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**ИМ. Н.А.ДОБРОЛЮБОВА**

## **LIFE IN BIG CITIES AND SMALL TOWNS**

**ЖИЗНЬ БОЛЬШИХ И МАЛЫХ ГОРОДОВ**

**Учебно-методические материалы**  
**для студентов III курса**

**Нижний Новгород 2009**

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**LIFE IN BIG CITIES AND SMALL TOWNS = ЖИЗНЬ БОЛЬШИХ И МАЛЫХ ГОРОДОВ:** Учебно-методические материалы для студентов III курса. – Нижний Новгород: Нижегородский государственный лингвистический университет им. Н.А.Добролюбова, 2009. – 83 с.

Данное пособие предназначено для студентов III курса и содержит дополнительные материалы по теме «Город. Проблемы больших и малых городов».

В него включены аутентичные тексты, соответствующие разным видам чтения, а также задания для развития и контроля навыков аудирования. Каждый текст снабжен письменными и устными заданиями, направленными на работу с лексическими аспектами языка и формирующими навыки диалогической и монологической речи.

Предложенные тексты призваны обеспечить студентов основной информацией по изучаемой теме и стать базой в работе с другими материалами, используемыми на практических занятиях.

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Составитель Л.В.Романовская, канд. филол. наук, доцент

Рецензент М.С.Красильникова, канд. филол. наук, доцент

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## INTENSIVE READING

### **Millions and Millions**

Today the population of Planet Earth is more than five and a half billion, an increase of one and a half billion in only eighteen years. There are more of us every minute, and the more people there are, of course, the greater the strain on the world's resources. By the year 2020, the world's population is expected to exceed eight billion. Observing that population always increases geometrically while the food supply increases arithmetically, nineteenth-century economist Thomas Malthus gave us an early warning of the problem we now face. There will never be any more water on the earth's surface than there is now, but there will be more people. By using new methods of farming and newly developed, higher-yield crops, farmers have been able to increase the amount of available food, but this can't go on forever. Can they continuously expand the food supply to match the population growth? It doesn't seem likely.

How did we arrive at this situation? There are two principal forces operating: a vast increase in the number of people, caused in part by advances in medicine and health; and the revolution of rising expectations. Having wiped out smallpox, scientists now contemplate the elimination of polio and other diseases. Infant mortality rates, while still tragically high in many nations, have been declining worldwide. People are living much longer than they used to; in many nations the life expectancy is seventy-five years and rising.

Meanwhile, the increasing trend toward a world economy has made more and more products available to more and more people, straining the world's resources. It is reasonable, a natural consequence of a rising standard of living, for people to want what others have. Eventually, however, this desire will have to be controlled. The population will continue to increase, but the amount and number of natural resources won't.

What can we do to solve the problem? Should we (1) colonize other planets? (2) Let "nature take its course" by allowing wars to reduce the number of people? (3) Create a world government which controls the world food supply and forcibly limits the number of children a couple can have? These measures seem draconian or fanciful; isn't there a more realistic or humane solution? Some say that, to prevent a future disaster, we must achieve Zero Population Growth, or ZPG, everywhere on the planet. How would it work? Having reached childbearing age, parents would limit themselves to no more than two children – the replacement level. This procedure would supposedly cause population to eventually stabilize and

later decline. But could this really happen? And wouldn't it violate the sincere beliefs, legitimate rights, and religious liberty of many people?

A real-life example illustrates the situation. Faced with an increasingly large population, now nearing 1.2 billion, the government of China has for some time had a policy of permitting only one child per family. The effect has been a slower rate of population growth than in the past.

However, the Chinese solution may not be every country's solution. If presented with proposals to adopt the Chinese program in their own nations, in fact, many people might object violently, considering such measures harsh, immoral, and out of the question. It seems clear, though, that to prevent major war, outbreaks of disease, and increased poverty, all nations will eventually have to address the problem of population growth, which I consider our most serious dilemma today.

## Vocabulary Focus

**I. Find in the text the words with the similar meaning to the following:**

pressure, exertion;	produce, harvest;	to consider, ponder;
severe, cruel;	merciful, sympathetic;	removal, exclusion
legal, normal;	to break, disregard	occupy for settlement

**II. Complete the chart below supplying noun and adjective derivatives for the given verbs:**

verb	noun	adjective
create		
increase		
contemplate		
eliminate		
violate		
solve		
colonize		
reduce		

**III. Give the Russian equivalents for the following English ones:**

Life expectancy; rising standard of living; ZPG; childbearing age; higher-yield crops; infant mortality; to wipe out smallpox; the replacement level; an outbreak of a disease; to violate an international agreement

## Reading Comprehension

### I. Decide whether these statements are true or false. Correct the false ones:

1. There are more of us every second.
2. By the year 2020, the world's population is expected to double.
3. Population increases geometrically while the food supply increases arithmetically.
4. There will be more people on the earth than there is now, but there will always be enough water on the surface.
5. To increase the amount of available food, farmers all over the world clear more and more land for farms every year.
6. The reasons for population growth are a) advances in medicine and health, and b) the revolution of rising expectations.
7. Having eliminated smallpox, scientists now are trying to find a vaccine for AIDs.
8. Infant mortality rates have been increasing worldwide.
9. Life expectancy for a man is about 70 years.
10. A rising standard of living leads to people's desire to want what others have.
11. To prevent a future disaster, we must achieve Zero Population Growth on the planet.
12. The replacement level is three children for a family.
13. The effect of the Chinese government's policy of limiting the number of children a couple can have, has been a decline in its population.
14. All nations will have to address the problem of population growth.

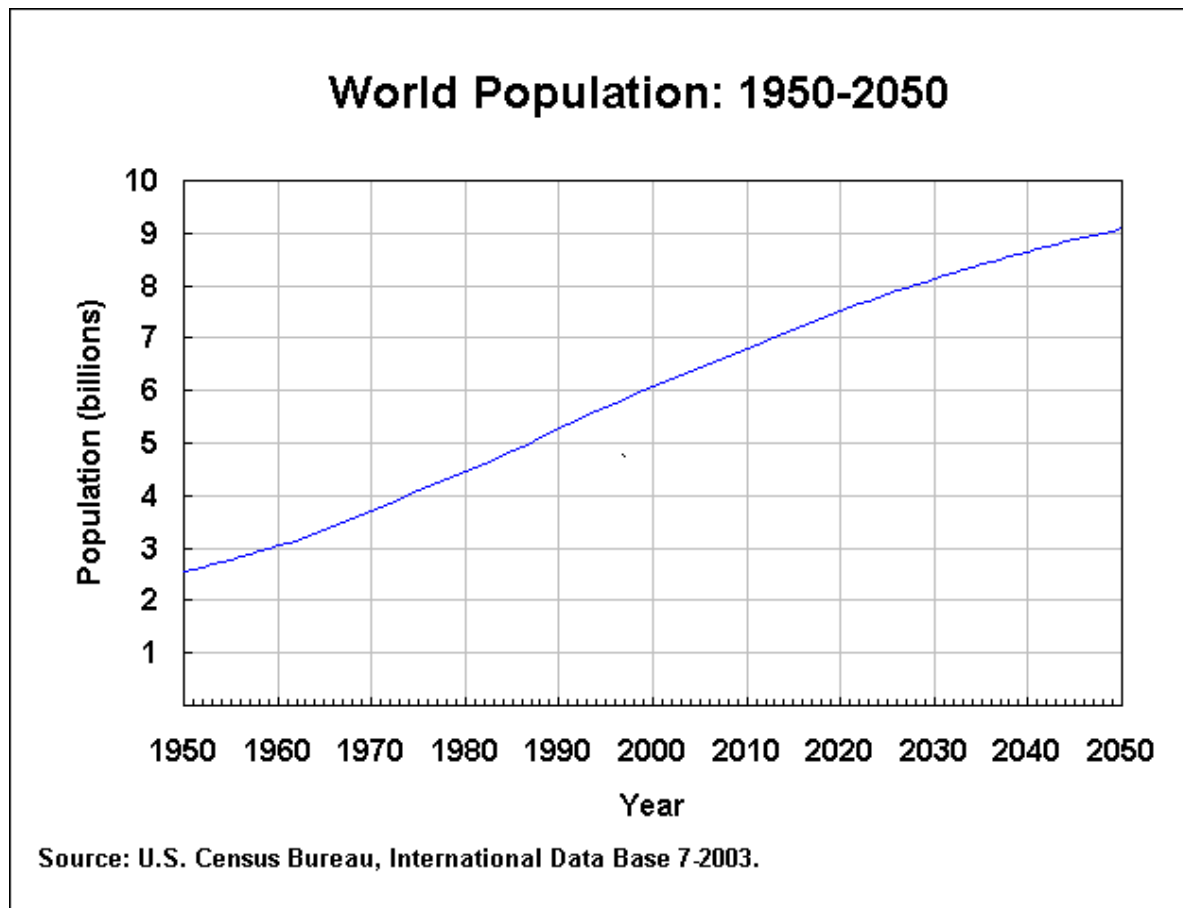
### II. Consider the measures of population control mentioned in the text. What other measures can you think of as effective in this process?

## LISTENING

UNESCO expert Galina Malchevskaya is giving a talk to a class of college students. Listen to their conversation on the tape. Then listen again and circle the letter of the sentence that explains the meaning of certain of Ms. Malchevskaya's sentences.

1. a. Scientists will wipe out smallpox soon.  
b. Scientists wiped out smallpox.

2.
  - a. A cure for AIDS will be discovered pretty soon.
  - b. A cure for AIDS hasn't been discovered.
3.
  - a. We can prevent disaster if we discuss the need for population control.
  - b. We can't prevent disaster if we ignore the need for population control.
4.
  - a. Zero Population Growth has already been achieved in some countries.
  - b. Zero Population Growth has not yet been achieved.
5.
  - a. With ZPG, couples would not have more than two children.
  - b. With ZPG, couples would reach childbearing age having had two children.
6.
  - a. ZPG could work if it were carried out properly.
  - b. If ZPG reduced the number of people properly, it would be carried out.
7.
  - a. Someone would present proposals to us.
  - b. We would present proposals to someone.
8.
  - a. We have already arrived at a tentative solution for each country.
  - b. We haven't yet arrived at a comprehensive solution for each country.
9.
  - a. War and poverty will never be prevented.
  - b. War and poverty have not been prevented.
10.
  - a. Higher-yield crops will be developed in the future.
  - b. Higher-yield crops have already been developed.



(The above is a very conservative estimate which expects the growth rate to decrease to less than .5% even though it hasn't been at that level in the past. The annual rate has fluctuated between 1.27% (never below) and 2.2% since the 1950s. If the average rate of the 1980s is used instead, the 2000 population will more than double by 2050. It doesn't get much better if the average rate of the 1990s is used as there wasn't a significant downturn in the rate from the 80s in the 90s.)

## INTENSIVE READING

### **Urban Concentration**

As a country develops from primarily an agricultural to an industrial economy, large-scale migration of rural residents to towns and cities takes place. During this process, the growth rate of urban areas is typically double the pace of overall population increase. Some 29 percent of the world population was living in urban areas in 1950; this figure was 43 percent in 1990.

Urbanization eventually leads to a severe decline in the number of people living in the countryside, with negative population growth rates in rural areas. Rapid growth of overall population has deferred this

event in less-developed countries, but it is projected to occur in the early decades of the 21st century.

Most migrants to the cities can be assumed to have bettered themselves in comparison to their former standard of living, despite the serious problems of overcrowding, substandard housing, and inadequate municipal services that characterize life for many arrivals to urban centers. Dealing with these conditions, especially in large cities, presents massive difficulties for the governments of less-developed countries.

### **Population Projections**

Most of the potential parents of the next two decades have already been born. Population projections over this interval can, therefore, be made with reasonable confidence. The UN medium projections issued in 1990 show the world population increasing from 5.3 billion in 1990 to 6.2 billion in 2000, and 8.5 billion in 2025. The average world birth rate is projected to decline from the 1990 level of 26 per 1000 to 17 per 1000 in 2025. Because of the expanding share of the population at high-mortality ages, the average world death rate is expected to decline only slightly; from 9 (per 1000) in 1990 to 8 in 2025. Average world life expectancy, however, is projected to rise from 65 years in 1990 to 73 years in 2025.

Wide variations in population growth will undoubtedly persist. In the developed world, population growth will continue to be very low and in some nations will even decline. Western Europe as a whole is projected to have a declining population after 2000. U.S. Census Bureau projections show U.S. population increasing from 249 million in 1990 to 334 million in 2025 and 383 million in 2050. Thereafter, growth would be virtually zero.

The UN expects the less-developed countries to have steadily falling rates of population growth. For the less-developed world as a whole, the 1990 growth rate of 2.0 percent per year is projected to be cut in half by 2025. Africa will remain the region with the highest growth rate. In 1990 this rate was 3.1 percent; in 2025 it is projected to be about 2.2 percent. Africa's population would almost triple, from 682 million in 1990 to 1.58 billion in 2025, and then continue growing at a rate that would almost double the population size in another 35 years.

### **Population Policies**

Government population policies seek to contribute to national development and welfare goals through measures that, directly or



indirectly, aim to influence demographic processes. Examples include statutory minimum ages for marriage, programs to promote the use of contraception, and controls on immigration.

### **Population Policy in the U.S.**

The early immigrants to North America found a vast continent with a relatively small indigenous population. Overcrowding was incomprehensible because of the expanse of land to the west.

In the mid-20th century, as the rest of the world awakened to the potential crisis brought on by unchecked population growth, the U.S. government examined the possible impact of overpopulation in the nation. The President's Commission on Population Growth and the American Future began a two-year study in 1970. Submitted to President Richard M. Nixon in 1972, it welcomed the prospect of zero population growth in the U.S., but did not propose that the government take strong measures to attain it. The commission did, however, advocate education on family planning and widely available access to contraception and abortion services. Primarily because of this, the president rejected the commission's recommendations.

Since then, U.S. fertility has fallen below replacement level. This is due in part to the implicit policies that make bearing and raising children very costly to parents. Future policy concerns may reflect worry over population aging and the demographic aspects of funding social security. In addition, the conflicting interests involved in determining numbers and characteristics of migrants is likely to keep immigration policy on the political agenda.

### **Population Policies in Developed Nations**

European countries did not address the issue of a national population policy until the 20th century. Subsidies were granted to expanding families by such disparate nations as Great Britain, Sweden, and the USSR. The Italian Fascists in the 1920s and the National Socialists (Nazis) in Germany during the 1930s made population growth an essential part of their doctrines.

Japan, with an economy comparable to those of the European nations, was the first developed country in modern times to initiate a birth-control program. In 1948 the Japanese government formally instituted a policy using both contraception and abortion to limit family size.

European pronatalist policies were conspicuously unsuccessful in the 1930s, and their milder variations over the past few decades (in, for example, France and many Eastern European nations) have apparently

done little to slow a continuing fertility decline. Government control of migration is more straightforward. Short-term migration tied to labor demands (guest workers) has been a common practice in Western Europe, allowing the various nations the flexibility to curtail migration during economic recessions.

### **Population Policies in the Third World**

In 1952 India took the lead among developing nations in adopting an official policy to slow its population growth. India's stated purpose was to facilitate social and economic development by reducing the burden of a young and rapidly growing population.

Asia's lowered growth rate can be attributed mainly to the stringent population policies of China. Although it has a huge population, China has successfully reduced both fertility and mortality. The government has been advocating one-child families to lower the nation's growth rate from a current estimate of 14 per 1000 annually to close to zero by the year 2000.

By 1979 more than 90 percent of the population in developing countries lived under governments that, in principle at least, supported access to contraceptives by their citizens, based on considerations of health and the right to choose to have children and to space them at desired intervals. Recent evidence indicates that progress toward lowered fertility and national growth is being achieved in many nations, in part by government support for family-planning programs.

### **Vocabulary Focus**

**I. Give as many derivatives of the verb “to migrate” as you can.**

**II. Give a negative derivative for each of the words below:**

Successful; explicit; adequate; comprehensible; standard; mortality; comparable; directly; checked; mortality

**III. Find in the text the words with the opposite meaning to the following:**

Urban; Zero Population Growth; sluggish, slow; small, limited; to stop, discontinue; to increase, improve; to oppose; similar, equal; to extend, expand; flexible

**IV. Give the English equivalents for the following**

- 1 регулирование рождаемости
- 2 смертность/уровень смертности

- 3 средняя продолжительность жизни
- 4 демографические процессы
- 5 минимальный возраст для вступления в брак
- 6 иммиграционная политика государства
- 7 способность к воспроизведению потомства
- 8 программа по планированию семьи

## **Reading Comprehension**

### **I. Complete the following sentences:**

1. Urbanization eventually leads to ...
2. The UN projections show that the world population ...
3. Average world life expectancy is ...
4. In the developed countries, population growth will ...
5. Government population control measures are ...
6. The President's Commission on Population Growth welcomed ...
7. The president rejected the commission's recommendations because..
8. Since the mid 1970s, fertility has fallen because ...
9. Japan was the first developed country ...
10. Government control of migration in European countries include...
11. Asia's lowered growth rate can be attributed to ...
12. By 1979, 90 percent of the population lived under governments that supported ...

### **II. List all the pros and cons of the migration process of rural residents to towns**

### **III. What is the average world life expectancy projection? How can you explain the tendency?**

### **IV. Characterize the national population policy in a) the US; b) European countries; c) the Third World**

## **FOR YOUR INFORMATION**

You've become convinced that overpopulation is a problem of overwhelming importance, but you ask:  
*"Is there anything I can do about overpopulation?"*

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## Yes! Start here:

Limit your family size to two, or fewer (some say one or zero) *natural* children. If you want a larger family, you can adopt one or more children!

Take the *one-child-world pledge!*

Defer childbearing until you are in your 30's.

Learn about overpopulation, and talk about it with your family and friends.

Spread awareness!

Contribute financial and/or volunteer support to population organizations!

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Here are some other ideas to consider. You may not agree with everything here, but find some you *can* embrace! You could support and work for:

- Increased international aid from your country for family planning programs.
- A strong domestic family planning program.
- A national study of carrying capacity and optimum population.
- Population education in schools.
- Better sexuality education for children.
- Fewer teenage pregnancies.
- Greater reproductive responsibility on the part of males.
- Media coverage of overpopulation (write letters to your local newspaper!)
- Population policies at your national and local government levels.
- Politicians who believe in and work for a stabilized population. Write a letter or make phone call to your legislator!
- Educational and economic opportunities for women in less-developed countries.
- Full contraceptive availability for all couples of the world.
- Government financial support for contraceptive research.
- Reversal of tax deductions for children, which act as incentives that encourage higher fertility rates.
- Reduction or elimination of welfare benefits for children beyond the second, to provide an incentive to limit family size to no more than 2.

## EXTENSIVE READING

### **Ending the Myth of Overpopulation**

**by Joseph L. Bast**

July 11 is "World Population Day," according to the United Nations, which means we'll all have to endure news stories about how "the world population explosion is by no means over" and how more government spending on population control is "absolutely necessary." Hogwash.

According to the United Nations' own figures, the global population growth rate peaked around 1970 and has fallen steadily since then. Just seven years ago, experts predicted the world's population would reach 12 billion before stabilizing around the year 2150. Today, their best guess is that population will peak at only 9 billion in the year 2050. Population growth is slowing faster than even most experts thought was possible.

Population growth is falling for several reasons. Rising standards of living bring with them pensions and other retirement benefits, so fewer parents need to have large numbers of children to provide for them in their old age. Lower infant mortality rates mean parents can have a small number of children and still be assured that some of them will survive to adulthood. The education of women and their admission into the labor market have made child-bearing and child-rearing "more expensive" relative to other opportunities.

Family planning programs also play a role in reducing population growth, but primarily when those programs are privately initiated and financed. Government-run family planning programs, such as those in China, rely on intimidation and abortion, rather than education and rising prosperity, to slow population growth.

A world with zero population growth would not be a better place to live than a world with a growing population. A 1997 report from Goldman Sachs, for example, pointed out that low reproduction rates combined with longer life spans are undermining pension and other retirement plans around the world. "The developed world is facing a demographic disaster with respect to pension obligations and funding," the report says. Simply put, too few young people are entering the workforce to support the pensions and entitlements of those about to retire.

A world with zero population growth would be especially bad for the most prosperous countries, such as the U.S., which have already

achieved zero population growth. Those countries rely on immigration to keep up with the rising need for workers, and their economies increasingly rely on exporting goods and services to faster-growing developing nations. Slower population growth means fewer jobs and lower pay in the U.S.

What about the often-cited negative effects of population growth? Agricultural economist D. Gale Johnson of the University of Chicago has shown that death by starvation has become more rare, because food production consistently outpaces population growth. Today, starvation is typically the result of civil wars and failed government agricultural policies, not overpopulation.

Could the world's farmers feed 9 billion people? Easily, according to agriculture expert Dennis T. Avery of the Hudson Institute. The widespread adoption of high-yield farming methods already being used in developed nations would enable farmers to double their output without increasing the number of acres under cultivation. The same, he says, is true of forestry. In other words, we can feed the world and meet all of its wood fiber needs without reducing the size of parks or wilderness areas.

Will we run out of natural resources such as oil, copper, or iron? Not likely. Thanks to new discoveries and improving extraction technologies, known reserves today are larger than they were in the 1960s and 1970s.

According to one estimate, the U.S. government gave developing countries \$600 million in 1995 to help finance population control programs. Since population growth is not a global problem, and since zero population growth would be harmful to the lifestyles of most Americans, the prudent thing for government to do is to end all support of population control programs.

How should you celebrate World Population Day this year? Write to the President and your other elected officials. Tell them to stop using your hard-earned dollars to subsidize birth control in developing countries. Tell them population growth is a good thing, not a bad thing.

## **Reading Comprehension**

**Scan the text to find the following:**

1. Reasons for the decline in population growth.
2. The negative effects of Zero Population Growth.
3. Facts to prove that our planet will sustain the growing population.

## INTENSIVE READING

### **Basic Facts About the War on Drugs**

by Clifford A. Schaffer

#### **1. Why were the laws against drugs passed in the first place?**

The first American anti-drug law was an 1875 San Francisco ordinance, which outlawed the smoking of opium in opium dens. It was followed by other similar laws, including Federal laws in which trafficking in opium was forbidden to anyone of Chinese origin. The laws were directed at smoking opium because it was perceived that the smoking of opium was a peculiarly Chinese custom. In short, it was a way of legally targeting the Chinese.

Cocaine was outlawed because of fears that superhuman "Negro Cocaine Fiends" or "Cocainized Niggers" (actual terms used by newspapers in the early 1900's) take large amounts of cocaine, which would make them rape white women. There is little evidence that any black men actually did this.

Marijuana was outlawed in 1937 as a repressive measure against Mexican workers who crossed the border seeking jobs during the Depression. The specific reason given for the outlawing of the hemp plant was its supposed violent "effect on the degenerate races."

Newspapers across the country carried lurid stories of the awful things that these drugs did to racial minorities, and of the horrors that people of racial minorities inflicted on innocent white people while they were under the influence of these drugs.

There never was any scholarly evidence that the laws were necessary, or even beneficial, to public health and safety and none was presented when the laws were passed.

#### **2. How many people use drugs in the United States?**

This is a difficult question to answer with any certainty.

The Federal Government's Household Survey on Drug Abuse, conducted annually, is the most commonly cited set of statistics on the drug use. According to the latest surveys, there are about 12.7 million people who have used some illegal drug in the last month and perhaps 30 to 40 million who have used some illegal drug within the last year.

Other surveys put the number of drug users at levels that are perhaps twice as high as the figures produced by the Household Survey on Drug Abuse. The very disparity of the estimates of various surveys points to one of the problems caused by a general drug prohibition. Because these drugs are illegal, it is difficult to get accurate information about their use.

### **3. How many people are actually killed by drugs?**

The number of drug deaths in the US in a typical year is as follows:

- Tobacco kills about 390,000.
- Alcohol kills about 80,000.
- Sidestream smoke from tobacco kills about 50,000.
- Cocaine kills about 2,200.
- Heroin kills about 2,000.
- Aspirin kills about 2,000.
- Marijuana kills 0. There has never been a recorded death due to marijuana at any time in US history.
- All illegal drugs combined kill about 4,500 people per year, or about one percent of the number killed by alcohol and tobacco. Tobacco kills more people each year than all of the people killed by all of the illegal drugs in the last century.

### **4. Which drug causes the greatest burden on our medical facilities?**

Alcohol and tobacco are the clear leaders. Some authorities have estimated that up to forty percent of all hospital care in the United States is for conditions related to alcohol.

As a medical hazard, few drugs can compete with alcohol or tobacco on any scale. A study at Rockefeller University in 1967 concluded that "Tobacco is unquestionably more hazardous to the health than heroin."

### **5. Which drugs are the most addictive?**

This is a difficult question to answer because it depends upon a lot of factors in both the drug and the person who uses it. In an attempt to define clearly what is meant by addiction, and which drugs are the most addictive, Dr. Jack E. Henningfield of the National Institute on Drug Abuse ranked six psychoactive substances on five criteria.

- Withdrawal -- The severity of withdrawal symptoms produced by stopping the use of the drug.



- Reinforcement -- The drug's tendency to induce users to take it again and again.
- Tolerance -- The user's need to have ever-increasing doses to get the same effect.
- Dependence -- The difficulty in quitting, or staying off the drug, the number of users who eventually become dependent
- Intoxication -- The degree of intoxication produced by the drug in typical use.

It is notable that marijuana ranks below caffeine in most addictive criteria, while alcohol and tobacco are near the top of the scale in many areas.

## **6. Do illegal drugs cause violent crime?**

- Of all psychoactive substances, alcohol is the only one whose consumption has been shown to commonly increase aggression. After large doses of cocaine, and LSD certain individuals may experience violent outbursts, probably because of preexisting psychosis.
- Alcohol drinking and violence are linked through pharmacological effects on behavior, through expectations that heavy drinking and violence go together in certain settings.
- Illegal drugs and violence are linked primarily through drug marketing: disputes among rival distributors, arguments and robberies involving buyers and sellers, and property crimes committed to raise drug money.

All major authorities agree that the vast majority of drug-related violent crime is caused by the prohibition against drugs, rather than the drugs themselves. This was the same during alcohol Prohibition. Alcohol Prohibition gave rise to a violent criminal organization.

A study of 414 homicides in New York City at the height of the crack epidemic showed that only three murders, less than one percent, could be attributed to the behavioral effects of cocaine or crack.

## **7. Can we win the war on drugs this way?**

We could win the war on drugs if we could be successful in at least one of three areas:

### ● **We could stop drug production in other countries.**

On December 28, 1992 ABC Television aired a major special on the drug war in Bolivia, which, according to the Bush Administration, is our "best hope" for winning the drug war in South America. They concluded that there was no hope and that the war on drug production has already been lost.

In their best year, US Drug Enforcement Agents working together with foreign governments seized about one percent of the worldwide drug crop, leaving 99 percent free to supply the US. The US Government also states that if drug production was stopped in South America, several countries would suffer a major economic collapse.

There is no credible evidence anywhere to suggest that there is any possibility that drug production can be eliminated in other countries.

### ● **We could stop drugs at the border.**

No. Any examination of the statistics regarding border interdiction shows quite clearly that border interdiction is an expensive failure. In 1988, Stirling Johnson, the Federal prosecutor for New York, stated that the police would have to increase drug seizures by at least 1,400 percent to have any impact at all on the drug market.

The best Federal Government evidence has concluded that there is no way to stop, or even greatly reduce, either production of drugs in foreign countries or the smuggling of drugs into the US.

There is no credible evidence anywhere that we could stop, or even greatly reduce, the flow of drugs across our borders. In fact, all of the Federal Government's own evidence shows that this is impossible and it is a waste of money to try.

### ● **We could stop the sale of drugs within the United States.**

The first question to address is how many drug dealers are there? Under the law, all drug users are drug dealers. Therefore, under the law, anyone who ever passed a joint to the next person at a rock concert is a "drug dealer".

We might use a more restricted definition and assume that we will imprison only the drug dealers who distribute drugs on a regular basis. Research has long established that most drug sales are between friends who have known each other for a long time. Still, under this tighter definition, most drug users would be classed as "drug dealers".

Arresting all of the drug dealers would require construction of at least five new prison beds for every one, which now exists, assuming that no new drug dealers came along to fill the gap.

There is no credible evidence anywhere that we could stop, or even greatly reduce, the sale of drugs within the United States. In fact, all of the Federal Government's own evidence shows that this is impossible and not only is it a waste of money to try, but it actually does more harm than if we did nothing at all.

### **8. How many millions of people will have to go to prison?**

There are currently about 1.5 million people in state and Federal prisons and jails throughout the United States. The US prison population was relatively stable from about 1926 through 1970. After this point, the effects of Nixon's war against drugs, and later the Reagan and Bush war against drugs, produced a dramatic increase in the number of prisoners.

There are an estimated thirty to forty million people who have used illegal drugs in the last year. If we imprisoned all of them, we would have to build a prison large enough to hold the combined populations of California, Arizona, and New Mexico. The total cost to imprison them for five years, including the costs of arrest and prosecution would be roughly ten to fifteen trillion dollars, or about ten times the total Federal annual budget.

### **9. What does this drug policy do to the black community?**

At the present time, about half of all of the young black men in America are either in prison or on parole. Most of them were arrested on non-violent drug charges.

Two-thirds of all of today's black male high school students will be dead, disabled, or in prison before their thirtieth birthday. The majority will go to prison because of non-violent drug charges. For every black man who goes to college, three will go to prison.

Most of those who go to prison will be released into society again. Because they are black men with a prison record, they will be permanently unemployable.

## **10. How does our policy compare with the policies of other countries?**

Europe is beginning to form uniform drug laws as a result of European unification. Europe is decriminalizing drugs along the lines of the programs used in England and the Netherlands. Most of the countries have already approved the Frankfort Accord, which adopts decriminalization as the primary approach to drugs.

## **11. Do the illegal drugs have any legitimate uses?**

Heroin is a powerful pain-killer and could be used to control extreme chronic pain or the pain of severe diseases, such as cancer. The medical literature shows that heroin is significantly less hazardous than most of the drugs which are given in its place. Cocaine is used as a topical anesthetic in medicine. There are about 50,000 products, which can be made from the marijuana (hemp) plant. Marijuana produces fibers, which are ideal for ropes, cloth, paper, and dozens of other products. If we grew marijuana solely for paper production, we could completely eliminate cutting forests for paper. Marijuana can produce several different kinds of fuel.

## **12. Would "legalization" cost more than it saves?**

No. The best analysis done to date by any Federal official shows that "legalization" of the now illegal drugs would result in a net \$37 Billion annual savings. This estimate is considered conservative. That is, it is likely that the savings would be more.

## **Reading Comprehension**

**Answer the following questions:**

1. Why were opium, cocaine, and marijuana outlawed by the first American ordinances?
2. Why do surveys on the number of drug addicts can't be accurate and precise?
3. Which drug is considered the most hazardous for human health?
4. Try to rate the drugs according to the dependence they cause.
5. Are drugs and violence directly connected?
6. What are the measures to win the drug war? Why can't they be effective?
7. Who is considered a drug dealer? What are the criteria?

8. How is the drug war connected with the increasing number of prisoners?
9. What are the legitimate options to use drugs?
10. Is it possible to fight drugs?

## **Vocabulary Focus**

### **I. Match the words with their definitions:**

- a) trafficking
  - b) lurid
  - c) disparity
  - d) legitimate
  - e) to outlaw
  - f) addictive
  - g) parole
1. to declare something not legal or not socially acceptable;
  2. being completely different;
  3. the letting out of a prisoner before the official imprisonment period has ended, on condition they behave well;
  4. causing the state of dependence on something;
  5. correct according to the law or according to the generally accepted standards of behavior;
  6. trading, especially in illegal goods;
  7. shocking and unpleasant, especially because violent.

### **II. Fill in the gaps in the following sentences using the words from the list below:**

hazard      outlawed      to air      seized      inflicted      credible

2. The sale of guns may be ... in some states next year.
3. The American colonists rebelled against the heavy taxes ... on them by the British.
4. Driving too fast is a ... not only to yourself but to other drivers.
5. The principal gave the students the chance ... their complaints against the school rules.
6. After a siege of forty days, the attackers finally ... the castle.
7. The police found the suspect's story ..., so they released him.

### **III. Find in the text synonyms for the following:**

to prohibit, to ban

distinction, difference

sensational, terrible

danger, risk

to expose, to publicize

to capture, arrest

believable

legal, normal

#### **IV. Find in the text antonyms for the following:**

Similarity; safety/security; to hide/conceal; to loosen/release;  
incorrect/improper; cheery

#### **FOR YOUR INFORMATION**

The table below shows the rankings given for each of the drugs. It is notable that marijuana ranks below caffeine in most addictive criteria, while alcohol and tobacco are near the top of the scale in many areas. The rating scale is from 1 to 6. 1 denotes the drug with the strongest addictive tendencies, while 6 denotes the drug with the least addictive tendencies.

<b>Substance</b>	<b>Withdrawal</b>	<b>Reinforcement</b>	<b>Tolerance</b>	<b>Dependence</b>	<b>Intoxication</b>
Nicotine	3	4	2	1	5
Heroin	2	2	1	2	2
Cocaine	4	1	4	3	3
Alcohol	1	3	3	4	1
Caffeine	5	6	5	5	6
Marijuana	6	5	6	6	4

#### **INTENSIVE READING**

**Read the article carefully. Decide whether you would/could advocate the proposals made in it. Prove your point of view with grounded arguments**

## **Drug Abuse and Legalization**

The U.S. has battled against drugs long enough. The government needs to change its tactics and legalize drugs. Although drugs pose obvious life-affecting problems, legalization of marijuana, cocaine, heroin, and other drugs will allow the government to control usage more effectively and allow addicts to find help more easily. Legalization will lower the crime rate and boost the economy, even though it might mean relaxed use and greater risk to children. Under legalization strict restrictions will need to be applied to keep drug use under control. Laws similar to those that define drunk driving and underage drinking and smoking today would safely restrict use. The war on drugs will never be won despite the amount of money or effort the government spends on fighting. U.S. society must legalize all types of drugs to take the first step in controlling substance abuse.

Substance abuse affects many Americans' lives. Chemicals in drugs interact with the natural chemical messenger dopamine in the brain. They stimulate the dopamine pathway to create a pleasurable feeling. Addictions to any kind of drugs affect the user's state of mind and can ruin lives. Highly addictive drugs actually alter the chemistry and structure of the brain, which often results in loss of control over use. Beginning users do not anticipate their craving for the drug and expect to quit when they want. Continued use builds up a resistance to the drug, so users take more to feel the euphoria. This process grows into a heavy addiction. In adolescents about two-thirds who have ever smoked two cigarettes become addicted. Abusers often resort to stealing and selling drugs in order to fund their addictions. Thus, illegal drugs cause a much higher crime rate. In addition to the short-term problems with drug abuse, it can affect users much later in life, also. For example: cocaine impairs memory, manual dexterity, and decision making for at least a month. The study suggests damage to the brain leading to loss of control over consumption of the drug. A deadly spiral is set up, making it more and more difficult for the addict to quit. Continued drug abuse becomes increasingly a matter of brain damage and less a matter of weak character. (Karen Bolla, Professor of Johns Hopkins University)

The process of creating more effective rehabilitation and prevention techniques includes legalization of all drugs. Experts consider substance addiction a disease. The government should not punish "sick" patients, it should direct them towards recovery. Legalizing drugs will allow addicts to safely come forward without the risk of being criminally charged. Anti-drug expenses now total about \$50 billion per year. The government

should stop fighting the criminal aspects of the drug war and start fighting the real problem of drugs by redirecting their funds towards addiction recovery. Drug prevention efforts in effect now have failed miserably. By age 18 fifty-five percent of students have tried an illegal drug at some point in life. By the time children reach college-age, twenty-six percent have used an illegal drug in the past month. Drug Abuse Resistance Education (DARE) costs approximately \$220 million and a new anti-drug advertising campaign has cost the government up to one billion dollars. So far there has been no proven benefit from these programs. In fact drug use among teens has increased since 1992. Other projects that actually work can be exploited if the government changes its angle on fighting the drug war. Projects such as "Plan USA" proposed by Sylvester L. Salcedo, who has served as an intelligence officer associated with drug law-enforcement, provide a number of points aimed at helping drug abusers and preventing drug use in children:

"Plan USA" would provide treatment, on request, for our hard-core drug-addict population that now exceeds 5 million people. "Plan USA" would also discourage drug use by adolescents by providing adequate funding of after-school programs. In addition, "Plan USA" would move to treat and reintegrate more than 100,000 people imprisoned on nonviolent drug charges.

Sufficient data that drug prohibition benefits America does not exist. From a logical point of view, legalization has more supportive arguments than criminalization. No study showed the benefits of drug prohibition. Supposedly, if drugs were legalized, the nation would see a sharp increase in drug use. While some people might shy away from illegal drug use simply because of the risk of being charged, most make the decision not to do drugs because of the effect they have on someone's health and lifestyle. Before the Harrison Narcotics Act of 1914 (which outlawed drug use) passed, less than one percent of the U.S. population abused drugs. Since then, the increase in drug abuse disputes the idea that prohibition helps keep the substance abuse rate down. Prohibition could actually trigger a direct rise in drug use because illegal acts sometimes pose the tempting idea of "forbidden fruit" that teens and adolescents often pick. People in the Netherlands and Alaska, where marijuana is legal in small amounts, actually consume less marijuana than people in the continental U.S. This shows that drug prohibition has an opposite effect on the use of drugs.

Legalization would put drug manufacturing into the hands of reputable companies that would create safe methods of drug use. The companies would be confronted with current responsibilities including the



need for health restrictions, instructions, warnings, and quality control. This makes the companies accountable and liable for any health problems related to dirty needles and other health problems related to street drugs. They would have dosage recommendations and would not risk unsafe street mixes.

Along with providing safer drug use, the transfer of drug distribution from dealers to legal companies would all but destroy crime in the U.S. Forty percent of all crime relates to drugs. Drugs link to forty percent of Chicago homicides. In British Columbia, Asian "big gangs" associated with Vietnamese crime organizations make money by distributing marijuana. These crimes would not happen if drugs become legal. Because of the lack of motive, the homicide rate would decline. Organized crime would all but disappear. The Mafia's main income comes from selling heroin; Jamaican gangs sell crack, and the Medellin Cartel sell cocaine. These organizations would lose billions. Of course, this would also have negative effects on world economy. Many countries' economy supports large illegal industries.

Legalization will solve many small problems within the U.S. Police forces will be freed to focus on more important safety issues of American citizens, rather than enforce drug matters. Because of the decreased crime rate, officers will focus on important issues such as homicide and domestic disputes. They will not worry about underground drug deals and dealer shoot-outs. The lowered crime rate will free the strain on the court system and ease prison overcrowding.

Although legalization solves many problems, it creates need for tighter governmental control of substance use. Laws and regulations need to be passed in order for legalization to be controlled. Laws need to address a legal age to start, selling to minors, and driving while under the influence of mind-altering substances.

The U.S. government needs to take action and effectively work towards winning the American drug war. Legalization instigates the need for strict regulation, but if managed correctly, it could help millions of lives controlled by substance addiction. Many economic, social, and civil benefits exist under legalization. These benefits could help the U.S. prosper and decrease the crime rate significantly. The government should begin to take these arguments seriously and make a decision for the good of the American people.

## Vocabulary Focus

**I. Make a list of interesting vocabulary from the article containing not less than 10 items.**

**II. Find in the text synonyms for the following:**

to assert/to state	to make use of
to spoil/to worsen	to surpass/to excel
to dissuade/to hinder	to draw back/shrink
to oppose/to contradict	to initiate/to cause
prominent/prestigious	responsible/obliged

**III. Translate the following sentences into English paying special attention to the underlined parts:**

1. Это создало некоторые проблемы.
2. Спрос превышает предложение.
3. Нам пришлось прибегнуть к экстренным мерам.
4. Он нашел работу в известной/солидной фирме.
5. Тяжелая работа подорвала его здоровье.
6. Я отговаривал его от этой работы.
7. Комиссия оспорила решение администрации.
8. Я отчитываюсь перед директором за работу отдела.
9. У нее сердце екало при одной мысли о беседе с экзаменатором.
10. Это вызвало бурю протестов.

## Discussion

1. Make up a table showing pros and cons of the measures suggested in the article.
2. Try to think of your own means to fight drugs.

## INTENSIVE READING

### Creating a Drug Free Zone

#### What is a Drug Free Zone?

A Drug Free Zone is any specific location in the community, especially an area where children congregate, that the citizens perceive as being a

place where drug trafficking or alcohol availability problems exist, and the citizens decide to take action.

Typically, communities have targeted schools and school yards, parks and playgrounds, public housing developments, and specific neighborhoods or city blocks.

### **Why Start a Drug Free Zone?**

Across the nation, communities experience a variety of problems associated with drug and alcohol:

- Deteriorating neighborhoods
- Graffiti
- Drug dealing
- Loss of public facilities, such as parks and playgrounds
- Cars speeding up and down streets
- Violence
- Gun shots
- Gang activity
- Prostitution
- Increased crime
- Abundance of liquor outlets in a concentrated area
- Over-concentration of alcohol & tobacco billboard advertising

Citizens have realized that if these problems are to be eliminated "someone" must do something about it. The entire community—schools, treatment providers, local government, the judicial system, and community leaders—must join forces to clean up the neighborhood and create a better, safer, and healthier place to live. Law enforcement can't do it alone.

### **What are some Possible Strategies?**

- Work with law enforcement in starting a community policing program.
- Put up signs declaring the targeted area a Drug Free Zone.
- Hold neighborhood rallies or marches and invite the press.
- Ask your local police to conduct sweeps of the targeted area and to arrest drug dealers.
- Ask to have vehicles towed.
- Meet with judges to tell them of your concerns and request their cooperation in prosecuting drug cases in your area.

- Meet with elected officials to get support for your Drug Free Zone efforts.
- Ask city officials to add street lights, corner lights, and parking lot lights; and install more traffic signs, stop lights, speed bumps, or cross walks where needed.
- Work with law enforcement or city officials to have public inspectors (i.e., housing, fire, sanitation) check conditions of suspected crack houses for code.
- Meet with municipal government officials to find out how they can help you, such as with nuisance abatement.
- Use small claims court against landlords who have created a nuisance in the neighborhood by allowing tenants to use their property for drug dealing.
- Report suspicious activity to the police and maintain a log, including date and time of activity.
- Ask store owners and residents to sign petitions for implementing parking restrictions.
- Organize a take-back-the-park effort to include special events such as Family Picnic Days.
- Start recreation, sports, or other alternative programs for youth.
- Make arrangements with telephone companies to prevent incoming calls at local pay phones used for drug dealing transactions.
- Ask that sprinklers in parks and playgrounds be turned on where and when dealers congregate.
- Organize or expand neighborhood or block watch programs.
- Ask the zoning administration office not to grant liquor licenses to new applicants in areas where there are too many liquor outlets.
- Work with local city officials to regulate or even ban alcohol and tobacco billboard advertising in your community.

### **What Makes a Drug Free Zone Work?**

The key to Drug Free Zones is community residents banding together to form partnerships with law enforcement, schools, treatment programs, local government, businesses, and community organizations. These partnerships create a powerful force to carry out a successful Drug Free Zone campaign. In short, drug free zones work because citizens work as a group to:

- Take charge and decide what action is needed.
- Form liaisons with government.

- Convince government to listen and respond to the community's needs.
- Target specific problem areas.
- Develop realistic goals.
- Monitor their progress.
- Celebrate their successes!

## **Questions in Starting a Drug Free Zone**

The following are questions which typically arise during the initial stages of developing a Drug Free Zone.

Are there laws pertaining to Drug Free Zones?

Yes. For example, the California Health and Safety Code Section 11353.1 enhances penalties for controlled substance violations within 1,000 feet of school grounds or buildings, or upon the grounds of facilities open for use by minors. (See also California Health and Safety Code Sections 11353.5, 11353.6, 11353.7, 11380 and 11380.1.) Similar provisions are provided for in federal law; see United States Code Annotated (USCA), Title 21 Food and Drugs, Section 860a.

Have your law enforcement representative discuss these laws as well as local ordinances which may apply to Drug Free Zones. (Such as laws pertaining to the sale of drug paraphernalia, the restriction on the number of liquor outlets, etc.)

Shouldn't law enforcement take charge in starting a Drug Free Zone?

Not necessarily. Although many Drug Free Zone efforts have been initiated by law enforcement, effective Drug Free Zones must involve a police-community partnership. Many programs have also been started by a group of concerned citizens going to their police and asking for help.

Will starting a Drug Free Zone just move the problem to another neighborhood or area?

Yes, it could. Those neighborhoods will also need to make the drug dealers uncomfortable and unwelcome. Be prepared to assist other neighborhoods by sharing what you've learned.

Who will provide the resources to start a Drug Free Zone?

Most Drug Free Zone strategies involve no financial cost, just people's time, energy, and commitment, and maybe reallocating some resources. However, where costs do come into play, check with local government

agencies to see what resources or services may be available. Community fund raisers may also be helpful.

### **Things To Remember**

1. Designate a lead person or coordinator for your Drug Free Zone effort.
2. Involve key people – don't forget to include youth and youth- serving organizations as part of your group.
3. Meet often.
4. Conduct a community-needs assessment.
5. Work with the local media.
6. Create and maintain partnerships.
7. Maintain a written record of your efforts.
8. Conduct an ongoing evaluation of your efforts.
9. Recognize individual and group achievements.
10. Celebrate Your Success!

### **How to Recognize a Drug Lab**

There are numerous types of illicit drugs that can be manufactured by persons outside of a chemistry lab. They include methamphetamine, LSD, fentanyl, GHB, aesthesia (MDMA), and other drugs. The manufacturing methods vary even among persons manufacturing the same exact drug. Methamphetamine is the most commonly manufactured illegal drug. Approximately 95% of the illicit drug labs seized in California over the last 10 years were methamphetamine labs.

The manufacturing of LSD is a complicated process that requires sophisticated chemical apparatus. The average person is not going to casually observe someone making LSD. The average person does have a chance of observing someone manufacturing methamphetamine. Methamphetamine labs can range from ones using highly specialized chemical apparatus to one where kitchen pots and pans, canning jars and other common household items are employed in the manufacturing process.

Because of the varied types of methamphetamine labs, an explanation of exactly what to look for could consume volumes of pages. The easiest way for someone to tell if what they have observed is an illicit drug lab is to look for the following indicators.

### **Clues**

1. The mixing of unusual chemicals in a house, garage or barn by persons not involved in the chemical industry.

2. Late night secretive activity in a rural/farm area.
3. The possession of chemical glassware by someone not involved in the chemical field.
4. Possession of unusual chemicals, such as large quantities of MEK, Coleman Fuel<sup>7</sup>, Toluene, Acetone or cold/allergy medications.

### **Now That You Think You've Discovered A Lab, Who Do You Call?**

If you suspect that someone is illegally manufacturing drugs you should try to identify as many chemicals as possible, without placing yourself in danger, and call your local narcotics unit. The narcotics units are part of your local police or sheriff's department or can be contacted through them. Remember that a lab can be made to look like ordinary kitchen cooking items.

### **Vocabulary focus**

#### **1. Find in the text words with similar meaning to the following:**

to gather, to remove, to fulfill, decrease, financial operation, contact, belongings or attributes, regulation, an alcohol store, redistribute

#### **2. Explain the meaning of the following words and expressions:**

to tow a vehicle, a police sweep, a speed bump, a billboard advertising, law enforcement, a log

#### **3. Insert the necessary word from the list:**

to conduct, maintain, sanitation, to declare, violation, nuisance, to band together, to enhance

1. The FDA (Food and Drug Association) halted this café's license due to poor \_\_\_\_\_ conditions and depreciation of taxation sums.
2. The slogan must \_\_\_\_\_ that our company is at the top of the quality estimation list of milk products.
3. The captain and his assistants must \_\_\_\_\_ the log noting the time the watch starts and ends.
4. The new revised Wisconsin Criminal Code \_\_\_\_\_ penalties for illegitimate drug trafficking from 6 years of imprisonment up to life penalty.

5. The police has \_\_\_\_\_ several successful sweeps targeted at drug dealers in this area last week, which only adds to the benefit of the mayor's new drug-fighting policy.
6. \_\_\_\_\_ of parking restrictions will result in towing of your vehicle!
7. Several street gangs \_\_\_\_\_ and formed a new powerful criminal grouping that is currently fighting with the Chinese Triad for its share in cocaine market.
8. To prevent public \_\_\_\_\_ city officials enforced the police with military units from the National Guard.

## Reading Comprehension

### 1. Complete the sentences:

1. A Drug Free Zone is ...
2. The entire community must...
3. ... is the community's key to a Drug Free Zone.
4. An effective Drug Free Zone must involve...
5. One should consult the local government agencies to see what resources or services are available if ...
6. The manufacturing methods of methamphetamine...

### 2. State if it is true or false and provide the correct variants where necessary:

1. A Drug Free Zone is the area restricted by the limits of a school territory.
2. The joined efforts of community representatives and law enforcement promote Drug Free Zones to success.
3. Drug Free Zones have no legitimate base and are a pure civil initiative.
4. A newly started Drug Free Zone eliminates illegal drug traffic within its limits and adjoining areas forever.
5. Basically, it does not involve additional fund raising to start a Drug Free Zone - all that is to be done is just to reallocate some resources and to invest people's time and effort.
6. Approximately only 5% of all of the illicit drug labs seized in California over the last 10 years were non-methamphetamine labs.



## **Discussion**

1. Evaluate the information you have just read and grade the activities described as highly effective, reasonable, and ineffective and explain your choice.
2. Which of the measures mentioned in the text can be applied to Russian realia and which cannot? Why? How can they be substituted, if at all?
3. What other drug-free or drug-fighting initiatives can you suggest? How can you make them work in your own community?

## **INTENSIVE READING**

### **The Causes of Crime**

There are numerous theories about why crime occurs. The oldest theory, based on theology and ethics, is that criminals are bad, wicked persons who deliberately commit crimes or who do so at the instigation of the devil or other evil spirits.

Since the 18th century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime on scientific, rather than theological, grounds was made at the end of the 18th century by the German physician and anatomist Franz Joseph Gall, who tried to establish relationships between skull structure and criminal inclinations. A more sophisticated, biological theory was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with certain recognizable hereditary physical traits. Lombroso's theory was disproved early in the 20th century by the British criminologist Charles Goring. Goring's comparative study of jailed criminals and law-abiding persons established that so-called criminal types, with born tendency to crime, do not exist. Recent scientific studies have tended to confirm Goring's findings.

Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted to relate criminal behavior to natural environment. His successors have gathered evidence tending to show that crimes against the person, such as homicide, are relatively more numerous in warm climates, whereas crimes against property, such as theft, are more frequent in colder regions.

Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement, explained crime mainly by the

influence of poverty. They pointed out that persons who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to theft, burglary, prostitution, and other offenses. The rate of crime especially tends to rise in times of widespread unemployment. Present-day criminologists take a broader and deeper view; they place the blame for most crime on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, lack of privacy, inadequate play space and recreational facilities, and poor sanitation. Such conditions cause feelings of deprivation and hopelessness and lead to crime as a means of escape. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime.

Some theorists relate the rate of crime to the general state of a culture, especially the impact of economic crises, wars, and revolutions and the general sense of insecurity and uprootedness to which these forces give rise. As a society becomes more unsettled and its people more restless and fearful of the future, the crime rate tends to rise. This is particularly true of juvenile crime, as the experience of the United States since World War II has made evident.

The final major group of theories is psychological and psychiatric. Studies by 20th-century investigators have indicated that about one-fourth of a typical convict population is psychotic, neurotic, or emotionally unstable and another one-fourth is mentally deficient. These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more inclined to criminality. Recent studies of criminals have thrown further light on the kinds of emotional disturbances that may lead to criminal behavior.

Since the mid-20th century, investigators and experts have inclined to so-called multiple factor, or multiple causation, theories. They reason that crime springs usually from a multiplicity of conflicting and converging influences—biological, psychological, cultural, economic, and political. The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine.

## **Vocabulary Focus**

### **I. Find in the text synonyms for the following:**

On purpose; bad/immoral; outstanding/chief; predisposition/tendency; inadequate; pervasive; to declare/emphasize; equipment

## **II. Translate the sentences into Russian:**

1. This opinion is becoming increasingly widespread.
2. You can't say he's deficient in courage.
3. Academician Sakharov suffered from deprivation of his political rights.
4. They missed the class at her instigation.
5. He's a good law-abiding citizen.
6. He occupies a prominent position in the ministry.
7. Happiness is elusive.

## **III. Insert the necessary prepositions:**

1. This gave rise ... many problems.
2. I decided to find another job so that I could provide ... my family.
3. I incline ... the opinion that our city administration should enact a package of anti-crime measures.
4. Rick's eagerness to help with the books springs ... his wish to get to the library.
5. How does the explanation you gave relate ... the real cause of the incident?
6. Before you place the blame ... the accident ... me, you'd better find out the facts.
7. His strange behavior gave rise ... numerous rumors.

## **Reading Comprehension**

### **Answer the following questions:**

1. When did the first scientific theory that explained causes of crime appear? How was it different from the previous ones?
2. Give the essence of each theory that appeared later. Why were some of them rejected in the long run?
3. What is the today's recognized and accepted theory? What is its major problem?

### **Discussion**

1. How is the development of crime explaining theories connected with the development of sciences?
2. If you were a theoretician of criminology, what theory would you support? How would you prove it and solve its possible problems?
3. What new aspects of crime causes would you introduce?

## EXTENSIVE READING

### **PROBLEMS OF A BIG CITY**

(Dr Stepanov who visited his American colleague Allan Briggs, is discussing the problem of crime in New York)

Briggs: So, what's your impression of New York, now that you've seen some, Alex?

Stepanov: I'd say it's the most urbanized city that I've ever seen. It's all geometry) - angles and stones. One is impressed by its rush, its frantic pace of life.

B: Yes, the streets of Manhattan are just cement, except for Park Avenue and Central Park. Oh, by the way, I wouldn't risk walking through Central Park after dark. It's been known for mugging, robberies and even murders for years.

S: One hears a lot these days about it, but is it really as bad as all that?

B: I hate to admit it but crime still remains a problem. It is often committed by the young - those who should be the most innocent.

S: In my country statistics also show an upsurge in the crime by the teenagers.

B: Some people claim traveling by subway is not always safe. Besides, in no other country will you see so many policemen on the streets, cops, as they're called here. New York police are probably just about the toughest in the world. New York City is a tough place. It has become very common to own guns for personal protection.

S: How do you explain this outbreak of violence in many countries? What is it that incites crime?

B: Well, I wouldn't know. Violence is a broad concept. It may be that in many cases violence is fueled by easy access to guns, alcohol and drugs. For some people property costs more than human life.

S: Do you think that violence can be fed by social injustice?

B: Yes, violence frequently results from the frustration that people feel when they can't find a decent job. We also talk a lot in this country about the fears and antagonism generated by racial differences. The point is that the US has a long history of aggressive violence by white persons against those of different races. And it dates back to the beginnings of European settlement in North America. In the years of slavery blacks were killed selectively, since they represented important economic investments. As to Indians, they were regarded as savage beasts which could be exterminated because they impeded economic progress. With the end of slavery, blacks met with the brutality of white Americans.

S: I see your point, I think.

B: I think there's a lot to be said for adequate gun laws. We need them badly. We live in a country where one can possess any type of deadly weapon for a relatively small sum of money. And attempts to control the sale of weapons through legislation have been unsuccessful so far. Television also has the most pervasive influence of all, if you ask me. Just look at the children. They often sit glued to the TV hypnotized by violence shown on the screen, and all in bright living color, mind you.

S: Then I'll look out while walking about the city, thank you.

## **Vocabulary Focus**

### **1. Give a word from the text for each definition**

anxious, mad; to rob with violence; a sudden appearance of a feeling; to kill all the people in a place; to get in the way; widespread

### **II. Give all the synonyms of the word "to stimulate" that were used in the text**

### **III. Make up your own sentences with the following words and word combinations:**

Frantic pace of life; an upsurge in the crime; an outbreak of violence; easy access to; to date back to; to impede the progress; pervasive influence

## **Reading Comprehension**

Enumerate all the factors that generate crime and violence. Start with the factors mentioned in the text then add more of your own. Group them into logical categories and present them in a table.

## **LANGUAGE FOCUS**

### **Crime Prevention**

A panel of experts has been investigating the causes of crime. Write their conclusions by combining each of the following pairs of sentences into one sentence with a dependent clause and the main clause. Place the idea that seems more important in the main clause. Use the indicated conjunctions. Do not add words.

*Model:* We can begin to solve the crime problem. We must look at the underlying causes of violence. (before) – Before we can begin to solve the crime problem, we must look at the underlying causes of violence.

1. Many citizens support gun control. They believe that the easy availability of guns is a key ingredient in violent crime. (because)
2. Many citizens do not support gun control. They recognize that guns are part of the crime problem. (although)
3. Teenagers have meaningful activities. They are likely to get involved in crime. (unless)
4. There is potential danger. We go. (wherever)
5. Criminals commit three serious crimes. They will be sent to life in prison without possibility of parole. (if)
7. Politicians argue about the war on drugs. The drug problem continues to grow. (while)

**Each of the following sentences contains an error in the dependent clause, either in structure or in logical word choice. Rewrite each sentence, correcting the error.**

Model: We won't make a dent in crime until identify the root causes of violence.

- We won't make a dent in crime until we identify the root causes of violence.

1. If get enough attention from their parents, children probably won't turn to crime.
2. Some children watch so a lot of television that they have trouble telling reality from fantasy.
3. The sheriff's office has put more agents on the streets in case there being additional trouble.
4. Provided their governments to appropriate enough money, nations everywhere can gain headway against crime.
5. Today there is more awareness about the underlying causes of violence than there be in the past.
6. Many juvenile criminals today receive light sentences although commit serious crimes.

## **LISTENING**

### **Debate on Gun Control**

**Bradley Freeman and Jennifer Strand are having a debate on gun control. Listen to their conversation on the tape. Then listen to certain of the sentences. Choose the letter of the choice, which correctly explains the meaning of each sentence you hear.**

1.
  - a. Jennifer thinks people are likely to use guns if they have them.
  - b. Jennifer thinks people probably won't use guns even if they have them.
2.
  - a. According to Bradley, people don't die because other people have guns.
  - b. According to Bradley, people die because other people have guns
3.
  - a. Bradley thinks law-abiding citizens die because they have guns.
  - b. Bradley thinks law-abiding citizens die because a lot of criminals don't get punished.
4.
  - a. Jennifer thinks a person who has a gun probably won't shoot anybody.
  - b. Jennifer thinks that in any situation where a person has a gun, it is more likely that someone will be shot.
5.
  - a. Bradley thinks it's true that if we outlaw guns, outlaws will still be able to get them.
  - b. Bradley thinks it's true that if we outlaw guns, outlaws won't be able to get them.
6.
  - a. Jennifer thinks outlawing guns is a criminal act.
  - b. Jennifer doesn't think outlawing guns is a criminal act.
7.
  - a. According to Jennifer, getting rid of guns won't change the attitude toward violence.
  - b. According to Jennifer, getting rid of guns will change the attitude toward violence.
8.
  - a. Bradley thinks we must change the attitude toward punishment before we can change the attitude toward violence.
  - b. Bradley thinks we must change the attitude toward violence before we can change the attitude toward punishment.
9.
  - a. According to Bradley, we need to build more prisons to cause violence to decline.
  - b. According to Bradley, building more prisons won't cause violence to decline.
10.
  - a. Jennifer thinks incarceration of violent criminals is the real answer to the problem.
  - b. Jennifer doesn't think incarceration of violent criminals is the real answer to the problem.

## GUIDED WRITING

### **The Summary**

Faced with the maze of details with which every aspect of your daily existence is filled, you are constantly forced into some type of

condensation in an effort to retain such elements of the whole as are most significant. In college, you must not only take lecture notes but summarize chapters in your texts or in supplementary readings. Outside, you will find yourself striving to get the gist of a speech, of a news report, of an article on current affairs, of a new work in your own professional field. You may condense the essential material into readable paragraph form, a practice resulting in what is variously known as the abstract, the digest, the précis, and the summary.

**1. In summarizing, select only the main points.** A good writer uses all kinds of devices in order to impress his main issues upon the reader. He repeats them, perhaps several times, in different words; he uses analogies and figures of speech; he fills his article with descriptive detail and narrative example. But the successful summary will pick its way through all of these purely rhetorical devices and arrive at concise statements of the essential ideas only.

**2. Determine the length of a summary by your needs.** The length depends upon how much detail is required for your immediate purpose. The longer the material to be summarized, however, the shorter the summary is likely to be, in proportion, since all must be reduced to manageable form. Your instructor may perhaps suggest, for your practice work, a summary of a certain length or proportion.

**3. Paragraph according to your material, not the author's.** The number of paragraphs in the summary bears no relationship to the number in the original essay but should be determined by the usual rules of good paragraph development. The result may well be the use of one paragraph for each of the main points of the essay.

**4. Apportion your space fairly according to the material.** A more or less literal reproduction of one or more important paragraphs in an essay is not a summary. The summary should be the essay in miniature, a condensation of the whole, not a selection of bits and pieces.

**5. Avoid, in general, the author's words.** Putting an idea into your own words is the surest way to prove your understanding of it.

**6. Do not, however, write a paraphrase.** Try to avoid recasting an author's words into your own, as the result is likely to be longer than the original. A summary is a condensation - a briefer as well as a simpler form of the original.

**7. Read through the entire article before you start your digest.** Then you can see the details in their proper perspective, and any time you may have to spend glancing back at what you have already read will be amply repaid by the increased conciseness of your summary.

**8. Write your summary from the author's point of view.** So far as possible, keep the flavor, the tone, of the original. Especially avoid such



expressions as "the author says," saving the strength of your predication for a clear-cut phrasing of *what* he says. Compare the information value of these two sentences:

- a. Mark Twain discusses the meaning of the word lagniappe. (*This adds little to what the title and author lines tell us*)
- b. Lagniappe, a Spanish word we picked up in New Orleans, means something extra thrown in for good measure. (*This tells us not merely that he said something, but what he said, from the first-person point of view used in the essay.*)

**1. Omit all extraneous comments.** The summary is no place to record your own opinion of the material condensed. Such comments as "The author says that he thinks socialized medicine a good thing, but I disagree with him" belong to the field of criticism and are entirely out of place here. "Socialized medicine is a good thing" followed by a digest of the facts offered in support of this opinion is all that belongs in the summary, which should be a condensation of the facts and opinions presented by the author - nothing more.

## Caught in the Act

### Does the punishment fit the crime?

Look at the real-life situations labeled **a - i** below and use your dictionary to match a crime from the box to each situation (sometimes more than one crime applies). When you have matched the crime(s) to the situation, discuss with your partner how serious you think each one is and arrange them in order from the most serious to the least serious.

stalking	theft	assault	possession of drugs	arson
attempted murder		manslaughter	robbery	murder

- a An animal rights activist caused millions of pounds' worth of damage by setting fire to shops in a campaign in protest against their sale of fur coats.
- b A man lost his temper and violently shook a seven-week-old baby because he would not stop crying, causing him to stop breathing. The baby was on a life-support machine for three days but has now recovered.
- c Two schoolchildren (aged 14 and 15) stabbed a 13-year-old friend repeatedly and, thinking he was dead, tried to put his body in a dustbin liner. He was found 40 hours later and has now recovered

- d A man attacked, tortured and killed his neighbour, before stealing money and jewellery from her home.
- e A divorced woman was hounded by an elderly neighbour for 18 months. He spied on her, accused her of being a prostitute, and sent her obscene letters.
- f A woman was found to be growing cannabis plants in her house and was in possession of a large quantity of the drug, intending to sell it to others.
- g A customs officer stole £3,500 of money that had been seized during Customs and Excise investigations.
- h A 90-year-old woman caused the death of a girl and her grandmother by dangerous driving as they crossed a road in front of her.
- i Two teenagers threatened a shop assistant and shopkeeper with syringes which they claimed were infected with Aids, before stealing cigarettes, tobacco, coffee and £32 from the shop.

Now that you have put the crimes in order, look at the sentences (= punishments) that were given for each crime in a British court. With your partner decide which punishment fits which crime. When you have finished, ask your teacher for the real answers. Are there any you think are particularly fair or unfair? Would you have been stricter or more lenient? Would the sentences be similar in your own country?

18 years in prison	a £250 fine	a life sentence (minimum 15 years)
2½ years in prison	6 years in prison	5 years in prison    2 years in prison
a 12-month suspended sentence	300 hours of community service (= unpaid work helping people in the community, done as a punishment)	

## INTENSIVE READING

### **Homelessness**

**Homelessness** has been recognized as a significant social problem in the United States since the early 1980s, when a rapid increase in the number of homeless people was caused by a weak economy and cuts in federal aid for housing and income assistance. Most other industrialized societies also have experienced increases in homeless populations in recent decades.

#### **The Homeless Population**

The number of homeless people in the United States has been a matter of considerable dispute. Advocates for the homeless claim that there are several million homeless people; however, recent studies suggest that

the homeless number from 600,000 to 700,000. Precise numbers are impossible to collect because researchers define homelessness in different ways and because the homeless are transitory.

The homeless population is largely made up of adult men, but the proportion of women, children, and youth has steadily increased. This group now comprises more than 40 percent of the total homeless population. Most homeless people are also extremely poor and estranged from their families and other social networks. About one-third of the adult homeless are chronically mentally ill, and about half are alcoholic or abuse drugs. During the 1950s, most homeless people were older, white, alcoholic men associated with the rundown sections of cities known as *skid rows*. Today's homeless, however, are mostly non-white; relatively young, with an average age in the middle 30s; and include a large number of women and children. About one-third of homeless men are veterans.

In addition to the homeless population, even larger numbers are considered *marginally housed*; they are in danger of becoming homeless because of poverty or inadequate housing. The marginally housed would amount to nearly 20 million people, thus creating the potential for a vast increase in the size of the homeless population. Those who are housed only because they have been able to stay with family or friends are known as the hidden homeless.

## **Causes**

Many reasons have been advanced to explain the dramatic increase in the number of homeless people in the 1980s and 1990s. The total poverty rate tended to increase throughout this period, and this was especially true in the inner city areas where most homeless people live. At the same time, the supply of low-income housing declined considerably in some cities. Waiting lists for public housing are often many years long and increases in welfare payments have not kept pace with inflation. Among other factors implicated in the trend are changes in the treatment of the chronically mentally ill, drug use, the inability of some families to support dependent adult members, and an increasing rate of violence against women.

## **Programs for the Homeless in the United States**

Nationwide, about three-quarters of help for the homeless comes from the private sector, principally from churches that run soup kitchens, operate shelters, and distribute free clothing. The main federal programs for the homeless are those established by the 1987 Stewart B. McKinney

Homeless Assistance Act. The McKinney Act established a nationwide network of health clinics for the homeless.

Among other things, the act also established adult education programs for the homeless, provided emergency homelessness prevention funds, and created a number of transitional housing programs. These programs have made the lives of many homeless people more tolerable, but they do not address the low-income housing crisis. Many analysts believe that the problem will be solved only by a renewed government commitment to construction of low-income housing.

## Vocabulary Focus

### I. Find in the text antonyms for the following:

permanent; slow; close; fit; solid; unbearable

### II. Substitute the underlined parts in the following sentences with the vocabulary from the text. Translate the sentences into Russian:

1. Don't ask him about his wife, he's become separated from her for over a year.
2. The expenditure made a total of 500 dollars.
3. Scientists have to work hard to remain level with modern discoveries and developments.
4. Lenore gave a swift response to the question.
5. The king misused his power by making the people pay high taxes.
6. The food here is quite decent.
7. The group includes mostly young men under 25.

### III. Translate the following sentences from Russian into English using the vocabulary from the text paying special attention to the underlined parts:

1. Наше правительство, наконец, признало проблему сбежавших из дома детей.
2. Сторонники однопартийной системы утверждают, что она приведет к стабильности в обществе.
3. Какого кандидата поддержать на выборах – это спорный вопрос.

4. Проведенное исследование свидетельствует о том, что проблему бездомных можно решить за счет строительства дешевого жилья для малоимущих.
5. Он высказал мнение/выдвинул идею о том, что подозреваемый рассказал не всю правду о случившемся.

## Reading Comprehension

- I. Treatment of the homeless is conducted through the private sector or through federal programs. Enumerate all the measures used in both that are mentioned in the text. What do you think of the programs and what other programs would you suggest?
- II. What three groups of population are mentioned in the text? Characterize each of them.

## FOR YOUR INFORMATION

### Getting the Sack

If someone is told to leave their job, especially if their employers say they have done something wrong, they are **dismissed**. More informal ways of talking about a **dismissal** are to say that the person has been **fired** or **sacked** or **given the sack**.

If someone feels that they have lost their job unfairly, they may take their case to a **tribunal** and **sue** or make a claim against their former employers for **unfair dismissal**.

**Unfair Dismissal.** Below are sections from two articles: each article contains three sections. Put the articles together, putting the sections in the right order, and match each article to its headline. (One article begins with section a and the other with section b)

1. BT MAN DROPS SICK DAYS CASE
2. PONYTAIL MAN CLAIMS SEX BIAS

A A BT engineer sacked after taking more than 1,100 sick days dropped his claim for unfair dismissal yesterday. BT claimed that Michael Stoneham's complaint had been frivolous and should never have been brought.

- B A ponytailed man who was dismissed from his job for refusing to have his hair cut claimed yesterday that he was the victim of sexual discrimination because women employees were allowed long hair.
- C Mr Stoneham was ordered to pay BT£200 costs. Outside the industrial tribunal hearing in Chelsea, West London, he said: "They had always wanted to get rid of me. I felt I had a case."
- D Mr Lloyd of Wapping, East London, said he refused the request on principle. Clients were interested only in his technical knowledge. "There was no one who said to me, 'You can solve my computer problem, but first get your hair cut.' He is claiming unfair dismissal and sexual discrimination against Computer Associates of Slough, Berkshire.
- E Mr Stoneham, 43, of Leytonstone, East London, had claimed that his 1,158 sick days over 16 years had been due to a series of mishaps. However, Michael McDonough, his representative, withdrew the case 'in the light of evidence which has been given.'
- F Kevin Lloyd, 36, left his job as computer engineer after being ordered to trim his hair, which reached halfway down his back, or to find a new job. Brian Wizard, customer services director, said that his haircut clashed with the company image.

## Redundancy

If an organization gets rid of employees because they are no longer needed, it **lays** them **off** or makes them **redundant**.

Companies doing this sometimes talk about **downsizing**, **rightsizing** or **letting** employees **go**. They may say that they are **overstaffed**: they have too many employees and need to make cuts in the **payroll** or the **workforce**, the total number of people they employ.

When employees have no choice, the **redundancies** are **compulsory**. But where employees can choose to leave, redundancies are **voluntary**. The payroll can also be reduced by **natural** wastage with employees leaving over a period of time for the usual reasons: retirement, moving to another job, and so on.

When a lot of redundancies are involved, journalists talk about jobs being cut or **axed**, with **mass layoffs** or **massive layoffs**. Employees made redundant **get the axe**.

**Is downsizing rightsizing?** Use appropriate forms of key words below to complete this extract from National Public Radio\*. One of the words is used three times, one of the words is used twice, two of the words are used once each and two of the words are not used at all.

*a downsize    b layoff    c workforce    d sack    e mass    f overstuffing*

## Getting the Axe

\_\_\_(1) used to mean making a smaller version of a product. But these days when companies talk about \_\_\_(2), employees know it's the \_\_\_(3) that's about to shrink. 20,000 jobs are being phased out at IBM. 10,000 have been cut at Digital. The recession is forcing companies to make payroll cuts they should have started years ago. A lot of the companies that are \_\_\_(4) right now may have been \_\_\_(5) during the whole decade of the 80s and only come about to reduce their \_\_\_(6) now. During the 1981 recession most \_\_\_(7) hurt factory or construction workers. But this time business managers, executives and technical staff are getting the axe.

## Redundancy Pay

People who are laid off may receive compensation in the form of a **redundancy payment**, **pay-off** or **payout**, **redundancy pay** or, especially in American English, a **severance payment**.

**An expensive drink.** Connect the two parts of each sentence in order to put together this article from *The Times*. The numbered parts are in the correct order.

Man loses drink case appeal.

1 British Rail yesterday rejected an appeal by a man it	a would take the case to an industrial tribunal.
2 He will lose £ 20,000 in	b with three other clerks and an assistant manager for drinking on duty.
3 Alex Bryson, 63, a clerk, of Kirk Sandall Doncaster, who had worked for British Rail for 38 years, was dismissed	c treated me so badly,' he said.
4 'I am heartbroken that BR could have	d sacked for drinking half a pint of beer at his leaving party.
5 His union, the Transport Salaried Staffs Association, said that it	e redundancy pay.

## Jobless and on the dole

Members of the workforce without a job are **unemployed** or **out of work**. **Unemployment** is the situation of people without work.

**Unemployment benefit** or **jobless benefit** is also called, informally, the **dole**. People receiving it are **on the dole**. If you lose your job you join the **dole queue**.

Unemployment benefit and **dole queue** are used mainly in British English. **Unemployment benefit** is also called **jobless benefit**, especially in American English.

Unemployed people are often referred to in the media as **jobless**. Jobless people looking for work are **job-seekers** or **job-hunters**.

**Unemployment blues.** Match the two parts of the expressions and use them to complete the article from *Newsweek*.

1 industrialized	a rate
2 rising	b world
3 rapid	c period
4 unemployment	d years
5 boom	e growth
6 unprecedented	f productivity

## Jobs

... For more than two decades, from the late 1940s to the early 1970s, the\_\_\_(1) world enjoyed an \_\_\_(2) period of\_\_\_(3) growth and\_\_\_(4) productivity that had economies running at full steam.

Trade grew, incomes rose, living standards soared and in Europe, the United States and Japan, practically everyone who wanted a job could have one. Look at us now. Our economies are growing at a snail's pace, if they're growing at all. Governments are running chronic deficits. And most miserable of all, millions of people can no longer find the work they need. In recession-plagued Western Europe, more than 20 million workers are idle, an\_\_\_(5) rate of 11 per cent, and it's rising. Nearly half of Europe's unemployed have been out of work for a year or more. Worse, unemployment has stubbornly refused to contract for more than a decade, even in\_\_\_(6) years...

## Vocabulary File

### Getting a job

When Paul left school he **applied for** a job in the accounts department of a local engineering company. They gave him a job as a **trainee** (= a very junior person in a company). He didn't earn very much but they gave him a lot of **training**, and sent him on training courses.

*Note:* **Training** is an uncountable noun, so you cannot say "a training". You can only talk about training (in general), or **a training course** (if you want to refer to just one). Here you can use the verbs **do** or **go on**: I **did** / **went on** several training courses last year.



## Moving up

Paul worked hard at the company and his **prospects** looked good. After his first year he got a good **pay rise** (= more money), and after two years he was **promoted**. After six years he was **in charge of** (= responsible for / the boss of) the accounts department with five other **employees under him** (= under his responsibility/authority).

## Leaving the company

By the time Paul was 30, however, he decided he wanted a **fresh challenge** (= a new exciting situation). He was keen to work abroad, so he **resigned** from his company (= officially told the company he was leaving his job; you can also say "he **quit** the company") and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company which **involved** a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the traveling, but...

## Hard times

After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was **sacked** (= told to leave the company / **dismissed / given the sack**) a year later.

After that, Paul found things much more difficult. He was **unemployed** for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a **part-time** job on a fruit and vegetable stall in a market.

## Happier times

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later, he opened a second stall, and after ten years he had fifteen stalls. Last year Paul **retired** (= stopped working completely) at the age of 55, a very rich man.

## Exercises

1. Write a single word synonym for each of these words/phrases.

- 1) given the sack = .....
- 2) out of work = .....
- 3) left the company = .....
- 4) was given a better position in the company = .....
- 5) future possibilities in a job = .....
- 6) stopped working for ever = .....
- 7) workers in a company = .....

2. Find the logical answer on the right for each of the questions on the left.
- |                               |   |
|-------------------------------|---|
| Why did they sack him?        | Because he was nearly 65.                         |
| Why did they promote him?     | Because he was late for work every day.           |
| Why did he apply for the job? | Because he needed more training.                  |
| Why did he retire?            | Because he was out of work.                       |
| Why did he resign?            | Because he was the best person in the department. |

Why did he go on the course? Because he didn't like his boss.

3. Complete these sentences with a suitable word or phrase.
2. I don't want a full-time job. I'd prefer to work.....
  3. She'd like to go on another training.....
  4. I'm bored in my job. I need a fresh.....
  5. He works on a stall in the.....
  6. At the end of this year we should get a good pay.....
  7. She's got more than a hundred workers under.....
  8. I didn't know he was the new manager. When did he take.....?
  9. It's a boring job and the pay is awful. Why did he.....?

## LISTENING

### **A BOY'S SHELTER FOR STREET PEOPLE**

- I. **Think ahead. Work in groups. Read the following statements. Do you agree with them? See if everyone in your group has the same opinion.**

1. Society must help the people who have no homes and live on the street.
2. Most people who live on the street are there because they don't want to work.
3. You can usually tell what people are like by the way they look.
3. Most people who live on the street have mental problems.

- II. **Vocabulary. The following words will help you understand the interview. Try to guess the meaning of the words. In each set of words, cross out the word that does not have a similar meaning to the word on the left. Then compare your answers with those of another student.**

- |              |          |         |            |
|--------------|----------|---------|------------|
| 1. homeless  | street   | wealthy | poor       |
|              | people   | people  | people     |
| 2. startling | amazing  | calming | surprising |
| 3. resisted  | relented | opposed | fought     |

4.	impressionable	affected by others	wise	easily influenced
5.	donation	salary	gift	contribution
6.	volunteer	help	charge	offer
7.	commitment	comprehension	duty	obligation
8.	unconditionally	politically	freely	without expectation
9.	threatening	frightening	caring	scary
10.	campaign	drive	religion	effort

### III. Follow-up activities. Discussion questions:

1. If you were Trevor's parents, would you support him in helping homeless people? Why or why not?
2. In your opinion, is it anyone's responsibility to take care of the homeless? If so, whose? Family members of the homeless? Volunteer families in the community? The city? The state? Others?

### Character Profiles

You will read some character profiles of homeless people in New York City. You will analyze the homeless situation based on these profiles. Work in groups of five. Each person in the group will choose one of the profiles and prepare to give information about that person to the rest of the group. As you listen, fill in the chart with information from the profile. Complete the rest of the chart as you listen to each other's descriptions.

	Age	Education	Job Experience	Present Housing Situation	Psychological Profile	Family Background
Donald						
Florence						
Jean						
George						
Sally						

Look at the chart. Can you find any similarities or differences? Try to characterize the homeless population. Can you make generalizations about who these people are?

## INTENSIVE READING

### **Pollution**

**Pollution** is contamination of the earth's environment with materials that interfere with human health, the quality of life, or the natural functioning of *ecosystems* (living organisms and their physical surroundings).

#### **Impacts of Pollution**

Pollution has a dramatic effect on natural resources. Ecosystems such as forests, wetlands, coral reefs, and rivers perform many important services for the earth's environment. They enhance water and air quality, provide habitat for plants and animals, and provide food and medicines. Any or all of these ecosystem functions may be destroyed by pollution. Moreover, because of the complex relationships among the many types of organisms and ecosystems, environmental contamination may have far-reaching consequences that are not immediately obvious or that are difficult to predict. Another major effect of pollution is the tremendous cost of pollution cleanup and prevention.

In addition to its effects on the economy, health, and natural resources, pollution has social implications. Research has shown that low-income populations and minorities do not receive the same protection from environmental contamination as do higher-income communities. Chemical plants and solid waste dumps are often located in low-income communities because of a lack of organized, informed community involvement in municipal decision-making processes.

#### **Types of Pollution**

Pollution exists in many forms and affects many different aspects of the earth's environment. *Point-source* pollution comes from specific, localized, and identifiable sources, such as sewage pipelines or industrial smokestacks. *Nonpoint-source* pollution comes from dispersed or uncontained sources, such as contaminated water runoff from urban areas or automobile emissions.

The effects of these pollutants may be immediate or delayed. *Primary* effects of pollution occur immediately after contamination occurs.

*Secondary* effects may be delayed or may persist in the environment into the future, perhaps going unnoticed for many years.

## **Air Pollution**

Urban air pollution is commonly known as *smog*. Smog is generally a smoky mixture of carbon monoxide and organic compounds. Smog developed into a major health hazard by the 20th century. In 1948, 19 people died and thousands were sickened by smog in the small U.S. steel mill town of Donora, Pennsylvania. In 1952, 2000 Londoners died of its effects.

A second type of smog, photochemical smog, began reducing air quality over large cities like Los Angeles in the 1930s. This smog is caused by combustion in car, truck, and airplane engines, which produce nitrogen oxides and release hydrocarbons from unburned fuels. Sunlight causes the nitrogen oxides and hydrocarbons to combine and turn oxygen into ozone, a chemical that attacks rubber, injures plants, and irritates lungs.

Eventually most pollutants are washed out of the air by rain, snow, fog, or mist. As pollutants build up in the atmosphere, nitrogen oxides are converted into acids that mix with rain. This *acid rain* falls in lakes and on forests, where it can lead to the death of fish and plants, and damage entire ecosystems. Eventually the contaminated lakes and forests may become lifeless. Regions of heavily industrialized areas, such as Europe and the eastern United States and Canada, are the hardest hit by acid rain. Acid rain can also affect human health and man-made objects.

One of the greatest challenges caused by air pollution is *global warming*, an increase in the earth's temperature due to the buildup of atmospheric gases such as carbon dioxide. With the heavy use of fossil fuels in the 20th century, atmospheric concentrations of carbon dioxide have risen dramatically. Carbon dioxide and other gases, known as greenhouse gases, reduce the escape of heat from the planet without blocking radiation coming from the sun. Because of this *greenhouse effect*, average global temperatures are expected to rise 1° to 3.5° C (1.8° to 6.3° F) by the year 2100. The increase would make the earth warmer than it has been in the last 125,000 years, possibly changing climate patterns, affecting crop production, disrupting wildlife distributions, and raising the sea level.

Air pollution can also damage the upper atmospheric region known as the stratosphere. Excessive production of chlorine-containing compounds (used in refrigerators, air conditioners, and in aerosol-

sprays) has depleted the stratospheric ozone layer, creating a hole above Antarctica that lasts for several weeks each year.

## **Water Pollution**

The demand for freshwater rises continuously as the world's population grows. From 1940 to 1990, withdrawals of fresh water from rivers, lakes, and other sources have increased fourfold.

Sewage, industrial wastes, and agricultural chemicals such as fertilizers and pesticides are the main causes of water pollution. In 1995, the U.S. Environmental Protection Agency (EPA) reported that about 37 percent of the country's lakes and 36 percent of its rivers, are too polluted for basic uses such as fishing or swimming, during all or part of the year. In developing nations, over 95 percent of urban sewage is discharged untreated into rivers and bays, creating a major human health hazard.

## **Solid Waste**

Solid wastes are unwanted solid materials such as garbage, paper, plastics and other synthetic materials, metals, and wood. Billions of tons of solid waste are thrown out annually. The United States alone produces about 200 million metric tons of municipal solid waste each year. A typical American generates an average of four pounds of solid waste each day. Cities in economically developed countries produce far more solid waste than those in developing countries.

Areas where wastes are buried, called landfills, are the cheapest and most common disposal method for solid wastes worldwide. But landfills quickly become overfilled and may contaminate air, soil, and water. Burning of waste reduces the volume of solid waste, but produces dense ashen wastes that often contain dangerous concentrations of hazardous materials such as heavy metals and toxic compounds. *Recycling*, extracting and reusing certain waste materials, has become an important part of municipal solid waste strategies in developed countries

## **Hazardous Waste**

Hazardous wastes are solid, liquid, or gas wastes that may be deadly or harmful to people or the environment and tend to be persistent in nature. Such wastes include toxic chemicals and radioactive substances, including industrial wastes from chemical plants or nuclear reactors, agricultural wastes such as pesticides and fertilizers, medical wastes, and household hazardous wastes such as toxic paints and solvents.

About 400 million metric tons of hazardous wastes are generated each year. The United States alone produces 240 million metric tons-70

percent from the chemical industry. The use, storage, transportation, and disposal of these substances pose serious environmental and health risks. Even brief exposure to some of these materials can cause cancer, birth defects, nervous system disorders, and death. Large-scale releases of hazardous materials may cause thousands of deaths and contaminate air, water, and soil for many years. The world's worst nuclear reactor accident took place in Chernobyl, Ukraine, in 1986. The accident killed at least 31 people, forced the evacuation of over 100,000 more, and sent a plume of radioactive material into the atmosphere that contaminated areas as far away as Norway and Great Britain.

Most hazardous wastes were legally dumped in solid waste landfills, buried, or dumped into lakes, rivers, and oceans. Legal regulations now restrict how such materials may be used or disposed, but such laws are difficult to enforce and often contested by industry. It is not uncommon for industrial firms in developed countries to pay poorer countries to accept shipments of solid and hazardous wastes, a practice that has become known as the waste trade. Moreover, cleaning up the careless dumping of the mid-20th century is costing billions of dollars and progressing very slowly, if at all.

Hazardous wastes of particular concern are the radioactive wastes from the nuclear power and weapons industries. To date there is no safe method for permanent disposal of old fuel elements from nuclear reactors. Most are kept in storage facilities at the original reactor sites where they were generated. With the end of the Cold War, nuclear warheads that are *decommissioned*, or no longer in use, also pose storage and disposal problems.

## **Noise Pollution**

Unwanted sound, or noise, such as that produced by airplanes, traffic, or industrial machinery, is considered a form of pollution. Noise pollution is at its worst in densely populated areas. It can cause hearing loss, stress, high blood pressure, sleep loss, distraction, and lost productivity.

Sounds are produced by objects that vibrate at a rate that the ear can detect. Most noise pollution damage is related to the intensity of the sound, or the amount of energy it has. Measured in decibels, noise intensity can range from zero, the quietest sound the human ear can detect, to over 160 decibels. Conversation takes place at around 40 decibels, a subway train is about 80 decibels, and a rock concert is from 80 to 100 decibels. The intensity of a nearby jet taking off is about 110 decibels. The threshold for pain, tissue damage, and potential hearing

loss in humans is 120 decibels. Long-lasting, high-intensity sounds are the most damaging to hearing and produce the most stress in humans. Solutions to noise pollution include adding insulation and sound-proofing to doors, walls, and ceilings; using ear protection, particularly in industrial working areas; planting vegetation to absorb and screen out noise pollution; and zoning urban areas to maintain a separation between residential areas and zones of excessive noise.

## **Controlling Pollution**

Because of the many environmental tragedies of the mid-20th century, many nations instituted new, comprehensive regulations designed to repair the past damage of uncontrolled pollution and prevent future environmental contamination.

Regulations and legislation have led to considerable progress in cleaning up air and water pollution in developed countries. Developing countries, however, continue to struggle with pollution control because they lack clean technologies and desperately need to improve economic strength, often at the cost of environmental quality. The problem is compounded by developing countries attracting foreign investment and industry by offering cheaper labor, cheaper raw materials, and fewer environmental restrictions. To avoid ecological disaster and increased poverty, developing countries will require aid and technology from outside nations and corporations, community participation in development initiatives, and strong environmental regulations.

Nongovernmental citizen groups have formed at the local, national, and international level to combat pollution problems worldwide. Many of these organizations provide information and support for people or organizations traditionally not involved in the decision-making process. Greenpeace International is an activist organization that focuses international attention on industries and governments known to contaminate land, sea, or atmosphere with toxic or solid wastes. Friends of the Earth International is a federation of international organizations that fight environmental pollution around the world.

## **Assignment**

**I. Work on the vocabulary of the text. Make a list of not less than 15 interesting collocations, supply them with English definitions.**

**II. Read the text again and fill out the following table.**

source of pollution	effects/consequences	solution
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### **III Choose a type of pollution and speak about it and about the ways to fight it. Choose your target audience**

- ❖ representatives from the city council
- ❖ adult citizens that are not engaged in any job, but who possess high social activity potential
- ❖ adult citizens who don't care of the pollution issues but who are rather wealthy
- ❖ directors of big plants who are guilty of certain kinds of pollution
- ❖ high school students

## **LISTENING**

### **Once Upon a Time**

Look at some of the sentences from "Once Upon a Time". Circle the letter of the sentence that describes the meaning of each sentence from the text:

1. It was the third planet out from a yellowish sun.
  - a. We know how many suns there are.
  - b. We don't know how many suns there are.
2. Members of the Galactic Council knew that the planet was between four and five billion years old.
  - a. There was one Galactic Council.
  - b. There was more than one Galactic Council.
3. It was a job of the council to observe and monitor all planets that harbored life.
  - a. The council had one job.
  - b. The council had many jobs.
4. They're cutting down beautiful rain forests in the southern hemisphere.
  - a. They're cutting down some of the rain forests in the southern hemisphere.
  - b. They're cutting down all of the rain forests in the southern hemisphere.
5. A hole in the ozone layer has developed over the southern polar cap.
  - a. There is one ozone layer.
  - b. There are several ozone layers.
6. A hole in the ozone layer has developed over the southern polar cap.
  - a. There is one southern cap.
  - b. There is more than one southern polar cap.
7. Several individual nations on Green have developed the bomb.
  - a. They have developed one particular nuclear bomb.
  - b. They have developed nuclear bombs in general.

8. You know what happens to a planet when its species start to die off.
  - a. This sort of thing can happen to all planets.
  - b. This sort of thing can happen to only one planet.

## EXTENSIVE READING

### **SMALL-TOWN LIFE**

We were sitting around a fireplace filled with greenery - Edward Runden and his wife, Linda, and I - drinking sherry and smelling the good smell of something roasting in the kitchen. Runden is forty years old, with an eager, boyish look and an inconspicuous mustache, and he teaches history at Corydon Central High School. Mrs. Runden, a vivid young woman with a fall of thick, dark hair, is also a teacher. She teaches behavioral science twice a week in a family-practice residency program at the University of Louisville Medical School. "Oh, sure," Runden was saying. "Randy West and I have a lot of things in common. For one thing, we both married local girls. Linda was a Keller. Her Cousin Bill runs the furniture factory."

Mrs. Runden smiled across the lip of her glass. "I'm also related to Art Funk," she said. "And to Fred Griffin's wife. And Bob O'Bannon. And Rosamond Sample."

"She's probably even some kin to Marydee West," Runden said. "Another thing about Randy and me - his first job when he came to Corydon was teaching at the high school." He took a sip of sherry. "And I used to be a newspaperman myself. That's how Linda and I met. That was in Chicago, at one of those demonstrations. Linda was demonstrating, and I was covering it for the Associated Press. I started out on a paper in Elgin, Illinois, and then I went with UPI in Chicago, and then I tried the Foreign Service, in Iran, in Teheran, until our deadly foreign policy made me sick. I was glad to come back to Chicago. That's when I started working for the A.P. But by the time Linda and I got married we were both getting tired of city life - the ugliness, the squalor, the misery. So we got to thinking about Corydon. We subscribed to the *Democrat* - a terrific paper, by the way - to try to get the feel of the place. And, one way and another, we liked the feel we got."

"I liked the idea of connectedness," Mrs. Runden said. «And, I guess, the roots. My great-grandfather came here from Germany in eighteen forty-six. He arrived in New York, and the first person he met who spoke German was a black freedman, who was on his way west - on foot. My great-grandfather walked along with him and ended up in Harrison County. I think I miss big-city life more than Ed does. I seem to need

people more. And then there's the conservatism here. Corydon must be one of the last places on earth where people in real need are too proud, too ashamed, to go on welfare. And you can imagine their position on something like abortion. Still, when I remember Chicago ..."

"Small-town life has its drawbacks," Runden said, "There is a certain lack of privacy, although people are aware of that and make an effort to keep their distance, to not be nosy. But lack of privacy doesn't bother me. It might if I had a Swiss bank account, or if I was into some kind of kinky sex. But I just don't have that much to hide. I think the good side of small-town life far outweighs the bad. If you have trouble with your dry cleaner in Chicago, he couldn't care less what you think or do. It's different here. You can't be ripped off. A person's reputation matters. And so does the individual. He can still influence the course of events. Corydon's still on a human scale. There's a sense of the seasons. There's a closeness to the basics. It's something to be able to hear a rooster crow these days. I think more and more people are coming to realize that. I think Linda and I are part of something interesting. We're in, the first wave of people of our age and position who are moving away from the city - and not to the suburbs. Moving to the small town. To Corydon."

## **Assignment**

- 1. Make a list of all the features of small-town life mentioned in the text. Add more features of your own and present them in a table, categorizing these features into positive and negative**
- 2. Do the features you presented refer to small-town life in Russia?**

## **INTENSIVE READING**

### **Fat Girls in Des Moines**

by Bill Bryson

## **Glossary**

*Jack Kerouac* - Twentieth-century American writer, most famous for a book called *On the Road*

*Viewmaster* - Device with which you can look at photographic transparencies; it has two eyepieces, so that when you look through it, the image appears to be three-dimensional.

*Herbert Hoover* - Thirty-first president of the United States, born in Iowa in 1874

*John Deere* - Name of a manufacturing company that makes tractors

and other agricultural machinery

### **About the Author**

Bill Bryson is a writer from Iowa who lives in England. He is the author of the book *The Mother Tongue: English and How It Got That Way*.

I come from Des Moines. Somebody had to. When you come from Des Moines you either accept the fact without question and settle down with a local girl named Bobbi and get a job at the Firestone factory and live there forever and ever, or you spend your adolescence moaning at length about what a dump it is and how you can't wait to get out, and you settle down with a local girl named Bobbi and get a job at the stone factory and live there forever and ever.

Hardly anyone leaves. This is because Des Moines is the most powerful hypnotic known to man. Outside town there is a big sign that says: WELCOME TO DES MOINES. THIS IS WHAT DEATH IS LIKE. There isn't really. I just made that up. But the place does get a grip on you. People who have nothing to do with Des Moines drive in off the interstate, looking for gas or hamburgers, and stay forever. There's a New Jersey couple up the street from my parents' house whom you see wandering around from time to time looking faintly puzzled but strangely serene. Everybody in Des Moines is strangely serene.

When I was growing up I used to think that the best thing about coming from Des Moines was that it meant you didn't come from anywhere else in Iowa. By Iowa standards, Des Moines is a Mecca of cosmopolitanism, a dynamic hub of wealth and education, where people wear three-piece suits and dark socks, often simultaneously. During the annual state high school basketball tournament, when the hayseeds from out in the state would flood into the city for a week, we used to accost them downtown and snidely offer to show them how to ride an escalator or negotiate a revolving door. This wasn't always so far from reality. My friend Stan, when he was about sixteen, had to go and stay with his cousin in some remote, dusty hamlet called Dog Water or Duncesville or some such improbable spot—the kind of place where if a dog gets run over by a truck everybody goes out to have a look at it. By the second week, delirious with boredom, Stan insisted that he and his cousin drive the fifty miles into the county town, Hooterville, and find something to do. They went bowling at an alley with warped lanes and chipped balls and afterwards had a chocolate soda and looked at a *Playboy* in a drugstore, and on the way home the cousin sighed with immense satisfaction and

said, "Gee, thanks Stan. That was the best time I ever had in my whole life!" It's true.

I had to drive to Minneapolis once, and I went on a back road just to see the country. But there was nothing to see. It's just flat and hot, and full of corn and soybeans and hogs. I remember one long, shimmering stretch where I could see a couple of miles down the highway and there was a brown dot beside the road. As I got closer I saw it was a man sitting on a box by his front yard in some six-house town with a name like Spiggot or Urinal, watching my approach with inordinate interest. He watched me zip past and in the rearview mirror I could see him still watching me going on down the road until at last I disappeared into a heat haze. The whole thing must have taken about five minutes. I wouldn't be surprised if even now he thinks of me from time to time.

He was wearing a baseball cap. You can always spot an Iowa man because he is wearing a baseball cap advertising John Deere or a feed company, and because the back of his neck has been lasered into deep crevasses by years of driving a John Deere tractor back and forth in a blazing sun. (This does not do his mind a whole lot of good either.) His other distinguishing feature is that he looks ridiculous when he takes off his shirt because his neck and arms are chocolate brown and his torso is as white as a sow's belly. In Iowa it is called a farmer's tan and it is, I believe, a badge of distinction.

Iowa women are almost always sensationally overweight—you see them at Merle Hay Mall in Des Moines on Saturdays, clammy and meaty in their shorts and halter-tops, looking a little like elephants dressed in children's clothing, yelling at their kids, calling names like Dwayne and Shauna. Jack Kerouac, of all people, thought that Iowa women were the prettiest in the country, but I don't think he ever went to Merle Hay Mall on a Saturday.

I don't think I would have stayed in Iowa. I never really felt at home there, even when I was small. In about 1957, my grandparents gave me a Viewmaster for my birthday and a packet of discs with the title "Iowa—Our Glorious State." I can remember thinking, even then, that the selection of glories was a trifle on the thin side. With no natural features of note, no national parks or battlefields or famous birthplaces, the Viewmaster people had to stretch their creative 3D talents to the full. Putting the Viewmaster to your eyes and clicking the white handle gave you, as I recall, a shot of Herbert Hoover's birthplace, impressively three-dimensional, followed by Iowa's other great treasure, the Little Brown Church in the Vale (which inspired the song whose tune nobody ever quite knows), the highway bridge over the Mississippi River at Davenport

(all the cars seemed to be hurrying towards Illinois), a field of waving corn, the bridge over the Missouri River at Council Bluffs and the Little Brown Church in the Vale again, taken from another angle. I can remember thinking even then that there must be more to life than that.

### Check Your Comprehension

1. Why doesn't anyone leave Des Moines, according to Bryson?
2. How does Bryson describe other Iowans—that is, the ones who are not from Des Moines?
3. Why didn't Bryson ever feel at home in Iowa?

### Vocabulary: Adverbs

**I. Below is a list of adverbs ending in -ly. Choose the adverb that best fits in each of the sentences below. Use each one only once.**

deliriously      sensationally      faintly      simultaneously  
impressively      snidely      hardly      strangely

1. \_\_\_\_\_ enough, I couldn't remember my brother's name.
2. "Let's go to the park!" the twins said \_\_\_\_\_.
3. Joan had a bad cold, and spoke \_\_\_\_\_.
4. He spoke \_\_\_\_\_; I could \_\_\_\_\_ hear him.
5. The Empire State Building in New York City is \_\_\_\_\_ tall.
6. The *National Enquirer* presents its stories quite \_\_\_\_\_.
7. The man was annoyed by the reporter's questions, and answered very \_\_\_\_\_.

**II. Recall the full sentences with the following words or phrases from the text:**

To settle down; to get a grip on somebody; serene; a Mecca of cosmopolitanism; to negotiate a revolving door; a remote, dusty hamlet; to stretch creative 3D talents to the full.

**III. Paraphrase the underlined parts of the sentences below using similar words and phrases from the text:**

1. Tom, don't you think it's about time you settled into a stable way of life and stopped all this running around.
2. I would never think that this part of the sea can be so placid and tranquil.
3. If he wants to hold that job, he'd better collect himself and get down to work.
4. She was very surprised to find New York such an international city.

5. If he had known that Duncesville was such a distant and secluded town, he would have never agreed to take up that job there.

6. She saw Daren strolling slowly in his usual dreamy state and humming something to himself.

7. He reminded me of a small kid who was riding an escalator for the first time and didn't know how to handle a revolving door.

### Think About It

1. Des Moines, Iowa, has a population of 191,000. After reading this essay, did you think it was smaller? Why?
2. The author uses several "made-up" names of small towns. What are they? Why do you think he used these invented names?
3. The author uses "hyperbole"—exaggeration. What examples can you find? Why do you think he uses exaggeration in them?
4. Are there any similarities between the small-town life described here and small-town life in your own culture?
5. Imagine you have just been selected as the head of the new Tourist Bureau of Lakey, a small American town. Lakey's town council has decided that it wants to attract more tourists to the town. Your job is to write a travel brochure that will be sent to people who may be interested in visiting the town.

Read the following information about Lakey, and then put together your brochure. You may also use pictures if you wish.

Lakey

Population: 14,625

Location: Lost Oaks Valley

Elevation: 2,400 feet

Rivers: Lexington, Augustine

Wildlife: deer, squirrels, rabbits, and raccoons

History: Archeological evidence shows there was a prehistoric civilization there. The site of the town was inhabited by two Native American Indian tribes. Current industry: ranching—goats, cattle, sheep  
Museums: County Historical Museum, depicting life of the Indians and ranchers

Parks: Lost Oaks State Park, with camping, swimming and fishing facilities

10 restaurants, 1 hotel, 2 motels, 1 bed and breakfast inn

## EXTENSIVE READING

### **Home, Real Home**

**Our family found it where we least expected it**

**By Mark Harris**

Last June, my older daughter, Sylvie, finished kindergarten at the elementary school around our corner in Bethlehem, Pa. If my wife, Theresa, and I have our way, Sylvie will graduate from this same school in another five years. Our modest goal isn't just about academics – it's about community. I'm eyeing Sylvie's graduation because I want this to be her only elementary school – and Bethlehem to be her hometown.

Both goals – one grade school, a hometown – are ones that eluded me. My father was in the Army Corps of Engineers, and by the time I headed into middle school, I had a full list of elementary schools on my transcript. Our transitory lifestyle offered a grand upbringing, but it came at a cost.

Of all those people I befriended on the run, for instance, I've maintained contact with exactly one. And there's not a single locale where we set up housekeeping that I would claim as a hometown. I'm generally from everywhere and exactly from nowhere.

I want Sylvie and her two-year-old sister, Linnea, to have that hometown I missed. It would be a place they know intimately, care about, return to with a thrill.

So when Theresa took a teaching post in Bethlehem, we moved from Chicago and figured we'd stay put. That was almost six years ago, and the transition was rough. The dying steel town that was Bethlehem at that time paled next to Chicago. We criticized the lack of indie movie houses, used-book stores and great ethnic food. We found instead strip malls, cornfields yielding to suburban subdivisions, and urban decay. It was hard to imagine blossoming in such a place.

But at some point in that first year we figured if we were serious about going local, we'd better start accepting our locus on its own terms. So we began to seek out the good things in Bethlehem, of which, we discovered, there are many. In short order we turned up the children's corner of the public library, the welter of parks, the folk-music club that draws top acts to a venue no bigger than our living room.

Where we found good places we found good people. Slowly their numbers increased. Soon we discovered we had knit together a circle of dear friends.

As our friendships strengthened, so, too, did an unspoken belief that we would be here for each other over the long haul. We'd watch each



other's children grow up, offer them a hand where we could, support each other through the joys and trials of parenthood. When my neighbors helped me refurbish my decrepit front porch, I'm sure we all figured we'd share many a late evening on it – as indeed we have.

Our house may be on the most communal block on the Eastern Seaboard. There's a yearly block party and more potluck dinners than I can tally. We've celebrated both of Linnea's birthdays with a bash on our front lawn. I knew we had found that rare community when 30 of our friends serenaded my daughter with "Happy Birthday."

On Saturday mornings many of us converge downtown. The shopkeepers know us. They greet me and my children by name, and hand out goodies. To the old-timers here, all this might be unremarkable. But to the vagabond, this acceptance is heart-warming, nourishing and ultimately sustaining.

That's not to say my itinerant heritage doesn't tug sometimes. I think I'll always feel the draw of greener pastures, brighter lights, the hipper place down the road.

So why resist its pull? Because it's a mistake to take for granted a good community, or to assume we'd luck into one somewhere else. In the end, good and lasting community arises from a commitment to it. And there's no more basic commitment than staying put.

(Reader's Digest)

- I. Study the vocabulary of the text very carefully**
- II. Make up 3 good questions on the text to ask in class**
- III. Consider the steps the author took to build a better community around him. What would you do to create a good community?**

## INTENSIVE READING

### **Home**

**by Andy Rooney**

One Saturday night we were sitting around our somewhat shopworn living room with some old friends when one of them started trying to remember how long we'd lived there.

"Since 1952," I said. "We paid off the mortgage eight years ago."

"If you don't have a mortgage," he said, "the house isn't worth as much as if you did have one."

Being in no way clever with money except when it comes to spending it, this irritated me.

"To whom is it not worth as much," I asked him in a voice that was louder than necessary for him to hear what I was saying. "Not to me, and I'm the one who lives here. As a matter of fact, I like it about fifty percent more than I did when the bank owned part of it."

"What did you pay for it?" he asked.

"We paid \$29,500 in 1952."

My friend nodded knowingly and thought a minute.

"I'll bet you," he said, "that you could get \$85,000 for it today . . . you ought to ask \$95,000."

I don't know why this is such a popular topic of conversation these days, but if any real estate dealers are reading this, I'll give them some money-saving advice. Don't waste any stamps on me with your offers to buy. You can take me off your mailing list.

Our house is not an investment. It is not a hastily erected shelter in which to spend the night before we rise in the morning to forge on farther west to locate in another campsite at dusk. Our house is our home. We live there. It is an anchor. It is the place we go to when we don't feel like going anyplace.

We do not plan to move.

The last census indicated that forty million Americans move every year. One out of every five packs up his things and goes to live somewhere else.

Where is everyone moving to? Why are they moving there? Is it really better someplace else?

If people want a better house, why don't they fix the one they have?

If the boss says they're being transferred and have to move, why don't they get another job? Jobs are easier to come by than a home. I can't imagine giving up my home because my job was moving.

I have put up twenty-nine Christmas trees in the bay window of the living room, each a little too tall. There are scars on the ceiling to prove it.

Behind the curtain of the window nearest my wife's desk, there is a vertical strip of wall four inches wide that has missed the last four coats of paint so that the little pencil marks with dates opposite them would not be obliterated. If we moved, someone would certainly paint that patch and how would we ever know again how tall the twins were when they were four?

My son Brian has finished college and is working and no longer lives at home, but his marbles are in the bottom drawer of his dresser if he ever wants them.

There's always been talk of moving. As many as ten times a year we talk about it. The talk was usually brought on by a leaky faucet, some peeling paint, or a neighbor we didn't like.

When you own a house you learn to live with its imperfections. You accommodate yourself to them and, like your own shortcomings, you find ways to ignore them.

Our house provides me with a simple pleasure every time I come home to it. I am welcomed by familiar things when I enter, and I'm warmed by some ambience which may merely be dust, but it is our dust and I like it. There are reverberations of the past everywhere, but it is not a sad place, because all the things left undone hold great hope for its future.

The talk of moving came up at dinner one night ten years ago. Brian was only half listening, but at one point he looked up from his plate, gazed around the room and asked idly, "Why would we want to move away from home?"

When anyone asks me how much I think our house is worth, I just smile. They couldn't buy what that house means to me for all the money in both local banks.

The house is not for sale.

## Vocabulary Focus

**Two-Word Verbs.** Choose the correct verb phrase for each of the sentences below. You may have to change the form of the verb. Note that the verb and the preposition may be separated in some sentences.

pay off	pay for	take off	put up	bring on
give up	come up	move away	pack up	come by

1. I need to \_\_\_\_\_ my debts \_\_\_\_\_ before I buy a new house.
2. If you move out of your house, you should \_\_\_\_\_ your name \_\_\_\_\_ the mailbox.
3. Before leaving, he \_\_\_\_\_ his belongings.
4. Beatrice \_\_\_\_\_ her new furniture with a credit card.
5. In general, you should not \_\_\_\_\_ your old apartment before you find a new one.

6. We couldn't afford to move, so we \_\_\_\_\_ with some new ideas for redecorating our house.
7. My father always \_\_\_\_\_ the holiday decorations \_\_\_\_\_ every December.
8. My daughter was sad when we had to \_\_\_\_\_ from our old house.
9. You don't \_\_\_\_\_ a good house every day—you should buy that one immediately!
10. I don't know what \_\_\_\_\_ his anger. Maybe he's tired of his noisy neighbors.

## Think About It

1. The author claims that new jobs are easier to get than new homes. Do you agree?
2. What effect do you think high mobility has on a culture or community?
3. What is the author's definition of "home"? What is the significance of the "little pencil marks with dates"?
4. Why does the author say that he does not want to move?
5. Does your first language have different words for *house* and *home*?
6. We invite you to take part in our poll. We'll appreciate it if you answer the following questions:
  - Do you differentiate the meaning of the words *house* and *home*?
  - What's your personal definition of the word *home*?
  - What do you like and dislike in your home?
  - How long have you lived in your house/apartment?
  - Would you like to move? Why/Why not?

## INTENSIVE READING

### City Planning

**City Planning** is the unified development of cities and their environs. Elements characteristic of city planning include (1) general plans that summarize the objectives of land development; (2) zoning and subdivision controls that specify land uses, densities, and requirements for streets; (3) plans for traffic flow and public transportation; (4) strategies for economic revitalization of depressed urban and rural areas; (5) strategies for supportive action to help disadvantaged social groups; and (6) guidelines for environmental protection and preservation of resources. City planning is conducted by governments on local, county, regional, state, and federal levels.

## **20th-Century City Planning**

The U.S. and Britain responded similarly to the need to improve the living conditions in cities. Their initial action was to regulate the sanitary conditions and density of tenement housing. A movement then arose in both countries for a process of city planning that would examine and control the many forces affecting modern cities. During the Great Depression of the 1930s regional and national governments intervened more forcefully in city planning. Britain, France, the Netherlands, and other European countries carried out extensive public-housing projects. Federal housing insurance and public housing became important in city building.

### **After World War II**

The extensive physical rebuilding of cities following World War II lent new urgency to city planning. In 1947 Great Britain enacted its significant Town and County Planning Act, which placed all development under regional control. The building of new towns was also encouraged. In the 1950s and '60s British development of new towns received new emphasis; it became official policy, and numerous new communities were built, many on the outskirts of London.

Physical planning also dominated city planning in the United States during the 1950s and '60s. Efforts were focused on designing vast new suburban housing subdivisions and providing for their transportation needs. The redevelopment of older central cities was also a major concern. The Housing Act of 1949 authorized significant federal funding for urban renewal. For the next two decades the typical redevelopment strategy in the U.S. was to replace slum areas with new construction. Additional federal housing subsidies led to new urban residential projects that included both the construction of new housing and the rehabilitation of existing housing.

### ***Modern City Planning***

In its modern form, city planning is an ongoing process that concerns not only physical design but also social, economic, and political policy issues. As a fabric of human organization, a city is a complex weave. On one level it consists of the arrangement of neighborhoods, industry, and commerce according to aesthetic and functional standards and the provision of public services for them. On another, perhaps more important, level it also comprises (1) the background, education, work, and aspirations of its residents; (2) the general functioning of the economic system to which they belong, as well as their positions in and

rewards from that system; and (3) their ability to make or influence the policy decisions that affect their daily lives.

Viewed from this perspective, city planning requires more than a narrow specialist who can develop and implement a physical plan. More general skills and activities are also needed. They include (1) the collection and analysis of data about the city and its population; (2) research into the need for and availability of social services; (3) the development, evaluation, coordination, and administration of programs; (4) programs for economic and housing development and redevelopment; and (5) effective use of political activity and citizen participation to give support to development programs.

### **The Comprehensive Plan**

The basic city-planning document is a comprehensive plan that is adopted and maintained with regular revisions. The comprehensive plan serves many purposes: It brings together the analyses of the social, economic, and physical characteristics that led to the plan (such as the distribution of population, industry, businesses, open spaces, and publicly built facilities); it examines special problems and opportunities within the city and establishes community-development objectives; it coordinates land development with transportation, water supply, schools, and other facilities.

### **Development Controls**

Land is allocated and private activities are coordinated with public facilities by means of zoning ordinances and subdivision regulations. A zoning ordinance governs how the land may be used and the size, type, and number of structures that may be built on the land. All land within a city is divided into districts, or zones. In these districts certain land uses are allowed by right, and general restrictions on building height, bulk, and use are specified. The zoning regulations carry out the land allocations recommended in the comprehensive plan.

### **Social, Economic, and Environmental Policy**

Contemporary city planning continues to focus on physical design, but also addresses the many long-range social and economic decisions that must be made.

City planning should be concerned with providing decent housing to residents who cannot afford this basic amenity. When local housing is deficient and economic resources permit its upgrading, the city planning department may survey housing conditions and coordinate funding to finance its development and rehabilitation.

The city's economic development also falls within the scope of city planning. Economic development plans create jobs, establish new industry and business, help existing enterprises to flourish, rehabilitate what is salvageable, and redevelop what cannot be saved. In a rapidly evolving technological environment with frequent global shifts in trade relations, skilled workers need new skills and unskilled people need some skills. Job training is a necessary part of development strategy.

Capital improvement programming is the budgeting tool used by planners to schedule the construction and financing of capital projects—such as road improvements, street lighting, public parking facilities, and purchase of land for open spaces.

City planners today are becoming ever more involved with environmental concerns. Environmental planning coordinates development to meet objectives for clean air and water; removal of toxic and other wastes; recycling of resources; energy conservation; protection of wetlands, beaches, hillsides, farmlands, forests, and floodplains; and preservation of wildlife, natural reserves, and rivers. Historic preservation strives to keep important buildings and places as part of the permanent environment.

Although city planners may report to mayors, city managers, or other officials, their true clients are the people and businesses of the city. Their plans must reflect the interests and priorities of these two groups, and the programs that are implemented must, at the same time, help the city survive and maintain the quality of life that these groups desire.

### ***The Future of Cities and City Planning***

Since it is apparent that resources are limited and that global events affect the future of each community, city planning must be done within a framework of national and international planning for mutually sustainable development.

The capital infrastructures of many older cities need replacement. Public schools and city hospitals are a shadow of formerly dominant city institutions. For half a century the American public was mesmerized by the outer reaches of metropolitan areas. The force of this attraction has been so strong that when travel distances to jobs in the central city became excessive, companies moved and took the jobs to the suburbs. In the late 20th century, however, the newest generation of adults—younger, more mobile, frequently childless, and having greater freedom in their living relationships—has become enamored of city life. Cities are responding by directing public services and capital improvements toward

upgrading the quality of life in those areas that have unique attractions for this new population.

In this setting, different groups of city residents have become more sophisticated in pursuing their special interests. They are better informed, understand laws and procedures, have greater political skills, and are more militant and persistent. They have learned that planning brings order and, thus, they want to influence the planning. In turn, city planners are attempting to balance the demands of competing interests into a dynamic community consensus sufficient to allow decisions to be made.

In the future, city planning will continue to work under conditions of scarce urban economic resources and will constantly be faced with competing priorities—of neighborhoods, interest groups, and businesses. As cities search for a revision of their role, they will undergo recurring adjustments. It is the task of city planning to minimize the impact that changing has on the city's residents and businesses.

## **Vocabulary Focus**

**Find in the text synonyms for the following:**

- |                            |                           |
|----------------------------|---------------------------|
| 1. desire, longing         | 5. to diminish, to reduce |
| 2. to shorten, to condense | 6. fascinated, enchanted  |
| 3. miserable, stagnant     | 7. enduring, persevering  |
| 4. to permit, to approve   | 8. rare, deficient        |

**Find in the text antonyms for the following:**

- |                           |                            |
|---------------------------|----------------------------|
| 1. to prohibit, to forbid | 4. to maximize, to enlarge |
| 2. odd, unusual           | 5. inconstant, sporadic    |
| 3. stationary, fixed      | 6. abundant, sufficient    |

**Match the words with their definitions:**

1. environs
2. to revitalize
3. to lend
4. upgrading
5. mesmerized



6. militant

- a) improving in quality
- b) to put new strength or power into
- c) ready to take an active part in a struggle
- d) the area surrounding a town
- e) to give as an additional quality
- f) fascinated, enchanted

## EXTENSIVE READING

### **Move to Suburbia**

Suburbs began to appear in the 18th century when wealthy people built second homes in the country to escape the crowded, sweltering city during the summer. As roads improved in the early part of the 19th century, more people built summer houses. A few began living outside the city full time and commuting to town. Commuting into the city to work became easier and cheaper in the late 19th century, when commuter railroad lines were built, radiating out from the central city. New suburbs developed that were almost entirely residential and depended on the economic resources of the central city. Because railroad fares were relatively high, most of these suburbs remained the preserve of the wealthiest Americans until after World War II, although a few working-class suburbs sprang up around large manufacturing complexes or ports.

The United States experienced a housing shortage in the late 1940s, as recently married war veterans sought places to live. Several developers applied the principles of mass production to housing, creating nearly identical houses on moderate-sized lots. These suburban developments were targeted to professionals and executives, some to middle management, some to the lower middle class, some to working-class Americans. Each development was substantially uniform in social status and sometimes in religion and ethnicity.

Suburbanites were similar in other ways. Married couples were generally just starting their families. The baby boom meant that there were large numbers of children in the suburbs. Women were housewives and husbands commuted to jobs in the city. Families valued privacy and were separated from other relatives, who either remained in the city or lived

elsewhere. It was both comfortable and isolating. The family was often on its own, knowing few neighbors, watching television in the evening, driving everywhere in private cars to anonymous shopping centers. Some people living in these new suburbs depended on rail lines to get to work, although more took advantage of the automobile as a form of transport. The federal government contributed to suburbanization by subsidizing mortgages and building highways that made travel between cities and suburbs easier.

As the suburbs grew, more and more of the middle classes abandoned the cities. The suburbs were attractive for many reasons: They were cleaner, newer, had better-funded schools, were socially homogeneous, and provided a sense of security. They provided what city dwellers had long been seeking—bigger yards and more privacy. The perceived problems of the city—crowding, high taxes, crime, and poverty—could be left behind. And because the suburbs were politically independent of the core city, the layers of bureaucracy and corruption could be replaced by smaller, friendlier, and more honest government.

As millions moved to the suburbs, stores followed so that residents did not have to go into the city to shop. By the mid-1950s the shopping mall had appeared. Some large, enclosed malls in the 1980s and 1990s became centers for both consumption and entertainment. Other, smaller strip malls contained shops that sold basic items, such as food and hardware, or provided services, such as dry cleaning and film processing.

Suburban housing also underwent changes in the 1980s and 1990s. Townhouses and apartment complexes began to characterize the suburbs as much as houses on lots. Retired couples needed smaller places, high divorce rates created single-adult households, and poorer individuals wanted to share some of the benefits of a suburban lifestyle.

Once the population shifted to the suburbs, employers eventually followed, though more slowly than residents. Because employees might live in any suburb surrounding a city, a central business location in the city had always been convenient. Increased traffic congestion in the city centers, and the promise of lower corporate taxes and less crime in the suburbs, eventually pushed corporations out to the suburbs as well. Office complexes and corporate campuses brought white-collar jobs closer to the suburban areas where many workers lived. Warehouses, light industry, and other businesses were increasingly located in the suburbs. These new locations were poorly served by public transportation. Workers had to commute by car. This trend appeared as early as the 1950s and 1960s in the rapidly growing metropolitan areas

like Los Angeles and Dallas and later in the older large cities of the Northeast and Midwest.

Traffic congestion is an increasing problem in cities and suburbs, and Americans spend more and more of their time commuting to work, school, shopping, and social events, as well as dealing with traffic jams and accidents. Traffic became heavy in all directions, both to and from cities as well as between suburban locations. Suburban business locations required huge parking lots because employees had to drive; there were few buses, trains, or trolleys to carry scattered workers to their jobs. The hope of reduced congestion in the suburbs had not been realized; long commutes and traffic jams could be found everywhere.

Suburbanization has not affected all aspects of American life. Some functions have largely remained in the central cities, including government bureaus, courts, universities, research hospitals, professional sports teams, theaters, and arts groups. Trendy shopping, fine restaurants, and nightlife, which expanded in the booming economy at the end of the 20th century, have become popular in many cities, revitalizing a few urban neighborhoods.

In the 20 largest cities and urbanized areas of the United States, 41 percent of the local population, on average, lives in the city, and 59 percent lives in the surrounding suburbs, towns, and associated rural areas. Hoping for more privacy, more space, and better housing, people continued to look to the fringes of urban areas. In the 1990s it became apparent that older suburbs were losing population to newer suburbs and to the so-called exurbs, rural areas bordering cities.

With these new suburbs springing up on the fringes of major urban centers, older suburbs face many of the hardships of cities. As the young and the more affluent seek the newest housing developments, tax bases in the cities and in older suburbs erode. The housing stock deteriorates because of age and perhaps neglect, and housing prices stagnate or fall, causing tax revenues to decline. The elderly—many on limited incomes and in poor health—are more likely to stay in the older suburbs, a trend that not only diminishes tax revenues but increases demand for social services. Schools, no longer supported by the same strong property tax base, suffer in quality, causing even more people to move out. Poorer people then move into the cheaper housing of the older suburbs. As poverty increases in the older areas, so does crime.

The peace and security that suburbanites originally sought became more elusive near the end of the 20th century, and the trend toward gated and walled housing developments was the most visible sign of anxiety about

external threats. The next major trend may be a movement out of large cities and suburbs and into small towns and the countryside as Americans avoid commuting and seek more leisure time and a stronger sense of community. New information technologies such as e-mail and computer networking will probably contribute to the dispersal of the population out of the cities, although a sharp and sustained rise in gasoline prices could reverse current trends by making the private automobile and extensive commuting too expensive.

### **Assignment**

- 1 Give all possible derivatives to the word "suburb".
- 2 Following the evolution of American suburbs development, consider all the stages it went through.

### **VIDEOCLASS**

#### **"New Suburban Design for Living"**

**I. Watch the first part of the segment with the sound off. Then answer the questions below:**

1. What aspect of suburban living is being emphasized during the first part of this section?
2. Do you think the man and woman being interviewed are happy with their suburban lifestyle? Why or why not?
3. What aspect of suburban living is being emphasized in the later section of the video?

### **GETTING THE MAIN IDEA**

**Read through the questions below. Then choose the correct answers as you watch the entire segment**

1. Which of the following are mentioned as problems of the typical suburban lifestyle?
  - a. too much driving
  - b. not enough time for family
  - c. not enough time for friends
  - d. all of the above
2. Suburbs leave neighbors isolated from each other because ...
  - a. people want their privacy
  - b. the houses are enclosed by fences
  - c. the suburbs are designed for cars
  - d. all of the above
3. Some new designs for suburbs have more features of ...
  - a. small towns
  - b. large cities
  - c. European villages
  - d. rural areas

4. One plan for a new suburb includes
  - a. computers for every home
  - b. office buildings near the homes
  - c. no individual cars
  - d. a modern subway system
5. The appeal of making suburbs more like small towns is that ...
  - a. people will pay more attention to the environment
  - b. people are very nostalgic for lost traditions
  - c. the environment will be designed with humans in mind
  - d. all of the above

## **POSTVIEWING**

### **Discuss the following questions in small groups**

1. Were you surprised or shocked by anything you learned from this video?
2. Many people in the United States still believe in the "suburban dream". What do you think are the benefits they think of when they desire this lifestyle?
3. It has been said that Americans have a love affair with the automobile. Does the video segment support this statement?
4. Do you think communities like the village of Seaside, Florida, will give residents a better life than typical suburbs like the one in which the D'Agostinos live? In what ways does it or doesn't it offer a better lifestyle?

## **INTENSIVE READING**

### **New York: Yesterday and Today**

A huge suspension bridge now crosses the Verrazano Narrows through which every ship must pass on its way to New York Harbor. Giovanni da Verrazano, an Italian explorer, was the first person to approach these narrows, while searching for a northwest passage to the Pacific in 1524. He paused, but decided there was no point in exploring any further. The English explorer, Henry Hudson, was the first to sail into New York Harbor (in 1609) and up the river to which he gave his name.

The English, however, were not the first to colonize New York. The Dutch bought Manhattan Island from the Indians for what today would be the equivalent of \$24. They named it New Amsterdam. The Dutch discovered that the island's soil lay on hard rock, while much of the land between the island and the coastal strip was swamp. They filled the

swamp with their garbage and so created what is today Brooklyn. They also improved the soil of the northern area, now known as the Bronx.

In 1664 the English and the Dutch went to war. New Amsterdam was seized by the English fleet, and finally, in 1674, it became an English colony. It was renamed New York. The Dutch and English colonists got on well together, sharing the same spirit of independence.

After the war, New York became the first capital of the United States, being already the largest city in North America. By the end of the 18th century it had a population of 60 thousand. However, New York did not remain the capital for long. In 1793 the foundation of a new capital city was laid by Washington, and the Americans called their new capital Washington, after their great leader. New York, however, became one of the largest and most powerful cities in the western world.

Modern New York is an exciting city. The architecture of Manhattan, with its soaring skyscrapers, is not soulless, as many foreigners imagine. The materials used - copper, stainless steel, concrete and glass - give buildings a striking beauty. The long avenues, broad and straight, lined with expensive stores and massive apartment houses, impress by their scale alone. So does Central Park whose trees and rocks and lakes almost give the impression of a wilderness.

New York is an impressive place for those who love the arts. Its museums and numerous art galleries, the concerts, opera and ballet performed at the Lincoln Center, the theaters on and off Broadway and in Greenwich Village, make it one of the world's centers of the arts.

New York, of course, has other faces less attractive. The poor districts of the city have some of the worst slums in the USA, and it is not safe for a white person to walk in the black ghettos of Harlem and the Bronx.

The narrow canyon of Wall Street, right down on the tip of Manhattan, is the center of New York's business world, whose powerful influence is felt by countries everywhere.

Many foreigners mistakenly believe that Manhattan is New York, whereas Manhattan is just one of New York's five boroughs. It is not the largest. The Bronx, Brooklyn and Queens are now larger than Manhattan, leaving only far away Richmond on the other side of the Verrazano Narrows, with a smaller population. These four boroughs have been called the "bedrooms" of Manhattan, because most of their residents work in Manhattan.

New York's boroughs are still divided up into neighborhoods, and moving from one to another is still rather like moving from one country to another. New York is a city of bridges and tunnels, for both Manhattan and Richmond are islands and the city as a whole has a waterfront of 520 miles.

## Skimming

1. What information in the text impressed or surprised you?
2. What boroughs of New York City are mentioned in the text?
3. What attractions of NYC are mentioned in the text?
4. Dwell on some proper nouns: Giovanni da Verrazano; Henry Hudson; Washington; New Amsterdam; Central Park.

## Scanning

**Complete the sentences according to the text:**

1. Verrazano was the first ...
2. Henry Hudson was the first ...
3. The Dutch bought Manhattan for ...
4. The Dutch created Brooklyn by ...
5. The First capital of the USA was ...
6. The architecture of Manhattan is ...
7. For those who love the arts ...
8. The poor districts of the city have ...
9. The Bronx, Brooklyn, and Queens are ...
10. New York is a city of ...

## INTENSIVE READING

### The Three New Yorks

E. B. White

**Read the text and be ready to distinguish the three types of New Yorkers and to characterize them**

#### Words to Watch

*locusts* - migratory grasshoppers that travel in swarms, stripping vegetation as they pass over the land

*tidal* - coming in wave-like motions

*slum* - a highly congested residential area marked by unsanitary buildings, poverty, and social disorder

*gloaming* - a poetic term for *twilight*

*rampart* - high broad structures guarding a building

*loiterer* - a person who hangs around aimlessly

*rover* - wanderer; roamer

*Irving Berlin* (1888-1989) – an American song writer who wrote many successful popular songs and also many stage and film musicals

*Alley* – Tin Pan Alley, (here) writers, players, and producers of popular music

There are roughly three New Yorks. There is, first, the New York of the man or woman who was born here, who takes the city for granted and accepts its size and its turbulence as natural and inevitable. Second, there is the New York of the commuter—the city that is devoured by locusts each day and spat out each night. Third, there is the New York of the person who was born somewhere else and came to New York in quest of something. Of these three trembling cities the greatest is the last—the city of final destination, the city that is a goal. It is this third city that accounts for New York's high-strung disposition, its poetical deportment, its dedication to the arts, and its incomparable achievements. Commuters give the city its tidal restlessness; natives give it solidity and continuity; but the settlers give it passion. And whether it is a farmer arriving from Italy to set up a small grocery store in a slum, or a young girl arriving from a small town in Mississippi to escape the indignity of being observed by her neighbors, or a boy arriving from the Corn Belt with a manuscript in his suitcase and a pain in his heart, it makes no difference; each embraces New York with the intense excitement of first love, each absorbs New York with the fresh eyes of an adventurer, each generates heat and light to dwarf the Consolidated Edison Company.

The commuter is the queerest bird of all. The suburb he inhabits has no essential vitality of its own and is a mere roost where he comes at day's end to go to sleep. Except in rare cases, the man who lives in Mamaroneck or Little Neck or Teaneck, and works in New York, discovers nothing much about the city except the time of arrival and departure of trains and buses, and the path to a quick lunch. He is deskbound, and has never, idly roaming in the gloaming, stumbled suddenly on Belvedere Tower in the Park, seen the ramparts rise sheer from the water of the pond, and the boys along the shore fishing for minnows, girls stretched out negligently on the shelves, of the rocks; he has never come suddenly on anything at all in New York as a loiterer, because he has had no time between trains. He has fished in Manhattan's wallet and dug out coins, but has never listened to Manhattan's breathing, never awakened to its morning, never dropped off to sleep in its night. About 400,000 men and women come charging onto the Island each week-day morning, out of the mouths of tubes and tunnels. Not many among them have ever spent a drowsy afternoon in the great rustling oaken silence of the reading room of the Public Library, with the book elevator (like an old water wheel) spewing out books onto the trays. They tend their furnaces in Westchester and in Jersey, but have never seen the furnaces of the Bowery, the fires that burn in oil drums on zero winter nights. They may work in the financial district



downtown and never see the extravagant plantings of Rockefeller Center—the daffodils and grape hyacinths and birches of the flags trimmed to the wind on a fine morning in spring. Or they may work in a midtown office and may let a whole year swing round without sighting Governor's Island from the sea wall. The commuter dies with tremendous mileage to his credit, but he is no rover. His entrances and exits are more devious than those in a prairie-dog village; and he calmly plays bridge while his train is buried in the mud at the bottom of the East River. The Long Island Rail Road alone carried forty million commuters last year; but many of them were the same fellow retracing his steps.

The terrain of New York is such that a resident sometimes travels farther, in the end, than a commuter. The journey of the composer Irving Berlin from Cherry Street in the lower East Side to an apartment uptown was through an alley and was only three or four miles in length; but it was like going three times around the world.

## **Skimming**

1. How did the author label the three categories of New York inhabitants?
2. Write a literal definition for the word that labels each category?
3. What does each type of New Yorker give to the city?

## **Scanning**

1. What are the three New Yorks?
2. What single-word designation does E. B. White assign to each of the three types of New Yorkers? Match up each of the three New Yorks you identified in the first question with each of the three types of New Yorkers.
3. For what reasons do people born elsewhere come to New York to live? What three illustrations of such people does the author describe?
4. What is the author's attitude toward the suburbs? What key phrases reveal this attitude?
6. What are some of the things commuters miss about New York by dashing in and out of the city? What does White ironically suggest will be the commuter's final fate?
7. Explain the sentence "The terrain of New York is such that a resident sometimes travels farther, in the end, than a commuter."

## UNDERSTANDING THE WRITER'S TECHNIQUES

1. The author vividly *personifies* New York City. Personification is a stylistic device which represents an inanimate object or an idea as having human characteristics, as capable of thought, action, or feeling. List and explain the effects of personifications in the text.
2. The author makes widespread use of *metaphor* in this essay. Metaphor is an implied imaginative comparison which expresses our perception of the likeness between two objects or ideas. How does his use of metaphor affect the *tone* of the essay? State in your own words the meaning of each of the following metaphors:
  - a ... the city that is devoured by locusts each day and spat out each night
  - b The commuter is the queerest bird of all.
  - c a mere roost
  - d idly roaming in the gloaming (par. 2)
3. Among all the metaphors, the author uses just one *simile*. Simile is an expressed imaginative comparison based on the likeness of two objects or ideas belonging to different classes. Find the instance of a simile in the text. What is the effect of placing it where the author did?

## Discussion

1. At the beginning of the essay, the author states that New York's "turbulence" is considered "natural and inevitable" by its native residents. But this is true for any large city. You also live in a big city. What are some examples of its turbulence? Do you think it is always a good idea to accept the disorder of the place where you live? How can such acceptance be a positive attitude? How can it be negative? How do you deal with disruptions in your environment?
2. Some people feel the anonymity of a big city like New York makes it easier just to "be yourself" without having to worry about what others might say. Others feel such anonymity creates a terrible feeling of impersonality. Discuss the advantages and disadvantages of each attitude.
3. Do you agree that the suburbs have "no essential vitality"? Explain your response by referring to suburbs you know.
5. White claims that those who choose to leave their homes and who come to live in New York give the place a special vitality. Do you know any people who chose to leave their places of birth to live in a large city like New York? Why did they move? How have things gone for them since they began living in the city? Have you noticed any changes? For what reasons do people leave one place to live in another? Have you moved from place to place? Why?

Лидия Валентиновна Романовская

LIFE IN BIG CITIES  
AND SMALL TOWNS

ЖИЗНЬ БОЛЬШИХ И МАЛЫХ ГОРОДОВ

Учебно-методические материалы  
для студентов III курса

Редакторы Л.П.Шахрова  
Н.И.Морозова

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603155, Н.Новгород, ул. Минина, 31а