during presidential elections. In 1960 Richard M.Nixon and John F.Kennedy participated in several television debates, and many observers believe that JFK won the election in large part because of the favourable impression he created in those television appearances. Presidents now frequently deliver major speeches to television audiences. Many presidential press conferences are **televised "live".**

Unlike newspapers, radio and television are traditionally neutral in politics. Network representatives insist that the news and public issues be presented objectively, without offending listeners. The Federal Communications Commission permits **editorialising** but requires radio and television stations to **present all sides of a controversial issue** and to offer political opponents equal amounts of time to present their opinions.

Basically, however, television is **an entertainment medium**. The advertiser buys commercials on the shows that attract the largest audiences, which include talk shows with well-known celebrities, westerns, **sitcoms**, movies, spy shows, **quiz shows**, and soap operas. On most quiz shows members of the audience are asked questions, and if they give the correct answers, they receive valuable prizes. Commercial television is totally **financed by advertising**.

Non-commercial, or public, television emphasizes cultural, informational, and educational programmes, approximately one-third of public television's **prime time programmes** are devoted to news and public affairs. Financial support for public broadcasting comes from listeners' contributions, foundations, and federal state, and local governments. The Public Broadcasting Service (PBS) is a government-sponsored service that plans and distributes programmes to non-commercial TV stations.

Technology continues to change the media. Cables and satellites are expanding television. Already half of American homes subscribe to cable TV, which broadcast dozens of channels providing information and entertainment of every kind.

Today over 95% of all American homes have TV sets and 50% have two or more sets. Surveys show that in the average American household, the television is watched 7 hours a day. It has changed the Americans' view of the world in which they live, as well as their lives at home.

Despite enjoying a period of **unsurpassed wealth and influence**, the American media is troubled by growing public dissatisfaction. Experts say that the ownership of the news media is being concentrated in fewer and fewer hands and that chains-companies that own two or more newspapers, broadcast stations and other **media outlets** – are growing larger. Critics complain that journalists are always emphasizing the negative, the sensational, and the abnormal rather than the normal. There is a feeling that the press sometimes goes too far, crossing the fine line between the public's right to know and the right of individuals to privacy and the right of the government to protect the national security. In many cases, the courts decide when the press has **overstepped the bounds of its rights**.

"Knowledge will forever govern ignorance", said President James Madison. "And a people who mean to be their own governors must arm themselves with the power knowledge gives". Mass media help us to acquire this kind of power.

1. Why do you think television and government are more neutral in politics than newspapers?

2. Are you satisfied with the work of mass media in your country? Explain.

3. Do journalists pursue only sensationalism and always violate privacy? Support you answer with examples?

Text 75

HOW DO WE GET THE NEWS?

Once the news was passed on **by word of mouth** – one person told another, who then told another.

Later, people who travelled carried letters and newspapers with them. But this could take a very long time.

In 1815 the British and the Americans fought the Battle of New Orleans. They didn't know that the war, which had lasted for three years, had ended two weeks earlier.

In America, it sometimes took months for the news so cross the country. The Pony Express tried to make it faster. Night and day, men rode horses without stopping! A letter sent from Missouri to California still took ten days.

Then came the telegraph, telephone, and radio, television and satellites.

Today, large international news agencies like AP (the Associated Press) have thousands of reporters and cameramen in hundreds of countries. They sell news and photos to newspapers, radio and television all over the world. So a reporter can get all the international and national news in his or her office **by satellite**.

But for the local news, reporters still go out and get the news. They use a notebook, pen or pencil, and their eyes and ears. Some things don't change very much.

1. Do people really need news? For what purpose?

2. How do you get the news? In what ways? Which do you like most?

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

Mass media hang on the questionable theory that whatever happens anywhere should be sensed everywhere. If everyone is going to be able to see everything, in the long run all sights may lose whatever rarity value they once possessed, and it may well turn out that people, being able to see and hear practically everything, will be specially interested in almost nothing.

E. B. White

Text 76

THE MEDIA IN BRITAIN

What is a "medium"? Well, in this context a medium is something, which gives information to the public. Radio and television, for example, are media. So are newspapers and magazines

In Britain, people read more newspapers than in any other country in Europe, it is said. Most people read a national newspaper. There are four or five "serious" newspapers, such as *The Independent* or *The Times*, and there are several "popular" newspapers, with shorter articles, lots of photos and usually several sports pages, for example *The Sun*, *Today*, or the *Daily Express*.

In contrast to Germany, Britain has several Sunday newspapers, such as *The Observer* or *the Sunday Express*. The Sunday newspaper is a traditional part of the British Sunday.

There are also local newspapers, giving partly national but mostly local news. These are often evening newspapers, which people can buy in the afternoon or in the early evening on their way home from work.

There are magazines for all kinds of groups of people and for every type of hobby you can imagine, yet the British have nothing quite like the many "news magazines", serious and popular, that are on the German market. Information and articles of the type you would find in these "news magazines" appear in Britain in the national daily and Sunday newspapers.

Most people in Britain receive four television channels (unless they have cable or satellite TV) – BBC1, BBC2, ITV and Channel 4. BBC 1 and 2 are paid for by the money from viewers' TV licences, and have no **adverts**.

ITV (Independent Television) and Channel 4 are paid for by the money they receive from adverts, or TV commercials, which appear every 15, 20 or 30 minutes on these two channels, often in the middle of programmes.

All these channels are basically national, with just a few regional programmes, for example extra news programmes.

Breakfast TV (magazine programmes on BBC and ITV, giving news and interviews from approximately 6 a.m. to 8.30 a.m.) is very popular.

1. What do you think of cable TV or satellite? (If you have it, what are its advantages and disadvantages? If you don't have it, would you like it? Why? Why not?)

2. What do you think of TV at breakfast time?

3. What are mass media in your country? Are you pleased with it?



NEWSPAPERS IN BRITAIN

1

There is a number of differences between German and British newspapers **as to** size, sales and prices:

- Popular papers are small ("tabloid", 10 inches). Quality papers are big ("broad-sheet", 21 to 26 inches).
- Populars and qualities are about the same price (around 40 p in 1992). In Germany, you can buy three-copies of *Bild* for one *FAZ*.
- In spite of inflation, newspapers are still less expensive in England. A copy of *The Times* is about three-quarters of the price of the *FAZ*.
- **Sales are shrinking**, but they are still much larger than in Germany.

2

German readers are likely **to hit on** things in English dailies that may seem rather "insular" to them:

- There is a much more **extensive coverage** of **"home news"**.
- "Home" and "foreign" or "world" news are strictly separated (front pages of qualities are an exception).
- Coverage of world news relies heavily on the material provided by English and American news agencies. There are fewer foreign correspondents.
- Much of the foreign news still has an "Imperial" ring – **far-flung outposts**, such as New Zealand or Hong Kong, seem closer and thus more interesting than Denmark or Hungary.
- Prominence is given to "typical" British sports: cricket, golf, racing and rugby, football.

3

Paper sales have been falling steadily over the last thirty years:

- Tabloids rather than **broadsheets** have been worst hit.
- Today, a paper founded only six years earlier lost almost 20% of its readers in 1990
- During 1990, *The Mirror* and *The Sun* lost about 5% and 6% **respectively**.

- *The Mail*, regarded largely as a women's paper, has added a little over 3% to its sales.
- There has been a slight but steady increase in the readership of the qualities. Today, one in five readers prefers a quality daily to a popular paper.

4

The Guardian, a quality paper **catering for** the liberal left, gives the following reasons for what, in a parody of "tabloid speak", it calls the "tabloid doom horror":

- There is growing illiteracy among school-leavers: 25% have "reading difficulties".
- Television, ceefax and 24-hours broadcasting have been **eating into** the readership of tabloids.
- The market is showing some evidence of **saturation**. There is a feeling among readers that "the papers are all the same".
- Sales have also been dropping due to a **clean-up campaign against nudes and spicy stories**.
- There is **a surfeit of gimmicks** used **to boost sales** in the 1980s, including game-shows in print.
- Much of the sense of economic and political self-confidence among the aspiring working class created by Thatcherism is vanishing in the 1990s' recession.

5

In a country that has seen more than a decade of Conservative rule, there is no quality daily which could be called consistently pro-Labour.

- *The Telegraph*, which is strongly Conservative, is selling as many copies as *The Times*, *The Guardian* and *The Independent* taken together.
- Among the populars, **the lion's share** – about one-third – is claimed by *The Sun*, which is distinctly anti-Labour.
- Together, *The Mail* and *The Express*, both of them Tory papers, hold another 30% of the tabloid sales.
- *The Mirror*, the only tabloid which sides with Labour, is **clinging to** about 25% of the tabloid sales.

6

On the whole, the political leanings of British newspapers seem to have remained largely untouched by the question of ownership. For about three decades now, there have been a number of take-overs by "magnates", often from outside Britain. However,

most of these are thought to look upon their papers as a means of making money rather than as a source of influence on the public opinion in the country.

(Information on the sates of English newspapers is based on the "national newspaper index", published by *The Sunday Times* in March 1991.)

1. Why do the sales of newspapers fall?
2. What is the difference between tabloids and qualities?

A good newspaper is a nation talking to itself.

A. Miller

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



HEADLINES

Headlines can tell us something about what a paper is like. Looking at one that has been **detached from its body copy**, readers will not find it very difficult to find out which is from a quality paper and which was **snipped** from a tabloid. Those from the qualities are likely to be longer and more informative. Those from the tabloids tend to be **short and snappy** – and **full of puns and innuendo**.

They have got something in common, though: sometimes foreign learners of English find them difficult to understand. The following examples are taken from a wide selection of English papers, ranging from the News of the World, a Sunday paper going in for **spicy stories** to The Daily Telegraph, a rather **staid quality daily with** strong Tory **leanings**. All of them should go to show that there is something that may justly be called "headlinese", a distinctive register of English.

Football reports are a case in point. "Derby counted out as Harkes makes mark" may already be something of **a facer** for foreign students of English, although it is taken from a quality paper rather than a tabloid. Derby are, or rather used to be, a

First Division team. If they were "counted out" – well, that means that they lost the match, even if the phrase is taken from boxing, not to mention the pun on their name, Derby "County". In the report itself Harkes turns out to be a player of the visiting team, and as he is said to have made his "mark", he must have had a pretty good game.

There is one variety of headlines, which you do not find in the papers themselves, but on those page-size billboards under a cover of wire netting. You find them in front of **news stalls and at newsagents' doors**. There is the "masthead" of the paper and underneath it a skilfully oblique reference to the headline of the day, usually making great play of words such as "drama", "shock", "row" and "crisis". They do not, of course, want to give the game away by telling you what the drama or the row is about, because you are expected **to fork out** the 25 p or whatever it is for a copy of the paper. The typical features of headlinese include a number of three-letter words that do not take up much space in banner headlines. Take verbs like "axe" (abolish), "irk" (annoy) or "rap" (criticise sharply), which have a **quaint**, even slightly **archaic ring** outside the front page of a tabloid.

Headlines are full of four-letter words, without sounding vulgar or obscene, and they **sport** four-word phrases as well. Readers may be able to sort out what a "Race case jail plea" is. Yes, it is an application to commit a former member of the right-wing National Front to prison for breaking the Race Relations Act. What about a "Home rule vote rethink"? Right – it refers to the British government being **forced to concede a referendum** on devolution for Scotland and Wales.

In the first headline, four words try to do the job of fifteen; in the second, nineteen words are condensed into four, roughly one-fifth of the amount needed in the body copy. In other words, headlinese is an attempt of some form of "instant language".

1. What do you think most people and you, in particular, like to see in a newspaper?
2. Do you prefer scandals to news? Why?

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

Text 79

SOME INTERESTING WORDS

to be read nationwide
the paper with the largest circulation ... is a very serious newspaper indeed
to be on the daily reading list of many (world leaders)
to be published (weekly, semi-weekly, monthly)
to be printed
to be published rain or shine
reading ... is a(an) ... tradition, for some people an alternative to going to (church)
to get through all of the sections
to have an average circulation of ... million copies
to feature crime, sex and scandal
to be distributed locally or regionally
to collect and sell news, news features, photographs
editorial columnists
news commentators
chequebook journalism
some of the largest newspapers are news-gathering businesses
to maintain reporters and cameramen at domestic and foreign news bureaus
to get most of their news directly or indirectly through AP and UPI
to give equal and balanced news coverage to opposing ... (candidates)
muckraker (n)
muckraking
to dig out the dirt and expose it for all to see
investigative reporting
to search for examples of political corruption
to give a false impression of smth
to make impossible to keep one's private life private
to cover all topics and interests, from ... to ...
to be modelled on *Tims*
to sell news, interviews, photographs, graphics, charts to the publications throughout the world
to be aimed at the average, educated reader
to treat educational, political and cultural topics at length

to be reprinted internationally
to have a huge readership
news should be very clearly separated from opinion about the news
to be slanted in one direction or another
to slant the news
to show anything from praise to ridicule
well-informed journalists
sensational stories
to be biased
quality newspapers

1. Try to invent an interesting and complete description of the work of mass media using all the words above from the point of view of an ordinary citizen/journalist/news tycoon.

A newspaper should be the maximum of information, and the minimum of comment.

R. Cobden

Text 80

THE WORLD SERVICE

BBC radio's international voice

There are lots of international radio stations — four of the best-known names are Voice of America, Radio Moscow, Deutsche Welle and Radio Free Europe.

But none is more famous or has a bigger **global audience** than The BBC World Service. The "Fascinating Facts" below reveal what it does and how it works.

The World Service broadcasts nearly 800 hours of programmes in 37 languages every week.

Its headquarters are at Bush House, a large building in central London.

The World Service broadcasts programmes in English twenty-four hours a day and has 25 million listeners every week. The total, weekly audience, for all its programmes (in the 36 other languages as well as English) is 120 million.

The service costs about J120 million per year. That's roughly J1 per year or 2 p per week for each of its listeners.

One million words pass through the newsroom at Bush House each day. This is the "brain" of the World Service and it never sleeps. A total of 120 journalists work in the newsroom (divided into three groups who work on different eight-hour shifts). They produce 250 news stories every day.

The World Service was created over fifty-six years ago to replace the old BBC "Empire Service", which opened in 1932 and used to provide global information for Britain's colonies.

Today, most of the people who listen to the BBC's **external programmes** in English don't speak English as their first language. The majority of them are under fifty, live in towns or cities and are well-educated.

Every international radio station broadcasts news and **current affairs**. But the BBC World Service also offers programmes on ... music • science • the arts • comedy • business • drama • sport • religion. Plus, from time to time, it presents **live interviews with world leaders**.

In May 1987 Bush House **launched** the first truly European radio station — "BBC 648". It broadcasts to EEC countries in three languages — English, French and German. In 1990, the station was renamed "BBC for Europe".

The World Service has been nominated for the Nobel Peace Prize because of its **fair, balanced reporting** of international events.

Radio stations in 52 countries re-broadcast 2,500 BBC programmes every week to their own audiences.

Information on world events comes into the Bush House newsroom from several sources. One is BBC foreign correspondents. Another is the special "listening centre" at Caversham Park in Berkshire. Five hundred people work at Caversham Park and their job is to listen to 200 hours of broadcasting every day in 35 languages from 50 countries. All the most important facts in these broadcasts (plus extra information from international news agencies and other listening centres) are put into a daily "News File" for the World Service.

1. Do you prefer getting news from the radio or television?

THE WORLD OF TV COMMERCIALS

Some people love them — others hate them — but almost everybody watches dozens of TV commercials every day. They are, in fact, a **vital part** of 1990s **media culture**. Why? Because they don't just sell us products — they also **reflect our dreams, fears, stereotypes and fantasies**. So how do they work? Our journey through the land of **"jingles" and "slogans"** begins with...

The Rules

Television commercials have to obey different rules in different countries. Even so, a few **basic conditions** exist almost everywhere. For example, advertisers mustn't attack someone else's product or **make false promises**. What they say must be, in the words of Britain's advertising rules, **"legal, decent, honest and truthful"**.

The Account

When a company wants to sell its product on TV it goes to an advertising agency. If it likes the agency's ideas it pays them to make one or more commercials. This business relationship is called an "account". These days, many top accounts are worth several million pounds.

The Product

So what kind of products are advertised on TV? Well — almost anything. For example... • banks • cars • chocolate • insurance • toothpaste • computers • toys • coffee • airlines • supermarkets.

The Market Research

OK — so an agency has a new account. What does it do first? **Market research**. In other words, it talks to consumers about the product and analyses what they say. To do this, it divides consumers into groups according to their... • age • race • sex • income. Market research shows what people think about the product.

The Concept

Next comes the concept. This is a general idea for the style of the commercial. For example, it may be a cartoon fantasy, a 50s

rock and roll party or a romantic beach scene. Some of today's most popular concepts include... • the **mini-soap** (a series of commercials which tell a story) • the environment (this shows how healthy and natural a product is) • "the new man" (images of gentle, sensitive men, often shown with babies or young children) • "the female executive" (images of successful women with glamourous, busy lives).

The Storyboard

A team of advertising agency people create each commercial. One member of the team is the art director. Once there's a concept, he or she **produces a storyboard**. This is a series of pictures, which shows what the commercial will look like and how it will develop scene by scene.

The Slogan

Another important member of the team is the copywriter. It's his or her job to write a script for the ad. This usually includes a short, clever, easy-to-remember phrase or "slogan". Three recent slogans in British commercials were... "Gas — the heat of the moment" (British Gas), "Sony — why compromise?" (Sony), "Everything you want from a store and a little bit more" (Safeway supermarkets).

The Music

Images and words are both **vital factors** in a TV commercial. Another is the music. Some ads have their own short song or "jingle" (which usually includes the slogan). Others use pop, jazz or classical tunes to create a mood, which fits the product.

The Shoot

Commercials are "one-minute-movies". They cost a lot of money and some take weeks to film. Others, of course, only take two or three days. It all depends on the product, the concept and the budget.

The Slot

"**Slots**" are the short breaks during and between programmes. TV companies sell them to advertisers, but not all for the same price. A slot at 4.30 p.m., for example, is much cheaper than one at 8 p.m. That's because more people watch TV in the evening or "**peak viewing" hours**.

1. Is advertising of any use to the society?
2. What are your favourite commercials? Why?

You can tell the ideals of a nation by its advertisements.
Norman Douglas

Text 82

FORCING YOU TO BUY

In a TV commercial the advertiser is trying to persuade you to go out and buy something. He wants to make you feel that you really must have it. There are a number of different ways of doing this:

1. **The snob effect**. You are told that the product is most **exclusive** and of course rather expensive. Only the very best people use it.

2. The "scientific" effect. A serious-looking man with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product. More often he mentions "miracle ingredients" or "scientific testing" to persuade us.

3. The words-and-music effect. The name of the product is repeated over and over again, **put into a rhyme** and sung several times, in the hope that you won't forget it. The sung rhyme is called a "jingle".

4. The ha-ha effect. The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.

5. The VIP (Very Important Person) effect. Well-known people, like actors or football-players, are shown using the product.

6. The super modern effect. The advertiser tries to persuade you that his product is a sensation or something really new.

7. The go-go effect. This is suitable for the teenage market. It shows young people having a party, singing, laughing, having a wonderful time, and, of course, using the product.

Persuasive advertising

1. Repetition. The simplest kind of advertising. A slogan is repeated so often that we begin to associate **a brand name** with a particular product or service.

2. **Endorsement**. A popular personality is used in the advertisement.

3. **Emotional appeal**. Advertising often appeals to basics such as mother-love, sex, manliness, femininity.

4. "Keeping up with the Jones"s". An appeal to **pure snob value**. You want to appear to be richer or more successful than your neighbours.

5. Comparison. The advert lists the qualities of a product in direct comparison with **rival products**.

6. An appeal to fear or anxiety. This type is similar to 3, but works on our fears.

7. Association of ideas. This is usually visual. Until it became illegal in Britain, cigarette advertising showed attractive, healthy people smoking in beautiful rural situations.

8. Information. If a product is new, it may be enough to show it and explain what it does.

9. Special offers/free gifts. This is a very simple and direct appeal — it's half price!

10. **Anti-advertising**. This is a modern version, which appeals to the British sense of humour. It makes fun of the techniques of advertising.

1. Give examples of advertisements using different effects. Which effects have the biggest influence on you? Why?

Advertising is the rattling of a stick inside a swill bucket.
Advertising may be described as the science of arresting human intelligence long enough to get money from it.

George Orwell



VIII. Politics

Text 83

WHY GO INTO POLITICS?

I'm unemployed and fed up. There's never anything to do. Now I can read the council papers that are sent to me and it gives me something to think about.

I like meeting people, helping people, and talking. I can always find something to say. I love making speeches.

There are a lot of improvements that I think would make life better for the people who live in this district, and I would like to be able **to campaign for** them.

It's great to feel you **have a say in** how things are done. It makes you feel important. You don't have to be **elected to** the council — it's enough just to be on the local party's own committees.

The only way the party I support can be in control in this town is if people are willing to give up their time and energy to win seats and go to meetings, and I can't always expect someone else to do it for me.

Why should that lot get away with it? They are just **looking after** their own interests.

Someone needs to do the work on the council, and if none of us are on it, our views will never be heard.

There are a lot of things the council don't do right and it does no good sitting at home **moaning** — I wanted to be there to argue with the councillors themselves.

My mates took me to the party meeting, and then they needed a candidate, so I **got talked into** it and happened to win the election.

I thought I'd be able to make more money if I knew what was going on in the council meetings.

1. For which reasons would you go into politics?
2. For which you wouldn't?

Question: What are the desirable qualifications for any young man who wishes to become a politician?

Mr. Churchill: It is the ability to foretell what will happen tomorrow, next week, next month, and next year. And to have the ability afterwards to explain why it didn't happen.

Sir Winston Churchill

Text 84

IF ONLY IT WERE LIKE THIS!

C a p i t a l i s m

Many people in the western world think that capitalism is the best way to run the world, and gives people most freedom.

In a perfect capitalist state anyone is free to use his or her money (capital) to help start up a business, and then **to keep a share of the profit**; and anyone is free to offer his or her services, to work anywhere for the best wages that he or she can obtain. The government **raises taxes** to support those who cannot manage to support themselves, **to run essential services** and **to maintain law** and order.

S o c i a l i s m

Many people in the western world think that socialism is the best way to run the state, because they believe it is a system which is fair to everyone and allows them to be free.

In a perfect socialist society the government makes sure that everyone has the opportunity to work, and that the nation's wealth is **shared out fairly**, so that **no one goes short**. Everyone who

needs medical treatment can have it free and grants, **benefits and pensions** are paid to those who can't earn their own living.

C o m m u n i s m

Many people think that communism is the best system, and the best way to make sure that everyone really is equal.

In a perfect communist state the local community decides what is best in each district, runs the farms, industry and services, and decides how the profits are to be shared out. Everyone accepts the community's decisions and doesn't feel this is **a restriction on** his or her **freedom**. The government there is to help communities work together, and to co-ordinate the efforts of the big cities with those of the country districts.

1. What are the advantages and the flaws of each political system?
2. Which is the best?

Liberty is precious – so precious that it must be rationed.

Lenin

Text 85

WAYS OF RUNNING A COUNTRY

The United Kingdom is run by a parliamentary government **appointed** (along with the Prime Minister) by the Queen, usually from the largest political party elected by the citizens to parliament.

Some countries are ruled by a dictator. The dictator is the person who makes all the main decisions, and the rest of the government just help **to carry them out**. The public do not have a chance to choose their government, and are not always allowed **to comment on it**.

Some countries have a military council. This is a small group of senior officers from the armed forces. Working together, they run the country in much the same way as a dictator does.

India has a federal government. The country is divided into 21 states which each send elected members to its Parliament. The President is elected by these elected members of parliament

and by the state assemblies. Each state has its own assembly, which is responsible for matters of local importance, such as the police, education, health and agriculture, while the Union Parliament deals with matters like defence, money and communications.

The United States is also a federation, with 50 States each having its own **legislature**. The citizens **vote on** different occasions for the President, Senators, and Representatives for the federal State. This has the result that the President may not belong to the same political party as the majority of Senators or Representatives.

1. Which system gives people the greatest chance to prosper?

2. Which system best suits your country?

Text 86

WHAT IS POLITICS?

On hearing the word *politics* what usually comes to mind are images of government, politicians and their policies or more negatively the idea of **corruption** and **dirty tricks**. The actual definition seems to have been **obscured** and almost lost by such representations and clichés that tend not **to pinpoint the true essence**, which defines this thing, called politics.

The word politics comes from the Greek word "police", meaning the state or community as a whole. An ideal society is in practice a rather difficult aim and even an impossible aim to achieve. Politics **implies** measures which could and should be **implemented** in the hope to create a better society, than which is already present.

To begin with, **the basest premise that underpins** the notion of politics should be considered in order to arrive at a fair definition. Man is self-preserving by nature. He thinks and acts, whether that is an individual or a group who share interests, **with foremost regard to his own interests**. **Self-perpetuation** is the number one rule. He therefore possesses his own interests, ideas and **preferences**, which may differ to those of his **contemporaries**. "Politics **presupposes the diversity of view**, if not about ultimate aims, at least about the best ways of achieving

them" (Miller, 1987). The world has its limits; all material wealth within it is **exhaustible**. Who, therefore, gets how large a share, of those resources, which are present on the earth in limited supply? If man were permitted to **act on** and **pursue** his own selfish interests, **snatching** that, which he desires, a society would quickly become **under rule of violence**.

Politics is a way of **combating the degradation** of society into a violent and unstructured mess by reducing it to be governed by the primitive instincts of men in order **to resolve conflict**. Politics therefore may be defined as a means to resolving this conflict through various means. If "people (were to) agree spontaneously on a course of action... they (would) have no need **to engage in politics**" (Miller, 1987). Thus, politics exists due to the broad spectrum of ideas and opinions within any society.

To resolve conflicting opinions, a consensus must be **agreed upon** by all parties affected. This means that politics tries to act as **a peacemaker** by offering solutions to conflict to the parties involved by means of discussion with them.

Politics **implies power**. Certain members of a society must have the authority over other members in order **to enforce civil discussion** in the first place. It seems to follow that for certain individuals **to exert more power** than others they must have the support of a large proportion over those which they have authority. Politics could therefore be defined as a power struggle between those **in influential positions**. Power can only be obtained by obtaining the support from as many groups and individuals as possible. This can be achieved by providing **tempting solutions** to conflicts that already exist in a society, whether this is in an honest or dishonest way. By appealing to members of a society with solutions to their problems and promises to act in their interests, a group or an individual can gain support and ultimate authority over other groups and individuals. Politics could thus be defined as **a calculating art of power gain** or **power retention** or more simply as power struggle.

The ultimate power is found in government. It is within this institution that all of the **aforementioned** takes place. Thus, politics could be defined as the working of government as **a guarantor to a peaceful society**. The government is run by the politicians, it is the politicians who form the ideas to hopefully settle conflict in the society they govern. Thus politics is present in every community and is used to manage workings and disagreements.

Politics occurs in all kinds of communities. Whether it is the sports club or the state government and is concerned with **devising a method of organisation** and **attempting to implement** that method of organisation within that community over which it acts. It is present in these communities as a necessary measure to avoid conflict due to those **inevitable diversities in opinion** and therefore ultimately needed to promote as peaceful an existence as possible.

Politics is the means to creating a more organised and peaceful society, by providing methods to resolve conflict that naturally occurs between men, by means of civil discussion and **rational compromise**.

1. **What's your definition of politics?**
2. **Why do we need it?**

Text 87

BILL CLINTON - A QUESTION OF CHARACTER

Bill Clinton was supposed to be the Democratic Party's dream candidate. As a **handsome, articulate** Rhodes Scholar with a Yale law degree, this **overachieving** wunderkind may be the first **bonafide** political prodigy to be **spawned by** the democrats in nearly thirty years.

Clinton was the nation's youngest governor, and is now one of its longest serving. He can **debate** well, has a good sense of humour, **delivers a decent stump speech**, and **displays an amazing command of** nearly every public policy issue (at least domestically). He is **at home with** Washington political elites and New England liberal intellectuals, but seems comfortable **sermonizing** in southern Christian churches or at a civil rights conference.

He is a master of political art of being all things to all people, or appearing to offer something to everyone. Yet somehow robo-candidate Clinton has been unable **to capture hearts** of American voters.

Apparently surface perfection doesn't always translate into certain election.

But why don't Americans buy what Clinton is selling? What is missing in this man's super-resume? With George Bush (another

candidate with a mile-long resume) it has always been "the vision thing". With Bill Clinton the big stumbling block seems to be "the character thing". From **adultery** to **draft evasion**, to conflict of interest with his wife's law firm, etc., etc. Clinton has become what Jerry Brown has **aptly labelled** the "scandal-a-week-candidate". Concerning **the adultery charge**, most Americans have concluded for themselves that Clinton's inability **to deny the allegation** is sufficient reason to believe it is true. After all, nobody who is truly innocent would hesitate for a moment to declare so, especially when a presidential nomination **hangs in the balance**. This is particularly true of Clinton who has throughout the campaign repeatedly **proclaimed his innocence** concerning the **plethora** of other scandalous behaviour, which has been attributed to him.

U.S. News and World Report recently reported that "the candidate privately admitted to his closest friends that he had had **an extramarital affair**, that it had ended, and that the woman had promised to keep silent."

Meanwhile, the word has begun **to leak out** that the Washington Post has already obtained documents with the potential to destroy Clinton's **candidacy**, though it is not known whether they concern any of the accusations made to date or relate to an entirely new set of charges. Of course, not all voters care whether or not Clinton has been faithful to his wife.

The idea that marital fidelity is **purely a private matter, irrelevant to** a man's qualification to govern, has become increasingly accepted.

Youthful pot-smoking would be viewed similarly. However, even though many people are willing to **overlook** the acts themselves, they are nevertheless quite disturbed by the fact that Clinton's public statements on these and numerous other concerns have been **conspicuously lacking in forthrightness**. Calling on all the **lawyerly sophistry** at his command, Clinton has seemingly dared reporters **to catch him in a lie**. Yet as each new piece of contradictory evidence is **brought forth,** he somehow finds his own creative way **to recast events** and still be able to emerge claiming innocence.

But if Clinton believes that **clever casuistry** can sustain his campaign through November, then he has **gravely miscalculated**. The American electorate is in an angry mood this year, and is not much given to generosity when it comes to giving politicians the benefit of doubt. The doubts, which are **engendered** by his

continued **evasion of straightforward questions**, are beginning **to feed upon themselves**. Many voters have begun to subscribe to the "iceberg" theory concerning **revelations** about Clinton's character: what has already surfaced may not quite be enough to sink his presidential aspirations, but they fear that what has yet to come to light may be far more **condemning**.

For those who are willing to apply biblical criteria to the analysis of candidates for public office, the allegations against Clinton are particularly serious in that if true, they are indicative of other **character flaws** of an even more profound nature. The act of adultery usually impacts only a few individuals, but choosing the President who **lacks judgement and wisdom to govern his own passions** could conceivably bring disaster upon an entire nation. Can we be sure that the walls that protect our nation are truly secure if we should **entrust their defence** to a man who has demonstrated a lack of personal self-control? We know that **righteousness exalts** a nation, but sin is a disgrace to any people. This unavoidable reality should guide us in the selection of all those who seek our support for public office. We must never allow ourselves to **be blinded or beguiled** by the **brilliance** of a man's resume or the **smoothness of his words**.

Proven character and **integrity** must always be the first **criterion** by which we **pass judgement on** any presidential candidate.

1. Should a president's private life be a subject to public discussion?

2. Is infidelity a sufficient ground for the dismissal?

Text 88

INAUGURAL ADDRESS

The White House
Office of the Press Secretary
Monday, January 20.1997
Inauguration 1997

THE PRESIDENT: My fellow citizens: At this presidential inauguration of the 20th century, **let us lift our eyes toward** the challenges that **await** us in the next century. It is our great good fortune that time and chance have put us not only at the edge of

a new century, in a new millennium, but on the edge of a bright new prospect in human affairs — a moment that will define our **course**, and our character, for decades to come. We must keep our old democracy forever young. Guided by the ancient vision of a promised land, let us set our sights upon a land of new promise.

The promise of America was born in the 18th century out of **the bold conviction** that we are all created equal. It was extended and preserved in the 19th century, when our nation spread across the continent, saved the union, and **abolished the awful scourge of slavery**.

Then, **in turmoil and triumph**, that promise exploded onto the world stage to make this the American Century.

And what a century it has been. America became the world's mightiest industrial power, saved the world from tyranny in two world wars and a long cold war; and time and again, reached out across the globe to millions who, like us, longed for the **blessings of liberty**.

Along the way, Americans produced a great middle class and security in old age; built **unrivalled** centres of learning and opened public schools to all; **split the atom** and explored the heavens; invented the computer and the microchip; and **deepened the wellspring of justice** by making a revolution in civil rights for African Americans and all minorities, and extending the circle of citizenship, opportunity and dignity to women. Now, for the third time, a new century is upon us, and another time to choose. We began the 19th century with a choice, to spread our nation from coast to coast. We began the 20th century with a choice, **to harness** the Industrial Revolution to our values of free enterprise, conservation, and **human decency**. Those choices made all the difference. At the dawn of the 21st century a free people must now choose to shape the forces of the Information Age and the global society, **to unleash the limitless potential** of all our people, and, yes, to form a more perfect union.

When last we gathered, our march to this new future seemed less certain than it does today. We **vowed** then to act a clear course to renew our nation.

In these four years, we have been touched by tragedy, **exhilarated by challenge**, strengthened by achievement. America stands alone as the world's **indispensable nation**. Once again, our economy is the strongest on Earth. Once again, we are building stronger families, **thriving** communities, better educational

opportunities, a cleaner environment. Problems that once seemed destined to deepen now bend to our efforts: our streets are safer and record numbers of our fellow citizens have moved from welfare to work.

And once again, we have resolved for our time a great debate over the role of government. Today we can declare: Government is not the problem, and government is not the solution. We — the American people — we are the solution. (Applause.) Our founders understood that well and gave us a democracy strong enough **to endure** for centuries, flexible enough to face our common challenges and advance our common dreams in each new day.

As times change, so government must change. We need a new government for a new century — **humble** enough not to try to solve all our problems for us, but strong enough to give us the tools to solve our problems for ourselves; a government that is smaller, lives within its means, and does more with less. Yet where it can stand up for our values and interests in the world, and where it can give Americans the power to make a real difference in their everyday lives, government should do more, not less. The **pre-eminent** mission of our new government is to give all Americans an opportunity — not a guarantee, but a real opportunity — to build better lives. (Applause.)

Beyond that, my fellow citizens, the future is up to us. Our founders taught us that the preservation of our liberty and our union depends upon responsible citizenship. And we need a new sense of responsibility for a new century. There is work to do, work that government alone cannot do: teaching children to read, **hiring people off welfare rolls**, coming out from behind locked doors and shuttered windows to help **reclaim** our streets **from** drugs and crime, taking time out of our own lives to serve others.

Each and every one of us, in our own way, must assume personal responsibility — not only for ourselves and our families, but for our neighbours and our nation. (Applause.)

Our greatest responsibility is to embrace a new spirit of community for a new century.

For any one of us to succeed, we must succeed as one America.

The challenge of our past remains the challenge of our future — will we be one nation, one people, with one common destiny, or not? Will we all come together or come apart?

The divide of race has been America's constant **curse**. And each new wave of immigrants gives new targets to old **prejudices**.

Prejudice and contempt, cloaked in the pretence of religious or political conviction are no different. (Applause.) These forces have nearly destroyed our nation in the past. They **plague** us still. They **fuel the fanaticism of terror**. And they **torment** the lives of millions in fractured nations all around the world.

These **obsessions cripple** both those who hate and, of course, those who are hated, robbing both of what they might become. We cannot, we will not, **succumb to** the dark impulses that **lurk** in the far regions of the soul everywhere. We shall overcome them. (Applause.) And we shall replace them with the generous spirit of a people who feel at home with one another.

Our rich texture of racial, religious and political diversity will be a Godsend in the 21st century. Great rewards will come to those who can live together, learn together, work together, **forge new ties that bind together**.

The world is no longer divided into two **hostile camps**. Instead, now we are building bonds with nations that once were our **adversaries**. Growing connections of commerce and culture give us a chance to lift the fortunes and spirits of people the world over.

And for the very first time in all of history, more people on this planet live under democracy than dictatorship. (Applause.)

My fellow Americans, as we look back at this remarkable century, we may ask, can we hope not just to follow, but even to surpass the achievements of the 20th century in America and to avoid the **awful bloodshed** that **stained its legacy**? To that question, every American here and every American in our land today must answer a resounding "Yes." (Applause.)

Our streets will echo again with the laughter of our children, because no one will try to shoot them or sell them drugs anymore. Everyone who can work, will work, with today's permanent under class part of tomorrow's growing middle class. New miracles of medicine at last will reach not only those who can claim care now, but the children and hardworking families too long denied.

We will stand mighty for peace and freedom, and maintain a strong defence against **terror** and **destruction**. Our children will sleep free from the threat of nuclear, chemical or biological weapons. Ports and airports, farms and factories will **thrive with** trade and innovation and ideas. And the world's greatest democracy will lead a whole world of democracies.

Our land of new promise will be a nation that **meets its obligations** — a nation that balances its budget, but never loses

the balance of its values. (Applause.) A nation where our grandparents have **secure retirement** and **health care**, and their grandchildren know we have made the reforms necessary to sustain those benefits for their time. (Applause.) A nation that **fortifies** the world's most productive economy even as it protects the great **natural bounty** of our water, air, and **majestic land**.

Fellow citizens, let us build that America, a nation ever moving forward toward realizing the full potential of all its citizens. Prosperity and power — yes, they are important, and we must maintain them. But let us never forget: The greatest progress we have made, and the greatest progress we have yet to make, is in the human heart. In the end, all the world's wealth and a thousand armies are **no match for** the strength and decency of the human spirit. (Applause.)

Thirty-four years ago, the man whose life we celebrate today spoke to us down there, at the other end of this Mall, in words that moved the conscience of a nation. Like a prophet of old, he told of his dream that one day America would rise up and treat all its citizens as equals before the law and in the heart Martin Luther King's dream was the American Dream. His **quest** is our quest: the ceaseless striving to live out our true creed. Our history has been built on such dreams and labours. And by our dreams and labours we will **redeem** the promise of America in the 21st century.

America demands and deserves big things from us — and nothing big ever came from being small. (Applause.) Let us remember the timeless wisdom of Cardinal Bernardin, when facing the end of his own life. He said: "It is wrong **to waste the precious gift** of time, on **acrimony** and division." Fellow citizens, we must not waste the precious gift of this time. For all of us are on that same journey of our lives, and our journey, too, will come to an end. But the journey of our America must go on.

May those generations whose faces we cannot yet see, whose names we may never know, say of us here that we led our beloved land into a new century with the American Dream alive for all her children; with the American promise of a more perfect union a reality for all her people; with America's bright flame of freedom spreading throughout all the world.

From the height of this place and the summit of this century, let us go forth. May God strengthen our hands for the good work ahead — and always, always bless our America. (Applause.)

1. What issues are discussed in the address?
2. What is the point of the speech? How does he achieve his goal?

Political language — and with variations this is true of all political parties, from Conservatives to Anarchists — is designed to make lies sound truthful and murder respectable, and to give an impression of solidity to pure wind.

George Orwell

Text 89

ON GUARD FOR BILL CLINTON

*They **shadow** his every move, **orchestrate** his entrances, **mastermind** his exits and will, if necessary, **lay down their lives.***

Condensed from THE SUNDAY TIMES MAGAZINE
RUSSELL MILLER

When Bill Clinton became president of the United States, his **right to privacy** was effectively abolished. For he and his wife, Hillary, will now he protected by the Secret Service for the rest of their lives.

Wherever the Clintons decide to live after his **presidential term** is over, Bill and Hillary will be guarded round the clock by agents. Whenever Hillary wants to go shopping, an agent will go too. If she decides to have lunch out with a friend, an agent will sit at the next table. If their daughter, Chelsea, has **a fancy wedding**, the Secret Service will be there.

The Clintons will have plenty of opportunity during the next four years to become accustomed to the reality of living **cheek by jowl with** dour men and women wearing plain suits and carrying guns, for the president of the United States and the first lady are the most **rigorously, expensively and publicly protected** couple in the world.

The Secret Service is, in truth, a rather public service, since there cannot be a newspaper reader or television viewer anywhere who has not observed the posse of unsmiling men, and sometimes a few similarly unsmiling women, who surround the president wherever he goes. The men, with their **short haircuts, trench**

coats and sunglasses, have an unnerving tendency to look alike, as if they have been cloned, an impression **bolstered** by the identical **pins** they wear in their left **lapel** and the plastic tube that **coils up** from under their collar and apparently disappears into their head through their ear.

Every agent also wears a tiny **microphone strapped** to his wrist and **wired up his sleeve to a transmitter** hooked to his belt. By muttering into his **cuff**, he can talk to other agents or to a communications command post set up in a nearby hotel or local field office.

Although they lean towards extreme **taciturnity**, Secret Service agents are **united in the conviction** that they belong to an elite organization, simply "the best."

The U.S. Secret Service was established in 1865, the year Abraham Lincoln was shot, **to track down counterfeiters** who were flooding the country with **forged currency** after the Civil War. It remains a division of the U.S. Treasury, with responsibility for investigating financial crimes.

In 1901 President William Mc-Kinley, killed by an anarchist in Buffalo, N.Y, became the third U.S. president to be assassinated in 36 years, James A. Garfield having been killed in 1881. An outraged public demanded that protection be provided for future presidents, and the job was handed to the Secret Service. Subsequent presidents all survived until that November day in 1963 when shots **rang out** in Dallas as John F. Kennedy's motorcade moved through the city. The Warren Commission, which **investigated the assassination**, recommended that the number of Secret Service agents assigned to presidential protection be greatly enlarged.

Between 1968 and 1992, the Secret Service budget **soared from** $17.6 million **to** $471 million, a staggering increase partly explained by the ever lengthening list of those designated as "protectees" — the president and vice president and their immediate families; former presidents — four of whom are under the service's protection (Richard Nixon provides his own security) and their spouses, including Lyndon Johnson's widow, Lady Bird; children of former presidents up to the age of 16; visiting heads of state and their spouses; other **distinguished foreign visitors**, and U.S. representatives on special missions abroad. Presidential and vice-presidential candidates and their spouses were included after the assassination of Robert F. Kennedy in Los Angeles during the 1968 campaign.

Astonishing Array

Secret Service agents never discuss protection tactics with outsiders, but last June they provided a rare public demonstration of their response to an emergency. President George Bush and his **entourage** were at an outdoor rally in Panama city with Panamanian Guillermo Endara and his wife when local police, attempting to keep antigovernment demonstrators away, began **firing tear gas** and shooting their guns into the air.

At the First pops of the tear-gas canisters, Secret Service agents on the platform with Bush instantly surrounded the President and the 1st lady, producing, apparently from nowhere, **an astonishing array of weaponry**, including **shotguns and Uzi submachine guns**. At the same moment, a **counterassault** team, never before seen in public, **erupted from** behind the trailer where the **dignitaries** were sitting. Distinctive in blue **fatigues** and black **combat boots**, they carried M-16 **rifles** and wore gas masks.

Bush and his wife, Barbara, were given **bulletproof raincoats** as agents **escorted them off** the trailer. Almost immediately, a motorcade swept out of the square with police sirens **wailing**. It included a presidential limousine, White House staff cars and Secret Service vehicles. It included everyone, in fact, except the President and his wife, who were sitting in another armored limousine parked in a side street and surrounded by agents, while other agents **combed the area** to make sure it was safe for them to leave.

Decoy motorcades, escape routes and emergency evacuations are part of an elaborate plan drawn up by Secret Service advance teams who precede every presidential visit to check details of the **itinerary** and decide what equipment and manpower will be needed. Immediately before the president arrives, the whole area is checked by sniffer dogs, swept electronically and then **sealed off**. No one enters the security zone without a special pass issued by the agency, and no one leaves until the president is safely away.

The Secret Service aims to maintain "perimeters" cocooning the protectee. The closest perimeter is made up of the agents permanently assigned to presidential protection, who travel with him on Air Force One, stand closest to him and ride in a specially designed follow-up vehicle directly behind the presidential limousine in motorcades. Additional perimeters include the counterassault team, undercover officers mingling in the crowds

and uniformed officers in the countersniper unit occupying high windows and rooftops.

Every agent guarding the president knows he is expected to sacrifice his own life if there is no other way of saving the president. In the jargon of the agency, it is called "standing in harm's way." Because of stress, travel and long, irregular hours, few agents remain permanently **assigned to presidential protection** for longer than five years, after which they are usually transferred to another division — **investigating counterfeiting** or **fraud**. But all agents can be diverted to protection duties at any time, and find themselves **mingling in the crowds**, looking for nervous people with strangely shaped packages.

While agents are trained to look for abnormal behaviour in crowds, they also have to decide if such behaviour presents a threat. It is a thankless task, since crowded streets are full of people who look capable of **unpredictable violence**.

Everyone who writes a threatening letter to a protectee is interviewed by the Secret Service, if he can be **traced**. Writers of unsigned letters can often be identified on a special computer that examines handwriting characteristics. But it is up to individual agents to decide if a letter writer is serious.

Effective Deterrent

In 1975 agents interviewed Sara Jane Moore, who had threatened to kill President Gerald Ford, and concluded she was harmless. The next day Moore tried to **take a shot at** Ford in San Francisco. Fortunately someone in the crowd **grabbed** her gun. It was hardly the Secret Service's finest hour.

The agency **acquitted** itself better when John Hinckley fired six shots at President Ronald Reagan in 1981. Special Agent Tim McCarthy **leaped to shield** the President and took a bullet in the abdomen. One shot went wild, one hit Press Secretary James Brady, one hit a policeman and two ricocheted off the presidential limousine. It was one of those ricochets that hit Reagan as another agent pushed him into his car.

After the Hinckley shooting, Secret Service agents were not seen to draw their guns for another eight years, not until 1989 when demonstrators tried to block Bush's limousine in Italy. The agency claims that the infrequency with which it needs to show its teeth is **testimony to** its **effectiveness as a deterrent.**

The Secret Service training centre is **tucked away** in rural Maryland, on a wooded 202-hectare site surrounded by a high

wire fence near a little town called Beltsville. It is here that men and women who have passed the **initial screening**, which can take up to a year and includes drug tests and lie-detector interrogation, begin the process of becoming special agents.

"Just Special"

Recruits learn to fire the agency's standard weapons — semiautomatic 9-mm pistols, Remington shotguns and Uzis — on both indoor and outdoor ranges and on **a mock-up street**, where targets **leap out of** doorways and agents have **to make split-second decisions** whether or not to shoot. On a huge tarmac area latticed with black rubber skid marks, students learn high-speed driving in four-door sedans, from which they progress to the big armoured Cadillacs and Lincolns used by the president. Some of the president's old cars are **shipped down** to Beltsville, where agents learn how to turn them in a minimum of space and with maximum speed.

Beltsville also has a **sophisticated armoury**, which not only tests every new firearm but also designs special weapons for special operations. What kind of special operations? "Just special," says Mickey Miller, special agent in charge of training, with **an enigmatic smile**.

The Secret Service is proud of its record, its reputation, its facilities and the quality of its agents, but it must remain **resolutely** silent on the subject of its raison d'etre. "We just can't, we just won't, talk about protection," says Special Agent Hill Burch in the public-affairs office at the Washington **headquarters**. "We never do, and we never will."

The agency will be propelled into the spotlight, though, when In the Line of Fire, a movie starring Clint Eastwood, opens in July. Eastwood plays a Secret Service agent on the trail of a would-be assassin. Two retired agents have been employed by the movie company as advisers. While the agency **professes concern** about its techniques being **exposed**, it is **hard to doubt** that most agents are secretly delighted with such glamourous recognition of their work. After all, it is Clint Eastwood playing the agent, and, naturally, he gets his man and the president survives. What more could the Secret Service ask?

1. Do you agree that the Secret Service is an "elite" organisation? Why? Aren't they just ordinary bodyguards?

2. Do the protectees lose their privacy when they start being protected by the Secret Service around the clock?

3. Can the Secret Service abuse their power or be used for other, less noble goals?

Text 90

ASTUTE GAME

Russia's president, in charge of **a down-on-its-luck great power**, misses no opportunity **to needle** Washington. What's his game?

By Michael Hirsh and Christian Cary

For many Americans, the forthcoming movie "Thirteen Days" will evoke, as entertainment, an event that has long since **faded into history**: the Cuban missile crisis. For many Russians, Vladimir Putin's recent trip to Cuba evoked an event that is still **a raw wound**: the loss of the Soviet imperium.

Putin didn't take any missiles with him on his trip to Havana, the first by a Russian leader since the fall of the Soviet Union, but he did go bearing a civilian nuclear agreement and arms contracts. Just as important, Putin brought a message of sympathy to Fidel Castro and other Latin American leaders who dislike Washington's **blustery ways** as **the world's lone superpower**. "Similar attempts at world domination were made numerous times throughout the course of history — and it is well known how they ended," Putin declared in a speech in Havana. Then he flew on to Canada — over U.S. territory — without stopping in Washington.

For the president of a nation that can't pay its bills — $157 billion **in foreign debt** and counting — Putin is travelling the world these days like **a potentate**. In his nearly 12 months in power, Putin has journeyed to Western Europe, where he **trashed** Washington's nuclear-missile-defence plan; to Beijing, where he **pledged to bolster an anti-hegemonic (read anti-U.S.) partnership** with China, and to Pyongyang, where he **swooped** in ahead of U.S. Secretary of State Madeleine Albright's historic visit in late October to negotiate with the **reclusive** Kim Jong Il. Along the way the **poker-faced** Putin developed a **cordial** if distinctly chilly relationship with Bill Clinton, who, until Putin, never met a foreign leader he couldn't charm. But Putin has also

missed no opportunity **to tweak** the most powerful man on earth over foreign-policy issues critical to Washington — which, by the way, he's never visited as president.

What's with all this **diplomatic diddling**? Many observers believe that while Putin recognizes Russia's deep limitations as a power, he's seeking **to recapture** a little of the Soviet Union's old stature as America's **chief rival**. So he's playing kibitzer in chief to American hegemony: **flirting ostentatiously** with U.S. rivals like Iraq and Iran; **buddying up to** members of the former Soviet bloc; seeking **to drive a wedge** between Washington and its European allies over national missile defence. Putin's main aim, in fact, may be to consolidate his power base at home. Many Russians blame their country's **dire economic state** and reduced geopolitical position on the United States, and the more Putin **shows up** Washington, the more **points he scores with voters**. "Some of it is just Putin being the un-Yeltsin," says Stephen Sestanovich, U.S. ambassador at large to the former Soviet states. Putin wants a "healthy distancing" from Russia's ex-superpower rival, a corrective to the Boris Yeltsin years, when Washington was Moscow's only **lodestar**, adds Aleksei Pushkov, a Moscow foreign-policy commentator. "America will cease to be a criterion for our foreign policy," says Pushkov. "The European and Asian directions will be strengthened."

Still, the 48-year-old Russian president remains something of a puzzle to Washington. On the one hand, Putin has **reinvigorated** the Kremlin. He's done this both literally, by cultivating the image of a judo buff to Yeltsin's stumbling drunk, and politically, by injecting a ringing note of reality into the discussion of Russia's problems. Putin has bluntly conceded that Russia's devastated economy has 15 years to go before it can reach even the level of Portugal, and he has **targeted internal corruption** and **tax cheating**. On the other hand, Putin, a former KGB lieutenant colonel, clearly **laments** the loss of the U.S.S.R. He has **mercilessly attacked** Chechnya and **cracked down on press freedoms,** and cynically exploited Russians' age-old attraction to strong, authoritarian leadership. Putin has also vowed to do whatever he can to restore Russia to its former "greatness," even while saying he wants to be part of the West.

U.S. officials admit that the halcyon days of Boris and Bill, when it seemed Washington and Moscow could be allies — like Japan and Germany after World War II — are over. But for the moment, they profess not to worry too much about Putin's global

ambitions. "The truth is, nobody takes him very seriously because there isn't that much the Russians **bring to the table**," says James Steinberg, who retired this year as Clinton's deputy national-security adviser. "These things don't have much of **a follow-up**. I think it's mostly done for domestic politics."

Yet some diplomats admit the trend could be troublesome if it continues. A few weeks ago Russian Foreign Minister Igor Ivanov **blindsided** U.S. policy-makers by **renouncing** a hitherto confidential Russian pledge to the United States not to sell high-tech weapons to Iran. Just as in old Soviet days, the announcement was **timed** for delivery at the peak of the U.S. presidential campaign. To some Russians, the case for continued flirting with Saddam Hussein is even stronger. Iraq still owes Russia $8 billion in Soviet-era debt, and Russian oil companies have been opening offices in Baghdad in hopes of getting access to Iraq oil **on favourable terms** once U.N. sanctions against Saddam are lifted. "We can use our political connections **to compensate for** our lack of competitiveness," says Pushkov. Moreover, he adds, Russia has every incentive to **push its way back** into the Soviet Union's old alliances and client states. Why? Because leaving them **free of charge** was a mistake. "Experience shows that as soon as Russia left some regions, it was gone forever and we didn't get anything in return," says Pushkov.

And those are the moderates in Moscow talking. Indeed, it would be hard **to overestimate** the level of anti-Western suspicion circulating these days among Moscow policymakers. The new Russian foreign-policy doctrine, published last summer, **bristles with** talk of "threat" and "risks" whenever it comes to Russia's relations with the West. And the Russian military has recently returned to old Soviet habits by **tweaking** its Western rivals. In October, Russian naval planes **buzzed** the U.S. aircraft carrier Kitty Hawk during manoeuvres in the Pacific; an elated general in Moscow announced that the fliers would be decorated for "heroism."

Putin will also pounce on President-elect George W. Bush's plans to develop **a national missile defence**. Lately Russia has been sending weapons to the Chinese as fast as it can — everything from Sovremenny-class destroyers to SU-27 fighters, advanced MiG jet fighters and an AWACS plane, presumably for use over Taiwan. Steinberg insists that U.S. officials don't worry too much about a Moscow-Beijing axis. The Chinese "actually have **gotten kind of sour on** the Russians," says Steinberg. "I think they feel

like the Russians are trying to use them against the United States." Putin clearly is trying to do just that. The question is whether a nation with an economy that **can't keep pace with** Portugal's — and friends like Fidel Castro — can hope **to take on** the world's only superpower.

1. Is Russia still considered a superpower or does it really "have little to bring to the table"?

2. What's the point in maintaining such strong friendship with the Muslim world?



IX. War

Text 91

THE AMERICAN CIVIL WAR

The American Civil War was fought over 100 years ago. It began in 1861 and lasted until 1865. The American Civil War resulted in the death of 800,000 Americans. What caused this terrible civil war between the North and the South?

Well, historians believe that there were many causes of the war. One of the important causes of the war was the **friction** between the North and the South **over** the issue of slavery. The southern way of life and the southern economy were based on the use of **slave labour**. For almost 250 years before the Civil War, the economy of the South depended on the use of **black slaves**. The slaves were used **to plant and pick** cotton and tobacco. Cotton and tobacco were the main crops grown in the South. Most Southerners did not think it was wrong to own, buy, or sell black slaves like farm animals. Slavery was, in fact, the **foundation** of the entire economy and way of life in the South. This was not the situation in the North. The northern economy did not depend on the use of slave labour. Why not?

Well, in the South there were many large cotton plantations that used hundreds of black slaves. In the North, however, there were smaller farms. The northern farmers planted many different kinds of crops, not just cotton or tobacco. The Northerners did not need slaves since their farms were smaller than most of the southern plantations. In fact, many Northerners were so **opposed**

to slavery that they wanted to end slavery completely. The northern attitude against slavery made the Southerners angry. So, for many years before the war there was constant friction between the North and the South over this issue. This friction eventually led to war.

There was other friction, too, as I said before, between the North and the South. There were, in other words, other causes of conflict between the North and the South. One involved the growth of industry in the North. While the South remained an agricultural area, the North became more and more industrialized. As industry increased in the North, it brought more people and greater wealth to the northern states. As a result, many Southerners began to fear northern political and economic **domination**. Because of this fear, many Southerners believed that the South should leave the Union and that they should form their own country.

In 1860, the Southerners decided it was time to leave the Union when Abraham Lincoln became President of the United States. Lincoln, as you may know, was against slavery. The people of the South were afraid that their way of life and their economic system were in danger with Lincoln in the Presidency. Consequently, the southern states decided **to secede from** the Union. In other words, they wanted **to break away from** the North and form a separate country. In 1861, South Carolina seceded; and by June of 1861 eleven southern states had seceded and established a new country. They called the new country the Confederate States of America. The war between the North and the South began when the southern states seceded from the Union.

The main reason that the North went to war against the South was to bring the southern states back into the Union. In other words, the North went to war to keep the United States one country.

After four years of terrible fighting, the North won the war against the South, and the United States remained one country. The North won the war mainly because of its economical and industrial strength and power.

The Civil War had two important results for the United States: (1) the Civil War **preserved** the United States as one country; and (2) it ended slavery in the United States.

Many Americans wonder what the United States would be like today if the South had won the Civil War. The history of the United States would have been very different if the South had won the war between the States.

1. How would America develop if the South had won the war? Would the rest of the world be affected?
2. Was this war inevitable or necessary? For whom?

Text 92

SUPERPOWER COLD WAR AND KOREA

The United States was the strongest country on earth in 1945. Its factories produced half the world's manufactured goods. It had the world's biggest **air force** and **navy**. And it was the only nation armed with atomic bombs.

After the United States came the Soviet Union. Soviet soldiers were the masters of all Europe from the middle of Germany eastwards. After **driving out** Hitler's armies they had helped communists **to take over** the governments in country after country there. In 1946 Britain's wartime leader Winston Churchill spoke of an Iron Curtain across Europe separating these communist-ruled nations of the east from the countries of the west.

The Americans and the Russians had fought Hitler's Germany together as **allies**. But friendship between them barely lasted the war out. The Russian dictator Stalin, knew that many Americans hated the Soviet Union's communist way of life. He feared that the United States might **drop atomic bombs** on his country at any moment. The new American President Truman was just as suspicious of the Soviet Union. He suspected that Stalin's actions in Eastern Europe were the first steps in a plan **to convert the world to communism**. The United States and the Soviet Union became deeply suspicious of one another. People began to speak of a Cold War between them. Although the two countries were not actually fighting they were always quarrelling.

Truman decided to use American power and money to "contain" Soviet influence – that is to stop it from spreading. In 1947 he sent money and supplies to help the government of Greece to beat communist forces in a Civil war. From this time on, containing communism became the main aim of the United States in dealing with the rest of the world. Because Truman started the policy, containment is sometimes called the Truman Doctrine.

The division of Germany

When the fighting in Europe ended in the spring of 1945, soldiers from the main Allied powers – the United States, the Soviet Union, Britain, and France – each occupied one of four zones into which Germany was divided. The idea was that this division would only be temporary. Once the Allies could agree on the details, they intended the whole country to be ruled again by one government. Each wanted to be sure, however, that the united Germany would be friendly towards them.

Stalin felt especially strongly about this. The Soviet Union had suffered from the Germans more than anyone. The only friendly Germany Stalin could think of was a Germany controlled by communists. The United States, Britain, and France were determined to prevent this. The result was that little progress was made in the many discussions that were held about Germany's future.

By 1946 it was already becoming clear that not one but two Germanies were beginning **to take shape** – a communist one in the Russian-controlled east of the country and a non-communist one in the west.

Deep inside the Russian zone was the city of Berlin. Since Berlin was Germany's old capital, it, too, had been divided between the Allies into areas called sectors. To link the Western sectors of Berlin with the outside world the Russians had agreed to let goods and people pass freely through their zone of Germany.

Europe's **recovery** from the Second World War was **painfully slow**. By the summer of 1947 two years had passed since the last shots were fired. Yet millions of people were still without work, without decent homes, without sufficient food.

In France and Italy communist parties won lots of support by promising reforms to make things better. This worried President Truman. In the summer of 1947 his government put forward a scheme that he hoped would help Europe's people and also make communism **less appealing to** them. The scheme was called the Marshall Plan, after General George Marshall, the Secretary of State who **announced** it.

The United States had plenty of all the things that Europe needed in 1947 – food, fuel, raw materials, machines. The trouble was that Europe was too poor to buy them. To solve this problem Marshall offered to give European countries the goods they needed. Marshall offered help to the Soviet Union, too. But a Soviet

newspaper described his scheme as "a plan for **interference in the home affairs** of other countries". Stalin refused to have anything to do with it. He also made sure that none of the countries on the Soviet Union's side of the Iron Curtain accepted help either.

But millions of dollars' worth of American food, raw materials and machinery started **to pour into** Western Europe. It was like giving a dying person **a blood transfusion.** By the time the Marshall Plan ended in 1952, Western Europe was back on its feet and beginning to prosper.

By then containment was being tested in Asia also. The test was taking place in Korea. Before the Second World War, Korea had been ruled by Japan. When Japan surrendered in 1945 the north of Korea was occupied by Soviet forces and the south by Americans. The boundary between the two areas was the earth's 38th **parallel of latitude.**

1. Why couldn't the two superpowers coexist peacefully?

The quickest way of ending a war is to lose it.

George Orwell

Text 93

A BALANCE OF TERROR

The **bomb exploded** in a blinding burst of green-white light. The fireball at its centre grew into a towering **pillar of flame.** A huge, coloured mushroom of poisonous cloud boiled high into the sky. It was November 1952. American scientists testing a new weapon had blasted a whole uninhabited island out of the Pacific Ocean. They had exploded the first hydrogen, or H-bomb.

The H-bomb was many times more **destructive** than the atomic, or A-bomb, that destroyed Hiroshima. Just one H-bomb had five times the destructive power of all the bombs dropped in five years of the Second World War. By 1953 the Russians, too, had made an H-bomb. By 1957 so had the British. But only the Americans and the Russians could afford to go on making them. The fact that both the United States and the Soviet Union had

H-bombs determined how they behaved towards one another for years to come.

That same November of 1952 Dwight D. Eisenhower became President. American Presidents **appoint** a Secretary of State to take charge of the United States' dealings with foreign countries. Eisenhower gave this job to John Foster Dulles.

Dulles was a **man of strong moral convictions**. He **genuinely believed** that communism was evil. Truman, Dulles claimed, had not been **tough** enough with the Soviet Union. His own idea was for the United States to take the offensive. Instead of being content simply co contain communism (**"a cringing policy** of the fearful," as he called it) the United States should set out to "liberate" nations already under communist rule. In a broadcast in 1953 he told the peoples of Eastern Europe that they could trust the United States to help them.

In 1956 the people of Hungary put Dulles's promise to the test. They had been under Soviet control since 1946. Now they **rose in rebellion** against their communist rulers. When Russian **tanks rolled in** to crush them they **sent out** desperate **appeals for** help. The help never came. Thousands of **refugees fled** across the Iron Curtain to safety in the neighbouring country of Austria. "We can never believe the west again," one of them told a reporter.

Dulles failed to help the Hungarians because he knew that doing so would mean war with the Soviet Union. The **devastation of nuclear war** was, he decided, too high a price to pay for "**rolling back**" the Iron Curtain.

The way Dulles dealt with the Soviet Union in the later 1950s became known as "**brinkmanship**." This was because he seemed ready to take the United States to the brink — the edge — of war to contain communism. Dulles **backed up** his brinkmanship with threats of "massive **retaliation**." If the United States or any of its allies were attacked anywhere, he warned, the Americans would **strike back**. If necessary they would drop nuclear bombs on the Soviet Union and China. By the mid-1950s the United States had a powerful force of nuclear bombers ready to do this. On airfields all round the world giant American planes were constantly **on the alert**, ready **to take off** at a moment's notice. Most Americans supported Dulles's massive retaliation policy at first. Then, on October 4, 1957, the Soviet Union sent into space the world's first earth satellite, the Sputnik. Sputnik did not worry the Americans. But the rocket that carried

it into space did. A rocket powerful enough to do that could also carry an H-bomb to its target.

The American government began **to speed up** work on rockets of its own. Soon it had a whole range of bomb-carrying rockets called "**nuclear missiles**." The biggest were the Inter-Continental Ballistic Missiles. These were kept in underground forts all over the United States, ready to carry their **deadly warheads** far into the Soviet Union. The Polaris, another missile, was carried by **nuclear-powered submarines** cruising deep beneath the ocean.

By the end of the 1950s the United States and the Soviet Union had enough nuclear missiles to kill everybody on earth. It is not surprising that people spoke of a "balance of terror." Both Russian and American leaders came to see that in a full-scale war between their two countries there could be no winner. They would simply destroy one another.

Nikita Khrushchev, the man who took Stalin's place as leader of the Soviet Union, realized this. He once said that capitalist and communist countries would only really agree, "when shrimps learned to whistle." But in a world of H-bombs he believed that they had to try to live peacefully, side by side. In place of Cold War threats he suggested "**peaceful coexistence**."

President Eisenhower welcomed Khrushchev's talk of peaceful coexistence. He invited the soviet leader to visit the United States. Afterwards the two men agreed to hold a summit meeting in Paris to work out solutions to some of their differences.

The Paris Summit never even started. As the leaders were on their way there in May 1960, a Russian missile shot down an American aircraft over the Soviet Union. The aircraft was a U-2 spy plane, specially designed to take photographs of military targets from the edge of space. Khrushchev angrily accused Eisenhower of planning for war while talking peace. He went angrily back to the Soviet Union. He seemed to be furious. But maybe he was rather pleased at having made the Americans look like **hypocrites**. In any case, the Paris summit meeting was over before it even started.

The Berlin wall

Just after midnight on Sunday, August 13, 1961, trucks rolled through the silent streets of East Berlin. At the border with West Berlin soldiers jumped out and blocked the streets with **coils of barbed wire**. By morning they had **closed off** all but twelve of the eighty crossing points to West Berlin. Within days workmen

were replacing the barbed wire with a lasting barrier of concrete. The Berlin Wall had been born.

To understand why the Berlin Wall was built we have to go back to the late 1940s. Since its formation in 1949 West Germany had prospered. By 1961 its people were among the **best-off** in the world. East Germans were less fortunate. Their wages were lower. They had less to buy in the shops, less chance **to speak their minds.** Millions fled to the West. The easiest way to do this was to catch a train from East to West Berlin and not bother to come back.

By July 1961, the number of East Germans making these one-way trips had risen to 10,000 a week. Many were highly skilled workers — engineers, doctors, scientists. East Germany's rulers knew that their country could never prosper without such people. They built the Wall to stop any more from leaving.

President Kennedy was not prepared to risk war by **demolishing** the Berlin Wall. But he made it clear that the United States would not let the communists **take over** West Berlin.

For almost thirty years Berlin became two separate cities. It was not until 1989 that its people tore down the Wall as a first step towards re-uniting their city.

1. Could Germany be treated in another, less strict way or was it necessary for the prevention of Fascism?

2. Whose policy — Truman's or Dulles's — was more correct in that situation?

Text 94

CRISIS OVER CUBA

Cuba is an island nation only ninety miles from the coast of the United States. In 1959 a revolutionary reformer named Fidel Castro **took over** its government. Cuba's banks, railroads and many other businesses were owned by Americans at this time. So, too, were many of its big sugar plantations.

Castro needed money to make changes in Cuba. To obtain it he began to take over American-owned businesses. In the opinion of the United States government this was stealing American property. Not only this, but Castro seemed to be organizing a communist state right **on the doorstep** of the United States. In

1960 President Eisenhower agreed to give weapons and ships to refugees from Cuba who wanted to overthrow Castro. When Eisenhower retired in January, 1961, the plan was supported also by the new President John F. Kennedy.

On April 17, 1962, a force of 1,400 anti-Castro Cubans landed at the Bay of Pigs on Cuba's south coast. Castro had tanks and 20,000 men waiting. Within days the invaders were all **captured** or killed. But Castro believed that Kennedy would attack again, so he asked the Soviet Union for help. Khrushchev sent him **shiploads of rifles, tanks, and aircraft**. Kennedy grew worried and ordered **a close watch to be kept on** Cuba.

On Sunday, October 14, 1962, an American U-2 spy plane flew high over the island taking photographs. They showed Russian **missile launching sites** being built. What had happened was this: ever since the U-2 incident of 1960 Khrushchev had been making threats against the United States. These had alarmed Kennedy. Although the Americans already had more long-range missiles than the Russians, Kennedy ordered nearly a thousand more. The new missiles **tipped** the "balance of terror" strongly in favour of the United States. When Castro asked for help, Khrushchev saw a chance **to level up** the balance of terror. He would threaten the United States from missile bases on its own doorstep — Cuba.

Kennedy was shocked by the U-2 photographs. "This is the week I better earn my salary," he said grimly. Some advisers wanted him to send bombers to destroy the missile bases. He also thought about sending American soldiers to capture them. But instead he ordered American ships and aircraft **to set up** a blockade. They were to stop any Soviet ships carrying more missile equipment to Cuba.

Kennedy then told Khrushchev to take away the Soviet missiles and destroy the bases. He warned that any missile fired from Cuba would be treated as a direct Soviet attack on the United States and ordered 156 long-range missiles aimed at the Soviet Union to be made ready to fire.

For ten terrifying days in October 1962, the world **trembled** on the edge of nuclear war. People waited in fear for the next news flash on their radios and televisions. Finally Khrushchev ordered his technicians in Cuba to destroy the launching sites and return the missiles to the Soviet Union. In return, Kennedy **called off** the blockade and promised to leave Cuba alone. Privately, he also agreed to remove American missiles sited on

the border of the Soviet Union in Turkey. The most dangerous crisis of the Cold War was over.

The space race

"I believe that this nation should **commit** itself **to** achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to earth."

President Kennedy's proposal in May 1961 that the United States should send a man to the moon was **eagerly welcomed** by politicians and the American people. Soon work had begun on the Apollo program, as the project was named.

The Apollo program was another move in the "space race" between the United States and the Soviet Union. The costs of this race were enormous. But there were two important reasons why both the Americans and the Russians were willing to pay them. First, there was the question of **international prestige** — of gaining the respect of the rest of the world by achieving something **calling for immense** scientific and technical **skill**. Secondly, both Americans and Russians felt that to let the other side get too far ahead in space technology would **endanger** their **security**. **Earth-orbiting satellites** could be used to take spy photographs. More frightening still, rockets capable of carrying people into space could also be used to carry nuclear warheads.

Up to the mid-1960s each side matched the other's achievements in the space race. But then the Americans started **to draw ahead**. Finally, they were ready for the mission to put the first men on the moon — Apollo 11.

The Apollo 11 spacecraft was launched from Cape Canaveral on the coast of Florida. It carried three men as its crew — Neil Armstrong, Edward "Buzz" Aldrin and Michael Collins. The first two would necessary pilot the section of the spacecraft that would actually land on the moon's surface, the lunar module. Collins had the job of circling the moon in the other section of the spacecraft, the command module, waiting for their return.

The final countdown started five days before **blast off**. At last, on July 16, 1969, burning 4 tons of fuel a second, a huge 5,000 ton rocket rose slowly from its launching pad on a roaring column of flame. Five days later millions of television viewers all over the world watched Armstrong and Aldrin step down on to the surface of the moon.

The two men spent three hours collecting rock samples and setting up scientific instruments on the moon's surface to send

information back to earth after they left. Then they rejoined Collins in the command module. Three days later they **splashed down** safely in the Pacific Ocean and helicopters **carried** them **off** to a heroes' welcome.

1. What caused such great concern of Americans over Cuba?

2. What were the reasons for the ending of the cold war?

An ordinary soldier is the pawn in the game of politicians. And war is odious.

Text 95

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 didn't lie in mere numbers; what made it an army was organization and discipline. The 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 place 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 certainty part of the formula. A formation of drilled men has a different psychology – a controlled form of **mob psychology** – that tends to overpower the sense of personal identity and fears of the individuals that 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 never taken a different course (if indeed it arose at all).

1. Is the way a war is fought today different from the way it was fought 50, 100, 1000 years ago?

2. What forces soldiers to fight and die for somebody else's goals?

The essence of war is violence. Moderation in war is imbecility.

John Arbuthnot Fisher

Text 96

THE IMMORALITY OF WAR

War is an armed clash between nations because of **hostility** or military conflicts. In simple words, war is fighting between two sides. War, in my opinion, is useless because of its damaging results, which will be talked about in this paper. It brings suffering and death. **Under no circumstance** is war moral, even in cases of self-defence. There are just other ways to solve problems. **Peace treaties** are an easy way to end war. In a peace treaty, it is easy to settle the differences and **come up with an agreement** that both sides can decide on. That way the solution can be a compromise and problems will be fixed. Often it happens when one side can't agree so they decide that war is the only solution. Wars are begun with many different reasons: land conflicts, religious disagreements, and independence conflicts. This is a story about my grandfather's experience in World War II. It was horrifying and **gruesome**, but the story is not as bad as it was in real life.

In 1941, my grandfather, Mike Sabetai, was taken from his home by the Nazis, with 17 members of his family. He was taken to a war camp where he and others divide into groups. There

were groups of people who could use their occupations to help them survive. If you weren't put in one of these groups, you were immediately brought to a **gas chamber**. There you would wait and be killed by gas. Luckily my grandfather was a barber. He used his skill as a tool to stay alive.

Everyone would be woken at 5:00 a.m. and they would have to carry heavy things and run for miles. Then they would come back and do labour work. One normal **torturous** morning, my grandfather was going about his business and doing his work. Suddenly his name was called; he was to be brought to the chamber. He thought that it was the end. He followed a Nazi to the chambers. He was in a line with about six people. Suddenly a Nazi came running and yelling not to let Mike die because he gave good haircuts. My grandfather was saved. He still had his normal routine of having to do his morning work, though. In 1944, my grandfather was finally saved. He went back home to Greece where he met my grandmother, who also had a story that goes like his story. My grandfather returned home to find out none of the 17 members of his family were still alive. He lost his wife and 2 kids. His parents and brothers and sister were also dead. He lost everything and had nothing to live for. His **trauma** lived throughout his life. A tattoo on his arm always remained there. His hate for Nazis never died. Although he died last year physically, his life really ended in 1941. War was the traumatic dreadful for my grandfather. From this story alone, how is it possible to understand that any human deserves to be treated like this? In the mind of the Nazis, the Jews ruined their lives. Hitler **brainwashed** the Germans in the early to middle 1930s to think that Jews were the cause of all the problems. Although we know that it wasn't true the Nazis believed it. This is what led them to the **holocaust**. Israel made a law that the only people that could be executed were the Nazis that killed Jews in the World War. This law is still being used. This is one example of one war where people, completely innocent, were tortured, killed, and abused for reasons that are **inhumane**. In the minds of the Nazis it was the right thing to do. In my own opinion, war can never be **justifiable**. There are other ways of solving conflicts besides war. If everyone solved their problems with fighting, where would we be now? The Arabs decided that Israel was their land. There are many other times in history when the Arabs have **taken this view**. The 6 day war is an example when Arabs thought they should be rulers of Israel. They fought with Israel. This war still goes on.

Although it isn't actually called "war", it is called "terrorism". Terrorism is all over the streets of Israel. People are killed every day. Another reason for war was over government. When the Vietnam War began, South Vietnam fought to be a democratic country. North Vietnam defeated South Vietnam. In this war alone, the United States lost 58,000 soldiers.

Most of these soldiers had family ties, children, wives, parents, and **siblings**. These soldiers will be missed forever. In Vietnam, there were many bombs. Years after the war ended, soldiers were getting odd cases of diseases. No one knew what it was. Now we know it is something called "agent orange". This is a chemical that was released by the bombs. This chemical made many soldiers **suffer from** pain. In 1939, World War II began. In this war, Nazis wanted **to gain absolute power**. They wanted to control everything. They began with the Jews. They succeeded in killing 6 million. That's 6 million people that **died for no logical reason**. They not only died, they were tortured to their death. There just is no reason for people to have to die like that.

People shouldn't have to die over war, especially women and children. In the 11th and 12th centuries were the Crusades. The European Christians wanted Israel to be the Christian homeland. The Muslims on the other hand, felt that it was their **holy land** and they didn't have to give it up. Most recently was the Gulf War. Iraq thought that they could just come and take over Kuwait. Kuwait had a very good oil supply, which brought in lots of money. Iraq wanted to come and just take it over. With help from other countries, Kuwait was able to fight them. In this war there were a lot of deaths and there were many people getting sick from all the bombs. People are still getting sick. We saw that many families were **torn apart** because they lost a loved one in the war. Bombs that we didn't know what the effect of them would be were used. In the end we still won't know what the effects are, but there are **cases that come up**, that are very strange. All these cases are examples of the immortality of war. War also results in destruction. Rebuilding cities can cost lots of money. Rebuilding also takes lots of time.

War is immoral for these reasons. There is just no excuse for torture, suffering, and death. Under any circumstance, a person should never ever kill another person.

In conclusion, people should not die because of conflicts between leaders of countries. Death is very traumatizing to a person. There is just no reason for someone to have to die, especially

over issues that aren't even worth getting into, like the Gulf War. Iraq didn't gain anything by trying to take over Kuwait. No war has ever **come out positively**.

1. Can a war be moral or justifiable: war for freedom and independence, for example?

2. Can a war be fought in such a way that it doesn't hurt ordinary people?

Ordinary soldiers are fed to a war machine.

Text 97

DEATH FOR YOUR COUNTRY

Is it glorious to die for your country? This question has been **posed to** many young people about to **embark on war** although the answer has usually been "yes" in response to their country due mainly to the fact that the government instils it in the people of the country to support one's country and one way is to send young **able-bodied men** into the army. If you were one individual that was not in favour of fighting for your country you would surely become **an outcast** by the people of your country. To avoid ridicule and becoming outcasted by the people living around you, you would join the army just in the thought that you were **obligated to** for the sole sake of your country.

Such thoughts were **reinforced** by the government **promotion of propaganda**. Glorifying death is not needed to be taught and should be up to the sole individual. School systems should teach **an unbiased point of view** of war to enable the child to make their own decision to fight for one's country.

Within the education system it was instructed to the teachers to teach the children at a young age **during the brink of war** to instil that the life of the country and for them to defend their country against the enemy. Teachers showed being in an army was representing honour and the pride of the country. Guilt was laid on the students who showed **rebellion** by the teacher. Many times the teacher would try to show a soldier that looks happy and content trying to represent being a soldier makes you happy and content.

Many young inexperienced soldiers were sent to training camps near the battlefields that they would soon be sent to fight, for their country and their life. The training camps were situated on similar environments that resembled the battlefields of where the fighting would take place. Reinforced discipline to the young and ignorant men.

Trench warfare is when many soldiers of opposing countries fight against each other across a vast desolate, dirt covered land, and the only sense of cover was to crouch in a usually water logged trench. The sense of death **engulfed** your very soul, the constant **bombardment of shells** echo in your mind long after it had ceased.

On the Western front conditions were horrible to say the least, **stench of death** remained constantly in the air, bodies **riddled with bullet wounds** lay across the bottoms of the trenches, **dismembered bodies** scattered across the landscape and the sounds of **agonizing and dying men** echo across the battle grounds. Very limited rations offering very little in flavour was the only food available to the soldiers. Often raining, it caused muddy, damp conditions. The men staying in a trench filled with water and muddy conditions often caused such diseases as trench foot and trench mouth. **Contagious diseases** were spread quickly. Lack of cleanliness, lice and rats would run through the trenches feeding on the garbage and human wastes.

Thousands of soldiers could line up under the cover of their trenches for a stretch of miles and wait for the leading officer to give the signal for the charge. When the signal was given the thousands of soldiers would all try to run across the no-man's land to attempt the breach of the enemy's trench. This charge would be under constant machine gun fire and mortar shelling by the enemy.

These kinds of attacks usually failed mainly due to the fact the **odds** were already **stacked against** the attacking party. The distances the charging men had to run to get to the enemies trench was far enough for the enemy to use it's constant shelling and it's machine gun fire **to dwindle the attacking army** significant enough for the attacking army **to retreat**.

Counter attacks were quickly attempted after the attacks. The counter attacks were similar to the actual attacks except the difference was that the counter attack involved the killing of the retreating of the enemy instead of attacking someone under the cover of the trench.

During the war all soldiers were affected either physically or physiologically. Shell shock was an ongoing sickness affecting many soldiers in the trenches. The constant bombardment of mortar shelling became so defeating and monotonous that the sounds of shelling remained with the soldier even when there was no shelling. Such cases became so severe for some that the soldier would go **in fits of** rage and fear at the very same instance. Virtually all soldiers felt homesick at one time or another. The soldiers being out on the battle fronts for a long time soon forgot the propaganda beliefs the country had instilled in them. Instead the soldiers just wanted to survive their tour of duty however long it would be. Death had been experienced and seen by the soldiers on the front for a long time and the themes had become relative to their daily life on the front. Coming back to their homes the soldiers had received and learned of a new perspective on war. It was then when face to face with death the political beliefs were **irrelevant** when trying to survive in the war.

Glorification of death is ridiculous unless you were being attacked and threat of death was present. To die for something many miles away is something that the individual must take into consideration when making his or her decision. I personally would not risk death unless my friends and family **were at risk**. Since our country has become less militarised since WWII the need for military personnel has not been as necessary. But as mentioned before if the country I lived in was under a threat of a takeover I believe I would **take up arms** to defend against the people who would try to attack. Other than that the psychological and physical damages soldiers endure would **deter** me **from** joining any army.

1. Would you join the army or let your relative do this knowing that he or she will have to die for the country?

2. "Death for your country." Can you specify what you are really dying for?

Older men declare war. But its youth who must fight and die. And its youth who must inherit tribulation, the sorrow, and the triumphs that are the aftermath of war.

Herbert Hoover

X. Crime and Punishment



Text 98

PUNISHMENT TAKES MANY FORMS

Once again, rising crime and the workings of the **penal system** are back in the news. Parliament has recently **voted on capital punishment**, police chiefs have **voiced their concern** at the growth of violent public disorder and there have been **riots** at several British jails.

Meanwhile, the British Home Office has been criticised over the rising prison population and overcrowding. Forced to deal with a steady increase in **convictions for** violent crime, it has **launched** an extensive prison-building programme. Providing more jails, however, merely **tackles the symptoms**, for the size of the prison population is affected by two factors: the number of offenders, and the sentencing policy of the courts. Thus the government has also had to consider ways to reduce the prison population through the use of **non-custodial** alternatives.

The most widely used device for reducing the number of prisoners in jail is the **remission and parole system**. This enables prisoners who have behaved themselves to "earn" their **release** before their original sentence has been completed. Some theorists believe that the over-use of this system has encouraged the British courts to impose sentences of up to a third longer than they might have previously, in order to compensate for potential early release.

The courts also have the power to impose **a suspended sentence**. Thus, if a suspended sentence of, for example, two years is **imposed**,

the offender will not have to go to prison; but if he or she is convicted of another crime within these two years, then the new sentence will have the original sentence added to it. There is some evidence that the suspended sentence is used too frequently, with the result that the number of prisoners actually increases. Some reports indicate that as many as half of those given suspended sentences would not have been given a jail sentence for their first offence and are consequently sentenced twice over for their second offence.

Another option is the Community Service Order, whereby the judge can sentence a criminal to a maximum of 240 hours of **community-based practical work**. This serves both as a way of making amends to society and of avoiding the potentially harmful consequences of a period in prison.

The most common alternative to jail is a fine. Although appropriate for **minor offences**, fines are seen by the public as too lenient a punishment for those guilty of violent crime. Judges who impose fines, however swingeing they may be, are frequently the target of bitter criticism in the press, and are therefore **reluctant** to use this cost-effective and **straightforward form of punishment**.

One or two ideas have surfaced in the last few years, the most revolutionary being the use of **electronic lagging**. Ministers have decided to introduce a pilot scheme whereby British offenders will be forced to wear an electronic device while they are **on probation**, enabling their **whereabouts** to be monitored by police. There are also plans to extend the community service order to include help for the aged and sick.

However, all these initiatives illustrate an underlying dilemma: by building new prisons and by encouraging the courts to impose alternative punishments, the government is trying to pursue two contradictory policies at once. The problem with increasing the number of prisons is that more places tend to result in more prison sentences. Research recently published in the United States indicates that those states which **embarked on** prison building programmes ended up increasing their prison populations, while those which closed down a number of prisons actually reduced the number of people in jail to proportionally lower levels.

1. Should the laws be made harsher or more lenient to reduce crime rates?

2. Should prisons isolate or punish? What do you think about inhumane conditions in some prisons?

Text 99

REAL CRIME AND PSEUDO CRIME!

In the traditional English detective story, written by someone like Agatha Christie, the crime is nearly always murder. It often takes place in a country house, and the local inspector, who **undertakes the investigation**, is incapable of solving the case, and needs the help of a private detective. The detective begins by making a series of **inquiries** and looking for **clues**. The **suspects** are usually upper class, and have a motive for killing the victim. The detective eventually **resolves the mystery** by inviting all those under suspicion to meet. He **sets a trap** for the murderer, and **establishes his guilt** by going through the evidence. The murdered obligingly **gives himself away**, and **confesses**, providing the proof of the detective's accusation. The grateful police inspector arrives to make the formal charge and put the murderer **under arrest**.

In real life, the crime is usually not murder but an offence against property, on a scale ranging from **shoplifting** through theft to **burglary** and **robbery** with violence. Other offences involving money, like **fraud** and **forgery**, are also much more common than murder. If the case is solved, it is usually because the police receive information that **puts** them **on the track** of the criminal or he leaves traces behind him such as fingerprints. Sometimes offering a reward helps **to convict** someone. But few thieves or robbers confess unless they know they will be found guilty and hope to get a lighter sentence, and the police seldom invite them to a party with other suspects!

1. Can you agree with the statement that it's the society who prepares the crime and a criminal only commits it?

2. Have you ever witnessed or been involved in a crime?

Text 100

WHAT DO YOU THINK? CRIME AND PUNISHMENT

In the UK a big controversy is about prisons. The UK has one of the highest prison populations in Europe. Six new prisons are being built. Despite police efforts, the crime rate is rising. The controversy is about the purpose of prisons.

Are they for punishment only? In which case a severe regime of **compulsory work**, bad food and bad treatment would be appropriate.

Are prisons for **rehabilitation** to make the criminals into good citizens who will not commit another crime when they are released? In this case training and education seem appropriate, and helping the prisoners to learn how to use their leisure and to live in normal, everyday conditions such as with TV freedom to meet their families, etc. – even spend weekends with them, as they do in Holland.

Or are prisons for treatment? If so, the deeper causes of each prisoner's criminal behaviour need to be discovered by psychiatrists, group therapy sessions, counselling. These causes then need to be treated through psychotherapy, and social therapy, gradually helping each prisoner to adapt in new ways to life outside the prisons.

What are the facts? The "**severe regime**" for punishment does not effectively **deter criminals** from committing crime. Such regimes' prisoners show seven times mere **recidivism** (the prisoners committing more crimes when they are released) than the rehabilitation regimes' prisoners. The reconviction rates are also much higher for criminals sent to any prison than for criminals given sentences to serve in the community.

Prisons don't deter criminals from committing crime, but they do **lock up** criminals so they can't commit crimes while in prison. Therefore, should the UK simply lock up more criminals, and for longer? The statistics show that to reduce the crime rate by 1%, 25% more criminals would have to be imprisoned each year. It would cost £1 billion more per year to keep these extra 10,000 to 12,000 people locked up.

Why is this so ineffective? In the UK, for every 300 crimes committed, only one results in a criminal being caught and put in prison.

1. What do you think prisons are for? How should prisoners be treated?

2. What is the situation in prisons in your country? Should anything be changed?

Text 101

CRIME, THE LAW AND THE POLICE

The next twenty-four hours will see police in Britain record two murders, ten rapes, 50 **sexual assaults**, 50 assaults causing **grievous bodily harm**, 113 **muggings** and other robberies, 2800 burglaries, and 1,200 car thefts. Yet these figures — part of an annual total of about five million recorded crimes — represent only **the tip of an iceberg**. And that is not all. Each of the three quarters of this year for which figures have already been published showed a rise of about 14 per cent on the same period 12 months before. This is a big disappointment for policymakers, because in the last two years the recorded crime rate actually fell.

The public's understanding of crime is not impressive, however. A recent survey found two-thirds of the population believe that 50 per cent of crimes and violent offences are against the person. The true figure is 6 per cent. Small wonder, perhaps, that a government committee claimed fear of crime to be as great a problem as crime itself.

The elderly, for example, fear crime the most, especially violent crime, although they are least likely to become victims (the most dangerous age of all is under one year old with 28 homicide victims per million babies. People of 70 are far less likely to be murder victims than any adult group, with only eight victims per million. Only children aged 5—15 are safer).

According to an international survey published last year, Britain's crime rate is lower than the European average and lower than that of Holland, Germany, Canada and Australia. About 18 per cent of Britons were victims of crime last year. In Canada 28 per cent had experienced a crime, in Holland 26 per cent and in Germany 22 per cent. At the other end of the scale Switzerland (15.6 per cent) and Finland (15.9 per cent) had low **overall victim rates**. But safest of all was Northern Ireland: there only 15 per cent of the population experienced a crime.

The US appeared to live up to its reputation for **lawlessness** overall, with 28.8 per cent of the population having been a victim of a crime. America's murder rate makes ours seem **infinitesimal**. Nearly twice as many murders (1,051) were committed in the city of New York in the first six months of last year as in England and Wales (627).

But nobody in England is **complacent**. A computer study of every person born in a certain month in 1953 revealed that by the age of 30, one in three men had been convicted of crime. One in sixteen had been in prison. One in eight born in 1953 who had been convicted of an offence had committed **a crime of violence** by the age of 20. For those born in 1963, this proportion has risen to one in five.

1. What are the causes of criminal behaviour? What should be done about these causes?

2. Does crime influence your everyday life? In what way are people in your city affected by it?

Text 102

CAPITAL PUNISHMENT IS THE ONLY WAY TO DETER CRIMINALS

Perhaps all criminals should be required to carry cards which read: "Fragile: Handle With Care". It will never do, these days, to go around referring to criminals as **violent thugs**. You must refer to them politely as "**social misfits**". The professional killer who wouldn't think twice about using his **cosh or crowbar to batter** some harmless old lady to death in order to rob her of her **meagre life-savings** must never be given a dose of his own medicine. He is in need of "hospital treatment". According to his misguided defenders, society is to blame. A **wicked** society breeds evil — or so the argument goes. When you listen to this kind of talk, it makes you wonder why we aren't all criminals. We have **done away with** the absurdly **harsh laws** of the nineteenth century and this is only right. But surely enough is enough. The most senseless piece of criminal legislation in Britain and a number of other countries has been the suspension of capital punishment.

The violent criminal has become a kind of hero-figure in our time. He is **glorified** on the screen; he is pursued by the press and paid vast sums of money for his "memoirs". Newspapers, which specialise in crime reporting, enjoy enormous circulations and the publishers of **trashy cops and robbers stories** or "murder mysteries" have never had it so good. When you read about the achievements of the great train robbers, it makes you wonder

whether you are reading about some glorious resistance movement. The hardened criminal **cuddled and cosseted** by the sociologists on the one hand and adored as a hero by the masses on the other. It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be **a major deterrent**. It made the violent robber think twice before **pulling the trigger**. It gave the **cold-blooded** poisoner something **to ponder about** while he was shaking up or serving his **arsenic** cocktail. It prevented unarmed policemen from being **mowed down** while pursuing their duty by killers armed with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally **get away with** murder. We all know that life sentence does not mean what it says. After ten years or so of "**good conduct**", the most desperate villain is free to return to society where he will live very comfortably, thank you, on the **proceeds of his crime**, or he will go on **committing offences** until he is caught again. People are always willing to hold liberal views **at the expense of** others. It's always fashionable to pose as the defender of **the under-dog**, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they suspended capital punishment? Hardly. You see, they couldn't, because all the victims were dead.

1. Are people with criminal experience adored and glamourised in your country?

2. Should they be punished as strictly as possible?

Text 103

THE HANGMAN'S ROPE

The electric chair, the hangman's rope, the guillotine. The debate on capital punishment divides people in Britain very neatly into two groups; these for and those against because this issue is all black and white; there is no grey area.

Did you know?

In the USA, where over 85% of the population over the age of 21 **approve of** the death penalty, juveniles and "**mentally deficient**" people can be executed. In many states which still have the death penalty, some use the electric chair, which can take up to 20 minutes to kill, while others use gas or **lethal injections**.

In Britain, capital punishment lasted until 1965, when it was **abolished** by Parliament. There have been 14 attempts since then to **reintroduce** it — all unsuccessful.

For

The pro-hanging lobby uses four main arguments to support its **call for** the reintroduction of capital punishment. First there is **the deterrence theory**, which states that potential murderers would think twice before committing the act if they knew that they might also die if they were caught. The armed bank robber might, **likewise**, decide to leave his **sawn-off shotgun** at home and go back to being an ordinary robber.

Next is the idea of public security. If **the death penalty** were **reinstated** it would mean that a convicted murderer would not be set free after serving 20 years or less of a life sentence and be able to go on to murder again. The general public would, therefore, be safer.

The other two arguments are more suspect. The idea of **retribution** demands that criminals should get what they deserve: if a murderer intentionally **sets out** to commit a crime, he should **accept the consequences**. Retribution, which is just another word for revenge, is supported by the religious doctrine of an eye for an eye and a tooth for a tooth.

The fourth main pro-hanging argument is the most **cold-blooded**. It is that it makes economic sense to hang convicted murderers rather than have them in prison wasting **taxpayers' money**.

Against

The arguments against the death penalty are largely **humanitarian**. But there are also statistical reasons for opposing it: the deterrence figures do not **add up**. In Britain, 1903 was the record year for executions and yet in 1904 the number of **homicides** actually rose. 1946 also saw an unusually high number of executions followed in 1947 by another rise in the murder rate. If the deterrence theory was correct, the rate should have fallen.

The second main argument against reintroducing capital punishment is that innocent people are sometimes wrongly convicted and, while people can be released from prison, they cannot be brought back from the dead if they have been hanged.

The other reasons to oppose the death penalty, which are largely a matter of individual conscience and belief, are firstly that murder is murder and this includes state executions. The state has no more right to take a life than the individual. Indeed, the state should **set an example** to the individual by not taking lives. It is believed to be a measure of its civilization that a state acts more humanely than its citizens. The second is that Christianity **preaches forgiveness**, not revenge.

1. Which arguments sound more convincing to you?
2. Are you for or against capital punishment?

Text 104

CRIME DOESN'T PAY

The straight and narrow

The literary world **was taken aback** yesterday when the famous author, Arnold Swift, was found guilty of stealing copies of his latest novel from a bookshop. The magistrate said that he would **let** him **off** lightly with a £50 fine but warned him that any further offences would result in a more serious punishment. The novel is called "Keeping to the straight and narrow".

Breakdown in law and order

A police spokesman said yesterday that law and order is **breaking down** in some inner-city areas. He was speaking after a night in which two **riots had broken out** and several serious crimes had been **reported**. "At present too many people think they can commit a crime and **get away with it**," he said.

Caught red-handed

Yesterday, Gregory Brush, 24, was convicted of **the attempted robbery** of a paint factory in Leeds. It was reported that he fell into a large drum of red paint while trying to escape with the money. He was rescued by a night watchman and **gave** himself **up** when police arrived to arrest him. He **owned up to the crime** and **pleaded guilty at his trial.**

Hardened criminals

Two men who escaped from prison by hiding inside a cement mixer were **recaptured** last night when they gave themselves up to the police. It seems that the two men, who were described as **hardened criminals**, had been unable to get very far because of the quick-drying cement that had stuck to their feet. The prison authorities have said they will set up a committee **to look into security** into prison.

Bomb blast

A bomb **went off** in a central car park in the early hours of yesterday morning. Police **sealed off** several streets and **carried out** a detailed search of the area. It appears the bomb was intended for a busy shopping centre nearby.

1. Report a recent crime that shocked you.



XI. Teenager's Problems

Text 105

THE WAR AGAINST DRUGS

The world is facing a drugs crisis. There are more young addicts today than ever before. But if the crisis is serious and international, so is the war against drugs. This report examines (a) the problem, and (b) two of the possible solutions to it.

Crisis Fact-File

• There are three main kinds of drug — **hard, soft and legal**. They can all cause addiction, serious illness and even death.

Hard Drugs.

Include heroin, cocaine, LSD and crack.

Soft Drugs.

Include marijuana, amphetamines (speed), solvents (glue) and ecstasy.

Legal Drugs.

Include tobacco, alcohol and certain tranquillizers.

• In New York over 50% of all arrests are connected with drugs.

• Customs officers only find between 15% — 20% of drugs entering the USA and Western Europe.

• The two most important drug-growing areas are Latin America and South-East Asia. People there depend on money from their drug crops.

• Thousands of drug-addicts die every year. Some die from the drugs themselves. Others die from AIDS. This is because they use dirty needles or share needles.

• Drugs are the second biggest business in the world. Only the arms industry is bigger.

As well as advertising, education is also vital in the fight against drugs.

Education

Many schools have a drug-education programme for children as young as 8 or 9. Programmes like these include books, videos and cassettes. Some schools even arrange visits from ex-addicts. One of these is Phil Cooper. He travels around Britain, giving teenagers two-hour drug-education lessons. He tells them exactly how addicts live. How they steal money, lose their friends, hurt their families, are cheated by dealers, destroy their health.

Advertising campaigns

These play an important part in the war against drugs. In America there have been several campaigns in recent years. Each one has had a message — for example, "Just Say No," "Stop The Madness" or "Don't Do Drugs." Each one has also featured a lot of famous TV, movie and pop stars.

In Britain, some anti-drug campaigns have tried to shock young people. They showed how heroin, for example, can completely destroy addicts' lives. Also how dirty needles spread AIDS.

Others have been less dramatic. The slogan for one in Scotland was "Choose life not drugs. Be all you can be." This focused on pictures of healthy, independent young people — not the problems of addicts.

"I don't take drugs because I want to be in control of my life." Madonna.

"Kids ask 'Am I going to have friends if I say "no" to drugs?' An actor can do a lot **to dispel the doubts**." Tom Selleck

"We should stop using actors and rock stars as role models. Parents should be the new role models." Kendall Newman.

1. If drugs were made legal, would the number of drug addicts decrease? What other benefits could the legalisation of drugs create?

2. Have you ever tried drugs? Why? Why not?

Text 106

ALCOHOL

Why is alcohol so attractive to teenagers? Alcohol is a magic drug. It takes away problems. Teenage drinkers are no longer worried about their **pimples** or sexuality. It seems almost normal for people **to turn to the bottle** in a stress situation: alcohol is available everywhere. The media make you believe that ours is a culture in which drinking is the grown-up thing to do. Westerns and other films so often show a hero with a drink that drinking becomes a sign of strength. If you can drink a lot of alcohol and not show its effects, you will be proved that you are "a man." It's all very confusing to the teenager. He knows if he drinks at 15, it's illegal and he's in trouble. But if he drinks at 18 or 21 (depending, in the USA or another state) it's legal.

Dangers

Teenage drinking is very dangerous. What happens to the grown up in ten years will happen to the teenager in two. Within a short time he will have become **a hopeless alcoholic**. It is known that an alcoholic's life is shortened on the average by ten or twelve years. Alcohol causes heart disease and finally brain damage. When the effect of a drink is over an alcoholic gets nervous and aggressive until he drinks again. He often **fails to recognize the problem**: "I can stop any time I want to," is the typical reaction. By the time he realizes he has got a drinking problem he has already reached the **point of no return**. He begins losing friends and is soon **unable to carry on with** school or work.

Help

In many schools in the USA, in Britain and in Germany programmes have been started to teach both pupils and teachers the facts about alcoholism. Many people are helped by Alcoholics Anonymous (AA), an organization of former drinkers who now spend their time helping other alcoholics to control their drinking problem. The members of AA help each other. They admit to themselves and others that they are alcoholics and therefore need help. It is being in group that helps them to control their alcoholism. They would never manage it on their own.

But many authorities believe that teenage alcoholism will go on rising. There will be no change until our attitude towards drinking begins to change.

1. Why is alcohol attractive to teenagers? To adults?
2. What consequences may alcohol abuse result in? Are they necessarily bad ones?

Text 107

WORLD GOVERNMENTS SHOULD CONDUCT SERIOUS CAMPAIGNS AGAINST SMOKING

If you smoke and you still don't believe that there's a definite link between smoking and **bronchial troubles**, heart disease and lung cancer, then you are certainly deceiving yourself. No one will accuse you of hypocrisy. Let us just say that you are suffering from a bad case of **wishful thinking**. This needn't make you too uncomfortable because you are in good company. Whenever the **subject of smoking** and health is **raised**, the governments of most countries hear no evil, see no evil and smell no evil. Admittedly, a few governments have taken **timid measures**. In Britain, for instance, cigarette advertising has been banned on television. The conscience of the nation is **appeased**, while the population continues **to puff** its way to smoky, cancerous death.

You don't have to look very far to find out why the official reactions to medical findings have been so **lukewarm**. The answer is simply money. Tobacco is a wonderful **commodity to tax**. It's almost like a tax on our daily bread. In tax revenue alone, the government of Britain collects enough from smokers to pay for its entire educational facilities. So while the authorities point out ever so discreetly that smoking may, conceivably, be harmful, it doesn't do to shout too loudly about it.

This is surely the most **short-sighted policy** you could imagine. While money is eagerly collected in vast sums with one hand, it is **paid out** in increasingly vaster sums with the other. Enormous amounts are spent on cancer research and on efforts to cure people suffering from the disease. Countless valuable lives are lost. In the long run, there is no doubt that everybody would be much **better-off** if smoking were banned altogether.

Of course, we are not ready for such **drastic action**. But if the governments of the world were honestly concerned about the welfare of their peoples, you'd think they'd **conduct aggressive anti-smoking campaigns**. Far from it! The tobacco industry is allowed to spend **staggering sums** on advertising. Its advertising is as **insidious** as it is **dishonest**. We are never shown pictures of real smokers **coughing up their lungs** early in the morning. That would never do. The advertisements always **depict virile, clean-shaven** young men. They suggest it is **manly** to smoke, even positively healthy! Smoking is associated with the great open-air life, with beautiful girls, true love and **togetherness**. What **utter nonsense**!

For a start, governments could begin by banning all cigarette and tobacco advertising and should then conduct anti-smoking advertising campaigns of their own. Smoking should be banned in all public places like theatres, cinemas and restaurants. Great efforts should be made to inform young people especially of the **dire consequences** of taking up the habit. A horrific warning – say, a picture of a death's head – should be included in every packet of cigarettes that is sold. As individuals we are certainly weak, but if governments acted honestly and courageously, they could protect us from ourselves.

1. Do you agree with the message of the text?

2. What could you say about the tobacco advertising? Is it honest? Should it be honest?

3. Is it fair to control people's lives, even though trying to make them healthier?

Text 108

THE CIGARETTE FACT-FILE

About 100 million people around the world work in the tobacco industry.

Cigarette smoking kills 2.5 million people every year. Many of them die from **lung cancer**. (Some aren't even smokers. They're people who live or work with **heavy smokers**.)

$100 billion of cigarettes are sold every year.

An American tobacco company developed a "healthy" cigarette in the 70s. It was never sold. Why not? Because the new "safe" cigarette meant that the company's other cigarettes were not safe.

It's against the law to smoke on American planes if the journey (inside the USA) lasts under six hours.

The first smokers were American Indians. Tobacco was brought to Europe by an Englishman, Sir Walter Raleigh, in the 16th century.

1. Why people start and continue smoking if they know about the risks?

2. Is smoking glamourised on TV, by advertisements?

Text 109

JUVENILE DELINQUENCY

Childhood is a time of joy and innocence for most people: for others, life turns violent and so do they. Criminal acts of young persons are **referred to** broadly as juvenile delinquency. In some countries delinquency includes conduct that is antisocial, dangerous, or **harmful to the goals of society**. The general tendency is to limit the term to activities that if carried out by an adult would be called crimes, but in the United States since the 1980s juvenile delinquents are often referred to as "**youthful offenders**." The age at which juveniles legally become adults varies from country to country, but it generally ranges from 15 to 18. Clearly **the problem has skyrocketed**: for example, in 1990 rates of arrest in California for burglary, theft, car theft, arson and robbery are higher among juveniles than among adults.

Sociological research has established such bases for predicting delinquent behaviour as the nature of a child's home environment, the quality of the child's neighbourhood, and behaviour in school. It has never been conclusively proved, however, that delinquency can be either **predicted or prevented**. It is far likelier that delinquency is an integral part of society and probably **part of the maturation process** that some children **go through.**

Causes and effects

For the majority of young offenders, delinquency seems to be a phase passed through on the way to adulthood. Delinquent acts begin at about age of 10 or 11, though there has been **a**

substantial increase in even younger offenders in recent years. The most serious activities **peak at** 14 or 15 years of age and then begin to decline for the next several years. The exceptions to this generalization are some older youths who get involved in car theft, robbery, burglary, and even murder. They may well become adult criminals. For the majority, delinquent activities **gradually decrease** and may **cease** altogether as young people enter their 20s and face the prospect of full-time work and marriage. It does seem to be true, however, that the earlier in life delinquent activities are begun, the likelier it is that the pattern will persist – particularly in offenders who are convicted and sentenced to **juvenile correction institutions**.

Nature-nurture controversy

Nature versus nurture. There has been much controversy among psychologists and sociologists in the late 20th century concerning whether some people are **genetically disposed to** crime or whether illegal acts **have their origin in one's upbringing** and environment. There is evidence to support both views. Those who believe it probable that there is **a genetic disposition to** crime have noted certain physical and personality differences between delinquents and non-delinquents. Delinquents have been found to have **sturdier bodies** and to act in a more aggressive way than non-delinquents. In their personality traits, delinquents are more **extroverted**, **narcissistic**, and **impulsive**, and less able **to delay the satisfaction of desires**. Some psychologists believe that there is **an inherited flaw** in the **genetic makeup** of a criminal that leads to rejection of society's standards. Others note that many violent prisoners have higher than normal levels of the **male sex hormone testosterone**.

The contrary opinion tends to view delinquents as not substantially different from the remainder of the population. Not all sturdily built individuals, for instance, become criminals; many make their living as athletes or in a variety of professions. Studies in Great Britain have shown that delinquents tend to come from families where there is **tension** and much difficulty in interpersonal relationships. **Family breakdown** is also found to be a significant factor. The United States Bureau of Justice Statistics reports that in the late 1980s, about 70 per cent of the juveniles in state reform institutions grew up in single parent (usually with the mother as head of household) or no-parent families.

Many delinquents come from homes where the parents abuse alcohol or drugs or are themselves criminals. **Poverty**, **physical and verbal abuse**, parents with little respect for themselves, and **erratic discipline patterns** emerge as contributing factors in such research. Beatings by parents or others can cause injuries to the brain, which in turn frequently cause neurological problems, paranoia, hallucinations or violent behaviour.

Social factors

In the United States, Europe, and Japan, most delinquents are boys, though since the early 1980s the number of delinquents who are girls has risen dramatically. Most of these in the United States come from the lower middle class and the poorest segments of society. One reason for this is the **low esteem** in which education is often held in these groups. Schooling seems boring and unchallenging, and the delinquent rebels against it by **cutting classes or disrupting them** and eventually may drop out altogether – as more then one quarter of teens did by the early 1990s. Such youths find in each other's company **a compensation for** their **educational failure** by rejecting the social values to which they are supposed to adhere. **To make up for** this failure, and finding their job market limited, they live dangerously and show **contempt for authority**.

Many parents, educators, and others blame the violence found in many movies and television shows, rap music and heavy-metal rock lyrics, and comic books, as well as the economic aspirations and goals of society itself. The **signs of affluence** that children in the poor and working classes see about them – money, power, and **a large array of** consumer goods – make them desperately want some of these things even though they may feel they will never be able to afford them.

Delinquency among middle-class youth has not been adequately researched, therefore its causes are even less clear. One theory suggests that for some boys it is a form of masculine protest against the mother figure in many middle-class homes. This may be true when the father is away at work most of the time and has little contact with his children in free time. In places where drug abuse has become more common, crime has often increased.

Types of delinquent behaviour

Traditionally, delinquency meant offences such as **truancy, assault, theft, arson, or vandalism**. In recent decades more violent

crimes by teens became more common, especially for those who **traffic in drugs** or are addicted and commit crimes to support their habits. **Bigotry** could be seen in teens of all races; one example is the rise of **white-supremacist gangs** called skinheads. In the United States the Federal Bureau of Investigation reported that for the period 1985-89 homicide arrests for those under age 18 rose 67 per cent, compared with a 12 per cent rise for those 18 or older. Sexual crimes also dramatically increased, with date rape one of the most common of adolescent sexual crimes. All the more troubling is the fact that the number of teenagers in the country decreased during this time.

Gangs and group crime

The cliché that "**birds of a feather flock together**" **has** special **relevance for** the social situation of delinquents. Alienated from society, they tend to form groups. Although non-delinquent teenagers also form gangs, delinquents are far likelier to do so. They are **impelled by** the need to belong and are **drawn by** the sense of security that a gang offers its members. In belonging to a gang there is a solidarity that an individual fails to find as a loner in society. Gang subculture has its own standards, **obligations** and rights. It may also have its own dress code.

Not all teens involved in a crime together are acting as a gang, however. In a well-publicized incident in 1989 a group of youths ages 14 to 16 raped and nearly murdered a young woman jogging in New York City's Central Park; they said they were "wilding," **roaming** the park with no purpose but **to create havoc** and hurt people. Many schools are no safer than the streets; by 1990 it was estimated that more than three million incidents of attempted street crime (assault, rape, robbery, or theft) occur in schools or on school property each year. As more students **carry weapons**, more schools have instituted tough security measures.

Society's response

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. Social workers who deal with family problems also attempt to **sort out** the differences of young potential delinquents.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed

by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially for murder. The juvenile courts attempt **to steer** young people **away from** a life of crime, though the most serious offences normally result in **periods of confinement** in juvenile halls or prisons for younger criminals. If possible, however, the courts try more **lenient methods of probation**, **juvenile aftercare**, or **foster care**.

Probation means that the court **suspends sentence** and **releases the offender on the condition of** good behaviour, subject to certain rules and under the supervision of the court. Probation is frequently granted to first-time offenders.

Sometimes in order to avoid bringing a case before the court, informal probation under the supervision of a probation officer is prescribed. Probation has proved to be the most successful way of dealing with very young offenders.

Juvenile aftercare is the equivalent of **parole** for an older criminal; it takes place after the young person has been released from an institution and is supervised by a youth counsellor. The purpose of aftercare is **to promote readjustment** to society.

In foster care the juvenile is placed in a stable family situation with the hope that he will **adjust to the positive values of society**. It is often part of an effort to prevent institutionalisation.

1. Where do you stand on nature Vs nurture controversy issue? What are the backgrounds of criminal behaviour?

2. Is juvenile delinquency a vital topic in your country?

Text 110

SHOPS SEEM TO PUT TEMPTATION IN THE WAY

"I began shoplifting when I was 13," says Cheryl, a student from Ipswich. I used to do it in my school lunch breaks because I didn't have any money. The more I **got away with,** the more I stole. I did it because it meant I had more things than I had before, and it **gave me access to** things I couldn't usually afford. It became a habit and I used to dislike paying for anything. Some shops seem to put temptation in the way, and I used to feel they deserved **to lose stock**. My shoplifting never worried me, until I **got caught**. That was really frightening – such a shock,

because it just seemed like a game before. The store detective blocked the exit and took me to the manager's office. Then the police came. That was the worst bit, being marched through the shopping centre in the middle of town. It's the most **embarrassing** thing that's ever happened to me. The police gave me a big lecture and kept saying things like, "Shoplifting is wrong, you shouldn't do it. What will your parents think? You'll grow up into an awful person!" I was **a bag of nerves**, really shaking and scared. My dad was really **cool about** it when he came down to **witness my statement** but my mum was very disappointed. I had to return the goods – some bottles of perfume – and **got a verbal caution**. If it happens again, I'll get fined, but I haven't stolen since. It totally **put me off** and I'm so worried I couldn't shoplift anything now."

1. What do you think is an incentive for not committing crimes?

2. How should such offenders as Cheryl be treated?

Text 111

"LET'S GET WASTED"

Each year, thousands of teenagers find death in a bottle.

They called her Dr. Kate. She was the one her friends brought their troubles to. If it ever came to a vote, Katie Lutz of Jackson, Mich., would have been named the girl least likely to get in trouble.

To her parents, she was a dream – doing well in school, dating a boy they approved of, planning on a law career. At night, she left freshly baked cookies for her father to find when he returned from work.

On December 8, 1990, the eve of Katie's 16th birthday, friends drove her to a nearby house to hear a local band. During the party, someone passed her **a pint** of 48-proof peach schnapps. No one is sure how much she drank, but according to the police record it might have been half a bottle.

Later that night, Katie's friend Marley Bunker gave her a fifth of 100-proof vodka. "You don't know how to drink," he told her. "You have to drink a lot so it doesn't burn." She **gulped down** half that bottle too.

Katie came home **semiconscious**. Her father was astonished. As far as he knew, his daughter had never even had a drink before. He and his wife followed Marley as he carried Katie up to her bedroom. When her father tried to wake her several hours later, her body was cold. **Frantic**, he tried **mouth-to-mouth resuscitation**, but it was too late. Katie had died. Doctors say alcohol had raced through her bloodstream, reached her brain and **shut down** the centres that control breathing and heart rate.

Add Katie Lutz's name to the list of thousands of teens who find death in a bottle each year. "We had a war on drugs," says Mike Gimbel, director of a Maryland substance-abuse program, "but we forgot about alcohol." In fact, the National Institute on Drug Abuse (NIDA) has found that the number of teens who drink far exceeds the number who use other drugs.

Several frightening facts:

- Some 4.6-million teenagers may be **problem drinkers**, according to the National Council on Alcoholism and Drug Dependence.
- Nearly nine out of ten high-school seniors have tried alcohol, reports the University of Michigan's Institute for Social Research, and more than half are **current users**. Seventy per cent of eighth-graders have tried alcohol.
- Boys drink more than girls, but because girls are smaller and may metabolise alcohol differently, it takes less liquor to affect them. And because girls often prefer **sweet concoctions** such as wine coolers, they may not realize how much they've consumed.
- Car accidents are the leading cause of teenage deaths, notes the National Centre for Health Statistics. Half of these fatalities – 3400 a year – are linked to alcohol use. Hundreds more young people **perish in** other **alcohol-related incidents** – falls, fires, drownings.

Why do so many kids start drinking? The most common reason is **peer pressure**. "In high school, drinking isn't just accepted – it's expected," Gimbel says. NIDA found that a majority of high-school seniors don't think it's a problem to get drunk once or twice a weekend. "Let's get wasted," they tell one another.

The fatal message reaches even the nicest kids. Mark Hier, valedictorian at his high school, had a good **freshman year** as an engineering student at Rensselaer Polytechnic Institute in Troy, N.Y. His grades started **slipping**, however, when he **got**

caught in the boozy whirl of fraternity life. On March 3, 1989, Mark and two friends left **a frat beer bash to party** in town. With a driver who had been drinking earlier at the wheel, the car crashed into a pole, killing Mark and the other passenger.

The **emotional turmoil** of adolescence can lead teens to drink. Janelle Henry of Bristol, Conn., was 12 when she started **sipping from bottles** in her parents' liquor cabinet. At 13 she was **cutting classes** to share a bottle with friends. Eventually she drank whole pints by herself, using alcohol **to escape feeling of worthlessness**. "Everyday things were too much. I stopped trying. I stopped caring," she says.

Many teenagers acquire the habit this way, says Dr. Stuart Copans, director of a drug-abuse program in Brattleboro, Vt. "They are depressed, lack confidence or feel anxious about school or social situations. They find alcohol relieves all that, at least for a while." In the long run the opposite happens. "Alcohol is a depressant," Copans says, "so the next day they feel worse, take another drink and **start the cycle**."

In some families **heredity** and parental influence play a role. Researchers believe there's a **genetic component to alcoholism**, and children of alcoholics may be more vulnerable to becoming alcoholics themselves. But any youngster can **pick up the habit** if he sees his parents **imbibe**. "If parents don't drink, the children probably won't," says Dr. Derek Miller, professor of psychiatry at Northwestern University in Evanston, III. If parents need a few beers every night to relax, however, children get the message.

Society also pressures teenagers. Before turning 21, the average person will have viewed 90,000 drinking scenes on TV. Each year teens see thousands of beer and wine commercials, most showing alcohol as an **important ingredient of having fun.** "Kids are living in a beer commercial, trying to make it come true," says Doris Aiken, president of Remove Intoxicated Drivers (RID), an advocacy group headquartered in Schenectady, N.Y.

The ersatz glamour lures many young people to tragedy. At 19, Michael von Ruecker of Clayton, Mo., dreamed of sitting at a bar and being served liquor. One night he found a spot where no one asked for IDs. "It was great," he says. "I imagined how I'd **brag to** my friends about getting drunk in a bar." The rest of that night is a **blur**. He was driving home, going too fast. "When I woke up in the hospital, I couldn't move," he says.

Now 24, Michael is a **quadriplegic** with only limited movement in one arm. **Wheelchair-bound**, he's attending the

University of Missouri, where other students have to help him dress and perform simple tasks. "I never thought it could happen to me, but it did," he says. "Tell other kids to think first."

Parents must think too; many ignore the problem of teen drinking. "Denial is part of the illness," says Copans. "The addict denies what he's doing, and so do the parents."

Beyond **obvious clues** — **hangovers** and **liquor on the breath** — there are many **subtle signs**: changes in behaviour, attitude, friends or grades. When kids start drinking, they tend **to drop out of** activities," says Copans. Dr. Peter Rogers, medical director of a residential treatment facility in Chattanooga, Tenn., has another **rule of thumb**. "If you suspect there's a drinking problem, there probably is."

Once you've established that your child drinks, "the first step is to talk," Rogers advises. You may be able to solve the problem with disciplinary measures such as grounding or suspending car privileges. But, says Rogers, "the problem drinkers continue despite ruined relationships, school failure or an arrest for driving while intoxicated. They need professional assistance." Usually treatment begins with individual therapy, and it may include **family counselling**. **Recovery programs**, such as Alcoholics Anonymous, can also help. If these measures fail, then move to day-treatment programs, where the teenager receives therapy daily at a special centre but returns home at night. Finally there are **residential programs with inpatient treatment**.

Across the country, **efforts are under way to** stop the problem before it starts. Campaigns by RID and MADD (Mothers Against Drunk Driving) helped raise the legal drinking age to 21 in all 50 states. And many schools have chapters of SADD (Students Against Driving Drunk). In La Grange, Ga., two or three teenagers used to die each year in **drunk-driving crashes**. Since the SADD chapter formed there five years ago, they haven't lost anyone. "We're turning the peer pressure around," says Wendy Shierling, a former chapter president at the high school. "Kids are seeing that the most popular guys don't drink." For Katie Lutz, Mark Hier and Michael von Ruecker, it's too late. For thousands of others, there's still time to change.

Janelle Henry, frightened by her **out-of-control life**, turned to a school psychologist, who persuaded her to tell her parents. She went through the painful process of **withdrawal** and has been **sober** for two years. "Hopefully forever," she says.

Last year an essay she wrote about her addiction won first place in a high-school journalism contest. "I feel proud I've stopped drinking," she says. "It's a big accomplishment."

"In fact," adds Jannelle, "these days I'm the designated driver."

Keep your kids safe.

• Never serve alcohol to anyone under 21.

• Talk to your child about the dangers of drinking. Point out the hidden messages in drinking scenes on TV.

• If your teen is giving a party, set a time limit, and forbid alcohol and drugs. If your child is invited to a party, call the host to confirm it will be **alcohol-free** and supervised by an adult.

• Promise to help your child get home safely. SADD's "Contract for Life" is a good model to follow: "I agree," the teenager pledges, "to call you for advice and/or transportation at any hour from any place if I'm ever faced with a situation where a driver has been drinking or **using illicit drugs**."

"I agree," the parent pledges, "to come and get you at any hour, any place, no questions asked and no argument at that time, or I will pay for a taxi to bring you home safely."

1. What are the consequences of child alcohol abuse?
2. How can alcoholics be treated, if at all?

Text 112

PARENTS' DILEMMA

If you did drugs as a kid, how do you talk to your children about the dangers?

Like a lot of people her age, Elizabeth Russell, 42, figures she got into drugs when the getting was good. She was young, she was curious and the hippies still wore flowers in their hair. When grown-ups tried to caution her about the dangers of drugs, she remembers, "I thought it was a joke — **reefer madness**. We **laughed our heads off about it**. We knew different."

These days, as the mother of a 13-year-old son, Russell no longer finds **the cautionary huffing** so funny. A self-employed businesswoman in the San Francisco Bay Area, she avoids even the occasional **puff of pot**. "Now I just eat," she laughs. And though she looks back on her experiments as mostly harmless

and often fun, she doesn't want her son Jett to follow her example. To that end, she says, she has been open with him about her past, admitting that she had tried not just marijuana but also cocaine and LSD. So far, Jett is **a hard-core basketball jock**, and **strongly anti-drug**. If he did start smoking pot, Russell says, "it would concern me a little bit: I don't know what I'd say." She swears she would not react like her own mother. "My mom came down so hard I **went harder on it.**"

Russell's dilemma is **one of the thornier challenges** now facing the baby boom. Having celebrated drug use as a rite of adolescent passage, the Woodstock generation now has children of its own, either **slogging through** or approaching their teen years. And some of the parents are **getting** pretty, uh, **uptight about it**. In a recent survey of parents with teenage kids 75% said they "would be upset if my child even tried marijuana," and 77% said "parents should forbid their kids to use drugs at any time." For a generation that believes it **skewered anti-drug hypocrisy**, this can be a source of real parental anxiety. How much should you tell your kids about your own past? How can you just say no, when you **spent your salad days** just saying yes? In short, how does the drug generation now talk to its children about drugs?

One answer is: not very effectively. After a decade long decline, rates of teenage drug use have risen sharply in the last five years, in some cases nearly doubling. More than 41 per cent of last year's high-school seniors had tried marijuana or hashish, the highest rate since 1989. Nearly 12 per cent had tried LSD. Though usage rates are still well below their peak of the late '70s, kids seem to be experimenting earlier. More than one out of five eighth graders said they used **an illicit drug** in the last year. And experts warn that some marijuana available today is much more powerful —up to 30 times stronger — than it was in the past. At the same time, the percentage of kids who say their parents have talked to them about drugs has dropped. Says Alan Leshner, director of the National Institute on Drug Abuse, "Many parents are ... afraid that their kids will say, "Didn't you try it then?"

Elizabeth Crown, 45, found herself in this position last month with her daughter Emily, 9. Crown smoked marijuana with her friends in the late '60s and says now that she doesn't "feel totally negative about the experience. Whether right or wrong, it brought friends together. We had fun." When Emily asked her whether she had smoked pot, she said yes. "She asked me what it did,"

says Crown. "I said it makes me stupid. I told her there's nothing worse than feeling like you're not in control. She says she doesn't **feel hypocritical** about telling Emily to do as she says, not as she did. "I knew people who escalated and became addicts later, and therefore I can say, "It really isn't a smart thing to do."

Drug counsellors are divided about how much you should tell your kids about your own experiences. Leshner advises parents **to shift the conversation away from** themselves, especially for those who **enjoyed the ride**. You have to turn it round from "I did it and I lived, so therefore you can do it and live" to "My friend Sally didn't live." Also he says, we know more now about the harmful effects of marijuana. Child psychologist James Garbarino, director of the family life development centre at Cornell University, argues that parents should avoid telling their children too much about their own drug use, just as they wouldn't share the details of their sex lives. "They're **in a role of authority**. In general they should be cautious." Young children especially can be confused by parents' simplistic confessions that they used drugs. "They'll overgeneralize," says Garbarino. "They'll see something on TV about crack addicts. They'll think, "My parents are criminals, they're going to go to jail. I'm going to be left behind."

Sarah Wenk, 38, a computer consultant in Woodstock, N.Y. has **cobbled** together a compromise for discussing her past experiences with her son Conor, 6. She'll tell him the broad story now, the fine points when he gets older. Though she thinks that some drugs, **used in moderation**, are **basically benign** – "I'm **in favour of pleasurable indulgences**" – she also thinks her son is too young to understand the distinction. "He's so little now. Last night I asked him what he knew about drugs. He said, "You can't take drugs, they're really, really bad for you." I said why? He said he didn't know." For now, this is exactly where she wants him. "Then as he gets older, I can **be less black and white**. If I say drugs are bad but some aren't as bad, he's too young to make some of those decisions."

This drug question can **get dicier** for parents who still smoke pot. A documentary filmmaker from New York, who spoke only anonymously, still likes **to get high** occasionally and views his drug experiences, apart from cocaine as **largely beneficial**. He hasn't raised the subject of drugs with his kids, ages 8 and 11, because he hasn't needed to. "They're ahead of me," he says. "The propaganda at school is so strong that they **bring the subject up**. They say drugs are terrible; anybody who does them is stupid.

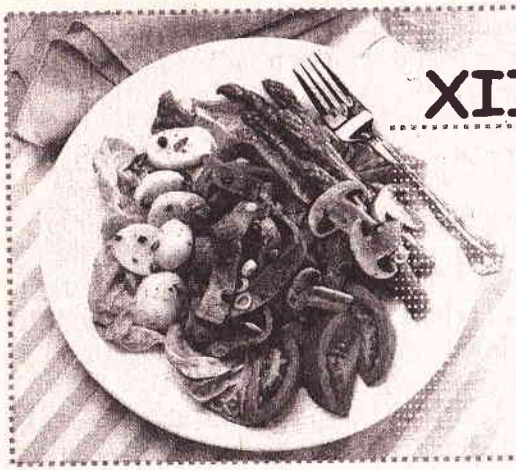
I nod my head and say nothing, figuring **in due time** they will experiment." He makes no moral distinction between marijuana and alcohol. But though he drinks in front of his two children, he wouldn't think of lighting up. "One's legal," he says. "One isn't."

For Sarah Wenk, as for many parents, the worst scenario isn't for their kids to try drugs – they **concede** that they might – but for them **to be secretive about it**. In this parents' experience can be a blessing. "If Conor is going to try things," says Wenk, "I hope he'll **keep me posted**." The **call for candour** cuts both ways. Jell Hussell, the basketball jock, is glad his mother told him about her past. "I think I probably would have figured it out," he says. "I'm glad she **quit** when she did."

But for all the candour and sensitivity, what many parents really want is what their parents wanted: that their kids never **mess with any drug**, any time. In an online discussion group for parents, which she hosts, Wenk recently arrived at what she thought was an appropriate age for Conor to experiment with drugs: 40.

1. Can parents protect their children from alcohol and drugs?

2. If they can, what should they do and what they shouldn't?



XII. Food

Text 113

FOOD

• potatoes, oranges, grapefruit, lemons, apples, pears, apricots, bananas, cantaloupes, grapes, kiwis, coconut, nectarines, peaches, brussels sprouts, beans, broccoli, carrots, celery, cucumbers, onions, lettuce, boston lettuce, mushrooms, green peppers, radishes, spinach, tomatoes, mayonnaise, salad dressing, mustard;

• icing sugar, brown sugar, white sugar, pancake mix, muffin mix, cake mix, creamy frosting, sunflower oil, shortening, vegetable oil, olive oil, pudding mix, vanilla, yeast, pie filling, lard, raisins, walnuts, dates, chocolate, chips, coconut, flour;

• baked beans, stew, canned spaghetti, ravioli, cooked ham, canned seafood, canned tuna, canned salmon, instant soup mix, instant noodles, soups, vegetable soup, tomato soup, chicken noodle soup, mushroom soup, onion soup, cream soup, bouillon, rice, beans;

• pasta sauce, parmesan cheese, tomato sauce, tomato paste, pasta, spaghetti, macaroni and noodles, side dish, macaroni and cheese, pizza sauce, canned vegetables, whole corn, green beans, peas, potatoes, carrots, beets, asparagus;

• ice tea, cocoa, chocolate drink mix, powdered milk, evaporated milk, coffee whitener, fruit snacks, ground coffee, instant coffee, decaffeinated coffee, cappuccino cereal, hot cereal, corn flakes, raisin bran, rice crispies;

• chicken legs, chicken drumsticks, chicken wings, chicken breast, whole frying chicken, pork loin chops, pork side ribs, pork

shoulder, veal, lamb, regular ground beef, medium ground beef, lean ground beef, sirloin steak, beef strip loin steak, roast beef, beef minute steak, beef rump roast, beef T-bone steak, beef wing steak, sandwich steak, stew beef;

• ham, ham steak, pork/beef sausage, Italian sausage, beef and onion sausage, beef kidney, beef heart, beef liver, beef soup bones;

• frozen turkey, frozen salmon, frozen chicken cutlet, frozen fried chicken, frozen chicken nuggets, frozen chicken filets, frozen fish filets, frozen scallops, frozen shrimps;

• snack crackers, wheat crackers, soda crackers, cookies, chocolate cookies, oatmeal cookies, spring water, mineral water, Pepsi, diet Pepsi, coke, diet coke, drink mixers, sprite, 7-Up, soft drinks, diet cola, diet lime;

• multi-grain bread, hot dog buns, hamburger buns, raisin bread, rolls;

• 2% milk, sour cream, cottage cheese, skim milk, buttermilk, cereal cream, yoghurt, yoghurt drink, whipping cream, chocolate milk, eggs, Cheez Whiz, cream cheese, Cheddar cheese, butter, margarine, garlic butter, cheese slices;

• frozen desserts, frozen fruits, whipped topping, tart shells, frozen juices, ice cream bars, ice cream, frozen pizza, pizza crusts, pie shells, frozen pies, frozen dinners, potato patties, French fries, mixed vegetables, frozen peas, frozen carrots, frozen bean, bacon, cooked ham, turkey breast, Bologna, smoked ham, Pepperoni, Bavarian sausage.

Text 114

MY FAVOURITE ROOM

My favourite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it is not only where we cook and eat but it's also the main meeting place for family and friends. I have so many happy memories of times spent there: special occasions such as homecomings or cooking Christmas dinner; trouble times, which lead to **comforting cups of tea** in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for cross, sleepy children before sending them off to school, then sitting down to read the newspaper with **a steaming hot mug of coffee**. Whenever we have a party, people

gravitate with their drinks to the kitchen. It always ends up the fullest and nosiest room in the house.

So what does this special room look like? It's quite big but not huge. It isn't big enough to have a good-sized **rectangular table** in the centre, which is a focal point of the room. There is a large window above the sink, which **looks out onto** two apple trees in the garden. The cooker is at one end, and above it is a **wooden pulley**, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a large **notice-board**, which tells the story of our lives, past, present, and future, in words and pictures: a school photo of Megan and Kate, a postcard from Auntie Nancy in Australia, the menu from a take-away Chinese restaurant, a wedding invitation for next Saturday. Our entire world is there for everyone to read! The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they come straight into the kitchen and join in whatever is happening there. **The kettle goes on** immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

1. Is your kitchen also not just a place where you take meals but something more to your family?

2. What memories are connected with it? Is there anything special about it?

Text 115

GILES

I think I've been interested in food. My grandparents (on my mother's side) lived in a huge old **manor house** in Lincolnshire and they had a wonderful cook. She made fantastic standard English food; her **roast beef** and **Yorkshire pudding** was **out of this world**. I used to love going down to the kitchen and watching her work, and I **picked up** a lot of cooking tips from her that I wanted to be a cook when I was about 12.

I went to a boarding school and when other boys chose to do sport, I chose **cookery**. By the time I was 15, I had taken over the cooking at home for my parents' dinner parties, and I had started to **make up** my own **recipes**. I knew my parents would not

approve of cooking as a career, so I decided to introduce them slowly to the idea. I told them that I wanted to **do a cookery course for fun**, and I went for a month to a hotel in Torquay. I enjoyed it so much. I knew I couldn't **put off** telling my parents any longer, so I **brought the subject up** one night **over dinner**. At first there was silence, and then my father asked me why. I explained that cooking was like painting a picture or writing a book. Every meal was an act of creation. I could see that my father was not convinced, but he didn't get angry, he just **patted** me on the shoulder and smiled. My mother kissed me. And now I have opened my own restaurant, I think they are very proud of me. However, my grandfather (on my father's side) is not so kind, he thinks I'm mad to have given up farming.

1. Should a man necessarily be able to cook?

2. Is cooking a vocation or something everyone can learn?

Text 116

NUTRITION

In the crazy **cosmetic world** in which we live, the thing we neglect all too often is nutrition. To look good is to be healthy, how dangerous this attitude can be. To merely dress the part on the outside only helps to **disguise the truth**, that our insides probably **need some alterations**.

With my nutritional advise you are steered clear of **fly by night "fad" diets** and will obtain sound information and guidance to **assist your fitness goals**. I will show you the way to a life of eating pleasure without sacrificing the health of mind and body.

We all want to be **lean**; let's get our bodies clean. Food supplies three fundamental body needs:

- the need for energy
- the need for new **tissue growth** and tissue repair
- the need to regulate metabolic function

These needs are met with nutrients in the forms of carbohydrate, protein, fat, water, vitamins and minerals. The optimum diet contains adequate amounts of each of these nutrients.

While standards are set to **assure proper nutrition**, diet also aids in the prevention of disease (heart disease, stroke, cancer).

Being aware and keeping a balanced ratio of what you eat will get you on the right track.

A diet of 48% complex carbohydrate, no more than 30% fat, (10% saturated) decreasing sugar to 10% and protein at 12% should help the average person to stay healthy. Training diets will differ slightly as individual needs change with the **onset of vigorous exercise**.

The higher energy and **recuperation** needs should be met with a higher proportion of carbohydrate, 60–70%. To compensate and balance you should reduce the amounts of fats and sugar.

Breakfast, lunch and dinner with a **nutritious snack** is a good prescription for good health. Eating late at night makes weight control difficult – watch those late night frozen pizzas!

While "junk" food is not of particular nutritional value, it can have tremendous psychological benefit. A program, which totally **restricts certain food**, is often too **fragile** for many to follow. Just remember excess within control. If you are able to **sustain good eating habits** 85% of the time, you are doing well. It is the balance of your total intake you must keep in mind, not just that single piece of cheesecake!

1. Do you pay attention to what and when you eat?

Text 117

DO YOU EAT THE RIGHT FOOD?

What do we mean by **a well-balanced diet**? This is a diet that contains daily **servings** from each of the basic food groups: meat, vegetable and fruit, milk, bread and **cereals**. There's no doubt that food tastes and preferences are **established** early in life. No one is born a "**sugar freak**" or a salt craver. An incredible statistic is that between 30 and 50% of all the calories eaten each day are consumed in the form of **between-meal snacks**. Unfortunately, the usual between-meal foods are low in **nutritive value** and too high in calories and refined sugar. Some excellent snacks that should always be available are **plain-yoghurt**, carrots, pieces of apple, cheese and natural fruit juice. Eating yoghurt as a snack food is far healthier and more **nutritionally sound** than eating so-called "junk" food, which is less nutritious and too

high in sugar and calories. Salted peanuts seem to be the least popular snacks today.

People who diet know that if they stick to a low-fat, high-fibre intake they will be able to eat well without putting on weight. Instead of going on **crash diets** they are learning to educate their stomachs by eating sensible food. They can still enjoy chocolates and cream cakes once a week or so, but they know they have **to cut down** their intake slightly the next day.

Research is indicating that "we are what we eat". Recent work shows that Italians, who tend to eat lots of fresh fruit and vegetables that contain vitamins C and E, have low levels of heart attacks. Scots, however, tend to have a diet that is high in animal fat and low in fibre. Heart disease is a widespread problem in Scotland.

Now, evidence shows that it is especially vitamins C and E, which control the probability of attacks of angina – the severe chest pains which are usually a warning of heart disease.

1. Have you ever tried dieting? What did it include?
2. Do you prefer "junk" food to home-cooked meals?

Text 118

FAST FOOD

Fast Food, typically, food **served in the form of a "takeaway"** from restaurants or **fast food outlets**. Fast food in the United Kingdom includes products and dishes such as the more traditional **fare** of fish and chips, hot pies and **pasties**, and sandwiches, as well as burgers, croissants, kebabs, pizzas, chicken, soups, and salads. It also includes drinks, for instance **milkshakes**, soft drinks and hot **beverages**.

The system of obtaining food, as the name implies, does not require any **prebooking** or ordering. In a society where consumers enjoy increased choice over the foods they select and consume, fast food is **popular with** many. Its development has been targeted at the need for **a broad range of snacks** and meals to be available and **to cater for all preferences**. The concentration of food outlets meeting this need is obviously greater in urban area where pace and lifestyles generate greater need. Some people, however, have concerns about the ways in which the diet of many

is over-reliant on **highly processed foods** that may contain substantial levels of **refined sugars**, **saturated fats**, salt, and **additives**, thus discouraging people from eating fresh, **wholesome foods** that have not been refined and processed to the same extent. Within a balanced diet, fast foods perhaps **pose less of a risk to health.** The concern is that generations of people are completely replacing **home-cooked** meals with fast food fare.

Being a **rapidly expanding sector** of the UK food industry fast food affects people from all sections of the community. It is perhaps **a prime example** of how modern developments can have an impact beyond what was intended. For example, an increase in **takeaway food** sales has meant an increase in the amount of packaging generated as a result, which would not have existed had meals continued to be eaten in restaurants or at home, and this has **environmental implications**.

Many single-unit, owner-operated businesses have suffered in some areas as they are now competing with major modern chains and large fast-food corporations. However, outlets selling sandwiches have increased their market share as bakery chains and supermarkets have **capitalized on the trend**, in favour of **lighter lunches.**

Fast food is mainly **geared towards** the younger end of the market and towards families. In deciding which products to market, fast-food operators will need to appeal to a wide age range in order to guarantee continued expansion. Another trend that the fast-food industry will need increasingly to address is the growing public interest in health, diet, and nutrition. This factor is already beginning to be reflected within the fast-food industry, as seen in the increase in vegetarian dishes and others, which **carry a healthy image**.

Food service systems supply prepared food to institutions, such as schools and hospitals, or to large groups of consumers, such as air passengers. Fast food chain restaurants, which use **sophisticated** techniques of food preparation, packaging and transportation are also considered to be food service systems. Although conventional restaurants also **purvey food**, sometimes in large quantities, most of them operate as independent units and serve food that is prepared from raw materials to the customer's order.

The growth of modern food service systems was made possible by the development, particularly since the 1960s, of new food technology. In the United States in the mid-1990s, eating and

drinking places – where almost 40 per cent of every consumer food dollar is spent – earned close to $200 billion annually, fast-food restaurants accounted for 35 per cent of that total. School lunches, many hospital meals, airline food, and even some hotel and restaurant menus are supplied by institutional feeders. They usually prepare **whole meals** in a central facility, package them in such a way that they remain fresh for the necessary period of time, and distribute them to dining rooms, sometimes at considerable distances from the preparation facility. Packaged meals are prepared much like any other mass-produced item: systems are **set up for efficient purchasing**, transportation, and storage of raw materials, and for the delivery of the prepared food; **recipes are standardized**; and the preparation of the food itself takes place in assembly-line fashion, using sophisticated, sometimes computerized, **pressure cookers, flyers, grille, cooking vats, and ovens**. Preservation techniques include fast **freezing, precooking, and dehydrating**. Microwave ovens and other machinery in institutional kitchens **reheat or reconstitute the meals**.

The phenomenal growth of fast-food chains since the 1950s is in large part the result of new technologies. Although some of the food in these establishments is **cooked to order**, all of it is sent from a central shipping point, where it has been **processed into a ready-to-cook state**: hamburgers and fish are already portioned and shaped, potatoes are **ready-cut for frying**, portions of pie are packaged in containers that will fit onto the moving belt of special microwave ovens. These hugely successful enterprises rely heavily on highly automated systems of food buying and preparation. Like the institutional feeders, their managements use operations-research techniques and computers to schedule production and **forecast consumer demand**.

1. Why has fast food spread so quickly?

2. What is the difference between fast food and home-cooked meals? What food do you prefer?

Text 119

WHY COOK? RAW FOOD IS FINE

Cooking, we are told, came in by accident, when a man tried to rescue a pig from a fire. Having burnt his fingers and licked

them **to soothe the pain**, he liked the taste and decided to burn more pigs, and so the idea of cooking **came into being**. Now, when so much of our food is de-natured, raw food therapy is **coming to the fore**, and besides being so much more healthful, can be very **appetizing**.

Grated raw carrot, **swede, beetroot, turnips**, etc., should be eaten daily, and with some **finely chopped green peppers**; indeed anything from the greengrocer's will make a good meal with either meat or cheese.

Mushrooms too are a very good protein, **equal in value to** the most expensive "**cut off the joint**." Add to all this some garlic (a natural antibiotic), some raw **green-stuff** such as **lettuce, watercress, even dandelion or comfrey** leaves and you have the basis of a really tasty and health giving meal.

Any herbs can be besprinkled over the salad and **a dressing** of lemon juice and vegetable oil, with a little seasalt if desired, and you will feel well fed and not **stuffed**, as one does with an ordinary cooked meal.

For a snack, why not try an apple with a piece of your favourite cheese, instead of the usual **starchy bun** or biscuit. In fact, it is worthwhile **to cut out** all the so-called foods, made from white flour and white sugar, especially if you are trying **to slim.**

White flour and white sugar should find no place in the diet, as they are completely devoid of any food value. Your children will not need to visit the dentist so often and there will be better health all round.

Many people are afraid of eating garlic because they think it will make them unattractive to their friends but if some **raw green-stuff** is eaten with the raw garlic, then there will be no smell on the breath at all.

Garlic will neutralize any body smell, which is very often the result of eating very **highly seasoned and unhealthy foods**, particularly the refined carbohydrates.

By eating raw food, one gets all the vitamin instead of pouring them down the drain with the cooking water. If you cook, then use the water for soup or gravy.

Another thing, which will appeal to the busy person – there will be much less **washing up**!

1. Would you substitute the pleasure of well-cooked meals for gnawing a stiff carrot?

Text 120

WE SHOULD ALL GROW FAT AND BE HAPPY

What a miserable lot dieters are! You can always recognize them from the sour expression on their faces. They spend most of their time **turning their noses up at food**. They are forever consulting their calorie charts; **gazing at themselves in mirrors**; and **leaping on to weighing-machines** in the bathroom. They spend a lifetime fighting a losing battle against **spreading hips, protruding tummies and double chins**. Some wage all-out war on fat. Mere dieting is not enough. They exhaust themselves doing exercises, sweating in sauna baths, being **pummeled and massaged** by weird machines. Don't think it's only the middle-aged who go in for these fads either. Many of these bright young things you see are suffering from **chronic malnutrition**: they are living on nothing but air and water.

"Wonderfood is a complete food," the advertisement says. "Just dissolve a teaspoonful in water..." A complete food it may be, but not quite so complete as a juicy steak...

What's all this **self-inflicted torture** for? It will be a great day when all the dieters in the world **abandon their slimming courses**; when they **hold out plates** and **demand a second helping**.

1. There are only two ways to avoid gaining weight: eating less and taking exercise. Which one would you prefer, if any? Why?

2. Is a slim body worth so many worries and restrictions?

Text 121

RESTAURANTS

The term *restaurant* refers to any of a wide variety of establishments in which people may buy and eat prepared meals. A restaurant may be **full-service or self-service**, and it may stand alone or be part of another facility, such as a factory, office, hotel, or club. The quality of food and service can range from that found in the **ubiquitous "greasy spoon"** to that of so-

called "four-star" **gourmet restaurants**. Public eating places have existed since ancient times, but the modern version of the restaurant (from the French restaurant, "to restore") did not appear until the 18th century. The word was first applied in its current usage by A. Boulanger when he opened an eating establishment in Paris in 1765. Others of this type followed in France, then in Great Britain – and most of them were expensive. In the 19th century restaurants offering a wide choice of food increasingly replaced the older, **limited-menu eating-house**. Rapid societal changes in 20th-century Europe and, especially, the United States – such as the growth of automobile transportation, of travel and leisure time, and of urban business and industry – created a demand for fast-food and self-service operations, as well as mass-production restaurants (pizza or steak houses, for example). The number of restaurant chains has also increased. The restaurant industry is a substantial sector of the U.S. economy.

In 1996 about 773,000 commercial eating and drinking establishments existed, up from 490,000 in 1987. The industry employed more than 9.4 million people, and Americans spent more than $313 billion eating out. Franchised – including fast food eating places continued to **proliferate**: in 1980 there were 60,000; by the mid-1990s they made up some 45% of all U.S. restaurants.

1. Do you prefer fast food restaurants to restaurants where food is prepared to order? Why?

Text 122

MCDONALD'S RESTAURANTS

McDonald's is the largest and best-known global food service **retailer** with more than 2,000 restaurants worldwide. The company was founded in 1954 by Ray Kroc. He used the principles first introduced by two brothers Mac and Dick McDonald in their restaurant in Bernardino, California – **limiting the menu**, lowering prices and systematizing the kitchen process. Ray Kroc opened his first restaurant in Des Plaines, Illinois in 1955. McDonald's expansion first began within the USA and then starting in 1967, worldwide.

Now McDonald's operates in 100 countries with **a turnover** of $29,913 billion (1995), $14, 008 billion of which is outside the

USA. Along with the proclaimed **core values** of the company – Quality, Service, Cleanliness and Value – an important factor to its success is McDonald's system of **franchising**.

In April 1988 McDonald's **ventured for** the first time to the former "Eastern Block" in opening restaurants in Hungary and Yugoslavia. The first Russian McDonald's was opened in Moscow in January 1990.

The first researches in Belarus started in mid-1995 in order to define the possibilities of creating a local McDonald's system. McDonald's has invested about $ 6 million in Belarus. Apart from the five restaurants already opened, the company is planning to open four more restaurants.

1. What's your favourite place for eating out?

Text 123

VEGETARIANISM

Theory or practice of **living** solely **upon** vegetables, fruits, grains, and nuts, generally for ethical, ascetic, or nutritional reasons. Meat, fowl, and fish are excluded from all vegetarian diets, but some vegetarians use milk and milk products; those in the modern West usually eat eggs also, but most vegetarians in India exclude them, as did those in the classical Mediterranean lands.

During the 19th century the movement began to produce results even among nonvegetarians. By the early 20th century it was contributing substantially to the drive to vary and lighten the nonvegetarian person's diet – especially in English-speaking countries; such foods as peanut butter and cornflakes were invented by vegetarians in the United States. In some places a vegetarian diet was regarded simply as one among many regimens indicated for specific disorders. Elsewhere in contrast, and notably in Germany, the **fleshless diet** was regarded as but one element in vegetarianism, which was expected to be a comprehensive reform of life habits in the direction of simplicity and healthfulness.

The vegetarian movement as a whole was always carried forward by ethically inclined individuals, such as (in modern times) Leo Tolstoy and George Bernard Shaw, and by certain religious sects; but special institutions have grown up to express vegetarian concerns as such. An international federation of

vegetarian societies was founded **tentatively** in 1889 and more enduringly in 1908, as the International Vegetarian Union; in later years westerners were joined in this by some vegetarians of the Indic and Buddhist traditions. Vegetarian restaurants, schools, and rest homes have **sprung up**, especially in certain European countries (in India, the railroads necessarily developed a double restaurant system, vegetarian and nonvegetarian). In the Beat a special industry processes **high-protein** vegetable foods to simulate various meats in form and flavour, so as to ease the transition from the accustomed flesh eating; and "health food" stores offer products conforming to vegetarian tastes. To the same end, vegetarian societies publish recipes, which, ever since the importance of protein was recognized, have centred on the **tasty use of legumes**, nuts, cheeses, and eggs.

Vegetarianism — belief in and practice of eating foods **obtained** exclusively **from** the vegetable kingdom, and **hence** of abstaining from meat and other animal foods. Nonvegetable food is usually considered by vegetarians to include fowl and fish, but practice varies. Vegetarianism is an ancient custom. It has long existed among certain Hindu and Buddhist sects that consider an animal life sacred, and it was **advocated** by numerous philosophers and writers of ancient Greece and Rome. In the Roman Catholic Church, it has been practiced since 1668, and among Protestants more recently by Seventh-Day Adventists. As an active Western movement, it was originated in 1809 near Manchester, among members of the Bible Christian Church. In 1847 the Vegetarian Society, a nonreligious organization, was founded. The movement spread to continental Europe and the United Slates (1850), and, in 1908, the International vegetarian Union was founded. Today the union holds congresses every two years.

Vegetarian arguments

Although vegetarianism originated as a religious or ethical practice, it has also **gained acceptance** among many for aesthetic, nutritional, and economic reasons. Humanitarian vegetarians refuse meal because they believe that the killing of animals is unnecessary or cruel, or that such a practice can conceivably lead to a disregard for human life; the trades that the **slaughter of animals** supports, such as butchering, are **considered degrading**. People who adhere to vegetarianism for health reasons believe that meat is harmful to the human body and that a purely vegetable diet is more

nutritious. Some vegetarians reject meat eating because of the poor conditions in which livestock may be kept. Others argue that eating meat is a waste of precious resources when there are so many people in the world who are **starving** (meat is much more expensive to produce than grain). Because a meatless diet might result in a protein deficiency, vegetarians need to satisfy their protein needs with corn and seeds of legumes.

Dietary strictness

The strictness of diet also varies among vegetarians. **Purist vegetarians** reject all foods that are **derived from** animals, including dairy products such as eggs, milk, cheese, and butter. Other vegetarians **abstain** only **from** foods whose production involves the destruction of living animals. Moderate practitioners allow themselves to eat foods that can be obtained without what they believe to be unnecessary suffering or pain, for example, net-caught fish. Most vegetarians, preferring food in its most natural state, oppose the use of both agricultural chemicals and of food **processing or canning**.

Vegetarianism is the practice of eating only foods from plants and avoiding all animal flesh, including red meat, poultry, and fish, and sometimes dairy products. A vegetarian diet consists of grains, beans, vegetables, and fruits, and the foods made from them, such as **tofu, pasta**, rice dishes, **bean burritos** and even **simulated meats**.

People may choose a vegetarian diet because of a variety of religious, philosophical, and ethical beliefs. Some people abstain from eating meat for religious reasons. They believe that the killing and eating of animals violates the ethical **precept of non-violence**. Ecological reasons motivate other people, because much less land and **food outlay** is required to raise vegetables and grain than livestock. Some people avoid animal products for health reasons. Vegetarians may live longer and have much lower risks for heart disease, cancer, diabetes, and other serious illnesses. They also tend to be thinner, to have lower blood pressure. Vegetarian diets tend to be lower in fat and cholesterol and higher in fibre and certain vitamins.

People may **adopt a vegetarian diet** due to concerns about the methods used for raising animals. Most chickens, pigs, and veal calves are raised in close confinement and are given chemical additives in their feed and these practices offend many people for health and humane reasons.

In the past it was thought that vegetarians might develop protein deficiencies if they did not carefully combine their foods. It is now known that such careful planning is not necessary. **Protein deficiencies** do not occur if one eats a variety of **plant foods** and eats enough to maintain one's weight. However, most nutritionists believe that vegans should eat vitamin-enriched cereals or take a vitamin supplement for vitamin B-12, which is needed in small amounts for healthy blood and nerves.

1. Would you like to adopt a vegetarian diet?
2. For what reasons would you become a vegetarian? For which you wouldn't?

Text 124

DIETING

The term *dieting* most often refers to the **revision of food intake** in order to lose weight. Diets are also observed for a wide range of medical reasons or to **accord with dietary laws** or ethical positions such as vegetarianism. In the United States and other developed nations where **obesity** is a common metabolic problem, the promotion of **weight-loss programs** has become a large enterprise. This interest in dieting is caused in part by a **cultural emphasis on slimness**, but obesity is considered **a genuine medical hazard** that puts people at risk for **cardiovascular problems**, diabetes, and other disorders.

People often find diets **hard to maintain**, in part because they may have unrealistic expectations about how quickly they can lose weight. They may blame the diet itself and try another one. Many fat diets are unhealthy and even dangerous if followed for any length of time. Proper weight-loss diets observe good nutritional practices and balanced food intake, including the recommended daily regimens of vitamins and minerals.

General Guidelines

In nutritional science, food energy is spoken of in terms of a heat unit, the calorie (actually the kilocalorie). The only sources of calories are carbohydrates, proteins, fats, and alcohol. If the number of calories taken in greatly exceeds the number used, the excess is stored as fat and obesity results. With proper dieting

and exercise the fat stores in the body will supply some of the dieter's energy needs while maintaining good health. For most people, the recommended rate of weight loss is about 0.7 to 0.9 kg (1,5 to 2 Lb) per week. This can be achieved on diets limited to 1,200—1,500 calories a day for women and 1,500—2,000 calories a day for men; calorie needs of children vary greatly, and their rates of weight loss should be prescribed by a physician. The most sensible approach to weight loss is to begin with **a medical check-up** to make certain that no special health problems exist and to get a diet and exercise prescription from a physician. The diets that are acceptable to the medical establishment are those in which fewer calories are eaten and exercise is increased. This is called the calorie-balanced approach to dieting. Although some diets may **place more emphasis on calorie reduction** and others on increased exercise, all of them emphasize the importance of good nutrition and maintaining a balance of proteins, carbohydrates, and fats.

Diet Problems

There is a number of problems associated with dieting. Research has shown that in many cases, diets are successful only on a temporary basis — most dieters **regain the weight**, plus more, within two years.

Many of these dieters try to lose the weight again, a cycle called **yo-yo dieting**, There has been controversy about the yo-yo dieting's effects on the body, with some studies indicating that it causes problems with metabolism and heart disease. However, a 1994 study disagreed, finding no such effects.

Another problem is that many of the commercially offered diets emphasize one dietary element at the expense of others; such practices present health problems. Low-carbohydrate diets, for example, restrict the amount of bread, sugar, and grains while maintaining a normal amount of protein and fats. Most of the initially rapid weight loss from such programs is from the body **ridding itself of** water and salt. A plateau is reached after one or two weeks, and no additional weight is lost for several weeks thereafter. Most people **experience fatigue, hypotension** (low blood pressure), and **dizziness** after only a few days on such diets, which are adaptations of an older American Diabetes Association diabetes diet.

High-protein diets virtually eliminate carbohydrates and fats. Because carbohydrates are the most readily available source of

energy, an all-protein diet forces the body to burn stored fat and protein. When these stores are metabolised, a condition called ketosis results. This is a serious complication of both diabetes mellitus and **starvation** and can lead to coma. High-protein diets can be used for only a short period of time and are dangerous for anyone with diabetes, kidney disorders, or other medical problems.

High-fat diets, requiring **complete elimination** of carbohydrates for the first weeks with very small amounts added during successive weeks, also cause ketosis. Diets **high in** fats and cholesterol are **hazardous for** persons with arteriosclerosis and heart disease. This type of diet also causes diarrhoea, vitamin loss, hypotension, dehydration, and kidney irritation.

Numerous diets **emphasize** one food, such as rice, grapefruit, ice cream, or yoghurt. These are not nutritionally balanced and require vitamin and **mineral supplements**. Formula diets in liquid or powder form, which typically supply from 900 to 1200 calories per day, claim to contain the recommended daily **allowances of nutrients**; serious health problems have sometimes been reported with their use. Non-prescription drugs called anorexics are supposed to suppress the appetite but have little effect by themselves and must be used with a sensible diet plan; they, too, may be harmful. As for starvation dieting, this dangerous practice should be attempted – if at all – only **under strict medical supervision**.

1. Work out a dieting program, mentioning meals, which should be taken.

Text 125

FOOD HANDLING

Food, which is left open to the air, will **go bad** unless something is done to keep it fresh. Some foods go bad very quickly. Milk and other milk products will **go sour** in a few hours. Raw meat will **go off** in about a day. Bread, cake and other similar foods will **go stale** in a couple of days. Even many fruits and vegetables will **go rotten** in less than a week. It has always been important, therefore, to find ways of preserving food in order to keep it fresh and delicious.

Some methods of **preserving food** are very old. For example, food was dried, smoked or salted thousands of years ago. But it was in the early 19th century that many of the methods that we use today were invented.

In 1810 a Frenchman, Nicholas Appert, discovered a way of keeping food fresh by putting it in bottles and glass jars. The bottled food heated and no air was allowed to get in. In 1834 Peter Durand, an Englishman, invented the process of canning. He managed to preserve food in **air-free metal tins or cans**. Finally, in 1851, an American called John Gorrie invented the refrigerator so that food could be **kept cold or frozen**. Together, these three men and their inventions bottled, tinned, and frozen food have had an enormous effect on what we eat and the way food is bought and sold today.

Food scientists have singled our food-related illness as number one food safety problem. Health and food professionals are **adamant about** the need for consumers to educate themselves about safe food handling practices. Although food-related illnesses usually cause minor symptoms like **nausea and diarrhoea**, they can be fatal for the very young or old and for the growing number of people with weakened immune systems. Experts believe there are closer to 2 million incidences of **food poisoning** each year, and despite increased food safety efforts the number of cases remains steady. Consumers now spend about 40 % of their food dollar outside the home and are often **less knowledgeable about** how to safely prepare foods **from scratch**.

Experts point to a number of food handling mistakes that often lead to illness. The biggest problem is temperature control.

There's also the common perception that you can tell if a food is safe by sight and smell. In reality, bacteria are invisible, often revealing no **trace of their presence** by sight or smell. Consumers have to pay special attention to temperature control in summer. A trip to the grocery store should be last on the list of the **day's errands** so groceries are not left sitting in a hot car for a few hours. The barbecue is often at the centre of summer food handling problems. People often use the same plate for the raw meat and then the cooked meat without washing the plate first. Meat is not the only **food vulnerable to illness** – causing bacteria, but special attention must be paid to its preparation because of its temperature sensitivity. Never **thaw meat** on the counter top but in the refrigerator. Thaw meat in a proper container so its juices don't **drip onto** other foods.

When preparing a dish, such as a chicken pasta salad that uses several **perishable ingredients**, make sure all of the ingredients are cooled before mixing them together. Don't forget that the most innocent of foods can cause illness. Food experts point out to one kitchen **utensil**, which is often overlooked – the dishcloth. People tend to leave it sitting around for a week until it becomes a sort of 'micro-biological zoo.' Best to throw it in the washer on 'hot' or soak it in chlorine a few times a week. **Canned products** do not pose a risk before they are opened if the can has not been damaged. However, after food is taken out of the can it must be refrigerated as any type of prepared food.

People have the misconception that the last thing they ate caused their illness. Food poisoning can sometimes take several weeks **to set in**. As well, just because other people ate the same food without showing symptoms, doesn't mean you are not suffering **a food-related illness**. The best defence against food-related illness is proper cooking before serving.

1. Have you ever experienced food poisoning? What had caused it?

Text 126

THE RIGHT FOOD

– Is there a secret to good health? I mean is there some way we can achieve it which is not generally known?

– It certainly isn't a secret. However, there is **a great deal of ignorance**, even among supposedly educated people, about how to be reasonably healthy.

– Well, what advice do you give, then?

– Uh ... to begin with, take diet. I believe that one of the greatest dangers to health in Britain and other countries ... particularly developed countries ... is the kind of food we tend to prefer.

– Such as?

– Such as that great national institution, the British breakfast, for example. Ham and eggs. Or the kind of lunch so many people in this country have: sausage and chips! Or all the convenience foods like hamburgers. Or even things we regard as "healthy", such as full-fat milk. Or Cheddar cheese. The list is endless.

– What's wrong with those things?

The **excessive consumption** of such things leads to the **overproduction of cholesterol**, which in turn results in heart atta ...

– Excuse me, but what exactly is cholesterol?

– It's a ... **wax-like substance** ... yellowish ... and it's produced naturally in our **livers**. We all need some cholesterol for survival.

– Well, if we need it, in what way is it bad for us?

– Too much of it is bad for us. It **builds up** in our **arteries**, causing them to get narrower, so that our blood supply has difficulty in getting through ... and this, of course, can eventually end in a heart attack or stroke. The point I'm trying to make here is that, even though we all need some cholesterol in order to **insulate our nerves,** and to produce **cell membranes and hormones**, the things many of us eat and even consider healthy lead to the overproduction of cholesterol. And this is very dangerous.

– How can we avoid this overproduction of cholesterol?

– By **cutting down** our consumption of animal fats: things like red meat, cheese, eggs, and so on. And by increasing our consumption of fresh fruit and vegetables, and also by eating more potatoes, rice, pasta and bread.

– Pasta? Potatoes? But... aren't such things fattening?

– **Nonsense**. It isn't pasta, potatoes or bread that makes us fat. It's what we put on such things! Cheese. Butter. Meat!

– So anything we like, anything that's delicious, is bad for us. Isn't that what you're saying?

– **Rubbish**! I'm simply saying we eat too much of these things. And there are many ways of preparing delicious food without using such large quantities of **animal fats.**

– Last of all, what about exercise? Yon recently warned against certain forms of exercise, which you said could be dangerous.

– What I said was that if people aren't used to getting **regular and vigorous exercise**, they should begin slowly, and not try to do too much at the beginning! I also said that certain games, such as squash, can be dangerous, particularly if you aren't used to playing them. A number of injuries are due to sudden, twisting movements that games like squash involve.

– What kinds of exercise do you recommend, then?

– Gentle jogging, swimming, cycling, **brisk walking** ... exercise that is rhythmic and gentle, and above all, **sustained**. That is,

done for at least fifteen minutes uninterruptedly at least three times a week. We all need such exercise, and the fact is that far too few of us get enough of it, particularly if we live in large cities and regularly use cars.

1. How rich in cholesterol is your food?

2. Do you agree that anything pleasant in this world is either illegal or immoral or leads to obesity?

Text 127

VITAMIN C. THE ULTIMATE HEALTH INSURANCE

One discovery **stands out** in the last half of the 20th century: vitamin C is uniquely important to the health and well-being of humans.

Dr. Linus Pauling was the first to realize **the crucial importance** of the vitamin C in the maintenance of a healthy immune system. In 1970 he proposed that **regular intake** of vitamin C (ascorbic acid), in far higher than the officially sanctioned by RDA (recommended daily allowance), could help prevent and shorten the duration of the common cold.

The medical establishment immediately **voiced** their strong opposition to this, but many believed Dr. Pauling. They began taking large amounts of this vitamin. Most people immediately noticed a great decrease in the frequency and severity of their colds.

Recent medical research has confirmed Dr. Pauling's original idea. Not only does a high vitamin C intake **markedly** reduce the severity of a cold, it also effectively prevents secondary **viral or bacterial complications**.

Vitamin C works by **stimulating the immune system** and protecting us against damage from the free radicals released by the body in its fight against the infection.

Optimum intake

Dr. Pauling recommended a vitamin C intake of 1.000 mg per day or more. The official RDA is only 60 mg. So how much do we really need?

To answer this question it is crucial to realize that the RDA is not in any way based on what is required for optimum health.

The RDA is simply the amount required to avoid **scurvy**, the most obvious efficiency disease and it's actually based on the vitamin C content of the average diet.

The logic goes somewhat like this: the average "healthy" North American diet provides about 60 mg per day of vitamin C: since scurvy is virtually unknown today, 60 mg must be adequate.

So much for science!

Many experts now realize that 60 mg per day is far too little to provide for optimum health and protection against disease. A team of medical researchers at the National Institutes of Health in the United States recently completed a study designed to determine the vitamin C requirements of healthy young men. They found that a minimum intake of 1,000 mg per day was required to completely **saturate the blood plasma** with vitamin C.

The researchers conclude that the RDA should be raised to 200 mg from a diet containing five daily servings of fresh fruit and vegetables: unfortunately, less than 15 per cent of children and adults in North America actually consume such a diet.

It has long been accepted that a diet rich in vitamin C from fruits and vegetables provides protection against cancer and heart disease. However, very little evidence has been available as to whether that **supplementation** with vitamin C can increase this protective effect. This is now changing.

Researchers from the National Institute on Aging report that elderly people who take vitamin C and E supplements have a 50 per cent lower risk of **dying prematurely** from disease than do people who do not supplement.

A California study concludes that people who consume more than 750 mg daily of vitamin C reduce their risk of dying prematurely by 60 per cent. Italian researchers report that older people, especially the sick, are exposed to a much higher level of **oxidative stress** than are younger people and that their low blood levels of vitamin C reflect this. Other researchers have found that people who suffer from asthma, arthritis, cancer, diabetes and heart disease have much lower levels of vitamin C in their blood than do healthy people.

A powerful cancer fighter

Numerous studies have shown that **an adequate intake** of vitamin C is effective in **lowering the risk** of developing cancers of breast, larynx, lung, mouth, prostate and stomach.

Daily supplementation with 500 mg of vitamin C for 10 years has been found **to cut the risk** of developing bladder cancer by 60 per cent. The spread of breast cancer (metastasis) is now believed to be predominantly due to free-radical damage, which can be controlled through intake of increased amounts of vitamin C. Supplementation with three grams per day has been found to effectively prevent further polyp growth in colon cancer and an intake of more than 157 mg has been found to reduce the risk of developing colon cancer by 50 per cent.

Drs Pauling and Cameron **pioneered** the use of large daily doses (10 g) of vitamin C in the treatment of cancer patients. From their experiments at the Vale of Leven Hospital in Scotland, they concluded that terminal cancer patients who received large daily doses of vitamin C along with their regular treatment lived much longer than patients who didn't receive vitamin C; they also had less pain and, in general, a much improved quality of life.

Canadian doctor Abram Hoffer later **expanded on** the Pauling/Cameron treatment protocol by adding large amounts of vitamin E, niacin, other B vitamins, beta-carotene and some minerals. Those of Dr. Hoffer's cancer patients who **followed this regimen** lived, on average, about 16 times longer than those who did not.

Protector of the heart

Vitamin C lowers blood pressure and cholesterol levels, helps thin the blood pressure and protect it against oxidation, and works in close synergism with vitamin E. Vitamin C also helps prevent arteriosclerosis by **strengthening the artery walls** through participation in the synthesis of collagen, and by preventing the **undesirable adhesion** of **white blood cells** to damaged arteries. An adequate intake of vitamin is highly protective against stroke and heart attack.

A recent study shows that people who supplement with more than 700 mg of vitamin C daily have a 62 per cent lower risk of dying from heart disease than do people with a daily intake of 60 mg or less.

Supplementation with two grams of vitamin C daily has been found to reduce adhesion of monocytes (white blood cells) to **the lining of blood vessels** and **thereby** reduce the risk of arteriosclerosis.

The wonder nutrient

Supplementing with vitamin C has been found to significantly lower the risk of cataracts and glaucoma. Some very recent work has shown that open angle glaucoma can be **reversed** by supplementing with large doses of vitamin C.

Large doses (one to two grams daily) have also been found to reduce asthma symptoms significantly. Recent studies have shown that vitamin C concentrations in the blood from rheumatoid arthritis patients are extremely low, and that vitamin C may protect against further damage to **inflamed joints**.

Vitamin C is truly a wonder nutrient. There is no doubt that many of the serious degenerative diseases **plaguing** the civilized world today can be prevented or even reversed through an adequate intake of this essential vitamin.

The current RDA of 60 mg is clearly far too low. The proposed new RDA of 200 mg while perhaps adequate for healthy, young males, would seem to be quite inadequate for older people – and certainly too low for sick people.

A scientific advisory panel to the US Government-sponsored Alliance for Aging Research recently recommended that all healthy adults increase their daily vitamin C intake to 250 – 1000 mg. Again this may be adequate for preventive purposes, but far larger quantities are required in **halting or reversing cancer** and hard disease. Fortunately, most researchers now agree that vitamin C is entirely safe even in daily quantities of 10 g or more.

An adequate intake of vitamin C is surely the best and most cost effective health insurance available today.

1. Do you believe that the amount of vitamins contained in our food is not enough and should be taken additionally?

Text 128

HOW TO START A DAY IN A LAZY WAY

Brunch. The more I think about it, the more I like the idea. Not those **socialite brunch parties** but casual brunch *en famille* as a carefree means of **eliding** late breakfast with early lunch on lazy Saturday and Sunday mornings.

The aim, as I see it, is to **break from** the mood and foods of the **punctilious, clockwatching working week**, and to **encourage relaxation**. In other words, brunch means **fresh menu patterns** – and time off for the cook as well as everyone else.

Muesli, grapefruit, toast and marmalade, those **mainstays** of modern daily breakfasts, are banned from the brunch table. That is not to suggest that an enormous **fry-up** should take their place.

No, it is not the cholesterol count that **puts me off**. I find the idea of bacon, tomatoes, mushrooms, kidneys, sausages and fried bread pretty irresistible but, although **tempting to eat**, they are **no fun to cook**.

More easy-going foods are what I have in mind. Dishes that do not **need an eagle eye kept on** them. Foods that can be cooked ahead and reheat like a dream. Foods that eat well cold if, fingers crossed, there is an Indian summer in England. These are the things I am after.

Good ham, freshly **carved from the bone** by the local deli, served with Irish potato cakes or **bubble and squeak** might **fit the bill**. **Smoked haddock** is another fine British **contender**, one of our island's tastiest fish and one that lends itself to a variety of treatments, **cosy and sophisticated**, hot and cold, classic and modern.

1. Are your meals at weekends just the same as during the working week?

2. Do you sometimes change your menu?

Text 129

AMERICAN AND BRITISH DINNER MANNERS

Every land has its own **peculiar dinner manners**, and the USA is no exception. Americans feel that the first rule of being a courteous guest is to **be prompt**. If a person is invited to dinner at six-thirty, the hostess expects him to be there at six-thirty or not more than a few minutes after. Because she usually does her own cooking, she times the meal so that the hot rolls, coffee and meat will be at their best at the time she asks the guests to come. When the guest cannot come on time, he calls his host or hostess

on the telephone, gives the reason, and tells at what time he thinks he can come. British people actually are also very punctual and respect time.

When the guests sit down at a dinner table, it is customary for the men to help the ladies by **pushing their chairs under them.**

Even an American may be confused by the number of knives, forks and spoons beside his plate when he sits down to a formal dinner. The rule is simple, however. Use them in the order in which they lie, beginning from the outside; or watch the hostess and do what she does. The small fork on the outside on the left is for salad, which is often served with the soup. The spoon on the outside at the right is for the soup, and so on. Sometimes there is a separate little knife, called a butter spreader, on a small bread-and-butter plate at the left. As the bread is passed, each guest puts his piece on the bread-and-butter plate.

There is a difference between American and European customs in using the knife and fork.

The European keeps the knife in the right hand, the fork in the left. He uses both hands in eating. The American, on the contrary, may use just one hand when possible, and keep the other one on his lap. He constantly changes his fork to the left hand when he has to cut his meat. Between bites he lays his fork on his plate while drinking his coffee or **buttering his bread**. The British, like other Europeans, usually drinks his coffee after the meal, and keeps his knife and fork in hand until he finishes eating.

Since Americans lay their **silverware** down a great deal during the meal, certain customs have developed. It is not considered good manners to leave a spoon in a **soup bowl** or coffee cup or any other dish. It is put where it will lie flat (a coffee spoon on the saucer, a soup spoon on the soup bowl etc.) By doing this one is less likely to knock the silverware onto the floor or **spill the food**.

Another difference in customs is that the American uses the side of his soupspoon, not the tip like the Briton. In a good British home with traditions, it is not a custom today to use a fork or a knife for bread. Americans do not use silverware for eating bread, either. They hold it in their fingers usually breaking at first. A person is considered peculiar either in the USA or Britain, if he puts a slice of bread firmly on his plate with his fork, butters the whole slice with his knife and then **cuts it up** and eats it with his knife and fork. Other things that Americans

eat with their fingers are **corn on the cob**, **celery**, radishes and olives. In Britain you eat celery and the like in the same way, but Britons do not as a rule eat corn on the cob.

In both countries a person does not eat lettuce that way, nor does he pick up his soup bowl to drink what remains at the bottom.

If for any reason a guest has to leave the table during a meal, he always asks his hostess, "Will you please excuse me for a minute." A **well brought-up** Briton will do exactly the same. When the meal is finished, the guests put their **napkins** on the table and rise, the men again helping the ladies with their chairs. Guests do not fold their napkins in the original folds unless they intend to stay for more than one meal.

After dinner, the guests usually stay for two or three hours, but **the thoughtful person** is careful not **to overstay**. The host and hostess may ask him or her to stay longer in order to be polite, but most dinner parties break up about eleven o'clock in both countries. Neither men nor women do smoke at table. It is **considered bad manners** at a formal dinner party.

As the guests leave, it is the custom to thank the hostess for a very pleasant evening. One may say anything that truly expresses his or her appreciation. Common expressions are, "Good-bye. It was so nice of you to have me," or "Good-bye. It's been an enjoyable evening," or "Thank you. I've had such a good time."

If one **stays overnight**, or in case of a weekend visit, it is customary in the USA and in Great Britain to send **a thank-you note**. It is often called **a "bread-and-butter letter"**. Quite often people later send a small gift such as a box of candy or some flowers as **a sign of their appreciation**.

Flowers and a bottle of good wine is always welcome in any British or American home whenever you come for a visit.

1. When have you last seen the "confusing" amount of knives and forks? Don't you think that in present-day fast life dinner manners are vanishing?

2. Dinner manners — unnecessary formality?

On the Continent people have good food; in England people have good dinner manners.

George Mikes

Text 130

A LIST OF DO'S AND DON'TS

• Sit facing the table, don't sit **sideways**. Keep your feet under you; don't **stretch** them all the way under the table. After **stirring your tea** remove the spoon and place it on the saucer.

• Don't use a spoon for what can be eaten with a fork.

• When eating **stewed fruit** use your spoon to put the stones on your saucer.

• Don't put your knife into your mouth. Vegetables, potatoes, **macaroni** are placed on your fork with the help of your knife.

• Cut your meat into small pieces that can be chewed with ease. **Cut off** one piece at a time.

• If your food is too hot don't **blow on** it as though you were trying to start a campfire on a damp night.

• Your spoon, knife and fork are meant to eat with, they are not drumsticks and should not be **banged against** your plate.

• Try to make as little noise as possible when eating.

• Don't **sip your soup** as though you wanted the whole house to hear.

• Don't **shovel** food into your mouth. Take small manoeuvrable pieces.

• Don't talk with your mouth full. First chew and then **swallow**.

• Don't put your elbows on the table.

• Don't **pick your teeth** in company after the meal even if **toothpicks** are provided for the purpose.

• And, finally, don't forget to say "thank you" for every **favour or kindness**.

1. Should all of these rules be obeyed in any company or can you "violate" them in your family or with friends?

Food comes first, then morals.

Bertold Brecht

Text 131

IN SEARCH OF GOOD ENGLISH FOOD

How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food but in England, in any High Street in the land it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish and Italian – but where are the English restaurants.

It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta and pizza are **booming**. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat **lasagne** instead of shepherd's pie? Why do they now like cooking in wine and olive oil but perhaps it is a good thing? After all, this is the end of the 20th century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always **disgusting and tasteless**? Wasn't it always **boiled to death** and swimming in fat? The answer to this question is a **resounding "no"**, but to understand this we have to go back to before World War II.

The British have in fact always imported food from abroad. From time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language absorbed ingredients from all over the world – chickens, rabbits, apples, and tea. All of these and more were successfully **incorporated** into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables which don't need **fancy sauces** or **complicated recipes to disguise their taste.**

However World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of homegrown foods.

The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with **mashed potato** on the

top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our **cooking skills** and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for **sophisticated**, new dishes, which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as **bizarre** as having a conversation in Anglo-Saxon English!

However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston Devon. Their steak and mushroom pie and butter pudding are three of the gastronomic wonders of the world!

1. Is there a similar traditional and famous dish in your cuisine?

Text 132

PUDDINGS

One day last week while having lunch in the canteen, we discussed English puddings and what a real pudding was like. For sure it had to be sweet, but were milky puddings real puddings? Some thought not; a pudding had to be eaten with **custard sauce**. Did cooked fruit qualify? No, that was far too light, even healthy. As commonly occurs, everyone began remembering puddings they had eaten in the past – puddings that had come in bowls or cloths at home, while at school they had got a slice from a long, sausage-like pudding cooked in a long, narrow, round tin called a sleeve, with a removable top.

However, the question that was on everybody's lips between **mouthfuls** was "Why had puddings become unpopular?" The Office Manager pointed to health and **weight-consciousness** and she continued: "Anyway, with central heating you don't need solid puddings to beat the cold like you used to. You can

only afford to eat them when you are young!" Jill, who is in charge of the cooking, blamed the modern kitchen: "Housewives don't like steam in their modern kitchens. It damages the paint. Some puddings need three hours' **steaming** to **break down the fat**."

During this pudding debate women tended to take the side of reason (healthy diet, time) while the men folk argued from the stomach. For example, take Mr. and Mrs. Wilson, who have both worked in the office for 20 years. Mrs. Wilson describes herself as a thinking woman, the kind who uses low-fat products. "He (Mr. Wilson) keeps trying to get me to make "Golden Roll" like he had at school. I refuse." Her husband gave the other sad side of the story: "My marriage has been puddingless; that's 22 years of suffering!" Like many he **got the taste for puddings** early. "Puddings were one of the things I most wanted from life. They are (he declared after great consideration) the second loveliest thing in life."

1. What dishes did you favour in your childhood but stopped eating them for some reasons?

Text 133

FIVE SIMPLE WAYS TO COOK AN EGG

Boiled egg

One of the easiest things to make is a boiled egg. Put an egg into **a saucepan** full of cold water. Put the saucepan on top of the stove. **Turn on the heat**. When the water starts to boil look at your watch. You must boil the water three to four minutes only. Then remove the egg immediately from the water and serve.

Egg salad

If you want your boiled egg to be hard then boil the egg in water for about eight to ten minutes. When the egg is cold **peel off** the **egg shell** and **cut up** the egg. Chop a little piece of onion with a sharp knife. Then mix the egg and onion with some mayonnaise. Now you have egg salad. Put it in some fresh bread with some **thinly sliced tomato** and you have a great sandwich.

Fried egg

Melt a little butter, or oil in **a frying pan**. Break the egg into the pan without breaking its **yolk**. Fry it quickly. It is a very popular breakfast dish in Britain and the United States, where it is often served with toast and slices of fried bacon.

Scrambled eggs

Scrambled eggs are also popular. First **beat** two eggs together with a little milk. Melt some butter in a frying pan and pour in the mixture. **Stir** with a wooden spoon and cook until the egg starts to get thick. Make sure you have some **buttered toast** ready to serve the eggs on.

Baked eggs

Eggs can also be baked in the oven. Heat the oven first. Break the egg and pour it into a special oven dish. Add a small **spoonful of** melted butter or cream, or grate some cheese over it, and bake it in the oven for eight to ten minutes.

Tea

The English know how to make tea and what it does for you. Seven cups of it wake you up in the morning; nine cups will ***put you to sleep*** *at night.*

If you are hot tea will **cool you off**, and if you are cold, it will **warm you up**.

If you take it in the middle of the morning it will **stimulate** you for further work; if you drink it in the afternoon, it will relax you for further thought. Then, of course, you should drink lots of it in **off hours**.

The test of good tea is simple. If a spoon stands up in it, then it is strong enough; if the spoon starts to **wobble** it is a **feeble makeshift**.

1. Do you eat and drink for pleasure or for nourishment?

Text 134

AMERICAN FOOD: FROM ASPARAGUS TO ZUCCHINI

The popular view outside the U.S. that Americans survive on cheeseburgers, Coke and French fries is as accurate as the American

popular view that the British live on tea and fish 'n' chips, the Germans only on beer, and the French on red wine and garlic.

American beef, for example, comes from specially grain-fed cattle, not from cows that are raised mainly for milk production. American **beef** is more tender and tastes better than what is usually offered as an "American steak" in Europe. When sold abroad, the simple **naked potato** that comes hot and whole in **foil** often lacks the most important ingredient, the famous Idaho potato. Or, there is even that old picnic **standby**, corn-on-the-cob. There is absolutely no comparison with corn that has been canned, kept in water, or frozen stiff and shipped for weeks over thousands of miles.

Even something as basic as barbecue sauces show differences from many of the types found on the supermarket shelves overseas. A fine barbecue sauce from the South side of Chicago has its own fire and soul. Then there are those California wines, which are doing, quite well in international tasting competitions. Like fine wines everywhere, the best ones never leave home.

America has two strong advantages when it comes to food. The first is that as the leading agricultural nation, she has always been well supplied with fresh meets, fruits, and vegetables **in great variety at relatively low prices.** This is one reason why steak or beef roast is probably the "most typical" American food; it has always been more available. But good Southern-fried chicken also has its champions, as do **hickory-smoked or sugar-cured hams**, turkey, fresh **lobster**, and other sea foods such as crabs or **clams**.

In a country with widely different climates and many fruit and vegetable growing regions, such items as fresh grapefruit, oranges, lemons, melons, cherries, peaches or broccoli, iceberg **lettuce**, avocados, and **cranberries** do not have to be important. This is one reason why fruit dishes and salads are so common. Family vegetable gardens have been very popular, both as a hobby and as a way to save money from the days when most Americans were farmers. They also help to keep fresh food on the table.

The second advantage America has enjoyed is that immigrants have brought with them, and continue to bring, the traditional foods of their countries and cultures. The variety of food and styles is simply amazing. Whether Armenian, Danish, French, German, Greek, Italian, traditional Jewish, Mexican or what have you, these traditions are now also at home in the United States.

There seem to be four trends in America at present, which are connected with foods and dining. First, there has been a notable increase in the number of **reasonably priced restaurants**, which offer **specialty foods**.

Secondly, growing numbers of Americans are more regularly going out to eat in restaurants. One reason is that they are not too expensive. Another reason, probably more important, is that many American women today do not feel that their lives are best spent in the kitchen. They would rather pay a professional chef and also enjoy a good meal. At the same time, there is an increase in **fine cooking** as a hobby for both men and women. For some two decades now, there have been popular television series on all types and styles of cooking, and the increasing popularity can easily be seen in the number of best-selling **specialty cookbooks** and the number of stores that specialize in often exotic cooking devices and spices.

A third trend is that as a result of nationwide health campaigns, Americans in general are eating a much lighter diet. Cereals and grain foods, fruits and vegetables, fish and salads are emphasized instead of heavy and sweet foods.

Finally, there is that international trend to "fast food" chains, which sell pizza, hamburgers, Mexican food, chicken, salads and sandwiches, sea foods, and various ice creams. While many Americans and many other people **resent this trend**, many young, middle-aged, and old people, both rich and poor, continue to buy and eat fast food. Perhaps it's all taken a bit too seriously? After all, while most Americans would still judge France to be the home of fine cuisine, Paris is also the home of the world's busiest Burger Chef restaurant.

1. What is in your opinion typical American food?

2. What is traditional food? What determines national food?



XIII. Shopping and Fashion

Text 135

MARKET

All good Sundays include a trip to a market, and we were in Coustellet by eight. The space behind the disused station was lined with elderly trucks and vans, each with a trestle table set up in front. A blackboard showed the day's price for vegetables. The **stall-holders**, already tanned from the fields, were eating bread that was still warm from the bakery across the street. We watched as one old man **sliced his loaf lengthways** with a wooden-handed pocket knife and **spread on fresh goat's cheese** before pouring himself a glass of red wine from the litre bottle that would keep him going until the lunch time.

The Coustellet market is small and not yet fashionable. Customers carry baskets instead of cameras and only in July and August are you likely to see the occasional **haughty woman** down from Paris with her Dior track suit and small, nervous dog. For the rest of the season, from spring until autumn, it is just the local inhabitants and the peasants bring in what they have taken **from the earth or the green house** a few hours earlier.

We walked slowly along the rows of tables, admiring the French housewife at work. Unlike us she is not merely content to look at the product before buying. She **gets to grips with it** – **squeezing** aubergines, **sniffing** tomatoes, **snapping** the matchstick-thin green beans between her fingers, tasting cheese and olives – and, if they don't come up to her private standards, she will glare

at the stall-holder as if she has been betrayed before taking her custom elsewhere.

At one end of the market, a van from the wine co-operative was surrounded by men **rinsing their teeth** thoughtfully in the new rose. Next to a woman was selling **free-range eggs** and live rabbits, and beyond her the tables were **piled with** vegetables.

We bought **red peppers to roast** and big brown eggs and **basil** and peaches and **lettuce** and goat's cheese and **pink-streaked** onions. And when the basket could hold no more, we went across the road to buy half a yard of bread. The bakery was crowded and noisy, and smelt of **warm dough** and the **almonds** that had gone into the morning's cakes. While we waited, we remembered being told that the French spend as much of their income on their stomachs as the English do on their cars and stereo systems, and we could easily believe it.

Farmers Markets

Throughout the growing season, farmer's markets offer **a rich array of** treasures for the welcome visitor – everything from pickles, jams, old-fashioned home baking and **sauerkraut** to fresh goat's cheese, wild mushrooms, smoked meets and fish and, of course, a vast range of home-grown fruits and vegetables.

Visit early in the day. For many **vendors** market days begin before the sun is up; arrive close to the time the market opens and you are assured of having **the best selection** of all the market has to offer. Not to mention the fact that those early morning hours, when the farmers are still **setting up** and before the masses arrive, are the best times to **feel an integral part** of the whole experience.

Have **an insulated cooler** in your car **to store perishables** on the trip back home. You may want to pack a few **sturdy shallow containers**, too, ready to receive anything that requires extra protection beyond what vendors have provided for such **delicacies** as eggs, berries, soft cheeses and similar perishables.

Dress suitably and wear comfortable shoes – you may take more time than you've **anticipated ambling from stall to stall.**

Not all market vendors **supply packaging – plain or fancy**. Bring your own **sturdy carrying bags** or a lightweight backpack.

Do a little homework in advance. Find out whether the market you plan to visit is known for any particular crop, **range of products** or **style of homemade goods**. If they **feature something of particular interest (zucchini blossoms, puffball mushrooms,**

yellow tomatoes, **ethnic delicacies**), check recipes in advance to find out how much of each **specialty** you should buy and what characteristics to look for when selecting them.

1. Describe your market. What's special about it? What flaws does it have?

2. Do you shop every day or buy food in bulk once in a while? Why?

Text 136

YOUR RIGHTS WHEN BUYING GOODS

Complaining about faulty goods or bad service is never easy. Most people dislike **making a fuss**. However, when you are shopping, it is important to know your rights.

When you buy something from a shop, you are making a contract. This contract means that it's up to the shop – not the manufacturer – **to deal with your complaints** if the goods are not satisfactory. What do we mean by satisfactory?

The goods must not be broken or damaged and must **work properly**. This is known as "**merchantable quality**". A sheet, say, which had a tear in it, or a clock that didn't go when you wound it would not **pass this test**.

The goods must be as described – whether on the pack or by the salesman. A hairdryer, which the box says is blue, should not turn out to be pink, a pair of shoes the salesman says is leather should not be plastic.

The goods should **be fit for their purpose**. This means the purpose for which most people buy those particular goods. If you wanted something for a special purpose, you must have said exactly what for. If, for instance, the shop assures you that a certain glue will **mend broken china**, and it doesn't you have a right to return it.

If the shop sells you faulty goods, it has **broken its side of the bargain**.

If goods are faulty when you first **inspect or use them**, go back to the shop, say that you **cancel the purchase** and ask for a **complete refund**. If you prefer, you can accept a repair or a **replacement**.

If the goods break down through **no fault of yours**, after you have used them for a time, you may still **be entitled to some compensation**. In some cases it would be reasonable to expect **a complete refund** – if, for instance, **without misuse** your shoes came apart after only one day's wear, or your washing machine **irreparably broke down** after only three wash days.

But if your washing machine worked perfectly for a while and then broke you could only expect some of the purchase price back. You and the supplier must **negotiate a reasonable settlement**.

You need never accept a credit note for faulty goods. If you do so, then later find you do not want anything in the shop or store, you may not get your money back.

If you have to spend money as a direct result of goods being faulty, you can also claim this from the shop. You could, for example, claim the cost of using a laundry while the washing machine wasn't working. But you must **keep such expenses down to a minimum**.

There are four golden rules:

1. Examine the goods you buy at once. If they are faulty, tell the seller quickly.

2. Keep any receipts you are given. If you have to return something the receipt will help to prove where and when you bought it.

3. Don't be afraid to complain. You are not asking a favour to have faulty goods **put right**. The law is on your side.

4. Be persistent (but not aggressive). If your **complaint is justified**, it's somebody's responsibility **to put things right.**

Remember:

- You can't complain about defects that were **pointed out** to you, or that you could reasonably have been expected to notice.
- Stop using the item as soon as you discover a fault.
- You are not entitled to compensation if you simply change your mind about wanting the goods.

1. Describe your most disappointing purchase.

2. Is it easy for you to claim back your money in a shop?

Text 137

MARKS & SPENSER

Britain's favourite store.

Marks & Spenser (or M&S) is Britain's favourite store. Tourists love it too. It attracts a great variety of customers, **from housewives to millionaires**. Princess Diana, Dustin Hoffman, and the British Prime Minister are just a few of its famous customers.

Last year it **made a profit of** 529 million pounds, which is more than 10 million a week.

How did it all begin?

It all started 105 years ago when a young Polish immigrant, Michael Marks, had **a stall** in Leeds Market. He didn't have many things to sell: some cotton, a little wool, lots of buttons, and a few shoelaces. Above his stall he put the now famous notice: DON'T ASK HOW MUCH – IT'S A PENNY.

Ten years later, he met Tom Spenser and together they started Penny Stalls in many towns in the north of England. Today there are 564 **branches** of M&S all over the world – in America, Canada, Spain, France, Belgium, and Hungary.

What are **the best-sellers**?

Surprisingly, tastes in food and clothes are international. What sells well in Paris sells just as well in Newcastle. Their best-selling clothes are: for women – **jumpers, bras, and knickers** (M&S is famous for its knickers!); for men – **shirts, socks, pyjamas, dressing gowns, and suits**; for children – **underwear** and socks.

Best-sellers in food include: fresh chickens, bread, vegetables, and sandwiches. Chicken Kiev is internationally the most popular **convenience food**. These are the things that are usually **sold like hot cakes**.

Why is M&S so successful?

The store bases its business on three principles: GOOD VALUE, GOOD QUALITY, and GOOD SERVICE. Also, it changes with the times – once it was all jumpers and knickers. Now it's food, furniture, and flowers as well. Top **fashion designers advise on styles** of clothes.

But perhaps the most important key to its success is its happy, **well-trained staff**. Conditions of work are excellent. There are

company doctors, dentists, **hairdressers**, and even **chiropodists** to look after the staff, and all the staff can have lunch for under 40 pence.

1. What object might not be sold equally in all countries? Why?

2. What should a shop possess to make you return there one more time?

Text 138

SHOPPING CENTRE

Shopping centre, also called **shopping mall** or shopping plaza, 20th-century adaptation of the historical market place, with **accommodation made for automobiles**. A shopping centre is a collection of **independent retail stores,** services, and a **parking area** conceived, constructed and maintained by a management firm as a unit. Shopping centres may also contain banks, restaurants, theatres, professional offices, service stations, and other establishments.

Aspects considered by planners when a shopping centre is to be build include **feasibility** of the site in terms of the community's ability to support a centre, **adequate vehicular access**, and size, access, and topography of the site, as well as **availability of utilities**, zoning laws, and land use in the immediate area. Economic conditions of the area, the sociology of the region and the local **commercial competition** and attitudes determine the size of centre that can be supported and the kind of stores **acceptable to a given locale**.

Shopping centres are generally of neighbourhood, community, or regional **scope**. The smallest type, the neighbourhood centre, usually has a supermarket **as a focus**, with daily **convenience shops** such as a drugstore, shoe repair, laundry, and dry cleaner accompanying it. Such a centre can usually serve 2,500 to 40,000 people within a six-minute drive.

The community shopping centre contains all of the above-mentioned services in addition to medium-sized department store or **variety store**, which acts, with the supermarket as a focus. **Wearing apparel**, appliance sales, and repair stores are also found here. This centre will normally serve 40,000 to 150,000 people.

The regional shopping centre provides a full range of shopping services comparable to those found in a small central business district. It is built around at least one full-size department store and often several; specialty shops and boutiques are numerous, and there are usually several restaurants and perhaps **a motion-picture theatre**. Services for the immediate **day-to-day needs** are minimized. It will swerve as many as 150,000 or even 450,000 or more people. On larger sites motels, medical centres, or office buildings may also be provided.

Car-parking facilities are **a major consideration** in shopping-centre design. The size and scope of the centre, the type of tenant and the economics of the area partially determine parking needs, but it has been found that **a ratio** of 5.5 parking spaces per 1,000 sq. feet of **leasable space** is usually adequate. Access to the lots must be broad and easy enough to avoid traffic jams.

Pedestrian and vehicular circulation within the centre are **prime** design **consideration** and should be kept physically separate as much as possible. Exceptions to this rule are the satellite placement of auto-accessory stores, movie theatres, and drive-in banks.

The first unified shopping-mall, Country Club Plaza, opened near Kansas city in 1922. The first enclosed mall opened near Minneapolis in 1956. In the '80s there developed "megamalls," such as the West Edmonton Mall (opened in 1981), which contained not only more than 800 stores vending everything from footwear to automobiles but also restaurants, a hotel, **an amusement park**, **a miniature-golf course**, a church, a "water-park" for sunbathing and surfing, a zoo, a 438-foot-long lake, and scattered about, more than 500 kinds of trees.

1. What is a shopping centre in your city? Its strong and weak points?

2. Where is it more convenient to shop: in a shopping centre, on a market, or in small neighbourhood stalls?

Text 139

GOING SHOPPING

Shopping is usually done once a week at the local supermarket. One advantage of **a service-oriented economy** is that many businesses, employees working **in shifts**, stay open late to provide services and possibilities for shopping. Most Americans, like most people everywhere, are always trying **to keep their budget under control, and always going over**. The food will often be paid for by check. It's convenient and, moreover, as all checks are returned by the bank, you have a record of everything spent. Most stores will pack your **groceries** for you, and many still take them out to your car. The big brown bags traditionally provided can be **reused** later for a lot of things, from masks for children to **garbage bags** and **wrapping paper for packages**. By the way, plastic bags are **making their entry**, but being resisted by many shoppers. The young men and women who pack the groceries are almost always neighbourhood teenagers who **work part-time**.

Bob does his shopping during his lunch hour. After a quick lunch he goes to the supermarket in the new shopping centre. He walks around putting the things he needs in the basket. He always writes a shopping list of things he needs to buy, but he often forgets to look at it. When he looks for some coffee on the shelves, he can't find any: an assistant tells him they have **run out of** coffee. When he has finished his shopping he has to join a queue at **the check-out**. When it's his turn to pay, he asks the cashier for **a plastic carrier bag**. She checks the prices on the items and **rings them up on the cash register**. Than she tells him the total, and he pays cash. She gives him the receipt and his change. As he is putting his change away he finds his shopping list, still in his pocket.

My wife loves **window-shopping**. She loves walking up and down in front of shopping windows, looking at **the range of goods on display**, especially in the new shopping centre, where there are a lot of boutiques selling their own designs. I prefer big department stores because all the best-known products are **on the sale** and usually **in stock**. If they are **out of stock**, the shop assistant can order them for you. Most of the chain stores have branches in our shopping centre. My wife only enjoys going there when they have the sales every year and she thinks she can **find bargains**.

1. Are you able to manage your expense or do you usually spend more than you expected?

2. What's your attitude to window-shopping?

3. Do you buy clothes independently or does anybody advises you on what you should buy?



WHY THE STARS THINK IT'S CHIC TO DRESS DOWN

His face a mixture of horror and outrage, the maitre'd summons waiters to throw out the two **tramp-like figures** who have **sauntered** into his **oh-so-trendy domain**.

But just as the **scruffy pair** is being propelled through the door, there's a gasp of recognition and an immediate **flood of apologies**. These are not beg people, as America calls its **down-and-outs**. Beneath the floppy felt hats and grotty army greatcoats are Hollywood megastar Julia Roberts and bearded **beau** Jason Patric.

Not that Julia and Jason are too **indignant at** their less than cordial greeting. They want the world to know that they've abandoned **fabulous designer clothes** for the sort of gear that costs 50p at an Oxfam shop.

It's called Extreme Celebrity Guilt — the latest trend among film stars for whom **conspicuous wealth** has become a burden.

America is **in the grip of** the worst recession since the thirties. Empty order books, massive redundancies, 23 million people on food stamps and galloping home repossessions tell the sad story.

Solidarity

Even in the golden state of California, television supermarket ads are a constant round of **discount offers** and **money-off coupons**.

Up in Beverly Hills, the problems are different. ECG demands movie stars show solidarity with the common man, but how do you do it when you are still earning £3 million a picture?

In Julia's case, she demonstrates her concern by wearing **scruffy clothes** and turning up at places like Morton's Restaurant in Hollywood in **a battered pick-up truck**, then refusing to choose from the £70 a head menu.

For Julia and her **ilk**, sequined evening dresses are out and dressing down is de rigeur. TV interviews, premieres and evenings out are an excuse for them to appear in old trainers, torn T-shirts and cycling shorts.

They check out **the latest line in clothing** created by Jim Trenton, better known to listeners of LA's KROQ radio station

as the DJ who calls himself The Poorman. His Poorwear — "Recession Clothing for the Nineties" — is the hottest fashion ticket around. The range of loose-fitting sweatshirts, shorts, hats and trousers sells for between J3.50 and J8 — and the stars love it.

Trenton says: "People here are sick of the pretence. Clothes are expensive here but nobody has any money. I don't think the stars want to impress any more. Dressing up and having an attitude is out."

"My best pal is Emilio Estevez and he drives an ordinary jeep or Bronco. He lives in Malibu but is totally **earthy**. Wearing this line, you can be cool and have money."

"I know dozens of stars and they feel guilty about having so much money. The common man doesn't relate to people who think they are better than him."

"It's all related directly to the economy. Celebs like to go to ordinary dance clubs and **mingle with** the ordinary people instead of **ritzing** in Beverly Hills."

But ironically **the charity shop look** sometimes carries a Rodeo Drive price tag. Fashionably worn out jeans can cost up to J1,000 and an old denim jacket J2,000 in the antique denim shops which have **sprung up** on LA's trendy Melrose Avenue. A pair of cowboy boots, which have been clumping around on someone else's feet for forty years, is priced at J600.

Mark Fox, whose namesake stores are **favoured by** Julia Roberts, Guns 'N Roses, Arnold Schwarzenegger, George Michael, Sylvester Stallone, Jon Bon Jovi and Mickey Rourke says the big names don't **flinch at the price tags** on his shredded denims.

"They are buying a piece of American history. Jeans are as American as apple pie and old jeans show **a touch of class.**

"It is supply and demand. Everyone wants these jeans now but you can't **step up production** — you only have **the rare few** left from decades ago."

Beverly Hills mansion parties are out now too. When the stars get together it is invariably at **a fund-raising bash** for Aids causes, the homeless or under-privileged.

Los Angeles Times society writer Jeannine Stein says: "The point here is not just to hear about people suffering, but to represent it yourself." She recalls a recent Hunger Benefit organised by Oxfam where stars like Cybill Shepherd, Lou Diamond Phillips and Jackson Brown sat on the floor eating rice and beans with their hands to dramatise the inequality of world **food distribution**.

At weekends in Santa Monica, Tom Selleck and his pals drive over from their J3 million Malibu beachfront properties to drop off leftover food at a celebrity soup kitchen, which even offers a vegetarian selection.

When stars themselves **eat out**, Spago on Sunset is still popular. But many prefer to **slum it** on Melrose Avenue — the equivalent of London's King's Road — at Trumps or Angel City Grill.

On Rodeo Drive snooty couturiers are going bust fast and others have put up Sale signs. Charles Jourdan will **knock 40 per cent off a party frock**.

But in the world of showbiz, a trend is as **fleeting** as fame.

Lance and John are known as the Hollywood Kids and have forged TV and magazine careers out of **spotting the latest crazes.**

They are in no doubt that the merest **upswing in economic fortunes** could see ECG rapidly **revert** to the more traditional Extreme Celebrity Greed.

After the "me" decade, the nineties are non-glamour. These guys and girls are getting millions per picture but what they are saying is "Hey, I'm just like you. I **work out** in my Reeboks and drive my jeep with the Evian bottle in the back and no make-up."

"But it could all change once things start **picking up** again."

"Most of them feel guilty because they're so rich."

1. What are the real causes of such behaviour of the stars?
2. Should one feel guilty when he becomes so rich?

Text 141

NEW FASHIONS IN CLOTHING ARE CREATED SOLELY FOR THE COMMERCIAL EXPLOITATION OF WOMEN

Whenever you see an old film, even one made as little as ten years ago, you **cannot help being struck** by the appearance of the women taking part. Their hair-styles and make-up look **dated**; their skirts look either too long or too short; their **general appearance** is, in fact, slightly **ludicrous**. The men taking part in the film, on the other hand, are clearly **recognisable**. There is nothing about their appearance to suggest that they belong to an entirely different age.

This illusion is created by changing fashions. Over the years, the great majority of men have successfully **resisted all attempts** to make them change their style of dress. The same cannot be said for women. Each year a few **so-called "top designers"** in Paris or London **lay down the law** and women the whole world over **rush to obey**. The **decrees** of the designers are **unpredictable and dictatorial**. This year, they decide in their arbitrary fashion, skirts will be short and waists will be high; zips are **in** and buttons are **out**. Next year the law is reversed and far from taking exception, no one is even mildly surprised.

If women are **mercilessly exploited** year after year, they have only themselves to blame. Because they **shudder at** the thought of being seen in public in clothes that are out of fashion, they are annually blackmailed by the designers and the big stores. Clothes which have been worn only a few times have to **be discarded** because of the **dictates of fashion**. When you come to think of it, only a woman is capable of standing in front of a wardrobe packed full of clothes and announcing sadly that she has nothing to wear.

Changing fashions are nothing more than the **deliberate creation of waste**. Many women **squander vast sums** of money each year to replace clothes that have hardly been worn. Women who cannot afford to discard clothing in this way, waste hours of their time **altering the dresses** they have. Hemlines are taken up or let down; waistlines are taken in or let out; necklines are lowered or raised, and so on.

No one can claim that the fashion industry contributes anything really important to society. Fashion designers are rarely concerned with **vital things**, like warmth, comfort and **durability**. They are only interested in **outward appearance** and they **take advantage of the fact** that women will put up with any amount of discomfort, **providing** they look right. There can hardly be a man who hasn't at some time in his life smiled at the sight of a woman shivering in a **flimsy dress** on a wintry day, or delicately picking her way through deep snow in **dainty shoes.**

When comparing men and women in the matter of fashion, **the conclusions to be drawn are obvious**. Do the constantly changing fashions of women's clothes, one wonders, reflect basic qualities of **fickleness and instability**? Men are too sensible to let themselves **be bullied by** fashion designers. Do their unchanging styles of dress reflect basic qualities of **stability and reliability**? That is for you to decide.

1. Do you blindly follow the fashion or do you preserve your own style and standards?

2. What's the difference in men's and women's attitude to fashion?

3. What makes the fashion change?

Text 142

FASHION OR INDIVIDUALITY

In the days before the collapse of Communism it was said that the thing which most differentiated the free world from the **totalitarian regimes** was its respect for the individual and his/her right to be different. **Pundits gleefully contrasted the anonymous grey-clad masses** of the Soviet Union and China with the brightly dressed citizens of the West with their pop music, political freedom and **liberated morality**.

Nowadays people are wondering whether this **much-vaunted individuality** might be an illusion. Looking at **a representative sample** in any street I can see a uniform just as anonymous as the green jacket of the Chinese peasants; it is **the uniform of fashion**. Yes, fashion has become the dictatorship of the Western World. Young people have **coined** the phrase **"fashion victim"** for anyone who **slavishly follows the latest trends** regardless of their practicality or purpose. But are we not all fashion victims? A huge industry has evolved telling us what to wear, who to listen to, where to shop, what to eat, when to laugh, perhaps even how to think.

Teenagers are the most willing victims of all. Go to any club in Britain or the United States and you will see an army of blue jeans, trainers, sweat shirts and baseball caps. Ask teenagers what music they listen to or which TV shows or movies they watch and you will hear much the same short list of whatever is "in" that month. Yet each and every one of them believes that he or she is **a true individual**. When we buy a new pair of jeans we think we are **exercising an individual choice**, but we are **subconsciously aware** that this year straight legs are in and flares out, this year black is fashionable but yellow is not; and so our choice is not free at all, because nobody wants to **look ridiculous** by wearing something which is "out-of-fashion".

Fashion, music, TV, newspapers, movies. All these forms of popular culture have one thing in common — the message that to be fashionable we must buy things. A record by a new group, a new style of jacket, a new video, a new magazine. Every time something goes out of fashion and something new comes in it is time to get out the credit cards and a chequebook. The individuality we think we are expressing through our choice of clothes, music and entertainment is in reality a way of **conforming to the fashions**, which are **dictated to us** by the small group of people who control the media and manufacturing companies. Being fashionable means getting poorer while they become rich.

1. How quickly do your tastes in fashion change? Have they changed radically as you grew up?

2. Do you agree that following the fashion you lose your individuality?

I cannot and will not cut my conscience to fit this year's fashions.

Lillian Hellman



XIV. Getting along with People

Text 143

PREJUDICE

North and South

In every country there are regional differences. People living in one region **make jokes** about the characteristics (real or imagined) of people living in another. Television is breaking down regional differences, but the jokes and comments continue. In Britain there are many jokes which begin "There was an Englishman, an Irishman, a Scotsman and a Welshman, and ..." In England itself there are myths about every region, but the broadest differences are those between the North and the South. There are real geographical and economic variations; the North can be characterized as more industrial, cooler, hillier and more working-class, the South as middle-class, more **suburban**, **flatter** and **wealthier**. There are also the often irrational things the English say about each other. Several people were asked to comment on the differences. Perhaps the most interesting comment was made by a woman from Lancashire (in the North), who said: "Southerners? I can't stand them. They're **stuck-up** and **snobbish**. But at least they're not as bad as bloody Yorkshiremen!"

As Yorkshire is also in the North, it shows that the most violent prejudices are very localized.

Here are some of the comments we collected.

What some Northerners say:

"If you go into a pub in the South, everybody ignores you. The North is much more direct and friendly. We're real people."

"You know the old saying ... people in the North earn the money, people in the South count it."

"As you go North, the beer gets better."

"I think there's more **sense of community**. Perhaps we interfere more — but we help each other too."

"Southerners? They don't like getting their hands dirty. They stand around in wine bars, covered with talcum powder and after-shave, **talking posh**."

"I was born in Manchester, but I live in the South, You know, I think things are better in the South for women. Northern men seem to want to get down the pub on their own and avoid women. Men in the South help more in the home — that's a statistic. Northern men are more ... more **macho**."

"They think they're better than us — just because they talk posh. They're a load of **snobs**."

"In Yorkshire we say what we mean. Southerners think we're bloody rude, but we're more **blunt** and honest. They smile in your face and **stab** you in the back."

"If you go to London, keep your hand on your wallet. They'd rob their own grandmothers."

"Liverpudlians are the funniest people in the country. They've got this marvellous natural sense of humour."

"The North may be dirtier — but don't forget 'where there's muck there's brass'." (i.e. where there's dirt, there's money.)

What some Southerners say:

"Actually some of my best friends are Northerners, but of course they're not typical Northerners, if you know what I mean."

"The North? A load of men with heavy colds, standing round in pubs wearing cloth caps, **swilling beer** and playing darts."

"They spend their money on beer and Bingo. We probably earn less, but we spend it on our houses. When they come down here, they think we're all rich. We're probably **worse off** than them."

"I used to work in Yorkshire. They're all bloody rude, and bloody mean."

"They live on **sticky buns**, tripe and black pudding. The food's much more varied down here."

"I really think the North's more conservative ... I'm not talking about politics, but their attitude to life. Things change more here."

"They say we talk posh — we just speak better English, that's all."

"There's more equality of the sexes in the South. Northerners **treat women like doormats**. Mind you, the women go round in curlers all day on Saturday – or they used to ten years ago."

"They've got a massive **inferiority** complex. They imagine that we're all either stockbrokers, or **country bumpkins** with straw in our mouths. The prejudice comes more from them. They don't see that we're just like them."

"I'm a Southerner – but I do find the North much warmer ... the people, that is, not the weather ... and friendlier ... more **genuine**, I think."

1. Do you ever generalise about nationalities? Recall any examples of such conclusions about nations that are commonly heard? Are they 100 per cent correct?

2. What conclusions are usually made about your country?

Text 144

GETTING ALONG WITH PEOPLE

Say Good Morning

"Hi, John, how are you?"

"Fine, thanks, Mary, how are you?"

"Fine, thanks."

We do it every day, many times a day, and we're not even aware we're doing it. Nobody notices it unless we don't do it. When we don't do if, everybody says, "Gee, what's the matter with Mary today?" **Ritual greetings** are barometers timed to our personal weather report. If we're warm and sunny we say our good mornings with a smile and **a lilt**. When we're **overcast** we **glower** and **grunt**, or deny the greeting altogether. No one really knows, but it's a fair guess to say that ritual greetings go back to our earlier tribal experiences. Animals all do it. Birds **preen**, monkeys **groom**, and dogs **sniff**.

Remember to say "Hello" to people when you come in in the morning, and give them a chance **to exchange pleasantries** about the weather with you. It gives them a lift. It says that you noticed them and that they are important.

Don't **slip a talk** on the ground that it's "**phoney**" or a "waste of time." It's one of those rules that allow people to live and work together, like the Good-morning-how-are-you, which

lets people know your mood today. If you don't do it, you **upset** people.

It's no surprise that we **communicate poorly**. The big surprise is that we can communicate at all. We can listen to people by participating in the communications process. When we take part we pay attention, we stay awake, and we have a better chance to get it right. If you nod your head and **engage in direct eye contact**, you will be more likely to understand what the other person is saying. Besides it is very encouraging when someone nods and looks at you with interest. Try putting you body **in congruence with** people (deliberately mimic their **posture** and **stance**. If they fold their arms, you fold yours. People who are in similar posture can communicate more easily.) Open your posture to be non-threatening and not defensive. An open posture tends to reduce tension. If you fold your arms across your chest, you look like you're about to arrest someone. If you point pens and pipes like guns, people feel nervous. If you lean forward aggressively when other people are telling you something intimate, they will stop and change the subject.

There's an old saying: "What goes in one ear comes out the other." But you don't hear anyone saying, "What goes in one eye comes out the other", do you? We remember what we see more than what we hear. That's why we're not fooled when she says, "Of course I love you, Silly!" – but doesn't look at you when she says it. Body language is a method of communicating that is often so **subtle** that we're not even aware that we're receiving data. A bright eye, **a finger twitch**, a turn of the foot – such clues as these are enough to tell us things that words do not or can not express.

When the other person is **in the grip of a strong emotion**, such as fear or rage, and it's too powerful to ignore, your **best bet is to** let it **pour out**. Give permission to express those feelings by speaking their name out loud: "George, you look really mad. What's up?" or "Bill, you look like you lost your last friend. Want to talk about it?"

If you manage a roomful of computers, the only language you need to understand is computer language. But if you have to manage a roomful of computer operators, you need to know the language of human behaviour. Some people believe it's important to change someone else's behaviour. And it doesn't help to tell someone to "quit acting like a kid" or "**smarten up**." That just seems to make people worse. Some people try to change everything

all at once. That's **a cop-out**! You can't change the whole person **at one go**, and if you try, you are probably secretly trying to fail so you won't have to change anything.

1. How do you greet people? Do you greet them in the same way? Why?

2. Do you hide your true emotions when you meet someone you know well/not very well?

3. How can you tell when a person is insincere?

Text 145

ARE YOU A DOER OR A THINKER?

Although there are over 4000 words in the English language, which describe different aspects of personality, psychologists have managed to narrow down the really significant ways in which people differ from each other to a tiny fraction of this number. For practical purposes, the most important thing to find out about someone — whether it's yourself or somebody else — is where they fall on the **personality dimension** known as introversion-extroversion, because this will affect virtually every aspect of their life.

Once you know someone's **extroversion quotient**, you can **make a shrewd guess** about what clothes they are likely to wear, how **promiscuous** they are, what time of day they function best, how they will be affected by drugs, what they feel about the prospect of a trip to the dentist, even whether they're more likely to have an accident at **a junction** or driving on the open road.

The list of ways in which introverts and extroverts differ from each other goes on almost indefinitely, but why are they so different? The answer lies in the chemistry of the brain. Scientists have found that the more introverted a person is, the more active and **aroused** their brain is naturally, that is **regardless of** what's going on around them. If you are an extreme extrovert, on the other hand, this means there is relatively little spontaneous activity in your nervous system. If we assume there is an ideal level of activity at which the human brain functions best, then it becomes obvious why introverts and extroverts behave so differently. They are trying to reach this ideal state of affairs in the brain from opposite directions.

So extroverts **go in for** wild parties, fast cars, and plenty of variety in their sex lives because they need all the extra stimulation they can get from the world to make up for their lack of **natural internal excitement**.

Introverts, on the other hand, have quite enough going on inside their skulls without **artificial excitement**, so they're happier at home in front of the TV than out at the disco, and risky situations or **flamboyant clothes** make them feel positively **twitchy**, because they become **over aroused**.

This basic physiological difference between the introvert and extrovert brain also explains why introverts are more **susceptible to pain** and better at hearing quiet sounds (high internal arousal **magnifies** all stimulation from the outside world), but less affected by alcohol and in need of a larger dose of **sedatives** to put them to sleep.

Knowing yourself

So are you an introvert or extrovert? Most probably neither, because no more than one person in five can be called truly introvert or extrovert. The rest fall somewhere between the two extremes. However, your position on the continuum between the two extremes has **a crucial effect on** how you think, feel and act, so let's see where you stand. To do this accurately, you should consult the book *Know Your Own Personality* by Hans Eysenck and Glenn Wilson (Penguin, 1.50). But you can get a rough idea by answering the following six questions.

- Do you prefer action to planning for action?
- Do you usually take the initiation in making new friends?
- Would you call yourself lively?
- Would you be miserable if you couldn't meet lots of people?
- Are you generally quick and sure in your actions?
- Are you happiest when you're involved in a project, which calls for rapid action?

You must answer yes or no. The more yeses you have given, the more extroverted you are, and the more likely it is that you have a relatively low level of spontaneous activity in your nervous system, which explains why you are such **a sensation seeker** and get bored so easily.

If your partner's answers to the questions turn out to be rather different from yours don't be surprised or alarmed. Research shows that where personality is concerned, like stubbornly refuses to pair off with like. Mr. Average also tends to be significantly

more extroverted than Miss or Mrs. Average, but that's not to say that they can't cohabit happily. In fact, the introvert-extrovert combination makes good domestic sense once you realize that extroverts tend to be evening types, while introverts are brighter earlier on.

1. Where are you situated on an introvert-extrovert line? How does this affect your way of life?

2. What kind of people do you prefer to spend your time with: introverts or extroverts? Why?

Text 146

LOOKING GOOD GETS THE GOODIES

If it weren't for other people would anyone ever anxiously **fug** their sweater **down**, **peer at** an imaginary **blemish** in the mirror and ask "Do I really look all right?"

Whereas intelligence can be tested on paper, looks are tested only by your experiences with other people. Your appearance affects how other people behave towards you and probably how you behave in return.

From childhood we are constantly measuring our own looks against those of other people. Meanwhile as they measure themselves other people are giving us messages about how we look.

Certain qualities are attributed to looks such as the stereotype of the fat, **jolly** person or the toll powerful man. If you are fat and sad or tall and insecure people have **to readjust** their first false impression before they try to **cheer you up or reassure you**.

Yet the interferences made about such characteristics as **sallow complexion (hostility)**, blond hair (goodness and **virtue**), high forehead (intelligence) are not generally supported by scientific testing of their owners. (Although some people do fit the stereotype: for example short-sighted people do tend to average higher IQ scores.)

Attractiveness is the key word. Time and again in experiments people judged as attractive by their peers prove to have the edge on others. People sometimes said they preferred intelligence and

charm to looks, but when their behaviour was tested they showed preferences for attractive people as friends, **dates**, sex-partners and spouses. In most cases they are favoured by juries in **mock trials**, and even attractive mental patients get **preferential treatment** from nurses.

One group of scientists arranged a blind-date dance for students at the University of Minnesota and found that they could predict how much someone would like his or her partner and want to see them again according to the partner's attractiveness.

And the old cliché that looks don't bring happiness seems to be untrue at least for women. For, while an international happiness survey in the mid-seventies found no relationship between physical attractiveness and self-esteem (no one factor or small set of factors seems to determine happiness), another study found that attractive women were psychologically healthier.

But what is attractive? In scientific terms it's usually measured by experiments in which photographs are shown to peers who then rate them. Outside the laboratory you only have to look at people whose raw material doesn't **fit the stereotype** (for example Barbora Streisand) to see that many people can be attractive by virtue of self-confidence, talent and self-projection.

Clothes and make-up play their part, too: a woman **deliberately dressed** and **made-up** to look physically attractive influenced the opinion of a male audience more than when she appeared before them as her **unadorned** self.

Is it worth the effort? If you are someone who feels good when they look good (and not everyone does), people probably respond to your **glow**. Then your self-esteem goes up and while it's high you **beam out** more welcome signals that **elicit** more positive responses and so on. **In reverse gear**, when **depression sets in**, your **keep off signs which deflect people**, you feel worthless and you're **in a downward spiral**.

1. Do you pay a lot of attention to people's outlook? Why? What can somebody's outlook tell you about them?

2. What is beauty to you? Is it a question of character or only skin-deep?



OUR FACES AND OUR EXPRESSIONS

People's faces are so important to us. Our earliest impressions are of our mother's face looking down on us. But we only learn a small amount of information from people's faces. We also learn how people feel from how they move, from what they say, and from the situation as a whole. And some people's faces are made so that they seem to be sad when the person isn't sad, or seem to be ugly and **crude** when they are **creative and intelligent**.

Your eyes and your personality

If you look at other people's eyes a lot when you talk, people will think that you are open, frank, friendly, self-confident, sincere, natural. If you avoid eye contact with people, they will think that you are cold and **defensive**, and they will think you don't really care about them or the conversation and it may not be true!

Eye contact in different countries

Southern Europeans look at each other more than Northern Europeans and Americans. An Italian might think that an Englishman is cold and an Englishman might think that an Italian is very friendly. And this may not be true!

Eye contact in conversation

In an ordinary conversation between two people we spend almost a third of the time looking at each other. The eye contact follows a pattern, it is like a dance! When we begin to speak to the other person we look at them. When we are sure they are listening we **look away**. Occasionally we look at them to see if they are still listening and understanding or agreeing, etc. Then, when we finish speaking we look at them again. The listener looks at the speaker most of the time. If we don't follow this pattern it will communicate a special meaning!

Getting friendly!

When we start to speak we usually look at the other person for a few seconds and then look away. However, if we are very attracted to the other person we may continue to look longer

then usual! If we have only just met the other person then we will not look at them for too long because they may not like them. However, even a few seconds longer then normal will "tell" them that we are especially interested.

Getting angry

We also begin **to stare** at the other person more when we are angry! They know we aren't loving because of our "hard" face, our narrowed eyes, our voice and our words.

Getting frightened

When we are a little bit nervous of someone then we don't look at them. We don't want them to look at us! But if we become frightened then we watch them with horror!

Hiding our feelings

It is easier to hide our feelings with our mouth then with our eyes. We can smile when we are anxious or not smile when we are **attracted to** someone. But we forget our eyes! If we are attracted to someone, we look a little bit more than usual. Our eyes **soften** or **look thoughtful** to show our interest.

The pupil, the eyelid and the eyebrow

The pupil can become small because we are angry or it can become large if we are excited. Professional fighters, sales people and lovers are very quick to notice the change in the size of the pupil!

The eyelids communicate more then the eyes themselves. If the eyelids narrow the person is concentrating. (It is difficult to say whether the person is for or against the idea he or she is thinking about.) The eyelids may open wide with astonishment or with fear. If the person doesn't move his or her eyelids very much it means that they are calm and confident, e.g. "He didn't **bat an eyelid**!"

The eyebrows come nearer to the eyes when we are thinking hard, and they come nearer together in the middle. It is difficult to know whether the person is angry or just thinking. The eyebrows rise when we are surprised. And when we are unhappy they come towards each other and, at the same time, rise up in the middle. Sometimes these movements are very small. Nevertheless they tell us a lot.

Children sometimes play the game of staring into each other's eyes. The first child to turn away his or her eyes is the loser. It is very hard to stare at someone unless you are very angry or very much in love. The eyes are "the window of the soul". Through the eyes we feel the enormous presence of another person. And that is something, which is rather frightening.

1. What information can you gain through eye contact or its absence?

2. Does eye contact differ depending on the person you are talking to?

Text 148

DO YOU TOUCH PEOPLE?

Many Northern Europeans and North Americans don't touch each other very much. How often do you touch other people? How often have you touched other people today? What sort of touching was it? What did it mean? And where do we touch each other?

The psychologist Jourard showed three hundred college students in the United States a drawing of a person. The person was divided into 12 parts.

The students were asked:

1. Who touches you? (your mother, your father, friends of the same sex, friends of the opposite sex)

2. How often do they touch you? (frequently, quite often, rarely, hardly ever)

3. Where do they touch you?

• Mothers touch their daughters more than their sons on their arms and their hair.

• Mothers touch their sons more than their daughters on their chests.

• Fathers touch their daughters more than their sons on their hair, face, neck and shoulders.

• Men friends touch each other more than women friends on the shoulders, chest and legs.

• Women friends touch each other more than men friends on the hair, face, neck and forearms.

• Men touch women more on the knee than women touch men.

• Women touch men more on the chest and the hips than men touch women.

Which of these answers do you think are obvious and which do you think are surprising?

Jourard did further research into touching. He sat in cafes in four cities and noted down every time he saw someone touch someone else. His notes were:

San Juan (Puerto Rico) – 180
Paris – 101
Gainesville (Florida) – 2
London – 0

Common touching and uncommon touching in the West

Which of these types of behaviour would surprise or shock someone from another part of the world?

Shaking hands

People who are very good friends don't shake hands. (Unless they haven't seen each other for a long time or one wants to congratulate the other.) People can **give a warm handshake** by squeezing your hand hard or shaking your hand with both of theirs or shaking your hand and then **patting** you **on the back** or even **hugging** you with the other arm.

Many people would like to hug other people but feel they shouldn't do so. They show that they would like to hug you because they lean forwards a little bit when they shake your hand.

As a foreign visitor to Britain and the States, people will shake you by the hand when you are **introduced** and when you finally **depart**. They will probably not shake your hand at other times.

Patting

Some British and American people would like to hug you but they feel they shouldn't, so they pat you instead! They should only pat you on the arm, hand, shoulder or back. If they pat you anywhere else then it means more than general friendliness!

Linking arms

Two (or three) women sometimes do this. It is simply a friendly sign. Women sometimes link their arms through the arm of their **mate companion**; however, this is becoming less common.

Shoulder hold

It is quite common for a young man to put his arm round the shoulder of his girlfriend.

Holding hands

It is no longer very common for young lovers to hold hands.

Holding the waist

This is more serious than holding someone's shoulder.

A full hug

It is quite common to hug **a much-loved friend** or relation if he or she has been away for a long time.

Kissing

In some countries it is quite common for men to kiss each other as a greeting. In Britain and North America it is rarely done. Women sometimes kiss each other. In some families it is very common to kiss as a greeting, but in many families it is never done. Hugging and kissing between lovers in public is acceptable but not common.

A tip for a visitor to Britain or North America

You can see from the descriptions above that people don't touch and hug each other very much in Britain and North America, but this doesn't mean that the people aren't warm and don't like each other ... and you!

And, of course, if other people's behaviour seems strange to you then yours will seem strange to them. But behaviour is language and we all have different ways of expressing ourselves. Body language is not an international language.

1. Do you touch people when you talk? What do you feel when a person you are talking to touches you?

2. Why do men touch less than women?

Text 145

HOW TO BE A GOOD LISTENER

When I first went to London as a student I sat alone during parties with my glass of wine. I hoped people would think that

I was having great thoughts, and that someone might come up to me and say, "Excuse me! I hope you won't mind my coming up to you like this. I don't want to interrupt your thoughts ... but really, you are the only **interesting looking person** in the room! May I talk to you?

It never happened!

Here is some advice if you would like to be a good conversationalist: be an attentive listener, **encourage** others **to talk** about themselves. To be interesting, be interested! Ask questions that other people will enjoy answering. Encourage them to talk about themselves and what they have done.

Remember that the people you are talking to are a hundred times more interested in themselves and their problems than they are in you and your problems. A person's toothache means more to that person than **a famine** in China, which kills a million people. A pain in one's arm interests one more than 40 earthquakes in Africa. Think of that the next time you start a conversation.

Diogenes, the Greek philosopher, who is supposed to have lived in a barrel, said: "The reason why we have two ears and only one mouth is so that we may listen more and talk less!" Do you know how to get on with people? Do you ever feel shy? What situations make you shy? Do you sometimes feel as if you don't know how **to interest and amuse people** and have conversations with them? Do you search desperately in your head for something to say? Do people find an excuse to leave you as soon as they can?

Try listening!

Show the other person that you are listening. Look at them. Smile and nod quite often, and shake your head or raise your eyebrows if you don't follow what they are saying. Don't **tap your foot** because this will show impatience. Don't look at your watch unless you really have to know the time, (and then you should tell the other person why you need to know the time). If you show impatience then the other person will lose their confidence and you will lose the moment or friendship, which they are offering.

A good listener has magic! A good listener has the ability to make people feel good, and is as valuable at a party as a good talker. But just listening isn't enough. One should listen

intelligently by trying to find out what the other person would really like to communicate.

Look at these two short bits of conversation. What is the person really saying?

"I work for a small firm, which makes shirts. They are high quality shirts, the sort that cost about £40. It's a good job, really, and it keeps me pretty busy. I was **promoted to** the job of export manager last year because the previous man retired. I suppose they couldn't find anyone else. I've never actually been abroad. I suppose it's a challenge. Funny position to be in really..."

The way the man says these things and how he moves and behaves will show what he is thinking. He may really be wanting to say how busy he is, how anxious he is, or how he feels very **inadequate** to do the new job. Another example:

"Oh, I live a very ordinary life really. Nothing much happens to me. I seem to spend all my time shopping, cooking, washing up, listening to other people's problems, not that I mind too much..."

This person is saying that their life is boring and that they have nothing to talk about. But they might love to talk about their children and in their descriptions show what their interests, their hopes and their difficulties are. It need not be boring. After all, many great stories are based on families.

Repeating what the other person has said

Of course, at some point, you have to speak. The other person will need **reassurance**, they will need to know whether you have understood, whether you care about what they are saying, whether you are interested, and whether you want to hear any more. One of the easiest and most helpful ways of responding is to repeat the sense of what the other person has been saying. In the first example above, about the export manager, you might say, "So you're very busy then. It's rather a lot for you to do." And for the second example, you might say, "Looking after people your love must **take up** all your energy."

Repeating the main points of what the person has been saying shows that you have been listening, and the fact that you have bothered to speak about, what they have been saying shows that you care. You might help the person by giving them a particular question to answer, it will show them that you are interested and they will probably get pleasure in answering your question. However, if you **express an opinion on the subject**.you will be

taking a more positive part in the conversation and a shy person is then likely to say less or even stop speaking altogether. (Of course, they may enjoy a discussion or even an argument, but that is another thing.)

Encouraging and discouraging

Let us suppose that you are at a dinner party talking to a person you don't know very well. This person tells you that they have just quarrelled with their father. Which of these responses would you give?

— O, well. Every family has its ups and downs! Can I get you a drink?

— That sounds rather upsetting. It must be bothering you quite a lot.

Obviously the person wants to talk about the unhappy situation. One of the responses will encourage this and the other will certainly not.

A good conversation

A good conversation is an exchange in which each person responds to the other even if they don't agree with them. Ben Johnson, the English writer and philosopher, said, "That is the happiest conversation where there is no competition, no vanity, but a calm, quiet interchange of sentiments."

Successful communication doesn't necessarily mean exchanging information. It often means just "being nice" to someone. Politeness and "being nice" to people in this way are essential for all of us. However, some people never go beyond politeness. They never really want to know how someone feels or what they have experienced. They might be embarrassed if someone really told them. You can only get on well with someone who likes the same balance of politeness and real exchange of information as you do.

1. What does it take to be a good conversationalist? Your personal tips?

2. Do you discuss your problems with friends, relatives or prefer to keep them to yourself?



XV. Health

Text 150

GOOD DAYS, BAD DAYS

At the beginning of this century medical scientists made a surprising discovery that we are built not just of flesh and blood but also of time. They were able to demonstrate that we all have **an internal body clock**, which regulates the rise and fall of our body energies, making us different from one day to the next. These forces became known as **biorhythms**; they create the "highs" and "lows" in our everyday life.

The idea of an internal "body clock" should not be too surprising, since the lives of most living things are dominated by the 24-hour night-and-day cycle. The most obvious feature of this cycle is the way we feel tired and fall asleep at night and become awake and **alert** during the day. If the 24-hour rhythm is interrupted, most people experience unpleasant side effects. For example, international aeroplane travellers often experience **"jet lag"** when travelling across time zones. People who are not used to shift work can find that lack of sleep affects their **work performance**.

As well as the daily rhythm of sleeping and waking, we also have other rhythms which last longer than one day and which influence wide areas of our lives. Most of us would agree that we feel good on some days and not so good on others. Sometimes **we are all fingers and thumbs** but on other days we have excellent coordination. There are times when we appear **to be accident-prone**, or when our temper seems **to be on a short fuse**. Isn't it also strange how ideas seem to flow on some days but at other times are apparently non-existent? Musicians, painters and writers often talk about **"dry spells"**.

Scientists have identified the following three biorhythmic cycles: physical, emotional and intellectual. Each cycle lasts approximately 28 days and each is divided into a high energy period and a low energy period of equal length. During the high energy period of a physical biorhythm we are more **resistant to illness**, better coordinated and more energetic; during the low energy period we are less resistant to illness, less well coordinated and tire more easily. The low period puts energy in our "batteries" for the next high period.

The "critical" or weakest time is the time of **changeover from** the high energy period **to** the low energy period, or **vice versa.** The critical time usually lasts a day. On a critical day of a physical biorhythm, there is a greater chance of accident or illness.

Human experience is always individual and we each have our own biorhythmic experiences. Some people experience such enormous physical turbulence on their "physically critical" days that they have to go to bed. Accidents appear to happen so frequently during turbulent biorhythms that some car insurance companies in Japan have issued biorhythm policies to **policyholders** in order **to cut down** the number of costly accidents.

1. Do you find yourself affected by biorhythms? In what way?

2. What other factors affect your physical and emotional condition?

Text 151

DOCTORS

Medical care in the United States is very specialized. Typically, families go to private doctors or to clinics for their medical care. Family doctors who take care of everyday medical problems are called **general practitioners**, internists, or **paediatricians** for children. When patients have a specific problem that is serious or continues for a long time, they go to a specialist. People

will also consult specialists, such as cardiologists (heart) or gastroenterologists (stomach), for a second opinion.

Sometimes, your family doctor will refer you to a specialist. Other times you might go directly without **a referral.** At hospital clinics, patients first see a general practitioner; then the doctor refers the patient to a specialist within the clinic or at another hospital.

In many urban areas, there are hospitals that specialize in specific problems. The hospitals might specialize in **orthopaedics**, **cardiology**, **cancer** or other areas. These hospitals often have clinics with medical fees based on income.

Emergencies

You can get treatment for serious medical problems in the emergency room of a hospital. These problems include **heart attack**, broken bones, **serious bleeding**, **animal bites**, or **serious burns**. Go to the emergency room for sudden serious pain, such as chest or stomach pains. For common health problems such as colds, **fevers**, and **rashes**, you should go to your family doctor. Do not go to the emergency room for chronic problems or problems you can **make a** doctor's **appointment for.** If possible, call your own doctor before you go to the emergency room. If you want her to treat you, you must go to the hospital she is associated with.

Hospital emergency rooms are open twenty-four hours a day. They are often crowded and you might have to wait a long time to see a doctor. When the doctor examines you, she will ask many questions about your **specific injury** or condition. She will also ask if you have any allergies, what medications you are presently taking, and your medical history. Sometimes you might need X-rays or special laboratory tests. Usually, the emergency room **releases** you the same day. They will tell you to go to a doctor outside the hospital for **follow-up treatment.** If your condition is serious, you might have to stay in the hospital.

Treatment at the hospital emergency room is more expensive than in a doctor's office. If you have medical insurance, bring your insurance ID card with you.

1. What treatment can be received at your hospital?
2. What would you change in your medical system?

Text 152

GENERAL HOSPITALS

General hospitals treat patients with all kinds of medical and **surgical** needs and are concerned primarily with conditions likely to require treatment lasting for days, or, at most, a few weeks. There is a considerable trend towards day-care surgery in which patients are not **detained overnight** after their operations.

Nearly all medium-size and large hospitals also have **out-patient departments** covering a wide range of specialities, to which patients are referred by general practitioners (GPs) most of the patients admitted to the hospital wards for surgical treatment are brought in after being seen at an out-patient clinic. Clinical staff work in out-patient departments as well as in wards: **operating theatres**, intensive care units, and other departments. Most medium-size hospitals also have an accident and emergency (A&E) or a casualty department and often a **maternity** department.

Staffing and facilities

General hospitals are staffed by consultants in the various medical, surgical, gynaecological, paediatric, and psychiatric disciplines and by their junior medical and nursing staff. In addition, there is an additional **hierarchy** on the administrative side concerned with general staff administration, **catering**, housekeeping, **laundry**, engineering, **accounting**, medical records, cleaning, finance, **purchasing**, **stocktaking**, and salaries. Clinical departments include a range of diagnostic facilities such as X-ray, computerized axial tomography, and ultrasound scanning, electrodiagnostic facilities and pathology laboratories; pharmaceutical services, physiotherapy; social services and suites of operating rooms (theatres) with their **ancillary services**; for instrument sterilization, changing rooms, and stock rooms.

The largest general hospitals cover a wide range of specialities and usually have, in addition to those mentioned, a premature-baby unit, a psychiatric wing; full facilities for dental and **facial surgery**, plastic surgery and reconstructive surgery; a radiotherapy unit; MRI (magnetic resonance imaging) scanning; a renal dialysis unit; organ transplant facilities; an occupatorial therapy department; a physical medicine unit with physiotherapy

gymnasium and therapeutic pool; a burns unit; a department of medical physics; and a lithotriptor unit for the noninvasive treatment of kidney stones and **gallstones**. Some very large general hospitals have a cyclotron for the production of artificial isotopes for PET scanning (position emission tomography).

1. What are the advantages and the disadvantages of private medicine?

Text 153

ALTERNATIVE MEDICINE

Aromatherapy

Aromatherapy is a treatment method, which uses **essential oils** extracted from flowers, plants or trees. These are massaged into the body, **inhaled**, **sprinkled in baths**, or in some cases **ingested**.

Aromatic substances were used in **healing** throughout the ancient world notably by the Egyptians who buried jars of frankincense and **myrrh** alongside their pharaohs in their tombs, and who used the same perfumes for both medical and cosmetic effects. Proponents of aromatherapy have to this day developed the art for purposes as diverse as the healing of wounds, treating skin cancer and **banishing wrinkles**.

Having selected the appropriate oil the aromatherapist will probably want to spend some time preparing the skin because diet, pollution and make-up have **dulled** the receptivity of the modern skin. Inhalation is used for the treatment of head and lung complaints. About six to ten treatments may be required, although **beneficial effects** may be felt earlier.

As might be expected, aromatherapy is most effective used in the treatment of the skin, in healing wounds and burns, and treating **shingles**, **acne**, and **conditions related to stress**. The massage with which the oils are applied adds to therapeutic effect of the treatment.

Reflexology

This is a technique in which particular areas on the soles and sides of the feet are seen to correspond to the organs of the body.

These are massaged to promote the health of the organs. Reflexology can also be used as **a diagnostic tool.**

Treatment with the patient lying bare-footed on a couch the reflexologist will **feel for tiny lumps** under the surface of the skin, which are believed to be crystalline deposits. The place on the foot where these are found indicates which organ is not functioning properly. For instance, the big toe **corresponds to** the top of the head and brain, and various parts of the heel to **the bladder**, sciatic nerve and sexual organs. The reflexologist will massage these spots, which can be surprisingly sensitive when touched, so it is not uncommon to feel some pain.

Treatments continue until the spot is no longer sensitive.

T'ai Chi Chuan

In T'ai chi slow, flowing movements, which follow a set pattern enable practitioners **to harmonize mind**, body and spirit and become more deeply centred in themselves. Its applications can be a form of healing, for self-defence and as a spiritual discipline.

The emphasis in performing the movements is not on strength or **exertion**, but on relaxation, concentration and balance. The knees are kept bent and movement is achieved by shifting the greater part of the body's weight slowly from one foot to the other while the hands make careful and gentle pushing and circling gestures. Attention is also paid to correct breathing. Physically the aim is to develop muscle control, **fluidity** and **grace**.

Because of its relaxing effect, T'ai chi is often recommended therapeutically to those who suffer from tension and anxiety, high blood pressure and heart complaints. It can **promote and maintain** good health both physically and mentally.

1. Do you believe in the benefits of the alternative medicine?

2. What kinds of disorders and illnesses can be treated with the help of the alternative medicine?

Text 154

SMOKING

OK. So here are the facts. There is an Englishman called B.J. Cunningham who has been smoking since he has been eleven. He

is **a chain smoker** who is in love with smoking. He smokes between two and three packets a day, and already, at the age of thirty, has **a weak chest**. He was in hospital for six days when his **lungs collapsed**. "It was at that point that I did actually give up cigarettes for six months". But then he returned to his true love. He wears black leather cowboy clothes and **has a fondness for** classic Harley-Davidson motorbikes, which he has been riding for the last fifteen years. "I've had about ten of them", he says coolly.

So far, not a very remarkable life. But then, B.J. Cunningham (no one actually knows what B.J. stands for) had an idea one night in LA. "Let's market a cigarette called Death," he said to a business partner. "Why?" said the partner.

It's obvious he explains to me. "When you take a packet of cigarettes out of your top pocket and put it on the bar in front of you, you are making a statement about yourself, exactly as you do with clothes you wear, the music you like, and the newspapers you read. You're saying, "These cigarettes are a part of me".

So, if you take out a packet of Benson and Hedges, you are saying, "I'm classy – gold pocket – part of high society". If you take out a packet of Marlboro, you're saying, "I'm an outdoor type, I like wearing a cowboy hat and riding horses..."

"Now, if you produce a packet of Death cigarettes," he continues, producing a packet of Death cigarettes to illustrate his point, "what you're saying is..."

He looks at me to make sure that I'm going to write down what you're saying about yourself if you smoke Death cigarettes. But do I need to? We all know what death cigarettes are about. B.J. Cunningham has been telling us about them since he started his Enlighten Tobacco Company (ETC) in 1991.

Everyone has now got the joke, thank you very much. We've seen the black packets with their death's head on the front and the white packets, which are called Death lights; and we've heard about **the coffin-shaped vending machines** in pubs and clubs.

However, for anyone who has managed to avoid B.J.'s **publicity**, here goes. Death cigarettes are for the smoker who wants to say, "Yes, I'm killing myself, but at least I know it, and I smoke a brand which doesn't try to hide the fact. "Death cigarettes", concludes B.J. "say, 'Don't you dare tell me to stop!'"

B.J. Cunningham, now on his ninth cigarette of the interview says he wants to expose the hypocrisy behind the tobacco industry. Governments can't afford to ban smoking because they receive huge amounts of money **in tax.** Tobacco companies try to improve

their image by sponsoring sports events such as motor racing, rugby, football, cricket and tennis at vast expense. "What everybody wants to forget is that smoking kills. That's why I'm here, to remind people that smoking and death are linked."

The ETC hoped to win a good share of the UK market. Cigarettes in Britain are a 12-billion-pounds industry in which four companies control 95% of the market. The question is: How do we get a share? He knows the question but he can't afford the answer. The ETC can't afford to advertise like the big companies. It has been losing one million pounds a year.

Personally, I have a very different opinion as to why so few people choose to smoke a brand of cigarettes called Death. B.J. Cunningham has misunderstood human psychology. Of course, smokers know that their habit is probably going to kill them, but they prefer not to think about it. The only people who are going to smoke his cigarettes are people like himself. When I offered one to a friend recently, his reaction was, "You must be joking." And this is what Death cigarettes are all about. It's a joke that was funny, but isn't funny any more.

But B.J. is still obsessed by fags. "Do you know the main reason why I love my job?" he says. It's because it gives me a chance to attack **antismoking killjoys**! Those puritans who try to control our lives. I've met many people who don't smoke, but who tell me that if smoking were made illegal, they would fight it. You just can't have laws, which control every aspect of the way people live.

I finally started to warm to this character B.J. Cunningham. It was the end of the interview, and the number of **fag ends** in the **ashtray** had increased to fifteen. Perhaps he had something important to say after all. Not just, "Hey, everybody! Look at me! I'm **weird**, and I'm killing myself!"

1. Can such a man like B.J. Cunningham be adored?
2. Why do you think his smoking campaign failed?

Text 155

ARE PEOPLE FIT ENOUGH?

Seven out of ten men and eight out of ten women in England do not take enough exercise to keep themselves healthy, according to the largest ever survey into activity levels.

The survey, published yesterday by the Health Education Authority and the Sports Council interviewed 316 adults over the age of 16 about daily activity including sports and recreation **pastimes**, with two-thirds of the group being given **laboratory assessments** of fitness levels.

One-third of men and two-thirds of women were unable to continue walking at three miles an hour up a one in 20 slope without becoming breathless and having to stop. Half of women over 55 could not **sustain** a **walking pace** on level ground for several minutes. Among 16-24 year olds, 60 per cent of men and 91 per cent of women were below activity levels necessary for a fit and healthy life. Thirty per cent of men and 50 per cent of women aged 65-74 had **insufficient strength** in their thigh muscles, making tasks such as rising from a chair without using their arms difficult.

The survey found the fittest 10 per cent of men aged 65-74 **having a higher aerobic capacity** than the least fit 10 per cent of those aged 25-34.

Dr. Jacky Chambers, director of public health for the Health Education Authority, said the survey had found 48 per cent of men and 40 per cent of women were **overweight**, compared with 39 per cent and 32 per cent in 1980. If the trend continued, most of the population would be overweight by the year 2010.

Professor Peter Fenton, head of physiology at Nottingham University, who acted as scientific adviser to the survey, said although the levels of unfitness came as no surprise, they had to be scientifically quantified if policies were to be formulated to improve activity levels.

There was growing evidence that even moderate physical activity could **confer protection against** heart disease and strokes as well as improving general well-being and the quality of life.

Sir Donald Maitland, chairman of the authority, said: "Almost everyone in the country can benefit from being a little more active. Just making small changes like using the stairs instead of the lift or walking and cycling instead of using the car can help people to begin to feel the benefits of living a more active, healthier and enjoyable life."

1. Do you consider yourself fit enough? What is "fit enough"?

2. Why don't people live an active life?

Text 156

WHAT TO DO ABOUT FLU

You've got your own defence system — here is how to make it work.

You're feeling **rotten** — **weak**, **shivering**, with an aching head, back and **limbs**. Your temperature is over 38C (100F). Probably you're sweating a lot, you've lost your appetite and you **feel sick**. You've got flu. So, what do you do?

There's **no quick cure**. Flu — influenza is caused by a virus. And viruses can't be killed with antibiotics. Only the body's own defence system can get rid of them. So, for most of us there's no point in seeing the doctor when we've got flu. But while **a bout of flu** lasts, which can by anything from 24 hours to several days, here's what you should do:

- Stay indoors, keep warm and keep away from other people as much as possible so you don't **pass on the infection.**
- Have plenty of cool drinks — water, fruit drinks. About 2—3 litres a day.
- If you feel shivery or feverish, with a temperature over 38C (100F) or aches or pains, try taking **soluble aspirin** every four hours during the day. And rest in bed if you can.
- Try to have three light meals a day. But don't force yourself to eat if you've lost your appetite.

But if you are elderly and **in poor health**, or if you suffer from a severe chest condition like chest **bronchitis** or asthma, then flu can become a more serious illness.

So remember:

- When there's flu about, try to avoid crowded places and keep away from those who have got flu.
- If you think you've got flu, get in touch with your doctor. Then he can at least **keep an eye on you**.
- In the autumn, ask your doctor if he thinks you should be **vaccinated against flu**.

Flu vaccination: vaccine is usually only given to people who cannot miss work, like nurses, doctors, firemen, and policemen. These people may be offered flu vaccination once a year, generally in the autumn before winter **epidemics**. But even vaccination cannot give complete protection against flu.

Remember: keep flu to yourself. Stay away from other people. Make sure handkerchiefs and also plates, knives, forks are always

well washed. Look after yourself by resting in bed and having lots of cool drinks.

There's no need for the doctor unless the flu **persists** for more then a few days or gets suddenly worse.

1. What measures do you take when you go down with flu?

Text 157

10 WAYS TO TREAT A COLD

Dr. James Wright offers **a remedy for** the **sniffles** and **sneezes** of winter.

This year Australians will average 1,8 bouts of the common cold. Doctors call it acute coryza: everybody else calls it "the flu", **the bug, the virus** or **the dog's disease**.

Symptoms include **a runny nose** or **blocked nasal passages, sore throat**, pains under the eyes behind the cheeks, **fever, tingling skin, cough** and simply "**feeling lousy**".

Follow this 10-point plan and your cold will probably **clear up** as you help nature overcome the problem. There is no single **pill**, which will result in **a rapid cure**.

1. Bed

Go to bed for 2-4 days depending on how you feel. Keep away from work; otherwise you will spread the virus to other people.

In a cosy, warm bed you are helping your immune system overcome the viral invaders. This is the simplest, best and probably most important part of treatments.

2. Fluids

You tend **to perspire**, and **feel sticky** and uncomfortable when suffering from a cold. In a single day you eliminate an enormous amount of fluid this way and this must be replaced. Adequate fluid also helps eliminate from the body **dead germs**, toxins and the by-products of your system's **enhanced metabolism**.

Cool water is best – drink at least 6-8 glasses a day. Add some lemon juice – the tang is refreshing and it **reduces phlegm**.

3. Gargle

Add 1/2 teaspoon of salt to a glass of warm water. **Gargle and expel**. Continue until the glass is empty. Repeat every 2-4 hours depending on how you feel. It is very refreshing and virtually free.

The gargling removes germs, **debris** and phlegm from the-back-of-the throat.

4. Cough

Invariably, there is a cough, which helps remove phlegm, dead germs and other debris from the chest; so never suppress a cough completely.

Add one teaspoon of honey to a glass of lemon juice. Then add 1 teaspoon of glycerine to make a simple **linctus**. Mix well and sip whenever the cough troubles you.

Make certain the room temperature is warm, because cold air **irritates inflamed respiratory tubes**, causing unnecessary coughing. This is especially so with children. Several commercial cough remedies are available, and these provide some relief to **chronic unproductive coughing**.

5. Pain and fevers

The skin often feels sensitive and **tingly**. Sweating is common, so an uncomfortable, sticky feeling occurs. Aches and pains may affect every joint as well as the large muscles of the arms, legs and back.

Medication often gives temporary relief even though it is not a cure. Aspirin may help but will often make you sweat more.

Paracetamol tablets can also reduce pain and fever. For children aged six years and under, do not give aspirin (it may cause **stomach irritation**), but paracetamol **elixir**. Follow the recommended dose on the label of the bottle. Take a minimum of medication for a minimum period, and only if symptoms **warrant** it.

6. Blocked nose

The air passages often become **clogged**, making normal breathing difficult. Germs penetrate into the sinuses, causing pain under the eyes behind the cheeks.

Simple **inhalations** often help. Ten drops of friar's balsam in 600 ml of boiling water should be effective. Breathe the fumes through a paper funnel until the steam stops rising. Then wash your face with a cold flannel to avoid a fresh chill.

Medicated water **vapour** (as this is called) **relieves congestion** all along the respiratory tract. **Nasal drops** or **sprays** also give relief, should not **be overused** – three days use should be the maximum.

7. Bathing

Have a quick, **lukewarm shower** each day. Sit on a stool if you feel weak. End the shower with cool water, and **dab the body dry** with a soft towel. Do not rub dry, for the skin is often

very sensitive for a few days. Go back to bed or to a warm room, and avoid getting cold and catching a fresh chill, for this enables the germs **to gain a fresh foothold.**

8. Food

You will not die if you **starve** for a few days, and giving the body a rest is often a good idea. Liquids such as fresh fruit juices are often adequate. Avoid milk and sugar products for a few days.

Light meals are best until you have **recovered**.

9. Vitamins

These are unlikely **to cut a cold short**, although an adequate intake of high-vitamin foods as part of your lifestyle will reduce the risk of infection. I take vitamins daily and have missed only two working weeks in thirty-five years.

10. Medication

Unless **prescribed** by the doctor, do not use antibiotics left over from previous problems, or those prescribed for other people. These medications will not cure a cold, which is viral in nature. However, antibiotics will help if secondary infection occurs and causes **chest complications** and infected throats, ears or sinuses.

Also, avoid smoking or the passive smoke from other people's cigarettes.

Incidentally, the flu vaccine will not prevent the common cold, but it will help you avoid a life-threatening influenza.

1. Rate these ways in the order of their effectiveness for you and explain.

Text 158

AIDS: ARE CHILDREN AT RISK?

Lack of knowledge and misinformation about Acquired Immune Deficiency Syndrome (AIDS), a fatal disease with no cure or vaccine, has caused widespread public concern. Education is an effective way to reduce fears and prevent the spread of the disease.

Thus, public school personnel must have accurate information about AIDS in order to make suitable responses and decisions. The following question-answer sequence defines AIDS and discusses the cause, **prevalence**, **transmission**, **preventive measures**, and **implications** and **policies** for the classroom.

What is AIDS?

AIDS is a condition that **prevents** the body's immune system **from** effectively fighting disease. A person with AIDS is **vulnerable to** "opportunistic" illnesses such as serious infections.

What causes AIDS?

AIDS is caused by a virus called T-lymphotrophic virus, type III (HTLV-III), most recently known as HIV (Human Immunodeficiency Virus). Two other names given to the same virus are lyphadenopathy-associated virus (LAV) and AIDS-related virus (ARV).

How widespread is AIDS?

The Centres for Disease Control (CDC) indicate that 28.098 AIDS cases were reported (27.704 adults and 394 children) and 15.757 of these cases had died as of December 18.1986. All 50 states, the District of Columbia, and more than 100 of the world's 202 nations have reported cases. The Public Health Service **estimates** that as many as two million people in the United States are **infected with** AIDS but are asymptomatic.

Of the 394 AIDS cases CDC reported among children under 13 years of age:

1. 79 per cent came from families in which one or both parents had AIDS or were at increased risk for developing AIDS;
2. 88 per cent were under five years old;
3. 20 per cent of those under five years old were white; 57 per cent were black; and 22 per cent were Hispanic;
4. 55 per cent of those under five years old were male.

Is AIDS highly **contagious**?

The AIDS virus is spread sexually, by the injection of contaminated blood, and from mother to **foetus**. There's no evidence whatsoever that such ordinary activities as shaking hands, coughing, sneezing, or even sharing meals, swimming pools, or toilet seats with infected people present a danger. In addition, CDC states transmission does not occur **through insect bites**, eating food, drinking water, or environmental contact. Reed notes there has been no AIDS transmission between children.

Who is at risk for contracting AIDS?

Because of the ways AIDS is transmitted, certain groups have an increased risk of developing the disease. These include:

1. Homosexual and bisexual men;
2. **Intravenous (IV) drug users** who share contaminated needles;
3. People receiving **blood transfusions**;

4. Haemophiliacs or people with coagulation disorders;
5. **Infants born to** infected mothers;
6. Heterosexuals with multiple sex partners.

What preventive measures can be taken against AIDS?

The U.S. Department of Health and Human Services recommends that the following steps be taken to prevent the spread of AIDS.

1. **Abstain from** sexual intercourse with AIDS patients, members of **high-risk groups**, or with people who have tested positive for the AIDS virus.
2. Limit or terminate use of IV drugs. If IV drugs are necessary, do not share needles with anyone.
3. Limit the number of sexual partners.
4. People at increased risk for AIDS should not donate blood, organs, and sperm.
5. Do not share toothbrushes, razors, or other **implements** that could become contaminated with blood.
6. Use condoms or other birth control methods that provide protection against **sexually transmitted diseases**.

What implications of the AIDS "Epidemic" exist for the classroom teacher?

Based on research to date, allowing a child with AIDS to attend public school **poses** virtually **no threat to** the other students. Black (1986), maintains that in general, "children with AIDS should be allowed to attend school if they are **continent**, have no open or **oozing lesions**, and behave acceptably (they do not bite)".

Price (1986) recommends that children with AIDS be provided access to a school counsellor trained in dealing with AIDS patients. The psychological well-being of students with AIDS is threatened and weakened at least as dramatically as their physical condition. Trained counsellors can help the students deal with the social and emotional changes that have occurred because of the disease.

Education about AIDS and effective preventive measures should be **incorporated into** the existing health **education curriculum** in the schools (National School Boards Association). In the elementary schools, AIDS prevention should be a component in the public/community health unit, covered under infectious disease control. In high schools, AIDS should be a component of the family life/human sexuality unit and discussed with other sexually transmitted diseases (STD). The

decision whether to include AIDS in the public health unit or the family life unit in junior high school be based on sexual activities of students locally. If junior high students are, or soon will be sexually active, an AIDS component must be included in the STD materials. Otherwise, AIDS should be covered as a public health crisis.

Has any policy been established regarding children with AIDS and public school attendance?

The American Academy of Paediatrics Committees of School Health and Infectious Diseases made the following recommendations regarding children with AIDS attending school.

1. Most school-aged children and **adolescents** infected with HIV should be allowed to attend school in an unrestricted manner **with the approval of** their personal physician. Based on present data, the benefits of unrestricted school attendance to these students outweigh the remote possibility that such students will transmit the infection in the school environment.
2. Students who lack control of the body secretions: who **display behaviour** such as biting, or who have open **skin sores** that cannot be covered require a more restricted school environment until more is known about the transmission of the virus. Special education should be provided **in these instances**.
3. School districts should designate individuals, including the student's physician or have the qualifications to evaluate whether an infected student poses a risk to others.
4. The number of personnel aware of the child's condition should be kept to the minimum needed **to assess proper care** of the child and **to detect situations** in which the potential of the transmission may increase.
5. All schools should adopt routine procedures for handling blood or body fluids, including sanitary napkins, regardless of whether students with HIV infection are known to be in attendance.

1. Would you let your child play or study in one classroom with a child who is infected with HIV?

2. If all people know about the risks, consequences of catching HIV and measures of its prevention why do more and more of us die from this disease?

Text 159

AIDS WIFE SECRET

The boyfriend of tragic AIDS victim Gina Allen **broke down** last night and wept: "I'm **petrified**. I'm going to die as well."

Clive Barley, 27, was Gina's lover for almost three years after her **fling** with HIV carrier Roy Cornes. Clive was **devastated** when 20-year-old Gina died in hospital last month.

He said: "I will never **get over** Gina's death. I **worshipped** her, but now of course I'm terrified that she has **passed AIDS onto** me and that may be it's only a matter of time before I **go under**. It's like **living under a death sentence** and I'm arranging to have a full AIDS test at the hospital as soon as possible."

Clive said that it was not until he read the Sun yesterday that he new definitely Gina had died from AIDS. The couple **split up** a few months before her death. Gina had been to hospital for blood tests – and Clive is convinced she was told that she was **HIV positive**.

He said: "Looking back I think she realized that she was going to die and decided **to pull out of our relationship**. Clive said he and Gina still met most days – but they never slept together again. He added: "If I haven't got AIDS, somebody up there is watching over me. Perhaps it's paranoia, but I watched a video of myself recently taken **at a do** with Gina and I have lost so much weight off my face since then. It's worrying. I'm frightened to death."

Factory worker Clive, of Billesley, Birmingham, revealed how Gina had told him of her affair with haemophiliac Mr. Cornes – who has denied infecting any women with HIV.

He said: "Gina and I were walking down the road when she suddenly grabbed my arm and said we had to cross over. She said she didn't want to walk past this **chap** Roy. She told me later she and he had been lovers and I realized I vaguely knew him. I had worked in a factory with his older brother Garry. I knew Garry was a haemophiliac because I'd seen him on the Cook Report saying he had caught AIDS. I **recalled** knowing Roy was a haemophiliac too. But you just don't think when you love someone as much as I loved Gina, that she will give me AIDS because of some **bloke** in the past. I was concerned for time but then thought nothing else of it. I'm not pointing the finger at

anybody myself, but if I could prove the identity of the person who killed my Gina, by just being irresponsible I would get a gun and shoot him.

Anyone who behaves like that, harming other people, is an animal anyway and doesn't deserve to live. I keep thinking about Gina and how she was so quick. She was walking around, looking normal one day and dead within a few weeks. I pray I'll be lucky and escape, but I know **the odds are not good**."

Clive had **a premonition** of Gina's death after she went to hospital for the last time. He said: "I had a terrible dream and woke up in a sweat. I just thought straight away that Gina's dead. She was the kindest, loveliest girl on the earth."

Clive is furious that no one from the health authorities had contacted him since Gina's death. He said: "They know she died from AIDS and that I was her one and only boyfriend for years before then. I must **be at risk** but no one from the hospital had been in touch. I've been left to arrange my AIDS because she had an unprotected intercourse with a man who is HIV positive.

Cornes told leggy Linda about the risk before they married and she has been getting regular health checks. The couple lived together for six months before the wedding. She told her mother Gwendoline Gray: "I still love him and I'm **sticking by** him."

Gwendoline said at her home in King's Heath, Birmingham: "I was a bit shocked when she told me about Roy. We've known him as a family for years. But she wanted to marry him and she obviously loves him. She would not have married him knowing about the AIDS risk if she didn't love him. My daughter has told me Roy always uses protection. She goes for tests very three months and she has been told she is still negative."

Roy's haemophiliac brother Garry also caught HIV from **contaminated blood**. And he was shown on TV yesterday telling how he felt like a killer after **unwittingly** infecting his wife and baby daughter. He said: "I'm a murderer. I've killed her life – it's something I'm very bitter about".

Health Minister Brian Mawhinnery has called for a report into Roy Cornes' case. He said he would consider whether laws needed changing but stresses there were "no quick or easy solutions".

Local health authorities still insist they cannot officially identify the HIV carrier.

1. Should people who knowingly pass AIDS onto other people be punished?

2. Is it possible for a person infected with HIV live an ordinary life, go to work, relax with their family?

AIDS was an illness in stages, a very long flight of steps that led assuredly to death, but whose every step represented a unique apprenticeship. It was a disease that gave death time to live and its victims time to die, time to discover time, and in the end to discover life.

Herve Guibert

Text 160

HEALTH SERVICES IN GREAT BRITAIN

I. In Great Britain the authorities concerned in the administration of public health are central and local.

In England and Wales the chief central authority is the Ministry of Health.

The National Health Service was established in 1948. The Minister of Health has assumed direct responsibility for the provision on a national basis of all hospital and specialist services, the conduct of research work into any matters relating to the prevention, diagnosis or treatment of illness or **mental defect**, a public health laboratory service and **a blood transfusion service**. He has indirect responsibility for the establishment and maintenance of general practitioner services and all other services.

The local authorities charged with the administration of public health services are the Rural and Urban District councils. These bodies are assisted in the discharge of their duties by a technical staff consisting of the Medical Officer and the Chief Sanitary Inspector.

Among others, upon the Local Health Authority rests an obligation **to make arrangements with** the medical practitioners for the vaccination of those who live within its area against **smallpox** and also for immunization against diphtheria.

II. **At the very core of the scheme** remains the family doctor. The duty generally falls on him to advise on the need for the various forms of treatment. Each Local Executive Council prepares

and publishes a list, which is kept up to a day, of doctors providing general medical services in the area.

In theory everyone is permitted to choose his own general practitioner. A full choice is not always possible, because if the doctor's list has reached the permitted maximum (3.500 patients) he cannot accept the would-be patient. If a doctor has an assistant, he is allowed to add an additional 2.000 patients to his list.

The family doctor service is free to everyone who chooses to make use of it. If someone decides not to use the service, he may choose to be a paying and private patient. In this case, the provision of drugs under the service cannot be claimed. The patient must pay for any drugs **prescribed for** a private patient.

It is a doctor's responsibility to provide his own **accommodation** in the area of his practice. This must include proper and **sufficient surgery and waiting rooms** for his patients.

III. Where the family doctor considers that his patient requires the services of a consultant or needs hospital treatment the doctor is **empowered to** arrange this on his own initiative.

Hospital services are available to everyone and no insurance qualification is required but most hospitals have long waiting lists for **in-patient treatment**. At the same time, some have closed wards owing to lack of staff.

In many parts of the country there is **an urgent need** for new hospital buildings to replace the present often antiquated ones. The provision of **ambulances** and other means of transport is another duty of every Local Health Authority. But as the Ambulance Service and the Hospital Service are not under the same authority there is room for possible friction and misunderstanding between them. **Delay and frustration to patients** sometimes result.

IV. **An expectant mother** is **entitled to** the services of a doctor who undertakes maternity work (whether he is her doctor or not) and of a midwife, as well as general care before and after of the **confinement**.

The doctor will advise whether there is need for the confinement to take place in hospital. If this is unnecessary on medical grounds, the expectant mother can make her own choice as to whether or not she has her baby at home.

However, hospital accommodation for other than priority cases is in short supply.

V. The National Health Service Act, 1946, makes provision for health centres at which facilities shall be available for the provision

of general medical, dental and pharmaceutical services as well as specialist and any other services, which a Local Health Authority is empowered to provide.

As yet, however only a very few such health centres are in existence, on the official plea that **scarcity of resources** prevents the building of new centres.

1. Is the scheme of health services in your country similar to Britain's?

2. Are you pleased with it? Why?

Text 161

DICING WITH DEATH

And living with statistics

Every day is **fraught with** danger. You wake in the morning, rush to the window and take a deep breath. Don't! Hasn't anyone told you about the air being **polluted with lead** from petrol? Next you go to the bathroom. After touching the **lavatory handle**, your innocent-looking hands are **covered in bacteria**, which even a good wash won't entirely remove. You sigh, and get dressed. Good heavens! Didn't you realize that all that nylon won't let your skin breathe?

With **a rash** beginning to appear on your skin, you make your way to the kitchen for breakfast. Eating must be good for you — mustn't it? Of course it is, provided you don't have tea or coffee, which are bad for your heart, or a good old-fashioned English **fry-up**, which will fill your stomach with **cholesterol-building fat**.

Depressed — not to mention hungry — you go to clean your teeth. Put down that nylon toothbrush at once! It will **ruin your gums**. Do you have the courage to weigh yourself? Horrors! You're at least half a stone overweight, which is sure to help **send you to an early grave**. Hesitating, you make your way to the car, knowing that (according to statistics) there's a good chance that either you or one of your nearest and dearest will be involved in an accident sometime during your life. After **a heart-thumping journey**, you reach work.

Filled with relief you get into the lift. Get out at once and **race up those stairs**, unless you want a heart attack tomorrow.

Panting, you reach the office, where you **collapse** into a chair. The cleaner has just left, leaving an aerosol's delightful **aroma floating in the air**. You inhale deeply, enjoying the sweet fragrance. Danger! Breathing in the substance will ruin your lungs (not to mention our atmosphere, if we are to believe the experts.)

With **trembling hands** you light a cigarette to calm your nerves. What? How dare you? In comes your colleague, Ms Brown, all ready for a busy day, blonde hair and make-up in place. Do you think she's heard about the **cancer scare** concerning **hair dyes** and **eyeliners**?

At last lunch-time comes. You join your mates in the local for a sandwich. White bread, eh? **A low-fibre diet** is no good at all. You have "just one more drink", which helps you on your way to **liver failure** and you return to the office. You spend the afternoon fighting a battle with high blood pressure and **chronic indigestion** (or is it your heart at last?) and give a sigh of relief as 5.30 arrives.

What a jam on the **by-pass** tonight. It gets your fingers tapping on the steering wheel, doesn't it? You look in the driving mirror and see a large vein **throbbing up** and down on your forehead. It throbs even faster as you suddenly remember that article you were reading about strokes.

A nervous wreck, you reach home. You **crawl up the path** and fall into your wife's protective arms. She won't last much longer, of course. She's **inhaled** a large amount of washing powder, quite a few asbestos particles from her hair drier and a great number of chemicals from aerosol sprays.

But do not fear, civilization is here. Are we really that much happier in our modern technological world with all its new-found knowledge than our ancestors who knew nothing of these things? Is it any surprise that there were no analysis or psychiatrists in any century before ours? I'm sure they didn't need any.

1. Do you care about all the dangers that surround you?

2. Do you agree that civilization only cripples our lives?

Text 162

HOW TO BUILD A HEALTHY RESPONSE TO STRESS

By Edaward A. Charlesworth and Ronald G. Nathan

Following is an excerpt from "Stress Management" (Atheneum, 1984) by Edward A. Charlesworth of the Bailor College of Medicine and Ronald G. Nathan of the Department of Psychiatry and Family Medicine at Louisiana State University Medical School in Shreveport.

It is said that about the only thing that we can count on in life, besides death and taxes, is change. Modern life presents us with more changes than ever before. We change everything rapidly: Where we live and work, our friends and even our spouses.

Change of any sort can be **scary** or **exciting**, and it usually **triggers** our **stress response**.

Dr. Thomas Holmes and Dr. Richard Rahe at the University of Washington School of Medicine have made major **breakthroughs in our understanding** of the effects of life changes on health and disease. Drs. Holmes and Rahe have measured the life changes that seem to precede illnesses.

From case histories of 5,000 patients, they gathered a long list of life events that seemed to precede major illnesses. They then asked about 400 people to compare the amount, intensity and length of time they need to **adjust to** each life event on the list.

Drs. Holmes, Rahe, and others, multiplied the number of times an event was experienced by the readjustment value given to the events and summed these products to find a life-change score.

Those who had a high life-change score were much more likely **to contract an illness** following the events. The illnesses ranged widely, from accidents to alcoholism, from cancer to psychiatric disorders, and from flu to the common cold.

To find your social readjustment rate, use the scale below. Take your time and try to include any event that is similar to the one given in the scale. When you are finished, total your life change units for the past year.

In general, a score of 150 to 300 is considered moderate, while a score of more than 300 is considered high. High scores have been **correlated with susceptibility to illness** and accidents in

large group studies. But if you scored more than 300, it does not mean you are going to get sick or have an accident. People seem to respond on an individual basis depending upon how much **hassle** each life event creates for a particular person. For example, people who have clear and meaningful goals or tend to be **stimulus-seekers** seem to be able **to withstand** more change.

Regardless of your score, you may find the following techniques helpful in **managing stress**.

The first step Dr. Holmes suggests is that we all become familiar with the life events and become aware of the amount of change they require.

Don't be **fooled by** the tendency to view positive changes such as **marital reconciliation** or gaining a new family member as free of stress. These also take a great deal of adaptive energy.

An important part of stress-management training is to realize that some life crises are **predictable**. We all go through a series of stable periods alternating with transitional periods.

During stable periods, we make certain **crucial choices** and seek to attain particular goals and values. During transitional periods, we work toward terminating previous patterns and begin to work toward initiating new patterns.

One of the first major transition periods that adults go through begins at the end of adolescence. This transition may start around the age of 17 and last until about 22. During this transition, we begin **to modify existing relationships** with important individuals, groups and institutions.

Between the ages of 22 and 28 choices are made regarding occupation, relationships, values and life styles. As individuals begin to approach their late 20s, they may begin **to question the commitments** they have made previously.

About the age 30, a major transition period occurs. During this period, a person becomes more serious, more **restrictive** and more "for real." People feel a strong need to move forward and to produce the elements that they may feel are missing from their lives.

During the transition period, marital problems and divorce **peak**. It is often a time for changes in occupation or for settling down after **transient jobs**.

After going through this period of transition, a person reaches a settling-down point that may last from the age of about 32 until the ages of 39 or 40. During this period, the major tasks to accomplish include establishing a place in society and "making it" in a vocation.

The midlife transition, which occurs next, may last from 40 to 45. At this time, people may begin to question what they have done with their lives. They try to discover their real values.

According to one study of individuals going through the midlife transition, about 80% of the people experience very severe struggles within themselves and the external world.

It is important to realize as you learn how to manage stress that these life changes and crises are very normal parts of development.

Boredom is also a change stressor because the lack of change often **brings on boredom**. When we are not excited about what we are doing, we often become **depressed**, **irritated** and **uptight**. It is during times of boredom that we may wish to consider making some of the changes we can control on the Social Readjustment Rating Scale.

If your score on the Social Readjustment Rating Scale is less than 50, it might be healthy to take action to increase your change score. If you have a low score and you feel stressed, you could be experiencing boredom.

Most of us are waiting for a happy and meaningful life. Balance is needed to achieve and maintain such a life. Balance means that you avoid building your life around one person or one thing.

Sigmund Freud considered work, play and love to be three major parts of life. Other psychotherapists have called these by other names, but most agree that they are important building blocks for **a balanced life**. If we ignore any one of them, we ask too much of the other two.

If you review the Social Readjustment Rating scale you will notice that a majority of the life events involve loved ones and life.

When things go wrong at work or we are unable to play because of illness, we experience a great deal of stress. Without a network of friends and family, we have no one with whom to share our troubles. **Likewise**, when things go our way, we have no one with whom to enjoy the pleasure. Loneliness is a major form of stress.

If, on the other hand, we do not know how to enjoy life and to maintain outside interests in hobbies, sports and the arts, we **lose curability to play**, and we may put too much emphasis on work and love.

What if you are not interested in one or two of these factors? If so, it may be worthwhile to review your life situation and to pay particular attention to the factors you are ignoring to see if

there is a conflict that needs your attention. Most people have very strong needs for work, play and love. Try to recognize and fulfil your needs in each of these areas.

The social readjustment rating scale

Directions: Read each event and indicate in the space provided the number of times you have experienced the event in the last year. Multiply the number of times you experienced the event by the points next to it and total up the products.

Life event	Stress value	No. of times you experienced the event last year	Your total life change scores
Death of spouse	100		
Divorce	73		
Marital separation from mate	65		
Detention in jail or institution	63		
Death of a close family member	63		
Major personal injury or illness	53		
Marriage	50		

1. Have you ever experienced such transitional periods in your life?

2. How do you react to changes?

If you are distressed by anything external, the pain is not due to the thing itself, but to your estimate of it; and this you have the power to revoke at any moment.

Marcus Aurelius

Text 163

HOW TO REDUCE STRESS AND TENSION

Modern life in the Western world is stressful. We compete at work and often in sport and even with our friends. We try to save time and try to earn as much money as possible in order to

possess cars, better houses, washing machines or to go on holiday so that we can relax after becoming so **tense** and tired!

Signs of stress: have you noticed any of these signs in yourself or in another person recently? Are these signs increasing?

Irritability, fussiness, gloominess, suspicion, indecision, excitability, restlessness, lack of concentration, unsociability, loss of appetite, over-eating, sleeplessness, drinking, smoking, worrying, tension.

What is causing the stress?

Many people try to get rid of the signs of stress instead of the cause. They may like sleeping pills or try to control the various signs in other ways. But the only satisfactory way of stopping stress is to find the cause of it. You may not be able to change the cause of the stress but understanding it will probably help.

It may be the death or illness of a friend, the loss of your job or money worries. And you can probably do nothing to change these.

It may be conflict inside yourself. Perhaps you feel you ought to do something but you don't want to. You may have mixed feelings about someone or something and not know what to do. All you can do is try to examine yourself and what you feel is right. It may be helpful to talk to someone about it. It may be that you feel hopeless in a situation. Try to be realistic; make a list of all the characteristics of the situation and of yourself and then face the facts.

Perhaps you feel weak, **interior**, not good enough, ignored or guilty. Once more, try to be realistic. It may be true! If it is true it may not really be so serious. But it may not be true or it may not be as simple as you might think. We sometimes see only our own position in a situation. It may well be that other people also have their own problems or are also guilty, etc. you may be able to change your view of the situation by re-defining it, and saying quite simply "Oh, it could be worse" or "Well, there's another side to it."

Perhaps you have several different problems. Try to see them separately and deal with them one by one. Perhaps you feel you have too much responsibility. Share some of it. Or just don't do something. It is amazing how life can continue if we don't do something, which we thought was very important.

It may be that you are acting in a way, which isn't natural to you. This may be causing you stress. Is it worth it?

Perhaps you are stressed by fears you can't identify. Do your best to decide whether they are real or not.

A few tips:

Which of these are the five most useful ideas or suggestions for you (or, in your opinion, for a stressed friend!):

1. What is the worst thing that could happen to you in the problem you have? What is the worst thing that could happen to you generally? Is the first as serious as the second?
2. **Re-define** your worry as a problem. Then you can do something about it instead of just worrying.
3. Do something! It is often better to make a decision (even if it isn't the best one possible) rather than do nothing.
4. Do something before things become worse!
5. Decide what can be improved and what can't. Do something about **the former** and accept **the latter**.
6. Find something else, which interests you. This may make your problem less important.
7. Decide what is important to you and don't worry too much about what other people might think.
8. Talk to someone about your problem. Try to be as objective as possible, don't complain all the time!
9. When you have really done your best to solve the problem and have failed, learn to live with it. At least you know that you have done your best.
10. Make a list of all the things, which are good or quite good in your life, and be pleased about those ... at least some of the time!

Old recipes for happiness

People have had problems since the beginning of time. Some proverbs are probably thousands of years old. Which of these proverbs and sayings do you think are useful today? How do you interpret them?

- Tomorrow is another day.
- A bird in the hand is worth two in the bush.
- Cultivate your garden.
- Count to ten.
- Walk tall.
- Enjoy half a loaf.
- Be thankful for small **mercies**.
- It takes all sorts to make a world.
- Actions speak louder than words.
- The best things in life are free.
- Better late than never.

- It is better to give than to receive.
- A change is as good as a rest.
- Don't cross the bridge until you come to it.
- It's no use crying over spilt milk.
- Look before you leap.
- He who fights and runs away may live to fight another day.
- Two heads are better than one.
- Don't make a mountain out of a molehill.
- Don't beat your head against a brick wall.
- Don't bottle things up.
- Don't always want the upper hand.
- Don't wish you were someone else.
- Don't underestimate yourself.
- Don't refuse to listen.
- Don't look for trouble.
- Don't tear yourself in half.
- Don't think the grass is greener on the other side.
- Don't stick your head in the sand.
- Don't expect life to be fair.
- Don't think it's too late.

1. What situations or events are stressful for you?
2. What signs of stress are typical for you?

Text 164

RELAXATION: MIND AND BODY

The mind and the body are not separate. When you relax your body you can relax your mind. Here are some ideas for people who find it difficult to relax. You might find it useful to do the first exercise before a difficult and stressful situation, for example, an examination or a confrontation with someone.

Good breathing

Good, controlled breathing is deep, slow and steady. If you would like to try it:

- You should try to fill the lower part of your lungs first (you can stand, sit, or lie on the floor).
- Place your hands flat and gently against the lower part of your **rib cage**.

- Your fingers should just touch.
- Breathe in slowly and naturally. When you breathe in your **abdomen** should **expand** at the beginning of your breathing and your chest shouldn't move very much at this stage.
- Hold your breath, then let your muscles relax, and breathe out slowly and evenly. It is the breathing out, which is so important for relaxation.

Sleeping better

First of all, do you really have a sleep problem? Tests have shown that people who believe they aren't sleeping enough may be getting only about 40 minutes less than the average. And, secondly, if you are sleeping badly, are you worrying about something? You must try to solve that problem before sleeping techniques will help you.

Here are some **commonsense ideas**.

How many of them do you do already?

- If there is too much noise use **earplugs**.
- If there's too much light double the thickness of your curtains or wear **eyeshades**.
- Keep to a regular time for going to bed. The body works on a 24-hour clock and gets used to certain habits.
- If you have been sitting all day, go for late night walk or do some exercises.
- Don't work or do anything stressful just before you go to bed. Spend some time reading a relaxing book, watching television, listening to music, etc.
- In bed try doing something very boring (British people imagine sheep lumping over a fence one at a time), invent stories, **recite poetry,** etc.
- In bed concentrate on your body. Try lying flat in such a way that each half of your body is in an identical position. Do breathing exercises. Then concentrate on different parts of your body, starting with your toes and your fingers and trying to make each individual muscle relax.
- If you really can't sleep or if you wake up and can't sleep, it is better to accept it, put the light on and read for a while than lie there feeling very tense.

Muscle relaxation

A tense body makes a tense mind. A quarter of an hour of muscle relaxation every day will **pay you well**! You will **gain extra energy and goodwill towards life** generally.

Try this now: tighten up your thigh muscles as much as you can and hold this tension for at least 30 seconds. Then relax and feel a delicious sense of relaxation **flooding** your legs. The basic technique is as follows:

- Find a quiet room, don't have a bright light.
- Loosen your clothes, particularly around the neck and waist.
- Lie on a carpet flat on your back with your legs slightly apart.
- Tense and relax each part of your body in turn, starting with your feet and working upwards towards your head. Tense separate muscles if you can, even the separate muscles in your face.
- Finish by thinking about your whole body. Lie still for another ten minutes. Imagine beautiful places, perhaps a place in the country you know well.

M e d i t a t i o n

Simple meditation techniques are easy to do and **reduce stress** in many people. It's difficult for people to do if they are used to living a fast and stressful life, but it is immensely rewarding. You appreciate the wealth of your own being and are able to work even better as a result!

- Find a quiet place.
- Sit comfortably.
- Think of one thing like an object or a word. Concentrate on that one thing. If your mind **wonders away**, don't worry, that happens to everyone. Just bring yourself back to the object you have chosen.
- Do this for 15 to 20 minutes every day, preferably in the morning and in the evening before you eat (even five minutes would **be a help**).

Self-hypnosis

Some doctors teach the technique of self-hypnosis to their patients so that they can relax themselves if they **enter a stressful period**. In order **to hypnotise** yourself you need an open mind to the idea, and you must have time and a quiet place.

- Don't try too hard, you must feel relaxed in order for hypnosis to work.
- Sit in a relaxed position.
- Look at an object, preferably a little above you, and don't let your attention wander.
- As you look at it repeat to yourself that your eyelids are getting heavier and heavier and heavier until they close. Concentrate on the heaviness or your eyelids.

- Take a deep breath, hold it, then **breathe out** slowly. Say "relax" to yourself. Tell yourself that you will relax more deeply each time you breathe out.
- Continue to breathe slowly and deeply. And continue to concentrate on any object, which has a vertical sense of movement in front of you.
- You will remain in control of yourself at all times and can become your normal self by saying that you will come out of the hypnosis when you have counted from 5 to 1.

When you are in a state of hypnosis you experience deep relaxation. Furthermore, you can tell yourself what sort of things you must do in future. Speak to yourself positively rather than negatively, for example, "I shall relax during my train journeys to work and I shall enjoy the simple things around me."

The techniques in this section help us to value ourselves and to find belief in ourselves. They concentrate our attention on inner richness rather than material richness. Even 20 minutes each day can **contribute** a lot of good and reduce the stress of living in the 20th century.

1. Do you sometimes have sleeping problems?
2. How do you overcome stress?



XVI. Sport

Text 165

THE SPORTING SPIRIT

I am always amazed when I hear people saying that sport **creates good will** between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples that **international sporting contests lead to orgies of hatred** one could deduce it from general principles.

Nearly all sports nowadays are competitive. You play to win, and the game has little meaning unless you **do your utmost** to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise; but as soon as **the question of prestige arises**, as soon as you feel that you and some larger unit will be disgraced if you lose, the most **savage combative instincts** are aroused. Anyone who has played even in a school football match knows this.

At the international level sport is frankly **mimic warfare**. But the significant thing is not the behaviour of the players but the attitude of the spectators; and behind the spectators, of the nations who **work themselves into furies** over these absurd contests and seriously believe, at any rate for short periods, that running, jumping and kicking a ball are **tests of national virtue**. As soon as strong **feelings of rivalry are aroused**, the notion of

playing the game according to the rules always **vanishes**. People want to see one side **on top** and the other side **humiliated** and they forget that victory **gained through** cheating or through the **intervention of the crowd** is meaningless. Even when the spectators don't **intervene physically** they try to influence the game by **cheering their own side** and **rattling opposing players with boos and insults.** Serious sport **has nothing to do with** fair play. It is **bound up with** hatred, jealousy, boastfulness, disregard of all rules and **sadistic pleasure in witnessing violence**; in other words, it is war minus the shooting.

I do not, of course, suggest that sport is one of the main causes of **international rivalry**; big-scale sport is itself, I think, merely another effect of the causes that have produced nationalism. Still, you do make things worse by sending forth a team of eleven men, **labelled as** national champions, to do battle against some rival team, and allowing it to be felt on all sides that whichever nation is defeated will lose face. There are quite enough real causes of trouble already, and we need not add to them by encouraging young men to kick each other on the shins amid the **roars of infuriated spectators**.

1. Can you prove the opposite?

2. Will the sport without such strong feelings of rivalry and patriotism still be challenging and interesting?

Text 166

SPORTS AND GAMES

Sports are very good for **active relaxation** and are important for our physical and mental health.

There are lots of types of sports and games. We can practice outdoor and indoor sports, in water or anywhere we want. Outdoor sports are as follows: golf, skiing (cross-country, down-hill, slalom, ski-jump), windsurfing, marathon-running, fishing, climbing, hiking or tourism, **mountaineering**, horse riding, rallies.

Indoor sports include table tennis, gymnastics, and chess. Ball games, athletics (sprint, high jump, long jump, javelin throw, ball through etc.), tennis, shooting, skate-boarding and skating (figure skating, speed skating and roller skating) may be practiced both outdoors and indoors.

There are also **aquatic sports** – water skiing, swimming, diving, water polo, yachting, kayaking, canoeing, rowing. People all around the world go in for sports. Ball games are popular with lots of people. They are basketball, volleyball, football (called soccer in America), tennis, handball. Many people go to the hills or mountains where there are **adapted slopes** and down-hill runs for skiing. Rugby and especially baseball are very popular in the United States.

Millions of people like to attend matches, watch them on TV or listen to them on the radio and keep their fingers crossed for their favourite teams.

Many sports have their origins in Britain that is why Britain is sometimes called the cradle of sports. Two types of rugby, hockey, cricket, darts, tennis and boxing were invented in England. Golf has its origins in Scotland. Here are the major sports events in Britain – Wimbledon (the Grand Slam Tennis Tournament), the British Open Golf Championship, the Grand National (it is the best known **horse-racing steeplechase**).

There are other very important sports events. The Olympic Games (the Olympics for short) are the most famous. They are held every four years. They have their summer and winter parts, which change once every two years. Other important sports events are the World and European Championships and Cups in various sports.

At school we have our physical training (PT) lessons two or three times a week. When the weather is good, pupils can go out to the stadium where they can play football, **softball**, volleyball or practice **track-and-field athletics**. During the winter we usually go to a sports hall or a gym where we practice gymnastics and some other sports and games.

Each of us can be a sportsman but not everyone can be a good one. A good sportsman must be healthy (though now there are also sports events for the handicapped) and a non-smoker. He must train very hard, have a fair character and listen to his coach. All his leisure time should be devoted to his sports.

1. Which kind of sport do you like more: group or individual?

2. Do you like the kinds of sport that include violence?

Text 167

MUSCLE BINDS

"Where's the virtue in sport, fitness and the body beautiful?" asks Dina La Vardera. "It's high time you **hung up** your trainers and exercised your mind, not your body."

Think about the things in life that give you most pleasure. Watching television, perhaps, while sipping **chilled lager**? How about eating lasagne verde by candlelight in a favourite Italian restaurant? What do they all have in common? They all involve nothing more **strenuous** than sitting or lying down.

Why, then, this present **mania for** doing things that necessitate remaining vertical or running around? I hate exercise and all forms of sport and I **abhor the smugness and self-righteousness** of those who think developing **rippling muscles** and **flat stomachs** superior to the cultivation of personally, manners, good taste in art, music, literature and sport. I hate the multi-million propaganda that accompanies the body beautiful, with its **lure of glamour and eternal youth.**

I was brought up to believe that physical exercise was bad for one, and experience seems to support my parents' philosophy that pain, suffering and ill-health result from anything more strenuous, than walking to the pillar box on the corner or digging the allotment. This has been reinforced over the years by reports of footballers with **torn ligaments**, **athletes crippled by** arthritis, or joggers **dropping dead with** heart attacks.

Most people's early experiences of exercise – after crawling into furniture and throwing building bricks under the settee – come from school and I suppose their future attitude to it is shaped then. The present decline in PE in schools only shows up the failings of a system that flourishes on the **brutality of competition**, the **fallacies of team spirit** and character building, and the **general humiliation** of young and sensitive beings.

Don't let all the youngsters - and let's face it, most of the oldsters, dressed up in their **snazzy purple shell suits** with yellow flashes – fool you with their high-tech trainers and **pump attachments to inflate their insoles** and their egos. Apart from the odd football fanatic, muscle-man **pumping iron** and **aerobic freak**, wouldn't they rather be eating a hamburger with their mates in town?

We are all followers of fashion in some way and exercising is a fashion, **an ephemeral fad**, it saves a lot of trouble if early on in life you put your cards on the table and announce to the world that exercise and sport are a bore, a real drag and you have better things to do.

It certainly saves you from requests to join in half marathons for charity and "fun" five-a-sides with colleagues.

But people who take exercise don't see it like that. They are full of their own importance and rightness. It's all so serious, like religion. And you are one of the pagans. It's difficult talking to sporty people: they get **a far-off look** in their eyes and their feet keep moving on the spot.

Exercising makes people think that they can live forever. It **puts off** the moment of realisation that we are mortal. If you don't stay still long enough you don't have to think about such things. **Coming to terms with** oneself, finding out who one is and where one is going, come from within, not from running round a park with 2,000 other people.

Exercise is repetitive and unending; once you stop, **the flab returns** and the pulse slows down again. It is isolationist.

All you get is **an obsession with** you body. And it's expensive: **in terms of** time, effort and material things like club fees, equipment and **special outfits**.

But take heart, for the best club to join is free, has no age limit, require no previous experience or special outfits. It's right there in you front room. Welcome, Couch Potatoes, to your rightful place beside the fire.

1. Name as many disadvantages of practicing sport as you can.

2. Don't people who practice sport get obsessed with their body and become narcissistic?

Text 168

VICIOUS AND DANGEROUS SPORTS SHOULD BE BANNED BY LAW

When you think of the tremendous technological progress we have made, it's amazing how little we have developed in other

respects. We may speak, **contemptuously** of the poor old Romans because they **relished the orgies of slaughter** that went on in their arenas. We may **despise** them, because, they **mistook** these goings on for entertainment. We may, forgive them **condescendingly** because they lived 2000 years ago and obviously knew no better. But are our feelings of superiority really justified? Are we any less **blood-thirsty**? Why do boxing matches, for instance, attract such universal interest? Don't the spectators, who attend them hope they will see some violence? Human beings remain as bloodthirsty as ever they were. The only difference between ourselves and the Romans is that while they were honest enough to admit that they enjoyed watching hungry lions **tearing people apart** and eating them alive, we find all sorts of sophisticated arguments to defend sports which should have been banned long ago; sports which are quite as barbarous as, say, public hangings or **bear-baiting.**

It really is incredible that in this day and age we should still allow hunting or bull-fighting, that we should be prepared to sit back and watch two men **batter** each other **to pulp** in a boxing ring that, we should be relatively **unmoved by** the sight of one or a number of racing cars **crashing and bursting** into flames. Let us not deceive ourselves. Any talk of "the sporting spirit" is sheer hypocrisy. People take part in violent sports because of the high **rewards** they bring. Spectators are willing to pay vast sums of money to see violence. A world heavyweight championship match, for instance, is front-page news. Millions of people are disappointed if a big fight is over in two rounds instead of fifteen. They feel disappointment because they have been deprived of the **exquisite pleasure of witnessing prolonged torture and violence**.

Why should we ban violent sports if people enjoy them so much? You may well ask. The answer is simple: they are uncivilised. For centuries man has been trying to improve himself spiritually and emotionally – admittedly with little success. But at least we no longer tolerate the sight madmen **cooped up** in cages, or public **floggings** or any of the countless other barbaric practices, which were common in the past. Prisons are no longer the **grim forbidding** places they used to be. Social welfare systems are in operation in many parts of the world. Big efforts are being made to distribute wealth fairly. These changes have come about not because human beings have suddenly and unaccountably improved, but because positive steps were taken to change the law. The law is the biggest instrument of social change that we have and it

may **exert** great civilising influence. If we banned dangerous and violent sports, we would be moving one step further to improving mankind. We would recognize that violence is **degrading and unworthy** of human beings.

1. Do you like any of the dangerous and violent sports? Why?
2. Why do people practice such sports?
3. Should they be banned?

Text 169

HEALTH AND EXERCISE

The **"four-limb" sports**, such as rowing and cross-country skiing seem to be especially good for the heart. "When all four limbs are active, more blood is pushed back to the heart than when you are using just your arms or your legs," says Dr Sharp. The muscles of the arms and legs use oxygen to produce energy — roughly five calories of energy for every litre of oxygen. This is how fitness experts are able to tell you that lying down, for example, you **expend** two calories of energy per minute, sitting three calories, walking four calories and running **upwards of** five calories of energy a minute.

It is not until you have been running for half an hour that you **use up around** 350 calories — which is roughly **equivalent to** the calorific content of a low calorie, pre-packed frozen dinner. "If you want to lose weight you **are better off** performing a lower grade form of exercise such as walking or golf. You have a lower rate of **energy expenditure** but since you are doing it for so much longer the total number of calories used up is much more," says Dr Sharp.

You need a lot of self-discipline to use **a home-based gym**. Properly pumping iron can improve you body but not without **determination and sweat**.

Home gyms consist of **a slack of iron weights** on two parallel vertical runners, with a padded bench attached at right angles. The idea is that you sit or lie on the bench and, using the various attachments, **push and pull the weights** with your arms and legs. Weight training will **improve muscle tone** but it does not produce **aerobic fitness and stamina**, which you try to achieve

by jogging or cycling. A home gym and an exercise bicycle is the ideal combination: the bike also helps you warm up before your work out.

1. What would you like sport to be for: big muscle tone or aerobic fitness and stamina?
2. For what reasons do you practice sports: external beauty to be adored by others or inner health?

Text 170

STARTING WHEN YOU ARE NOT GOOD FOR THE START

When I started running seven years ago, I could manage only about a quarter of a mile before I had to stop. **Breathless and aching**, I walked the next quarter of a mile, then I jogged the next quarter of a mile, **alternating** these two activities for a couple of miles. Within a few weeks I could jog half way round Hampstead Heath without stopping. Soon I started to **run up** the quarter-mile slope to the top of Parliament Hill, although I had to stop at **the top to get my breath** back. Eventually I found that I could even manage to get up the hill comfortably.

I started to run because I felt **desperately unfit**. But the biggest **pay-off** for me was — and still is — the deep relaxation that I achieve by taking exercise. It **tires me out** but I find that it does calm me down.

In those early days I saw few other runners. Now there are many more — and not just **the macho sports freaks**. Men and women of all ages have now taken up running. Some 25,000 runners aged five to 85 are attracted each year to the Sunday Times Fun Run in Hyde Park.

In the last two years the London Marathon has become the biggest British sporting event — **overtaking** the boat race and the Derby in the number of spectators it attracts. When I started to jog I never dreamt of running in a marathon, but in 1982 I realized that if I **trained for** it, it was **within my reach**, and after a slow, six-month **build-up** I managed the 26.2 miles in just under four hours. **A creditable performance** for **a first-**

timer and **a far cry from** those days when I had to stop for breath after a quarter of a mile.

What about heart attacks?

My story shows that an unfit 39-year-old, as I was when I started running, who had taken no serious exercise for 20 years, can **do the marathon** – and that this is a sport in which women can beat men. But is it crazy to do it? Does it make sense to run **in the expectation of** becoming healthier? What about the chances of injuring yourself or **dying of a heart attack**?

I was personally **convinced of the health benefits** of running because I felt unfit, and I wasn't worried about the risk of a heart attack, because I was not a smoker and I was **sticking to a fairly low animal-fat diet** but one person I knew well did die immediately after **a jog** and plenty of people told me I was mad to start running.

Reassuring evidence now comes from doctors in Seattle showing that **vigorous exercise actually reduces the chances of heart attack**. They found that people who had a sudden heart attack when they appeared to be completely fit had taken less exercise than those of similar age. According to their findings, published in the Journal of the American Medical Association it is necessary to take twenty minutes of vigorous exercise at least two or three days a week to obtain some protection from heart attack. Apart from jogging, the exercise might be swimming, single tennis or squash, digging or chopping wood. Whatever it is the exercise should **leave you out of breath.**

There is a small risk of **unaccustomed stress** causing a heart attack when a person is very unfit, but this can be reduced if exercise is always **increased in easy stages.** My advice is, if you are under forty, are healthy and feel well, you can begin as I did, by **jogging gently** until you are out of breath, then walking, and alternating the two for about two miles. Build up the jogging in stages until you can **do** the whole distance **comfortably**.

At first, two or three times a week will probably be enough. People over 40 who are **in any doubt about their health** should see their doctor before starting an exercise programme. Over-40s should begin by making **a vigorous walk** of at least two miles part of the daily routine. When you can do this comfortably you can start **the mixed jogging** and walking routine and **progress from there**. You will have to expect **soreness of muscles and joints** to begin with. If soreness changes to pain, or if you find

that you suffer from **deep tiredness**, which you cannot **shake off,** then stop jogging for a while and just walk.

1. When is the attitude to sport formed? Is it cultivated in one's childhood by parents and can't be changed?
2. What are your strongest incentives for keeping fit?

Text 171

MORE THEN A GAME

Football is one of the few businesses where Europe is ahead of the rest of the world. Football is **thriving**. It has transformed into an industry of the future, not the past ten years ago, the prospects of an international football fixture was enough to fill police officials in two dozen European countries with dread, especially if it involved the British. All this kept the middle classes away. Then came commercial television. Rupert Murdoch in Britain and Silvio Berluscony in Italy recognized that football stadiums were really TV studios. They pounced, chequebooks at the ready. The result, right across Europe, has been massive **promotion**. Goodbye skinheads, hello to Ford Galaxy families... New stadiums are being built and existing grounds rebuilt. Managers have learned how to exploit **lucrative** back channels for **extra revenue**, opening shops for **club-branded goods** and negotiating lucrative **sponsorship deals**. Some lost souls complain that the game has lost its **raw intimacy**. At its highest levels, the European game is currently in great form. Europe has the best players in the world because Europe imports them from everywhere in the world and pays them **top salaries**. More than US films or British rock music, football has become the common currency of popular European Culture, the star players as **iconic** as movie stars and they are pan-European. Newspapers and TV stations in Europe long ago gave up covering only their national leagues. In the new united states of European football, the players are everywhere, the teams play all over, and fans travel and **tune in** from all points to see them. Digital television, with its rich possibility of **pay-per-game box offices** and "virtual" season tickets, will make football even richer.

1. Are you a football fan? Why do you like it? Why not?

2. Do you approve of massive promotion of football? Is it of any use for the quality of the game?

Text 172

SKYDIVING

Go! My sneakers leave the platform, and I **somersault** out of the plane 12,000 feet. The wind is **beyond gale**. My **brain overloads and clicks catatonic**. No fear. No feeling. No thoughts. Just tumbling. Sky, wind, clouds... I switch my altimeter spin like a cartoon cockpit **gauge**: 9,000...8,000...7,000. The instructor who's falling beside me, screams so loud I feel my **chest vibrate**. He points to the **altimeter**: 6,000...5,500...5,000. He points to the rip cord. Pull it! Why? I don't want to stop. His face grows furious. Pull it now! I reluctantly **yank the wire loop** on my groin. Stillness. Even far under water the earth has never been so silent. My feet **dangle**, each covering miles of forest 4,000 feet below. I turn my head to the right and see the Atlantic Ocean. To the left, the Appalachian Mountains. I can touch both with my **outstretched hands**. I own them. Skydiving isn't like diving fast. It is a shockingly different thing. It **rewires** your brain. One guy has taught me the only three things a man needs to know about flight:

1. You won't die falling.
2. If you do, you won't care.
3. Men need to fly.

1. Why do people practice extreme sport? What does it give so that they are ready to risk their lives?

2. Is there anything in everyday life that can provoke similar emotions but doesn't endanger one's life?

Text 173

THE ROLE OF SPORT IN THE MODERN LIFE

Sport has played an important part in our lives for many centuries. For some it seems as necessary and natural an activity as eating and sleeping, for others it is just entertainment.

Today it is easy to forget that sport is supposed to be for enjoyment for the good feeling that is produced when the body has done some physical work. Many people nowadays work in offices where they have to sit at desks for six or eight hours a day. For this reason, we feel the **need for exercise** at the end of the day and turn to sport. How better **to get rid of tension** or **let off steam** than to hit a ball hard or go running?

Sport then should provide an opportunity for people to express themselves that it is not always possible in work life. It can provide a challenge and can break down economic and social barriers. Thus a participant can become good at something poorly through his or her abilities.

However, these **ideals** do not always **stand up** when we look at professional sport. In this situation, sport seems **less to do with** enjoyment **and more to do with** making money. Top sports people appear to view their sport as a way of making as much money as possible in as short a time as possible. As a result of this desire, some participants are prepared to take drugs to help their performance – and therefore help their **bank balances**. On the other hand, without this potential **record-breaking performances** sport would not be as attractive to watch on TV. There is no doubt that televised sport is a great entertainment.

But sport has become too connected to big business. Sponsorship, advertising and appearance of money for top sports people have all led to a situation where it sometimes seems that the athlete **comes second to the accountant.**

To sum up, sport at an amateur level should be for enjoyment and fitness, and should **provide an outlet for surplus energy**. At the same we have to say that professional sport seems to have lost these aims and is now being used by some purely as a way of making money.

1. Do you use sport as a way of relaxation? If not, what physical activity do you take?

2. Would you like to have a career of a professional sportsman? In what kind of sport? Why?



THE VILLAGE SPORTS

The sports were held as usual on **the recreation field**, next to the glove factory. Officials **outnumbered** spectators, but there were more competitors than ever before.

Maggie was the star as always. Apart from winning the women's **sprints** and tying for first place in the long jump, she was champion again in the (approximately) 50 metres freestyle, **retaining her title** for the fifth time. She led from start to finish in the running — the others **didn't stand a chance** — and she was in a class of her own in the swimming: it was **a walk-over**, completely **one-sided**. She was across that pond and back before some had reached the other side.

Dad did well too. There was a field of fifteen for the 400 metres — to the bicycle shed and back — and Dad was an outsider before the race because he's unfit; but he **excelled himself** and came second. Was he proud of his runner's-up medal? You should have seen him!

Our family were **reigning champions** in the Five-a-side football competition and hot favourites to win the cup again. We did, but only just. The final — against our old rivals, the Lavenders — **finished in a draw**, despite two own-goals by Uncle Mac and we **kept the trophy** on goal difference from earlier rounds.

After that, things began to go wrong and we **suffered a number of defeats**. Uncle Mac and little Donald were in a photo finish for last place in the father-and-son race — or would have been if someone had had a camera. They were just about **overtaken** on the line by old Mr Grey with his fifty-year-old son on his back; it was probably **a dead-heat** actually.

Then we were **outclassed in** the boxing. Uncle Bill was **a beaten finalist** at middleweight, but Uncle Mac was **knocked out** in the second round at heavyweight and at lightweight I was stopped in the first round. (I swear that Boby Lavender is over 50 kilos.)

Because of my **disappointing performance** in that event, I was **relegated to the substitutes' bench** for the tug-of-war and Aunt Flossie was promoted to our first team. I felt so ashamed. Our opponents in the first heat were the butcher's family from Number 15 and they **slaughtered** us.

Then **things went from bad to worse**. Granny was well beaten in the over 70s' 200-metres **handicap**. She was towards the back of the field for most of the race and failed to finish the course in the end. Then Auntie Jane had all kinds of problems in the sack-race and was just **an also-ran**. She did get **a consolation prize** for finishing — two minutes after the others — but we had been hoping for a victory in that event. And then, worst of all, Granddad was **disqualified** in the egg-and-spoon race for having stuck the egg to the spoon. What's more, he's been **banned from** entering the competition for five years.

I've noticed over the past few years how the village sports have been getting more and more serious. It's a pity, really. I blame television ... for everything.

1. Recall some of your or your relatives' early childhood experience in sports?

2. Have you ever taken part in a competition? Describe it.



FITNESS OR FUN?

We British as a nation do all kinds of things in our spare time: we go shopping or jogging, we play darts or football, we collect records or stamps, we go to church or to the pub. According to the latest figures, during the past year, the most popular activity of all was walking: 35 million British people regularly walked two miles or more. More energetically, ten million people went **to keep fit classes** or **took part in aerobics or yoga** and half as many did some kind of **weight training** in a gym. Not only did nine million people go cycling but four million went jogging and the same number played football and played golf. Other popular sports were bowling, badminton, tennis and squash.

Fishing is the most popular British sport, attracting more active participants than football. Sport is important in Britain, and the British have **developed or originated** the modern forms and rules of a number of sports — notably football, rugby, cricket, tennis, polo, horse-racing, field-hockey and crocket. **The fitness boom** of the eighties led to big rise in the numbers of people participating in sports. Modern health centres with their

swimming pools, squash courts, gyms and **indoor courts**, are competing with clubs, pubs and cinemas as places for people to go to spend their leisure time — and their money.

Now, practically every town has a leisure pool, often with a wave machine, water slides and tropical plants. Families can even spend their holidays at huge indoor water parks, where they can play or relax all day long in warmth and comfort without worrying about the weather outside.

1. Can sport replace a holiday abroad? Make a list of advantages and disadvantages?

2. Does your ideal holiday include any physical activity?



XVII. Entertainment

Text 176

MOVING PICTURES. THE HISTORY OF CINEMA

This special report is in two parts. The first looks at cinema's early development. Where did it come from and who invented it? Our journey begins in the Far East.

Moving images have always been popular. In China, for example, there were shadow plays 5.000 years ago. These used firelight to **project images** of puppets **onto screens.** So projection is a very old idea. But cinema only became possible when this old Asian idea met a new European one — photography.

The two came together in the middle of the 19th century. That's when photos were first used in "magic lanterns". Before then, these early projectors had used glass slides. The pictures on these slides were painted by hand and very expensive. In comparison, photos were cheap and **easy to produce**.

So — by 1850 projection and photography had come together. But the result still wasn't "cinema". How could it be when the pictures didn't move? The solution to that problem came in several stages.

The first, in 1877 came **via** English inventor Eadweard Muybridge. He discovered a way to take photos very quickly, one after the other.

Eleven years later, an American called George Eastman produced the first celluloid film on a roll.

By 1890 it was possible to take up to 40 photos per second.

Next, in 1893, came another invention — Thomas Edison's "Kinetoscope". The kinetoscope projected moving pictures, but it had three problems, (a) It was noisy (b) The pictures it produced were very low-quality (c) Only one person could watch a kinetoscope at a time.

Before cinema could be born one last invention was necessary — a quiet machine able to project high quality pictures onto a large screen. And the men who produced that were two French brothers from the city of Lyons.

Louis and Auguste Lumiere

"The Lumiere Cinematograph" allowed large audiences to watch "moving pictures". Its debut took place on 28 December 1895 in a Paris cafe. That day the Lumieres showed several short films. They were all **documentaries** and one of them was called "Arrival of Train at the Station". Afterwards, Auguste Lumiere talked to reporters about his invention. "It can be exploited for a certain time," he said, "but it has no **commercial value** at all."

Well, he was completely wrong. In less than a year cinemas had started to open in Europe and America. The **public's appetite for** films was instant and enormous — which meant that more and more had to be made. By 1905 **movie making** wasn't just an interesting idea — it was a successful new industry. And by 1915 it was an industry with a capital — Hollywood, USA.

The Silent Era

Hollywood was established in 1912. That's when a group of New York film producers decided to open a new studio in California. Why California? Because the climate was good, labour was cheap and there were lots of **beautiful locations** nearby.

As a result of their decision, Hollywood soon attracted film actors and technicians from all over the country. While World War One was fought in Europe, and for several years after these cinema pioneers made thousands of **black and white films** — comedies, tragedies, fantasies, romances and **historical dramas**. This was the silent era — the era of Charlie Chaplin, Rudolph Valentine, Clara Bow, Douglas Fairbanks and Busier Keaton. It was called "silent" because there was no **recorded sound**. Instead, the actors' dialogue appeared on cards shown every 15 or 20 seconds. At the time it seemed perfectly normal. That's simply how films were.

In fact, even as late as 1924, director D.W. Griffith declared "There will never be speaking pictures". But Griffith, like Auguste Lumiere 29 years before, was wrong. A revolution was coming and its name was...

The Talkies

Recorded sound ended the silent era in 1927. That's when Al Jolson both spoke and sang in "The Jazz Singer". (His first words were "Wait a minute, wait a minute folks. You ain't heard nothing yet!") **The impact on** cinemagoers was enormous. They loved "The Jazz Singer" and demanded more and more talking pictures. The studios quickly obliged and by 1930 audiences **were up from** 57 million a week (1926) **to** 110 million a week. Only 31 years after the Lumieres' First film-show, modern movies had arrived.

In 1932 **Technicolour** arrived. Coming only five years after the sound revolution it made cinema more popular then ever. So popular, in fact, that the next 20 years are often called Hollywood's "golden age". In the 30s and 40s millions queued every week to see films produced by **the top studios**. These included Paramount, RKO, Warner Brothers and – most successful of all – Metro Goldwyn Mayer.

Run by Louis B. Mayer, MGM's **motto** was more stars than there are in heaven. This referred to the "family" of film stars who had contracts with the studio. (In those years actors only worked for one company.) During the 30s and 40s MGM's family included the Marx brothers, Greta Garbo, Jean Harlow, Clark Gable, Joan Crawford, Spencer Tracy, Judy Garland, Gene Kelly.

It was an impressive list, but only one of several. All the other "dream factories" had **stables of box-office names** too. In fact, competition was an important part of Hollywood's success. The reason was simple. Each studio wanted to make bigger, better films than its rivals. After 1948, though, movie tycoons like Louis B. Mayor began to face another kind of competition. And this time it wasn't from inside the cinema industry — it was from outside.

America's TV revolution began in the years following World War Two. At first Hollywood didn't worry. After all what was there to worry about? John Logic Baird's invention only produced small, black and white pictures. It was **a gimmick**. It wouldn't last. But as more and more people bought sets cinema queues began to get shorter. And not just 5% or 10% shorter. By the

early 50s, weekly audiences had been cut in half to 50 million. Clearly the movie industry had a serious problem on its hands.

Studio bosses tried to solve the problem in several different ways. These included:

CINEMASCOPE – This technique made it possible to show films on a wider screen than ever before. Several action-packed CinemaScope films were made. The first, a Biblical epic, was called "The Robe".

3D – To watch 3D or **"three-dimensional" films**, audiences had to wear special classes. These gave images on the screen extra height, width and depth. The idea was used in several 50s horror films, but never really caught on.

CINERAMA – Three projectors were needed to show Cinerama films. Each one filled a third of a huge, curved screen. Again the idea didn't catch on – this time because it was too expensive.

SMELL-O-VISION – Another Hollywood **scheme for winning back TV audiences** was Smell-O-Vision. This was an electronic system, which sent the smell of roses, gun smoke, coffee, etc. (whatever was showing on the screen) over **movie-goers** during a film.

70MM FILM – Before the 50s, movie cameras and projectors used film which was 35 mm wide. The arrival of 70 mm film produced a much **bigger, clearer image**. 70 mm is still used for some films day.

Basically, then, the Hollywood studios competed with television by making movies bigger, better and more realistic. Some of their ideas succeeded – others failed. But what really saved the cinema industry wasn't a technical development at all – it was another 50s invention – teenagers.

Movies and youth culture discovered each other in the mid-50s with two key films – "Rebel Without A Cause" (1955), starring James Dean, and "Rock Around The Clock" (1956), **starring** early pop idol Bill Haley. For Hollywood it was a turning point. Before then, the average cinema-goer had been over 30. Suddenly, all that began to change. And it's a change that's continued ever since. Today 75% of all box-office tickets are sold to people between the ages of 15 and 25.

These days, cinema and television live side-by-side. The movie industry didn't collapse (as some people predicted) in the 50s and 60s. But cinema audience-figures are still low compared to 50 years ago. In Britain, for example, most people only see one or

two films per year. In Europe it's three or four and in America six or seven. Because of this, modern movie making has become very different from how it was in Louis B. Mayor's time. For example:

– Hollywood has more competition from international film-makers now than ever before;

– Enormous picture palaces with one screen are being replaced by **"multi-screen" cinemas**;

– There are still large studios, but the old "studio system" (with groups of stars working for one company) has disappeared;

– Modern films have three lives instead of one. First, they appear in the cinema, then on video, and finally they're shown on TV.

1. What attracted such audiences to watch films at the cinema?

2. Why did the age of cinema-goers change?

3. Why do people prefer to watch films at the cinema instead of relaxing on the couch in front of their TV sets?

Movies should have a beginning, a middle, and an end, but not necessarily in that order.

Jean-Luc Godard

Text 177

THE RAGE OF RAMBO

As the most popular **adults-only** US film ever screened, Rambo **grossed over** $100 million in a few weeks, and was cheered in 2,165 cinemas. Time magazine said, "It seems to have perfectly **articulated** the nation's mood over Vietnam."

Articulate? Hardly, Stallone, **co-writer** of the film, **substitutes oafish muttering for dialogue**, making that other hero of the genre, Clint Eastwood, seem almost **garrulous**. Other than the mass murder of foreigners who don't agree with him, Stallone's only preoccupation in the film is **exposing his preposterous body**. His **enormous breasts loom over the screen** like Jane Russell in The Outlaw. The acting is performed mostly by his biceps.

The several hundred **killings are perpetrated** almost entirely by Rambo alone, although early on he is assisted by a female Vietnamese agent for the US called Co (who is not even played by an Oriental, but Julia Nickson speaking in broken English).

Rambo **stabs**, **clubs**, shoots, **strangles**, burns, bombs, drowns and **garrottes** his victims using enough knives to equip a meat market, mostly carried in his boots. As well as a high-tech bow with exploding arrows, he also manages to produce three assorted **machine guns, all with inexhaustible ammunition clips**.

He has no need of **a helmet** or **flack jacket** – let alone a shirt – because none of the enemy fire ever hits him whereas he never misses. Rambo was obviously what the Americans needed before being chased out of Saigon in 1975.

The B-52s might even have remained in Guam, for Rambo is "a human war machine", as his old colonel observes. He becomes Bombo and blows up two dozen bamboo huts, an entire village, a bridge, several vehicles, a monster Russian bomber helicopter, two boats, a rice paddy and about half a battalion.

As an ex-Green Beret, Rambo's task is to find a jungle camp for American MIAs. Missing in Action, photograph any if there, and return "without engaging the enemy." (As this is supposed to be 1985, the **incursion** is illegal and Vietnam is not an enemy.)

Ignoring his brief from the start, he tells Co that "orders don't matter." His first act is to shoot an arrow through a guard's head, **impaling** him to a tree. This caused a fellow behind me in a T-shirt marked "USA" in red, white and blue, to **shout gleefully** "good arrow" as if at a Sunday darts match.

Rabo's final words are the nearest he comes to a full sentence. All he wants, he **grunts**, is "for our country to love us as much as we love it." **Howls of approval from audiences**, most of whom, like Mr. Stallone, did not actually serve in the real Vietnam either.

The idea that the US did not lose has obvious attractions for an imperial power beaten by a nation of peasants.

1. Do you like the filmmakers' support of patriotic component in the movies? Don't you think that they are just speculating on what sells good?

2. Do such films have the same impact on women or is it just an easy way to attract men?

Text 178

AMERICAN PIE

"Genuine and sweet as mom's homemade..."

Finally, a really good **teen flick**! In a year **peppered with mediocre films** starring beautiful young actors, we have a clear winner in American Pie. This **coming-of-age** high school film is **vulgar, raunchy, innocent, rude, fanny and incredibly sweet** – much like high school.

The premise of American Pie is absurdly simple:

A group of seniors make a pact to lose their virginity by **prom night**. I know, I know, it's been done – Porky's, Fast Times at Ridgemont High and Revenge of the Nerds – **fans of the genre** won't be disappointed.

There's plenty of **gross gags** – involving vomit, diarrhoea, premature ejaculation, beer and sperm chaser, and masturbation to name a few – but what surprised me about the film is that it **goes beyond the clichés**.

In losing their virginity, the four friends come to **hilarious** yet touching realizations about themselves, their friendships, love, romance and the opposite sex. American Pie gave me **nostalgic pangs** for high school but it was real enough to remind me that high school is something most of us never want to repeat..

One thing I found refreshing is **the film's portrayal** of high school girls. According to press, first time director/producer team of brothers Paul and Chris Weitz made a conscious choice to portray women as more then objects of desire.

As I remember, when it came to sex, high school girls had all the power. On the whole they tended to be more **mature**, more attractive, sexier and **smelled a heck of a lot better** than high school boys. It was the girls who decided when and with whom they'd lose their virginity. High school boys, despite their desperate attempts, were peripheral on the issue. That's something that's bang on in the film.

1. Make a similar review of your favourite movie.

All I need to make a comedy is a park, a policeman and a pretty girl.

Charlie Chaplin

Text 179

STUNTS AND MAKE-UP

Thrills, shocks, speed, danger and transformation. They're all an important part of **cinema's appeal** — especially for young audiences. But how are a movie's **most exciting moments** created?

Special effects — King Kong

One of the most famous special effects in early cinema was created by Willis O'Brien. He was the man who brought King Kong to life. Advertised as "The Eighth Wonder Of The World". Kong was an enormous gorilla. But to O'Brien he was more than that — he was also an enormous problem. How could audiences be made to believe in Kong's size without building a 20-metre model?

There were two solutions. First, O'Brien built a small King Kong skeleton and covered it in rubber, cotton and rabbit fur. Less than 1-metre tall this is the "monster" which appeared in everything but **close-ups**. It was **filmed one frame at a time** and moved between each photograph like a **3D cartoon character**. As for size it looked huge because everything else was **scaled-down** — skyscrapers, trees...even Fay Wray (the actress who played Kong's human prisoner) was replaced by a 10-centimetre model in some shots.

Then O'Brien built a full-size version of the gorilla's head and shoulders. This was used for **close-up scenes**. There was also a full-size hand in which Kong could hold the real Fay Wray.

Together, these models amazed audiences and made King Kong the most famous monster in cinema history.

Industrial light and magic

Many of today's most **exciting special effects** are filmed at "Industrial Light And Magic". Producer George Lucas built ILM in California during the 70s. At that time he wanted to develop new effects for his "Star Wars" series. The results were successful. So successful that they made ILM the world's top special effects studio. Here are just two of the effects developed there in the past ten years.

Go-motion. Do you remember the "space-bikes" chase in "Return Of The Jedi"? That was filmed in go-motion. It's a technique, which makes special effects models (cars, space-ships, robots, etc) look faster and more realistic. How? By (a) filming

them one frame at a time (b) exposing each frame to light for a second (rather than 1/4 of a second as for normal film). When it's **projected at** 24 frames per second, the result looks **smooth, quick and very real**.

Compositing. In compositing different kinds of image are combined. For example it's possible to film: (a) models at TNR (b) actors in London (c) animation in Tokyo — and then **mix all three images** together. This is how some of the complex, special effects in the Indiana Jones films are made.

Stunts

Film stars are expensive. If they break an arm or a leg, production has to stop and that can cost a movie company millions. To avoid this, the dangerous scenes in films are usually done by **"stunt" artists**. These are the brave, **highly-trained men** and women who • fall off high buildings • run through fires • fight sharks • jump out of moving cars.

Before the 70s, their names never appeared on **film credits**. Studios preferred audiences to believe that everything was done by the stars themselves. Now, though, the important, difficult work, which stunt artists do is recognized.

These days, modern technology makes their lives easier than in the past. There are special air bags, for example, which make "falls" less dangerous. Explosions and fires are easier to control, too. But nevertheless, stunting is still risky and deaths are not unknown. So...next time you **gasp at a movie star's bravery** on the screen, remember who you're really watching.

Make-up

Like stunt men and women, make-up artists weren't fully recognized in the film world until recently. In fact the Academy Award or "Oscar" category for make-up was only created in 1982. Which seems strange when you think what an important role make-up plays. Without it, some famous films couldn't even have been made.

For example:

- Citizen Kane (where Orson Welles aged over 50 years).
- The Company of Wolves (where some of the characters actually turned into wolves in front of the camera).
- Greystoke (where make-up turned human actors into chimpanzees).

But perhaps the best-known recent example of make-up was in "The Elephant Man". It consisted of 15 different sections and

took eight weeks to plan. It also took a long-time to put on. Make-up artist, Chris Tucker, and actor, John Hurt, began work at 4 a.m. each morning so that shooting could begin at midday.

1. In which film you have seen was the best work of stuntmen (men and women)? And why?

2. What are the advantages and the disadvantages of using stuntmen?

3. Is make-up important in movies nowadays? If yes, show on examples?

Text 180

MOVIES

Casablanca was first shown in November 1942, a few days after Allied forces had landed in Morocco to liberate the city from the Nazis. For its fiftieth anniversary, the film was shown once again in main cinemas in London and New York, and in the intervening years it has never lost its popularity. How has this film become probably the best loved of all **motion pictures**?

The question has been asked many times, above all because the film was **largely improvised**. **The scriptwriters** were **making alterations** up to the last minute, and it is said that Ingrid Bergman was not told until just before the last scene whether Lisa would end in the arms of Rick or her husband.

The film has never been very **popular with the critics**, though. When it was first shown, it was **greeted with lukewarm reviews** and even though it won the Oscars for the best film, the best direction and the best screenplay a year later, many share the view of Pauline Kael, who described it as "a movie that demonstrates how entertaining a bad movie can be".

It is probably inevitable that at this distance, the straightforward presentation of people as good and bad, the conviction that it is right to take part in a war in certain circumstances, **the invocation of patriotism** when everyone in Rick's cafe stands up to sing the Marseillaise, drowning the German officers' protests, all seem rather dated. And it is easy to call the love affair between Rick and Lisa and the **scene of their parting**, as he watches her leave with her husband, sentimental, and typical of Hollywood. Intellectual critics, indeed, **were bound to dislike**

the film or damn it with faint praise simply because it is **obviously a commercial product**.

But I am totally convinced that on this occasion the general public have always been right and the critics wrong. The film is a wonderfully professional achievement. It has well **organized scenes, building up to a climax**. The **dialogue is sharp and witty**, and most of the **jokes have not lost their savour** – for example, the French prefect of police investigating a crime, saying wearily: "Round up the usual suspects". However, what is supposed to be the most famous line in the film, Lisa telling the black pianist, "Play it again, Sam", because *As Time Goes By* is the song that reminds her of her time with Rick in Paris, does not actually occur in the script.

The **acting is impeccable** in the **minor** as well as the **major roles**, and the stars themselves are so **perfectly cast** that the **shots** of them together **have become mythical**. Humphrey Bogart has never been **surpassed as** the man whose tough, professional exterior hides a romantic sense of honour. There has never been a film actress with a more beautifully expressive face in close-up than Ingrid Bergman.

In the final assessment, the myth and the continuing popularity of the film rest on the fact that it **embodies human values** that are far more attractive to the general public than to intellectual critics. It is about love that may involve self-sacrifice, being willing to fight for what one believes in, and the idea that being independent and making your own choices involves a sense of responsibility. If these things are now considered romantic, sentimental, old-fashioned, so much the worse for our generation.

1. Are there any old films you like and appreciate? What do you like about them in particular?

2. What standards should a film you like meet? What scenes, effects, actors influence you most?

Text 181

THE WONDERFUL WORLD OF THE THEATRE

(From the book by J.B. Priestly)

What's Theatre? Why has it lasted so long? What does it mean to us? We know that it offers amusement and pleasure, but

then so do lots of other things. Is there **something special to itself** that it offers us? Clearly there is, otherwise the Theatre would not have gone on so long and in so many different places.

During the last thirty years the Theatre has had to meet three challenges — from radio, cinema, and television. All three produce drama of a sort, all possess important advantages.

As a rule it doesn't cost as much to see a film as it does to see a play, and films can be seen in a great many places that have never known a theatre. Radio and television can be enjoyed at home, **with a minimum of effort**, turning the living room into a **playhouse**.

And all three, because they are produced, **for a mass audience**, can offer **casts of players** that only the best theatres could afford.

Already many people tell us that with their television sets at home and an occasional visit to the movies, they no longer need the Theatre and do not care whether it lives or dies.

Such people do not understand that the Theatre is the parent of these new **dramatic forms**. Without a living Theatre where writers, directors, designers and actors could learn their jobs, movies and television plays would be very **crude** indeed.

In a very good restaurant we have a dinner that is specially cooked for us: in a canteen we are merely served with standard portions of a standard meal. And this is the difference between the living Theatre and the mass entertainment of films, radio and television. In the Theatre the play is **specially cooked for us**. Those who have worked in the Theatre know that a **production** never **takes its final shape** until it has an audience.

With films, radio, television, the vast audience can only receive what is being offered. But in the Theatre the audience might be said to be **creatively receptive**, its very presence, and **intensely living presence, heightens the drama.**

The actors are not playing to microphones and cameras but to **warmly responsive** fellow-creatures. And they are never giving exactly the same performance, if the audience tends to be **heavy, unresponsive** — on a wet Monday, perhaps — the company slightly **sharpens and heightens its performance** to bring the audience to life, and vice versa if the audience is too enthusiastic.

Film and television acting is much smaller and quieter than that of the Theatre. Nevertheless, with a very few exceptions the best performers of film and television are actors and actresses from the Theatre, which has taught them their art.

It is the ancient but **ever-youthful parent** of all entertainment in dramatic form. Much of its work, especially **under commercial conditions**, may often be **trivial and tawdry**; but this means that the Theatre should be rescued from such conditions. For in itself, as it has **existed on and off** for two-and-a-half thousand years, the Theatre is anything but trivial and tawdry. It is the magical place where man meets his image. It is the **enduring home of "dramatic experience"**, which is surely one of the most **searching, rewarding, enchanting** of our many different kinds of experience.

1. Do you think the theatre is dying?

2. What's the difference between watching a movie at the cinema and a play at the theatre?

Text 182

STRAINING EVERY NERVE

The whole day from the moment you get up to the moment you **hit the sack** is like no other. If anything it's like some peculiar birthday. Everybody is extremely nice to you. There will be telegrams and cards possibly presents and flowers. Your dressing room begins to resemble a **hospital ward or a funeral parlour**. Whether the director has called you in or not you're unlikely to be able **to resist the magnetic pull of the theatre**. You'll **pick at your lunch.** You'll drink many cups of black coffee.

There will be a number of people in the audience most of whom will have seen it before when they didn't laugh. Now they won't laugh again. Those who haven't seen it before won't laugh either or if they do, it'll be in quite the wrong place. The play will seem to last eight and a half hours. You will barely be thinking of your performance because you're **haunted by** the fact that the lighting plan appears to have been designed by Rembrandt. You can't see your fellow actors so how can the audience? All in all, you just **long for** the whole thing to be over.

Theatre auditions generally take place in the auditorium of a theatre other than the one in which the play will go on. The director, the assistant director, the casting agent, possibly the theatre's artistic director, probably the producer are all **lounging in the stalls** with their feet on the back of the seat in front. There

are twenty or thirty plastic cups with cigarette butts lying in an inch of coffee littering the aisles. The air is thick with smoke and **raucous laughter**. The director has been telling a joke. About the previous actor you think darkly and they'll have a little joke about you too when you've gone. People **leap up** to greet you, the casting director introduces you to everyone, you shake the director as firmly by the hand as you can without **betraying your tension**. Your voice is trembling oddly. You long for a cigarette even though you don't smoke but you don't take the one offered to you because it might seem **unprofessional** and your mouth is already so dry that it's painful to swallow.

"You deserve a rest." No. The only thing I deserve, I hope is a job. If you have a job a few weeks hence, then a gap of a few weeks will be most welcome. But any time, any day not working and without the prospect of work, is dead time, grey time anxious and haunted times. You could learn German, take driving lessons, night classes in the History of Art. No, you couldn't. Even if you've got any money, which is unlikely, it's impossible to settle to anything. There's something wrong, something missing.

1. Is being an actor a vocation or can anybody do this? Does it require special education? Why?

2. Have you ever thought of becoming an actor? Why? Advantages and disadvantages.

Text 183

CONFESSIONS OF A WOULD-BE ACTOR

After playing Joseph in a nativity play at the age of five and a half, — I can still remember the three lines I had — my **theatrical career really took off**. I was chosen to be the back end of the pantomime horse in our school end-of-term Christmas show. Success there, or rather lack of it — the horse's seams came apart soon after our first entrance — led to my being given the job of **stagehand** for all future productions. Even scenery falling over in the middle of an Italian light opera and last-minute panic over the missing set for an ancient Greek tragedy failed to persuade our drama teacher that I would be less of a risk on stage than off. (That, in fact, is not strictly true. I did have a

walk-on part once in a French bedroom farce — as an apparently dumb police constable — but to everyone's horror I tried to exit with the wrong character at the end of the wrong scene, stage left instead of stage right.)

On leaving school, I joined an **amateur dramatic society**, full of enthusiasm but rather **short on experience, technique and timing**. For some years, I was **restricted to bit parts in sketches**, **satirical revues** and one or two **slapstick comedies**. My finest hour came when I had **to stand in for** a member of the cast who had been taken ill — I was the general male **understudy** — and **take the part of** the villain in a Victorian melodrama, **lots of overacting and asides to the audience**. I had only a very **abort rehearsal** beforehand and I thought my performance was **reasonably competent**. The producer, however, suggested that I took up some less public hobby, like pottery or rug making.

Not deterred, I joined a **repertory company** as stage and costumes manager, also responsible for **props** and make-up. And I was their prompter as well. During my time with them I wrote a number of scripts, most of which were rejected, but one of which was accepted and performed. It turned out to be the most terrible **flop**. I didn't do much acting there — just one part, if I remember rightly, in the chorus of a musical, a revival of West Side Story. Nobody discovered me. What I had always wanted was to play the hero in something like Romeo and Juliet or to **have a leading part in** an Oscar Wilde comedy of manners. When I turned fifty, however, I begun to accept that it was probably not going to happen.

You can imagine my surprise and delight, then, when some nights ago I learned that I had landed **the title role** in Shakespeare's classic play Macbeth with the Royal Shakespeare Company. I couldn't believe my luck. Macbeth: that **superb monologue** before Duncan's murder, the passages with the witches on the hearth, that fantastic Tomorrow and tomorrow and tomorrow speech in Act Five, Scene 5. **The dress rehearsal**, with **co-stars** Olivier and Glenda Jackson, was a dream. And with the first night to follow — **ten curtain calls** — bouquets — reviews the next day: "**Smash hit**!" "Don't miss it!" **"A box office winner**!" "Triumph for new Macbeth" "A Star is ... ".

And then that horrible ringing sound in my ears...

1. Describe your experience of acting.

2. What do you appreciate more in the theatre: acting, music, costumes and props, or the atmosphere?

But men must know, that in this theatre of men's life it is reserved only for God and Angels to be lookers on.

Francis Bacon

Text 184

MUSIC

Of all the **cultural influences** that have come out of the United States in the 20th century, it's likely that none has been so **far-reaching** as popular music.

What, precisely, is POPULAR music? In the United States this term has acquired a variety of meanings, but in the most basic sense, it refers to the kinds of music enjoyed by a broad public and **stands in contrast to** the classical music of the Western European tradition. Some music historians, in fact, see the development of American music as a continual dialogue between **the cultivated and the vernacular**, between **the "serious" music of high art** and the music heard on street corners or in dance halls. In the early 19th century, popular music consisted largely of songs with **homegrown lyrics grafted on to melodies** borrowed from England. By the middle of the century, composers like Stephen Foster, often influenced by the music brought from Africa by black slaves, were writing the first truly American popular songs. By the end of the century, white and black styles had merged in the **syncopated rhythms of ragtime**.

As the 20th century progressed, the line between popular and serious music became **blurred**. George Gershwin, for example, was a popular composer whose music has always been **admired in cultivated circles**. Classical styles influenced Hollywood film composers. In the 1930s, a leftist populism proclaimed the value of the popular and folk traditions, and serious composers like Aaron Copland and Virgil Thomson incorporated folk melodies in their work. What began as the consummate vernacular art form — jazz, music once played mainly in saloons and dance halls — has developed to the point where the improvisations of musicians are so esoteric that jazz is often labelled "elitist".

The chief development in popular music today is what "New York Times" music critic John Rockwell calls "stylistic cross-pollinization". On recent albums the Talking Heads, the most **critically acclaimed avant-garde rock group** of the 1980s, blend in everything from the **funky rhythms** of black radio to the steel guitars of country music. Miles Davis, once **the epitome of** the cool jazz musician, has experimented with a series of **rock-flavoured "fusion" albums**. Clearly, traditional **musical boundaries are disintegrating**.

A thorough account of contemporary American popular music, one that would do justice to all this diversity, would fill a multi-volume encyclopaedia.

Jazz has always been music of freedom, and maybe that is why it's been called the most truly American art form. The sense of freedom is **inherent in its improvising**, in the way each musician defines himself in his own terms, in the feeling that the possibilities are limitless. This was true early on when jazz served as a vehicle for blacks in particular to break through racial barriers. It is still true today even though, as Leonard Feather observes, "the term JAZZ now means so many different things to different people".

Feather believes that jazz is going through an exhilarating period of infusion from dozens of different cultures that are **revitalizing** this art form and taking it in exciting new directions. What was once the sole province of Americans has been transformed in the last few decades by a stream of **innovative musicians** from outside the United States. At the same time, a new generation of US jazz musicians, most still in their 20s, has reinvigorated the avant-garde with a new power and a new creative freedom.

During the 1950s, a sense of uniformity pervaded American society. Conformity was common, as young and old alike followed group norms rather than striking out on their own. Television contributed to the homogenizing trend by providing young and old with a shared experience reflecting accepted social patterns.

But not all Americans conformed to such cultural norms. A number of writers, members of the so-called "beat generation" rebelled against **conventional values**. Stressing spontaneity and spirituality, they asserted intuition over reason. Eastern mysticism over Western institutionalised religion. The "beats" went out of their way to challenge the patterns of respectability and shock the test of the culture.

Musicians and artists rebelled as well. Tennessee singer Elvis Presley popularised black music in the form of rock and roll, and shocked more staid Americans with his ducktail haircut and undulating hips. In addition, Elvis and other rock and roll singers demonstrated that there was white audience for black music, thus **testifying to** the increasing integration of American culture.

The visible signs of the **counterculture permeated** American society in the late 1960s and early 1970s. Hair grew longer and beards became common. Blue jeans and T-shirts took the place of slacks, jackets and ties. The use of illegal drugs increased in an effort to **free the mind from past constraints**. Rock and roll **grew, proliferated and transformed** into many musical variations. The Beatles, the Rolling Stones and other British groups took the country by storm. *Hard rock* grew popular, and **songs with a political or social commentary**, such as those by singer-songwriter Bob Dylan, became common. The youth counterculture **reached its apogee** in August 1969 at Woodstock, a three-day music festival in rural New York State attended by almost half-a-million persons. The festival, mythologized in films and record albums, gave its name to the era — The Woodstock Generation.

1. Can you draw a line between popular and classical music and show the difference between them?

2. What is popular music for you?

3. What particular traits define the Woodstock generation?

Music is the effort we make to explain to ourselves how our brains work. We listen to Bach transfixed because this is listening to a human mind.

Lewis Thomas

Text 181

WHY DO WE LIKE MUSIC?

By M. Mitchell Waldrop

SALIERI: It started simply enough: just a pulse in the lowest registers — bassoons and basset horns — like a rusty squeezebox... And then suddenly, high above it, sounded a single note on the

oboe. It hung there unwavering; piercing me through, till breath could hold it no longer, and a clarinet withdrew it out of me, and sweetened it to a phrase of such delight it had me trembling.

Peter Shatter, *Amadeus*

Music, after all, is nothing more than a **sequence of sound waves**. So why did the music of Wolfgang Amadeus Mozart fill his rival, Antonio Salieri, with longing and pain? Why do we fill our own lives with music — in the concert halls of Vienna, in the streets of Harlem, on the plains of India? What is it that allows a sequence of sound waves **to touch us so deeply**?

Part of the answer seems to lie in the physics of the sound waves. Scales and chords, for example, are constructed from pitches that are mathematical progressions of one another. When we hear a middle C, the air is vibrating some 260 times per second. Double that to 520 vibrations per second, and we hear a C exactly one octave higher; multiply middle C's vibrations by 3/2, and we hear the G in that octave at 390 vibrations per second.

Over the centuries musicians have **elaborated such relationships** into an enormous body of music theory. But valuable as it is, theory only tells us how music works, not why. It cannot explain why one tune is **utterly banal** and another is magic.

Obviously, a great deal of our **appreciation for music is learned**. You may like a song that I hate simply because it resembles other songs that you like. On a more fundamental level, **the aesthetics of music** vary widely between cultures. In the Orient the stress is on pitch and **tiny intricate intervals**. In sub-Saharan Africa the rhythms reach **dizzying complexity**. In the 18th century Europe of Bach and Mozart, the ideal was order, structure, and balance.

But again, none of this explains why almost everyone responds to some kind of music, or why music in one form or another appears in every known human society.

In the last analysis, it seems that the power of music lies not in the sounds but in ourselves. Just as our eyes are receptors to light and our ears are receptors to sound, we somehow have in our brains a receptor to music. In fact Harvard psychologist Howard Gardner argues that **musical intelligence** is something that is separate and coequal with other forms of intelligence, such as an ability with words or with numbers.

In many ways, Gardner says, music and language abilities are very similar. Babies start **to babble fragments** of "song" as early as they start to make little word sounds. Older children progress in stages, showing an ability to sing longer and more complex

songs in much the same way as they start to use longer and more complex sentences.

But music is not just language in another form, says Gardner. For example, the Soviet composer V. Shebalin suffered a stroke in the left temporal lobe of his brain, the area for language comprehension. Afterwards he had great difficulty communicating, yet his compositions were as **brilliant** and as **sensitive** as ever.

On the other hand, a young musical composer suffered damage to the right hemisphere of his brain. He had no trouble communicating and eventually returned to teaching music. But he had lost all interest in composition. He even lost much of his enjoyment in listening to music.

Studies such as these, Gardner says, indicate that some **key essence of our musicality** is located in the right front of the brain. The exact location, however, and the exact nature of that essence is far from clear. Even if we do someday track down the brain's "**music receptor**," we are still left with one final mystery: Why is it there? Some scholars have suggested that our musical abilities evolved at the same time we acquired language, anywhere from a few hundred thousands years ago to a million years ago. Yet language gave our tribal ancestors a clear evolutionary advantage: better communication meant a better chance at survival. What need did music serve?

Of course, we would also ask that question about painting or sculpture, dance or poetry. Why do humans respond to beauty of any kind? To that question, we have no more answer than Shaffer's tortured Salieri, who cried up to his "sharp old God": "What is this? Tell me, Signore! What is this pain? What is this **need in the sound**? Forever unfulfillable, yet fulfilling him who hears it, utterly."

1. Why do you listen to music? Is it just a way to relax or does it have a bigger meaning?

2. How quickly do your likes in music change?

3. What should a song possess to appeal to you?

Truly fertile Music, the only kind that will move us, that we shall truly appreciate, will be a music conducive to Dream, which banishes all reason and analysis. One must not wish first to understand and then to feel. Art does not tolerate Reason.

Albert Camus

Text 186

TRY IT AGAIN

I spent nearly six years studying and **practicing** the piano at school; that's to say, four years playing **scales** and **arpeggios,** then eighteen months let loose on actual **pieces of music.**

My teacher, Mr. Pearson, was the sort of person who thought that anyone who didn't have **perfect pitch** was educationally subnormal and as for pupils — like me — who had difficulty in **reading** music and never really began to master **sight-reading,** well, there was really no hope in life.

Looking back, I can see that he was not particularly modern or enlightened in his approach. There were weekly tests along the lines of: "How many flats are there in the key of A flat **major?**" "How were Bach's ideas on **melody, harmony** and **counterpoint** significant?" "What was the **opus number** of Mozart's *Eine Kleine Nachtmusik?*" and lots of unanswerable questions about **bass clefs** and **treble clefs,** etc. Still, we persevered together for those six years, despite my numerous handicaps. For a start, my **sense of rhythm** — especially for anything **syncopated** — was virtually non-existent. "How many **beats** in the **bar**, Haskins?" "Three, sir."

"Then kindly stop trying to squeeze in five."

Then, being so small, neither of my hands could span a full **octave** which meant that keys were rarely struck by the finger recommended and that, particularly on the black **notes,** the little finger fell short of expectations. "Is there normally a B flat in a B **major chord,** Haskins?" "No, sir."

"Right, then spare us it, will you?"

It wasn't that I didn't try. On the contrary, I had visions of one day performing in **concerts** and **recitals**, if not as a **soloist**, at least **accompanying** guest **singers** and **instrumentalists.** Somehow, the visions became fainter and fainter. "I think if Beethoven had wanted a **minor chord just** there, Haskins, he would have **written one.** Don't you?"

So the years went on, endless **variations** on a single **theme,** dozens of **arrangements** of one basic **tune,** which I swear he **composed** himself. I must admit there were times when I thought of changing **instruments** — going back to the **woodwind** class, where I had bitten through three **oboe reeds** in one session, or

the **strings** department, where I kept dropping the viola **bow**, or the **percussion** wing, where I had snapped two **drumsticks** inside ten minutes, or the **brass** class, where I had nearly swallowed a trumpet **mouthpiece**. But I didn't. I stayed with Mr. Pearson and his **finger exercises**, the **wrong notes**, the **missed entrances**, the "Try it agains". I suppose I was lucky that you can't play the piano **out of tune**. I'm sure if it was possible to **play flat**, I would have done. "What's the difference between an F **sharp and an F natural**, Haskins?" "A **semitone,** sir."

"Correct. Now, if you could remember that while you're playing, you might not make such a pig's ear out of one of the most beautiful melodies Brahms ever **composed.** Try it again."

1. Have you ever taken any lessons in music? If yes, describe your experiences.

2. Does playing musical instruments require skills or talent?

Text 187

ROCK AND POP

Two groups show the different sides of 70s pop – ABBA and the Sex Pistols. Sweden's ABBA worked with the latest technology. Their songs were popular with people from 8 to 80. They were rich. They made videos. There were, in fact, **superstar entertainers**. And they weren't alone. There were a lot of other 70s superstars, too – Elton John, David Bowie, Rod Steward, Queen. By the mid-70s music was a billion-dollar and artists like these controlled it.

But not everybody was happy with **superstar pop**. For many people it didn't take enough risks. Some of them decided to play a new, more dangerous kind of music – punk rock.

The punk revolution began in small clubs. One of them was the "The 100 Club" in London's Oxford Street. That's where bands like the Sex Pistols used to appear in the late 70s. Everything about their clothes and music was different. They didn't look happy and rich. They looked poor and angry. They didn't smile – they spat. They weren't good musicians – many of them couldn't play their instruments at all.

Groups like The Sex Pistols brought new energy to music. Suddenly it belonged to the kids again. But not for long. Punk started as a revolution...by 1980 it was a fashion.

The most important musical event of the 80s was "Live aid." The man who organised it was Bob Geldof. He started to raise money for the starving people of Ethiopia in 1984. First, there was the Band Aid Record – Do They Know It's Christmas? Then he decided to organise a huge rock concert with many of the world's top stars. That dream came true on 13th July 1985. For sixteen hours 1.5 billion people watched the best of British and American music live from London and Philadelphia. (Live Aid's stars included Sting, Sade, U2, Bob Dilan, David Bowie, Madonna, Mick Jagger, Tina Turner, The Beach Boys and Paul McCartney). The concert **raised** over $100 million. It showed that pop musicians and their fans could change the world.

Something else changed in the 80s, too – **musical technology**. In less than ten years, video, compact discs and computers all became important in the pop industry.

- Thanks to video, every single suddenly had its own three-minute film.
- Thanks to compact discs, the quality of recorded sound was better than ever.
- Thanks to computers it was possible to play and record thousands of new sounds.

1. What features of each trend in pop music appeal to its fans?

2. What helped music occupy such an important part in today's life?

Text 188

ROCK MUSIC AND EDUCATION

They said it would never last, but here we are almost four decades later, with rock and roll bigger – and some would say better – than ever.

Foreign earnings from the music business are second only to insurance and banking, which will give you some idea of the size and scale of the market.

In those heady, **far-off days** of the 1950s, rock music was something your mother disliked and your father tried to ignore.

For most teenagers of that time, school was followed by a steady job. Girls inevitably found themselves in "respectable" jobs and then got married! For lads it meant **an apprenticeship** of some sort. Getting a trade under your belt was the order of the day. In retrospect this was a short-sighted view, as most of the people who became tradesmen/women are having **to retrain for** something else, following the virtual demise of industry in Britain.

Some fortunate or unfortunate teenagers (depending on your point of view) managed to go to college or university to study some sort of *ology*.

Before the end of the 50s, the TV networks were **catering for** the demands of youth and rock and roll. This took the form of programmes such as Oh Boy! and Six-Five Special, which were **the forerunners** of the 1960s' Ready, Steady, Go! and the more sanitised Top of the Pops.

Schools **covered all the traditionally relevant subjects**, including the 3 Rs, which may have included music, but definitely did not include rock and roll.

School has regularly **received acknowledgement** in pop songs. Chuck Berry, Rod Stewart, Alice Cooper and Pink Floyd were some of the artists who used the word and sometimes the imagery associated with an experience everyone **goes through**, or in some cases, **endures**.

Since 1955, pop/rock music has gradually become more acceptable to the Establishment. Indeed some pop/rock acts have come **perilously close** to becoming the Establishment themselves — the Beatles with their MBEs and Elton John and Mick Jagger, who seem to have a foot in the door of Buckingham Palace.

The 1960s witnessed a **redrawing of cultural boundaries**, with the music business in particular at the cutting edge.

In line with this generally wider acceptance and understanding that this form of music would not disappear overnight, schools and colleges have in the last few years begun to offer courses and facilities that can **enhance and complement interest in pop/rock music.**

In comprehensive schools across the country, **under the auspices of** Local Education Authorities, it has been realised

that interest in music and other culturally related areas can be developed and encouraged by providing instruments and equipment of the type normally seen at rock concerts.

For those who at 16+ wish to follow up an interest in the music business as performers, technicians or administrators and gain some nationally recognised qualifications, many colleges offer BTEC National Diploma courses in Performing Arts.

Not all of these **deal specifically with** the music industry. However, there are at least two colleges offering courses specifically centred on the business and the **performing/recording of pop music**.

Of course, there is not any direct qualification or route of success, but that is true of other careers as well. The whole point of completing a college course dealing with what is, after all, **a precarious way to make a living** is that it can give interested people an opportunity to experiment and develop their particular talent within a creative environment, whilst gaining some of the skills that may give them the necessary edge when opportunity strikes.

Neath College in South Wales, which pioneered the first National Diploma specialising in rock music, is about to launch a new Higher National Diploma in Performing Arts. This will offer a course of study of the music business at almost degree level. The course has been devised following close consultation with various people within the industry and it is planned to offer students periods of work experience at intervals during the two years of the course.

The trend within the vocational sector of education for the 16+ age group is increasingly to provide courses that are interesting for students and **relevant to jobs and careers**. The **dust-laden** corridors of academia are gradually being stirred up by Marshall stacks and assorted sequencers.

The future looks bright for **budding rock musicians** who wish to acquire formal qualifications. We may well see a Ph.D. in Rock Music in the future.

It may only be rock and roll to you, but increasingly it's homework to someone else.

1. How could musical education be used in today's world?

2. Could you dedicate several years of your life to studying of this subject? Why?

There is something very wonderful in music. Words are wonderful enough; but music is even more wonderful. It speaks not to our thoughts as words do; it speaks straight to our hearts and spirits, to the very core and root of our souls. Music soothes us, stirs us up; it puts noble feelings in us; it melts us to tears; we know not how; — it is a language by itself, just as perfect, in its way, as speech, as words; just as divine, just as blessed.

Charles Kingsley



POP STARS CERTAINLY EARN THEIR MONEY

Pop stars today 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 and goings 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 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 taxman 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.



1. What traits should a person possess to become a star in the entertainment industry?

2. What disadvantages does their way of life possess?

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