

АНГЛИЙСКИЙ ЯЗЫК

**для студентов
факультетов
иностранных языков
педагогических вузов**

V КУРС
издание второе

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война", "Человек и природа", "Человек и космос", а также книгу для
самостоятельной работы студента.

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P R E F A C E

to the First Edition

Book V is the final step of the "Graded English Course" series. It is intended for graduates of Linguistic Universities (Modern Languages Teacher Training Department) and students of Colleges of Education.

The textbook is based on the integrated approach to the four main language-teaching skills: understanding (listening and reading comprehension), speaking, writing; and it is based on communicative teaching techniques.

An advanced course necessarily presupposes a degree of mental maturity and fairly wide general knowledge which some students may not possess. In oral work, the student is expected to take part in discussions on argumentative topics covering a wide range of subjects. Moreover the student should be taught how to conduct the accepted types of discussion: interviews, debates, panel discussions.

As far as writing is concerned, it is not enough to be able to write narrative or descriptive compositions in simple, correct English. The advanced student should pay close attention to form and content, he is required to express ideas and to know how to handle facts and opinions and how to summarise complicated passages of factual, argumentative and reflective prose.

The graduate should also be provided with skills he needs for further development of his reading abilities: skimming and scanning for fast and effective understanding of content; intensive research of paragraphs with a view to stimulating a basis for discussion, word-study, text interpretation and literary appreciation.

For this purpose the texts are carefully selected from the works of English and American authors, so that the students can become familiar with different styles of writing. The passages are graded in terms of length, complexity and intellectual content to introduce the student to the world of ideas. The extracts can be used as multi-purpose texts to continue the student's training in language skills and the perfection of attainments in phonetics, grammar, vocabulary and contextualisation.

The advanced course offers the most interesting and challenging topics as the subject matter of discussion: "MAN AND SOCIETY", "MAN AND NATURE", "MAN AND SPACE". As most of the subtopics of "MAN AND SOCIETY" have been tackled in the pre-intermediate and intermediate courses of this series, Book V deals with two most complicated subtopics: "MAN AND HIGHER EDUCATION", "PEOPLE AND GOVERNMENT".

The selected material is authentic and culture-oriented.

The textbook includes five units, each centring around one of the topics itemised above; and a Student's Guide, as a reference book.

The structure of the units is more or less uniform. Each starts with listening comprehension, then intensive reading, text interpretation, special kinds of discussion, writing and supplement. Every part of the unit is

aimed at practising one of the language skills as the leading goal, and is supplied with a set of the following activities, which the student is supposed to perform: **LEARNING ACTIVITIES** are linked with some leading skill, whether this be listening comprehension or text interpretation or any other skill. **RELATED ACTIVITIES** are usually concerned with word-study, grammar and other language items.

DRAMATISING ACTIVITIES are meant for stage adaptation of the passage. **ROLE-PLAY** comes closer to self expression in a speech situation based on the plot of the story. **FOLLOW-UPS** may be free conversation, discussion or writing relating to the topic but not to any text.

THE STUDENT'S GUIDE includes information, advice, instructions on how to achieve better results and proficiency in language skills and manners of communication. It also gives self-testing charts in speaking and writing.

There is enough material for the course. The teacher is to decide how much time he or she has in her syllabus in relation to the material available in the course of studies.

Detailed recommendations on teaching techniques are given in Teacher's Book. It also includes texts for listening comprehension, tests for each unit and answer keys.

P R E F A C E ***to the Second Edition***

The Second Book is a revised version of the first edition of the Graded English Course, which has been in use since 1996. It has been brought up to date by omitting some outdated parts and introducing additional modern material. It has also been replenished with some new texts pertaining to the topics of the Units. Besides, UNIT 3 – People and Mass Media – has been added.

THE UNITS are compiled by the following authors:

UNIT 1 - Youth and Higher Education. (L.V. Karpova, I.M. Deyeva,
M.S. Krasilnikova, A.I. Litvinenko)

UNIT 2 - People and Government (A.I. Litvinenko, V.P. Anikovskaya,
I.M.Deyeva)

UNIT 3 - People and Mass Media (A.I. Litvinenko, I.M. Deyeva)

UNIT 4 - Man and War (M.S. Krasilnikova, L.V. Karpova, A.I. Litvinenko,
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UNIT 5 - Man and Nature (I.M. Deyeva, A.I. Litvinenko)

UNIT 6 – Man and Space (V.P. Anikovskaya, A.I. Litvinenko, I.M. Deyeva)

STUDENT'S GUIDE - A.I. Litvinenko, V.P. Anikovskaya

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Compilers

UNIT ONE

YOUTH AND EDUCATION

LISTENING COMPREHENSION

BRITISH UNIVERSITIES

Introductory Steps

Before listening to the text get acquainted with the pages dealing with higher education in Great Britain in "A Book of Britain": L-d, 1977. p.185-215.

Read through the questions below and focus on the problems they raise.

- 1) What choice do young people have when they are thinking of entering a university?
- 2) What admission procedures are practised at British universities?
- 3) What aspects of students' life impress you?

Aural Activities

AA-1. Listen to the tape. Fill in the information in the table below. Check the results with each other. Negotiate an agreement.

University	Date of formation (century)	Place of formation	Specific features

AA-2. Listen to the tape and fill in the blanks.

- 1) The system of higher education in Great Britain starts with the two ... universities: the University of Oxford and the University of Cambridge.
- 2) They are great of cultural capital.
- 3) They have now 28 colleges for the University of Oxford.
- 4) The two ancient universities have been for 6 centuries.
- 5) Scotland was a separate until the early 18th century.
- 6) The first college of the University of London was the college to which students could be admitted without passing any particular test of religious....
- 7) Students had to be members of the church of England.
- 8) The University college established in London was the first higher institution to which students were admitted without passing any particular test of religious commitment.

- 9) In the opposition to the establishment of the University College King's College was founded.
- 10) The next development in the universities comes in the 20th century when many industrial cities.... universities ... Liverpool, Manchester, Birmingham.
- 11) In the fifties there was a sense of... , of... in Great Britain.

AA-3. Listen to the text again. Then choose the best answers out of these given below:

- 1) What is Peterhouse?
 - a. Peterhouse is the oldest college of the University of Oxford.
 - b. Peterhouse is the oldest college of the University of Cambridge.
 - c. Peterhouse is one of the newest colleges in Cambridge.
- 2) What kind of university institutions were the universities of Oxford and Cambridge? What layers of society were they intended for?
 - a. They were the place of education for members of the church.
 - b. They were the place of education for the leading members of the government.
 - c. They were the place of education for working class and middle class people.
- 3) What time (century) do the Universities of St. Andrews, Glasgow and Edinburgh date from?
 - a. The Universities of St. Andrews, Glasgow and Edinburgh date from the 15th to the 16th century.
 - b. The Universities of St. Andrews, Glasgow and Edinburgh date from 17th century.
 - c. The Universities of St. Andrews, Glasgow and Edinburgh date from the 19th century.
- 4) What are polytechnics concerned with?
 - a. Polytechnics are concerned with science and technology.
 - b. Polytechnics are concerned with business.
 - c. Polytechnics are concerned with applied studies.

AA-4. Decide which of the following sentences are correct and which are wrong. Correct those that are wrong.

- 1) The University of Cambridge predates the University of Oxford.
- 2) The difference of four years counts for a great deal when you are thinking about the social status of the universities of Oxford and Cambridge.
- 3) King's College is the oldest college in Cambridge.
- 4) Mrs. Thatcher was educated at Cambridge.
- 5) The Universities of Oxford and Cambridge have attracted wealth, power, influence and much intellectual talent.
- 6) The University of Oxford is a system of 41 colleges.

- 7) The first college of the University of London was founded in the 19th century.
- 8) The Universities of Oxford and Cambridge hold positions of great prestige.
- 9) To enter ancient universities, religious tests were necessary.
- 10) The Robbins report of 1963 established an important guiding principle in the development of higher education.
- 11) In the sixties, Britain was well ahead in the field of applied science and technology.

AA-5. Write short answers to these questions:

- 1) What were the only universities in England and Wales from the 13th century through to the 19th century?
- 2) Which of the universities predates the other ?
- 3) What is the prestige of the two ancient universities based upon?
- 4) When did the next development occur?
- 5) Which was the first secular higher education institution?
- 6) When and where was it established?
- 7) On what principles was King's College founded?
- 8) When did a great leap forward occur?
- 9) What is the Robbins principle?

AA-6. Using information from the text write possible questions to which the following could be answers.

- 1) 1280
- 2) 1284
- 3) a difference of four years
- 4) a position of great prestige
- 5) antiquity and powerful connections
- 6) 1828
- 7) a source of much controversy
- 8) the foundation of Modern Universities
- 9) the principle to guide the development of higher education
- 10) in applied studies

WORD STUDY

WS-1. The words in brackets at the end of the following sentences appear in the text. Test your knowledge of how to use other forms of each word or its derivative by inserting the appropriate form of the word in the blanks.

- 1) The college of the University of Oxford was founded in 1280. (*old*)
- 2) Certain aristocratic principles have had a influence on the whole of the schooling system of Great Britain. (*to consider*)
- 3) A pattern is revealed in higher education. (*similarity*)

- 4) The two ancient universities have attracted wealth, power, influence and much talent. (*intellect*)
- 5) The fifties and sixties was a period when Britain was in a very condition. (*to prosper*)
- 6) It was a very policy. (*expansion*)
- 7) It was realised by the sixties that Britain was.... falling behind in.... and.... achievement of an applied kind. (*progress, science, technology*)
- 8) In studies Great Britain seemed to be falling behind. (*to apply*)
- 9) In 1966 Great Britain faced the development of polytechnical institutions within the.... of the expansion of its higher education system. (*framework*)

WS-2. Choose the right word from among those in brackets.

- 1) My friend is more interested in (*lay, secular, profane*) architecture than in churches.
- 2) Sometimes (*lay, secular, profane*) preachers give sermons in Church.
- 3) Those who have got the necessary (*properties, qualities, qualifications*) are expected to become good students.
- 4) It's a matter of great (*respect, prestige, admiration*) to study at Oxford or Cambridge.
- 5) The book I'm reading now deals with the (*historic, historical, histrionic*) development of the system of higher education in Great Britain.
- 6) The prestige of many public schools, such as Eton or Harrow, is based on their (*age, old age, antiquity*).
- 7) Could you name several scholars of (*difference, distinction, distinctness*)?
- 8) Etonians and Harrovians generally have powerful (*links, connections, ties*).
- 9) There are several (*antiquated, antique, ancient*) universities in Europe which however, were established later than Oxford or Cambridge.

WS-3. Choose a suitable definition.

1) TO PREDATE:

- a. to know the date of
- b. to come or go in front of
- c. to prevent
- d. to date before the actual date; to come before in date

2) TO EMANATE:

- a. to cause to become very thin
- b. to come originally from; to come out of
- c. to fill with painful or bitter feelings
- d. to express

3) COMMITMENT:

- a. the act of taking part with another person in some wrongful action
- b. a promise to follow a certain course of action

- c. an expression of sorrow, sympathy or pity for a person
- d. the act of putting together parts to form something

4) **CONTROVERSY:**

- a. disrespectful and offensive behaviour, language or treatment
- b. sincere sorrow for one's wrong actions and thoughts
- c. an argument about something over which there is much disagreement
- d. the state of being free from anxiety, pain, or suffering

5) **PRESTIGE:**

- a. a statement or idea on which reasoning is based
- b. the fact or state of being present
- c. respect; good opinion (of a person)
- d. reputation or distinction based on brilliance of achievement, character, etc.

6) **TO ENDOW:**

- a. to give due or adequate compensation
- b. to put money into business, real estate, stocks, etc.
- c. to give money or property so as to provide a regular income for the support of a college, hospital, etc.
- d. to make a suitable payment, give something to make up (for loss, injury, etc.).

PRESS READING

Read the Article "Education" from the magazine "Focus on Britain" and get some information of the contemporary British educational system that has been formed after the widely discussed Education Reform Bill of 1988-1990. The bill passed through Parliament and received Royal assent.

E D U C A T I O N

A. GREAT BRITAIN

All children and young people between the ages of 5 and 16 in Great Britain, and 4 and 16 in Northern Ireland, must by law, receive full-time education. Examination results have improved, and more people are entering universities and colleges. Education has been undergoing a series of major reforms since 1988, including the introduction of a National Curriculum.

Schools

Over 9.5 million children attend 34,200 state and private schools in Britain. About 93 per cent receive free education financed from public funds, and 7 per cent attend independent schools paid for by fees from parents. There are over 500,000 teachers and pupil-teacher ratio in schools is about 17 to 1. Boys and girls are taught together in most schools. About 90 per cent of pupils in state secondary schools in Great Britain attend mixed ability comprehensive schools. Secondary schools in Northern Ireland are largely selective.

Most state school education in Great Britain is the overall responsibility of education authorities, which are part of the local government system. There are, however, a number of grant-maintained schools, where parents voted for self-governing status.

Other government reforms have increased the rights of parents to find out more about schools and make better informed choices about their children's education. Parents have a statutory right to express a preference for a school. National tables are published on the performance of all secondary schools throughout Britain. All state schools have to give parents a written annual report on their child's achievements. Parents are represented on school governing bodies, which appoint staff and manage school budgets.

New arrangements have been introduced for inspecting schools. Each school has to be inspected every four years by a team of independent inspectors working according to agreed national standards.

Although there is no statutory requirement to educate under-fives, nearly 55 per cent of three-and four-year olds in Britain attend nursery schools or classes. The Government is introducing a voucher scheme to provide a pre-school place for every four year-old whose parents wish to take it up.

National Curriculum

A new National Curriculum has been introduced in England and Wales.

This consists of three "core" subjects - English, mathematics and science - and seven other "foundation" subjects: technology, history, geography, music, art, physical education and, for secondary school pupils, a modern foreign language. In Wales, Welsh is compulsory up to the age of 16 in Welsh-speaking schools and up to 14 in non-Welsh speaking schools. Similar curricula reforms are also being introduced in Scotland and Northern Ireland. Religious education must be taught to all pupils as part of the basic curriculum and all secondary schools must provide sex education, although parents have the right to withdraw their children from these classes.

Examinations

The main school examination, The General Certificate of Secondary Education (GCSE), is taken in England, Wales and Northern Ireland at around the age of 16. If pupils are successful, they can continue to more advanced education or training. A separate but broadly similar exam exists in Scotland.

All GCSE and other qualifications offered to pupils of compulsory school age in state schools in England and Wales must be approved by the Government. Associated syllabuses and assessment procedures have to comply with national guidelines.

Education after 16

About 65 per cent of pupils choose to continue in education after 16, initially at school, in a further education college or a sixth-form college. They study for examinations which are the main standard for entry to higher education or professional training. These include the General Certificate of Education Advanced (A) level examination taken at the age of 18 or 19 after two years' study, the Advanced Supplementary (AS) examination and the new General National Vocational Qualification (GNVQ). The GNVQ is designed to provide a broad-based preparation for a range of occupations and higher education and the parity of esteem with A levels.

Higher Education

Higher education, consisting of degree and equivalent courses has experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 per cent of young people enter full-time higher education.

There are some 90 universities, which enjoy academic freedom. First degree courses are mainly full time and usually last 3 years, with longer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The Government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

Over 95 per cent of students on first degree and comparable higher education courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute the amount depending on their income. In addition, students can take loans to help pay their maintenance costs.

The number of postgraduates has also grown considerably, rising by over 60 per cent in the last decade.

Large numbers of people come to Britain from other countries to study. Over 100,000 overseas students attend publicly funded higher and further education institutions in Britain, an increase of around three-quarters in the last ten years.

Further Education and Training

About 3.8 million students are enrolled in further education. Much of this is work-related and vocational. Students often attend part time, either by day release or block release from employment or during the evenings. Courses are run by nearly 580 institutions of further education, many of which also offer higher education courses.

A new framework of vocational qualifications, designed mainly for people in work, has recently been established. The qualifications are based on national standards that define the competence, knowledge and understanding that employers need.

Learning Activities

LA-1. A. Skim the introductory paragraph of the opening column and answer the following questions:

- a) What is the age-period of compulsory full-time education in Great Britain and Northern Ireland?
- b) Why are more people entering universities and colleges?
- c) How have the matters stood with education since 1988?

B. Look through the paragraphs of part II "Schools" and speak on the following points:

- a) The amount of children that attend state and private schools.
- b) The number of schools in Great Britain.
- c) The pupil-teacher ratios in schools.
- d) The percentage of children receiving free education financed from public funds and that of children whose parents pay fees.
- e) The percentage of pupils who attend mixed ability comprehensive schools.
- f) What Government bodies are responsible for state school education.
- g) The increase of the rights of parents due to the reforms.
- h) The new arrangements for inspecting schools.
- i) A voucher scheme to provide a pre-school place for every four-year-old whose parents wish to take it up.

C. Scan the part "National Curriculum" and itemize the two main groups of school subjects. Express your opinion on religious and sex education.

D. Look through the parts "Examinations", "Schools", "Careers", "Business" and answer the following questions:

- a) What is the main school examination?
- b) At what age is it taken?
- c) Have the pupils any opportunities to continue their education to a more advanced level after they have finished school?
- d) Who approves all GCSE and other qualifications offered to pupils of compulsory school age in state schools?
- e) How does the Government try to help young people develop economically relevant skills?
- f) What do Education Business Partnerships aim at?

E. Scan the part "Education after 16" and speak on the following points:

- a) The opportunities offered to school-leavers who choose to continue in education.
- b) The main requirements for entry to higher education or professional training.

F. Read the part "Higher Education" and answer the following questions:

- a) How do the matters stand with higher education today in Great Britain?
- b) What is the number of young people who go in to full time higher education?
- c) What courses do universities offer?
- d) What is the difference between government grants and loans?

G. Go over the last part "Further Education and Training" and speak on the following points:

- a) The enrolment of students in further education.
- b) The arrangements to make it suitable for the students to go on with their work.
- c) A new frame of vocational qualifications.

H. Summarize the article. The table below will be helpful.

Education in Britain

class	school	age
	nursery school	3
	playgroup or kindergarten	4
reception class		5
year 1	infants school	6
year 2		7
year 3	primary school	8
year 4		9
	junior school	
year 5		10
year 6		11
year 7		12
year 8		13
year 9	secondary school	14
year 10		15
year 11		16
year 12	sixth form college	17
year 13		18
first year (fresher)		19
second year	University or Polytechnic	20
third/final year		21

		22
postgraduate	University	23

BRITAIN'S UNIVERSITIES

There are about 90 universities in Britain. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester, and the new universities. Some years ago there were also polytechnics. After graduating from a polytechnics a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of studies offers the degree of Bachelor of Arts or Science. Most degree courses at universities last 3 years, language courses 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5-7 years).

Students may receive grants from their Local Education Authority to help pay for books, accommodation, transport and food. This grant depends on the income of their parent.

Most students live away from homes, in flats or halls of residence. Students don't usually have a job during term time because the lessons, called lectures, seminars, classes or tutorials (small groups), are full-time.

University life is considered "an experience". The exams are competitive but the social life is excellent with a lot of clubs, parties, concerts and bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

Comprehension Activities

Answer the questions:

1. What are the three types of universities in Great Britain?
2. What degrees do students get after finishing full courses of study?
3. What grants do students receive?
4. Why don't students have jobs during term time?
5. Why is the university life considered "an experience"?
6. What courses do colleges offer?

Speaking Activities

SA-1. Discuss the text using the following words:
a polytechnics

to graduate from
to be given university status
a course of study
Bachelor of Arts or Science
a degree course
to receive a grant
Local Education Authority
to pay for accommodation
to depend on the income of
to live away from home
a tutorial
competitive
to offer a course in teacher training, a course in technology and etc.

SA-2. Speak on your home universities.

T r a n s l a t i o n A c t i v i t i e s

Translate these sentences into English:

1. После окончания политехнического университета студент получает степень бакалавра.
2. Степень бакалавра в политехническом институте не соответствовала университетской степени в Англии.
3. Курс обучения длится 4 года и больше.
4. Студенты получают стипендии для оплаты стоимости учебников, проживания и питания.
5. Поскольку обучение занимает полный день, студенты работают по вечерам.
6. Колледжи предлагают курсы подготовки учителей, а также и технические курсы.

Read the text and summarize it according to the items given below.

Life at College and University

- The Oldest Universities
- University Degrees
- Redbrick Universities
- Polytechnics
- Colleges of Education
- Further Education Colleges
- The Open University

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into 3 terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 90 universities in Britain. The oldest and the best known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from the Local Education Authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organisation, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work.

The two intellectual eyes of Britain - Oxford and Cambridge University - date from the thirteenth century.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. They include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 "new" universities were set up. Sometimes they are called "concrete and glass" universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses. Colleges of education provide two-year courses in teacher education or sometimes three years if the graduate specialises in some particular subject.

Some of those who decide to leave school at the age of 16 go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hair dressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called Open University. It is intended for people who study in their own free time and keep in touch by phone or letter with their tutors and attend summer schools. The open university students have no formal qualifications and would be unable to enter ordinary universities.

B. U.S.A.

Out of more than three million students who graduate from high school each year, about one million go on for higher education. Simply by being admitted into one of the most respected universities in the United States, a high school graduate achieves a degree of success. A college at a leading university might receive applications from two per cent of these high school graduates and then accept only one out of every ten who apply. Successful applicants at such colleges are usually chosen on the basis of (a) their high school records; (b) recommendations from their high school teachers; (c) the impression they make during interviews at the university; and (d) their scores on the Scholastic Aptitude Tests (SATs).

The system of higher education in the United States is complex. It comprises four categories of institutions: (1) the university, which may contain (a) several colleges for undergraduates seeking a bachelor's (four-year) degree and (b) one or more graduate schools for those continuing in specialised studies beyond the bachelor's degree to obtain a master's or a doctoral degree; (2) the four-year undergraduate institution - the college - most of which are not part of a university; (3) the technical training institution, at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; (4) and the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges or universities. Any of these institutions, in any category, might be either public or private, depending on the source of funding. There is no clear or inevitable distinction in terms of quality of education offered between the institutions which are publicly or privately funded. However, this is not to say that all institutions enjoy equal prestige nor that there are no material differences among them.

Many universities and colleges, both public and private, have gained reputations for offering particularly challenging courses and for providing their students with higher quality of education. The great majority are generally regarded as quite satisfactory. A few other institutions, conversely, provide only adequate education, and students attend classes, pass examinations and graduate as merely competent, but not outstanding scholars and professionals. The factors determining whether an institution is one of the best or one of lower prestige are quality of teaching faculty; quality of research faculties; amount of funding available for libraries, special programs, etc.; and the competence and number of applicants for admission, i.e. how selective the

institution can be in choosing its students. All of these factors reinforce one another. In the United States it is generally recognized that there are more and less desirable institutions in which to study and from which to graduate. The more desirable institutions are generally - but not always - more costly to attend, and having graduated from one of them may bring distinct advantages as the individual seeks employment opportunities and social mobility within society. Competition to get into such a college prompts a million secondary school students to take the SATs every year. But recently emphasis on admission examinations tends to measure only competence in mathematics and English. In defense of using the examinations as criteria for admissions, administrators at many universities say that SATs provide a fair way for deciding whom to admit when they have 10 or 20 applicants for every first-year student place.

WHY AMERICANS GO TO COLLEGE

The United States leads all industrial nations in the proportion of the young men and women who receive higher education. Why is this? What motivates a middle-income family with two children to take loans for up to 120,000 so that their son or daughter can attend private universities for four years? Why would both parents in a low-income family take jobs to support their three children in a state university - each at an annual cost of 4,000? Why should a woman in her forties quit her job and use her savings to enroll for the college education she did not receive when she was younger?

Americans place a high value on higher education. This is an attitude goes back to the country's oldest political traditions. People in the United States have always believed that education is necessary for maintaining a democratic government. They believe that it prepares the individual for informed, intelligent political participation, including voting.

Before World War II, a high school education seemed adequate for satisfying most people's needs, but the post-war period produced dozens of complex new questions for Americans, including issues such as the use of atomic power, genetic experiments, space programs and foreign aid. Americans rarely express a direct vote on such complex matters, but the representatives they elect do decide such issues. In recent years, as a result, many Americans have begun to regard a college education as necessary in order to deal with such questions as an informed American voter.

In addition to idealistic reasons for going to college, however, most Americans are concerned with earning a good (or better) income. For some careers - law, medicine, education, engineering - a college education is a first step. Some careers do not require going to college, but many young Americans believe that having a degree will help them obtain a higher salary on their first job. Today, that first job is likely to involve handing

information: More than 60 percent of Americans now work as teachers, computer programmers, secretaries, lawyers, bankers, and in other jobs involving the discovery, exchange and use of data (facts). A high-school diploma is not sufficient preparation for most such employment.

SELECTING A COLLEGE OR A UNIVERSITY

In addition to learning about a school's entrance requirements (and its fees). Americans have a lot of questions to think about when they choose a university or college. They need to know:

* What degrees does the school offer? How long does it take to earn one? At the undergraduate (college) level, a four-year "*liberal arts*" course of study is traditionally offered which leads to a bachelor of arts (B.A.) degree in such subjects as history, languages and philosophy. (The term "liberal arts" comes from LIBERALES ARTES, a Latin expression for free, or human, arts and skills. In the time of the Roman Empire, these were skills and arts that only a free person - not a slave - could acquire.) Many liberal arts colleges also offer a bachelor of science (B.S.) degree in physics, chemistry or other scientific subjects. A technical training institution, offering such courses as agriculture or business skills, offers courses of varying length, and community college studies last two years.

Graduate schools in America award master's and doctor's degrees in both the arts and sciences. (The term "doctor" comes from the Latin word DOCERE, meaning "to teach.") The courses for most graduate degrees can be completed in two to four years. But if a graduate program requires original research, a student could spend many additional months or even years in a university library or laboratory.

* What curricula does a college or university offer? What are the requirements for earning a degree? In an American university, each college and graduate school has its own curriculum. At the undergraduate level, there may be some courses that every student has to take (take, for example, classes in world history, math, writing or research). But students do select their "major" (the field in which they want their degree), plus a specific number of "electives" (courses that are not required but that students may choose). The National Institute of Education, a government agency, reports that a total of more than 1,000 majors are offered in America's colleges and universities. The combined electives available in these schools probably amount to a number in the tens of thousands.

Typically, an undergraduate student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually

equals one hour of class per week in a single course. A three-credit course in biology could involve two hours of lectures plus one hour in science lab, every week. A course may last 10 to 16 weeks - the length of a "semester".

* Is the college or university a public institution (operated by a state or local government) or a private one? If it is private, is it religious school? The United States does not have a national (federal) school system, but each of the 50 states operates its own university, and so do some large city governments. (The government does grant degrees in the schools it operates for professional members of the armed services - for example, the United States Naval Academy at Annapolis, Maryland.)

About 25 percent of all schools of higher education in the United States are privately operated by religious organizations. Most are open to students of different faiths, but in some religious schools all students are required to attend religious services. There are also privately owned schools with no religious connection.

Both public and private colleges depend on three sources (gifts made by wealthy benefactors) and government funding. Some endowments are very large: Harvard, Princeton and Yale Universities have more than a thousand million dollars each. Public institutions receive a larger portion of public tax monies than do private schools.

* How large is the school? There are many small American colleges - some with fewer than 100 students. But the larger universities tend to keep attracting larger numbers of enrollments. By the mid-1980s, at least seven universities had total enrollments of over 100,000 each. (One of the seven, the State University of New York, has more than 60 campuses in different parts of the state.)

Why do the large universities flourish? Until recent years, a major answer to this question was: They offer the best libraries and facilities for scientific research. Access to a "mainframe" (very large) computer and to modern laboratories attracts leading scientists to the faculties of such schools. And students enroll to study with the experts. Research programs continue to be important to the reputation of America's universities. But in recent years, the percentage of advanced degrees awarded in the "pure" (research) sciences has declined. The same has been true for the liberal arts. Students continue to seek the largest, most respected universities - but for new and different programs.

TRENDS IN DEGREE PROGRAMS

Increasingly, American students are enrolling in university and college courses related to the business world and professional careers. By the end of the 1980-81 school year, these trends were already clear. In that year:

* Sixty percent of all bachelor's degrees (more than half-a-million) were awarded in six fields: business and management; teacher education; the social sciences (for example, sociology); engineering; health sciences (for

example, nutrition); and the life sciences (for example, biology). More than half of these degrees went to women.

* Seventy-five percent of all master's degrees (almost 300,000) were awarded in five of the same fields as the top six bachelor's degrees - but in different order: teacher education; business and management; public affairs; engineering; health sciences; and social sciences.

* Seventy-one percent of all doctoral degrees (about 32,000) were awarded in teacher education; life sciences; social sciences; physical sciences (for example, chemistry); psychology; and engineering. Out of 72,000 professional degrees awarded in 1980-81, about half were in law. Degrees in medicine, theology and dentistry followed, in that order.

By the 1980s, American colleges and universities were in the business of preparing their students to earn a living. In this, they differed greatly from the first colleges in America.

TRADITIONS IN EDUCATION

When the colonies that eventually became the United States of America were settled in 1600s, the world already had some very old universities. The university of Al-Azhar in Cairo was then more than 600 years old. Italy had had its University of Bologna for centuries. Oxford and Cambridge in England and the University of Paris were founded in the 12th century.

European colleges were an offspring of its universities. The first colleges were open in Paris in the 15th century as residence halls for university students. Usually, all the students in one residence studied the same subject (for example, law, medicine or theology). The term "college" gradually came to mean a place for studying a specific subject (for example, law). And thus, colleges developed into schools.

Both institutions - colleges and universities - were an important part of life in England when its people began to migrate to North America. Within the first 25 years of the Massachusetts Bay Colony, more than 100 graduates from Oxford, Cambridge and Dublin joined its founders. It was natural for these early colonists to set up the same institutions in America that they had known in their native country. And - since many colonists came to America for religious freedom - it is not surprising that their first colleges trained young men to be ministers. Harvard College was founded for this purpose in 1636; so were William and Mary College (Virginia) in 1693; and Yale (Connecticut) in 1701. By the time the colonies won their independence from Britain in 1783, six more colleges had been added: Princeton (New Jersey), Pennsylvania, Columbia (New York), Brown (Rhode Island), Rutgers (New Jersey) and Dartmouth (New Hampshire). All are active, respected universities today.

NEW WORLD COLLEGES

The colonies prospered in the 18th century. Men and women who left England and other European countries as poor people became landowners and traders on American shores. In Europe, college was regarded as a place for the elite (members of the wealthy "upper class"), but in early colonial America no rigid traditions of class existed. So those who could afford it sent their sons (but not their daughters) to a colonial college. Not all these sons, however, went on to the religious ministry. By the middle of the 18th century, only half the graduates of American colleges were becoming ministers. The other 50 percent usually chose careers as lawyers, doctors and businessmen.

What did colonial colleges teach? As in Europe, Latin and Greek were basic subjects. So were philosophy and the study of religion. But, responding to the interest of the "new student" in the New World (as America was then called), colleges introduced "modern" subjects, too. Students read and discussed the new political ideas of England's John Locke and France's Montesquieu. They were given a taste of geography. A few colonial colleges even offered courses in the so-called "practical" subjects - surveying, navigation, husbandry (farming), commerce (trade) and government.

But the basic goals and methods of 18th-century academic education did not change in colonial colleges. These colleges still followed the models set down by Oxford and Cambridge; They were dedicated to forming their students' characters, to handing down the knowledge of previous generations. They did not offer to lead their students in doing fresh research or in adding new ideas to what the world already knew. Even after the independence of the United States in 1783, this model of higher education would continue in the United States for most of the next century.

DEMOCRACY AND EDUCATION

By the time of George Washington's inauguration as the first president in 1789 several very powerful ideas had worked their way into American thinking. Inspiring documents had attended the birth of the new nation: Thomas Paine's pamphlet, "Common Sense", "the Declaration of Independence, the Constitution of the United States and the Federal Papers (essays in which the new Constitution was discussed). Reading and debating the contents of these works was an education in itself. Americans became deeply conscious of the principle of democracy and of the proper role of government in a republic.

The two principles of excellence in education and popular control of government were sometimes difficult to keep in balance. For example, when the founders of the new nation urged more education for all citizens, Americans applauded the idea. But when Washington and his first five

successors proposed opening a national university in the nation's capital, the Congress said no. The people's representatives feared giving too much power to the new central government. Decisions about education, they decided, should continue to be made by each state and locality.

THE 19th CENTURY

The 19th century hit the United States like a series of strong, gusting winds. If these winds had a common direction, it was westward: Millions of Europeans sailed west across the Atlantic to live in the new nation. And millions of these newcomers joined the descendants of earlier immigrants in westward trek across the North America continent. As pioneers, they planted homes, farms, towns and colleges as they moved toward the Pacific Ocean. Most of these new colleges were poor, but they accepted almost everyone who had the time and interest to apply. And with this development, a crack appeared in the European model.

Another crack appeared with the admission of women into college. The first three women to receive their B.A.'s from an American school graduated from Oberlin College, Ohio, in 1841. But Oberlin - which had admitted all applicants regardless of race or sex since the 1830s - was an exception. Most colleges in the first half of 19th century refused women applicants. It was also considered improper for women to attend the same class as men. (Even in Oberlin, women were not allowed to attend an evening class demonstrating the use of telescopes for observing stars.) These attitudes changed slowly. Vassar (New York), the first American college founded for women, did not open until 1865. Wellesley, Smith (both in Massachusetts) and a few others followed within the next 35 years.

The most unusual change in American higher education may have begun with an unusual law - the Land Grant College Act of 1862. Under this law, the federal government gave huge tracts of public land to the states for the development of agricultural and technical colleges. The states sold the land and used money to build these colleges. The Land Grant Act marked the beginning of federal influence on higher education - an influence based on financial aid. It also was the beginning of another trend: Land grant colleges became deeply involved in researching new methods of scientific farming.

In 1869 Harvard's new president, Charles Eliot, reorganized his college - the nation's oldest - into a university. He raised Harvard's entrance requirements, added new courses (including electives), and toughened Harvard's standards for awarding degrees. A few years later, the Johns Hopkins University opened in Maryland, followed more than a decade later by the University of Chicago (Illinois) and Stanford University (California).

These new research-oriented institutions introduced graduate school programs (a level of education European nations had had for some time). By the beginning of the 20th century, almost all the other characteristics of American higher education were in place:

- * A number of graduate and undergraduate schools began to specialize (focus on just one field of study). "Normal Schools," for example, were founded to prepare those who wanted to be teachers.

- * Many colleges and universities that had been operated by religious groups were now simply private - or even public - schools.

- * Most colleges and universities were coeducational (open to men and women). In the years following the end of slavery, black Americans, too, began to attend colleges and universities. (But it would take many more years to erase school segregation - the practice of educating blacks and whites in separate schools.)

Despite all these changes, however, higher education in the United States was still regarded as something for a sort of elite: the most talented, the wealthy, or at least those who could afford not to work full-time while they attended college or a university.

EDUCATION FOR ALL

In 1944 Congress passed the Servicemen's Readjustment Act, soon popularly called the "GI Bill of Rights." ("GI," at the time, was a nickname for the American soldier. The nickname came from an abbreviation for "Government Issue" - the uniforms and other articles "issued" to a soldier.) The Act promised financial aid, including aid for higher education, to members of the armed forces after the end of World War II.

The war ended in the following year. The prediction had been that 600,000 war veterans would apply for aid for education. By 1955, more than two million veterans of World War II and of the Korean War had used their GI Bill of Rights to go to college. Many of these veterans were from poor families. Thirty percent were married when they applied for college aid; 10 percent had children. More than a few had to work part-time while they took courses. It was difficult, but these veterans believed that a college degree (which they could not afford on their own) would improve their chances for a good job in the post-war economy. Some went to liberal arts colleges; others to technical and professional institutions. Their outstanding success in all these schools forced everyone connected with higher education to rethink its purpose and goals. Within just a few years, American veterans had changed the image of who should go to college.

In post-war America, other groups sought their place on America's campuses, too. The enrollment of women in higher education began to increase. Racial segregation in elementary and secondary education ended,

and thus blacks achieved an equal opportunity to get into any college of their choice.

By the 1960s, some colleges introduced special plans and programs to equalize educational opportunities - at every level, for all groups. Some of these plans were called "affirmative action programs." Their goal was to make up for past inequality by giving special preference to members of minorities seeking jobs and admission to college. (In the United States, the term "minority" has two meanings, often related: (a) A minority is any ethnic or racial group that makes up a small percentage of the total population; (b) The term also suggests a group that is not the dominant political power.) Some colleges, for example, sponsored programs to help minority students prepare for college while still in high school.

By the 1970s, the United States government stood firmly behind such goals. It required colleges and universities receiving public funds to practice some form of affirmative action. But when colleges began to set quotas (fixed numbers) of minority students to be admitted, many Americans (including minority citizens) protested. They felt that this was another form of discrimination.

As with most (but not all) problems in American public life, the conflict was resolved by change and compromise. Colleges continued to serve the goal of affirmative action - but in less controversial ways. One large university, for example, announced a new policy: It would seek to admit students who would add diverse talents to the student body. It thus dealt with all applicants - minorities, included - on the basis that was not restricted to high school performance and entrance tests, but which took into account the talents, voluntary activities and "life experience" of the students.

What success did these efforts have? By the early 1980s, almost as many women as men were enrolled in some form of higher education. But only one out of every six students in American higher education came from a minority group. Thus, minorities - who make up about 20 percent of the United States population - had not yet fully reached their educational goals. Nevertheless, the democratic revolution of American higher education had made remarkable advances.

HIGHER EDUCATION - TOMORROW

Can America's colleges and universities rest on their laurels? About 12 million students currently attend schools of higher education in America. They are students in a society that believe in the bond between education and democracy. They have at their disposal great libraries (Harvard alone has more than 10 million volumes); the latest in technology; and faculties with a tradition of research accomplishments. (The world's first electronic computer was developed at the University of Pennsylvania, for

example.) They are free to pursue their interests, to develop their talents, and to gain professional rank.

Still, many Americans are not satisfied with the condition of higher education in their country. Critics point out that:

- * One out of every eight highly talented high school graduates does not go on to college.

- * Only half the students who enroll in college for a bachelor's degree actually achieve their goal. (Is the curriculum too hard? Not challenging enough?)

- * After 1964, standard tests revealed a steady decline in the verbal skills of American college graduates. Resulting concern that the colleges might be failing to demand excellence in students' performance have led to reevaluation and plans for improvement.

Perhaps the most widespread complaint has to do with the college curriculum as a whole, and with the wide range of electives in particular. In the mid 1980s, the Association of American Colleges (AAC) issued a report that called for teaching body of common knowledge to all college students. According to the AAC report, this common core of subjects should include science and the study of cultural differences (as well as basic literacy). A somewhat similar report, "Involvement in Learning," was issued by National Institute of Education (NIE). In its report, the NIE concluded that the college curriculum has become "excessively vocational work-related." The report also warned that college education may no longer be developing in students "the shared values and knowledge" that traditionally bind Americans together. A serious charge: Is it true?

For the moment, to some degree, it probably is. Certainly, some students complete their degree work without a course in Western civilization - no to mention other world cultures. Others leave college without having studied science or government. As one response, many colleges have begun reemphasizing a core curriculum that all students must master.

Such problems are signs that American higher education is changing, as it has throughout its history. And as in the past, this change may be leading in unexpected directions: The Puritans set up colleges to train ministers. But their students made their mark as the leaders of the world's first Constitutional democracy.

The land grant colleges were founded to teach agriculture and engineering to the builders of the American West. Today, many of these colleges are leading schools in the world of scientific research. American universities were established to serve a rather small elite. In the 20th century, GIs, women and minorities claimed their right to be educated at these same universities. The full impact of this change is probably yet not to be seen.

Americans have always had a stake in "making the system work." They have especially critical reasons for doing so in the field of education. People in the United States today are faced with momentous questions: "What is America's

proper role as the world's oldest Constitutional democracy; its largest economy; its first nuclear power?"

Americans cherish their right to express opinions on all such issues. But the people of the United States are also painfully aware of how complex such issues are. To take part in dealing with new problems, most Americans feel they need all the information they can get. Colleges and universities are the most important centers of such learning. And whatever improvements may be demanded, their future is almost guaranteed by the American thirst to advance and be well-informed. In fact, the next change in American education may be a trend for people to continue their education in college - for a lifetime.

TEXT REPRESENTATION

C o m p r e h e n s i o n Q u e s t i o n s F o r D e t a i l

- a) How many High School graduates go on for higher education each year?
- b) How many of those who apply are accepted?
- c) On what basis are successful applicants chosen?
- d) What is the system of higher education in the United States? How many categories of institutions does it comprise and what are they?
- e) Is there clear and inevitable distinction in terms of quality of education offered between private and public institutions?
- f) What are the sources of their funding?
- g) What are the factors determining the high or low prestige of an institution?
- h) What are the most desirable institutions in which to study and from which to graduate?
- i) What does competition to get into such a college prompt a secondary school student to do?
- j) Why has emphasis on admissions examinations been widely criticised recently in the United States?

S p e a k i n g A c t i v i t i e s

SA-1. State main reasons for the United States leading all industrial nations in proportion of its young men and women who receive higher education. Bear in mind the following points:

- a) motivation;
- b) value of higher education;
- c) new issues on complex matters in college;
- d) education after World War II;
- e) earning a good income.

SA-2. Enlarge on the matters what High-school graduates should think about before choosing a college or university:

- a) degrees they offer;
- b) curricula and requirements for earning a degree;
- c) differences of school system in various states;
- d) three sources of income on which both public and private colleges depend;
- e) enrollments.

SA-3. Specify trends in degree programs.

P r e s e n t a t i o n

Make presentations of the following:

- a) The History of the Development of the American Universities;
- b) Higher Education - Tomorrow.

Debate procedure

Group-work: Split into three groups. Each is to decide what educational policy is better to pursue in Great Britain, the U.S.A., Russia. Choose a presiding officer.

SUPPLEMENTARY MATERIAL

AMERICAN UNIVERSITIES AND COLLEGES

Higher education in the United States includes educational programs which usually require for admission 12 years of elementary and secondary schooling. It is carried on under a number of forms.

The most common type of higher education is the college. It requires for admission graduation from a standard secondary school; its four-year curriculum leads to the bachelor's degree in arts and sciences.

The American college is known by various titles such as the college of liberal arts, the college of arts and sciences, the college of literature, science and arts. The college may be the central unit around which the university is organised, or it may be a separate corporate entity, independent from the university.

The university in the United States is an educational institution comprising a college of liberal arts and sciences, a professional school leading to a professional degree and a graduate college (school). A graduate college provides programs for study and research beyond the levels of the bachelor's and first professional degree.

The word "university", however, is also used in a broader sense, for almost any type of educational institution offering instruction beyond the level of the secondary school.

Thus in the United States there is some confusion in the use of terms "college" and "university". Some institutions that are in fact colleges of liberal arts have been incorporated in the universities. Some institutions incorporated in colleges are in fact universities with graduate and professional schools.

In addition to colleges and universities there is in the United States a large number of professional schools, separate from universities. They provide preparation in one or more professional fields, such as law, music and theology. Junior colleges or professional schools do not offer the full four-year curriculum leading to a degree.

An institute of technology is a degree granting institution that specialises in science and technology, some of them have graduate study. An institution offering programs of technological study only at the junior college level is known as a technical institution.

The colleges in the United States differ greatly in size - they may include from 100 to 5,000 students or more. Most of the larger institutions fall into the category of universities, the largest being university of California, State University of New York, New York University, Columbia University and others.

Answer the following questions:

1. What do higher educational institutions in the U.S.A. require for admission?
2. What degree does a college lead to?
3. What sense is the word "college" used in?
4. What kind of educational institution is the University?
5. What sense is the word "university" used in?
6. What kind of preparation do professional schools provide?
7. What is an institute of technology?
8. What is the size of colleges and universities in America?

Group-work: Discuss the text.

Translate these sentences into English:

1. Для поступления в университет или колледж в Америке необходимо закончить среднюю школу.
2. В США существует несколько типов вузов: колледж, университет, профессиональный колледж и др.
3. Университет обычно состоит из колледжа гуманитарных и естественных наук, профессионального отделения и аспирантуры.
4. После 4 лет в университете студент получает степень бакалавра гуманитарных или естественных наук.

5. Аспирантура предлагает программы выше уровня бакалавра и первой профессиональной степени.
6. Университет может иметь колледж в своем составе; колледж может входить в университет или быть самостоятельной единицей.
7. Профессиональный колледж - это учебное заведение, существующее отдельно от университета.
8. Колледжи и университеты предлагают программы, после прохождения которых присваивается степень бакалавра.
9. Технологические институты присваивают степени и часто предлагают курс аспирантуры. (A Graduate College or School)

HOW TO GET HIGHER EDUCATION IN THE USA

In the United States a student who has finished high school, may want to continue in higher education. There are several ways to do it: universities, colleges, community colleges, and technical or vocational schools. University in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal art where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A program for undergraduates usually takes 4 years. University students get an undergraduate degree in the arts or sciences. If they complete a course of study they get a Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree in many subjects. The University may get money from several different sources. A publicly funded university gets some money from the state government. A privately funded university gets money only from private sources, or the university may be funded by a religious group.

College students usually spend 4 years in school, too. A college does not have graduate or professional programs. If a college student completes a course of study in arts and science, he or she gets Bachelor of Arts or Science Degree. If college students want to continue for a graduate or professional degree, they must go to university. The college is usually funded in one or three ways already described.

The program of study in the community college usually lasts 2 years. Not all of the subjects taught there are the usual school subjects. The community college may give courses in the regular academic subjects or subjects like dental technology, sewing and other non-academic subjects. Not all students of the community college have a high school diploma. They may then go to a college for 2 or more years to get the Bachelor's degree. Community colleges are nearly always publicly funded.

The technical or vocational school has only job training, it has no academic program. Students may have a high school diploma, or not. Programs may take from 6 months to 2 years or more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

V o c a b u l a r y N o t e s

a community college - местный колледж
a technical school - техническое училище
a vocation school - училище
to have a special subject area - специализироваться в определенной области
a college of liberal arts - колледж свободных искусств
a humanity - гуманитарный предмет
a social science - общественная наука
a natural science - естественная наука
a program for undergraduates - программа для студентов
to get an undergraduate degree in - получить степень бакалавра в
the arts or sciences - области гуманитарных и естественных наук
to go on for a graduate or professional degree - продолжать обучение с целью получения степени магистра или доктора или профессиональной степени
a graduate college (school) - аспирантура
beyond the level of - выше уровня чего либо
programs for graduate and professional study - программы для обучения аспирантов и профессионального обучения

C o m p r e h e n s i o n A c t i v i t i e s

Answer the following questions:

1. What are the ways to continue in higher education in the U.S.A.?
2. What colleges does a university in the United States usually have?
3. What degrees are offered at the universities?
4. How are the universities funded?
5. What programs and degrees are offered at a college?
6. What courses are given at a community college?
7. What program has a technical or vocational school?

S p e a k i n g A c t i v i t i e s

Discuss the text paying special attention to the differences in AE and BE.

T r a n s l a t i o n A c t i v i t i e s

Translate into English:

1. Молодые люди, окончившие школу, могут продолжать образование в университете, колледже, техническом или профессиональном училище.
2. Колледжи университета специализируются в различных областях: гуманитарных, общественных и естественных науках, образовании или бизнеса.
3. Университет предлагает программу для студентов, аспирантов, а также и профессиональные программы.
4. Если молодой человек заканчивает студенческий курс, он получает степень бакалавра гуманитарных или естественных наук.
5. Если студент продолжает обучение он получает степень магистра или доктора или же профессиональную степень.
6. Местный колледж предлагает академические курсы и курсы неакадемических предметов.
7. Технические и профессиональные училища предлагают подготовку в различных областях.

INTENSIVE READING

James Herndon

THE WAY IT SPOSED TO BE MEETING

(extract 1)

In this book I'm trying to tell about my year teaching-learning to teach - in a public school, a year spent in a particular school, at a particular time, and with particular students. George Washington Junior High was a Negro school - about 98 percent Negro, they told me downtown in the district office.

I remember the first meeting we new teachers had there in the library. Nothing much happened. It was the sunny September afternoon outside, but it was rather dark inside the school and the library lights were on.

I certainly remember Mr. Grisson. He told us candidly that it was his first principalship, that he expected to make mistakes himself and certainly would not be surprised if we made some too. The thing to do with mistakes, he said, was to learn from them.

We were read off the names of department heads, and informed that they were there to help us; it was also explained to us that this departmentalization did not mean that our individual freedoms to teach how we pleased would be in any way affected, but that its purpose was to assist planning so that the students at GW might have an orderly and unrepitive progression through the grades.

The subject of discipline was mentioned, and everyone grew alert. The administration was going to make statements about discipline. No doubt they had spent some time preparing what they were going to say; what we heard was that this administration was going to concentrate on the individual,

on his freedom of action, learning, growth and development, and at the same time, to promote an orderly and responsible group of children. Miss Bentley, the vice-principal, offered us the example of the Army. The Army, she submitted, was an organization of people given certain tasks to perform. So was a school. The tasks were vital. The school's overall mission was to educate children.

There was nothing new in any of this even then, and as a result I lost interest. I wasn't worrying about the existence of "discipline problems" nor about whether or not I might have one. I hadn't any interest in the question of class-room control. I was not naive like a progressive educator who imagines that given a nice friendly teacher and lots of freedom of action and very little planning, the students will always be good-natured, orderly, interested, motivated, well-behaved and studious, in short, nice themselves. I didn't doubt that there might be noise, disorder, anarchy, chaos and all that in my classroom (I just didn't see that this constituted a "problem" any more than a quiet, studious class was a "problem"). Perhaps they were both problems to put it that way. But what administrations mean when they say "problem" is something which happens all the time of course, or it wouldn't be a "problem", but which isn't supposed to happen. A problem. You were supposed to believe in, and work toward, its nonexistence.

I remember thinking that I disagreed with Miss Bentley's one-way connection between order and learning. It was so obviously not necessarily so that I knew she couldn't mean it; it was just talk, something to say. (IT WASN'T! IT WAS A CLUE!).

I was a little surprised at myself and angry too for thinking about it at all.

For a year in the college I hadn't thought about what I agreed or disagreed with in terms of anything like "education" or "learning", and frankly didn't plan to start now. I remember being pleased though, that I was going to be working steadily, earning decent money and supporting my family.

A T O H

(*extract 2*)

The first morning of the year at any school is bound to be pretty exciting and especially, it seems to me, at a junior high. You can stand around and watch the kids pour in, dressed as nicely as possible, all of them like yourself having forgotten momentarily what they are in for, yelling and laughing to each other, talking, asking questions - Whose room you got? - comparing summers and new shoes, all familiar and noisy and pleasant. Nothing is required of anyone so far.

I saw from my schedule that I taught five periods to four different groups - a seventh-grade B class, which I had twice, an eighth-grade B class, a ninth-grade D class, and a seventh-grade H class. Nothing had been mentioned in the

meeting about a system of classification involving A's and B's, but inquiry around the coffee tables in the teachers' room informed me that the kids were all rated A (high) to H (low) and placed in classrooms together accordingly. The ratings were made on the basis of IQ tests, and on occasion, faculty recommendation. Added to this imposing number of groups were a couple of classes which were supposed to be retarded and were naturally taught in the basement.

It is this kind of classification, based on this kind of testing, which seems to me the perfect example of the kind of thing that continually goes on in a school, and for which there is no reasonable explanation. IQ (or Mental Maturity as it now goes) tests are not particularly valid under the best of conditions - that is, their validity is only general. You can't say, for example, that a child who scores 120 is any more capable than one who scores 116, or anything above, say, 100.

THE TWO B CLASSES

(extract 3)

The two B groups were alike in a number of ways. The kids in them had all scored within a few points of each other in the test. But also, the individual kids within the groups looked alike - that is, the seventh-graders looked as if they were about 12 years old and belonged in the seventh grade; they were about the same size, given the usual "big girls" and "immature boys"; they were normal, the big girls running everything and little boys constantly in some kind of mild, disorganized trouble and wondering what those big girls were up to anyway. They were a class recognizable as such. They acted like a class, they knew the routines of class; they came in and sat down, say, and waited to be asked to do something, talk, read, write, figure, answer questions, fill out forms on request, carry books, shut up. They might on occasion fail or refuse to do any or all of these things, but they expected them. They were with it.

The difference between the two B groups remained within a range of normal expectation. Briefly, the difference consisted in the fact that, whereas the seventh-graders were generally well-behaved, alert, somewhat studious, responsible, punctual, neat, good graders were inattentive, resented assignments, did little unless threatened, whined about bad grades, never had pencils or notebooks or books, invented excuses to push themselves into an uproar, disliked school and teachers, me included, wised off, were tardy, hypochondriacal before tests, and considered themselves picked on. If 7 B was what all teachers call a good class, 8 B was the prototype of bad.

Still, they were reasonable classes. If 8 B was hard to deal with, you could think of reasons for it. Eighth-graders are a year older than seventh-graders -

at that age, it means a lot. Seventh-graders are the youngest in the school and are apt to be fearful, polite and even ambitious. Eighth-graders, having learned the ropes, generally tend to be none of these. They are more interested in each other, having given up at least temporarily on the rest of the world, which they can see as adult and phony.

ROLL CALL WITH 9D, 7H
(*extract 4*)

That first morning, finished with my nice seventh-graders and my second (free) period coffee, I climbed back upstairs. With the bell, 9 D began to mosey into class. The excitement of the first day was all gone now: they remembered all about it and were already bored. Still everyone perked up as I began to call the roll; here was something everyone could do and at the same time impart a little individuality to his answer by intonation, hesitation or volume. I called off the names and everyone laughed at my pronunciation, the answering here's, yeah's and uh-huh. We were all nervous. I went down the list.

Leon La Tour? I called out. No answer. La Tour here? I tried again, pronouncing it like "sure". I tried once more and a tall kid in the back got up. He stood for a moment looking at me. Finally he said, "Tore".

What?

Leon La Tore. You ain't saying it right.

Oooooooooo? went the class. Why? I wondered. He hadn't done anything. Perhaps they knew he was just getting started. I waited but nothing else happened. OK, La Tore, I said, and went on with the names.

After the roll call, I wasn't quite sure what to do. I had nothing in particular planned, but had counted on the class to give me a hint, to indicate in some way what they wanted or expected. With 7 B this had worked perfectly well.

9 D offered no clues. When I finished calling out the names, they waited passively for me to present them with some other challenge. Waiting for them to do the same, I busied myself at the desk with my papers, book cards, lists of names. 9 D, seeing that I was leaving them alone, began to arrange themselves and get acquainted. In the space of a few minutes they had forgotten this was a class and that school was taking place. Most of the girls had taken out cosmetics, which they were applying. The boys were talking, laughing, mimicking the girls, showing off new jackets and shoes. Some kids were wandering around the room, finding suitable places to spend the year. I didn't feel like interrupting them, and it was clear they were not going to give me a start. Near the end of the period I got up and announced that books would be given out tomorrow and we would start work. No one paid any attention. The bell rang. 9 D wandered on out and I went out to lunch.

Last period of all, I awaited 7 H. I didn't have to wait long. 7 H came charging and whooping up the stairs from where they had been studying maths with Mr. Brooks. 7 H dashed in, flung themselves into seats and as quickly flung themselves out again. If 9 D was willing to ignore me until doomsday, 7 H didn't. They scattered from seat to seat, each trying to get as much free territory around him as possible, jumping up again as the area got overcrowded and ranging out for breathing space. From the seats, wherever they were, they confronted me with urgent and shouted questions, each kid demanding my complete attention to him: Are you a strict teacher? You going to make us write? When do we get to go home? Where our books? Our pencils? Paper? You going to give us them spellers?

They were all finally shouted by Roy, a tall boy with tremendous shoulders and arms, who stood in front of my desk, obscuring the view for all the rest, and just laughed as loud as he could for perhaps two minutes. Then he stopped and told everyone to shut up, because he knew this teacher wanted to take the roll. After some more shouting, I finally did call it, listed the names of those absent on absence slips and clipped them to the wall over the door where a monitor from the office was to pick them up.

I went back to my desk. At that moment there came a tremendous outcry from over the door. Three or four kids were standing there, looking up at the door and yelling their heads off. Naturally the rest of the class soon began shouting insults at them; everyone was standing up. The kids by the door wheeled and rushed up to me, furious and indignant. Vincent, who was one of them, was crying. What the hell? I began to yell in turn for everyone to shut up, which they soon did, not from the effect of my order but out of desire to find out what was the matter. The four kids demanded to know why I had put their names up there on those absence slips. They weren't absent! Was I trying to get them into trouble? Alexander began to threaten me with her mama. For a moment I thought maybe I had put the wrong names up by mistake, but I checked them and saw it wasn't so. Their names weren't there. The names on those slips were not theirs, I told them. They were not satisfied. They demanded a close look at them slips. I handed the slips around, whereupon it became a scene out of some old movie when Stepin Fetchit turns the letter upside down and sideways before giving it to Bob Hope to read, explaining he doesn't read Chinese. The fact was, the four kids were having a little trouble reading their own names. Their situation was simply that they couldn't read their own names when I wrote them on the slips. They couldn't tell their names from anyone else's.

MAY DAY
(*extract 5*)

Spring time at GW was the time for riots. The Tribe had given up and was becoming violent. By April the story of the year was over - some details, some dramatics left to tell, but the score was already in. All the promises had lost their appeal and the Tribe was busting out. Fights. Broken windows.

I viewed the daily slaughter with detachment and no little vanity. If at the end of the story the other teachers were beginning to lose, I was starting to move. I felt we'd been lucky again. The potential rioters in 7 H and 9 D didn't have time to riot now. They could have rioted with ease back in October or even February, but that hadn't been the rioting season. Now it was too late.

7 H had their schedule to adhere to, and Movie Day activities to plan. If they did these things with a good deal of noise and what adults would have to call disorder, there was no more of either than before. In fact there was a good deal less; in order to plan for Movie Day, for instance, each kid had to give up a little on his right to panic and make a fuss. Movie Day was worth it. The point is that once we were inside the room, the general atmosphere of riot didn't affect us; by now I didn't give a damn what happened outside the classroom.

9 D was busy every day with the playbooks. They not only read almost every day, but they were discussing – all right, they were arguing, squabbling, making a lot of noise, using a lot of bad language, not exactly abiding by Robert's Rules of Order – certain questions about play-reading. They were discussing who read well and why, they were telling each other what the play was about, they argued about where certain character should sit at the table. The most important question to them was what relationship the reader should have to the character he was reading. Two solid factions arose; the first arguing that if the character was a giant, a big kid had to read the part. The second disagreed; they thought that if the character was a beautiful girl, any girl who read beautifully, who sounded beautiful, should read it. Their values had changed, like your values sposed to change whenever you have something you want to do.

Verna had taken over the management of play production. She didn't read herself nor did she really remain a part of the audience. During the reading she stood aside (in the wings, if we'd had wings), tall, frowning, critical, aloof, attentive, and after each reading she managed to get around to everyone and tell them what they'd done wrong. Compliments were not her style.

We were making it. Rolling. They weren't doing things the way a group of thirty-year-old teachers would do them, of course. Yet, I was enthusiastic, pleased, proud of them!

Explanatory Notes

1. James Herndon lives in California and is still teaching, although in a different school from the one described in "The Way It Sposed To Be". The book is a superbly composed story of a year spent trying to teach English and

Social Studies to "the Tribe" (as his fellow teachers called the student body in a junior high in one of the cities on San Francisco Bay).

2. George Washington Junior High (GW) , a Metropolitan slum school (first stage of secondary education).

3. IQ tests (intelligence quotient) , a number expressing the intelligence of a person determined by dividing his mental age by his chronological age and multiplying by 100.

4. Speller , a book with exercises for teaching spelling.

5. Movie Day , here, watching and discussing various films on Friday.

6. Playbooks , series of familiar stories dramatised, e.g. "Cinderella", "The Snow-White", etc.

P r e - R e a d i n g A c t i v i t i e s

PA-1. Before you read the text pronounce the following words:

junior ['dʒu:njə]

potential [pə'tenʃəl]

schedule ['ʃedʒu:l], ['skedʒu:l] AE

temporarily ['tempə'reɪli]

challenge ['tʃælɪndʒ]

enthusiastic [in'θju:zi'æstɪk]

hypochondriacal ['haɪpəʊkən'draɪəkl]

squabble ['skwɒbl]

studious ['stju:djəs]

whoop [hu:p]

slaughter ['slɔ:tʃ]

underneath [ʌndə'ni:θ]

adhere [əd'hiə]

PA-2. Find some information about the American system of education (types of schools, duration of the academic year, subjects, grades, etc.).

L e a r n i n g A c t i v i t i e s

LA-1. Skim the text.

The purpose of skimming is to get a general idea of the content of a reading selection. Apply the survey and the question steps, i.e. read quickly the first two or three paragraphs (introductory paragraphs usually tell you a lot about the text); read the first and the last sentences of all the other paragraphs; read the last paragraph (it often summarises the content); find answers to the "who, what, when, where, why and how" questions, e.g.

1) Where does the action take place?

2) What was being discussed at the first meeting of the new teachers and the administration?

3) What were the ratings in GW based on?

4) What was the difference between the two B groups?

5) What struck Herndon in 7 H?

6) Why did he begin to succeed only by spring time?

LA-2. Scan a reading selection when looking for specific information.

1. Read the text again and assess your understanding the content according to the following questions and the table below:

- A. What kind of school was George Washington Junior High?
- B. What was Herndon's schedule on the first day?
- C. What is roll call?
- D. When did Herndon start winning?
- E. What were 7 H and 9 D busy doing in spring?

Number of questions	Number of points	Total	Mark
5	20	100	Exc
4	20	80	Good
3	20	60	Sat

2. Scan the text and write out words and phrases pertaining to the topic "Studies". Learn how to spell and pronounce them.

3. Pick out sentences from the text where the following word-combinations are used. Reproduce the situation.

to be bound to, to be in for, to be hard (to), to call the roll, to fall apart, perk up.

4. Give Russian equivalents for

Junior High, (the) ratings, faculty recommendation, the eighth-graders, to call the roll, to offer no clues.

5. Write out around 10 adjectives characterising various kinds of students.

6. Scan the text and find around 10 sentences describing the personages' behaviour. Recall the context in which they are used.

7. Paraphrase and expand on the following:

A. The first morning of the year at any school is bound to be pretty exciting and especially, it seems to me, at a junior high.

B. I saw from my schedule that I taught five periods to four different groups.

C. The ratings were made on the basis of IQ tests, standardized achievement tests, and, on occasion, faculty recommendation.

D. 9 D offered no clues.

E. I viewed the daily slaughter with detachment and no little vanity.

F. We were making it!

8. Explain briefly the meaning of "9 D was busy every day with the playbooks".

9. Assess the following statements. Agree or disagree with them. Give reasons.

A. Progressive educators believe that given a nice friendly teacher and lots of freedom of action and very little planning, the students will always be good-natured, orderly, interested, motivated, well-behaved and studious, in short, nice themselves.

- B. The first morning of the year at any school is bound to be pretty exciting.
- C. IQ (or Mental Maturity tests) are not particularly valid.
- D. Adult illiteracy causes a lot of anxiety in the USA.
- E. Very few teachers make it.

10. Speak on the message of the text. While speaking give answers to the following questions:

- A. What virtues and what defects do you find in Herndon's description of the American school?
- B. What do you find characteristic of the American approach to streaming?
- C. What, on the basis of the extract, does the author mean by "Their situation was simply that they couldn't read their own names"?

WORD STUDY

WS-1. Give definitions of the following:

- A. **nouns:** grade, schedule, period, rating, clue, challenge, riot, faction;
- B. **adjectives:** unrepentive, motivated, studious, retarded, valid, immature, punctual, neat, reasonable, ambitious;
- C. **verbs:** promote, yell, score, figure, resent, mosey, whoop, scatter, abide, adhere;
- D. **adverbs:** temporarily, reasonably.

WS-2. Give derivatives of the following words:

studious, challenge, adhere, imposing, recommendation, mature, vain.

WS-3. Replace the underlined words with their derivatives belonging to other parts of speech. Make all the necessary changes.

- A. The subjects of discipline was mentioned, and everyone grew alert.
- B. IQ tests are not particularly valid under the best of conditions.
- C. I had nothing in particular planned, but had counted on the class to give me a hint, to indicate in some way what they wanted or expected.
- D. Their chief concern was Movie Day.
- E. The boys didn't in the least look mature.

WS-4. Replace the underlined words with:

A. their antonyms:

- a. This departmentalization did not mean that our individual freedom to teach how we pleased was boundless.
- b. The seventh-graders were generally well-behaved, alert, responsible, punctual, neat, got good grades and answered politely, the eighth-graders were...

c. IQ tests are not particularly valid.

B. their synonyms:

- a. If 8 B was hard to deal with, you could think of reasons for it.
- b. Still everyone perked up as I began to call the roll.
- c. 7 H dashed in, flung themselves into seats.
- d. I viewed the daily slaughter with detachment and no little vanity.
- e. 7 H had their schedule to adhere to, and Movie Day activities to plan.
- f. We were making it.

WS-5. Find the odd-one out:

- A. studious, painstaking, deliberate, learned
- B. sham, phony, lazy, unreal
- C. time-table, programme, scheme, schedule
- D. adhere, stick to, hang, support
- E. squabble, quarrel, riot, behaviour

WS-6. Find Americanisms and supply their British variants, e.g. *schedule - time-table*.

Americans work the word " *schedule* " a good deal harder than the Britons do. Something in America goes according to schedule, in England it would go as arranged. A train, plane or bus arrives in America on schedule. In England they arrive punctually. An American is scheduled to speak. An Englishman is on the programme to speak.

WS-7. Guided discussion: "**A teacher's life is not a bed of roses**".

D i s c u s s i o n P o i n t s :

- A. What problems does a young teacher face when he starts his career?
- B. What do we mean by "problem children"? What was meant by it in GW?
- C. Is the discipline problem acute only in America?
- D. How can we motivate our students? What did Herndon do?
- E. What do we mean when we say "I'm making it"?
- F. What is so gratifying about being a teacher?

(Assess your speech according to the Speech Score Card (Student's Guide))

W r i t i n g A c t i v i t i e s

WA-1. Summarise the extract in some 200-250 words.

WA-2. Write a short critique of the style and thought of any extract, paying special attention to the imagery.

STORIES FOR READING AND DISCUSSION

Helen P. Mroska

All the Good Things

He was in the third grade class I taught at Saint Mary's School in Morris, Minnesota. All 34 of my students were dear to me, but Mark Eklund was one in a million. Very neat in appearance, he had that happy-to-be alive attitude that made even his occasional mischievousness delightful.

Mark also talked incessantly. I tried to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was the sincere response every time I had to correct him for misbehaving. "Thank you for correcting me, Sister!" I didn't know what to make of it at first but before long I became accustomed to hearing it many times a day.

One morning my patience was growing thin when Mark talked once too often. I made a novice-teacher's mistake. I looked at Mark and said, "If you say one more word, I am going to tape your mouth shut!"

It wasn't ten seconds later when Chuck blurted out, "Mark is talking again". I hadn't asked any of the students to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it.

I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened the drawer and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room.

As I glanced at Mark to see how he was doing, he winked at me. That did it! I started laughing. The entire class cheered as I walked back to Mark's desk, removed the tape and shrugged my shoulders. His first words were, "Thank you for correcting me, Sister."

At the end of the year I was asked to teach junior high math. The years flew by, and before I knew it Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instruction in the "new math", he did not talk as much in ninth grade.

One Friday things just didn't feel right. We had worked hard on a new concept all week, and I sensed that the students were growing frustrated with themselves - and edgy with one another. I had to stop this crankiness before it got out of hand. So I asked them to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then I told them to think of the nicest thing they could say about each of their classmates and write it down.

It took the remainder of the class period to finish the assignment, but as the students left the room, each of them handed me their paper. Chuck smiled. Mark said, "Thank you for teaching me, Sister. Have a good weekend."

That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual. On Monday I gave each student his or her list. Some of them ran two pages. Before

long, the entire class was smiling. "Really?" I heard whispered. "I never knew that meant anything to anyone!" I didn't know others liked me so much!"

No one ever mentioned those papers in class again. I never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another again.

The group of students moved on. Several years later, after I had returned from a vacation, my parents met me at the airport.

As we were driving home, Mother asked the usual questions about the trip: How the weather was, my experiences in general. There was a slight lull in the conversation. Mother gave Dad a sideways glance and simply said, "Dad?" My father cleared his throat. "The Eklunds called last night," he began.

"Really?" I said. "I haven't heard from them for several years. I wonder how Mark is".

Dad responded quietly. "Mark was killed in Vietnam," he said.. "The funeral is tomorrow, and his parents would like if you could attend". To this day I can still point to the exact spot on 1—494 where Dad told me about Mark.

I had never seen a serviceman in a military coffin before. Mark looked so handsome, so mature. All I could think at that moment was, *Mark, I would give all the masking tape in the world if only you could talk to me.*

The church was packed with Mark's friends. Chuck's sister sang "The Battle Hymn of the Republic". Why did it have to rain on the day of the funeral? It was difficult enough at the graveside. The pastor said the usual prayers and the bugler played taps. One by one those who loved Mark took a last walk by the coffin and sprinkled it with holy water.

I was the last one to bless the coffin. As I stood there, one of the soldiers who had acted as a pallbearer came up to me. "Were you Mark's math teacher?" he asked. I nodded as I continued to stare at the coffin. "Mark talked about you a lot," he said.

After the funeral most of Mark's former classmates headed to Chuck's farmhouse for lunch. Mark's mother and father were there, obviously waiting for me. "We want to show you something," his father said, taking a wallet out of his pocket. "They found this on Mark when he was killed. We thought you might recognize it."

Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good things each of Mark's classmates had said about him. "Thank you so much for doing that," Mark's mother said. "As you can see, Mark treasured it."

Mark's classmates started to gather around us. Chuck smiled rather sheepishly and said, "I still have my list. It's in the top drawer of my desk at home". John's wife said, "John asked me to put his in our wedding album." "I have mine, too," Marilyn said. "It's in my diary." Then Vicky, another

classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. "I carry this with me all the times," Vicky said without batting an eyelash. "I think we all saved our lists."

That's when I finally sat down and cried. I cried for Mark and for all his friends who would never see him again.

C o m p r e h e n s i o n A c t i v i t i e s

Answer the following questions:

1. How long is the period of time covered in the story?
2. Into what parts can you divide the story?
3. Draw a character sketch of Mark Eklund.
4. How did Mark help the teacher in a trying situation?
5. Why did Mark's life come to an end so dramatically?
6. What kind of teacher is the narrator?
7. Why did all the students save their lists of all good things?
8. Explain the title and state the message of the story.

W O R D S T U D Y

WS-1. Explain and use the following in a proper context.

Nouns: mischievousness, a novice-teacher, crankiness, billfold, pall-bearer.

Verbs: to blurt out, to misbehave.

Adverbs: incessantly, sheepishly.

Phrases: to grow thin (about patience), a lull in the conversation, without batting an eyelash.

WS-2. Write out words and phrases dealing with the classroom activities.

W r i t i n g A c t i v i t i e s

Write a list of all good things about your groupmates.

Gloria Steinem

The Royal Knights of Harlem

Within walking distance of my Manhattan apartment, but also light-years away, there is a part of New York called Spanish Harlem. In many ways it is a Third World country. Infant and maternal mortality rates are about the same as in say, Bangladesh, and average male life expectancy is even shorter. These facts it shares with the rest of Harlem, yet here many people are also separated from the more affluent parts of the city by language. When all this is combined with invisibility in the media, the condescension of many teachers and police who work in this Third World country but wouldn't dream of living there, and

textbooks that have little to do with their lives, the lesson for kids is clear: They are "less than" people who live only a few blocks away.

At a junior high that rises from a barren patch of concrete playgrounds and metal fences on East 101 Street, Bill Hall teaches the usual English courses, plus English as a second language to students who arrive directly from Puerto Rico, Central and South America, even Pakistan and Hong Kong. Those kids are faced with a new culture, strange rules, a tough neighborhood and parents who may be feeling just as lost as they are. Bill Hall is faced with them.

While looking for an interest to bind one such group together and help them to learn English at the same time, Bill noticed someone in the neighborhood carrying a chessboard. As a chessplayer himself, he knew this game crossed many cultural boundaries, so he got permission from a very skeptical principal to start a chess club after school.

Few of the girls came. Never having seen women playing chess, they assumed this game wasn't for them, and without even a female teacher as a role model, those few who did come gradually dropped out. Some of the boys stayed away, too - chess wasn't the kind of game that made you popular in this neighborhood - but about a dozen remained to learn the basics. Their friends made fun of them for staying after school, and some parents felt that chess was a waste of time since it wouldn't help them get a job, but still, they kept coming. Bill was giving these boys something rare in their lives: the wholehearted attention of someone who believed in them.

Gradually, their skills at both chess and English improved. As they got more expert at the game, Bill took them to chess matches in schools outside Spanish Harlem. Because he paid for their subway fares and pizza dinners, no small thing on his teacher's salary, the boys knew he cared. They began to trust this middle-aged white man a little more.

To help them become more independent, Bill asked each boy to captain one event, and to handle all travel and preparation for it. Gradually, even when Bill wasn't around, the boys began to assume responsibility for each other: to coach those who were lagging behind, to share personal problems and to explain to each other's parents why chess wasn't such a waste of time after all. Gradually, too, this new sense of competence carried over into their classrooms and their grades began to improve.

As they became better students and chess players, Bill Hall's dreams for them grew. With a little money supplied by the Manhattan Chess Club, he took them to the State Finals in Syracuse.

What had been twelve disparate, isolated, often passive, shutdown kids had now become a team with their own chosen name: The Royal Knights. After finishing third in their own state, they were eligible for the Junior High School Finals in California.

By now, however, even Bill's own colleagues were giving him reasons why he shouldn't be spending so much time and effort. In real life, these ghetto kids

would never "get past New Jersey", as one teacher put it. Why raise funds to fly them across the country and make them more dissatisfied with their lives? Nonetheless, Bill raised money for tickets to California. In that national competition, they finished seventeenth out of 109 teams.

By now chess had become a subject of school interest - if only because it led to trips. On one of their days at a New York chess club, the team members met a young girl from the Soviet Union who was the Women's World Champion. Even Bill was floored by the idea that two of his kids came up with: If this girl could come all the way from Russia, why couldn't The Royal Knights go there? After all, it was the chess capital of the world, and the Scholastic Chess Friendship Games were coming up.

Though no U.S. players their age had ever entered these games, officials in Bill's school district rallied round the idea. So did a couple of the corporations he approached for travel money. Of course, no one thought his team could win, but that wasn't the goal. The trip itself would widen the boys' horizons, Bill argued. When Pepsi-Cola came up with a \$ 20,000 check, Bill began to realize that this crazy dream was going to come true.

They boarded the plane for the first leg of their trip to Russia as official representatives of the country from which they had felt so estranged only a few months before. But as veterans of Spanish Harlem, they also made very clear that they were representing their own neighborhood. On the back of their satin athletic jackets was emblazoned not "U.S.A.," but "The Royal Knights."

Once they were in Moscow, however, their confidence began to falter badly. The experience and deliberate style of their Soviet opponents were something they had never previously encountered. Finally one of the Knights broke the spell by playing a Soviet Grand master in his 30s to a draw in a simulation match. The Russians weren't invincible after all; just people like them. After that, the Knights won about half their matches, and even discovered a homegrown advantage in the special event of speed chess. Unlike the Soviet players, who had been taught that slowness and deliberation were virtues, the Knights had a street-smart style that made them both fast and accurate.

By the time Bill and his team got to Leningrad to take on the toughest part of their competition, the boys were feeling good again. Though they had been selected at random for their need to learn English, not for any talent at chess, and though they had been playing for only a few months, they won one match and achieved a draw in another.

When the Knights got back to New York, they were convinced they could do anything.

It was a conviction they would need. A few months later when I went to their junior high school club room, Bill Hall, a big gentle man who rarely gets angry, was furious about a recent confrontation between one of the Puerto Rican team members and a white teacher. As Bill urged the boy to explain to me, he had done so well on a test that the teacher, thinking he had cheated, made him take it

over. When the boy did well a second time, the teacher seemed less pleased than annoyed to have been proven wrong. "If this had been a school in a different neighborhood," said Bill, "none of this would have happened."

It was the kind of classroom bias that these boys had been internalizing - but now had the self-esteem to resist. "Maybe the teacher was just jealous," the boy said cheerfully. "I mean, we put this school on the map."

And so they had. Their dingy junior high auditorium had just been chosen by a Soviet dance troupe as the site of a New York performance. Every principal in the school district was asking for a chess program, and local television and newspapers had interviewed The Royal Knights. Now that their junior high graduation was just weeks away, bids from various high schools with programs for "gifted" kids were flooding in, even one from a high school in California. Though all the boys were worried about their upcoming separation, it was the other team members who persuaded the boy who got that invitation to accept it.

"We told him to go for it", as one said. "We promised to write him every week", said another. "Actually", said a third, "we all plan to stay in touch for life".

With career plans that included law, accounting, teaching, computer sciences-futures they wouldn't have thought possible before - there was no telling what continuing surprises they might share at reunions of this team that had become its own support group and family.

What were they doing, I asked, before Bill Hall and chess playing came into their lives? There was a very long silence.

"Hanging out in the street and feeling like shit", said one boy, who now wants to become a lawyer.

"Taking lunch money from younger kids and a few drugs now and then", admitted another.

"Just lying on my bed, reading comics, and getting yelled at by my father for being lazy", said a third.

Was there anything in their schoolbooks that made a difference?

"Not until Mr. Hall thought we were smart", explained one to the nods of the others, "and then we were".

C o m p r e h e n s i o n A c t i v i t i e s

CA-1. Answer the following questions:

1. How is Spanish Harlem described in the scene-setting paragraph?
2. What problems did the conditions of life and work in Spanish Harlem present both for the teacher and for the students? How does the choice of words contribute to the readers' understanding of those problems?
3. What goal did Bill Hall have in mind when he thought of starting a chess club?
4. What difficulties did he face at the very beginning and later on?

5. How long did it take for Bill Hall's dream to materialise? Which words and sentences in the text show that the process was anything but quick and easy?
6. The name of the chess club - The Royal Knights - certainly calls attention to itself, and is of great importance. Why?
7. What was the most significant and valuable result of the activities of The Royal Knights?
8. Give Bill Hall's detailed character sketch. Which traits of his character do you appreciate most of all? Why?
9. What role did Bill Hall play in his students' lives?
10. What idea is lodged in the text?
11. What feeling is the reader left with after reading the text?

CA-2. Explain the following and comment on the stylistic devices (if any).

1. Within walking distance of my Manhattan apartment, but also light-years away, there is a part of New York called Spanish Harlem.
2. In many ways it is a Third World country.
3. They are "less than" people who live only a few blocks away.
4. ... a junior high ... rises from a barren patch of concrete playgrounds and metal fences.
5. Because he paid for their subway fares and pizza dinners, no small thing on his teacher's salary, the boys knew he cared.
6. Bill asked each boy to captain one event.
7. What had been twelve disparate, isolated, often passive, shutdown kids had now become a team with their own chosen name.
8. In real life, these ghetto kids would never "get past New Jersey", as one teacher put it.
9. Even Bill was floored by the idea that two of his kids came up with: If this girl could come all the way from Russia, why couldn't The Royal Knights go there?
10. Once they were in Moscow, however, their confidence began to falter badly.
11. After that, the Knights won about half their matches, and even discovered a homegrown advantage in the special event of speed chess.
12. When the boy did well a second time, the teacher seemed less pleased than annoyed to have been proven wrong.
13. Now that their junior high graduation was just weeks away, bids from various high schools with programs for "gifted" kids were flooding in.

Eric Butterworth

Love - the One Creative Force

A college professor had his sociology class go into the Baltimore slums to get case histories of 200 young boys. They were asked to write an evaluation of each boy's future. In every case the students wrote, "He hasn't got a chance." Twenty-five years later another sociology professor came across the earlier

study. He had his students follow up on the project to see what had happened to these boys. With the exception of 20 boys who had moved away or died, the students learned that 176 of the remaining 180 had achieved more than ordinary success as lawyers, doctors and businessmen.

The professor was astounded and decided to pursue the matter further. Fortunately, all the men were in the area and he was able to ask each one, "How do you account for your success?" In each case the reply came with feeling, "There was a teacher".

The teacher was still alive, so he sought her out and asked the old but still alert lady what magic formula she had used to pull these boys out of the slums into successful achievement.

The teacher's eyes sparkled and her lips broke into a gentle smile. "It's really very simple," she said. "I loved those boys".

Answer this question:

How did love for the children help the teacher to play such a great role in their lives?

Follow up Activities

FA-1. Grade the following qualities of a teacher according to their importance: enthusiasm, optimism, competence, honesty, love for children, dedication to the chosen profession, intelligence, tact, sense of humour, creativity, kindness.

Are all of them equally important? Dwell on the subject.

FA-2. Give reasons for your choice.

John W. Schlatter

I am a Teacher

I am a Teacher.

I was born the first moment that a question leaped from the mouth of a child.

I have been many people in many places. I am Socrates exciting the youth of Athens to discover new ideas through the use of questions. I am Anne Sullivan tapping out the secrets of the universe into the outstretched hand of Helen Keller. I am Aesop and Christian Andersen revealing truth through countless stories. I am Marva Collins fighting for every child's right to an education. I am Mary McCleod Bethune building a great college for my people, using orange crates for desks. And I am Bel Kaufman struggling to go *Up The Down Staircase*.

The names of those who have practiced my profession ring like a hall of fame for humanity... Booker T. Washington, Buddha, Confucius, Ralph Waldo Emerson, Moses and Jesus. I am also those whose names and faces have long been forgotten but whose lessons and character will always be remembered in the accomplishments of their students. I have wept for joy at the weddings of former students, laughed with glee at the birth of their children and stood with head bowed in grief and confusion by graves dug too soon for bodies far too young.

Throughout the course of a day I have been called upon to be an actor, friend, nurse and doctor, coach, finder of lost articles, money lender, taxi driver, psychologist, substitute parent, salesman, politician and a keeper of the faith.

Despite the maps, charts, formulas, verbs, stories and books, I have really had nothing to teach, for my students really have only themselves to learn, and I know it takes the whole world to tell you who you are.

I am a paradox. I speak loudest when I listen the most. My greatest gifts are in what I am willing to appreciatively receive from my students.

Material wealth is not one of my goals, but I am a full-time treasure seeker in my quest for new opportunities for my students to use their talents and in my constant search for those talents that sometimes lie buried in self-defeat.

I am the most fortunate of all who labor.

A doctor is allowed to usher life into the world in one magic moment. I am allowed to see that life is reborn each day with new questions, ideas and friendships.

An architect knows that if he builds with care, his structure may stand for centuries. A teacher knows that if he builds with love and truth, what he builds will last forever.

I am a warrior, daily doing battle against peer pressure, negativity, fear, conformity, prejudice, ignorance and apathy. But I have great allies: Intelligence, Curiosity, Parental Support, Individuality, Creativity, Faith, Love and Laughter all rush to my banner with indomitable support.

And who do I have to thank for this wonderful life I am so fortunate to experience, but you the public, the parents.

For you have done me the great honor to entrust to me your greatest contribution to eternity, your children.

And so I have a past that is rich in memories. I have a present that is challenging, adventurous and fun because I am allowed to spend my days with the future.

I am a teacher... and I thank God for it every day.

Explanatory Notes

Socrates (469 ? - 399 B.C.) - Athenian philosopher.

Anne (Annie) Sullivan (1866 - 1936) - U.S. teacher of Helen Keller.

Helen Keller (1880 - 1968) - U.S. lecturer, author, and educator, blind and deaf from infancy; educated by Anne (Annie) Sullivan.

Aesop (c.620 - c. 560 B.C.) - Greek writer of fables.

Hans Christian Andersen (1805 - 1875) - Danish novelist and writer of fairy stories.

Marva Collins - contemporary U.S. educator (for details see Supplementary Material)

Mary Mc Leod [mq'kloud] (1875 - 1955) - U.S. educator and civil rights leader

Bel Kaufman (born in 1911) - granddaughter of Sholom Aleichem, contemporary U.S. short story and script writer, novelist and teacher, author of the school-inspired best-seller "Up the Down Staircase" (first published in the U.S.A. in 1964, in Great Britain in 1965, and translated into 16 languages). The main character of the book, Miss Sylvia Barrett had teenagers of every kind. She coped with them all - noisy, violent, precocious, lovesick, clever, rebellious, likeable! In the process she became America's favourite school-teacher.

Booker T. Washington (1856 - 1915) - U.S. reformer, educator, author, and lecturer.

Confucius (551 ? B.C. - 478 ? B.C.) - Chinese philosopher and teacher.

Ralph Waldo Emerson (1803 - 1882) - U.S. essayist and poet.

C o m p r e h e n s i o n A c t i v i t i e s

Answer the following questions:

1. Why is the word "teacher" in the first line of the text capitalised?
2. When and why was the first teacher born, according to the author?
3. Why can we say that Socrates, Aesop, Confucius, and many others listed by the author have gone down in history as great teachers and educators of mankind? Which of them would you like to speak about in detail, highlighting their role in education and in enlightenment?
4. Beyond doubt, the list of great teachers and educators given in the text is not complete. Would you add a few other names to the list? Explain your choice.
5. Why does a teacher have to assume different roles in the course of his work? In what capacity did you have to act when you were on your teaching practice?
6. Why does the author think that a teacher is "a full-time treasure seeker"? What is the treasure he is in constant search for?
7. If you share the author's opinion that a teacher is "the most fortunate of all who labor", enlarge on the subject.
8. What makes a teacher different from people of other professions? What is so specific about being a teacher?
9. What obstacles does a teacher have to struggle against daily? Give a detailed explanation of how you understand each of these obstacles on the way to learning. Which of them do you find the most difficult to overcome?
10. In what way do Intelligence, Curiosity, Parental Support, Individuality, Creativity, Faith, Love and Laughter help a teacher in his work? Which of them were your most helpful allies during your teaching practice?
11. Why should a teacher be grateful to his students' parents?
12. Would you agree that a teacher's life is really wonderful? Explain your answer.
13. What is the message of the text?

W O R D S T U D Y

Write out words of positive and negative connotation that bear reference to the work of a teacher and use them in sentences of your own.

Follow up Activities

FA-1. What traits of character are indispensable for a teacher?

FA-2. They say there are three categories of teachers: a teacher who is forgiven, a teacher who is forgotten, and a teacher who is remembered. Using your experience as a schoolchild, categorise your teachers and give reasons for your choice.

FA-3. Draw a character sketch of a teacher who is remembered.

WHAT IS TEXT INTERPRETATION?

Any piece of prose is an autonomous and self-sufficient entity. It is a fiction which has its own unique meaning, its own grammar, its own syntax. Stretches of a text may vary indefinitely. In engaging in text interpretation we set one common task to all kinds of texts which can be reduced to a set of necessary steps thus helping the reader to get an insight into the plot, the composition, the ideas and themes, the problems, the facts of life, to delineate the characters.

Analysis falls into several sections, each offering the explanation of the-who, the-why, the-where and the-when. The reader gets the general meaning of the text by putting the particular ideas together and the relationships between the characters and also taking into consideration careful paragraphing and the links by which the paragraph is bound to adjacent paragraphs. One of the ideas is the nucleus, the theme, which justifies the paragraph, gives it identity. And there are also by-themes in the paragraph, units of development, which explain the topic.

The text derives its characteristics from the kind of attention the reader brings to its language, and this kind of attention is provoked, stimulated by a peculiar lay-out of the language. We read the text with as much intensity as we can master. And we are alerted to this activity by the use of stylistic devices. The use of stylistic devices makes the text semantically productive. The reader gives a special status to the linguistic means the use of which is dictated by nothing other but considerations of maximum expressivity. He also takes into consideration the meaning of key words.

English has a wide vocabulary and it is a very flexible language. Words are many and various. They are subtle and delicate in their different shades of meaning. By selecting and choosing words with respect to meaning, shades of thought, feelings, attitude the author defines his thoughts and feelings. His aim is to provoke the reader into considering more closely the

way words are used in the text and bring to them the kind of scrutiny which endows these words with peculiar intensity and suggestivity.

In engaging in text interpretation we use evidence within the text and create a possible context which acts as a purely mental extension of the original text and is full of the theme's reverberations. We reconstruct the omitted. Thus the suppressed expressiveness of prose is revealed and the reader supplies himself with possible ways of reading the text. It is in this way that we bridge the gap between what text actually says and what it might say. This activity sharpens our awareness of the hidden pressures in language, helps the reader to penetrate beyond the plot, go beyond the sentence, reveal the hidden implications.

We must also bear in mind that when reading the text we get the sense of the author's style. A writer's style is closely related to his personality and his way of looking at life. In trying to state facts of life, shaping his ideas in words, every writer is expressing himself in a certain style though it may not have any very marked features. As a man thinks and feels, so will he write. It is almost impossible to separate what is said from the way it is said since the style is something ingrained in writing.

TEXT INTERPRETATION

C.P. Snow

THE MASTERS

(*extracts*)

Introductory Notes

C.P. Snow is a distinguished writer and a professional scientist. He was born in 1905 in Leicester. He started his career as a physicist by winning a research scholarship to Cambridge. He became a Fellow of his college in 1930. He continued his academic life in Cambridge until the beginning of the war. During the war he became a Civil Servant and because of his human and scientific knowledge was engaged in selecting scientific personnel for the Ministry of Labour. He has had further experience of these problems since the war, both in industry and as a Civil Service Commissioner. From 1964 to 1966 C.P. Snow was a Parliamentary Secretary to the Ministry of Technology. He began writing in Cambridge. There began the novels of his "Strangers and Brothers" series. The first volume "George Passant" was published in 1940; "Last Things" completed the sequence.

In this book "The Masters", C.P. Snow depicts the academic life and satirises academic types. He portrays a world where there is rivalry for the top position of Master and shows an insight into the motives of people's behaviour. He reveals private conflict between individuals, conflict between ambition and conscience.

The action is set in a Cambridge college where the old master is dying. His colleagues know that shortly they will elect a successor. People's fates became entangled in a complicated way. Everyone wants his share in running the place after the Master's death. Men have their little vanities and mercenary motives which determined their actions and moods. Paul Jago, warm and sympathetic, and Crawford, a shrewd and cautious man, with half Jago's human gifts. Jago is not so distinguished as Crawford. And that is a valid point. The sides have sorted themselves out and coalitions are formed. Each party has settled the question of the next Master in private and now they confront the task of taking the opinion of the college.

Read the text below and get a rough idea of it in order to have a better understanding of what is coming next - in the extracts "Deeper Than Shame" and "The Election".

At the end of August the Master sent for me (...).

I looked into the emaciated, wasted, peaceful face. "It is surprisingly easy to face that kind of fact," he said. "It seems quite natural, I assure you. So you can tell me the truth. How much has been done about choosing my successor? I have only heard that Jago might be in the running - which, between ourselves, I could have guessed for myself. Will he get it?"

"Either he or Crawford."

"Crawford. Scientists are too bumptious."

I described the present position of the parties (...)

"I hope you get Jago in," he said. "He'll never become wise of course. He'll always be a bit of an ass. Forget that and get him in."

Then he asked:

"I expect there's a good deal of feeling?"

"Yes, I said."

DEEPER THAN SHAME

(extract 1)

Jago sat down by my fire. The flames, flaring and falling, illumined his face, left it in shadows, at times smoothed out the lines of pain. He gazed into the fire, taking no notice of me. I smoked a cigarette, and then another. At last I went quietly, as though he were asleep, to see what I could give him to eat.

There was not much in my gyroom. Bidwell had seen to that. But there was a loaf of bread, cheese, and butter, and, very surprisingly a little jar of caviare (a present from a pupil), which Bidwell happened not to like. I put

them on the little table between us, in front of the fire. I went out again to fetch some whisky and glasses. When I returned, Jago had already begun to eat.

He ate with extreme hunger, with the same concentration that a man shows when he had been starved for days. He did not talk, except to thank me when I filled his glass or passed a knife. He finished half a loaf and a great wedge of cheese. At the end he gave a smile, a youthful and innocent smile.

"I was glad of that," he said.

He smiled again.

"Until tonight," he said, "I intended to give a celebration for my friends. Of course it would have been necessary to keep it secret from the rest. They mustn't - it would have been fatal to let them feel there were still two parties in the college. But we should have had a celebration to ourselves."

He spoke very simply and freshly, as though he had put the suffering on one side and was able to rest. I was certain that he was still hoping. In his heart, this celebration was still going to take place. I knew well enough how slow the heart is to catch up with the brute facts. One looks forward to a joy: it is snatched away at the last minute: and, hours later, there are darts of illusory delight when one still feels that it is to come. Such moments cheat one and pass sickeningly away. So, a little later, the innocence ebbed from Jago's face.

"There will be no celebration for my friends," he said. "I shall not even know how to meet them. I don't know who they are."

It was worse for him than for a humbler man, I thought. A humbler man could have cursed and moaned among his friends and thrown himself without thinking upon their love. Jago could not lower himself, could not give himself away, could not take pity and affection such as soften fate for more pedestrian men. It was the fault of his pride, of course and yet, one can be held back by one's nature and at the same time long passionately for what one cannot take. Jago could bring sympathy to young Luke or me or Joan Rouse or twenty others; but he could not accept it himself. With him, intimacy could only flow one way. When he revealed himself, it was in the theatre of this world, not by the fireside to a friend and equal. He was so made that he could not bear the equality of the heart. People blamed him for it; I wondered if they thought it enviable to be born with such pride?

"Do you think for a moment," I said, "that it will make a difference to any of us?"

"Thank you for saying that," said Jago, but none of us was close enough. We were allies, young men to be helped, proteges whom it was a pleasure to struggle for: we could not come closer. That was true of us all. Brown had a strong, protective affection for Jago - but I had just seen how Jago could not receive it. To him, Brown was another ally, the most useful and dependable of all. He was never easy with Brown. So far as he found ease with men at all, it was with his protégés.

"Do you think," I persisted, "we value men according to their office? Do you think it matters a damn to Roy Calvert or me whether you're called Master or not?"

"I wanted to hear it," said Jago nakedly. His imagination turned a knife in his bowels. He could not keep it from running after all the humiliations to come. They passed before his eyes with the sharpness of a film. He could not shut away the shames of his disgrace. He had to imagine Crawford in his place.

His place; he had counted on it with such defenceless hope. He had heard himself being called Master: now he would hear us all call Crawford so. Among the wounds, that rankled and returned. He saw - as clearly as though it were before his eyes - Crawford presiding in hall, taking the chair at a college meeting. He could not stand it. He could not go to dinner, with that reproach before him in the flesh. He thought of meeting his acquaintances in the streets. The news would rush round Cambridge on a week: people would say to him, with kindness, with a cruel twinkle "I was surprised. I'd always hoped you'd be elected yourself." Others would see the announcement in The Times. Had he kept his hope strictly to himself? He had dropped words here and there. The stories would go round; and they would gain colour as time passed, they would not be accurate, but they would keep the frailty and the bite of human life. Crawford's election - that was the time when Jago thought he had it in his pocket, he had actually ordered the furniture for the Lodge - Chrystal changed his mind on the way to the chapel, and said it was the wisest decision he ever made in his life.

They were the ways in which Jago would be remembered. Perhaps the only ways, for there would be nothing that did with the flesh; he would never get a high place now, there was no memorial in words, there was no child.

The evening went on, as Jago sat by my fire: the chimes clanged out, quarter, hour by hour: the shames bit into him. They pierced him like the shames of youth, before one's skin had never thickened, and he was at their mercy.

Shames are more acute than sorrows, I thought as I sat by him, unable even to soften that intolerable night. The wounds of self-consciousness touch one's nerves more poignantly than the deepest agonies that cut at the roots of one's nature. It is there that one suffers, when vanity and self-consciousness have gone. And Jago suffered there.

It was not only that he winced at the thought of seeing his acquaintances in the streets. That wound would mend in time. He had also lost something in himself, and I did not see how he could get it back. He was a man diffident among his fellows in the ordinary rub-and-wear of life: it was hard for him to be a man among ordinary men; he was profoundly diffident about his power among men. That diffidence came no one knew from where, had governed so many of his actions, had prevented him from reaching the fame and glory which he believed was his by right. Somehow men had come to

respect him - he nearly believed it at the age of fifty. This Mastership was a sign for him. That explained, as I had already thought, the obsessive strength of his ambition. The Mastership meant that men esteemed him; they thought of him as one of themselves, as better than themselves. Listening to Brown and Chrystal when they asked him to stand, Jago had felt infused by confidence such as he had never known. It was one of the triumphant moments of his life.

He had become obsessed by the ambition: he had hated the path along which it had led him; the disappointments, the anxieties, the inhibitions, the humiliations - they corroded him because they brought back his diffidence again. But always he was buoyed up when he thought of his party and the place they would win for him. He did not like Chrystal; they were as different as men could be; but that antipathy made Chrystal's support more precious.

Learning Activities

LA-1. Skim the text.

- 1) What is the subject matter of the text?
- 2) Formulate the main idea of the extract.
- 3) What type of the text does it represent? What is the function of the alternation of the first-person narrative?

LA-2. Scan the text.

1. Read the scene-setting paragraph and speak about it. Do you find it long or short? What is the function of the alliteration of f's: "*The flames, flaring and falling...*"

Try to describe the scene, reading between the lines. Prove that Jago is immune to the outer world, that he has withdrawn into himself. Do you agree that he is paralysed by the inexorability of the doom which is to follow, cannot but follow the next day?

2. What brought Jago back to reality?

3. Read into the third paragraph. How do you account for the changing rhythm of the sentences? Do you feel the tension expressed in the paragraph? What means does the author employ to heighten the sense of tension?

4. How does the author describe the way Jago ate? Why did he look like a man who had been starved for days? Expand on the topic.

5. What is the author's aim in several clauses of unreal condition? What do we learn about the plans which Jago had cherished until that night?

6. Look at the following paragraph. Do you agree that conflicting emotions in Jago's heart followed one another: he was hoping against hope that things wouldn't be as bad as they seemed to be, and then he realised with a shock that the celebration was not to take place? What metaphors does the author employ to describe Jago's feelings?

7. Why does the author say that it was worse for Jago than for a humbler man, to find himself in a situation like that? How does the complexity of his nature manifest itself? Please explain the meaning of the word " *pedestrian* " in the given context.

8. What is the function of the homogeneous predicates: " *could not give himself away, could not take pity and affection...*?" Do you agree that they lend a peculiar cadence to the passage?

9. Please focus on the antithesis exposing Jago's contradictory nature: "*Jago could bring sympathy... but he could not accept it himself.*" What were the implications of this contradiction for Jago? Were his relations with the people easy and friendly?

10. Do you think pride is a very morbid streak in Jago's personality? Did the overwhelming sense of his own dignity complicate his life? Please comment on the sentence: "*When he revealed himself it was in the theatre of his world, not by the fireside to a friend and equal.*"

11. What words and sentences prove that Jago's wish to be Master was desperate and that he wanted Mastership more than anything else in the world? Please comment on the stylistic value of the words and phrases " *nakedly* ", " *turned a knife in his bowels* ", " *the sharpness of a film* ".

12. Look at the phrase " *his place* " which we find at the end of the fifth paragraph and at the beginning of the sixth. Do you agree that the anadiplosis used by the author makes transition from one paragraph to the other smooth? What implication is this phrase fraught with?

13. How does the author manage to show the complexity and intensity of Jago's feeling, the turmoil within him?

14. Please focus on the sentence " *Had he kept his hope strictly to himself?* " Whose words are they? What did Jago reproach himself for? Do you share his views concerning the spitefulness of human nature? What is the stylistic function of the word " *bite* " in " *the bite of human life* "?

15. Did the author really fathom the depth of Jago's defeat? What were the ways in which he would be remembered? Do you think that Jago's future was utterly hopeless? Can you prove it?

16. Please look at the sentence " *The evening went on, as Jago sat by my fire* ". As you remember, the text begins with the sentence " Jago sat down by my fire. " What stylistic device is used by the author and to what purpose?

17. Comment on the repeated use of the word " *shame* " and other words expressing extreme suffering (*intolerable, poignantly, the deepest agonies, wounds, sorrows, etc.*)

18. Do you think Jago will ever be able to get over his disgrace? Speak of the stylistic importance of the words " *bit* " and " *pierced* ". Do they contribute to the description of his agony?

19. Do you agree that Jago is not only ambitious and proud to the point of arrogance, but also diffident and vulnerable in the daily routine of life? Prove it by the evidence of the concluding part of the text.

20. What is Jago left with after he has to face a shocking quick descent from the sublime to nothingness?

THE ELECTION

(extract 2)

When I went into the chapel there was complete silence, though most of the college were already sitting there. A long table had been placed in the nave; it was covered with a thick rich crimson table-cloth I had never seen before; and there, with Gay at the head, Pilbrow on his right hand, Despard-Smith on his left, the others in order down its length, the fellows sat. The bell clanged outside: in each pause between the peals, there was complete silence. The chapel was solemn to some by faith; but others, who did not believe, who knew what the result of this morning must be, to whom it was just a form, were nevertheless gripped by the ritual magic.

The lights shone down on the red cloth. In the silence, one noticed more than ever the smell of the chapel-earthly, odorous from wood, wax, fusty books. Along with that smell, which never varied, came a new concomitant, a faint but persistent tincture of pomade. It must have been due, I thought, to old Gay's barber.

The bell still clanged. Ten o'clock had not yet struck. There were three empty places at the table. One was on my left, where Luke had not yet come. There was another between Despard-Smith and Brown, and a third between Winslow and Chrystal. Then Jago walked in, not looking at any of us. He stared at the table, took in the empty places. He saw where his must be. He took the chair between Winslow and Chrystal. No words were spoken, he made no indication of a greeting: but Brown, opposite to him, gave a slight kind smile.

Luke came to his place, and we were still quiet. The bell gave its last peal: the chimes of ten were quivering above the chapel: Crawford moved, swiftly but without heat or fuss, to the last seat.

"I apologise, if I'm late, Senior Fellow," he said equably. They were the first words spoken since I went in.

The last stroke of ten had sounded, and there was no whisper in the chapel. Gay sat upright, looking down the table; Pilbrow and Despard-Smith faced each other: Winslow and Crawford: Jago and Brown: Chrystal and Nightingale: Getliffe and me: Roy Calvert and Luke. In front of each of us, on the crimson cloth was a copy of the statutes, a slip of paper, and a pen. Down the middle of the table ran a series of four group of four. Gay climbed to his feet.

"Ah," he said. "I propose to carry out the duties conferred on me by our statutes." He began at once to read from his leather-covered copy.

"At ten o'clock in the morning if the appointed day the Fellows shall assemble in the chapel, and the Fellows then present that one who is first in order of precedence shall preside. He shall first read aloud - - " Gay looked up from the book. "This is the appointed day, there's no doubt about that. And I am the Fellow first in order of precedence. Now is the time to do my duty."

In his strong and sonorous voice he read on. The words echoed in the chapel; everyone sat still while the seconds ticked past; I kept my eyes from Jago's face. The quarter struck, and Gay was still reading.

At last he finished.

"Ah," he said, "that's well done. Now I call upon you to stand and make your declarations."

Gay vigorously recited: "I, Maurice Harvey Laurence Gay, do hereby declare that I have full knowledge of the statutes just read and will solemnly observe them. I do also hereby declare that without thought of gain or loss or worldly considerations whatsoever I will now choose as a Master that man who in my belief will best maintain and increase the well-being and glory of the college. I vow this in sincerity and truth."

In the ordinary elections, of a scholar or a fellow, it was the practice for each of us to repeat in turn the seven words of the promise. But now we heard Eustace Pilbrow go through the whole declaration, and Despard-Smith after him.

Despard-Smith's voice died away.

Winslow thrust out his underlip, and said:

"I vow this in sincerity and truth."

Despard-Smith immediately whispered in Gay's ear. Gay said:

"The senior fellows consider that everyone should read the whole declaration."

"Am I bound by the decision of the senior fellows?" said Winslow.

"We mustn't leave anything to doubt. No indeed," said Gay. "I have to ask you to comply. Then everyone else, right down the line. That's the proper way."

"I do it under protest, Senior Fellow," said Winslow sullenly, and read the declaration in a fast monotone.

When it came to Jago's turn, I felt the strain tighten among us as we stood. His voice was muffled but controlled. When he ended his promise he threw back his head. His shoulder was almost touching Chrystal's.

The declarations passed across the table, came to the young men. At last Luke had completed his: we all stayed on our feet.

"Is that everyone?" said Gay. "I want to be assured that everyone has made his declaration according to the statutes. That's well done again. Now we may sit down and write our votes."

For some minutes - perhaps it was not so long - there was only the sound of scratch of pens on paper. I noticed Chrystal, who was using his fountain-pen, push towards Jago the inkstand that stood for them both to use. Someone higher up the table was crossing out a word. I finished and looked at Francis Getliffe, directly opposite: he gave me a grim smile. Several people were still staring down at their slips. Gay was writing away.

He was the last to look up. "Ah. All ready? Pray read over your votes and deliver them to me. I shall then read them aloud, as prescribed in the statutes, I request the two next senior fellows to make a record of the votes as I announce them. Yes, that's the work for them to do."

Pilbrow and Despard-Smith sat with paper in front of them. Young Luke walked down the nave, arranging the voted in order, so that they could be read from the juniors upwards.

"Well done," said Gay, when Luke placed the little pile in his hand. "Well done".

He waited until Luke was once more in his seat.

"Now is the time to read the votes," Gay announced. Once more he clutched the table and got to his feet. He held the slips at arm's length, in order to focus his faded, long-sighted eyes. He recited, in the clearest and most robust of tones:

"Here they are."

"I, Walter Jon Luke, vote Dr. Paul Jago."

"I, Roy Clement Edward Calvert, elect Paul Jago."

My vote for Jago. There was no fixed form of voting, though Roy's was supposed to be the most correct. It struck me irrelevantly how one heard Christian names that one had scarcely known.

"I, Francis Ernest Getliffe, elect Redvers Thomas Arbuthnot Crawford."

"Ronald Edmund Nightingale votes for Dr. Crawford."

As Gay's voice rang out with Chrystal's vote, there was a quiver at the table. There may have been some, I thought, to whom it was a shock. Had the news reached everyone by ten o'clock?

"I, Arthur Brown, elect Paul Jago."

I waited anxiously for the next.

"I, Paul Jago, elect Thomas Crawford."

"Redvers Thomas Arbuthnot Crawford chooses Paul Jago."

"Mr. Winslow elects Dr. Crawford, and signs his name as Godfrey Harold Winslow."

"Albert Theophilus Despard-Smith elects Redvers Thomas Arbuthnot Crawford."

"I, Eustace Pilbrow, elect Redvers Thomas Arbuthnot Crawford."

Someone said: "That's a majority."

There was still Gay's own vote to come.

Gay read with doubled richness:

"I, Maurice Harvey Laurence Gay, Senior Fellow of the college and emeritus professor in the university, after having performed my duties as Senior Fellow in accordance with the statutes and heard the declarations of the fellows duly assembled in chapel, do hereby cast my vote for Paul Jago as Master of the college."

There was a movement, either of relaxation or surprise. I caught Roy Calvert's eye.

"There we are," said Gay, "There are the votes. Have you counted them?"

"Yes," said Despard-Smith.

"Mind you count them carefully," said Gay. "We mustn't make a mistake at the last."

"Seven votes for Dr. Crawford," said Despard-Smith bleakly, "Six for Dr. Jago. Seven votes makes a clear majority of the college, and Dr. Crawford is elected."

"Ah. Indeed. Remarkable. Dr. Crawford. I understand - You're certain of your records, my dear chap?"

"Certainly." Despard-Smith was frowning.

"I think I must scrutinise them. I ought to make sure." Still standing, the old man held the list of votes two feet from his eyes, checked each one beside the written slips.

"I agree with you," he said genially to Despard-Smith. "Well done. Seven votes for Dr. Crawford. I must declare him elected."

For the last time, a hush fell in the chapel. Gay stood alone, smiling, serene and handsome.

"Dr. Redvers Thomas Arbuthnot Crawford," he called. Crawford rose.

"Senior Fellow," he said. "I declare you elected this day Master of the college," said Gay.

He added, with a superb and natural air:

"And now I give the college into your charge."

"I thank you, Senior Fellow," said Crawford imperturbably. "I thank the college."

Without a word, Jago leaned across the table, shook Crawford's hand, and walked out of the chapel. Everyone watched him go. It was not until the outer door swung to that the chairs were pushed back and men surrounded Crawford. We all congratulated him. Nightingale smiled at him, admiringly. Chrystal said: "I'm very glad, Crawford." Brown shook him by the hand with polite, formal smile. Crawford was good-humoured and self-assured as ever while people talked to him. It was strange to hear him for the first time called Master.

Learning Activities

LA-1. Skim the text.

1. What is the central theme of the text?

2. The text is a combination of the author's narration and dialogue, isn't it? Can you identify the narrator with the author?
3. Comment on the title.

LA-2. Scan the text.

1. Collect the evidence suggesting that the chapter deals with a grave and serious matter. Does the author go into the minutest details and technicalities of the ceremony deliberately? Does he do it with accuracy and precision?

2. Does the author aim at fine writing? Is there any trace of affectation or mannerism about the style? Why doesn't the author employ the language of common life (a slangy and breezy style), or resort to the colloquial drawl of the city streets? Use the evidence of the text to prove that the language of the chapter is simple and straightforward and the author's rendering is unemotional and objective, clear and effective. Does the deliberate simplicity of style activate the reader's responses? Why? What suggestions can you make about the rhythm? Is it casual and broken or is it carefully controlled? Is it definite? Does it have weight?

3. What conjectures can you make about the way the author sees the subject and establishes the tone? The tone is subdued and sombre, isn't it? Why? What atmosphere is conveyed by the author?

4. Does the text make reference to time and duration? What can you say about the layout of the chapter? What is the basic narrative pattern?

5. We follow the meaning bit by bit as we go along. There is plenty of concrete detail in the chapter. Is this to assume that the author is writing of what he knows intimately? Is the personality of the author expressed?

6. Why does the language of the chapter call attention to itself? Observe the nature of the vocabulary. Speak about the specific qualities of the vocabulary.

7. How is the suppressed expressiveness of the text achieved? Do you think the predominant use of the verb to say at the end of the chapter extends the expressive capacity of the text? What's the final idea the reader is left with? Why?

Related Activities for Intensive Practice

- RA-1. Describe the situation as if you were Jago. What would you do if you were in his place?
- RA-2. Speak of Jago's feelings after his failure.
- RA-3. What is your attitude to Jago? Expand on the topic.
- RA-4. How did Eliot (the narrator) take Jago's tragedy? Use the evidence of the text to prove your point of view.

SPECIAL TYPES OF DISCUSSION

TAKING PART IN INTERVIEW

The interview, which is a first hand way of getting information to report to others, often provides interesting facts not available in any other form.

Almost everyone enjoys learning what other people, especially celebrities, think, say and do. Conducting an interview successfully calls for careful planning; it is a skill that will be useful to you both when you have occasion to interview and when you are the one who is being interviewed.

Many times in your schoolwork you will encounter situations in which you can profit by the experience or knowledge of someone else. To get such information, you should know how to arrange for and carry out an interview in a business like manner.

You also need to know how to conduct yourself while being interviewed. Too often a capable worker fails to get a good position because of a poor impression made during the interview (See the Student's Guide).

Here are some samples of interviews:

1) "International Toy Fair"; 2) "Novelist at Work".

LISTENING COMPREHENSION

I. INTERNATIONAL TOY FAIR

Peter Patts interviews Alex White, editor of "Toys International".

P r e - l i s t e n i n g A c t i v i t i e s

Before listening to the tape get to the following words:

one-upmanship (n) - the spirit of rivalry, of superiority

bonkers (adj) - raving mad, completely insane

to bob (v) - jump up and down

to duck (v) - to dive in boxing with a swift bend in the head

to throw punches - strike

A u r a l C o m p r e h e n s i o n A c t i v i t i e s

CA-1. Listen to the interview carefully and take notes of the interviewer's questions and the interviewee's answers:

Questions

Mr. White, many people think that selling toys is a very basic business. Is that so?

Answers

It isn't a very basic business. Children change, progress, stop playing with toys earlier now: a big emphasis on preschool toys...

CA-2. Sum up the information that Peter Patts got out of the interview with the following questions in mind:

- a) Why does Mr. White think that selling toys is not a very simple business?
- b) What kinds of preschool toys are in great demand now?
- c) For what reasons do parents buy toys for their children?
- d) Does the cost of the toy always justify its purpose?
- e) Should the parents be educated to buy the right toys?
- f) What is Mr. White's favourite toy?
- g) Was Mr. White serious or was he joking saying that Raving Bonkers was a marvellous and educational toy?

Related Activities for Intensive Practice

Pass your own comments on the problems discussed during the interview. Consider the following points:

- a) educational value of toys;
- b) the influence of toys on the development of the child's character;
- c) parents should be choosy selecting toys;
- d) future development of toy trade and toy manufacture

Writing Activities

Write a short report of the interview including your observations. Choose a title: "International Toy Fair", "Recent Development of Toy Trade", "Educational Value of Toys".

II. NOVELIST AT WORK

Casey Lord interviews Arthur Hailey, one of the most successful of the all living novelists.

Pre-listening Activities

PA-1. Before you listen to the interview find out some useful information about A. Hailey.

PA-2. Give your review of his novels if you have read any.

Aural Comprehension Activities

CA-1. Listen to the interview carefully as many times as needed for taking short notes.

Casey Lord

Questions

Can you tell me what would be your typical working day? How do you go about it?

Arthur Hailey

Answers

I go about my work... I take 3 years for a book.
The first year...

CA-2. Sum up the information that the reporter got out of the famous writer. Take into account the following points:

- a) his methods of working;
- b) the time each period takes for writing a book: the research, the planning, the actual writing, the feeling of satisfaction;
- c) writing for the rest of his life or has he any other ambitions;
- d) total involvement, shutting oneself off from a lot of other things or sitting around unoccupied?

W r i t i n g A c t i v i t i e s

Write a report laying stress on Arthur Hailey's most prominent traits of character (use the helps in Student's Guide - Character sketch, Report writing).

D i s c u s s i o n

Compare the above given interviews and discuss them with the aid of such questions as the following:

- 1) Which did each reporter feature: the information secured or the personality of the interviewee with the help of his questions?
- 2) Did they select the right questions? Were there any embarrassing or controversial?
- 3) Did they omit any questions that you would like to have had answered?

D r a m a t i s i n g A c t i v i t i e s

DA-1. Select one of the interviews and the parts you like best. Write your role cards and listen for implicit information: the attitude of the speaker to what they are saying. Concentrate on the use of the voice range, stress, tone-groups, rhythmicality, rate of speech, and tone of voice that convey various implications to the utterances.

DA-2. Dramatise the interview of your choice. Practise your facial expressions and gestures suitable to the situation.

HUMOUR

D r a m a t i s i n g A c t i v i t i e s

Do a stage-adaptation of the story "An Encounter with an Interviewer" by Mark Twain and perform it for the group. Select the best performance and stage it for the audience at large. Remember: The protagonist's frankness is only a mask concealing the writer's mockery of the ways of contemporary

American journalism. He scoffs at the interviewer speaking absurdities on purpose.

The interviewer is a dapper young fellow who is accustomed to think and speak in stock-phrases, and who is supposed to be lively and "*quick-witted*". Finding himself in a trying situation he feels rather uncomfortable but nevertheless proves to be rather persistent and polite to the end of the interview.

Mark Twain

AN ENCOUNTER WITH AN INTERVIEWER

The nervous, dapper "pert" young man took the chair I offered him, and said he was connected with the Daily Thunderstorm, and added:

"Hoping it's no harm, I've come to interview you."

"Come to what?"

"Interview you."

"Ah! I see. Yes - yes. Um! Yes - yes."

I was not feeling bright that morning. Indeed, my powers seemed a bit under a cloud. However, I went to the bookcase, and when I had been looking six or seven minutes I found I was obliged to refer to the young man. I said:

"How do you spell it?"

"Spell what?"

"Interview."

'Oh my goodness! What do you want to spell it for?"

"I don't want to spell it; I want to see what it means."

"Well, this is astonishing, I must say. I can tell you what it means, if you - if you - "

"Oh, all right! That will answer, and much obliged to you too."

"In, in ter, ter, inter - "

"Then you spell it with an I?"

"Why, certainly!"

"Oh, that is what took me so long."

"Why, my dear sir, what did you propose to spell it with?"

"Well, I - I - hardly know. I had the Unabridged, and I was ciphering around in the back end, hoping I might tree her among the pictures. But it's a very old edition."

"Why, my friend, they wouldn't have a picture of it in even the latest e - My dear sir, I beg your pardon, I mean no harm in the world, but you do not look as - as - intelligent as I had expected you would. No harm - I mean no harm at all."

"Oh, don't mention it! It has often been said, and by people who would not flatter, that I'm quite remarkable in that way. Yes - yes; they always speak of it with rapture."

"I can easily imagine it. But about this interview. You know it is the custom, now, to interview any man who has become notorious."

"Indeed, I had not had of it before. It must be very interesting. What do you do it with?"

"Ah, well - well - well this is disheartening. It ought to be done with a club in some cases; but customarily it consists in the interviewer asking questions and the interviewed answering them. It is all the rage now. Will you let me ask you certain questions calculated to bring out the salient points of your public and private history?"

"Oh, with pleasure - with pleasure. I have a very bad memory, but I hope you will not mind that. That is to say it is an irregular memory - singularly irregular. Sometimes it goes in a gallop, and then again it will be as much as a fortnight passing a given point. This is a great grief to me."

"Oh, it is no matter, so you will try to do the best you can."

"I will. I will put my whole mind on it."

"Thanks. Are you ready to begin?"

"Ready."

Q. How old are you?

A. Nineteen, in June.

Q. Indeed! I would have taken you to be thirty-five or six. Where were you born?

A. In Missouri.

Q. When did you begin to write?

A. In 1836.

Q. Why, how could that be, if you are only nineteen now?

A. I don't know. It does seem curious, somehow.

Q. It does, indeed. Whom do you consider the most remarkable man you ever met?

A. Aaron Burr.

Q. But you never could have met Aaron Burr, if you are only nineteen years -

A. Now, if you know about me more than I do, what do you ask me for?

Q. Well, it was only a suggestion; nothing more. How did you happen to meet Burr?

A. Well, I happened to be at his funeral one day, and he asked me to make less noise, and -

Q. But, good heavens! If you were at his funeral, he must have been dead; and if he was dead, how could he care whether you made a noise or not?

A. I don't know. He was always a particular kind of a man that way.

Q. Still, I don't understand it at all. You say he spoke to you, and that he was dead.

A. I didn't say he was dead.

Q. But wasn't he dead?

A. Well, some said he was, some said he wasn't.

Q. What did you think?

A. Oh, it was none of my business! It wasn't any of my funeral.

Q. Did you - However, we can never get this matter straight. Let me ask you about something else. What was the date of your birth?

A. Monday, October, 31, 1693.

Q. What! Impossible! That would make you a hundred and eighty years old. How do you account for that?

A. I don't account for it at all.

Q. But you said at first you were only nineteen, and now you make yourself out to be one hundred and eighty. It is an awful discrepancy.

A. Why, have you noticed that? (Shaking hands). Many a time it has seemed to me like a discrepancy, but somehow I couldn't make up my mind. How quick you notice a thing!

Q. Thank you for the compliment, as far as it goes. Had you, or have you any brothers or sisters?

A. Eh! I - I - I think so - yes - but I don't remember.

Q. Well, that is the most extraordinary statement I ever heard!

A. Why, what makes you think that?

Q. How could I think otherwise? Why, look here. Who is this a picture of on the wall? Isn't that a brother of yours?

A. Oh! Yes, yes! Now you remind me of it; that was a brother of mine. That's William - Bill we called him. Poor old Bill!

Q. What? Is he dead then?

A. Ah! Well, I suppose so. We never could tell. There was a great mystery about it.

Q. That is sad, very sad. He disappeared, then?

A. Well, yes, in a sort of general way. We buried him.

Q. Buried him! Buried him, without knowing whether he was dead or not!

A. Oh, no! Not that. He was dead enough.

Q. Well, I confess that I can't understand this. If you buried him, and you knew he was dead -

A. No! No. We only thought he was.

Q. Oh, I see! He came to life again?

A. I bet he didn't.

Q. Well, I never heard anything like this. Somebody was dead. Somebody was buried. Now, where was the mystery?

A. Ah! That's just it! That's it exactly. You see we were twins - defunct and I - and we got mixed in the bathtub when we were only two weeks old, and one of us was drowned. But we didn't know which. Some think it was Bill. Some think it was me.

Q. Well, that is remarkable. What do you think?

A. Goodness knows! I would give whole worlds to know. This solemn, this awful mystery has cast gloom over my whole life. But I will tell you a secret now, which I never have revealed to any creature before. One of us had a peculiar mark - a large mole on the back of his left hand; that was me. That child was the one that was drowned!

Q. Very well, then I don't see that there is any mystery about it, after all.

A. You don't? Well, I do. Anyway, I don't see how they could ever could have been such a blundering lot as to go and bury the wrong child. But sh! - don't mention it where the family can hear of it. Heaven knows they have heart-breaking troubles enough without adding this.

Q. Well, I believe I have got material enough for the present, and I'm very much obliged to you for the pains you have taken. But I was a good deal interested in that account of Aaron Burr's funeral. Would you mind telling me what particular circumstance it was that made you think Burr was such a remarkable man?

A. Oh! It was a mere trifle! Not one man in fifty would have noticed it at all. When the sermon was over, and the procession all ready to start for the cemetery and the body all arranged nice in the hearse, he said he wanted to take a last look at the scenery, and so he got up and rode with the driver. Then the young man reverently withdrew. He was very pleasant company, and I was sorry to see him go.

(Mark Twain, *Stories*, Kiev Dnipro Publishers, 1979, pp. 154-159)

Explanatory Note

Burr, Aaron - vice-president of the United States under Thomas Jefferson (1801-1805). There is a great deal of defiant irony in the fact that he calls Aaron Burr, incorrigible political adventurer, "*a most remarkable man*".

JOKES

What's Going to Happen to John?

John is a student who isn't interested in studying. He prefers to have good time. Naturally, when he takes his examination, he doesn't get good marks. Since he knows his father will be angry with him, he sends a telegram to his brother's house. In the telegram he asks his brother to prepare his father for the bad news. The next morning, he receives the following answer: "Father is prepared. You'd better prepare yourself."

Who Actually Learned Something?

When I was a boy of fourteen, my father was so ignorant I could hardly tolerate having the old man around. But when I got to be twenty-one, I was

astonished at how much he had learned in seven years and how young he had become.

Why Is the Boy Such a Good Dancer?

A famous dancer had a son to whom he had taught all that he knew about dancing. One evening the father presented his son at a recital. After the performance, a friend met the father and said to him: "Do you know your son is even better than you?"

"I'm sure of it," answers the father, a proud smile on his face. "I didn't have as good a teacher as he did."

How Did the Man Find Time to Read?

When I talked with him, I found that from boyhood he had developed the habit of carrying a little book in his pocket from which he read every minute he was not doing something else. He found a book especially useful and relaxing during periods of waiting which all of us experience daily: waiting for meals, buses, doctors, hair cuts, telephone calls, dates, performances to begin, or something to happen. There were his fifteen minutes a day, or more. There were his twenty books a year - one thousand in a lifetime.

Who Were the First Scholars?

For a long time, books were all written by hand. They were scarce and dear, and only the wealthy could afford to have them, and few could read them. Even great knights and nobles could not read, for they spent all their time in fighting and hunting, and had little time in which to learn. So it came about that the monks who lived a quiet and peaceful life became the learned men. Books were written and copied in the monasteries. There too they were kept, and the monasteries became not only schools, but the libraries of the country.

Why Is the Professor Going to Lose His Life?

One day the professor took a trip by boat. On the boat, he spoke to a young peasant and asked him what he had studied at school. Hearing that the young peasant didn't know history, geography or science, he said: "My poor friend, you've lost three quarters of your life." As he said this, he fell into the water. The peasant said to him: "Do you know how to swim?... No?... Well, then, my poor man, you have lost your entire life."

What Excuse Does Peter Give for Not Being First?

When Peter got a bad mark at school, his mother scolded him.

"Last year, I was proud of you," she said. "You were the best pupil in the class." The little boy was ashamed but then he thought a moment. He looked at his mother with a smile and said:

"But, Mother, other mothers also want to be proud of their children and that would be impossible if I were always first."

Why Did the Chemistry Professor Advise the Student to Spit Out the Formula?

A chemistry professor chalked a formula HNO_2 on the blackboard. Then he pointed a finger at a sleeping student and said: "Identify that formula."

"Just a moment," said the student. "I've got it right on the tip of my tongue, sir." "Then," said the professor softly, "you'd better spit it out, my boy. It is nitric acid."

How Were the Students Outwitted?

Two students had spent all their money and could not pay for their dinner. So they thought hard and at last one of them said: "I have found the way to satisfy the landlord." When the landlord came in, the student said:

"We are scholars, and by our studies we have discovered that things every hundred years return to the same state, therefore you will be a landlord here, and we shall come and pay you."

"I am a scholar myself," said the landlord, and I have found that a hundred years ago you came to me, dined and went out without paying. So I will not let you go until you pay me the bill of the last century."

The students, finding that they were beaten with their own weapon, had to send a messenger to the college to borrow the money to pay the bill.

Why Does the Blood Not Rush to His Feet?

Q: "If I stand on my head, the blood rushes to my head, why then, when I stand on my feet, does the blood not rush to my feet?"

A: "Because your feet aren't empty."

Why Must Milberry Go to the Lecture?

Two men talked for a time on the train.

"Are you going to Milberry's lecture today?" asked one of them.

"Yes," answered the other.

"Don't go - I heard that he is a very bad speaker."

"I must go," said the other. "I'm Milberry."



Comment on the picture. Use your imagination.

RENDERING

МОИ УНИВЕРСИТЕТЫ...

Сергей Островский

ВПЕЧАТЛЕНИЯ СТУДЕНТА

Молодой человек из Москвы находит студенческую жизнь в небольшом университете штата Массачусетс интенсивной и очень непривычной.

Мне до сих пор трудно привыкнуть к тому, что я поступил в американскую аспирантуру и получил полную стипендию на три года. Как это случилось? Кто мне помог? Как этого добиться? Зачем я туда приехал? Каждому при этих вопросах можно было бы посвятить отдельную статью. Но в этот раз они останутся практически без ответа. Ведь все равно читателю будет трудно поверить в то, что все начиналось с сорока писем, отправленных в сорок американских университетов с московского почтамта. Я прочел достаточно туманных рассказов о том, кто куда как поступал, чтобы убедиться, что полезнее всего читать американские справочники, где весь процесс поступления описан от начала до конца. Нужно только следовать этим инструкциям несмотря на то, что написаны они в основном для американцев. Кроме того, нужно очень хотеть учиться в Америке, владеть английским языком, иметь хорошие отметки и доброжелательные отзывы преподавателей. Звучит наивно? Что делать... У меня процесс поступления занял чуть меньше двух лет, начавшись с безумной мысли о том, что нужно попробовать и кончившись предъявлением студенческой визы "Джей-1" в аэропорту города Бостона. Я закончил с отличием театральный институт в Москве по редкой специальности-театроведение. Я знал людей, которые с этим дипломом работали в Институте Востока, дворниками, политическими деятелями, монтировщиками декораций, а также сотрудниками многочисленных организаций, связанных с волшебным миром литературы и искусства. Все это делает меня сомнительным претендентом на роль типичного русского студента, учащегося в

Америке. Впрочем, на такую роль не может претендовать никто из моих соотечественников, с кем я встречался в университете. У каждого, кто пробился сам, а не по налаженному обмену, своя история. Чужие ошибки в данном случае никого не учат. С практической точки зрения мне не помогли ни американские рассказы Горького, ни "Одноэтажная Америка" Ильфа и Петрова, ни аксеновский "В поисках грустного бэби", не говоря уже о менее классических отчетах о Новом Свете в кругу близких друзей. Итак, роль "типичного русского" мне не по плечу, но с ролью типичного аспиранта-иностранца в маленьком американском университете я справляюсь.

Учащееся население университетского городка четко делится на студентов и аспирантов. Студенты и аспиранты существуют в одном университетском пространстве, но друг с другом почти не смешиваются, почти так же, как первокурсники и старшекурсники отечественных вузов. Студенты в Америке учатся четыре года по программе, которая своим разнообразием напоминает русскую среднюю школу только на качественно более высоком уровне. Иностранцев среди аспирантов гораздо больше, чем студентов. В конце четвертого года выпускники получают степень бакалавра. Выбор "на кого учиться" они делают позднее, после окончания университета, если поступают в аспирантуру, которая может длиться от одного года до семи и более лет и в конце которой аспирантов ждет степень магистра гуманитарных или естественных наук или доктора философии, медицины, юриспруденции в зависимости от специальности.

После защиты диссертации Тафтский университет присудит мне степень доктора философии в области гуманитарных наук, а Флетчеровская школа международного права и дипломатии, где я занимаюсь параллельно, выдаст диплом магистра международных отношений. Выглядит солидно. Что делать со всеми дипломами, где и какую работу искать и как ее найти - неприятный вопрос светлого будущего.

Спустимся с неба на медфордскую землю. От тихого поселка Медфорд, где находится Тафтс, можно бесплатно добраться до веселого городка Кембридж и Гарвардского университета - десять минут на велосипеде или двадцать пять пешком; до Бостона минут сорок и полтора доллара за проезд; до Москвы часов двадцать пути и долларов семьсот туда и обратно. Стипендии на жизнь хватает, но в Москву не разъездишься.

Мои путешествия в течение учебной недели ограничиваются передвижением между аспирантским общежитием на вершине холма и факультетом у его подножия. Путешествие под гору занимает три минуты, обратно - шесть. Между этими двумя точками расположен весь студенческий городок маленького частного университета Тафтса, где

учится 4400 студентов и 1200 аспирантов, не считая медицинского и ветеринарного факультетов, которые находятся вне студенческого городка. Однажды я попал в Университет штата Огайо. Там одних студентов около 60 000. Между аудиториями и общежитиями ходит автобус. Сравнить эту громаду с Тафтсом невозможно. Все университеты - разные, и жизнь в них - разная. Так что мои наблюдения над собственной жизнью никак нельзя назвать обобщением.

Все начинается в воскресенье вечером. Студгородок пустой и тихий в выходные, снова заполняется народом. В библиотеке и компьютерном центре оживленно. Все домашние задания не сделанные за два дня, делаются в поздний воскресный вечер. Поэтому я не иду ни в библиотеку, ни в компьютерную. Сажу дома и пытаюсь читать. Нужно составить расписание на будущий семестр. Список лекций и семинаров напоминает газету. Там собраны все факультеты университета. В принципе я могу записаться на любой курс лекций. На самом деле я смотрю только на лекции театроведческого факультета и флетчеровской школы. Через час расписание составлено. Я решаю записаться на два театроведческих семинара и на два курса лекций по международному праву. В Москве мне пришлось бы учиться в двух разных институтах, чтобы осуществить такую необычную комбинацию. Я иногда завидую американским студентам, которые проводят четыре года в университете и за это время сознательно выбирают себе будущую специальность. Им не приходится делать этот выбор на кухне раз и навсегда в семнадцать лет.

Утро понедельника наступает всегда. На первом этаже, на кухне стоят разные сковородки. Кто-то не вымыл вчера. Могу предсказать реакцию моих соседей по общежитию: обаятельная Мариэлла из Пуэрто-Рико от этого в отчаянии, голландка Антин просто ничего не заметит, а аспирант-философ Джон из штата Пенсильвания вообще так рано не встает. Яблоко заменяет завтрак, и через пару минут я уже в университетской канцелярии и кладу в ящик свой список из четырех предметов. Сотрудница регистрационного отдела потом наберет на компьютере номер моего студенческого билета и откроет электронную папку с моим именем. Мне иногда кажется, что вся моя университетская жизнь заключена в этом компьютере, как жизнь Кошечки Бессмертного в яйце, только наоборот. Пока меня не нашли в компьютерной памяти, меня как бы не существует. Я равняюсь записи в компьютере. Как только на экране высветились мои данные, все в порядке. Выбранные мной предметы заложат в компьютер, потом распечатают на бумаге и пошлют мне по университетской почте. Преподаватель тоже получит список с именами всех студентов, записавшихся на курс. В конце семестра напротив каждого предмета появится отметка - от "А" до "С". Хотелось бы, конечно, "А", но и

"В" тоже неплохо. Впрочем это будет только в конце семестра. Предаваясь грустной мысли о компьютерном равнодушии и обычному настроению в понедельник: "всем на всех наплевать", я сталкиваюсь у входа с Яной из международного центра, он же деканат по работе с иностранными студентами. (Все административные службы, канцелярия, проректоры, президент университета и прочее начальство расположены в этом здании.)

Яна помнит меня и здоровается по имени. То, что она запомнила мое имя без всякого компьютера, приводит к противоположной мысли: "ах, как здесь заботятся о каждом человеке". Одно горе с этими обобщениями. Через международный центр прошел каждый из иностранных студентов Тафтса, собравшихся из девяноста стран мира. Там хранится информация о наших визах, паспортах и прочих важных делах. Когда я попал туда в первый раз, мне показалось по ассоциации, что функция деканата по работе с иностранцами включает многое, но только не заботу о человеке. Лед растаял на лекции адвоката, которого деканат пригласил выступить перед иностранными студентами. Лекция сводилась к тому, как найти работу и остаться в Америке, не нарушая уголовного кодекса и правил, но и не подчиняясь слепо распоряжениям американского правительства. Я не верил своим ушам. Мне казалось, что совершается должностное преступление. Разве деканат по работе с иностранцами и американское правительство не заодно? На мой вопрос Яна ответила просто: мы ведь существуем и работаем для вас, а не для американского правительства. В этот момент я понял, что два флага на центральной лужайке - американский и тафтский - не декоративная формальность. Конечно, Тафтс существует по американским законам. Законы законами, но в частном университете интересам студентов придается особое значение.

Об этом всем я размышлял, спускаясь по холму в библиотеку. Надо ли говорить, что в библиотеке тоже стоят компьютеры которые заменяют сотни ящиков с каталожными карточками. Если книги нет, то можно запросить по компьютеру все университетские библиотеки США и еще восемнадцати стран. Ответ придет через десять секунд. Книгу пришлют через несколько недель. Так же можно искать статьи по определенной теме или определенного автора. За несколько секунд компьютер "просматривает" сотни тысяч статей. Компьютерная лихорадка охватила меня на втором году обучения, когда я научился печатать по-английски "вслепую" и использовать разные методы компьютерного поиска. Среди практических навыков, полученных в Америке, эти я отношу к самым полезным. Достаточно присесть к компьютеру на минутку, и незаметно для себя провести около него час. Время сжимается в комок.

Если после этого не успеть забежать в столовую перед семинаром, то на голодный желудок материал будет плохо усваиваться. Первый год беспощадной экономии обычно сменяется вторым и третьим годом более спокойного существования. Обед в университетской столовой уже не кажется неоправданным расходом трех или пяти долларов. Первый месяц глаза разбегаются от разнообразия. Потом выясняется, что все разнообразие составлено из шести основных компонентов: пиццы, жареной картошки, гамбургеров, яиц, бутербродов и салата. Бесплатной добавкой к обеду служит ежедневная университетская газета "Тафтс дейли".

Если "Нью-Йорк таймс" - это окно в будущий мир, то "Тафтс дейли" - форточка в университетский мирок. В нем тоже бушуют маленькие страсти. Университетская полиция запретила вечеринку в общежитии. Один студент списал у другого - обоих выгнали из университета на несколько семестров. Во Флетчеровскую школу приезжал русский посол. Общество лесбиянок, бисексуалов и гомосексуалистов приглашают на лекцию и танцы. Афро-американский клуб сообщает о приезде в Гарвард профессора Анджелы Дейвис. Дискуссия о политической корректности.

Дискуссия о политической корректности, или сокращенно "пи-си", не прекращается никогда. Ни днем ни ночью. Своим тотальным (почти тоталитарным) подходом и обличающей непримиримостью она напоминает идеологические чистки, а также полоскание и промывание мозгов. На тему политической корректности написаны бесчисленные тома и диссертации, проведены мириады обсуждений, сделаны тысячи административных выводов, выговоров и выдворений. Добровольными активистами политической корректности становятся в основном студенты, но случаются и аспиранты и педагоги. Говорят что "пи-си" такое же радикальное университетское движение, как хиппи в шестидесятых, и что оно пройдет тоже бесследно. Но сегодня между "пи-си" и хиппи идеологическая пропасть.

Сильно упрощая, можно описать "пи-си" в двух словах: идеологический ревизионизм. Пересмотр сложившихся норм и ценностей происходит на расовой, половой, культурной и других почвах. По-русски типичное "политически грамотное" высказывание можно всегда начинать с риторического вопроса: "Кто сказал?!..."

Кто сказал, что Шекспир, Чехов и Хемингуэй - это хорошо?! Кто сказал, что мужчина - главный в семье?! Кто сказал, что гомосексуализм - это неправильно, а гетеросексуализм - правильно?! Кто сказал, что Рембрандт лучше наскальных рисунков азиатского клана А-а?! Кто сказал, что Моцарт гармоничнее звуков издаваемых африканским племенем Б-б во время ритуальных танцев?! Кто сказал, что экология - это не самое главное?! Кто сказал, что "белое" лучше

"черного"?! Кто сказал, что "человек" должен быть мужского рода?! Кто сказал, что Колумб открыл Америку?! Кто сказал "девушка"?! Риторические вопросы не требуют ответа, они его подразумевают. И все же активисты "пи-си" разьясняют при случае, что им известно "кто сказал". Это был мужчина и, что еще хуже, белокожий. Общество, как известно, было подчинено интересам белых мужчин. Они и сказали политически неграмотные вещи на своем политически несознательном языке, они и установили ложные ценности. А, скажем негритянские лесбиянки или белые феминистки были лишены многих прав и не могли воздействовать на общество. Поэтому нужен новый язык, новояз. Не "человек", а "персона", не "девушка", а "молодая женщина", не "инвалид", а "персона с инакоразвитыми способностями", не "негр" или "чернокожий", а "афро-американская персона". Поэтому тот, "кто сказал" иначе, есть политически несознательный ренегат, колониалист, расист, преследователь инакозанимающийся любовью, и ему не место в обществе и в университете.

Подобный радикализм в университете приводит к смешанным результатам. Например. Права угнетенных групп общества - женщин, этнических меньшинств, гомосексуалистов и лесбиянок и других - утверждающихся на всех уровнях, от университетских правил поведения до уголовного кодекса, и они получают возможность быть равноправными членами общества с равновеликой зарплатой. Окружающая среда становится чище. Но...

В отличие от студентов аспиранты, в силу своего возраста и возросшей сознательности, отдают большую часть сил и энергии изучению предмета.

На первом занятии по каждому из предметов, на которые я записался, профессор даст мне список литературы, расписанной по количеству занятий. Читать полагается не в конце семестра, а к каждой лекции. Я успеваю прочитать обычно от пятидесяти до девяноста процентов заданного к следующему занятию. Когда как. В начале семестра каждый профессор обычно исходит из того, что аспиранты знают очень мало по данному предмету. Не знать чего-то в начале - не стыдно. Если ты до приезда в Америку занимался этой темой, то нет большего подспорья в учебе. ЧЕМ ДАЛЬШЕ, ТЕМ БОЛЬШЕ Я УБЕЖДАЮСЬ В ТОМ, ЧТО ВЫСШЕЕ ОБРАЗОВАНИЕ, ПОЛУЧЕННОЕ В РОССИИ, БЫЛО ХОРОШЕГО КАЧЕСТВА. К концу семестра ты должен хорошо разбираться в предмете. За это аспиранты платят университету и, значит, своим профессорам, около семнадцати тысяч долларов за девять месяцев учебного года. Все экзамены - письменные. Иногда это курсовая, которую нужно сдать в конце семестра. Иногда - письменный экзамен в классе за три часа. Последний экзамен, который я сдал зимой, по международному праву, длился

восемь часов. Нужно было получить вопросы у профессора в девять утра и вернуть написанные ответы в пять вечера. Писать можно было где угодно и пользоваться любыми материалами. Это были самые стремительные восемь часов в моей жизни. Утром нырнул, вечером вынырнул. Потом несколько дней отдыхал.

Но в начале семестра эти восемь часов тянутся долго. Целый день. После семинара или лекции нужно опять идти в библиотеку. Где-то что-то все время происходит интересное, и Бостон вроде бы рядом, но сегодня опять не получается туда выбраться. Опять не успел что-то дочитать, а уже полночь. Сковородки на кухне вымыли. Венди из Гонконга смотрит в общей комнате телевизор. Кто-то звонил мне днем, на автоответчике мигает красная лампочка. Пришел счет за телефон и приглашение бесплатно посетить психолога-консультанта, если я испытываю моральные трудности. Моральных трудностей я в настоящий момент не испытываю, только материальные. Со злостью думаю, что лучше бы они зубы лечили бесплатно. Но этого в моей страховке не записано. Зато если я вдруг сойду с ума от зубной боли, тогда добрый бесплатный университетский психиатр к моим услугам. Еще я думаю о том, как много было друзей в Москве, как у всех хватало времени друг на друга. Здесь не то. Есть знакомые и несколько друзей. Но кроме самых близких, времени ни у кого ни на что нет. На классический вопрос, как дела? - ответ - нормально! - ты уже получаешь за своей спиной. Мимо, мимо. Другой ритм, другая культура, другая, и интересная, жизнь. Так проходит неделя.

Выходные дни, свободные вечера и каникулы - тема отдельного рассказа. Об этом, наверное, болтают студенты в воскресенье вечером, когда компьютерные лаборатории и библиотека заполняются народом, и когда поздно ночью на вершине холма очередной некто перекрашивает пушку в новый цвет и пишет на ней свежее объявление: "Марк + Нэнси = ...".

SUPPLEMENTARY LISTENING COMPREHENSION

TERTIARY EDUCATION IN GREAT BRITAIN

Introductory Steps

IS-1. Before listening to the text, recall what you read and learned about the system of education in England in your fourth year. Read through the questions below. They will help you to revise the topic.

- 1) Is education compulsory in England?
- 2) What is the minimum school-leaving age?

- 3) How is education financed by?
- 4) What do you know about secondary schools in England?
- 5) Is there a single national examination in England?
- 6) What is the GCSE examination?
- 7) What is the A-level examination?
- 8) Which of them is less demanding?
- 9) What kind of certificates do pupils get?

IS-2. Read about school education in England in "A Book of Britain" (1977, pp. 155-182).

C o m p r e h e n s i o n A c t i v i t i e s

CA-1. Listen to the text. While listening concentrate on the following points:

- 1) the situation which faces school-leavers if they wish to go on to further education;
- 2) the tragedy of British education;
- 3) the schemes to improve the employment prospects of people;
- 4) the possibility of going into full-time education.

CA-2. Listen to the text again and say if the following statements are true or false:

- 1) At the age of 16 schoolchildren take examinations in a range of subjects. Two is thought to be a usual number.
- 2) The Certificate of Secondary Education Examination is a lower level examination than the O-level.
- 3) The government of Great Britain is seriously improving the employment prospects of working class people.
- 4) Colleges of Further Education in England provide part-time and full-time courses of study.
- 5) The A-level examination is the gateway through which young people in England go into full-time Further Education.

CA-3. Using only information from the lecture, ask possible questions to which these phrases could be answers:

- a) at 16;
- b) 70% of the pupils do;
- c) 25 pounds a week;
- d) to college of future education;

- e) to the age of 18;
- f) four possibilities to choose from;
- g) the sixth form;
- h) a college student;
- i) between the ages of 16 and 19.

CA-4. First, read through the questions below. Then listen to Dr. Grace and note down answers to the questions.

- 1) How many pupils leave school at the age of 16?
- 2) Into which categories can schoolchildren be divided after they leave school?
- 3) What can you say about the training schemes provided by the government to improve the employment prospects of those who leave school?
- 4) What is the view of the opponents of this policy?
- 5) What is the idea of organising centres where school-leavers may learn various skills?
- 6) Why is the present Youth Training Scheme in England subject to great argument?
- 7) How many young people in England leave the full-time system of education? Why?
- 8) How many 16-year-olds in England stay on into education to the age of 18?
- 9) What possibilities have they to choose from?
- 10) What is the gateway through which young people go into full-time higher education?
- 11) What is a sixth form college?

CA-5. Answer the following questions:

- a) What is the great tragedy of British education?
- b) Would you say that the system of education in Great Britain is class-based? Why?

WORD STUDY

WS-1. Put in the correct prepositions or adverbs.

- 1) In England everybody law remains at school till 16.
- 2) After schoolchildren leave school they go directly.... employment if they are lucky or they go increasingly.... unemployment.
- 3) The present Youth Training Scheme is subject.... great argument in England.
- 4) A certain amount of school-leavers will divide their time working.... a particular job and going.... college.... future education.... part-time studies.
- 5) Sometimes young people in England stay the school in which they studied.... 16 to have a second chance to build.... their O-level.
- 6) 30% of young people stay education the age of 18.
- 7) Many school-leavers will go.... apprenticeships after school.

WS-2. " A 16-year old " is a convenient way of saying that the pupil is 16 years old. Then he is a 16-year old child. Write similar phrases to express the following ideas.

Example: A pole which is ten feet long - **a ten-foot-long pole.**

- 1) a house with four storeys;
- 2) a book that is bound in leather;
- 3) a boat with a glass bottom;
- 4) a story which has been written well;
- 5) a sandwich that someone had eaten half of;
- 6) a man whose voice sounds angry;
- 7) a store where customers serve themselves;
- 8) a woman who looks delicate;
- 9) a child who has been brought up well;
- 10) a wall which is six feet high;

Can you explain the following expressions?

- 11) a down-to-earth sort of person;
- 12) a cat-and-dog life;
- 13) a cut-and-dried decision;
- 14) a never-to-be-forgotten experience;
- 15) a couldn't-care-less attitude;
- 16) a forget-me-not;
- 17) a stick-in-the-mud;
- 18) a peaches-and-cream complexion.

WS-3. "They are paid &25 a week to attend various centres to learn some skills in the hope that this will improve their employability IN THE LONG TERM." Look at the expressions below, which have certain similarities in meaning, and the sentences that follow them. Put each expression into its correct sentence.

at last, finally, in the end, eventually, in case of, lately, in conclusion, consequently, naturally, in the event of.

- 1) Oh! You have arrived! I have been waiting for three hours.
- 2) If you work really hard, you are sure to pass the examination....
- 3) I haven't been feeling very well
- 4) And now, ladies and gentlemen,.... , may I thank you all for listening to me.
- 5) We called at Gibraltar, Malta, Cyprus, and Istanbul.
- 6) She got very wet and caught a cold.
- 7) Take an umbrella with you , it rains.
- 8) , I am very fond of my two brothers.

- 9) , fire, dial OI and ask for the Fire Brigade.
10) We shall have to pay the bill , so let's do it at once.

WS-4. Write the opposite of the words by adding these beginnings: im..., un..., dis..., in..., il....

*employed, patient, complete, similar, perfect, correct, sure,
comfortable, expensive, honest, legal, just, adequate.*

WS-5. Look up the following words in a dictionary to check their exact meaning: employment, employer, employee.

Related Activities

RA-1. Read through the text and do points A and B.

TRUTH OF TEENAGE TRAUMA

There are some 13 million young people in Britain and Northern Ireland. Many find themselves facing difficult problems during their adolescence. Some are common to all. But others "are product of individual circumstances and the prevailing social and economic conditions" says the National Youth Bureau in its collation of statistical evidence from a wide range of sources. Young People Under Pressure...

For many the family is not a refuge. And the decline in job, the income from benefits and government training schemes may be insufficient to "sustain... an acceptable lifestyle."

"In many towns and cities, therefore, there is a growing population of young people living hand-to-mouth in substandard accommodation, supplementing their income by unorthodox methods, with few prospects and little hope," writes report author Alison Skinner.

Many young people start life as a young adult with "considerable odds stacked against them."

Statistics in the report show that nearly one in five under-16s, some 2,250,000, are living below the poverty line with a future 2,290,000 living in the margins of poverty.

Leaving home is a natural part of growing up, but for many it can mean homelessness, night-stay shelters or a card-board box on London's Embankment.

A recent study in the capital showed that 51,000 16 to 19-year-olds are homeless. Three-quarters of those who took refuge at one night shelter said that they did not know where they were going next.

At least 10,000 under-17s run away from home each year. The Children's Society has estimated an even higher figure, saying that 40,000 run away to London.

One project has found that a majority of runaways are between 14 and 16. Some 35 per cent of the females and 8 per cent of the males had been sexually abused.

Reasons for running away include rows, violent and drunk parents and problems at school.

(Morning Star, October 27, 1988)

Think about the items in the text.

RA-2. The following quotes are taken from Janet Paraskeva's talk about the desperate problems facing young people. Janet Paraskeva is the youthful director of the Leicester-based National Youth Bureau. The bureau published the collected figures, which reveal the scale of desperate problems facing people in their adolescence in Great Britain in the late eighties. Read through the quotations and do points 1) and 2).

1) Sort out the major problems that young people face. Check with your partner.

2) Explain and expand on every group of problems.

"But training is still an area of keen interest to youth workers and no matter what people think about Youth Training Schemes we have the responsibility to make sure that young people at least know about it as an option."

"There is a danger the result could be violent, selfish and arrogant young adults if we're not careful."

"It's about getting a job or not getting a job. It's about having responsibility for a partner in life as well as financial independence."

"On top of this there is the need and the independence it represents."

"Violence as a form of society is a real worry - young people begin to see themselves as adults rather than kids."

"Education is a high-profile issue and we've got to be careful. But the bureau's role here does put it in a position to know what the problems are & what young people and youth workers are thinking."

"If you are surrounded by things that teach you about violence at a time when you are most likely to copy, you are going to copy violence."

"We want to boost the status of skills and trade qualifications as well as academic qualifications. If Youth Training Schemes can offer proper training and qualifications it will do some good."

"At the same time, young people are bombarded with media images of violence and relationships which are not based on mutual respect."

"It is also a time when young people need to be able to talk about their feelings and problems."

"We want to make the best of it (Youth Training Schemes) and make it the best it can be."

"Youth work is a political issue... It deals with young people testing out their enfranchisement."

"Adolescence is a time of copying and trying out. The more models we give them the more we can expect to reap the results."

"Youth issues are political... politics is our everyday life."

"It is a time when all their relationships with each other, changing friendship patterns..."

(Morning Star, October 27, 1988)

RA-3. Last five things that might be done to improve the life of teenagers in England. (Why do you think they haven't been done already? Do you think the English would accept these changes?)

ROLE PLAY

RP-1. Read the introduction and act as if you were Mrs. Owen.

A. Mrs. Owen's son lives in another place. He has problems with his employment. She is trying to help him. Unfortunately the line is not very good and she is not sure that her message is getting across. People here hear only one side of the conversation. Make a few notes on what Mrs. Owen says.

B. Now using words from the conversation write a telegram conveying the necessary information to Mrs. Owen's son. Use no more than 10-15 words.

C. Compare your telegram with your partners.

RP-2. It has been proposed that various centres should be built where school-leavers in England can learn skills in the hope that this will improve their employment prospects. A lot of argument has arisen over the scheme. In order to discuss the problem the local TV company has invited several people to their studio to take part in a live, televised discussion. The people who have been invited are: Mr. Smith, Master of one of the colleges in Cambridge; Mr. Allen, a Fellow of Clare College in Cambridge; Mr. Jones, Mayor of the town of Cambridge; Mrs. Owen, headmistress of one of the schools. Now put yourself in the position of one of the characters. Argue your point through and commit it to paper.

Here are some details to help you:

Mr. Smith: You approve of the existing state of things in the educational system of England. You believe that the government is seriously improving the employment prospects of the population by introducing part-time studies in colleges of further education.

Mr. Allen: You are a progressive educationalist. You must show how important it is to give equal opportunities to rich and poor people in the matter of education (so much of working-class talent is wasted in England nowadays). You are obviously very much against the scheme.

Mr. Jones: You agree with the present youth-training scheme on principle. Speak strongly about the changes that will be brought forth in the country if the government rejects the scheme.

Mrs. Owen: You object to the scheme. You think it is nothing more than an attempt to keep down unemployment figures, which are very high at the present moment. You are rather nervous about being on TV but you give your opinions strongly.

Studio audience: You are a member of the studio audience. You are free to speak and ask the guests and other audience members questions.

RP-3. Imagine that you have just left school. Decide which way to Further Education you'd choose. Now, move round the room, and try to find out who is going to do the same.

Writing Activities

WA-1. **Article-writing.** The fragment of the lecture you've heard is slightly over 750 words long. Imagine that you are the editor of a magazine, and you have to reduce the article about the educational system in England to not more than 150 words.

WA-2. **Composition.**

Write a composition on one of the two themes:

- 1) The Drama of English Education as You See It.
- 2) Further Education in Present-Day England.

LISTENING COMPREHENSION

MR. FORSHAW ABOUT TP

Comprehension Activities

CA-1. Listen to the tape and fill out the table below. Check the answers with your partner.

ITEM	INFORMATION
TP	
PGCE	
the school	
the children	
the demands on a student-teacher	
the preliminary period of TP	
aspects of teaching work	
problems	
the work of the tutor	
the results	

WORD STUDY

WS-1. Select all the words dealing with teaching at school.

WS-2. Find at least 6 combinations of words with the verb "to do" as the prop element.

WS-3. Note the difference:

a) in the spelling of the words "practice" (n.) and "practise"(v.);

b) in the meaning of the words "teacher" and "tutor".

WS-4. **A.** Identify the following with appropriate words and word-combinations from the text.

1) to visit lessons;

2) to be on test (probation);

- 3) to agree;
- 4) vital;
- 5) severe;
- 6) a side of TP;
- 7) to be in a state of tension.

B. Compare the results with your partner. How many of his (her) answers would accept as accurate and apt?

C. What are the other uses of the words "to agree", "vital", "severe", "side", "state" ?

WS-5. Write out all the words that occur in collocations with the following: "discipline", "teacher", "school" .

WS-6. Put suitable prepositions or adverbs in the spaces.

- 1) I had to travel.... thirty or forty miles to the school where I was TP.
- 2) The school staff comprised a hundred teachers which.... English standards is pretty big.
- 3) His teaching practice proved that he was capable.... becoming a professional teacher.
- 4) Are you sure your ability to carry this job?
- 5) The tutor was sitting.... the back observing a student-teacher's lesson.
- 6) When the preliminary period was...., the student teacher could get some serious teaching work.
- 7) When I was TP, I had children the first year.
- 8) This girl is a beginner French.
- 9) Every inexperienced teacher feels he is some pressure.
- 10) Bring me this paper tomorrow fail.
- 11) I often asked my tutor to join...., and he complied willingly.
- 12) He gave me a very good report my teaching practice.
- 13) Have they already sent your report to the University?

Further Intensive Practice

How many of the characteristics given below would you associate with Mr. Forshaw? Check with your partner. How many of his (her) answers would you accept as accurate and apt? Explain your choices and discuss any difference of opinion you have.

able	genial	persevering	touchy
absurd	hard	reliable	trusting
agreeable	humble	reserved	vain
ambitious	impetuous	resourceful	well-mannered
amusing	impulsive	restless	
assiduous	inconsiderate	self-conscious	
buoyant	industrious	self-effacing	
caustic	infallible	self-possessed	

clumsy	intelligent	sensible
cold-blooded	irresponsible	sensitive
commonplace	irritable	sheepish
competent	jocular	sincere
composed	knowing	slapdash
conscientious	knowledgeable	sober-minded
consistent	matter-of-fact	sociable
cute	meek	spruce
discreet	meticulous	stern
down-looking	muddle-headed	submissive
dutiful	obliging	tactful
fanciful	odd	tactless
forbidding	ordinary	tedious
forgiving	pathetic	thick-skinned

(Consult Student's Guide Character Sketch)

WORD STUDY

WS-1. Express the opposite idea by using suitable antonyms instead of the underlined parts or by rephrasing the sentences.

- 1) There are an odd number of students today, so we can't do pairwork.
- 2) The car needs major repairs.
- 3) Inexperienced teachers are not always obeyed by the children.
- 4) I am beside myself with indignation when I think of her incompetence.
- 5) What are the advantages of your position?
- 6) The teacher looked depressed and complained that her workload was too heavy.

WS-2. Look at these two verbs which are frequently confused: " to rise " and " to raise ". Put each verb into its appropriate tense.

a. The Infinitive:

- 1) He had at that time no notion of trying to.... up in the world.
- 2) He had only to.... his voice in class for it to be drowned in a roar of laughter.
- 3) He watched the moon.... over the hills.
- 4) I made a slight movement to
- 5) Can we cattle in the North?

b. The Present Indefinite :

- 1) The heart transplant operation carried out in London.... an important issue.
- 2) We have standards to which we do not always....

c. The Past Indefinite:

1) She.... her head quickly. 2) He.... his eyebrows questioningly. 3) She.... her feet. 4) A heavy watch chain.... and fell with his difficult breathing.

d. The Present Participle:

1) He went up to her,... his hat politely. 2) By this time her temper was.... rapidly. 3) After a while,...himself a little, he shifted his position and read far into the third book. 4) Something in that voice was hair.... and very cold. 5) Ada looked at her neighbour with a sympathy.

e. The Past Participle:

1) It was a small courtroom with a.... platform at the far end. 2) The cost of raw material had.... quite alarmingly. 3) She looked down and swallowed the lump that had.... in her throat. 4) The night wind had.... 5) She had.... the window a couple of inches. 6) He and I were.... here in New York, just like two brothers, together. 7) The sun had not yet

WS-3. Rephrase these sentences using suitable words or word-combinations for the underlined parts and making other changes if necessary.

1) Problem children should be a matter of concern for teachers, parents, and social workers. 2) The children I taught were almost absolute beginners in English. 3) Can you do pair-work if there are an odd number of children? 4) A student-teacher normally does half a time-table, while an average teacher's load is much heavier. 5) How many lessons a week did you do on your TP ? 6) The preliminary period of teaching practice lasts two weeks. 7) A teacher should always keep an eye on the trouble-makers.

Related Activities

RA-1. Read the text.

R. Could

ADDRESS TO PARENTS

I believe that every parent in this country who understands the problem of teachers' salaries is on our side in the campaign for higher pay.

Unfortunately, however, many parents do not yet see the connection between the standard of education provided for their children and the salaries offered to teachers. They seem to think the same teacher will be there no matter what the salary.

But the truth is that in many areas a confidence trick is being played on parents. They send their children to school believing they are taught by a qualified teacher, when in fact the children are taught by an unqualified person and are getting an indifferent education.

If parents found out that when they sent a child to the doctor he was attended to by an unqualified person there would soon be an outcry. Of course, they can go to a doctor with confidence. But so far as our profession is concerned, local authorities are prepared to appoint untrained people. If parents were aware of all the implications, something would happen very quickly.

They should be aware that without a substantial increase in teachers' pay which will attract large numbers of able people to our profession, the nation cannot carry out planned reforms in education (...)

This is not a straight economic question. it involves the future well-being of children and of society itself.

It involves your children. That is why it should matter to you.

RA-2. Answer the following questions.

- 1) What is the pathos of the article?
- 2) Why did the author consider a substantial increase in teachers' salaries a problem of prime importance?
- 3) What is the situation like in present-day English schools?

RA-3. Look at the words and phrases below and fill out the table placing them in the suitable column. Check with your partner. Expand on either column.

POSITIVE CRITICISMS	NEGATIVE CRITICISMS

Large numbers of able people, an unqualified person, a qualified teacher, an indifferent education, untrained people, a substantial increase in teachers' salaries, to carry out planned reforms, to play a confidence trick, to a doctor with confidence, implications, higher pay, confidence.

RA-4. Read through the following extract from “The Blackboard Jungle” by E. Hunter.

What do you do with a kid who can't read, even though he's fifteen years old? Recommend him for special reading classes, sure. And what do you do when special reading classes are loaded to the roof, packed because there are kids who can't read the worst, dumping them on to a teacher who's already overloaded and who doesn't want to teach a remedial class to begin with?

What do you do with that poor ignorant jerk? Do you call on him in class, knowing damn well he hasn't read the assignment because he doesn't know how to read? Or do you ignore him? Or do you ask him to stop by after school, knowing he would prefer playing stickball to learning how to read, and knowing he considers himself liberated the moment the bell sounds at the end of the eighth period?

What do you do when you've explained something patiently and fully, explained it just the way you were taught to explain it in your education

courses, explained it in minute detail, and you look out at your class and see that stretching vacant wall of blank, blank faces, and you know nothing has penetrated, not a goddam thing has sunk in? What do you do then?

Give them all board erasers to clean.

What do you do when you call on a kid and ask, "What did that last passage mean?" and the kid stands there without any idea of what the passage meant, and you know he's not alone, you know every other kid in the class hasn't the faintest idea either? What the hell do you do? Do you go home and browse through the philosophy of education books? Do you scratch your ugly head and seek enlightenment from the educational psychology texts? Do you consult Dewey?

And whom the hell do you condemn, just who? Do you condemn the elementary schools for sending a kid on to high school without knowing how to read, without knowing how to write his own name on a piece of paper? Do you condemn the master minds who plot the educational systems of a nation, or a state, or cry?

Do you condemn the kids for not having been blessed with higher grades? Can you condemn the kids? Can you condemn anyone? Can you condemn the colleges that give you all you need to pass a Board of Education examination? Do you condemn the Board of Education for not making the exams stiffer, for not trying to attract better teachers, for not making sure their teachers are better equipped to teach?

Or do you condemn the meatheads all over the world who drift onto the teaching profession, drift into it because it offers a certain amount of pay-cheque-every-month-security, vacation-every-summer luxury, or a certain amount of power, or a certain easy road when the other more difficult roads are so full of ruts?

The article is a passionate outburst against the numerous evils in the system of education in Great Britain, isn't it?

The questions are posed. Can you answer them? What could you suggest so that the situation might be improved?

To what degree is the criticism expressed in the article relevant to our school system?

RENDERING

Render the following in English.

Т.Илларионова

Письмо из Австралии КРАСИВЫЙ МАЛЬЧИК

- У тебя кашель? Может быть, пропустишь школу? - осторожно спросила я.

- Ты что? - сын вскочил из кровати и начал демонстративно делать зарядку.

О, господи! Уже вторую неделю он безумно спешит в школу. С чего бы это? Ему скоро 12, он учится ежедневно, кроме субботы и воскресенья, с 9 до 15 часов. И рвется в школу, как...как... Я ищу сравнения. Как во двор к ребятам играть в футбол. Это единственное, с чем я могу сравнить его порыв. Но теперь он играет в регби.

В первый день ему сказали:

1. Как мы рады, что ты будешь учиться у нас! (Директор)
2. Какой ты красивый! (Учитель)
3. Он очень хорошо одет, вы правильно выбрали форму. (Директор родителям в присутствии ребенка)
4. Он не говорит по-английски? У нас 23 таких ребенка, и нет никаких проблем - научим. (Учитель - нам)

Во второй день сын нам сказал:

1. Меня называют "дарлинг" (дорогой) и Павлик. И всех ребят так называют. И на листочках с заданием подписывают ласковое имя, как дома.

2. Когда учительница делает замечание, она говорит: "Извини, но мне показалось, что ты очень шумишь". Но если нужно, можно во время урока подойти к товарищу. (Тут, мам, я вообще обалдел!) И взять у него нужную вещь. З это замечание не делают, только не нужно мешать.

3. Когда мы расшумелись, учительница сказала, что мы все зеленые картошки и маленькие лягушки.

4. У них две оценки: хорошо и ничего, если не все выполнил.

5. В туалете есть туалетная бумага! А все стенки разрисованы красивыми картинками.

6. Мы писали сочинение на тему "Ты веришь в НЛО? с рисунками. Самые интересные повесили в коридоре.

7. Все ребята говорят "спасибо" и "извини". Очень вежливые. Но когда надо подраться - дерутся.

8. Ребята спрашивали, как меня зовут, сколько мне лет, где я живу, ну еще что-то, я забыл. Нет, кто мой папа, не спрашивали. Им это не интересно.

Через пять дней я увидела:

1. Им ничего не задают на дом!

2. Классную работу они делают на листках, где отскерокопировано задание: окружить нужный ответ, вставить нужное слово, списать правильную цифру... Как в разделе шарад и головоломок.

3. Один день в неделю полностью спортивный.

4. За две недели учебы сын вместе с классом побывал на концерте в оперном театре, плавательном бассейне, и сегодня они идут в "Центр

обучения жизни" - все поездки не после школы, а во время учебного дня! Естественно, экскурсии за счет родителей. Что такое "Центр обучения жизни" - это отдельный и очень интересный рассказ. А пока я с нетерпением жду сына из школы, обычной государственной (бесплатной) австралийской школы. Он с порога захлеб начнет делиться впечатлениями...

(Литературная газета, декабрь 1989г.)

Related Activities

RA-1. Evaluate the way things are run in an Australian school. List a few things that made the boy go to school so willingly. Discuss them with your partner.

RA-2. Did you have a similar experience when you were a school child yourself?

RA-3. State what the situation is like in some of the schools in Russia at present by matching suitable words and phrases from both the columns given below. Check with your partner.

content and teaching methods	ill thought out
knowledge	difficult and boring
curriculum(a)	feeble
textbooks	absurd, stuffed full of totally
pass marks	unnecessary information

RA-4. As a class evaluate the present state of things in the Russian school.

RA-5. What is needed to overcome school conservatism? Use the technique indicated in RA-1.

creative thinking	to advocate
educational standards	to need
education	to take a new qualitative level
"cooperation pedagogics"	to achieve a new quality
experimental lines to increase	to devise

Writing Activities

Write an essay on one of the topics:

- | | |
|-----------------------------------|------------------------------|
| 1) It is never too late to learn. | 2) Like teacher, like pupil. |
| 3) It is never too late to mend. | 4) Practice makes perfect. |

5) To teach a subject is one of the best ways of learning it.

MR. FORSHAW ABOUT THE TEACHING OF LANGUAGES

Comprehension Activities

CA-1. Most British schoolchildren learn one or more foreign languages. You are going to hear Mr. Forshaw talk about learning languages in the British state school. As you listen, look at the list of languages below and define the order of popularity of modern languages as Mr. Forshaw sees it. How does the author explain the popularity of some languages?

English German Russian Italian Spanish French Latin Greek

CA-2. Listen to Mr. Forshaw again. He mentions some problems that arise with teaching and learning languages. As you listen, note down these problems.

1) *Problems with teaching languages.*

a); b); c).

2) *Problems with learning languages.*

a); b); c).

3) *List at least five words or phrases from the text denoting different levels of language study.*

WORD STUDY

WS-1. Express the opposite idea using suitable words and phrases from the text.

1) to make a starting point;

2) to be poor at languages;

3) to lag behind the group;

4) a central subject;

5) to join language classes;

6) self-criticism;

7) to display no interest in computers; 8) in this town there are no native speakers of English.

WS-2. Rewrite these sentences replacing the underlined words by suitable words of the same root.

1) Local education authorities must make provision for the teaching of languages. 2) There is an order of popularity of modern languages in schools. 3) Difficulties in using languages started to emerge in the 1970-s. 4) This way of teaching succeeded for me. 5) Many parents want their children to learn some technological subject. 6) Linguists and educationalists are confronted with many problems. 7) One of the reasons why there has been something of a crisis in language teaching in English schools is the self-satisfaction of English speakers. 8) Language should be taught by the

communicative approach. 9) The emphasis is put on other things now. 10) The children can get a big thrill out of actually saying something. 11) There can be constant exchange of ideas. 12) What new means of assessment can you use?

WS-3. Replace the following by synonymous words or phrases:

- 1) to be good at languages;
- 2) to be well ahead of others;
- 3) to put / lay the emphasis on something;
- 4) to cope with a problem;
- 5) to make a final point;
- 6) to be taken on computers;
- 7) to be of fairly average ability;
- 8) to put under pressure;
- 9) to be particularly gifted;
- 10) to be spoken naturally (about a language).

Related Activities

RA-1. Look at the words and word combinations below and choose those that are apt to describe the old grammatical approach which is being practised in schools nowadays.

adaptability (the ability to match one's speech to the person one is talking to), speed of reaction, sensitivity to tone, anticipation, bland opinions, obvious, self-evident, form, meaning, structural moulds, an analogy, a dictionary meaning, concrete use, inane questions, an unnecessary restraint on the language, out-of-class use of the language, captive, seated audience, directive language, diffidence, boredom, stereotyped responses, pre-planned arguments and conversations, personal involvement, a powerful motivation factor, to teach meaningfully, to take risks in the language, to try out new ways of combining words, to use language without restraint, to speak without fear of being wrong, to enjoy self-esteem, to take life as the starting point, to provide intensive oral practice in a relatively free and creative manner, to build confidence in using the language, to have a sense of belonging and security, to invest smth., of one's personality, to be subject to the constraints the classroom imposes, in a non-threatening way.

RA-2. Look into the following situations that often occur in the classroom:

a) if the teacher, facing the class, can control only one person at a time, then he actually is dealing with only one pupil. His activity is of direct interest to only two people in the class, though it may be of indirect interest to more;

b) the teacher can constantly switch attention from one pupil to another and keep the pupils alert by crossfire.

Answer the questions:

- 1) Who then is doing all the work?
- 2) What is he or she teaching?
- 3) Does the teacher gain a true sense of achievement by dispersing energy and splitting attention in all directions?
- 4) What are the teacher and the pupils trying to do together in the classroom?
- 5) Is it possible to keep 10-20 people active at the same time?
- 6) What possibilities are wasted?
- 7) Do you think it is wise to take life as the starting point in language itself?
- 8) How to enliven the teacher's work?
- 9) Do you think the problem of "how to keep the pupils' interest will gradually disappear once they have discovered that there is another world, much closer and more real than that of Mr. Brown with his waxwork wife and children?

RA-3. The people we meet are very different. They are busy, irritable, worried, flustered, tired, headachy; they speak too slowly or too fast, repeat themselves, or lose the thread. They are not necessarily interesting but they are alive and often state something other than the obvious and their opinions are often not bland.

- 1) Do you think that in order to talk to these people you must develop communicative competence?
- 2) Does task-oriented teaching or structure-oriented teaching answer the purpose of providing an opportunity to develop and test communicative competence?
- 3) Do you believe that language must be appropriate to the socio-cultural context in which it is spoken?
- 4) How far do you agree that role-play helps to build confidence in using the target language?
- 5) What makes learning languages enjoyable?
- 6) How far do you agree that authentic materials and communication games are potential for a great deal of communicative use?
- 7) Do you think text-books are to a great extent sterile and are meant for an ideal speaker-listener?

In doing exercises RA-2 and RA-3 make use of the list of words and word-combinations.

Words and Phrases

use of audio-visual materials
voice and diction

personal appearance
enthusiasm
resourcefulness and initiative
sense of humour (a natural sense of humour)
knowledge of subject matter
supplementary material
clarity of objectives
accomplishment of objectives
competency in presenting subject matter
lesson planning
purposeful activities
individual difference
classroom techniques and procedures
creative ability
alertness to new methods
efficiency in the use of new materials
to be pupil-centred
to be well-adjusted in the classroom
to stimulate eagerness to learn
to be available to pupils for help outside the classroom
to be courteous, helpful (in conferences with parents)

SUPPLEMENTARY PRESS READING

Marva N.Collins' Biography

Marva Collins grew up in Atmore, Alabama at a time when segregation was the rule. Black children were not permitted to use the public library, and her schools had few books. Nonetheless, her father, a successful businessman, helped develop her strong desire for learning, achievement and independence. After graduating from Clark College in Atlanta, Georgia, she taught school in Alabama for two years. She moved to Chicago and, later taught in Chicago's public school system for fourteen years.

Her experiences in that system, coupled with her dissatisfaction with the quality of education that her two youngest children were receiving in prestigious private schools, led to her decision to open her own school on the second floor of her home. She took the \$5.000 balance from her pension fund and began her educational program with an enrollment of her two children and four other neighborhood youngsters.

Thus, Westside Preparatory School was founded in 1975 in Garfield Park, a Chicago inner-city area. During the first year Marva took in learning disabled, problem children and even one child labeled border-line retarded. At

the end of the first year every child scored at least five grades higher proving that the previous labels placed on these children were misguided.

Mrs. Collins' success with students labeled as "unteachable" by others led to profiles in "Time" and "Newsweek" magazines and television appearances on "60 Minutes" and "Good Morning, America". Her life was the basis for a CBS Special Movie, "The Marva Collins Story" with Cicely Tyson and Morgan Freeman. During his presidential term, Ronald Reagan offered her the post of Secretary of Education, but she declined in order to stay with her school.

In 1990 Mrs. Collins worked with over thirty public schools in Oklahoma.

Harvard University tracked the progress of eight principals, four who accepted the model enthusiastically and four who did not aggressively promote it in their schools. The results after one year were astounding. The four schools who did the work had an average increase on the Iowa Standardized Test of over 172%. One school almost tripled their test scores. The four schools that did not do the work had an increase of only 10%.

In 1995, Charles Murray wrote a controversial book called "The Bell Curve". In the book he mentioned that Marva Collins' work would have no long lasting effects on the children. "60 Minutes" (CBS' TV News show) wanted to find out if this was true. So, they ran a second story showcasing the lives of the first thirty-three students who attended Westside Preparatory School. Statistically, one of the students should have been shot, two in jail and five on welfare. This was not the case. All thirty-three students, now adults, were leading very successful lives with a majority choosing teaching as a profession.

Her vision, dedication to the education of children, and her achievements had earned her recognition all over the world. She has received 42 honorary doctoral degrees from many universities including Amherst College, Dartmouth, and Notre Dame. She is the recipient of the prestigious Jefferson Award for the Greatest Public Service Benefiting the Disadvantaged. In 1982 she was honored as One of the Legendary Women of the World.

The staff of the Marva Collins Preparatory School, now located on the south side of Chicago, includes her daughter Cynthia and her son Patrick. Cynthia, who was five years old in 1975 when she began Westside Preparatory School, now is the headmistress of the Marva Collins Preparatory School. Patrick conducts teacher-training seminars in Chicago and around the country.

Mrs. Collins promotes excellence for the children in her charge. Effective teaching requires making daily deposits so that every child can become a lifetime achiever and they will never have to go through life faced with "insufficient funds". She tells her students that if you cannot keep one desk orderly, how can you possibly keep the world. She believes if we are not in control of small things, then the larger order of things will not become ours to

command. Marva Collins believes every child is a winner until somewhere, someone teaches him or her too thoroughly that they are useless.

(www.marvacollins.com/biography.html/)

D i s c u s s i o n

Group work:

Discuss Marva Collins' biography according to these points. Make use of the words and phrases given below.

1. The beginning of Marva Collins' career as a teacher.
2. Marva Collins' reasons for opening her own school – Westside Preparatory School.
3. Marva Collins' talent to teach “unteachable” students very successfully.
4. The results of applying Marva Collins' methodology to other schools.
5. Former students' of Westside Preparatory School success as adults.
6. International recognition : Marva Collins is one of the Legendary Women of the world.
7. Marva Collins' views on effective teaching.

Words and phrases to be used:

a strong desire for learning; dissatisfaction with the quality of education; enrollment; disabled; problem; border-line retarded children; to score a number of grades; to double/treble one's test scores; to be labelled as “unteachable”; Secretary of Education; to decline an offer; to track sb's progress; an average increase; to lead a successful life; dedication to the education of children; an honorary doctoral degree; to teach methodology; the staff of the school; head-mistress; to conduct a teacher-training seminar; a sought-after speaker; books on education and teaching; effective teaching; to make daily deposits, a lifetime achiever.

Marva N. Collins' Teaching Articles
A Challenge to Teach

Dear Fellow Educator,

We have a job to do.

It begins with seeing the process of educating as not merely a job, but a calling. It's a wonderful opportunity, when you think about it. We have a chance to change all sorts of attitudes about collective living in our society, to uplift our students' self-image, to increase their knowledge, to impart within them the desire and ability to enrich their communities. I invite you to re-think your role as an educator, to re-design how you communicate what you know and to create an atmosphere of excitement in your classroom. What a reward it is to "*see children's eyes holding wonder like a cup*".

Remember, your student's excitement is a mirror reflection of your own. But be careful, lest you end up with a class of students just bursting with curiosity whose minds are filled with success. Once a child learns to think for himself, all they want to do is keep learning. You will never again hear them say, "I am bored". The results will amaze you. I know it and live it each day.

Personal Growth and Survival in our School and Communities

There is no final, permanent plateau in life.

Survival demands, not asks, nor requests, but demands constant growth and creativeness. There will be no growth if we do not water, feed, and nurture ourselves. None of us have the right to Divine or Spiritual stagnation, let alone personal stagnation. Cure the enemy within, by means of faith, courage and creative learning, and the enemy without can do us no harm.

The desire to growth in knowledge, skills, understanding, excellence and self-control is the fullest expression of a man or woman's commitment to the life process and to the state of being a complete human being. When this does not happen, are we still human? Then are we already dead left only to exist meagerly? Yet will one's poor soul struggle to live on?

Then we conclude that we have "Thought enough". This is when one feels that no further learning is needed, and that he/she has nowhere to go and nothing greater to achieve. She has decided that she, in fact, has lived enough, that she has all the answers. Stagnant passivity and self-esteem are incompatible (...)

Regardless of the other fringes of life such as pleasure, and material gain, productive work is still the main process through which a woman or man achieves a sense of control over their life.

She is a living being gaining power over her own existence. It is profoundly significant, psychologically, and morally that a child begins his/her life by experiencing the sense of virtue and efficacy as a single, indivisible individual of his, or her life. This attitude accounts for the people that are active at ninety, that are still young at ninety. Also it is the absence of this attitude that accounts for the phenomenon of those mentally passive men, or women old at thirty.

Emerson was right: “The mind can make a Heaven out of Hell, or a Hell out of Heaven”. So it is that school can either be a Heaven, or Hell also. The leader determines this by providing leadership and the teaching of moral values. If there is to be leadership at home, or in the community, and especially in our school, it must be someone who sees what can be done, and not what should have been done.

The choice is ours... yours... looking for the best potential of every soul and student. God gives us miracles in disguise. We, however, have to do the polishing, the shining, the uncovering until we find the real luster that comes shining through.

Leonardo Da Vinci, the famous scientist, sculptor and painter said, “Inside that piece of marble is an angel just dying to get out”. Inside every misbehaving child is an angel just dying to soar with boundless wings. All we need to do is make the necessary sharp and consistent incisions.

Is There a Method to the Madness?

Almost every conversation today is prefaced with the shaking of heads as to what is wrong with today’s students.

I find it very interesting that if one asks the question: “What’s wrong with today’s students”? the answers are infinite. Then, if we ask secondly, “What is wrong with you as a teacher or administrator or parent?”, the answers are very different, or the surety vanishes with an answer that is slow to come.

The Bible tells us to get the plank from our own eyes before we attempt to take the splinter from our neighbor’s eyes. Let us then as policy makers and caretakers of our children begin to take a very hard look at ourselves and remember that when we point fingers at our children, we have three fingers pointing back at us.

Most academic programs stunt, stifle, and destroy the student’s capacity to find meaning to life, to themselves, and they are taught watered-down, boring curriculums that make little, or no sense to them. As Melville said in his book, *Moby Dick*... “In this slippery world, we all need something to hold onto.” We have taken the great ideas from our basal readers and also from our curriculums.

We have made the great poetry, as obsolete as seeing a dinosaur on the nearest freeway, and we continue to attempt to fill “Pails” without taking care of the “holes” in the pails. Until we begin to teach the total child... the total self, we shall continue to have chaos, destruction, and anarchy, and yes, failure in our schools.

Failure is what we have taught very well, and our children are simply mirroring what we have shown them, what we have taught them. Plato was right: “Education is cumulative and does affect the breed”. Great thoughts, great ideas expand the mind, they give might to the brain and the imagination. Our students are not taught to think, instead they are simply given prepackaged lessons that require little more than guessing.

The Socratic classroom is as archaic as the horse and buggy. Once students find that school is not a place where they learn how terrible or inferior they are, but they, with the right instructions learn to discover that once we succeed, we ultimately want to learn more, and more, until finally illiteracy, failure, boredom, and self-destruction dies unborn.

How many students today will ever know the power of words because some caring, bright teacher brought the words of Marc Antony's funeral oration to life? How many students will actually experience seeing the crowd Antony speaks to elegantly? How many students will learn to use words so majestically?

Students will never learn to organize their thoughts, or to have great thoughts for that matter, if they have never been exposed to great ideas, great writings. Students will not learn to read by being hooked up to a phonics tape. This must be done at the underutilized chalkboard where every student gets a chance to practice sounds, words, sentences, usage of homonyms, antonyms, diagramming sentences, spelling, comprehension, proofreading; all simultaneously taught at the same time. This cannot be done by lesson plans developed by some expert that never taught a day in their lives. A real live *teacher* must do this.

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www.marvacollins.com/marva-articles.html

Learning Activities

LA-1. Read these articles and be ready to discuss them.

LA-2. List the main educational problem touched upon in the articles. Do you always agree with Marva Collins' approach to these problems? What is your own understanding of them?

LA-3. What solutions to some of the problems does the author offer?

LA-4. On the basis of the articles by Marva Collins, complete this table illustrating the main educational problems of today and their possible solution.

Problem	Solutions
Example: 1. Students are not taught to think...	Students should be encouraged to expand their minds by being exposed to great ideas, to great writings...

2.	
3.	
4.	
5.	
etc.	

N I
U T
2
T O *PEOPLE AND GOVERNMENT*
W

LISTENING COMPREHENSION

Art Buchwald

OUT OF THE RUNNING
(a feuilleton)

Pre-Listening Activities

PA-1. Before listening to the story look at the following words that are used in the text:

the primaries - a direct primary election for the choice of state delegates to a national party convention and the expression of preference for a presidential nominee (meeting of electors to name candidates for a coming election).

a pollster - an expert in public opinion polls (a poll - a survey of public opinion by putting questions to a representative selection of persons).

a skeleton in one's closet - something (the skeleton in the cupboard) a person is ashamed of and which he tries to keep secret.

caucuses - meetings of the organisation committee of a political party.

PA-2. Find information about the presidential elections in the USA (use the Supplementary Reading to the Unit as a help).

Aural Comprehension Activities

CA-1. Listen to the text. While listening take notes of the answers of the father to his son's questions.

CA-2. Listen to the text again. Say which of the following statements are true or false.

- a. You have to raise one million dollars to run in the primaries.
- b. You should not promise anything to the people.
- c. You can be an honest president if you don't lie.
- d. If you don't lie, you'll get the money to be elected.
- e. Nobody will tell you where to go and what to say.

f. The campaign manager is supposed to arrange fund-raising parties to make sure money keeps rolling in.

g. Political hacks and bosses do not want any reward for making you President.

CA-3. Answer the following questions:

a. What would a prospective candidate have to do in the first place? in the second place?

b. How will he get the money?

c. What does he need all that money for?

d. What are the duties of the campaign manager?

e. How does the campaign manager know what the candidate should say?

f. What else should a serious candidate take care of? What for?

g. What role do the mass media play in the life of a candidate?

h. What do the staff do?

i. What happens at the convention?

j. What is the candidate doing while all that fun is taking place in the Convention Hall?

k. What was the father's reaction to the boy's decision to stay out of the running?

CA-4. Listen to the text closely and complete the following sentences using information from the feuilletton.

a. If you want to be President you will have to... (make up eight sentences).

b. If you are talking to old people, you...

c. If you are talking to doctors, you...

d. The staff work for you until...

e. If you are a serious candidate, you...

f. If you survive mass media's praise and slander, they...

g. If they say you don't have what it takes to win, people...

CA-5. Discussion Items:

a. The boy decided to stay out of the running after all. Why?

b. The parents felt happy that the boy did not want to be President. Why?

c. The boy's father did not think much of the presidential candidate. Prove the point.

d. Offer your comments on US politics.

e. The candidate avoids touching on vital problems when addressing the voters. Give your reasons for it.

f. Mass media are partial and personal. Account for the statement and prove it by giving facts from the feuilletton.

g. The candidates' staff and supporters are a pack of mercenaries and profiteers. Prove the statement by using information from the text.

Related Activities for Further Intensive Practice

RA-1. Act out the conversation between father and son.

RA-2. Consider the explanatory notes and fill in the blanks in the sentences below using one of the words under discussion.

Explanatory Notes

Politics n (sing.v.)

1) the science and art of government, political science, political affairs, political life.

to be engaged in politics

to go into politics

to talk politics.

2) (pl.v.) political views, opinions, principles.

party politics

the politics of a newspaper

What are your politics?

Policy n

1) a plan of action, statement of aims and ideals, especially one made by a government, political party, etc., a course of action.

home policy

foreign policy

to pursue a policy

to follow a policy

2) a wise, sensible or crafty conduct or management

e.g. *the policy of such a course is doubtful*

a. The Government's... has nothing to do with democratic decisions taken by Parliament (Morning Star).

b. A mutually agreed ... has been worked out (Morning Star).

c. The Government should support... of military neutrality (Morning Star).

d. After this Magnus had definitely abandoned... (Fr. Norris).

e. It is... dictated by the international bankers and Big Business representatives (Morning Star).

f. A South Africa Anglican clergyman has decide to sell his belongings and seek a new life in Britain because of his country's apartheid... (Morning Star).

g. That was one of his... in life - "never interfere with your friends" (D. Robbins).

h. I have no intention whatever of recommending to the Cabinet any change in our... (Morning Star).

i. The meeting will discuss the general economic... framework (Morning Star).

j. ... interested him. He told himself he was a born politician (Fr. Norris).

k. In the United States a "band wagon" heads a circus profession and so "to be on the bandwagon" is simply to be on the winning side, particularly in... (J. Foster).

l. "He knows... better than any one of us". "The only... I understand, Mr. Osterman", answered Magnus sternly, "are honest..." (Fr. Norris).

m. I know how you feel about ... nowadays (Fr. Norris).

n. Perhaps her mind leapt to... - she was far more politically conscious than her husband (I. Murdoch).

o. Mr. Kelada was chatty. He discussed plays, pictures and... (S. Maugham).

p. What... have you? I asked. "I am without...", he said. "I am 76 years old". (E. Hemingway).

Note: All the points are assigned for in class activities (oral discussion, point RA-2 should be done in writing).

INTENSIVE READING

Fletcher Knebel and Charles Bailey

SEVEN DAYS IN MAY

(extract)



... In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military industrial complex. The potential for the disastrous rise of misplaced power exists and will persist. We must never let weight of this combination endanger our liberties or democratic processes.

President
Dwight D. Eisenhower
January 17, 1961

"Seven Days in May", written by Fletcher Knebel and Charles Bailey, American journalists and writers, is a sample of political fiction. It was published in 1963 but the events of the novel take place in 1974, eleven years ahead. The authors warn the people against the disastrous power of the military-industrial complex which may endanger liberties and human rights proclaimed by the constitution.

The plot centres around an imaginary coup against the resident and the administration of the country. The president and his team are faced up with the problem of how to do away with the junta in a week's time. The novel is full of

peculiar facts of high official life in Washington, social and political intrigues, references and cross references to various historical events and figures. All the characters are fictitious.

* * * * *

1. Jordan Lyman knew he had landed Lindsay right and was sure he had come out ahead, but he was angry and frustrated. I came into office after that mess in Iran had this country's stock down to almost nothing, he thought. I had to do something about that and I did. I sat down to negotiate a disarmament treaty, something every president since Theodore Roosevelt tried to do, and I got one. What do I get? Labor is down on me. Business has always been hostile, and now that they'll have to make something besides nuclear warheads they're madder than ever. And if you believe Gallup, the public - whatever that is - is mad too.

2. It was hard for Lyman to understand the country's apparent hostility toward the treaty. Neither he nor anyone in his administration would ever forget the wave of relief that swept the nation and, in fact, the world the day the treaty was signed. A photographer snapped a picture as Feemerov left the United States embassy in Vienna after the all-night session that buttoned it up. Lyman and the Russian, shaking hands on the steps, were haggard and unshaven after the final bargaining, but morning sun flooded the scene with the promise of a new day. The picture was printed in every city in the world. Men looked at it, felt the weight of nuclear holocaust lift from their shoulders, and wept.

3. But later the reaction set in. He began to understand how Wilson felt after Versailles. No matter how many times you explained, publicly or privately, the safeguards so painstakingly built into the treaty, someone always made a splash by charging "appeasement" or "sellout". The Senate debate on ratification gave every member of the lunatic fringe plenty of chance to rant. People started to worry about their jobs, as if the United States couldn't prosper without making bombs.

4. President Jordan Lyman could lament the fickleness of public opinion, as this morning, and still retain his faith in the eventual soundness of collective public judgment. He had thought it out often during a public career that ran from district attorney through state senator, state attorney general and governor to the White House. Question: How you know the electorate will wisely exercise the power it is given in this republic? Answer: You don't - but it always has, in the long run. Lyman's wrestle with the problem was no matter of past decades either. Even now the windows of his study were lighted late on many nights while he sat inside, feet propped up, shoulders pushed back in an easy chair, reading anything that bore on the American government, from Jefferson's letters to Eisenhower's press conferences. He rarely went back from his office to the mansion at night without picking a volume off the shelves in

the Cabinet room that held the writings of the Presidents. Most people took the American system for granted even while they proclaimed its perfection. Lyman pondered it, questioned it, wondered about it, and so knew why it worked so well.

5. The intellectual curiosity that led Lyman into this long study, and the knowledge gained from it, also gave him a poise and balance that served him well now. He could lose his temper, but he never made an important decision when he was angry. He would weigh the pros and cons of an issue until his aides were in despair, then make up his mind and never waver again. Yet even as he stayed on a course so carefully charted, Lyman could always make himself see the other side. This was not modesty but breadth of understanding, although it did not always seem so. He would candidly concede, for instance, that under certain circumstances General Scott or Secretary of the Treasury Christopher Todd, the "brain" of his Cabinet, might have made a better President than he. Lyman did not find it necessary to add, on such occasions, that under existing circumstances he was better fitted for the job than they. He knew it. Those who heard his remarks, however, sometimes wondered whether he was afflicted with self-doubt. Lyman, having thought it out, would have been willing to disabuse them of this notion if they had asked about it. But they did not, for the associates of the President of the United States do not voice such notions to him, and so the question lingered in their minds - and perhaps in the mind of the public too.

6. Certainly Lyman was a good deal more complex than one would guess from a glance at his record, a record of unbroken political triumphs in every election he ever entered and of consummate skill as well in the art of backroom politics. He obtained the presidential nomination by making a deal with the man who came to Chicago with the greatest number of first-ballot votes. Lyman, accompanied by Clark, simply took a back elevator to Vince Gianelli's room and told him he could not possibly win the nomination. Gianelli exploded indignantly, but Lyman, who of course had thought it all out before, explained the situation to Gianelli so precisely that the only remaining question was whether the New Yorker would accept second place on the ticket. He did, within an hour.

7. Lyman's race against President Edgar Frazier that year was never a contest. He won it at the very start with a single sentence in his speech accepting the nomination: "We will talk till eternity, but we'll never yield another inch of free soil, any place, any time." The Republicans could never overcome the public distaste for the Iranian War and the national revulsion against the partition that ended it. They privately derided the Lyman-Gianelli ticket as "The Cop and the Wop," trying to turn Lyman's pride in his Ohio law-enforcement record and Gianelli's ancestry against the two Democrats. The analysts guessed later that whispered slur cost the G.O.P. more votes than

it gained. The Democratic ticket carried all but seven states in the first real landslide since Eisenhower.

8. Yeah, Lyman thought, I carried forty-three states a year and a half ago. Now I'm trying to do something for all those people, and I don't think I could carry ten states today. He walked into his lavatory, splashed cold water on his face, and wiped it dry.

"Listen, Lyman," he said aloud, "there's life in the old bird yet. You'll bring this thing off. You've got to. You can't let the world down."

There you go again, he thought, talking to yourself, trying to sound like a big shot. Knock it off, Jordie, you're making an ass of yourself.

9. Lyman went back to his desk and began reading the intelligence reports left for him by his military aide. A stranger seeing him right now might have taken him for a college professor. At fifty-two, his rather long face was less wrinkled than seamed. His curly hair was thinning back from the temples and was streaked with occasional strands of gray. Although he had it trimmed weekly and kept at it a comb, the hair had a wiry quality that made it appear perpetually tousled. Colorless plastic frames held his glasses on a prominent nose. He was not a tall man, standing an inch under six feet, but oversized hands and extremely big feet, appended to a rather thin body, gave him a gangling appearance. No one would call him handsome, but he looked like a man who could be trusted - and no politician could ask more of his own physique.

10. The President read and signed the stack of mail his secretary had left for him, holding out a couple of letters that weren't quite right so that he could dictate new versions. He was well into another pile of mail when Esther Townsend came in. She had come to work for him as his personal secretary when he was attorney general of Ohio, moved into the governor's office with him and inevitably accompanied him to the White House. No one else on his staff knew Jordan Lyman as well as this tall, blonde girl with the light-brown eyes and a wisp of hair falling over her forehead. She knew him so well that she rarely had to ask what to do with a problem. He knew her so well that he never had to worry about her judgment.

11. "The Vice-President is here," she said. "Do you want some more time for yourself?"

"No, thanks, Esther," he said. "I've done all the thinking that a man can stand in one day. Tell the kitchen they can bring lunch over here."

Over that lunch the two leaders commiserated on the evident ebb in the administration's popularity.

"I haven't sold the treaty to this country, Vince," Lyman said.

"I've been too busy selling it to the Senate. But by the time you come back from Italy I'll have a plan. We'll work out of this, don't worry. We can. We have to, because we're right."

"I'm not faulting you, Mr. President. So Gallup puts us down. So what? It's one of those things. A couple of months from now, you'll be a hero."

"You'll be the hero this week, Vince. Home-town boy makes good." Lyman blew him a kiss, bravissimo. "Say, where'd you dream up that weekend in your grandfather's village? That's a great idea."

Explanatory Notes

- 1) **Lindsay**, here: president of the American Labour Federation, formed in 1955, pursued reactionary policies.
- 2) **Gallup Poll**, test of how representative sample of public is to vote, regularly published by the Gallup Institute of Public opinion. The Institute was founded by G.H. Gallup in 1935.
- 3) **Session that buttoned it up**, here: meeting of the two heads of Governments at which the treaty was finally concluded.
- 4) **How Wilson felt after Versailles**, the US President Thomas Woodrow Wilson (1856-1924; the 28th president in office 1913-1921), signed the Treaty of Versailles with Germany on July 28, 1919. Congress refused to ratify the Treaty of Versailles and would not approve US entry into the League of Nations.
- 5) **made a splash by charging "appeasement" or "sellout"**, produced a sensational accusation of compromise or betrayal.
- 6) **member of the lunatic fringe**, here: the ultra right reactionaries.
- 7) **Jefferson, Thomas Jefferson** (1743-1826), American statesman, 3d president of the US (years in office 1801-1809), drew up the Declaration of Independence (1776).
- 8) **Cabinet room**, a large room in the west wing of the White House in which meetings and sessions of the US Cabinet are held.
- 9) **Secretary of Treasury**, Head of the Treasury Department, Member of the Cabinet, and also serves as financial adviser to the President.
- 10) **back-room politics**, various political and party machinations conducted secretly.
- 11) **first-ballot votes**, votes gained in the first round of voting.
- 12) **second place on the ticket**, to be nominated Vice-President.
- 13) **his Ohio law-enforcement record**, his service as attorney general of Ohio.
- 14) **G.O.P. (polit.)**, abbr. for Grand Old Party, a rhetorical name for the Republican Party; so called since 1880, sometimes derisively.
- 15) **the first real landslide since Eisenhower**, the first considerable victory for the Democratic Party which won the Presidency from the Republican Party just as Eisenhower, in his time, won the presidential election after the Democrats (F.D. Roosevelt 1933-1945, and H.Truman 1945-1952) had held office for 20 years.

Introductory Steps

IS-1. Note the pronunciation of the following words:

Jordan Lyman ['GLdʒn 'lɑlmqn]
 Esther Townsend ['estʃ 'təʊnzend]
 Christopher Todd ['krɪstʃfɔ]

Vienna ['vlenɔ]
 Versailles [v'fɛ'sal]
 Ohio [oʊ'haɪoʊ]

ancestry ['ænsɪstri]
 apparent [ə'pærɪnt]
 appeasement [ə'pi:zmqnt]
 append [ə'pend]
 associate [ə'soʊsiit]
 attorney [ə'tɛ:ni]
 electorate [ɪ'lektɔrit]
 haggard ['hæɡqd]
 lament [lə'ment]
 politician [ˈpɒli'tiʃqn]

bargain ['ba:ɡɪn]
 commiserate [kə'mɪzɪreɪt]
 consummate [kən'sʌmɪt]
 disabuse [dɪsə'bju:z]
 decade ['dekeɪd]
 embassy ['embəsi]
 gangling ['ɡæŋɡlɪŋ]
 holocaust ['hɒləkɔ:st]
 politics ['pɒlɪtiks]
 tousled ['taʊzld]

IS-2. Words and Word Combinations:

apparent a
 appease v
 associate n
 ballot n,v
 bargain v
 charge v (smb; with smth)
 commiserate v (with)
 concede v
 consummate a
 consume v
 consumer n
 debate v (on)
 deride v
 disabuse v

haggard a
 lament v
 nominate v (for)
 nomination n
 painstaking a (take pains)
 prosper v
 proclaim v
 safeguard v,n
 ratify v
 ratification n
 rant v
 vote v (for, against, down)
 vote n (first ballot vote)
 yield v

elect v	electorate n
election n	eventual a
fickle a	to run for congress (governor...)
to sign a treaty on	to ratify a treaty
to stay on a course	to be on the staff
to chart a course	to be well into
to see the other side	to weigh the pros and cons
to exercise power	to win votes (nomination)
to abuse power	to be afflicted with self-doubt
to be fit for the job/to fit the job/	to let smth, smb down
to be fitted for the job	
to be nominated on (a Republican, Democratic, etc.) ticket (U.S.A.)	
to be second on the ticket	to do all the thinking
to think smth out	to take smth for granted
to gain knowledge from	to bring the thing off
to be a big shot	breadth of understanding
to knock smth off	public opinion, judgement, distaste for

L e a r n i n g A c t i v i t i e s

LA-1. Skim through the text and find the following information: a) the protagonist's name, post, age, looks; b) the secretary's name, background, appearance.

LA-2. Scan the text. Look through the first paragraph and find the reason for Jordan Lyman's anger and frustration.

LA-3. Scan the second paragraph and try to understand Lyman's puzzlement over the public's sudden hostility towards the treaty.

LA-4. Pass over to the third paragraph and search for the topical and clincher sentences. These will explain to you the real reason for the sudden change of public opinion on the disarmament treaty. B-4. Do careful reading of paragraphs 4-7 and trace Lyman's public career that ran from a district attorney's to the post of President. Keep these questions in mind:

- 1) How did he manage a nomination?
- 2) What ticket did he run on?
- 3) Whom did he run against?
- 4) How were he and Gianelli privately mocked at?
- 5) Did it help to win the election? Why?
- 6) How many states did they carry?

LA-5. Find the paragraph where Lyman tries to encourage himself to gain public popularity once again. Point out colloquial phrases in his monologue.

LA-6. Scan the final part of the extract and suggest the discussion point that was brought up in the parting talk between President and Vice President. In what atmosphere was the conversation carried on? Prove it.

LA-7. Look for the following sentences in the text and paraphrase them. Point out stylistic devices used by the authors if there are any and interpret the meaning they convey.

1. Neither he nor anyone in his administration would ever forget the wave of relief that swept the nation and, in fact, the world the day the treaty was signed.

2. Lyman and the Russian, shaking hands on the steps, were haggard and unshaven after the final bargaining, but morning sun flooded the scene with the promise of a new day.

3. Men looked at it, felt the weight of nuclear holocaust lift from their shoulders, and wept.

4. No matter how many times you explained, publicly or privately, the safeguards so painstakingly built into the treaty, someone always made a splash by charging "appeasement" or "sellout".

5. Certainly Lyman was a good deal more complex than one would guess from a glance at his record, a record of unbroken political triumphs in every election he ever entered and of consummate skill as well in the art of back-room politics.

6. Lyman's race against President Edgar Frazier that year was never a contest.

7. They privately derided the Lyman-Gianelli ticket as "The Cop and the Wop", trying to turn Lyman's pride in his Ohio law-enforcement record and Gianelli's ancestry against the two Democrats.

8. Tell the kitchen they can bring lunch over here.

9. Over that lunch the two leaders commiserated on the evident ebb in the administration's popularity.

10. "I haven't sold the treaty to the country, Vince", Lyman said. "I've been too busy selling it to the Senate..."

11. "I'm not faulting you, Mr. President. So Gallup puts us down. So what? It's one of those things. A couple of months from now, you'll be a hero."

Arguing Activities

Sum up your skimming, scanning and look at this text critically.

1. Talk about the situation Jordan Lyman found himself in. What were his problems?
2. Turn your attention to the epigraph and ponder why the authors should have chosen this particular quotation. Do military-industrial complexes still endanger people's liberties and democratic processes? Put forward your arguments.
3. Point out explicit and implicit means used by the writers in describing Lyman's traits of character. Sketch his character and pass your own judgement on him. Does he fit the post of President? Will he be able to cope with a coup and the military-industrial complex? (Use the helps in Students' Guide: How to analyse a character.)
4. What message does the plot of the extract convey?

WORD STUDY

WS-1. Find derivatives for the following words; take some of them and make up a cross-word. Exchange your cross-words with your group-mates and do them.

appeasement, apparent, associate, bargain, debate, consume, concede, consummate, embassy, politics, prosper, ratification.

WS-2. Give the English equivalents from the text; think out a situation in which some of them could be appropriate. Narrate your stories to your group-mates.

широта понимания, взвесить все за и против, быть в шкатулке, подходить для данной работы, придерживаться какого-либо курса, поверить на слово, спланировать курс действий, пользоваться властью, общественное мнение.

WS-3. Write out from the text word-combinations with the verbs "make" and "do" in opposite columns. Add up other phrases you have met in other English texts.

E.g. : *make a deal, do all the thinking. Insert "do" or "make":*

1. He... a mistake in... business with dishonest people. Before... a deal he should have found everything about his partners.
2. ... your mind to ... what is right.
3. He will ... a good President.
- 4.... all the thinking to find the way out and don't... an ass of yourself.
5. If you have... a decision stay on your course.
6. I could... with a few like you to... up for the time I've lost with the others.
7. He was trying to... something for the people who voted for him.
8. I can't... out what she is going... next.
9. It doesn't... a girl any good to... up too much. You only need a dash of lipstick and a comb through the hair.
10. Will you... me a favour and pass over the newspaper with election results.

WS-4. Pick up the opposites from the list below for the following:

curiosity, to yield, to be a big shot, it works well, to see the other side, to lose one's temper, to have breadth of understanding, to win, to be fitted for the job, to vote for, to be afflicted with self-doubt, to prosper.

(to go bankrupt, to be self-confident, to vote against, unable to cope with, to lose, to be narrow-minded, to be reserved, to be one-sided, no go, to be a small fry, to defeat, indifference).

WS-5. Think out a statement with one of the above mentioned words or word combinations and let your neighbour disagree with you by saying the opposite.

E.g. : **A.:** I think Johnson has breadth of understanding. He can see the other side and never loses his temper. He is sure to win the majority of votes. He'll be a big shot.

B.: A small fry like that! He is sure to lose. A narrow-minded man who is always one-sided and hot-tempered at that will never be fitted for the job. He is utterly unable to cope with the situation.

WS-6. Give synonyms for these words and word combinations; make a statement using one of the below synonyms and ask your group-mates to agree with you.

in the long run, to take pains to do smth, to lament, to take smth for granted, to weigh the pros and cons, to chart a course, to stay on a course, it serves well, to make a deal, consummate skill, to accuse smb of, to deride, to be frustrated, eventually.

WS-7. Pick up colloquial phrases from the text and make up a short dialogue. Enact the dialogue.

D r a m a t i s i n g A c t i v i t i e s

Read the epilogue "Press Conference of President Jordan Lyman". Choose your parts. Jordan Lyman's part may be shared by several students. Write out on cards your cues. Practise them and enact your parts in class.

F o l l o w - U p A c t i v i t i e s

FA-1. Find information on signing a treaty and make a short account of it (Useful language: to negotiate a treaty, to sign a treaty on, to safeguard, to

debate, to ratify, to weigh up the pros and cons, to appease, eventually, public opinion polls

FA-2. Recall your participation in elections of any kind: presidential, parliamentary, municipal. Share your experiences with your group-mates. (**Useful language:** *candidate for; to be nominated on a Democratic, Independent... ticket; to run for, against; to vote for, against, smb down; to outvote smb; to guarantee the right to vote; computer voting; to vote by secret ballot, by open vote; voting qualifications; to carry an electorate, region, constituency, state; election pledges, to poll, polling day, booth, station; to stay away from the polls; to canvass for a candidate; to stand for Parliament on... interest .)*

FA-3. Give your reasons for voting down other candidates. (**Useful language:** *to be afflicted with self-doubt, to weigh up the pros and cons, associates, collective public judgement, public career, to rant, to think smth out, to exercise power unwisely, fickleness, to abuse the confidence.*)

Long-Term Activities

LTA-1. Gather as much information as you can on the state structure, parliamentary elections, manner of governing in Great Britain, the USA and your own country. (Use the texts in Informative reading, added to this Unit).

LTA-2. Compare the three systems and point out similar and distinctive features, weigh up the pros and cons of each and put forward your arguments for or against the advantages of one over the others.

LTA-3. Group work. Discuss the topic in the form of a press conference in class.

Writing Activities

Write an essay on one of the following topics:

1. The kind of person I would like to see elected President.
2. The danger of the influence of military-industrial complexes upon humanity.

READING FOR INFORMATION

NOMINATIONS

Candidates may be nominated for office in various ways:

- 1) by a nominating committee;
- 2) by means of a nominative ballot on which the members name candidates;
- 3) from the floor.

Sometimes the by-laws name the method that is to be used.

Any member may move to close the nomination, but the motion needs a two-thirds vote to carry.

Nomination require no second.

V O T I N G

There are five common methods of voting:

- 1) viva voce (aye or no), 2) show of hands, 3) rising, 4) ballot (customarily used in elections), 5) yeas and nays (Each member responds at his name is called).

In ordinary business, the first method is the one most often used.

In an election the chairman names tellers to distribute, collect, and count the ballots. They then turn the ballots over to the secretary, who keeps them until it is certain that a recount will not be ordered. The first-named teller reads the results without saying who is elected. He hands the report to the chairman, who reads it again and announces the winners. If no candidate has a majority, balloting continues. To have a majority, a candidate must receive over half of all votes cast, not just more votes than any other candidate. If John has 12 votes, Tom has 9, and Jean has 7, John has a plurality, not a majority. He has more votes than either of the others, but he does not have over half of the 28 votes cast. In other words, he does not have enough votes to be elected.

H O W T H E B R I T I S H E L E C T T H E I R P A R L I A M E N T

SOME BASIC FACTS

Britain is divided into 650 areas, called constituencies. Each constituency is represented by one Member of Parliament (MP) in the House of Commons.

MPs are elected in a general election and the leader of the party which has the most MPs in Parliament becomes the Prime Minister. The Prime Minister must call a general election at least every five years.

Citizens who are 18 years old or older may vote in general elections, but voting is not compulsory. People who are not allowed to vote include members of the Royal Family, members of the House of Lords, people serving prison sentences and some patients in mental hospitals.

Anybody over 21 can stand for election providing they're not disqualified for any reason - bankrupts, some clergy, members of the House of Lords and certain government employees are excluded. And anyone can form a political party.

There are, currently, two main parties - Conservative (right wing) and Labour (left wing). There is an influential centre party called the Liberal Democrats, and another much smaller centre party known as the Socialist Democratic Party (SDP). There are also nationalist parties from Scotland, Northern Ireland and Wales.

ELECTION DAY

Each voter goes to a polling station in his/her constituency. There he/she is given a piece of paper on which the names of the candidates and the parties they represent are printed. It might look like this:

ADAMS	CON
JOHNSON	SDP
MAXWELL	LAB
THOMAS	LIB DEM

The voter draws a cross (X) next to the candidate of his/her choice. When voting has finished, the votes are added up. Let us imagine that the result was as follows:

ADAMS	CON 25,000
JOHNSON	SDP 7,000
MAXWELL	LAB 19,000
THOMAS	LIB DEM 11,000

The winner is Adams, the Conservative candidate - even though the total of the votes for the other candidates was greater. Adams, then, will represent the constituency in the House of Commons. You can see that if that type of result is repeated in other constituencies, the make-up of the House of Commons will not necessarily reflect the way that people voted across the country.

This voting system is commonly called the first-past-the-post system. Most other European democracies use a proportional representation system where the number of representatives elected for any party more accurately reflects the number of people who voted for this party.

ARGUMENTS FOR THE BRITISH SYSTEM

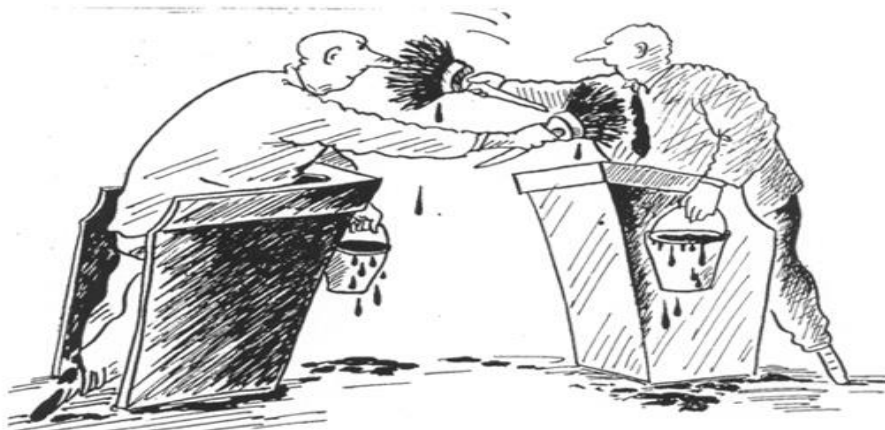
Many people in Britain, particularly supporters of the smaller parties, argue that the first-past-the-post system is undemocratic because it is unrepresentative. Supporters of the system, however, say that it is easy to administer and that proportional representation often leads to a coalition government - a government formed by an alliance between two or more parties neither of which has won a majority of seats in Parliament. This leads to a government for which no one specifically voted and could also therefore be said to be undemocratic; it also gives disproportionate power to the smaller parties because they hold the balance of power and are therefore able to

force the major parties to adopt their policies. This can lead to inefficient government and instability. At least the British system nearly always produces a clear winner and there is rarely any need for coalitions.

Find the words in the above article which mean:

1. an area in Britain which sends one representative to the House of Commons;
2. the place where people go if they want to vote in an election;
3. the name given to the British voting system;
4. the name given to most other European voting systems;
5. a government which is made up of more than one party;
6. How many MPs are there in the House of Commons?

THE DEBATE



The debate is a formal discussion at a public meeting or in Parliament; contest between two speakers, to show skill and ability in arguing. Properly used, it stimulates thinking and trains on in the clear development of proof.

GUIDES TO DEBATING PROCEDURE

1. A question to be debated on should be one of policy rather than of fact or opinion; in other words it should state that something ought to be done rather than that something is so.

Notice these examples:

Good: Resolved, that the voting age in our national elections should be lowered to eighteen (Here you argue for a policy).

Poor: Resolved, that men are more intelligent than women (Here you simply try to prove that something is so).

2. Topics that are clearly one-sided should be avoided.

3. The question should be put in the affirmative: Resolved, the Lincoln High School should limit each student to two extracurricular activities.

4. Those in favour of the policy stated are the affirmative, those against it, the negative. Usually each team has two speakers.

5. The burden of proof is on the affirmative. They must show that a) their policy is needed,

b) it is practical, c) it will not lead to greater evils than now exist.

6. The work of the negative is largely one of tearing down that proof.

7. Each side prepares a case, usually based upon the points in 5.

8. Usually each speaker speaks twice: a) in a main speech and b) in a "rebuttal", his reply to the opponents' arguments.

All speakers should have time limits, with the rebuttal time much shorter than that of the main speech. There should be a signal when a speaker has one minute left, and another when his time is up. He may finish a sentence but must then take his seat. The order of speaking usually is as follows:

Main speech

Rebuttal

1. First affirmative

2. First negative

3. Second affirmative

4. Second negative

1. First negative

2. First affirmative

3. Second negative

4. Second affirmative

9. The chairman should understand his duties. He announces the topic, introduces the speakers, gives the order of speaking, explains the time limits and signals, and announces the decision, if there are judges.

10. Opponents are not usually addressed by name, but by such terms as "*the first speaker for the negative*" or "*the preceding speaker*".

Studying the following sample club meeting will help you to gain much useful information about conducting club sections.

CLUB MEETING

Follow this account of a club meeting. Notice the order in which the business of the club is conducted, as well as the language and actions used by the members and officers in disposing of this business.

PRESIDENT (Seated): The meeting will please come to order. The secretary will read the minutes of the previous meeting.

SECRETARY (Rising): The F.P.A. Club met at 10:20, Monday morning, December 1, with the president, Doretta Roberts, presiding.

After the minutes had been read and approved, the treasurer presented his monthly report. The program chairman announced that next week's program would consist of a panel discussion on the subject "Courses We Could Do Without". Members of the panel will be Dick Sievers, Mary Jean Iverson, Ronald Mueller, and Bob Paice.

There being no unfinished business, new business was taken up. Dick Sievers asked the club whether they wished to accept a debate challenge from the Social Science club. It was moved by Jeannine Weir that the challenge be accepted. The motion carried. President Roberts appointed the following committee to work out the details of the debate: Paul Scott, Helen Wilson, and Nora Ramero. No other new business was introduced.

For the program of the meeting, Ronald Mueller played a recording of the radioplay "The Snow Goose" by Paul Gallico.

The meeting was adjourned at 11:05 a.m.

LOUISE PATTON, Secretary (Sits)

PRESIDENT: You have heard the minutes. Are there any corrections? (Pauses) If not, they stand approved as read. Are there any committee reports?

PAUL SCOTT (Rising): Madam President.

PRESIDENT: Paul.

PAUL: The committee appointed to arrange for a debate with the Social Science Club wishes to report that the debate is to be held one month from today in the school cafeteria at 3:00 p.m. The topic is to be "Presidential candidates should be chosen by the direct vote of the people." (Sits)

PRESIDENT: Thank you, Paul. Are there any other committee reports? If not, we shall turn to unfinished business. Is there any unfinished business? Since there is no unfinished business, we shall now take up new business.

JEANNINE CLARKE (Rising): Madam President.

PRESIDENT: Jeannine.

JEANNINE: Because we do not yet have a program planned for the next meeting, I suggest that we have a discussion about careers. (Sits)

MARIE RUNNELS (Rising): Madam President.

PRESIDENT: Marie.

MARIE: I like the idea. I move that we have as our program for the next meeting a discussion about careers. (Sits)

FRED CLAYTON (Seated): I second the motion.

PRESIDENT: It has been moved and seconded that our program for the next meeting be a discussion about careers. Is there any discussion? (Several members, in turn, address the chair, rise, and express approval of the topic)

DON BEECHER (Rising): Madam President.

PRESIDENT: Don.

DON: I think we ought to devote next meeting to a discussion of a Christmas program for the last meeting before vacation. I move that we plan a Christmas program at the next regular meeting.

PRESIDENT: Your motion is out of order, Don. There is a motion before the club.

SEVERAL MEMBERS: Question! Question!

PRESIDENT (Standing): It has been moved and seconded that we discuss careers at the next meeting. All in favour of the motion say aye... . All opposed say no... . The motion is carried. (Sits) Is there any other new business from the floor? If not, under new business, I wish to call for nominations to fill the office of vice-president. As you all know, our vice-president, Roberta Clark, has moved to California. Nominations are now in order for a vice-president.

PATTY BRICKER (Standing): Madam President.

PRESIDENT: Patty.

PATTY: I nominate Wilbur Trexel.

PRESIDENT: Wilbur Trexel has been nominated for vice-president.

DICK TRAVIS (Standing): Madam President.

PRESIDENT: Dick.

DICK: I nominate Sandie Rogers.

PRESIDENT: Sandie Rogers has been nominated... Are there other nominations? (She waits briefly) If not, the nominations are closed. We shall proceed with the voting. Those in favor of Wilbur Trexel, please raise the right hand. (Counts) Wilbur has ten votes. All those in favor of Sandie Rogers raise the right hand. (Counts) Sandie has sixteen votes and is therefore our new vice-president... Is there any other new business? If not, the program manager will now take charge. (The chairman and the four other panel members take their places before the group for a panel discussion. After the program is over the president takes charge again) The next meeting of the F.P.A. Club will be at 10:20, Wednesday morning, December 10.

ARBEE FRIMBLE (Rising): Madam President.

PRESIDENT: Arbee.

ARBEE: I move that we adjourn. (Sits)

ALICE (Seated): I second the motion.

PRESIDENT (Standing): It has been moved and seconded that meeting be adjourned. All in favor say yea. All opposed, no. The meeting is adjourned.

Explanatory Notes

SPECIAL MOTIONS

1. Amend. If you wish to change in some way a motion that is under discussion, you say, "I move to amend..." This motion to amend is seconded, discussed, and voted on. If the amendment wins, the original motion, with the amendment in it, is voted on. If the amendment loses, the original motion is voted on.

2. Previous Question. If you wish to end discussion of a motion, you say, "I move the previous question." This motion is seconded and voted on without discussion. A motion that has been tabled can be discussed later if only a motion to take it from the table for reconsideration has been made and passed.

3. Table a Motion. If you wish to postpone action, you say, "I move to lay the motion on the table." This motion is seconded and voted on without discussion. A motion that has been tabled can be discussed later only if a motion to take it from the table for reconsideration has been made and passed.

4. Adjourn. If you wish to close the meeting, you say, "I move that we adjourn." This motion is seconded and voted on without discussion.

Learning Activities

LA-1. In class, discuss the following questions based on the sample club meeting.

1. In what instances did members or officers stand?
2. In what order did the following parts of the meeting come?
 - a) Unfinished business
 - b) Reading the minutes
 - c) Call to order
 - d) Committee reports
 - e) Programme
 - f) New business
3. Why was Don Bencher's motion rejected by the president? Explain how the president was tactful at this point.
4. At what point in the previous meeting had the treasurer made his report?
5. Which does not require a second - a motion or a nomination?
6. How was the meeting closed?
7. Which motion was voted on without discussion?
8. How did the members end discussion of a motion and bring it to the vote?
9. What two methods of voting were used?
10. Did the president take sides on any question?

LA-2. In your small groups, practise making the following motions. Give each member of the group a chance to make all the different motions.

1. A motion that the chairman appoints a committee for a certain purpose.
2. A motion to amend a motion being discussed.
3. A motion to postpone action on a motion.

4. A motion to end discussion of a motion.

Learning Activities for Intensive Practice

J. Aldridge

THE DIPLOMAT (extract)

James Aldridge, an English writer, born in Australia in 1918, started his literary career as a journalist. After Oxford University he got a job as a war correspondent in Finland and during the Second World War visited various European and Eastern countries. He also visited the USSR several times and published articles in newspapers and magazines. J. Aldridge wrote quite a number of novels and short stories most of which touched upon important social and political issues of the time: war and peace, foreign and home policy, problems of colonial rules and anticolonial struggle.

"The Diplomat" (1946) narrates about the first symptoms of "cold war" in the early post-war period. The action takes place in the winter of 1945-1946, first in the Soviet Union, then in Iran and England.

The present extract deals with the Parliamentary session at which MacGregor's publications denouncing the British policy in Iran and Azerbaijan were questioned and debated on.

* * * * *

The House was clearly divided by the opposing tiers of benches below him. The Government were seated on his left and the Opposition on his right, both easily identifiable by the familiar figures of each party. At the deep end of the Assembly was the Speaker enthroned in his elaborate chair, a robe and wig and ceremony of a man. Beneath and before the Speaker were the clerks, and farther down was the long table which divided the front benches. It was stacked with books and papers, and the Mace lay at one end of it. A few feet across this table the Government and Opposition leaders were facing each other, Mr. Attlee, Mr. Churchill, Mr. Dalton, Mr. Eden, Mr. Strachey, Mr. Brecken, Mr. Morrison, Mr. Law. Sir Stafford Cripps's long legs stretched out so that his feet rested on the table's edge, and this informality shocked MacGregor's sense of respect and proportion. The soles of Cripps's shoes were face to face with Mr. Eden on the opposite bench. The Members' benches that mounted up in four tiers each side were filled with restless men and a few quiet women. Members were still coming in at an entrance hidden below MacGregor, and he could see them bowing to the Chair as they entered. Around the top of the House on MacGregor's level was a single narrow balcony which had a few people at one end of it. Right at the opposite end to MacGregor there was a larger gallery, and by its appearance MacGregor

guessed it to be the Press gallery. Of the remaining people who were attending the session, MacGregor looked for Essex but Essex was nowhere to be seen. Essex was not in the House at all.

MacGregor knew enough about Question time to know that it opened every session of Parliament. Most questions were written and notified before the session, and the usher had given MacGregor a printed list. But before the written questions there were oral questions, questions without notice which were asked direct of Ministers. At this moment Mr. Dalton was giving some information on the importation of tobacco under the American loan agreement. Impatient as he was, MacGregor was interested in the questions. Some concerned goods and monies, but most of them dealt with the incidental but sorry injustices of administration. They came from both sides of the House and the Ministers involved were expected to give satisfaction. It educated MacGregor quickly in the forms and procedure and innate seriousness of elected assembly, but he only wanted one thing of this assembly. Himself. That was slow in coming. When it did come, there was a moment of real expectancy in the House. A stream of members came in as if warned that an expected moment had arrived. MacGregor understood the moment and looked down on Katherine's head, but she was hard against him and rigidly facing the scene before her.

The Speaker called upon a Right Honourable Member for Lombardy who had risen from the Opposition benches to ask his question. He was an old man and an important man, white-haired and wearing black glasses on a ribbon around his neck. He was tall and thin but he spoke with the low growl of a clever dog.

"Mr. Speaker. I direct a question to the Minister representing the Prime Minister." He took his time. He was deep and terse and he glared around the House for a moment. "A servant of the Crown, one I. A. MacGregor, has recently published his opinions of a government mission to Moscow and Azerbaijan, a mission which he attended. He has made serious accusations, not only against the Government, but against one of our most respected envoys and against the British Commonwealth itself. He has cast terrible and disloyal and unwarranted suspicion upon our integrity in dealing with other nations. In view of the serious international dishonour we suffer, in view of the disservice which MacGregor has done the Commonwealth I would like to ask the Government what real steps have been taken finally and drastically to disqualify MacGregor's statements. And further," he growled, "what steps have been taken to punish this man for a serious breach of Trust, Code and Regulations".

There was nothing dramatic about it, yet no man can hear such calm words cast upon himself without having the blood drain from his wretched face, MacGregor leaned over to hear Mr. Attlee answer it, but he saw that Mr. Attlee had gone; so had a number of other Ministers. Instead of Mr. Attlee a short

dark man with hornrimmed glasses stood up and put a few sheets of paper on the table before him and cleared his throat.

John Asquith leaned his head back to talk up to MacGregor.

"That's Butcher," he whispered, "one of the Parliamentary Undersecretaries hanged if I remember which one."

Mr. Butcher took off his glasses and cleaned them, and MacGregor asked himself angrily if they all took so much time. "I have been asked to reply to this question," Mr. Butcher said, "because it concerns our department." He spoke disinterestedly, almost mumbling, but MacGregor could hear every word of it. "This isn't the sort of question for a quick reply, and I asked the Right Honourable Member's indulgence in the matter. MacGregor is really a complex problem which cuts right across the path of three or four different Ministers, including the Foreign Office and the India Office, as well as the Prime Minister's and our own. More than that, it is a Civil Service matter. It also is a very delicate and dangerous subject at this moment because it can influence the conduct of our affairs in the Security Council to-morrow. However, I will answer the Right Honourable Member's two questions as best I can. First, I think that the House will agree that this man MacGregor's statements to the Press were in bad taste as well as in bad grace and bad liege."

"Hear! Hear!" MacGregor heard it from both sides.

"Bad liege and infamous!" a Member cried in addition.

Others added similar comment to Mr. Butcher's condemnation and the Speaker called for order.

"This is too serious a matter," Butcher said solemnly. "It is impossible to make a statement about it at such short notice. Lord Essex and MacGregor are really part of the same problem requiring a measured and careful solution. When I have the answer to one of these questions I will have the answer to the other. Members will have to be patient. This is a delicate situation and we had hoped that Members would be more discreet. Gentlemen on both sides of the House are dangerously intent on getting their man, but I cannot say a word until other decisions are made. They are being made now, and at the end of questions I will leave the House and return shortly with the solution of this extraordinary situation. Until then I hope that Members on both sides will be careful what they say about Lord Essex and MacGregor, and our diplomatic affairs."

Mr. Butcher sat down and before there could be any further spontaneous out-of-order discussion the Speaker had warned the Members that any more breaches of proper conduct would bring serious consequences; he did not want to name Members but he would if necessary. This silenced the House and they went on with the remainder of Questions like dogs at a leash waiting for a later moment when they would be free to fight without restraint.

Comprehension Activities

CA-1. Scan through the text with the following questions in mind:

1. Who occupied the front benches in the House?
2. How were the Government and the Opposition seated?
3. Where were the seats of the Members of Parliament and those of the Press?
4. What is meant by "Question time"?
5. What points were debated upon?
6. Who became the centre of the main question under discussion?
7. What was MacGregor?
8. What was he accused of by the Right Honourable Member for Lombardy?
9. Who took part in the debate on the side of the Government?
10. Did Mr. Butcher show his skill and ability in arguments?
11. What arguments did he put forward to postpone the final decision on MacGregor's case?
12. How did the House react?
13. What solution did the House come to as you may guess or what would be the end of the debates as you may have read?
14. Which House did the debates take place in - the House of Lords or the House of Commons?
15. What do you know of the procedures going on in the House of Lords and those in the House of Commons?

CA-2. Scan carefully the arguments of the Right honourable Member for Lombardy and follow the climax of his accusations against MacGregor. Pay special attention to the following words with the negative prefixes dis-, un-: disloyal, dishonour, disservice, disqualify, unwarranted; and to the following word combinations: to make accusations against, to cast suspicion on (upon), to take (drastic) steps, in view of.

CA-3. Dramatise the arguments against MacGregor.

CA-4. Look through the rebuttal of Mr. Butcher. Consider the following key words and word combinations that convey a feeling of dependence on somebody else's decision, caution against a wrong statement:

a serious matter, to make a statement at such short notice, to require a measured and careful solution, a delicate, extraordinary situation, to be discreet, on both sides, to be intent on something, to get one's man, to be careful what you say, diplomatic affairs.

CA-5. Dramatise the rebuttal.

CA-6. Do pair work: enact the debate.

CA-7. Express your opinion on the result of the debate on the basis of the following statements by Mr. Butcher:

"I cannot say a word until other decisions are made. They are being made now, and at the end of questions I will leave the House and return shortly with the solution to this extraordinary situation."

CA-8. If you are interested to know what solution Mr. Butcher returned with render the following into English.

В зал вошел Бутчер. В руках у него был листок бумаги, которым он помахал спикеру, и тот немедленно предоставил ему слово. Члены палаты сразу стихли, ожидая как и ожидал Мак-Грегор, какую весть огласит этот важный, неторопливый человек.

- Я просил слова для краткого сообщения,- сказал Бутчер. Безжалостно испытывая терпение аудитории, он подождал, пока установится полная тишина, и затем продолжал без всяких вступлений:

- Джентельмены! По постановлению надлежащих властей Айврс Энкус Мак-Грегор, временно находящийся на службе британской короны и повинный в разглашении важных конфиденциальных сведений, связанных с дипломатической миссией, в которой он принимал участие, увольняется с должности, занимаемой им в министерстве по делам Индии. Ввиду его военных заслуг, а также по личному ходатайству главного помощника лорда Эссекса, досточтимого Джона Энтони Асквита, Мак-Грегору не будет предъявлено никаких обвинений в нарушении закона о сохранении государственной тайны или закона о государственной безопасности. Однако репутация Мак-Грегора считается опороченной, и он увольняется с лишением всех привилегий и права на пенсию и с запрещением когда-либо вновь поступать на службу его величества короля как в Англии, так и за границей.

- Позор! - закричал кто-то, и по всему залу прошел рокот негодующих голосов.

Бутчер сам водворил тишину, снова помахав в воздухе своей бумагой, а затем продолжал: - Теперь - что касается лорда Эссекса. Ни у кого не возникает ни малейшего сомнения в добросовестности лорда Эссекса, которого мы продолжаем считать самым выдающимся нашим дипломатом. С нашей точки зрения, его личное достоинство, его политическая линия, его верность долгу, все его поведение безупречны. Авторитет лорда Эссекса среди наших дипломатов стоит на небывалой высоте, и ничего, кроме уважения и восторга, этот деятель у нас не вызывает. Тем не менее ввиду тех инсинуаций, которые в

последнее время получили хождение за границей в связи с его последней дипломатической миссией, мы считали бы неделикатным настаивать на том, чтобы он продолжал выполнять обязанности нашего чрезвычайного делегата в Совете Безопасности. Лорд Эссекс будет немедленно освобожден от выполнения этих обязанностей, и никакие материалы, факты или наблюдения, связанные с его миссией, при рассмотрении иранского вопроса в Совете Безопасности фигурировать не будут. Мы считаем необходимым принять такое решение, поскольку не желаем вносить в Совет Безопасности наши внутренние политические разногласия; ввиду нашего искреннего стремления помогать работе ООН мы согласны изъять весь материал, который может быть сочтен спорным. Завтра в обсуждении иранского вопроса будут участвовать только наши постоянные делегаты, и обсуждение будет вестись исключительно на основе материалов, предоставленных обоими заинтересованными государствами. О работе, проделанной лордом Эссексом речи не будет, и, какое бы решение не вынес Совет Безопасности по иранскому вопросу, мы его примем. Мы считаем нужным подчеркнуть, что отозвание лорда Эссекса ни в коей мере не означает, что наше доверие к нему пошатнулось. Лорд Эссекс немедленно получит новый пост, или, точнее сказать, новое дипломатическое поручение.

CA-9. If you are interested to know how MacGregor managed to expose the British mission to Iran read the following letter to "The Times". Insert articles where necessary and retell the Text:

There were few trustworthy avenues of public expression open to MacGregor. Of those available he chose... most logical. At Mrs. Berry's boarding house he sat down in... parlour and spread... few sheets of foolscap on... green-tasselled cloth and addressed... letter to "The Times".

"Dear Sir," MacGregor wrote. "In view of... unusual interest at... present in... political affairs of Iran, may I make... few observations which are... result of... recent visit to that country with Lord Essex.

Firstly,... Azerbaijanian struggle for... measure of autonomy and self-government is genuine and is locally inspired. ... facts of history and existing conditions show that Azerbaijan has always been struggling to overthrow... feudal conditions imposed upon it (and upon ... rest of Iran) by ... corrupt Iranian Governments.

As for... Kurdish Independence,... Kurds ask for... independence of their own making, not... independence sponsored by... British Government. Like... Azerbaijanians... Kurds are seeking... real autonomy, and more than that, self-determination. Our present scheme to take them over and use them as... balancing factor in... political affairs of... Middle East is... reflection upon... honesty of our intention and... direct blow at... spirit of all good men.

Yours faithfully, I.A. MacGregor."

(J. Aldridge "The Diplomat")

CA-10. The head of the mission Lord Essex, represented quite the opposite point of view of the situation. Read this extract, insert articles and express your opinion on MacGregor and Lord Essex's contradictory statements.

Essex's picture had been on... front pages of... newspapers every day since their return. This picture showed... smiling Essex with... pipe in his mouth. This was reported to be... picture of Envoy, taken yesterday, after he had visited Downing Street to make... report on his extraordinary and successful mission to... Moscow and Azerbaijan... sensation was expected when Lord Essex presented his case on... Azerbaijan in... forthcoming Security Council Meeting. His facts were authoritatively reported to be damning and conclusive evidence of Russia's guilt in creating... revolt in Azerbaijan, thus interfering in... affairs of another nation, thus creating... situation for... UN to settle. Lord Essex's appointment as... special British delegate to... United Nations would enable him to go through with... mission which... British Government had given him some time ago:... job of settling... situation in Iran. Taking it to... UN was... culmination of Essex's effort. His representation of Britain on... Security Council was... guarantee that his opinion on Azerbaijan and Iran, together with his evidence, would decide not only British policy but ... UN policy on ... situation.

Follow-Up Activities

For interesting and useful practice in parliamentary procedure, your group may organise a club to meet during certain English periods. The purpose of the club will be to learn parliamentary procedure by actually practising the rules. Use a score card to check your progress in speech (see Students' Guide). The following steps will help you form such a club:

1. Select a student to act as a temporary chairman until a president has been elected.
2. Decide what kind of club you want. Here are suggestions:
 - a) A club to discuss current events
 - b) A club to hold literary discussions
 - c) A club to act as a mock town council
 - d) A club to debate upon economic or cultural problems
 - e) A club to put forward environmental arguments.
3. Appoint a committee to draw up a set of by-laws as a framework for your club.

4. Elect a president, a vice-president, a secretary and a treasurer. After several students have been nominated for president, have one student move that the nominations be closed.

Another student should second the motion. The temporary chairman should then put to a vote the motion to close nominations, announce the result, and turn over his office to the president.

The by-laws should state what proportion of the total number of votes is needed for election.

5. Adopt the by-laws. Each item should be discussed separately and amended if necessary. Then the entire set of by-laws should be adopted.

6. Proceed with club business, conducting it as per the above sample meeting.

RENDERING

Эдд Роджер

БУДУ ЛИ Я ГУБЕРНАТОРОМ

Высокий пост губернатора штата Коннектикут был явно не для меня, но я страстно мечтал занять его. Мне давно хотелось поселиться в великолепном губернаторском особняке и иметь личного шофера, который всюду возил бы меня в роскошной губернаторской машине.

Поэтому я выбрал самый ходовой способ выдвижения своей кандидатуры. Я заявил, что не претендую на пост губернатора.

Впервые мой отказ появился в коннектикутских газетах примерно год назад. К тому времени в газетах было опубликовано по крайней мере двадцать подобных отказов других претендентов, но, по общему впечатлению, мой был более всего похож на отказ солидного государственного деятеля, и поэтому у меня был самый верный шанс быть избранным.

Один из моих сотрудников произвел тщательное изучение всех отказов, появившихся в печати со времен пресс-конференции, которую провел Цезарь в тот день, когда он переходил через Рубикон. Репортеры из Рима спросили Цезаря, означает ли его переход через Рубикон, что он выдвигает свою кандидатуру на пост императора.

"Господа,- ответил Цезарь, читая по заранее написанной бумажке,- я не являюсь кандидатом на пост императора в настоящее время, и в мои намерения не входит выдвижение кандидатуры в будущем. Не мне говорить, что я тот человек, которому суждено спасти Рим. Это должен сказать народ. Так давайте же условимся раз и навсегда - я перехожу через Рубикон только с одной целью: чтобы попасть на другую сторону реки."

Затем Цезарь оторвался от написанного текста и сказал: "Все остальное не для прессы, ребята. Итак, жребий брошен!"

Но вернемся к моей кампании. После того, как мой отказ появился в печати, я нанял профессионала, который принимал участие во многих политических баталиях и брался протащить меня в губернаторы.

Разумеется, он согласился сделать это не задаром. Мне пришлось пообещать, что после того, как только я стану губернатором, я назначу его главой вновь созданного департамента. В политике, как и в любом другом деле, сначала добудь нужного человека, а потом плати.

Затем я обратился к помощи телевидения, ибо плохи дела того кандидата, который пренебрегает телекамерой. Прежде чем появиться на экранах, я выступил с пробной речью перед экспертами, которые были должны всесторонне оценить мое обаяние.

Первое место все единодушно присудили моему "смиренному виду". Понравилась также и моя "искренность". Я удовлетворительно справился с таким сложным делом, как "убедительно говорить ни о чем". Но меня наповал сокрушил приговор, который гласил: "Ваш нос слишком велик".

Оказалось, и это было единодушным мнением всех собравшихся, что мой нос слишком мясистый и пористый для того, чтобы я мог стать губернатором не только штата Коннектикут, но и любого штата вообще. До появления телевидения я вполне мог бы быть губернатором и с таким носом. Но теперь - нет. Очевидно, нужно было что-то предпринять.

И я его сменил. Нос, который теперь торчит на моем лице, - не мой нос. Это бывший нос одного моего сотрудника. Кроме того, пришлось слегка изменить мои глаза. Раньше у меня были холодные глаза водянисто-серого цвета. Но контактные линзы сотворили чудо, и теперь большие карие глаза задумчиво смотрят на телезрителей с голубых экранов. Эти и некоторые другие изменения в моей внешности были направлены на то, чтобы избиратели видели во мне прирожденного вождя".

По общему мнению, теперь у меня было самое лучшее политическое лицо из всех когда-либо появлявшихся на экранах телевизоров.

Всего я выступил по телевидению тридцать раз, каждый раз с одной и той же речью. После каждого выступления мои сотрудники распространяли анкету, предназначенную в основном для женщин, так как каждое мое слово, каждый мой жест и движение были рассчитаны только на то, чтобы понравиться женщинам. Анкета распространялась в местах, где чаще всего можно встретить женщин: в магазинах, парикмахерских, на рынках и т.д. Анкета была краткой и деловой: "После того, как вы видели этого кандидата по телевидению, прослушали его речь и получили представление о его уме, искренности и умении быть вождем, хотели бы вы, чтобы он стал вашим любовником?"

В ходе кампании мне пришлось столкнуться с еще одной проблемой. Люди хотели знать, каковы мои политические убеждения, кто я - либерал или консерватор? У меня раз и навсегда установленное правило: мои политические убеждения варьируются в зависимости от аудитории, к которой я обращаюсь. Например, когда мне случалось выступать перед радикально настроенными студентами Йельского университета, я говорил, что хотя мне и приходится использовать в своей деятельности отдельные элементы политики консерваторов, но при этом я всегда провожу их радикальным образом. Когда же меня слушали студенты, принадлежащие к правому крылу, я признавался, что хотя я в некоторых случаях и действую как либерал, но в душе я убежденный консерватор. Я ношу костюмы, скроенные консервативно, но сшитые в либеральном стиле. В зависимости от обстоятельств я надеваю либерально-консервативные или консервативно-либеральные галстуки.

В настоящее время моя кампания заканчивается. Не выезжая за пределы штата, я наездил более 800 тысяч миль. Я пожал два с половиной миллиона рук. Я выступил в 150 женских клубах, в тысячах профсоюзных и других организаций. Я знаю народ, его нужды, чаяния, надежды. Я знаю, кого избиратели хотели бы видеть в роли своего вождя. Боюсь, что не меня.

МОЙ ЧЕРЕД

Нэнси Рейган при участии Уильямса Новака
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ГЛАВА 7

КАМПАНИЯ ПО ВЫБОРАМ В ПРЕЗИДЕНТЫ (отрывок)

1. Из пяти кампаний в ходе которых Ронни баллотировался на официальные посты, наиболее живо запомнилась мне та единственная, которую он проиграл. Это было в 1976 году, когда он оспаривал у президента Джеральда Форда право быть кандидатом от Республиканской партии. Та кампания была столь напряженной, столь драматической и воспринималась мною столь эмоционально, что почти затмевает в моем воображении остальные четыре, победные.

Часто говорят, что это я толкнула Ронни в политику - что, мол, сам он не стремился к высоким постам, а у меня честолюбия хватило на двоих. Подозреваю, этот миф родился потому, что Ронни действительно энтузиазма не проявлял. Ну, а раз он не честолюбив, думали, видимо, некоторые, значит, честолюбивой должна быть она. На самом же деле меня сомнения одолевали еще больше, чем Ронни. Проведя в Сакраменто восемь лет, я только и мечтала о том, чтобы вернуться в Лос-Анджелес и снова начать нормальную жизнь без всякой официальности.

В 1974 году Ронни решил заняться тем, что он называет разъездами по районам картофельного пюре; он собирался ездить по стране и выступать с речами. Майк Дивер открыл небольшое рекламно-информационное агенство и организовывал для него выступления, а также заказы на статьи для информационных агенств с последующей одновременной публикацией в разных газетах и на серии радиокомментариев. Это была самая подходящая для Ронни работа. Он мог прилично зарабатывать, делая то, что ему нравится, - то есть делаясь своими убеждениями с публикой. К тому же она оставляла ему достаточно времени, чтобы с удовольствием повозиться на нашем новом ранчо; возле Санта-Барбары.

Промежуточные выборы, которые проводились всего через три месяца после отставки президента Никсона, обернулись настоящим бедствием для республиканцев. В Ронни партия видела свежую кандидатуру, личность, пользующуюся популярностью, не имеющую никаких дел с Вашингтоном и снискавшую репутацию неподкупной. Консервативное крыло партии мечтало о том, чтобы он бросил вызов президенту Форду.

Но Ронни претила мысль соперничать с действующим президентом, принадлежащим к той же, что и он сам, партии. Отдавал он себе отчет и в том, что это было бы невероятно трудно. Где бы ни появлялся Форд, он был осенен ореолом президентской власти. Его пресс-конференции получали самое широкое освещение в средствах массовой информации. Он также контролировал партийный аппарат, поэтому любому его сопернику из рядов Республиканской партии пришлось бы в каждом штате сражаться с истэблишментом.

И тем не менее Ронни не считал Форда неуязвимым. Он был единственным американским президентом не только не избранным всенародным голосованием и даже не выдвинутым на пост собственной партией, но и на пост вице-президента, назначенным после отставки Спиро Агню. Ронни полагал, что при этих обстоятельствах республиканцы должны иметь возможность выбора.

После выдвижения его кандидатом от республиканцев в Нью-Гэмпшире несколько месяцев спустя Ронни решил баллотироваться. 19

ноября 1975 года мы отправились в Вашингтон. На следующее утро в огромном, похожем на пещеру зале Национального пресс-клуба перед большим количеством микрофонов и телекамер, чем я видела за всю свою жизнь, он объявил, что выставляет свою кандидатуру.

Ронни не упоминал имени Форда - это была его всегдашняя практика во время избирательных кампаний, - но обвинил вашингтонскую администрацию в том, что она создала систему круговой поруки, и сказал, что народу нужны лидеры, которые были бы независимы от Конгресса, федеральной бюрократии, лоббистов, большого бизнеса и верхушки профсоюзов. "Нам нужно правительство, реально осознающее не только на что имеет право оно, но - на что имеет право народ", сказал он.

В тот же день мы вылетели в Майами, чтобы начать избирательную кампанию. Первый массовый митинг был в аэропорту. Когда Ронни выступал на нем, кто-то выкрикнул из толпы: "Эй, Голландец!" Мы поняли, что это был кто-то из Айовы, потому что именно там в качестве спортивного комментатора Ронни был известен под именем Голландец Рейган.

"Привет! - откликнулся Ронни. - Я подойду к вам, когда освобожусь."

Когда Ронни закончил выступление, один из охранников сказал ему: "Спуститесь с помоста - поворачивайте налево." Вместо этого Ронни свернул вправо, чтобы найти знакомого из Айовы. И тут я с ужасом увидела, как свалили с ног и прижали к земле темноволосого молодого человека с ружьем в руках. Как выяснилось впоследствии, ружье было игрушечным, но мне оно, конечно же, показалось настоящим.

2. Во время тех выборов 1976 года у меня до самой последней минуты замирало сердце. По окончании предварительных выборов стало известно, что по неофициальным подсчетам у Форда на съезде должно быть 1093 голоса, у Ронни - 1030. Для выдвижения в качестве официального кандидата партии голосов не хватало ни тому, ни другому - заветным было число 1130, но Форд приблизился к нему гораздо больше.

И тогда президент Форд начал всю извлекать пользу из своего положения. Он приглашал дюжины нейтральных делегатов в Белый дом на коктейли, встречи и обеды. В июле, за месяц до съезда, журналисты стали доверительно сообщать, что официальное выдвижение Форда - дело решенное. А когда такое мнение становится достоянием общественности, оно быстро реализуется.

Поскольку терять было нечего, Джон Сиарз, руководитель избирательной кампании Ронни, рискнул предпринять крупную игру: он убедил Ронни обнародовать имя своего напарника - кандидата на пост вице-президента - за несколько недель до съезда. Джон надеялся, что это

послужит подтверждением того, что исход кампании еще не решен. Был назван сенатор Ричард Швайкер из Пенсильвании. Хотя Швайкер слыл либералом, в 1964 году он поддерживал Барри Голдуотера. Как и Ронни он выступал за укрепление обороноспособности, введение обязательной молитвы в школах, поощрительную систему налогов, смертную казнь и против контроля за продажей оружия, против разрешения аборт на территории всей страны.

Джон рассчитывал, что после того, как Ронни назвал Швайкера, Форд тоже будет вынужден сделать свой выбор. Нельсон Рокфеллер, тогдашний вице-президент, уже был исключен из списка, и Джон не сомневался, что кого бы Форд ни выбрал, это все равно пойдет ему в ущерб. Выбери он умеренного - потеряет голоса южан; консерватора - не досчитается сторонников на Севере.

Когда Форд отказался назвать своего напарника, Сиарз попытался спровоцировать его, призвав всех остальных кандидатов в президенты сделать это, не дожидаясь официального выдвижения. Настаивая на общем голосовании по этому вопросу, Джон хотел доказать, что часть сторонников Форда ненадежна. Если бы наши оказались при голосовании в большинстве, независимые делегаты могли бы понять, что победа Форда не так уж неизбежна.

И вот наступила критическая ночь в ходе съезда в Канзас-Сити - за двадцать четыре часа до официального выдвижения кандидатов делегаты приступили к голосованию по предложению Джона. Нервы были накалены у всех до предела, и я никогда не забуду, как рассердилась, увидев, что Нельсон Рокфеллер переходит от делегата к делегату и выкручивает им руки, склоняя на сторону Форда. Я сама видела, как он вырвал у делегации Юты плакат, агитирующий за Рейгана и разорвал его. Даже не верилось, что это вице-президент Соединенных Штатов.

У нас были неплохие шансы, но все же не хватало голосов, чтобы победить. Теперь стало ясно, что для нас кампания окончена.

Следующим вечером накануне оглашения имени официального кандидата, мы сидели у себя в номере за тихим семейным обедом. Мы чуть не плакали, но я предложила тост в честь мужа. "Дорогой,- сказала я,- за годы нашего супружества ты ни разу меня не разочаровывал. И я никогда не гордилась тобой так, как теперь".

19 августа 1976 года в половине двенадцатого утра Джеральд Форд был назван кандидатом в президенты от Республиканской партии.

Перед отъездом из Канзас-Сити у Ронни были две последние встречи. Одна с делегацией от Калифорнии. "Борьба продолжается,- сказал он.- Это всего лишь одно сражение в долгой войне, которая идет, пока мы все живы. Мы с Нэнси не собираемся, вернувшись, сидеть в креслах-качалках и повторять: "С нас хватит".

Я не присутствовала на той встрече, но мне сказали, что Ронни закончил свою речь, процитировав старинную английскую балладу, которую выучил много лет назад, еще в школе:

Припаду к земле, пусть прольется кровь.

Хоть я ранен, я не сражен.

Поднимусь - и снова ринусь в бой.

3. Ронни победил на выборах в 1980 году, потому что сумел укрепить свои позиции, используя для начала поддержку, которую получил в ходе кампании 1976 года. Джон Сиарз снова был руководителем его предвыборной кампании. Но в самом начале он допустил ошибку: не повез Ронни на предвыборный митинг сторонников Республиканской партии в Айове, где кампания начиналась в январе. Он хотел, чтобы Ронни был над схваткой. Ронни считался признанным лидером, и Джон не желал, чтобы он выглядел как рядовой кандидат, участвующий в общей свалке за голоса избирателей.

Но многие айовцы, очевидно, обиделись, решив, что Ронни считает их поддержку и так обеспеченной, потому что количество его сторонников упало здесь с пятидесяти процентов до двадцати пяти. Он совершил несколько коротких поездок по штату, но это мало что изменило. Джордж Буш имел полное право сказать, что он провел в Айове больше дней, чем Ронни - часов.

Мы были в Калифорнии, когда стали известны окончательные результаты подсчета голосов в Айове. Один из помощников по проведению кампании позвонил и сообщил скандальную новость: Ронни потерпел поражение от Джорджа Буша - тот набрал тридцать три процента голосов, а Ронни - лишь тридцать. А ведь Ронни рассчитывал на победу. Неожиданно мы сели в лужу.

Следующим штатом был Нью-Гэмпшир. Ронни работал так, как никогда прежде. Журналисты едва за ним поспевали. С рассвета до поздней ночи он встречался с людьми. В Ронни очень силен дух соревнования. Если он отстает, он бежит быстрее, и я никогда не видела, чтобы он трудился с таким напряжением, как в тот месяц.

На предварительных выборах Ронни здесь победил, собрав пятьдесят один процент голосов. Джордж Буш с большим отставанием - на двадцать семь пунктов - шел вторым. Говард Бейкер был третьим.

Из Нью-Гэмпшира мы полетели в Вермонт, где Ронни победил на предварительных выборах неделю спустя. 8 марта он пришел первым в Южной Каролине, что вынудило Джона Конноли снять свою кандидатуру. Через три дня после этого Ронни одержал победу в Алабаме, Флориде и Джорджии. Его конкуренты отпадали один за другим, кроме Джона Андерсона, который решил продолжать кампанию в качестве независимого кандидата.

В течение всей кампании Джордж Буш был единственным реальным соперником, но ни разу не приблизился к Ронни по-настоящему. Из тридцати трех этапов, когда оба они были в списках для голосования, Ронни оказался первым двадцать девять раз. В конце концов Буш снял свою кандидатуру, и Ронни легко, как по маслу, подкатил к съезду в Детройте. Единственным нерешенным вопросом был вопрос о том, кого он возьмет себе в напарники.

В это трудно поверить, но большинство советников рекомендовало Ронни выбрать Джеральда Форда. Они считали, что тандем Рейган-Форд окажется в ноябре непобедимым. опросы общественного мнения подтверждали это предположение, и Ронни разделял его. Во время съезда Ронни несколько раз встречался с Фордом, и они обсуждали этот вопрос.

Мне идея казалась смехотворной. Я не могла себе представить, как бывший президент - любой - мог вернуться в Белый дом, чтобы быть там на вторых ролях. "Это невозможно,- убеждала я Ронни. - Будет президентское двоевластие. Ничего просто не получится".

Но Ронни так не считал. Это к вопросу о моем пресловутом "влиянии" на Рональда Рейгана.

В третий день съезда мы с Ронни сидели в своем номере в отеле "Детройт Плаза" и смотрели вечернюю программу новостей Си-Би-Эс; вдруг на экране в прямом эфире появился Форд, у него брал интервью Уолтер Кронкайт. Повсюду уже носились слухи о непобедимом тандеме и о предоставлении Форду как вице-президенту особых, расширенных полномочий и обязанностей.

Но ни один из участников предполагаемого тандема не сказал ни единого слова журналистам. И вот мы с Ронни, пораженные, наблюдали, как Форд на всю страну излагал свои условия по национальному телевидению. "Я не поеду в Вашингтон, чтобы в качестве вице-президента быть там фигурой номинальной,- говорил он. - Мне нужны особые гарантии. Я должен быть уверен, что буду играть значительную роль в принятии важных решений".

Когда Кронкайт спросил, не имеет ли он в виду нечто вроде со-президенства, Форд спорить не стал. "Вы задаетесь вполне закономерный вопрос", сказал он.

Что касается Ронни, ему этого было достаточно. В тот же вечер у них с Фордом состоялась короткая и последняя встреча. Кандидатура Форда больше не рассматривалась.

Поговорив с Фордом, Ронни позвонил Джорджу Бушу и предложил ему место в тандеме. В какой-то мере Джордж Буш стал сорок первым президентом Соединенных Штатов и благодаря тому, что тридцать восьмой президент слишком много наговорил в последнем интервью за восемь лет до того!

Тогда мне не нравился Джордж Буш. В памяти все еще были свежи горькие уроки кампании в Айове и Нью-Гэмпшире, и выражение Джорджа "шаманская экономика", которым он характеризовал предложение Ронни о сокращении налогов, продолжало отравлять мое отношение к нему. Вскоре, однако, я начала понимать, что выбор вовсе не плох. Джордж был опытен в делах управления и хорошо знал Вашингтон. Он работал в Конгрессе. Был представителем Соединенных Штатов в ООН. Директором ЦРУ. Он прекрасно умел вести избирательную кампанию и укреплял тандем как в географическом, так и в философском смысле. И он оказался хорошим вице-президентом.

4. Теперь, когда Ронни оказался официальным кандидатом, ему предстояло начать все с начала и в общенациональной кампании соперничать с действующим президентом. Хотя Джимми Картер не был особенно популярен, в противоборстве с Джеральдом Фордом в 1976 году он показал себя весьма конкурентноспособным кандидатом. Ронни ожидал, что борьба будет трудной и жесткой, и он не ошибся.

Как и в 1976 году, у меня была в этой кампании собственная серьезная роль: выступать в некоторых маленьких городках и поселках, куда у самого Ронни не хватало времени поехать. Обычно я летела вместе с Ронни на нашем агитационном самолете "Лидершип-80" до какого-то крупного центра, например, в Чикаго, и, пока он выступал там, на маленьком самолетике перебиралась в другую часть штата. Многие отели, в которых мы останавливались, почитали за такую честь принимать жену Рональда Рейгана, что перед нашим приездом в комнатах даже красили стены. Я ценила такой знак уважения, но приходилось ли вам когда-нибудь спать в комнате со свежеевыкрашенными стенами? Запах был невыносимый, а ведь во многих гостиницах окна не открываются. Я приходила вечером измученная с единственным желанием подышать свежим воздухом и лечь спать, а вместо этого на меня накатывалась такая мощная волна запаха краски, что она едва не сбивала меня с ног.

На заключительном этапе предвыборной кампании Картер усилил атаку и снова попытался представить Ронни поджигателем войны. Еще раньше, в сентябре, он заявил, что предстоящие выборы решат, "будет ли у нас мир или война". Это привело Ронни в бешенство. Но, когда кампания подходила к концу, он ответил на это заявление с присущим ему юмором. "Прошу прощения за опоздание,- обратился он к участникам митинга, куда прибыл после дебатов,- но я был очень занят: начинал войну".

Вечером накануне выборов мы легли спать - не в каком-нибудь пропахшем свежей краской отеле - а в собственной спальне в Пэсифик Пэлисейдз. Блаженство - истинное блаженство! Наутро мы отправились голосовать в тот самый избирательный участок, где голосовали

последние двадцать пять лет. Какие-то женщины по пути дарили Ронни банки с его любимыми "джелли-бинз", и нас приветствовали толпы фотографов и репортеров. Выходя из участка, Ронни пошутил, сказав журналистам, что голосовал за меня.

"А ваша жена? - крикнул кто-то. - За кого голосовала она?"

"О, ответил он, - Нэнси голосовала за одного бывшего актера".

Это сильное ощущение - увидеть имя своего мужа во главе списка кандидатов. Когда Ронни выбирали губернатором, у меня тоже было странноватое чувство, но когда его выбирали президентом - даже после всей той работы, которую мы проделали, - это показалось мне почти неправдоподобным.

Начиная с 1966 года, с первых выборов, на которых баллотировался Ронни, день окончательного голосования всегда представлялся мне самым длинным днем в году. Кажется, что он не кончится никогда, и ищешь способ убить время. Большую часть того дня, измученные только что закончившейся кампанией, мы провели дома, занимаясь всякой ерундой, на которую в другие дни времени не находится. Как всегда, я приготовилась к тому, что предстоит долгая ночь в ожидании подсчета голосов. Часть того вечера мы собирались провести у друзей, следя по телевизору за сообщениями о предварительных результатах. В самом начале шестого я принимала ванну, а Ронни пошел в душ. Звук телевизора был включен на полную мощность, так что мы могли слышать новости и там. Вдруг я услышала, как Джон Ченселлор из Эн-Би-Си сказал, что Ронни одерживает решительную победу.

Я выскочила из ванны, обернувшись полотенцем и стала колотить в дверь душевой. Ронни, тоже схватил полотенце, выбежал, и мы помчались к телевизору. Мы стояли перед экраном мокрые, закутанные в полотенца, когда услышали, что Ронни только что избран президентом Соединенных Штатов Америки.

Потом зазвонил телефон. Это был президент Картер, он признал свое поражение и поздравил Ронни с победой.

Я была взволнована и ошеломлена. "Поздравляю, милый,- сказала я, крепко обнимая сорокового Президента Соединенных Штатов.

R-1. Render the Russian text into neat English.

R-2. Discuss the following points:

Text I

1. What was the real reason for the protagonist to start public canvassing?
2. What tricks did he resort to be nominated?
3. Why did he come to the conclusion that he was not fit for the post of Governor?

4. Would he be Governor just the same?

Text II

1. What steps did Ronald Reagan have to take to be finally elected President.
2. Who were his opponents?
3. Why did he reject Gerald Ford as his Vice President in the end?
4. Who did he appoint his Vice President? Was he disappointed in his choice?
5. What do you know about Ronald Reagan's presidency? Was it an asset or a ruin to the country?

R-3. 1) Compare the stories and point out the difference in treatment of the identical events (running for President) described by E. Rodgers and N. Reagan; 2) Assess the role of mass media in politics.

SUPPLEMENTARY READING

MARK TWAIN

M. Twain (1835-1910) is the pen-name of Samuel Langhorne Clemens, one of the greatest names in American literature. Although M. Twain began writing purely as a humorist, later he became a bitter satirist. He ridiculed corruption, social ignorance, narrow-mindedness, stupidity and hypocrisy. Twain's stories enjoy widespread popularity. Some readers are fascinated with the intricacy of the plot and wit of the narrator. Others look for the rich world of wisdom under the layers of inventive techniques, while a lot of Twain's admirers are amazed at the stylistic diversity of the language.

In "Running for Governor" Twain makes a subtle parody of the demagoguery and the false rhetoric of the press. Elements of satirical generalisation in this story equally refer to foul electoral tricks and to the modes of American journalism.

Twain's talent for brilliant paradoxes and devastating grotesques were subordinated in the last period of his creative life to a philosophical satire and realistic journalism, to a serious description of the moral inferiority of the surrounding world. There were really two Twains - one a tireless joker of inexhaustible fantasy, and the other a grave thinker, who was watching life's brutalities and the sufferings of people from an abyss of vehement despair.

Bernard Shaw considered Mark Twain "by far the greatest American writer". He said: "I am speaking of him rather as a sociologist than a humorist... He has to put things in such a way as to make people who would otherwise hang him believe he is joking". Later in a letter to M. Twain he wrote: "... I am the author of a play in which a priest says, 'telling the truth is the funniest joke in the world', a piece of wisdom which you helped to teach me".

One of his contemporaries, William Dean Howells said: "I knew sages, poets, peers, critics, humorists... but Clemens was sole, incomparable, the Lincoln of our Literature".

R U N N I N G F O R G O V E R N O R

A few months ago I was nominated for Governor of the great State of New York, to run against Mr. John T. Smith and Mr. Blank J. Blank on an independent ticket. I somehow felt that I had one prominent advantage over these gentlemen, and that was - good character. It was easy to see by the newspapers that if ever they had known what it was to bear a good name, that time had gone by. It was plain that in these later years they became familiar with all manner of shameful crimes. But at the very moment that I was exalting my advantage and joying in it in secret, there was a muddy undercurrent of discomfort "riling" the deeps of my happiness, and that was - the having to hear my name bandied about in familiar connection with those of such people. I grew more and more disturbed. Finally I wrote my grandmother about it. Her answer came quick and sharp. She said - "You have never done a single thing in all your life to be ashamed of - not one. Look at the newspapers - look at them and comprehend what sort of character Messrs Smith and Blank are, and then see if you are willing to lower yourself to their level and enter a public canvass with them."

It was my very thought! I did not sleep a single moment that night. But after all I could not recede. I was fully committed, and must go on with the fight. As I was looking listlessly over the papers at breakfast I came across this paragraph, and I may truly say I never was so confounded before.

"PERJURY. - Perhaps, now that Mr. Mark Twain is before the people as a candidate for Governor, he will condescend to explain how he came to be convicted of perjury by thirty-four witnesses in Wakawak, Cochin China, in 1863; the intent of which perjury being to rob a poor native widow and her helpless family of a meagre plantain-patch, their only stay and support in their bereavement and desolation. Mr. Twain owes it to himself, as well as to the great people whose suffrages he asks, to clear this matter up. Will he do it?"

I thought I should burst with amazement! Such a cruel, heartless charge. I never had *seen* Cochin China! I never had *heard* of Wakawak! I didn't know a plantain-patch from a kangaroo! I did not know what to do. I was crazed and helpless. I let the day slip away without doing anything at all. The next morning the same paper had this - nothing more -

"SIGNIFICANT. - Mr. Twain, it will be observed, is suggestively silent about the Cochin China perjury".

(Mem. - During the rest of the campaign this paper never referred to me in any other way than as "the Infamous Perjurer Twain.")

Next came The Gazette, with this -

"WANTED TO KNOW. - Will the new candidate for Governor deign to explain to certain of his fellow-citizens (who are suffering to vote for him!) the little circumstance of his cabin-mates in Montana losing small valuables from time to time, until at last, these things having been invariably found on Mr. Twain's person or in his "trunk" (newspaper he rolled his traps in), they felt compelled to give him a friendly admonition for his own good, and so tarred and feathered him, and rode him on a rail, and then advised him to leave a permanent vacuum in the place he usually occupied in the camp. Will he do this?"

Could anything be more deliberately malicious than that? For I never was in Montana in my life.

(After this, this journal customarily spoke of me as "Twain the Montana Thief".)

I got to picking papers apprehensively - much as one would lift a desired blanket which he had some idea might have a rattle snake under it. One day this met my eye - "THE LIE NAILED! - By the sworn affidavits of Michael O'Flanagan, Esq., of the Five Points, and Mr. Snub Rafferty and Mr. Catty Mulligan, of Water Street, it is established that Mr. Mark Twain's vile statement that the lamented grandfather of our noble stand-bearer Mr. Blank J. Blank, was hanged for highway robbery, is a brutal and gratuitous lie, without a shadow of foundation in fact. It is disheartening to virtuous men to see such shameful means resorted to achieve political success as the attacking of the dead in their graves and defiling their honored names with slander. When we think of the anguish this miserable falsehood must cause the innocent relatives and friends of the deceased, we are almost driven to incite an outraged and insulted public to summary and unlawful vengeance upon the traducer. But no! let us leave him to the agony of a lacerated conscience (though if passion should get the better of the public, and in its blind fury they should do the traducer bodily injury, it is but too obvious that no jury could convict and no court punish the perpetrators of the deed."

The ingenious closing sentence had the effect of moving me out of bed with despatch that night, and out at the backdoor also, while the "outraged and insulted public" surged in the front way, breaking furniture and windows in their righteous indignation as they came, and taking off such property as they could carry when they went. And yet I can lay my hand upon the Book and say that I never slandered Mr. Blank's grandfather. More: I had never heard of him or mentioned him up to that day and date.

(I will state, in passing, that the journal above quoted from always referred to me afterward as "Twain, the Body-Snatcher.")

The next newspaper article that attracted my attention was the following -

"A SWEET CANDIDATE. - Mr. Mark Twain, who was to make such a blighting speech at the mass meeting of the Independents last night, didn't come to time! A telegram from his physician stated that he had been knocked

down by a runaway team, and his leg broken in two places - sufferer lying in great agony, and so forth, and so forth, and a lot more bosh of the same sort. And the Independents tried hard to swallow the wretched subterfuge, and pretend that they did not know what was the real reason of the absence of the abandoned creature whom they denominate their stand-bearer. *A certain man was seen to reel into Mr. Twain's hotel last night*, in a state of beastly intoxication. It is the imperative duty of the Independents to prove that this besotted brute was not Mark Twain himself. We have them at last! This is a case that admits of no shirking. The voice of the people demands in thundertones, "*Who was that man?*"

It was incredible, absolutely incredible, for a moment; that it was really my name that was coupled with this disgraceful suspicion. Three long years had passed over my head since I had tasted ale, beer, wine, liquor of any kind.

(It shows what effect the times were having on me when I say that I saw myself confidently dubbed "Mr. Delirium Tremens Twain" in the next issue of that journal without a pang - notwithstanding I knew that with monotonous fidelity the paper would go on calling me so to the very end.)

Shortly the principal Republican journal "convicted" me of wholesale bribery, and the leading Democratic paper "nailed" an aggravating case of blackmailing to me.

(In this way I acquired two additional names: "Twain the Filthy Corruptionist", and "Twain the Loathsome Embracer".)

By this time there had grown to be such a clamor for an "answer" to all the dreadful charges that were laid to me that the editors and leaders of my party said it would be political ruin for me to remain silent any longer. As if to make their appeal the more imperative, the following appeared in one of the papers the very next day -

"BEHOLD THE MAN! - The independent candidate still maintains silence. Because he dare not speak. Every accusation against him has been amply proved, and they have been endorsed and re-endorsed by his own eloquent silence, till at this day he stands forever convicted. Look upon your candidate, Independents! Look upon the Infamous Perjurer! the Montana Thief! the Body-Snatcher! Contemplate your incarnate Delirium Tremens! Your Filthy Corruptionist! your Loathsome Embracer! Gaze upon him - ponder him well - and then say if you can give your honest votes to a creature who has earned this dismal array of titles by his hideous crimes, and dare not open his mouth in denial of any one of them!"

There was no possible way of getting out of it, and so in deep humiliation, I set about preparing to "answer" a mass of baseless charges and mean and wicked falsehoods. But I never finished the task, for the very next morning a paper came out with a new horror, a fresh malignity, and seriously charged me with burning a lunatic asylum with all its inmates, because it obstructed the view from my house. This threw me into a sort of panic. Then came the charge

of poisoning my uncle to get his property, with a n imperative demand that the grave should be opened. This drove me to the verge of distraction. On top of this I was accused of employing toothless and incompetent old relatives to prepare the food for the foundling hospital when I was warden. I was wavering - wavering. And at last, as a due and fitting climax to the shameless persecution that perty rancor had inflicted upon me, nine little toddling children, of all shades of color and degrees of raggedness, were taught to rush on to the platform at a public meeting, and clasp me around the legs and call me Pa!

I gave it up. I hauled down my colors and surrendered. I was not equal to the requirements of a Gubernatorial campaign in the state of New York, and so I sent in my withdrawl from the candidacy, and in bitterness of my spirit signed it, "Truly yours, *once* a decent man, but now

Mark Twain, I.P., M.T., B.S., D.T., F.C., and L.E."

L e a r n i n g A c t i v i t i e s

LA-1. Skim the text.

1. What is the control topic of the story?
2. What is your impression of the story?
3. What is the idea the author conveys in it?

LA-2. Scan the text.

1. What is the composition of the story?
2. Each paragraph is dominated by one particular thought. Can you pick it out?
3. Make up an outline to the whole story and speak on the items.
4. Find in the text the following phrases, paraphrase or explain their meaning in their contexts:

to run against smb on an independent ticket

to become familiar with all manner of shameful crimes

to hear one's name bandied about

to enter a public canvass

to be fully committed

to owe it to oneself or to smb

to give a friendly admonition

to incite to summary and unlawful vengeance

to swallow the wretched subterfuge

to make a blighting speech

5. Scan the text and write out words and word combinations expressing M. Twain's emotions in connections with the newspaper articles.

6. Pick out all the terms of jurisdiction from the story and give their definitions.

WORD STUDY

WS-1. Find adjectives similar in meaning to the given ones from the list below:

infamous	cruel	prominent	imperative
meagre	loathsome	malicious	hideous
gratuitous	confounded	filthy	decent
miserable	righteous	shameful	confused

dirty, wicked, mean, spiteful, vile, baseless, scanty, foul, wretched, groundless, important, insufficient, disgusting, shocking, dreadful, respectable, virtuous, incorrupt, puzzled, disreputable, base, outrageous, poor, contemptible, worthless, despicable, disgraceful, urgent, unfounded, commanding.

WS-2. Give the derivative nouns to the adjectives in the above given exercise.

WS-3. Explain the meaning of the following words by giving synonyms and make up sentences with the words using the contents of the story:

to compel	to traduce	to surrender	to defile
to recede	to condescend	to endorse	to perpetrate
to ponder	to canvass	to accuse	to inflict

WS-4. Find English equivalents in the story to the following Russian ones:

прибегать к постыдным средствам, достичь политического успеха, очернить и оклеветать, многозначительно молчать, одержать верх над кем-либо, справедливое негодование, требовать громогласно, получить прозвище, крупное взяточничество, выставлять (предъявлять) обвинения, повергнуть в панику, довести до грани безумия, подвергнуть бессовестному преследованию, снять кандидатуру.

Speaking Activities

SA-1. Reproduce the situation from the story which could be concluded by the sentence: Could anything be more deliberately malicious?

SA-2. Account for the story-teller's picking up papers apprehensively. Reproduce the situation.

SA-3. Prove by the situation in the text that there was a hint at the story-teller being an immoral person.

SA-4. Give your reasons for the candidate's surrender.

SA-5. Give the gist of the newspaper articles under the following headlines: Perjury, Wanted to Know, The K Lie Nailed, A Sweet Candidate, Behold the Man.

SA-6. Offer any comments you consider pertinent on the messages in the newspaper articles.

SA-7. Comment on the characteristics of M. Twain's mood during an election campaign.

SA-8. Speak on the stages in the change of M. Twain's mood during the election campaign.

SA-9. Supply key-words, word combinations and conversational formulas to have your say in the situations given below. Write them on cards. Use the cards when having your say in the following situations:

a) Imagine that you are M. Twain himself and you are speaking at a nomination rally. What will you say to your electors?

b) Imagine that you are one of the Independents. You are going to speak in M. Twain's behalf at a public meeting. What will you say?

c) Imagine that you are a newspaperman of The Gazette and you are to have your say at a public rally where M. Twain's candidacy is being discussed. What will you say?

d) Imagine that you are M. Twain's neighbour and are going to speak in his favour. What will you say?

e) Imagine that you are M. Twain's political friend speaking at a meeting and praising him. What will you say?

f) Imagine that you are a member of the opposing party and are going to make a blighting speech at a nomination rally. What will it be?

g) Imagine that you are a citizen of the state of Montana. You are supposed to give information about M. Twain's personality. What will you say?

h) Imagine that you are M. Twain's grandmother and have come to a public meeting to speak in his defence. What will you say?

i) Imagine that you are a member of the women's club and are about to speak against M. Twain's candidacy at a public meeting. What will you say?.

- j) Imagine that you are a member of the women's club and are going to support his running for Governor. What will you say?
- k) Imagine that you are Editor of the Conservative newspaper. What information will you give to the electors whose suffrages M. Twain asks?
- l) Imagine that you are M. Twain's seconder. Speak about him as a worthy candidate. Expose the corruption of the press.

ROLE PLAY

A nomination rally. Participating in it are the following people:

- 1. chairman of the meeting
 - 2. Mr. Twain
 - 3. Mr. Twain's seconder
 - 4. Mr. Twain's grandmother
 - 5. political friends
 - 6. opponents of different parties
 - 7. reporters
 - 8. members of the women's clubs
 - 9. M. Twain's neighbour
- Use the rolecards for your talks.

Discussion Items

- 1. What is your idea of the role of the press in an election campaign?
- 2. What traits of personality and character, in your opinion, should a politician have to win an election?

L i t e r a r y A p p r e c i a t i o n

- 1. What stylistic means does the author resort to convey his message to the reader?
- 2. What effect does M. Twain aim at through the use of stylistic means?
- 3. Characterise M. Twain's style (see Students' Guide).
- 4. What are the specific peculiarities of the newspaper style?

W r i t i n g A c t i v i t i e s

- WA-1. Write a letter which contains M. Twain's withdrawal from the candidacy with good reasoning.
- WA-2. You are a newspaper reporter. You are to interview M. Twain who is running for Governor. Supply 10 questions you might have asked him during

an election campaign and write a report of the interview for your newspaper (See Student's Guide).

JOKES

A western politician running for office was very much incensed at certain remarks which had been made about by the leading paper of the town. He burst into the editorial room like a dynamite bomb, and exclaimed, you are telling lies about me in your paper and you know it!"

"You have no cause for complaint", said the editor coolly.

"What in the world would you do if we told the truth about you?"

* * * * *

Citizen: "These ignorant foreigners should not be allowed to vote".

Politician: "That's just what I was thinking. Half of them look so much alike I can't tell which ones I've given two dollars to, and which ones I haven't".

* * * * *

Citizen: "Is it too late for me to register to vote?"

Registrar: "What party?"

* * * * *

" And how do you account for your recent defeat at the polls, Senator?"

"I was a victim."

"A victim of what?"

"Of accurate counting."

* * * * *

The city election was coming up and the politician was out canvassing for votes.

"I hope I'll be able to count upon your support," he said to one merchant he had called on.

"I'm afraid not," was the reply. "You see, I've already promised my support to your opponent."

The politician laughed. "In politics," he stated, "promising and doing are two different things."

"Well, in that case," declared the merchant affably, "I'll be happy to give you my promise."

* * * * *

The politician returned from his big campaign speech looking a little sad.

"Well, how did it go?" inquired his campaign manager. "How did the audience receive your statement that you'd never bought a vote?"

"Well, a few of them cheered," was the reply, "but the majority seemed to lose interest, and some even got up and walked out."

* * * * *

"Too bad you were defeated," a friend consoled the losing candidate after the election.

"Oh, I think maybe it's a good thing," declared the loser philosophically.

"That's the way to take it!" approved the friend warmly.

"Yes", agreed the other, "according to one of my old aunts who keeps track of those things, I have almost 500 living relatives, and I couldn't possibly have given more than half of them jobs!"

STEPHEN B. LEACOCK

Of many books of Canada's most beloved humorist, none received more acclaim than this humane and humorous treatment of the glittering rich folks whose habit it was to gather at the Mausoleum Club on Plutoria Avenue. Although Arcadian Adventures has been out of print for many years it is held by Leacock critics to be one of his most delightful works.

St. Leacock was born in 1869 at Swanmore in Hampshire, England. In 1876 his family emigrated to Canada and settled on a farm near Lake Simcoe. Educated at Upper College and the University of Toronto, Stephen Leacock taught first at his own old school of Upper Canada and later at McGill university in Montreal where he rose to the position of head of the department of economics and political science. His first writings dealt with economics and Canadian history, but gradually as his true genius emerged, he grew further and further away from this field and was attracted into his natural element of pure fun. Now he is remembered mainly as a humorist and the author of close to 40 books of nonsense including Literary Lapses, Nonsense novels, Sunshine Sketches of a Little Town, Behind the Beyond, Moonbeams from the Larger Lunacy, Frenzied fiction, Short Circuits, Helements of Hickonomics, Our British Empire, Over the Footlights, Arcadian Adventures with the Idle Rich.

At the time of his death in 1944 Leacock left 4 completed chapters of what was to have been his autobiography. These were published posthumously under the title The Boy I Left Behind Me. In 1946 it was decided by the Leacock Society to present a silver medal annually to the best book

of humour published in Canada during the year. The Leacock Medal has become one of the outstanding awards in the Literary world.

Chapter 8
**THE GREAT FIGHT FOR CLEAN
GOVERNMENT**

(from Arcadian Adventures with the Idle Rich)

Within a week or two the public movement had found definite expression and embodied itself in the Clean Government Association. This was organized by a group of leading and disinterested citizens who held their first meeting in the largest upstairs room of the Mausoleum Club. Mr. Lucullus Fyshe, Mr. Boulder, and others keenly interested in obtaining simple justice for the shareholders of the Traction and the Citizens' Light were prominent from the start. Mr. Rasselyer Brown, Mr. Furlory senior and others were there, not from special interest in the light or traction questions, but, as they said themselves, from pure civic spirit. Dr. Boomer was there to represent the University with three of his most presentable professors, cultivated men who were able to sit in a first-class club and drink whisky and soda and talk as well as any businessmen present. Mr. Skinyer, Mr. Beatem and others represented the bar. Dr. McTeague, blinking in the blue tobacco smoke, was there to stand for the church. There were all-round enthusiasts as well, such as Mr. Newberry and the reverend brothers and Mr. Spillkins.

"Isn't it fine," whispered Mr. Spillkins to Mr. Newberry, "to see a set of men like these all going into a thing like this, not thinking of their own interest a bit?"

Mr. Fyshe, as chairman, addressed the meeting. He told them they were to initiate a great free voluntary movement of the people. It had been thought wise, he said, to hold it with closed doors and to keep it out of the newspapers. This would guarantee the league against the old underhand control by a clique that had hitherto disgraced every part of the administration of the city. He wanted, he said, everything done henceforth in broad daylight: and for this purpose he had summoned them there at night to discuss ways and means of action. After they were once fully assured of exactly what they wanted to do, and how they meant to do it, the league, he said, would invite the fullest and the freest advice from all classes in the city. There were none, he said, amid great applause, that were so lowly that they would not be invited - once the platform of the league was settled - to advise and to co-operate. All might help, even the poorest. Subscription lists would be prepared which would allow any sum at all, from 1 to 5 dollars, to be given to the treasurer. The league was to be democratic or nothing. The poorest might contribute as little as 1 dollar: even the richest would not be allowed to give more than five. Moreover he gave notice that he intended to propose that no

actual official of the league should be allowed under its by-laws to give anything. He himself - if they did him the honour to make him president as he had heard it hinted was their intention - would be the first to bow to this rule. He would efface himself - he would obliterate himself, content in the interest of all, to give nothing. He was able to announce similar pledges from his friends Mr. Boulder, Mr. Furlory, Dr. Boomer and a number of others. Quite a storm of applause greeted these remarks from Mr. Fyshe, who flushed with pride as he heard it.

"Now, gentlemen," he went on, "this meeting is open for discussion. Remember, it is quite informal, anyone may speak. I as chairman make no claim to control or monopolize the discussion. Let everybody understand - we must make our discussion as brief and to the point as possible. I have a great number of things which I wish to say to the meeting and it might be well if all of you would speak as briefly and as little as possible. Has anybody anything to say?"

"Well", said Mr. Newberry, "what about organization and officers?"

"We have thought of it," said Mr. Fyshe. "We were anxious above all things to avoid the objectionable and corrupt methods of a "slate" and a prepared list of officers which has disgraced every part of our city politics until the present time. Mr. Boulder, Mr. Furlory and Mr. Skinyer and myself have therefore prepared a short list of offices and officers which we wish to submit to your fullest, freest consideration. It runs thus: Hon. President Mr. L. Fyshe, Hon. Vice-President Mr. A. Boulder, Hon. Secretary Mr. Furlory, Hon. Treasurer Mr. O. Skinyer etc etc - I needn't read it all. You'll see it posted in the hall later. Is that carried? Carried! Very good," said Mr. Fyshe. There was a moment's pause while Mr. Furlory and Mr. Skinyer moved into seats beside Mr. Fyshe and while Mr. Furlory drew from his pocket and arranged the bundle of minutes of the meeting which he had brought with him. As he himself said he was too neat and methodical a writer to trust to jotting them down on the spot. "Don't you think," said Mr. Newberry, "I speak as a practical man that we ought to do something to get newspapers with us?"

"Most important," assented several members. "What do you think, Dr. Boomer?" asked Mr. Fyshe of the university president, "Will the newspapers be with us?"

Dr. Boomer shook his head doubtfully. "It's an important matter," he said. "There is no doubt that we need, more than anything, the support of a clean wholesome unbiased press that can't be bribed and is not subject to money influence. I think on the whole our best plan would be to buy up one of the city newspapers."

"Might it not be better simply to buy up the editorial staff?" said Mr. Dick.

"We might do that," admitted Dr. Boomer, "there is no doubt that the corruption of the press is one of the worst factors that we have to oppose. But

whether we can best fight it by buying the paper itself or buying the staff is hard to say."

"Suppose we leave it to a committee with full power to act," said Mr. Fyshe. "Let us direct them to take whatever steps may in their opinion be best calculated to elevate the tone of the press, the treasurer being authorized to second them in every way. I for one am heartily sick of old underhand connection between city politics and the city papers. If we can do anything to alter and to elevate it, it will be a fine work, gentlemen, well worth whatever it costs us."

Thus after an hour or two of such discussion the Clean Government League found itself organized and equipped with a treasury and a programme and a platform. The latter was very simple. As Mr. Fyshe and Mr. Boulder said there was no need to drag in specific questions or try to define the action to be taken towards this or that particular detail, such as the hundred-and-fifty year franchise, beforehand. The platform was simply expressed as Honesty, Purity, Integrity. This, as Mr. Fyshe said, made a straight, flat, clean issue between the league and all who opposed it.

The first meeting was, of course, confidential. But all that it did was presently done over again, with wonderful freshness and spontaneity at a large public meeting open to all citizens. There was a splendid impromptu air about everything. For instance, when somebody away back in the hall said: "I move that Mr. Lucullus Fyshe be president of the league," Mr. Fyshe lifted his hand in unavailing protest as if this were the newest idea he had ever heard in his life.

After all of which the Clean Government League set itself to fight the cohorts of darkness. It was not just known where these were. But was understood that they were, all right, somewhere. In the platform speeches of the epoch they figured as working underground, working in the dark, working behind the scenes and so forth. But the strange thing was that no one could state with any exactitude just who or what it was that the league was fighting. It stood for "honesty, purity, integrity". This was all you could say about it.

Take, for example, the case of the press. At the inception of the league it has been supposed that such was the venality and corruption of the city newspapers that would be necessary to buy one of them. But the word "clean government" had been no sooner uttered than it turned out that every one of the papers in the city was in favour of it: in fact had been working for it for years. They vied with one another now in giving publicity to the idea. The Plutonian Times printed a dotted coupon on the corner of its front sheet with the words "Are you in favour of Clean Government? If so, send us 10 cents with this coupon and your name and address". The Plutonian Citizen and Home Advocate went even further. It printed a coupon which said us 25 cents to this office. We pledge ourselves to use it".

The newspapers did more than this. They printed from day to day such pictures as the portrait of Mr. Fyshe with the legend below. "Mr. Lucullus Fyshe, who says that government ought to be by the people, from the people, for the people and to the people"; and the next day another labelled: "Mr. P. Spillikins, who says all men are born free and equal", and the next day a picture with the words "Tract of ground offered for cemetery by Mr. Furlory, showing rear of tanneries, with head of Mr. Furlory inserted." It was, of course, plain enough that certain of the aldermen of the old council were to be reckoned as part of the cohort of darkness. That at least was clear. "We want no more men in control of the stamp of Alderman Gorfinkel and Alderman Schwefeldampf", so said practically every paper in the city.

"The public sense revolts at these men. They are vultures who have feasted too long on the prostrate corpses of our citizens" and so on. The only trouble was to discover who or what had ever supported Alderman Gorfinkel and Alderman Schwefeldampf. The very organizations that might have seemed to be behind them were evidently more eager for clean government than the league itself.

"The Thomas Jefferson Club out for Clean Government", so ran the newspaper headings on one day; and the next, "We will help to clean up City Government. Eureka Club (Coloured) endorses the League; Is done with Darkness"; and the day later after that, "Sons of Hungary Share in Good Work: Rossuth Club will vote with the League."

So strong indeed was the feeling against the iniquitous aldermen that the public demand arose to be done with a council of aldermen altogether and to substitute government by a Board.

The newspapers contained editorials on the topic each day and it was understood that one of the first efforts of the league would be directed towards getting the necessary sanction of the legislature in this direction. To help to enlighten the public on what such government meant Professor Proaser of the University (he was one of the three already referred to) gave a public lecture on the growth of Council Government. He traced it from Amphictyonic Council of Greece as far down as the oligarchical Council of Venice; it was thought that had the evening been longer he would have traced it clean down to modern times.

But most amazing of all was the announcement that was presently made, and endorsed by Mr. Fyshe in an interview, that Mayor Mr. Grath himself would favour clean government, and would become the official nominee of the league itself. This certainly was strange. But it would perhaps have been less mystifying to the public at large, had they been able to listen to certain of the intimate conversations of Mr. Fyshe and Mr. Boulder.

"You say then," said Mr. Boulder, "to let McGrath's name stand."

"We can't do without him," said Mr. Fyshe, "he has seven of the wards in the hollow of his hand. If we take his offer he absolutely pledges us every one of them."

"Can you rely on his word?" said Mr. Boulder.

"I think he means to play fair with us," answered Mr. Fyshe.

"I put it to him as a matter of honour, between man and man, a week ago. Since then I have had him carefully dictophoned and I am convinced he's playing straight."

"How far will he go with us?" said Mr. Boulder.

"He is willing to throw overboard Gorfinkel, Schwefeldampf and Undercutt. He says he must find a place for O'Hooligan. The Irish, he says, don't care for clean government; they want Irish government."

"I see," said Mr. Boulder very thoughtfully, "and in regard to the renewal of the franchise and the expropriation, tell me just exactly what his conditions are."

But Mr. Fyshe's answer to this was said so discreetly and in such a low voice that not even the birds listening in the elm trees outside the Mausoleum Club could hear it.

No wonder, then that if ever the birds failed to know everything about the Clean Government League, there were many things which such good people as Mr. Newberry and Mr. Peter Spillikins never heard at all and never guessed. Each week and each day brought fresh triumphs to the onward march of the movement.

"Yes, gentlemen," said Mr. Fyshe to the assembled committee of the Clean Government League a few days later, "I am glad to be able to report our first victory. Mr. Boulder and I have visited the state capitol and we are able to tell you definitely that the legislature will consent to change our form of government so as to replace our council by a Board."

"Hear, hear!" cried all the committee men together.

"We saw the Governor," said Mr. Fyshe. "Indeed, he was good enough to lunch with us at the Pocahontas Club. He tells us that what we are doing is being done in every city and town of the state. He says that the days of the old-fashioned city council are numbered. They are setting up boards everywhere."

"Excellent!" said Mr. Newberry.

"The Governor assures us that what we want will be done. The chairman of the Democratic State Committee(he was good enough to dine with us at the Buchanan Club) has given us the same assurance. So does the chairman of the Republican State Committee, who was kind enough to be our guest in a box at the Lincoln Theatre. It is most gratifying," concluded Mr. Fyshe, "to feel that the legislature will give us a hearty, such a thoroughly American support."

"You are quite sure," persisted Mr. Newberry, "about the Governor and the others you mentioned?"

Mr. Fyshe paused a moment and then he said very quietly "We are quite sure", and he exchanged a look with Mr. Boulder that meant volumes to those who would read it.

"I hope you didn't mind my questioning you in that fashion," said Mr. Newberry, as he and Mr. Fyshe strolled home from the club. "The truth is I didn't feel quite sure in my own mind just what was meant by a Board. I know I'm speaking like an ignoramus. I've really not paid as much attention in the past to civic politics as I ought to have. But what is the difference between a council and a board?"

"The difference between a council and a board?" repeated Mr. Fyshe.

"Yes," said Mr. Newberry, "the difference between a council and a board."

"Or call it," said Mr. Fyshe reflectively, "the difference between a board and a council."

"Precisely," said Mr. Newberry.

"It's not altogether easy to explain," said Mr. Fyshe. "One chief difference is that in the case of a board, sometimes called a Commission, the salary is higher. You see, the salary of an alderman or councillor in most cities is generally not more than 15 hundred or 2 thousand dollars. The salary of a member of a board or commission is at least 10 thousand. This gives you at once a very different class of men. As long as you pay only 15 hundred you get your council filled up with men who will do any kind of crooked work for 15 hundred dollars; as soon as you pay 10 thousand you get men with larger ideas."

"I see," said Mr. Newberry.

"If you have a 15 hundred dollar man," Mr. Fyshe went on, "you can bribe him at any time with a fifty-dollar bill. On the other hand 10 thousand dollar man has a wider outlook. If you offer him 15 dollars for his vote on the board he'll probably laugh at you."

"Ah, yes," said Mr. Newberry, "I see the idea. A fifteen-hundred-dollar salary is so low that it will tempt a lot of men into office for merely for what they can get out of it."

"That's exactly," answered Mr. Fyshe.

From all sides support came to the new league. The women of the city - there were 15 thousand of them on the municipal voters list - were not behind the men. Though not officials of the league they rallied to its cause.

"Mr. Fyshe," said Mrs. Buncomhearst, who called at the office of the president of the league with offers of support, "tell me what can we do. I represent 50 thousand women voters of this city -" (This was a favourite phrase of Mrs. Buncomhearst's, though it had never been quite clear how or why she represented them).

"We want to help, we women. You know, we've any amount of initiative, if you'll just tell us what to do. Couldn't we hold a meeting of our own, all our own, to help the league along?"

"An excellent idea," said Mr. Fyshe.

"And couldn't you get 3 or 4 men to come and address us so as to stir us up?" asked Mrs. Buncomhearsht anxiously.

"Oh, certainly," said Mr. Fyshe.

So it was known after this that the women were working side by side with the men. The tea rooms of Grand Palaver and the other hotels were filled with them every day, busy for the cause. One of them even invented a perfectly charming election scarf to be worn as a sort of badge to show one's allegiance: and its great merit was that it was so fashioned that it would go with anything.

"Yes," said Mr. Fyshe to his committee, "one of the finest signs of our movement is that women of the city are with us. Whatever we may think, gentlemen, of the question of woman's right in general - and I think we know what we do think - there is no doubt that the influence of women makes for purity in civic politics. I am glad to inform the committee that Mrs. Buncomhearsht and her friends have organized all the working women of the city who have votes. They tell me that they have been able to do this at a cost as low as 5 dollars per woman. Some of the women-foreigners of the lower classes whose sense of political morality is as yet imperfectly developed - have been organized at a cost as low as one dollar per vote. But of course with our native American women, with a higher standard of education and morality, we can hardly expect to do it as low as that."

Nor were the women the only element of support added to the league.

"Gentlemen," reported Dr. Boomer, the president of the university, at the next committee meeting, "I am glad to say that the spirit which animates us has spread to the students of the university. They have organized, entirely by themselves and on their own account, a students' Fair Play League which has commenced its activities. I believe they are looking for Alderman Schefeldampf tonight. I understand they propose to throw him into the reservoir. The leaders of them - a splendid set of young fellows - have given me a pledge that they will do nothing to bring discredit on the university."

"I think I heard them on the street last night," said Mr. Newberry.

"I believe they had a procession," said the president.

"Yes, I heard them; they were shouting Rah, rah, rah! Clean Government! Clean Government! Rah, rah! It was really inspiring to hear them."

"Yes", said the president, "they are banded together to put down all hoodlumism and disturbance on the street that has hitherto disgraced our municipal elections. Last night, at a demonstration, they upset two streetcars and a milkwagon."

"I heard two of them were arrested," said Mr. D. "Only by an error," said the president, "there was a mistake. It was not known that they were students."

The two who were arrested were smashing the windows of the car, after it was upset, with their hockey sticks. A squad of police mistook them for rioters. As soon as they were taken to police station, the mistake was cleared up at once. The chief of the police telephoned an apology to the university. I believe the league is out again tonight looking for Alderman Schefeldampf. But the leaders assure me there will be no breach of peace whatever. As I say, I think their idea is to throw him into the reservoir."

In the face of such efforts as these, opposition itself melted rapidly away. The Plutorian Times was soon able to announce that various undesirable candidates were abandoning the field. "Alderman Gorfinkel," it said, "who, it will be recalled, was thrown into a pond last week by the students of the college, was still confined to his bed when interviewed by our representative. Mr. Gorfinkel stated that he should not offer himself as a candidate in the approaching elections. He was, he said, weary of civic honours. He had had enough. He felt it incumbent on him to step out and make way for others who deserved their turn as well as himself: in future he proposed to confine his whole attention to his Misfit Semi-Ready Establishment which he was happy to state was offering as noble a line of early fall suiting as was ever seen at the price."

There is no need to recount here in detail the glorious triumph of the election day itself. It will always be remembered as the purest, cleanest election ever held in the precincts of the city. The citizens' organisation turned out an overwhelming force to guarantee that it should be so. Bands of Dr. Boomer's students, armed with baseball bats, surrounded the polls to guarantee fair play. Any man wishing to cast an unclean vote was driven from the booth: all those attempting to introduce any element of brute force or rowdyism into the election were cracked over the head. In the lower part of the town scores of willing workers, recruited often from the humblest classes, kept order with pickaxes. In every part of the city motorcars, supplied by all leading businessmen, lawyers, and doctors of the city, acted as patrols to see that no unfair use should be made of other vehicles in carrying voters to the polls. It was a foregone victory from the first - overwhelming and complete. The cohorts of darkness were so completely routed that it was practically impossible to find them.

As it fell dusk streets were filled with roaring and surging crowds celebrating the great victory for clean government, while in front of every newspaper office huge lantern pictures of Mayor McGrath, the Champion of Pure Government and O. Skinyer, the People's solicitor, and the other nominees of the league, called forth cheer after cheer of frenzied enthusiasm.

They held that night in celebration a great reception at the Mausoleum Club on Plutoria Avenue, given of its own suggestion by the city. The city, indeed, insisted on it. Nor was there ever witnessed even in that home of art and refinement a scene of greater charm. In the spacious corridor of the

club a Hungarian band wafted Vietnamese music from Tyrolese flutes through the rubber trees. There was champagne bubbling at a score of side boards where noiseless waiters poured it into goblets as broad and flat as floating water-lily leaves and through it all moved the shepherds and shepherdesses of that beautiful Arcadia - the shepherds in their tuxedo jackets with vast white shirt fronts broad as the map of Africa, with spotless white waistcoats girdling their equators, wearing heavy gold watch-chains and little patent shoes blacker than sin itself - and the shepherdesses in foaming billows of silks of every colour of the kaleidoscope, their hair bound with glittering headbands or coiled with white feathers, the very symbol of municipal purity.

One would scorch in vain the pages of pastoral literature to find the equal of it.

And as they talked, the good news spread from group to group that it was already known that the new franchise of the Citizens' Light was to be made for two centuries so as to give the Company a fair chance to see what it could do. At the word of it, the grave faces of manly bondholders flushed with pride, and the soft eyes of listening shareholders laughed back in joy. For they had no doubt or fear, now that clean government had come. They knew what the company could do.

Thus all night long, outside the club, the soft note of the motor horns arriving and departing wakened the sleeping leaves of the elm trees with their message of good tidings and all night long, within its lighted corridors, the bubbling champagne inspired to the listening rubber trees of the new salvation of the city. So the night waxed and waned till the slow day broke, dimming with its cheap, prosaic glare the shaded beauty of the artificial light, and the people of the city - the best of them - drove home to their well-earned sleep, and the others - in the lower parts of the city - rose to their daily toil.

M i s c e l l a n e o u s A c t i v i t i e s

MA-1. Answer the following questions:

- a) What kind of movement was organised and who represented it?
- b) What were the principles of the foundation of the league? What brought them together?
- c) How did they appreciate the activity of the city administration?
- d) What was the financial background of the league?
- e) Was the method of the organisation of the league and the selection of the officers quite new and original? What was the relationship between the league and the press?
- f) What was the connection between the city politics and the city papers?
- g) What was the platform of the league?
- h) How was the first public meeting held?

- i) Who or what was the league fighting?
- j) What was the decision of the league concerning the press?
- k) How did the newspapers give publicity to the idea and activity of the league to have a clean government?
- l) What was the public demand in regard to a council of aldermen?
- m) What was the attitude of the league's chairman to Mayor McGrath?
- n) What was the first triumph of the league?
- o) What was the difference between a council and a board, as explained by Mr. Fyshe?
- p) From whose side did support come to the league?
- q) How did women show their allegiance and cooperation with the league?
- r) How did the students of the university express their support?
- s) What were the activities of different groups of citizens on the Election Day?
- t) What was the culminating point of the election?

MA-2. Explain the meaning of the following words and word combinations:

disinterested citizens	to mean volumes
pure civic spirit	a league
cultivated men	a clique
all-round enthusiasts	minutes
underhand control	wholesome unbiased press
subscription lists	a franchise
under the by-laws	the cohorts
too methodical a writer	

MA-3. Recount in your own words the event of the Election Day.

MA-4. Describe the reception at the Mausoleum Club.

MA-5. Give your appreciation of the actions of the league members.

MA-6. Comment on the author's characterisation of the participants in the public movement, the Clean Government Association.

MA-7. Find instances of irony and comment on them.

MA-8. Account for McGrath's being an official nominee.

MA-9. Speak on the implication of the last sentence of the text.

MA-10. Comment on the title of the chapter.

MA-11. Relate in detail and appreciate Mr. Fyshe's report of his visit to the state capitol before the assembled committee of the Clean Government League.

MA-12. Make up a sketch of Mr. Fyshe's character and illustrate what you say by quotations from the chapter. (Use the helps of Students' Guide)

MA-13. Find metaphors and similes in the chapter and comment on their effect.

MA-14. Find epithets used by the author to castigate the corrupt methods of the press and state if it is a skillful choice of epithets.

MA-15. Enact the dialogues between Mr. Fyshe and Mr. Boulder, Mr. Fyshe and Mrs. Buncomhearst, Mr. Fyshe and Mr. Newberry.

MA-16. Choose from the following what you consider to be the main purpose of the author. Give your reasons: a) to give a record of events;
b) to warn the readers against something;
c) to amuse his readers;
d) to startle his readers;
e) to give a satiric sketch.

MA-17. From the following list of words choose some you think descriptive of the style of the text. Justify your choice:

colloquial, compact, easy, satiric, grave, condensed, unadorned, allusive, wordy, plain, ornate, abrupt, flowing, exciting, picturesque, unemotional, dramatic, simple, involved, obscure, clear, dull, lively, high-flown, unpretentious, matter-of-fact, heavy, vivid, quick-moving, animated, pedantic.

MA-18. From the following list of words choose one or more that would, in your opinion, describe the author's attitude towards Mr. Fyshe and his accomplices; briefly justify your choice.

antagonistic, friendly, admiring, indifferent, disapproving, tolerant, critical.

MA-19. Make up a list of words and word combinations pertaining to the topic "Elections".

MA-20. Write a literary appreciation of the chapter giving attention to: a) subject matter; b) style (See Students' Guide).

INFORMATIVE READING

PEOPLE AND GOVERNMENT

THE BRITISH SYSTEM OF GOVERNMENT

The United Kingdom is a monarchy: the head of the state is a king or queen. In practice, the Sovereign reigns but does not rule: the United Kingdom is governed, in the name of the Sovereign, by His or Her Majesty's Government, by a body of ministers who are the leading members of whichever political party the electorate has voted into office, and who are responsible to the Parliament.

The United Kingdom is a unitary, not a federal, state. All our countries are represented in the Parliament at Westminster (London), which is the supreme legislative authority in the realm.

Parliament consists of the Sovereign, the House of Lords and the House of Commons. The Sovereign formally summons and dissolves Parliament, generally opens each new annual session with a speech from the throne. The House of Lords* (See Reference Notes on the House of Lords, p 166) is made up of hereditary and life peers and peeresses, including the law lords appointed to undertake the judicial duties of the House, and the archbishops of Canterbury and York, the bishops of London, Durham and Winchester and 21 senior bishops of the Church of England; its main function is to bring the wide experience of its members into the process of law-making. The House of Commons consists of 650 salaried members elected by universal adult suffrage; each member represents a constituency (areas into which the United Kingdom is divided for electoral purposes) and retains his seat during the life of a Parliament. It is in the House of Commons that the ultimate authority for law-making resides. Peerages are conferred by the Sovereign on the advice of the Prime Minister (the leader of the party in office). Members of the House of Commons are elected either at a general election, when all the seats are contested, or at a by-election held when a particular seat falls vacant between general elections due to the death or resignation of the sitting member. A general election must be held every 5 years and may be held at more frequent intervals (an early election). Eighteen is the minimum voting age; candidates for election must be 21 or over. Voting is not compulsory. People who are not allowed to vote include members of the House of Lords, people serving prison sentences and some patients at mental hospitals.

There are, currently, two main parties - Conservative (right wing) and Labour (left wing). There is an influential centre party called the Liberal Democrats, and another much smaller centre party known as the Social Democratic Party (SDP). There are also nationalist parties from Scotland, Northern Ireland and Wales.

The party which wins sufficient seats at a general election to command a majority of supporters in the House of Commons forms the Government; its leading members are chosen by the Prime Minister to fill ministerial posts. The

party which wins the second largest number of seats becomes the official Opposition.

Parliament's main functions are debating, passing legislation and examining the actions of the government. Most of this work is carried on through a system of debates which is much the same in both Houses except that in the House of Commons all speeches are addressed to the Speaker, who is elected at the beginning of each new Parliament to preside over the House and enforce the rules of order. The Speaker is a member (proposed by the Government after consultation with the Opposition) who is acceptable to all shades of opinion in the House. In carrying out his duties he is required to be impartial; he cannot debate or, as a general rule, vote on a measure, and he sees that all points of view have a fair hearing. In the House of Lords the Lord Chancellor presides, but he has less power than the Speaker in the Commons.

Most bills (draft Acts of Parliament) are measures relating to public policy. The general majority of these are government measures introduced by a minister. A bill may be introduced by either House, unless they deal with finance or representation, when they are always introduced in the Commons. Those that pass through all the necessary stages (first and second readings, committee and report stages and the third reading) in both Houses receive Royal Assent and become law as Acts of Parliament. The House of Lords may not alter a financial measure, nor delay for longer than one year any bill passed by the Commons in two successive sessions. Most legislation applies to Great Britain, or the United Kingdom as a whole, but on some matters separate Acts are passed for England for Wales and for Scotland to take account of the differences in institutions, customs and conditions, and there are, temporarily, special arrangements for Northern Ireland.

The main opportunities offered in the House of Commons for detailed examination of government policy are provided through parliamentary questions and answers.

The Cabinet and Ministry

Her Majesty's Government is a body of ministers charged with the administration of national affairs.

The Prime Minister is appointed by the Crown, and all other ministers are appointed by the Crown on the recommendation of the Prime Minister. The most senior ministers (at present 21) compose the Cabinet, which meets regularly under the chairmanship of the Prime Minister to decide government policy on major issues. Ministers are responsible collectively to Parliament for all Cabinet decisions; individual ministers are responsible to Parliament for the work of their departments.

The Cabinet must be almost entirely of members of the House of Commons with the addition of a very few of the House of Lords, and can continue to hold power only for as long as its acts and its policy are approved by a majority in

the Commons. The Premier holds office only while he or she continues to command the confidence of the House of Commons.

THE MONARCHY IN BRITAIN

Since the Queen came to the throne in 1952 her reign has seen the British monarchy adapt to major changes in Britain's position in the world and in British Society. Most of the dependencies over which she reigned on her accession have become independent members of the Commonwealth of which she is Head, and many of those members continue to recognise her as head of State. Modern communications enable the queen and the Royal family to make more overseas visits than ever before. In Britain television has brought them much close to the people, and meetings with ordinary men and women at home and abroad have accelerated the trend towards making the British monarchy a less aloof institution, while still evoking the national memory of centuries of history. The Queen personifies both national and Commonwealth unity, and the entire Royal family play a supporting role undertaking arduous programmes. A combination of the formal and the informal is a special feature of today's monarchy, combining traditional pomp and ceremony with direct contact with the people from all walks of life in their towns or at work.

Both in Britain and during Commonwealth tours, "Walk-about" - mingling with the crowds - have become a popular feature. Royal jubilees, birthdays and weddings provide opportunities for a practical affirmation of the close and affectionate relationship between the monarchy and the people.

The development of the monarchy during the Queen's reign is only the most recent example of its long evolution in the light of changing circumstances. It is the oldest secular institution in Britain, going back to at least the 9th century. The Queen can trace her descent from King Egbert who united all England under his sovereignty in 829. The monarchy antedates Parliament by 4 centuries and the law courts by 3. The hereditary principle has always been preserved. For centuries the Monarch personally exercised supreme executive, legislative and judicial power, but with the growth of Parliament and the courts, the direct exercise of these functions gradually decreased. The 17th century struggle between Crown and Parliament led, in 1688-1689, to the establishment of a limited constitutional monarchy.

The monarch throughout most of the 18th century appointed and dismissed ministers. By the end of the 19th century with the establishment of responsible government and of the modern party system, the monarch's active participation in politics has become minimal.

Responsible government in Britain has 2 main elements: ministers are responsible to Parliament in that they cannot govern without the support of an elected majority; and they are responsible for the advice they tender to

the Queen and therefore, for any action she may take. Political decisions are taken by the ministers and the Queen is left free to perform the functions of an impartial head of state.

When the Queen was born on the 21st of April, 1926, her grandfather, King George V, was on the throne, and her uncle was his heir. She was the first child of the Duke and Duchess of York and was christened in the Chapel of Buckingham Palace, being given the name Elizabeth Alexandra Mary. The death of her grandfather and the abdication of her uncle (King Edward VIII) brought her father to the throne as King George VI and she became Heiress Presumptive. As a child her studies were extended to include lessons on constitutional history and law, while she also studied art and music. In addition she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life making her first broadcast at the age of 14. Early in 1945 she became a subaltern in the Auxiliary Territorial Services and by the end of the war had reached the rank of Junior Commander.

The announcement of the engagement of Princess Elizabeth to Lieutenant Philip Mountbatten, the son of Prince Andrew of Greece and one of Queen Victoria's great-great grandsons (now Philip, Duke of Edinburgh) whom the Princess had known for many years, was made in 1947. Their wedding took place in Westminster Abbey in November, 1947. She came to the throne on 6 February, 1952 and was crowned on 2 June, 1953. Since then she has undertaken numerous tours abroad and visits throughout UK to fulfil engagements in connection with agriculture, industry, education, the arts, medicine, sport and as a means of keeping in touch with new developments in these fields.

The Queen is an owner and breeder of thoroughbred horses and often goes to race meetings to watch her horses run. She is also a frequent visitor to equestrian events.

The Duke of Edinburgh was born in 1921, served at sea throughout the war, by the end of which he was a Lieutenant. He has played an outstanding part in the nation's life and holds many important service appointments and acts as patron or president of a large number of organizations. In particular he interests himself in scientific and technological research and development, in the encouragement of sport, the welfare of young people. A keen sportsman he played polo regularly and has been President of the International Equestrian Federation since 1964.

The Queen's heir is Charles, Prince of Wales, born in 1948 and educated at Gordonstoun, at Geelong Grammar School in Australia, at Trinity College, Cambridge and at the University College of Wales.

Since 1977 he has been pursuing a programme of familiarisation with various aspects of public life in Britain in addition to his normal round of royal duties.

The Crown is vested in the Queen, but in general its functions are exercised by ministers responsible to Parliament. The Queen reigns but does not rule. The UK is governed by Her Majesty's Government in the name of the Queen. The Queen summons, prorogues and dissolves Parliament. She opens the new session with a speech from the throne outlining her Government's programme. When she is unable to be present, the Queen's speech is read by the Lord Chancellor. Before a bill which has passed all the stages in both Houses of Parliament becomes law, it must receive Royal Assent.

As the "fountain of justice" the Queen can, on ministerial advice, pardon or show mercy to those convicted of crimes. As the "fountain of honour" the Queen confers peerages, knighthoods and other honours. She makes appointments to many important state offices. On the advice of the Prime Minister she appoints, dismisses government ministers, judges, members of diplomatic corps, colonial officers. As supreme Governor of the established Church of England she makes appointments to its bishoprics.

In the sphere international affairs the Queen has the power to conclude treaties, to declare war, to make peace, to recognise foreign states and governments, to annex and cede territory.

One important function is appointing the Prime Minister. By convention the Queen invites the leader of the party which commands a majority in the House of Commons to form a government. The Queen has "the right to be consulted, to encourage, to warn". The Queen's closest official contacts are with the Prime Minister (who has an audience of the Queen on average once a week when the Queen is in London).

The Queen is the living symbol of national unity.

Reference Notes

The House of Lords Act 1999

Before the bill was introduced in the Commons (19th January 1999) an agreement was reached (2nd December 1998) between the Government and Viscount Granborne, then Conservative Opposition Leader, for 92 hereditary peers (roughly 10 %) to remain until the second stage of reform.

The Bill had its first reading in the Lords on 17th March 1999. At Committee stage an amendment to exempt the 92 hereditary peers, tabled by Lord Weatherill, then Convenor of the Crossbench Peers, was accepted on 11th May 1999.

The amendment provided for the election of 75 hereditary peers by their own party or crossbench groups (42 conservatives, 28 Crossbenchers, 3 Liberal democrats and 2 Labour) and 15 hereditary peers elected by the Whole House as Deputy Speakers or Committee Chairmen. Two hereditary royal appointments, the Earl Marshal and the Lord Great Chamberlain, were also retained. The election took place in October.

RENDERING

ПАЛАТА ОБЩИН И БРИТАНСКИЙ ПАРЛАМЕНТ

Парламент – законодательный орган Британии. Он располагается в Вестминстерском дворце на берегу реки Темзы, в самом сердце Лондона. Кроме двух главных палат парламента - палаты лордов и палаты общин - во дворце целый лабиринт канцелярий, библиотек, помещений для заседания различных комитетов, ресторанов и кафетериев. В этом же комплексе и башня, на верху которой знаменитые часы "Биг Бэн". Поблизости, на улице Уайтхол, расположены здания главных министерств, и по соседству с ним - официальная резиденция премьер-министра на Даунинг-Стрит.

В отличие от большинства других стран в Британии нет письменной конституции. Существующая парламентская система, которая беспрестанно развивалась, начиная с XIII века, основывается на множестве отдельных законов, прецедентов и обычаев. В принципе она состоит из трех элементов: монарх, палата лордов и палата общин.

Первоначально обе палаты были подвластны монарху. на протяжении веков они становились все сильнее и влиятельнее, но процесс этот был неровным и временами весьма болезненным. Даже в наши дни постановление парламента не может стать законом без согласия монарха, правда, в таком согласии не было отказано ни разу с 1707 года. И роль монарха теперь практически сведена к чисто церемониальной: раз в год королева прибывает в парламента в парадной карете, запряженной лошадьми, и облачается в монаршьё одеяние и корону, чтобы открыть новую сессию парламента.

Члены верхней палаты - палаты лордов - не избираются всеобщим голосованием. В нее входят епископы англиканской церкви, представители наследственной аристократии - эти группы заседали в парламенте с момента его основания - затем некоторые верховные судьи (их называют "судебные лорды"), которые стали входить в палату в конце прошлого века, и еще одна категория, возникшая в 1958 году и известная как "пожизненные пэры". Пожизненные пэры, или лорды, представляют собой, главным образом, бывших членов палаты общин или других выдающихся людей, проявивших себя в различных сферах общества, например, в профсоюзах, или как ученые или бизнесмены. Считается, что всего в стране более 1100 лордов, но далеко не все они

регулярно участвуют в заседаниях своей палаты: в среднем ежедневно присутствуют 320 лордов. Мало кто из них все свое время отдает одной политической деятельности. Некоторые принадлежат к политическим партиям и выражают их точку зрения, но многие не имеют определенных политических приверженностей.

В палате общин 650 избираемых членов парламента, из которых женщины составляют менее 50. В парламенте представлены 11 политических партий: самая большая - в настоящий момент Консервативная партия, имеющая 373 места - формирует правительство, однако были случаи формирования коалиционных правительств. Все министры должны быть одной из палат парламента. В наши дни наиболее важные министерские посты обычно занимают члены палаты общин. Партия, обладающая самым большим числом мест после правящей - сейчас Лейбористская, у нее 227 мест - именуется "официальной оппозицией".

Помещение, где заседает палата общин, как ни удивительно, совсем небольшое, и сидячих мест в нем лишь 437. Во главе палаты, на специальном возвышении сидит "спикер", облаченный по традиции в парик и черную мантию. Спикер, или председатель палаты общин, выбирается ее членами. И хотя он тоже член парламента, то-есть принадлежит к одной из политических партий, он должен быть беспристрастен в своих суждениях и не занимать сторону своей партии.

Члены парламента от правящей партии сидят по правую руку от спикера, а члены оппозиции - по левую, напротив друг друга. В первом ряду сидят министры правительства и члены так называемого "теневого кабинета" - представители официальной оппозиции. Они могут произносить речи стоя, перед столом, расположенным у кресла спикера. Другие члены парламента должны говорить со своих мест на задних рядах. Поэтому называются "заднескамеечники".

Парламент заседает круглый год, прерывая свою работу только на короткие периоды во время праздников и на более длинные летние каникулы. Палата общин заседает примерно 170-180 дней в году, а палата лордов - чуть меньше. Заседания в палате общин идут с понедельника до четверга между 14.30 и 22.30, но иногда дебаты затягиваются за полночь. По пятницам палата работает с 9.30 до 15.00, так чтобы члены парламента могли провести уикенд в своих избирательных округах. Кстати, большую часть времени члены парламента проводят вовсе не в палате общин, где идут дебаты. Им приходится заниматься и другими политическими делами. Но, конечно, они должны быть поблизости на тот случай, если в палате будет голосование. На него их сзывает звук колокольчика - и через восемь минут все они должны быть на месте.

Повседневную деятельность палаты общин организуют члены парламента, называемые "кнутами" ("упис"): их обычно около десятка в правящей партии и столько же примерно в официальной оппозиции. "Кнуты" обязаны информировать членов парламента от своей партии о том, какие вопросы будут обсуждаться в палате общин, а также обеспечить их присутствие в палате, когда нужно будет голосовать. "Кнуты" также играют роль связных между лидерами партии и ее рядовыми членами парламента.

Сама палата общин представляет собой весьма оживленный форум, где оратора часто прерывают, слышатся возгласы одобрения или несогласия. Порой здесь бывает весьма шумно, и страсти накаляются до предела, а порой обстановка, наоборот, разряжается, слышатся шутки и смех. Дебаты подчиняются довольно строгим правилам, которые постороннему наблюдателю, наверняка, покажутся архаичными, но они служат своей цели: несколько умеряют пыл, когда спорщики заходят слишком далеко. Содержатся эти правила и протоколы в специальном томе, известном как "Эрскин Мэй" - так звали парламентского деятеля, который составил и записал их в этом томе в прошлом веке. Время от времени какие-то правила меняются, какие-то добавляются. За соблюдением правил следит спикер. Все замечания и высказывания должны быть адресованы именно ему; прямые споры между членами парламента запрещены. Этикет дебатов нарушать нельзя. Называя, упоминая друг друга, ссылаясь друг на друга, члены парламента обязаны употреблять перед именем определенную формулу: "мой distinguished friend" (если речь идет о члене их собственной партии) и "distinguished member" или "distinguished gentleman/lady" (когда имеется в виду член другой партии). Министров всегда именуют их официальным титулом. Спикер всегда прерывает любую попытку использовать "непарламентские" выражения. Грубые, оскорбительные или ругательные слова должны быть взяты назад, так же впрочем, как и обвинения во лжи. В прошлом например, спикер возражал против употребления таких выражений по отношению к другому члену парламента, как "трус", "хулиган", "ренегат", "свинья", "стукач" и "предатель". В случае необходимости - правда, это случается крайне редко - спикер может попросить провинившегося члена парламента покинуть палату, а если он откажется, тогда его временно отстраняют от работы в парламенте. Кроме того, спикер может призвать к порядку тех, кто говорит не по делу или повторяется. Дебаты должны быть настоящим живым обсуждением, а не обменом заготовленных речей. Поэтому депутаты не могут говорить по бумажке.

Когда дебаты закончены, вопрос ставится на голосование. Иногда решение принимается без голосования, на основании единодушного одобрения. Но, как правило, проводится голосование по особо

установленной процедуре, называемой "делением" ("дивижн"): депутаты отдают свой голос, проходя через один из двух входов в палату общин. Один из них отведен для голосующих "за", другой - для голосов "против". У входов депутатов считают, когда они проходят через двери.

Предложения по законодательству проходят несколько стадий, прежде чем они становятся законом. Большинство законопроектов, или, как их здесь называют, - "биллей", вносятся правительством. Заднескамеечники должны участвовать в жеребьевке, чтобы им разрешили внести свой частный законопроект, и в течение года могут быть представлены не более 20 таких частных биллей. Очень не многие из них становятся законами.

Законодательная процедура чрезвычайно сложна и длительна. Она задумана так, чтобы каждое предложение было тщательно рассмотрено и обсуждено. На то, чтобы билль прошел все необходимые стадии и стал законом, может потребоваться около двух лет. В отдельных случаях, правда, правительство может ограничить время, отведенное для обсуждения, но только после того, как в палате общин будет проведено голосование по этому вопросу: такая процедура получила название "гильотины". Почти все билли вносятся в палате общин, где они обсуждаются три раза, или три раза проходят "чтение". Между вторым и третьим чтением билль поступает в так называемый "постоянный комитет", в который входят члены парламента, специально выбранные с таким расчетом, чтобы они отражали расстановку сил в палате общин. Комитет специально создается для тщательного рассмотрения всех сторон обсуждаемого законопроекта и может предложить ряд изменений или дополнений. Такие комитеты иногда играют весьма важную роль, уточняя и улучшая предложения по законодательству.

Когда палата общин принимает решение об окончательной формулировке законопроекта, он поступает в палату лордов, где проходит аналогичную процедуру. Если лорды решают внести изменения в законопроект, он должен вернуться в палату общин для окончательного голосования. Когда-то у лордов было право наложить вето на любое законодательное решение нижней палаты, но теперь они могут лишь замедлить процедуру.

В этом случае, если билль не успел пройти все стадии и не стал законом до того, как закончилась парламентская сессия, на следующей сессии все начнется сначала. Особенно уязвимы в этом отношении частные билли, поскольку в парламентском расписании они всегда ждут своей очереди после биллей правительства.

Благодаря тому, что парламентские дебаты транслируются по радио и телевидению, британская публика получает все больше информации о работе своих депутатов и парламента в целом. В 1978 году началась радиотрансляция из обеих палат, а в 1985 году телевизионные камеры

впервые были допущены в палату лордов. В ноябре 1989 года, после почти 30 лет бесконечных споров, телевидение, наконец, получило разрешение вести трансляцию из палаты общин, так что теперь избиратели могут не только слышать, но и видеть своими глазами, как работают их политики.

Но чтобы по-настоящему ощутить и почувствовать атмосферу дебатов в палате общин, нужно понаблюдать за ними с галерей для прессы и публики. В важные моменты, когда на всех не хватает места, и депутатам приходится устраиваться в проходах или вдоль стен, обстановка полна драматизма. Один из таких важных моментов - так называемое "время вопросов к премьер-министру", проводимые дважды в неделю, по вторникам и четвергам в течение 15 минут, с 15.15 до 15.30, когда парламентарии от всех партий имеют возможность задавать вопросы на злободневные темы дня лично премьер-министру. Другим министрам тоже регулярно задаются вопросы относительно их действий и политики.

Время вопросов к премьер-министру - в какой-то мере дискуссия, в какой-то мере театр, а в какой-то мере - поединок. Именно здесь ведущие политические деятели страны атакуют и защищают проводимую политику, здесь они стремятся продемонстрировать свою решимость и разоблачить слабые места или одолеть своих противников в словесных баталиях. Разрешается задавать всего два вопроса - один письменный и один устный. Вопросы могут задать члены парламента от любой партии в порядке очереди, установленной жеребьевкой, но с точки зрения широкой публики, главные соперники в этом поединке - лидер официальной оппозиции и премьер-министр. Для них чрезвычайно важно выступить успешно, набрать большее число очков, чем соперник, и поднять таким образом престиж и уверенность в себе своей партии.

Остальные члены парламента - и участники, и зрители этого поединка, в самом буквальном смысле подбадривающие или освистывающие его участников. Консерваторы обычно задают вопросы, на которые, как они хорошо знают, премьер-министр даст уверенный ответ, или получит возможность при ответе выставить оппозицию в невыгодном свете. Вопросы оппозиции нацелены на слабые, или больные места политики правительства. В палате не умолкает гул, и усиливаются выкрики неодобрения. Спикеру все чаще приходится вставать и призывать к порядку; несмотря на микрофоны, из-за шума иногда трудно разобрать и ответы, и вопросы. Вероятно, эти эпизоды производят зачастую у стороннего наблюдателя впечатление хаотичности и неуравновешенности, но вместе с тем в них много от театрального представления: и от политиков ожидают блестящей игры, отточенного мастерства профессиональных актеров.

See the scheme representing **THE BRITISH STATE SYSTEM** at the beginning of the text book.

GOVERNMENT OF THE UNITED STATES OF AMERICA

"All legislative powers... shall be vested in a Congress of the United States..."

Constitution of the United States, Article II, Section I

"The executive power shall be vested in a President..."

Constitution of the United States, Article II, Section I

"The judicial power of the United States shall be vested in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain..."

Constitution of the United States, Article III, Section I

KEY IDEAS ON WHICH DEMOCRACIES ARE BASED

All democracies are based on certain key ideas. These ideas include a respect for individual worth, equality, majority rule, and freedom.

Respect for Individual Worth. In a democracy, individuals are of the utmost importance. Every human being, no matter what his or her race, position, or economic condition may be, is considered to be a person of worth. All people, no matter who they are or what they do, should be given respect simply because they are human beings. In his belief - that every individual has worth - is perhaps the most basic of all democratic ideals. Every other idea on which democracy is based grows out on this belief.

Equality. Individuals in a democracy are not only considered as being of worth. They are also to be considered of equal worth. This does not mean that they are thought to be equal in ability or talent. This is plainly not the case. What is meant here is that people should be given equal opportunity. Equal opportunity means that people should be given the same chance to show what they can do with their natural talents and abilities. They should not be prevented from doing so because they are of a certain colour, sex, ethnic background, age, or religion.

People also should be treated equally before the law. This means that all people should be given the same rights and treatment in a court of law, no matter what their position is or how much influence they have.

Majority Rule. A third basic idea of democracy is that of majority rule. This means that if a disagreement arises between different groups

within community, the group which obtains a majority vote gets the way. Related to this is the idea of minority rights. The rights of a minority - the outnumbered side in a disagreement - must be protected. Otherwise, the majority group could destroy the minority group by forcing harsh policies and practices on it.

Freedom. Democracies cannot survive without freedom. What is freedom? It is the right of individuals to do as they wish, provided they do not stop others from having the same right. The idea of freedom has limits, however. It does not mean that people are free to do anything as they please. No one is completely free. If people could do anything they wanted, they could take away the freedom of others. A famous Justice of the Supreme Court, Oliver Wendell Holmes, put it in this way: "The right to swing my fist ends where the other man's nose begins."

What is Congress?

The Congress of the USA is the lawmaking body of the national government. It is made up of 535 members elected from all of the states of the Union. It is divided into two parts, or the Houses - the Senate and the House of Representatives. Members are known as Senators and Representatives. No idea can become a law unless it is passed by both Houses of Congress.

The House of Representatives

Size. The House of Representatives is the larger of the two Houses. At present it consists of 435 members. The number of members, or seats, which a state is given is determined by its population. The larger a state's population, the more seats it has in the House of Representatives. However, the Constitution guarantees every state at least one seat in the House. Currently, there is one Representative for each 550,000 persons in the country.

Qualifications. A Representative must be at least 25 years old. He or she must have been a United States citizen at least 7 years. Also, the Representative must be a legal resident of the state from which he or she is elected.

Term. Each Representative serves for a term - a period of 2 years. There is no limit to the number of terms a Representative may serve if he or she is elected.

Election. Elections for members of the House are held on the Tuesday following the first Monday in November of every even-numbered year. A member's term begins on January 3, following the November election.

Vacancies. Sometimes a Representative dies, resigns or is expelled from the House before his or her two-year term has ended. The governor of the state must call a special election to fill the vacancy in the House.

Districts. The legislature in each state divides the state into congressional districts. Congressional districts are particular areas of a state with clearly defined boundaries and approximately equal populations. The people in each district elect one representative to the House.

After each census (a count of the number of people in the country), the state legislature is required by law to reshape the state's congressional district if the state's population has increased or decreased.

The Senate

Size. The Senate is a much smaller body than the House of Representatives. It is made up of the two Senators from each state. As there are currently 50 states in the USA, there are 100 Senators.

Qualifications. A senator must be at least 30 years old. He or she must have been a US citizen for at least 9 years. The Senator must also be a legal resident of the state from which he or she is elected.

Term. Senators are elected for six-year terms. The terms are staggered, however, so that one-third of the Senate are elected every 2 years. Because of the staggered terms, the Senate is sometimes referred to as a continuous body.

Election. Before 1913, Senators were chosen by the state legislatures. In 1913 the 17th Amendment to the Constitution was adopted. This Amendment states that all Senators are to be chosen by the voters in statewide elections. Senatorial elections occur in November of even-numbered years. Only one Senator is elected from a state at any one election, unless the other Senator has died, resigned or been expelled. Senators are sworn into office when the Congress meets in January following the November election.

Vacancies. If a Senator resigns, dies, or is expelled before his or her term has ended, the governor of the state can do one of two things. He or she can call a special elections to fill the vacancy or make a temporary appointment until the next election.

ORGANIZATION OF CONGRESS

The Congress of the US is well organized. It must be well organized in order to carry on the business of making laws. Shortly after each session of Congress begins, each House chooses officers. The Democrat and Republican members each meet in a closed meeting called a party caucus. The caucus decides who the party officers will be. The political party with the most members is called the majority party. The party with the fewest members is called the minority party.

Speaker of the party. The most important and powerful member of the Congress is the Speaker of the House of the Representatives. The Speaker of the House is the leader of the majority party in the House. The members of the House elect the Speaker. Usually, the Speaker is a longtime member of the House who has gained influence over the years. The Speaker is in charge of all House meetings. No member may speak without the permission of the Speaker. The Speaker may also rule a member out of order and require the member to stop speaking. In addition, the Speaker refers all bills (proposals for laws) to

appropriate committees, and signs all bills passed by the House. As an elected Representative, the Speaker may also vote on any matter before the House.

President of the Senate. The Constitution states that the "Vice President of the US shall be President of the Senate..." As the presiding officer, the Vice President is much less powerful than the Speaker of the House. He or she may only vote to break a tie. The Vice President is often absent because of other duties. The Senate, therefore, elects a member of the majority party to be President pro tempore. The President pro tempore presides when the Vice President is absent (the words "pro tempore" come from Latin and mean "for the time being").

Floor leaders. Next to the Speaker, the most important officer in the Congress are the majority and minority floor leaders in each House. They are party leaders chosen by the two powerful parties. The floor leaders guide their parties' bills through Congress and plan the order of daily business after consulting with the presiding officer of the House or the Senate. The floor leaders in each House are assisted by a party whip, who tries to persuade party members to vote as the party leaders wish.

One big difference between the House and the Senate is in the way each debates a bill. In the House, the Rules Committee decides how much time will be spent debating the bill. Debate can be stopped at any time by a majority vote of a membership. In the Senate, members may continue to discuss a bill until they wish to stop. Furthermore, they may talk about any subject, whether or not it deals with the bill. On occasion, Senators have been known to read aloud from the telephone book or to recite passages from books of poetry. Such non-stop talk is known as a filibuster. Filibustering is used by Senators to prevent a vote on a bill when they fear the vote will go against them. Filibusters can be stopped through the process known as cloture ("the gag rule"). Debate on a bill in the Senate can be cut out if 60 Senators vote to do so. A two-third vote of the members is required to stop a filibuster involving any rule changing.

THE PRESIDENT'S DUTIES

Chief Executive. The President is the head of the executive branch of government. The most important part of this presidential role is to see that the laws of the land are carried out. This role involves a wide variety of tasks, for federal laws deal with almost every part of life. They deal with pollution control, delivery of mail, inspection of foods, airplane safety, banking procedures, and crime control, to name just a few. Along with these tasks, the President watches over a budget that now exceeds one trillion dollars.

Naturally, all these tasks cannot be done by a single person. Several million federal employees in numerous agencies assist the President. Some of these persons, such as close advisers, are appointed by the President. The President also appoints Cabinet officers such as the Secretary of Agriculture. However, most of the workers in the executive branch get their jobs through

the Civil Service system. Although there are many other workers, the overall responsibility for the daily operation of the government is the President's.

Commander-in-Chief. In this role, the President is head of all armed forces of the US. The President appoints, with Senate approval, the highest ranking generals and admirals. A great deal of authority is usually given to these officers. Only the President, however, may authorize the use of the country's atomic weapons in time of war.

Other military powers of the Commander-in-Chief include the right to call out the National Guard in a national emergency. The President can order federal troops to put down a riot or to assist victims of floods and other natural disasters.

Chief Lawmaker. The President is not a lawmaker in the usual sense. Only a member of Congress may introduce a bill in the House or Senate. However, the President can often influence the work of Congress. Every year the President delivers a State of the Union message to Congress to describe how the country is doing. Special messages are sent to Congress from time to time, too. In these messages, the President may suggest new laws that seem to be needed. Such laws may deal with inflation, crime, or unemployment.

In addition, officials within the executive branch often suggest new laws. The Secretary of agriculture may propose a bill giving farmers money to experiment with growing new crops. If the bill receives the President's approval it may be introduced into the House or Senate by a member of the President's political party.

The President may also spend a great deal of time with congressional leaders, asking them to support or oppose a bill. Perhaps the President's greatest power as chief lawmaker, however, is the power to veto bills.

Foreign Policy Maker. Presidents do make foreign policy. One of the chief tasks to this role is to direct the relation between the US and the rest of the world. Only the President has the power to enter into treaties with other countries. Experts in the State Department usually help to work out the details of these treaties. In addition, to become law, all treaties must be approved by a two-thirds vote of the Senate.

Presidents also make use of executive agreements. These are agreements between the President and the head of a foreign country. Unlike treaties, they do not require Senate approval. Many of the trade relations with other countries are made by means of executive agreements. As a maker of foreign policy, the President enters into diplomatic relations with another country. This is called recognizing the other country. Both the US and the other country then exchange ambassadors.

Chief of State. When meeting with the leaders of other countries at the White House, or greeting important visitors of the US, a President is Chief of State. In this role, the President is the ceremonial head, or a symbol of the

government and represents the country on many formal and informal occasions.

Party Leader. The President is head of the political party in power and is sometimes known as "Chief Democrat". This is an honorary position. There are some customary duties which go with the role, however. The President selects the national chairperson of the party and works closely with the chairperson to plan for the future election. At times, the President campaigns for congressional candidates of the same party. Often, the President is able to offer a number of jobs to party members as rewards for faithful service during the election.

PRESIDENTIAL ELECTION

Presidential candidates of the major parties must conduct two campaigns. In the first campaign, a candidate must win the party's nomination, that is the candidate must be selected as the one who will run for Presidency in the name of the party. The second campaign takes place after the parties nominate their candidates. The Republican and the Democratic candidates campaign against each other before the presidential election. Presidential elections are held every four years on the first Tuesday after the first Monday in November.

A candidate's campaign for the Democratic or Republican nomination usually begins in the fall before a presidential election year. The candidate wants to get the support of the delegates to the party's convention. The party's convention is a meeting of the entire party, held every four years. Delegates are party members from every state who nominate the party's candidates for President and Vice-President.

In order to win a party's nomination, a candidate must have a majority of the delegates' votes. Each party has its own formula to decide how many delegates each state may send to the convention. Delegates are chosen in a number of ways. Most delegates are chosen at presidential preference primaries in many of states. At these primaries, voters elect delegates by voting for a particular presidential candidate. The election procedure varies from state to state.

In some states, the candidate who wins the most votes wins all the delegates of that state. In other states, the candidate gets a certain number of delegates, based on the number of votes received in the primary election. In still other states, the people vote for delegates directly. Beside the delegate's name on the ballot is his or her choice of a candidate they prefer.

In states that do not have primary elections, delegates to the national conventions are chosen by state committees or at state conventions. The chief difference between these groups is size. The state committee is usually a small group while a state convention is a statewide meeting of any party members.

Party members are the only ones involved in the selection process in either group.

The person who gets a majority of delegate votes at the national convention becomes the party's presidential candidate in the general election. The delegates vote according to a number of different rules. Some state laws require delegates to vote for the candidate who has won the most votes in the state primaries. However, this requirement is often dropped after the first ballot has been taken. Other states send uncommitted delegates. These delegates go to the convention without being pledged to vote for any of the candidates. At times, a state's delegates will go to the convention pledged to vote for a favorite son - a governor or other well-known state official - on the first ballot. This is a custom meant to honor the "favorite son".

After the delegates have nominated a presidential candidate, the next step is to choose a candidate for Vice President. By custom, the presidential candidate selects a running mate. The delegates are expected to approve the choice by unanimous vote. The vice-presidential candidate must have the same qualification for office as the presidential candidate.

On the last evening of the national convention, bands play, delegates shout and applaud, balloons float over the convention hall, and the party's nominees for President and Vice President make their acceptance speeches. They describe what they hope to do for the nation when they are elected. (They show their confidence by speaking of when they win, not if they win.) They ask the delegates to work hard for them in the coming campaign.

Every presidential candidate needs a campaign manager and a small group of top-level aids to plan the campaign. He or she also needs someone to take charge of raising funds to pay for the campaign, which usually costs millions of dollars. Other people are needed to arrange the candidate's personal appearances and to write speeches. Speaking schedules are arranged in various states. Plans are made for the candidate to meet people at rallies, parades, dinners, factories, office buildings, and even in homes. Plans for making the candidate's name, face, experience, and ideas familiar to the voters are also very important. All forms of communication are used in presidential campaigns: television, radio, and newspaper advertising, pamphlets, billboards, bumper stickers, letters, and telephone calls. Campaign managers decide what kind of image the candidate should present, since success may depend on how the candidate comes across to the voters. Organization, planning, communication, money, and the candidate's image may affect the outcome of the election.

Campaigning is long and tiring. The candidates campaign back and forth across the country. They travel thousands of miles - sometimes for as long as 16 hours a day - on trains, buses and airplanes. They meet thousands of citizens face to face, speak to many special interests groups, make television appearances, and sometimes participate in debates. On the night before the

election, the candidate of each party appears on national television to give a final speech. The next day the voters make their choices.

When the voters go to the polls on election day, they do not vote directly for the President and Vice President. Instead they select a group of persons called electors. The electors vote for the President at a later time. Their vote is called the electoral vote. The group of electors is known as the Electoral college. Each state has as many electors as it has Senators and Representatives in Congress.

The electoral votes are assigned to a candidate on a winner-take-all basis. All the electoral votes of the state go to the candidate who wins the popular vote in that state.

Thus, it is possible that a candidate may win a majority of the popular vote and still lose the election if he or she doesn't win the popular vote in the states with many electoral votes.

The electors vote in their state capitols on the Monday following the second Wednesday in December. The voters are counted before both Houses of Congress on January 6. In order to become President, one candidate must receive a majority of electoral votes. If it should happen that none of the candidates receives a majority of votes, the House of Representatives chooses the President, and the Senate chooses the Vice President.

THE VOTERS

To be able to vote in the US, a person must be at least 18 years of age, a citizen, and a registered voter. Although the Constitution guarantees that all citizens of 18 or older may vote, many do not. In recent presidential elections, only a little more than half of the people eligible to vote did so.

What kinds of people vote?

Older citizens vote at a much higher rate than young citizens. More whites than nonwhites vote. Slightly more women than men. College graduates tend to vote more often than people with high school or grade school education. Employed people vote in larger numbers than unemployed. Candidates need to know what kinds of people vote. Members of minority groups, young people, and people with lesser amount of education usually vote democratic. But many of these same people do not vote at all. This means that Democratic candidate often has a difficult time getting the people who will vote for him or her to go to the polls. Republican candidates have a somewhat easier task. Their supporters tend to be white, older, better educated, and to have higher incomes. These people who vote Republican tend to vote more often than the people who vote Democratic.

Why do people vote?

People vote because they want to influence what government leaders do. They want to protect their interests. Many government workers vote because they are worried about salaries and pension program which local, state, and

national legislatures determine. They want to elect lawmakers who will support their interests. People with high incomes vote because they are concerned about taxes. They are likely to vote for candidates who promise to try to keep government spending and taxes low. Many people feel that by voting for certain candidates at the local level they can get more and better government services such as parks and schools, and police, and fire protection. Many voters have decided how they will vote before a campaign begins. A campaign is not very likely to change the minds of these people. About 35% of the voters make up their minds during the campaign. These are the undecideds. They hold the key to victory in close elections. Some people vote only at certain times. They vote when they feel the issues may affect them. They vote when they find one candidate especially appealing. They vote when they have met a candidate personally. They vote when they think their votes will make a difference in the outcome of the elections.

Of course, many people do not vote at all. They give several reasons for not voting. Most nonvoters say they do not vote because they are not registered. Others say that candidates do not live up to their promises after they are elected. Some nonvoters believe it does not make any difference who is elected. Some say they do not like any candidates. Some feel that their votes will not make any difference. Some are ill, disabled, or traveling at election time. Often, even a few votes can make a difference in the outcome of a close election. In such elections, especially at the local level, candidates have won by as little as two or three votes. If only a few more people had voted in these elections, the results could have been different.

BALLOTS

Citizens vote for their candidates on a piece of paper or card called a ballot. The ballot has lists of names of candidates, their political parties, and the offices for which they are running. A voter places a check-mark (V) or an X on the ballot after the names of the candidates of his or her choice.

Ballots also list or summarize various propositions the voters are being asked to approve or disapprove. A proposition may propose a pay rise for police officers, an increase in property taxes, or the raising of money to build new schools in a community. Propositions deal only with local and state issues. There are no propositions in federal elections.

The secret ballot allows people to vote in private. This method was not adopted by every state in the US until 1950. Before the Civil War, citizens often announced their vote aloud at the polling place. Later, ballots were printed by each political party. The ballots of one party were often a different color from those of the other party. This practice allowed others to see how a person voted. The secret ballot made election more fair. The first voting machine was used in 1892 in Lockport, New York. A voting machine is a machine voters use in order to cast their votes. Instead of making X's or checkmarks, a voter pulls levers to vote for his or her choices. The machine

automatically counts all the votes cast on it. A curtain in front of the machine provides privacy. The machine will not operate until the voter closes the curtain. Almost all states now use voting machines in at least some elections.

Ballots in the US were once printed in English only. However, many of the citizens do not know English very well. So ballots have begun to be printed in English, Spanish and Chinese. In some cities with large Filipino populations, the printing of ballots in the Filipino language is being considered.

All ballots cast in an election are counted after the polls have been closed. Voting machines are locked at closing time so that no more votes can be registered on them. Two or more individuals usually count paper ballots to make sure that the total count is correct. Election results are not announced until officials are certain that all votes, including absentees' ballots, have been counted. An absentee ballot is a ballot cast before election day by a voter who knew he or she would be away from home on that day.

Candidates and party officials may observe the counting of votes. They may ask for an investigation and a recount if they suspect mistakes have been made in the vote counting. They may also ask for a recount of votes if the outcome of an election is close. Before an election, each voter receives a sample ballot and an election information packet from a county registrar of voters or from a state office. Such packets tell a voter the location of his or her voting place. They tell the day and time the polls will open. In every packet there is a card for voters to mark and take to the polls to help them remember how they wish to vote. A voting information packet includes personal statements of candidates, along with a list of each candidate's supporters. The packet also contains a brief summary of each proposition, along with arguments in favor of it and against it.

LOBBYISTS

A lobbyist is a paid representative of an interest group. A lobbyist's job is to further the interests of the group that pays him or her. In most cases, these interests are economic. Labor union lobbyists work for the passage of minimum wage laws and laws that protect the rights of workers to strike for higher wages. Lobbyists for farm groups work for the laws that will help increase the sale of the US farm products in other countries. Lobbyists for real estate groups support laws to protect people who wish to buy and sell property.

The word "lobbyist" comes from the English term "lobby-agent" which has a similar meaning. In earlier years, there was a waiting room outside the House of Commons, one part of the lawmaking body of the English government. Individuals who wished to meet members of the House of Commons had to wait in this waiting room, or lobby. After a lawmaking session was over these lobby-agents rushed to meet registrators.

Lobbyists are often very helpful to legislators. They prepare summaries of proposed laws. This serves legislators and their staffs a considerable amount of

time. They sometimes write speeches or letters for members of Congress. They are always willing to prepare drafts of bills that are important to the interest groups they represent. The tools of a lobbyist are said to be friendliness, persuasion, and helpfulness. Taking a legislator to lunch, to the theater, or to a ballgame is a good way to make a possible helpful friend.

See the scheme representing **FEDERAL GOVERNMENT OF THE USA** at the end of the text book. Also you will find there a scheme showing how the State System in the USA works (**THE CHECK AND BALANCE SYSTEM**). Below the powers of each branch of this system are represented.

a. Congress Has Power To:

- override Presidential veto;
- reject treaties and Presidential appointments;
- impeach and remove.

b. Congress Has Power To:

- propose amendments to overturn Court decisions;
- create lower courts;
- impeach and remove;
- reject appointments.

c. President Has Power To:

- veto laws;
- make treaties and foreign policies;
- appoint federal officials;
- propose laws.

d. President Has Power To:

- grant pardons;
- appoint judges.

e. Supreme Court Has Power To:

- decide actions unconstitutional;
- interpret treaties.

f. Supreme Court Has Power To:

- decide laws unconstitutional.

THE BASIC PRINCIPLES OF THE US GOVERNMENT

1. Separation of Powers.
2. Checks and Balances.
3. Federalism.
4. Limited Government.
5. Flexibility.

CREATING A CABINET

The Cabinet is the name given to the group of persons who head the executive departments within the executive branch. From time to time the number of departments increases or decreases. Today there are 14 departments - State, Treasury, Defense, Justice, Interior, Commerce, Labor, Agriculture, Housing and Urban Development, Transportation, Energy, Health and Human Resources, Education and Veteran Affairs. Cabinet officers, known as secretaries, are appointed by the President with the approval of the Senate. They serve as long as the President wants them. Cabinet officials usually stay in office as long as the President. Most Presidents expect Cabinet officers to support presidential policies. Failure to do so may mean dismissal. Cabinet officers usually resign if there is a disagreement with the President. The work of the executive departments is very important in the operation of the executive branch. The secretaries and their staffs keep government running from day to day.

Department of State. Foreign policy presents many problems in today's world. The Secretary of State and a large staff advise and assist the President in shaping and carrying out the foreign policy. The primary goal of the department in the conduct of foreign relations is to promote the long-range security and well-being of the US. The Department of State negotiates treaties and agreements with foreign countries and represents the US at international conferences.

Department of Treasury. If you look at a dollar bill, you will find the signatures of both the Treasurer of the US and the Secretary of Treasury. The Secretary of Treasury supervises the collection of taxes and the coining and printing of money. The Secret Service is a part of the Treasury Department. It guards the President, the Vice President, and their families.

Department of Defense. It organizes and trains all United States military forces. It collects information about the military strength of other countries and advises the President and the Congress about the country's military needs. It also provides military information to nations friendly to the US.

Department of Justice. The Attorney General, who heads this department, is the chief law officer of the US government. The Justice Department enforces all federal law. It supervises the Federal Bureau of Investigation, the national crime-fighting agency. All federal prisons come under the direction of the Department of Justice.

Department of the Interior. It carries out programs to protect soil, timber, water and other natural resources. It also directs the activity of the National Park Service.

Department of Agriculture. There is food program, which helps needy people buy food. There are grants of money to schools for breakfast and lunch programs. Most of the work is related to providing farmers with information on crop and soil improvement and on animal diseases. It also helps farmers to market their goods and teaches them about new methods of farming.



MASS MEDIA

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THE PRESS

In every modern country, regardless of form of government, the press, radio and television are political weapons of tremendous power, and few things are so indicative of the nature of a government as the way in which that power is exercised. In studying the politics of any country, it is important not only to understand the nature of the social, economic, political and other divisions of the population but to discover what organs of public and political opinion are available for the expression of the various interests.

Although the press in this or that country is legally free, the danger lies in the fact that the majority of people are not aware of the ownership. The press in fact is controlled by a comparatively small number of persons. Consequently, when the readers see different newspapers providing the same news and expressing similar opinions they are not sure that the news, and the evaluation of the news, are determined by a single group of people, perhaps mainly by one man. In democratic countries it has long been assumed that governments ought, in general, to do what their people want them to do.

In a democratic country like Great Britain the press, ideally, has three political functions: information, discussion and representation. It is supposed to give the voter reliable and complete information on which to base his judgement, it should let him know the arguments for and against any policy, and it should reflect and give voice to the people as a whole.

Naturally, there is no censorship in Great Britain, but in 1953 the Press Council was set up. It is not an official body but it is composed of people nominated by journalists, and it receives complaints against particular newspapers. It may make reports which criticize papers, but its reports have no direct effect.

The British press means, primarily, a group of daily and Sunday newspapers published in London. They are most important and known as national in the sense of circulating throughout the British Isles. All the national newspapers have their central offices in London, but those with big circulations also print editions in Manchester (the second largest press centre in Britain) and Glasgow in Scotland.

All the newspapers whether daily or Sunday, totalling about twenty, can be divided into two groups: quality papers and popular papers. Quality papers

include “The Times”, “The Guardian”, “The Daily Telegraph”, the “Financial Times”, “The Observer”, “The Sunday Times” and “The Sunday Telegraph”. Very thoroughly they report national and international news.

The distinction between the quality and the popular papers is one primarily of educational level. Quality papers are those newspapers which are intended for the well educated. All the rest are generally called popular newspapers. The most important of them are the “News of the World”, “The Sun”, the “Daily Mirror”, the “Daily Express”.

The popular newspapers tend to make news sensational. They publish “personal” articles which shock and excite. Instead of printing factual news reports, these papers write them up in an exciting way, easy to read, playing on people’s emotions. They avoid serious political and social questions or treat them superficially. Trivial events are treated as the most interesting and important happenings. Crime is always given far more space than creative, productive or cultural achievements. Much of their information concerns the private lives of people who are in the news. The popular newspapers are very similar to one another in appearance and general arrangement, with big headlines and the main news on the front page.

The four most famous provincial newspapers are “The Scotsman” (Edinburgh), the “Glasgow Herald”, the “Yorkshire Post” (Leeds) and the “Belfast Telegraph”, which present national as well as local news. Apart from these there are many other daily, evening and weekly papers published in cities and smaller towns. They present local news and are supported by local advertisements.

But the best-known among the British national quality newspapers are as follows.

“The Times” (1785) is called the paper of the Establishment. Politically it is independent, but is generally inclined to be sympathetic to the Conservative party. It is not a governmental organ, though very often its leading articles may be written after private consultation with people in the Government. It has a reputation for extreme caution, though it has always been a symbol of solidity in Britain. Its reporting is noted for reliability and completeness and especially in foreign affairs. Its reputation for reflecting or even anticipating government policy gives it an almost official tone.

“The Guardian” (until 1959 – “Manchester Guardian”) has become a truly national paper rather than one specially connected with Manchester. In quality, style and reporting it is nearly equal with “The Times”. In politics it is described as “radical”. It was favourable to the Liberal party and tends to be rather closer in sympathy to the Labour party than to the Conservatives. It has made great progress during the past years, particularly among intelligent people who find “The Times” too uncritical of the Establishment.

“The Daily Telegraph” (1855) is the quality paper with the largest circulation (1.2 million compared with “The Times” ’s 442 thousand and “The

Guardian” ’s 500 thousand). In theory it is independent, but in practice it is an orthodox Conservative paper and as such caters for the educated and semi-educated business and professional classes. Being well produced and edited it is full of various information and belongs to the same class of journalism as “The Times” and “The Guardian”.

“The Daily Mirror” (3.1 million) is the popular newspaper which supports the Labour Party.

The daily papers have no Sunday editions, but there are Sunday papers, nearly all of which are national: “The Sunday Times” (1822, 1.2 million), “Sunday Telegraph” (1961, 0.7 million), the “Sunday Express” (1918, 2.2 million), the “Sunday Mirror” (1963, 2.7 million).

On weekdays there are evening papers, all of which serve their own regions only, and give the latest news. London has two evening newspapers, the “London Standard” and the “Evening News”.

In addition to the daily and Sunday papers, there is an enormous number of weeklies, some devoted to specialized and professional subjects, others of more general interest. Three of them are of special importance and enjoy a large and influential readership. They are the “Spectator” (which is non-party but with Conservative views), the “New Statesman” (a radical journal, inclining towards the left wing of the Labour Party) and the largest and most influential — the “Economist” (politically independent). These periodicals resemble one another in subject matter and layout. They contain articles on national and international affairs, current events, the arts, letters to the Editor, extensive book reviews. Their publications often exert a great influence on politics.

Traditionally the leading humorous periodical in Britain is “Punch”, best known for its cartoons and articles which deserve to be regarded as typical examples of English humour. It has in recent years devoted increasing attention to public affairs, often by means of its famous cartoons.

There are a number of news agencies in Britain, the oldest being “Reuters” which was founded in 1851. The agency employs some 540 journalists and correspondents in 70 countries and has links with about 120 national or private news agencies. The information of general news, sports, and economic reports is received in London every day and is transmitted over a network of teleprinter lines, satellite links and cable and radio circuits.

C o m p r e h e n s i o n A c t i v i t i e s

CA - 1. Fill in the blanks with the correct words.

1. In every modern country, regardless of form of government, the press, radio and television are political _____ of tremendous power, and few things are so indicative of the nature of a government as the way in which that power is exercised.

2. Although the press in this or that country is _____ free, the danger lies in the fact that the majority of people are not aware of the _____.
3. Naturally, there is no _____ in Great Britain, but in 1953 the Press Council was set up.
4. The popular newspapers are very similar to one another in appearance and general arrangement, with big _____ and the main news on the _____ page.
5. Apart from these there are many other daily, evening and weekly papers published in cities and smaller towns. They present _____ news and are supported by local _____.
6. "The Times" has a reputation for extreme caution, though it has always been a _____ of solidity in Britain.
7. In theory "The Daily Telegraph" is independent, but in practice it is an orthodox _____ paper and as such caters for the educated and semi-educated business and professional classes.
8. Traditionally the leading humorous periodical in Britain is _____, best known for its _____ and articles which deserve to be regarded as typical examples of English _____.
9. There are a number of news agencies in Britain, the oldest being _____ which was founded in 1851.

CA - 2. Complete the sentences with the best answer (a, b or c).

1. In studying the politics of any country, it is important not only to understand the nature of the social, economic, political and other divisions of the population but to discover what organs of public and political opinion are available for the expression of
 - a) the various interests.
 - b) the various viewpoints.
 - c) the various opinions.
2. In democratic countries it has long been assumed that governments ought, in general, to do what their people
 - a) ask them to do.
 - b) force them to do.
 - c) want them to do.
3. The popular newspapers tend to make news
 - a) attractive.
 - b) sensational.
 - c) serious.
4. Politically "The Times" is independent but is generally inclined to be sympathetic to
 - a) the Conservative party.
 - b) the Labour party.
 - c) the Liberal-Social Democratic party.

5. "Punch" has in recent years devoted increasing attention to public affairs, often by means of its famous
 - a) articles.
 - b) cartoons.
 - c) columns.

CA – 3. Are the statements true or false? Correct the false statements.

1. The press in fact is controlled by a comparatively large number of persons.
2. In a democratic country like Great Britain the press, ideally, has three political functions: information, discussion and representation.
3. Quality papers are those newspapers which are intended for a wide audience.
4. Trivial events are treated as the most interesting and important happenings.
5. Its reporting (of "The Times") is noted for reliability and completeness and especially in home affairs.
6. "The Guardian" was favourable to the Liberal Party and tends to be rather closer in sympathy to the Labour party than to the Conservatives.
7. Being well produced, "The Daily Telegraph" is full of various information and belongs to the same class of journalism as "The Times" and "The Guardian".
8. "The Daily Mirror" is the popular newspaper which supports the Liberal-Social Democratic party.
9. The "Spectator", the "New Statesman" and the "Economist" contain articles on national and international affairs, current events, the arts, letters to the Editor, extensive theatre reviews.
10. The information of general news, sports and economic reports is received in London every day and is transmitted over a network of teleprinter lines, satellite links and cable and radio circuits.

CA – 4. Answer the questions.

1. "In every modern country, regardless of form of government, the press, radio and television are political weapons of tremendous power". — Why?
2. Explain the following statement: "Few things are so indicative of the nature of a government as the way in which the power of the press, radio and television is exercised."
3. What do the readers think when they see different newspapers providing the same news and expressing similar opinions?
4. Examine the three major political functions of the press in a democratic country like Great Britain.
5. Does the Press Council, which was set up in 1953, have anything in common with censorship in Britain?
6. Give an account of the two groups of papers in Britain — quality and popular. What do these papers publish?
7. Why is "The Times" called the paper of the Establishment?
8. What are the chief Sunday and evening newspapers?

9. Describe the main weeklies, or periodicals of special importance and enjoying a large and influential readership.
10. What periodical publishes typical examples of English humour?
11. What can you say about the oldest news agency in Britain "Reuters"?

P o i n t s f o r D i s c u s s i o n

1. The role of the press (the press, radio and television) in the life of a state (people).
2. The right of the people to know.
3. The press and censorship.

PRESS IN THE UNITED KINGDOM

The daily circulation of papers in Britain is just over 14 million copies, which is about 3 papers for every 4 households.

All British papers can be classified into two major groups: quality and popular papers.

A quality paper is a serious national paper that aims at the educated reader. Quality papers contain detailed news coverage and comment, authoritative editorials, a wide range of topical features written by experts in their field, arts and literary reviews and much professional advertising. The quality papers are the "Times", the "Guardian", the "Independent", the "Daily Telegraph" and the "Financial Times".

A popular paper is a newspaper whose format and content is designed for the undemanding reader. Most popular papers are tabloids, i.e. papers with small-size pages (conventionally about 30 cm by 40 cm). They have brief and direct news reports and a large number of photographs. Emphasis is put on personal stories (especially when sensational, or involving a figure in the public eye such as a member of the royal family), and importance is also given to sports and to entertaining features such as cartoons and contests.

Newspapers in Britain are mostly owned by individuals or by big publishing companies called the "empires", not by the government or political parties. The editors of the newspapers are usually allowed considerable freedom of expression. This is not to say that newspapers are without political bias. The political tendency of quality papers varies from conservative (the "Daily Telegraph") or independent/conservative (the "Times" and the "Financial Times") to centre (the "Independent") and liberal (the "Guardian"). Popular tabloids like the "Daily Express", the "Daily Star" and the "Sun", for example, usually reflect conservative opinion in their comment and reporting, while the "Daily Mirror" has a more left-wing bias.

In addition to national daily newspapers there are nine national papers published on Sundays. Most of "Sundays" contain more reading matter than daily papers, and several of them include "colour supplements" - separate colour

magazines, which contain photographically-illustrated feature articles. There is also quite a number of regional papers - usually evening papers or weeklies.

Useful Language

➤ daily circulation	ежедневный тираж
➤ a quality paper	серьезная газета
➤ a popular paper	популярная газета
➤ to aim at the educated reader	быть рассчитанным на образованного читателя
➤ detailed news coverage and comment	подробный обзор новостей и комментарий
➤ an authoritative editorial	авторитетная передовица
➤ a topical feature	тематическая статья
➤ an arts and literary review	обзор искусства и литературы
➤ professional advertising	профессиональная реклама
➤ format and content	формат и содержание
➤ to be designed for the undemanding reader	предназначаться нетребовательному читателю
➤ a tabloid	газета небольшого формата
➤ sensational	сенсационный
➤ a figure in the public eye	популярная личность
➤ an entertaining feature	развлекательный материал
➤ a cartoon	рисунки, карикатура
➤ a publishing company	издательство
➤ an editor	редактор
➤ to allow smb. considerable freedom of expression	предоставлять значительную свободу
➤ without political bias	без политической ориентации
➤ the political tendency	политическая ориентация
➤ conservative	консервативный
➤ independent	независимый
➤ centre	центристский
➤ liberal	либеральный
➤ a "Sunday"	воскресная газета
➤ reading matter	материал для чтения
➤ a colour supplement	цветное приложение
➤ a regional paper	местная газета
➤ a weekly	еженедельная газета

Comprehension Activities

CA-1. Answer the questions:

1. What major groups can British newspapers be subdivided into?
2. What kind of reader does each type aim at?
3. What do “quality papers” usually contain?
4. What is a “tabloid”?
5. Who are newspapers in Great Britain owned by?
6. What political opinion do newspapers in Great Britain reflect?
7. What other types of newspapers except daily newspapers are there?

CA-2. Summarise the article.

Translation Activities

TA-1. Translate into English

1. Ежедневный тираж газет в Англии - более 14 миллионов экземпляров.
2. Газеты в Великобритании можно подразделить на “серьезные”, рассчитанные на образованного читателя, и “популярные”, предназначенные для нетребовательного читателя.
3. Серьезные газеты содержат подробный обзор новостей, передовицы, обзор искусства и литературы.
4. Формат популярной газеты - обычно около 30 x 40 см.
5. В популярных газетах особое внимание уделяется сенсационным событиям, особенно если они касаются какой-либо известной личности.
6. Популярные газеты содержат также развлекательный материал и спортивные обзоры.
7. Газеты в Великобритании принадлежат не правительству и политическим партиям, а крупным издательским фирмам или частным лицам.
8. Газеты обычно имеют определенную политическую ориентацию, которая может быть консервативной, независимой, центристской или либеральной.
9. Газетам предоставляется значительная свобода в отражении тех или иных политических взглядов.
10. Воскресные газеты содержат много материала для чтения. Они часто имеют “цветные” приложения, содержащие иллюстрированные статьи.
11. Общенациональные газеты издаются тиражами в миллионы экземпляров и продаются во всех частях страны.
12. В Лондоне размещаются все общенациональные газеты.
13. Во время выборов редакторы газет просят своих читателей голосовать за ту или иную партию.

TA-2. Translate into Russian.

More daily newspapers are sold in Britain than in most other countries of the world. National newspapers have a circulation of 15.8 million copies on weekdays and 17.9 million copies on Sundays.

The newspapers are divided into two main groups: quality papers and popular papers. They report national and international news very thoroughly.

The popular papers are “News of the World”, the “Sun”, the “Daily Mirror” and others. They publish “personal articles” which shock the reader. Many articles deal with the private lives of people.

Many newspapers support a political party unofficially. For example, during the general elections many editors write open letters to the readers. They are called “leaders” and ask their readers to vote for this or that party.

Most newspapers in Britain belong to financial groups. They do not belong to the Government or political parties.

US NEWSPAPERS

In the USA daily newspapers are published in 34 different languages. The daily newspapers are of two kinds: quality and popular. A quality paper is a serious newspaper, which publishes articles and commentaries on politics. A popular paper contains many photographs; its articles are often sensational and mostly deal with private life of famous people.

The “Wall Street Journal” is a quality paper. It covers national and international news. It is a business newspaper with the largest circulation in the country. The “Washington Post”, a serious daily newspaper, covers the meetings of the Congress. The “US Today” has a circulation of 1,2 million. It was meant to be the only truly national newspaper. But it is not enough for the country where state, city and local news most deeply affect the reader.

One can say that there is no national paper in the USA. Most papers are distributed locally. But in another sense there is a national press in the USA. Some of the largest newspapers not only print, but collect and sell news, news features and photographs. The “New York Times”, the “Washington Post”, the “Los Angeles Times” are the best news services in the country. There are also newspapers in the USA, which are famous all over the world for their quality. The “New York Times” is “the world’s top daily”.

Useful Language

- | | |
|--|---|
| ➤ a daily newspaper | ежедневная газета |
| ➤ to be published | публиковаться |
| ➤ a quality paper | серьезная газета |
| ➤ to publish articles and commentaries on politics | публиковать статьи и комментарии на политические темы |
| ➤ to deal with private life of | касаться частной жизни кого-либо |

➤ to cover national and international news	отражать внутренние и международные новости
➤ circulation	тираж
➤ a truly national newspaper	подлинно общенациональная газета
➤ to affect the reader deeply	глубоко волновать читателя
➤ to be distributed locally	распространяться по местному принципу
➤ to print	печатать
➤ to collect	собирать
➤ a news feature	статья, содержащая новости
➤ a news service	агенство новостей
➤ to be famous for quality	быть известным своим качеством
➤ the world's top daily	лучшая ежедневная газета в мире

Comprehension Activities

CA-1. Answer the questions.

1. What are the two kinds of daily newspapers in the USA?
2. What are the most important quality papers in the USA?
3. In what sense is it correct to say that there is no national press in the USA?

CA-2. Summarise the article.

Translation Activities

Translate into English.

1. Ежедневные газеты в США подразделяются на “серьезные” и “популярные”.
2. Серьезная газета освещает внутренние и международные новости; в ней публикуются политические статьи и комментарии.
3. Популярная газета печатает статьи о частной жизни знаменитостей. Наиболее известные серьезные ежедневные газеты в США – “Уолл Стрит Джорнал” и “Вашингтон Пост”.

PRESS IN THE USA

In 1986, a total of 9,144 newspapers (daily, Sunday, weekly) appeared in the USA. Newspapers are published in 34 different languages.

Most daily papers in the USA are of the “quality” rather than the “popular” variety. Among the 20 newspapers with the largest circulation only two or three regularly feature crime, sex and scandal. The paper with the largest circulation, “The Wall Street Journal”, is a very serious paper indeed.

It is often said that there is no “national press” in the United States as there is in Great Britain, for instance. In one sense this is true. There are no official or government-owned newspapers in the USA. There is no state

censorship, that is, court or judges cannot stop a story from being printed or published. Most daily newspapers are distributed locally, or regionally. People buy one of the big city newspapers in addition to small local ones. A few of the best-known newspapers, such as “The Wall Street Journal” can be found throughout the country. There has been one attempt to publish a truly national newspaper, “US Today”. But it has only a circulation of 1,2 million and can only offer news of general interest.

In another sense, however, there is a national press, one that comes from influence and the sharing of news. Some of the largest newspapers, such as “The New York Times”, “The Washington Post” and “The Los Angeles Times” are at the same time news-gathering businesses, or news services. They not only print newspapers, but also collect and sell news, news features and photographs to hundreds of other papers in the USA and abroad. These newspapers have great national and international influence, spreading far beyond their own readers.

In addition, these newspapers and others, such as “Christian Science Monitor”, “The Baltimore Sun” or the “Milwaukee Journal” are frequently mentioned among papers of international excellence. In a large international survey of newspaper editors, “The New York Times” was ranked by most as “the world’s top daily”.

American newspapers get much of their news from the same source as all newspapers in the world – the two world’s largest news agencies – AP (Associated Press) and UPI (United Press International). Neither of them is owned, controlled or operated by the government. They have thousands of subscribers – newspapers, radio and television stations and other agencies which pay to receive and use the news and photographs in more than 100 countries of the world.

Useful Language

➤ a total of...	в количестве
➤ a Sunday newspaper	воскресная газета
➤ a weekly newspaper	еженедельная газета
➤ to be published	быть опубликованным
➤ a paper of the “quality variety”	серьезная газета
➤ a paper of the “popular variety”	популярная газета
➤ circulation	тираж
➤ to feature crime, sex and scandal	публиковать статьи о преступлениях, сексе и скандалах
➤ national press	национальная пресса
➤ an official newspaper	официальная газета
➤ a government-owned newspaper	газета, принадлежащая правительству
➤ state censorship	государственная цензура
➤ to be distributed locally or	распространяться в определенной

regionally	местности или районе
➤ local	местный
➤ to offer news of general interest	предлагать новости общего порядка
➤ influence	влияние
➤ the sharing of news	“дележка новостями”, распространение новостей
➤ a news-gathering business	бизнес “сбора новостей”
➤ a news service	агентство новостей
➤ to collect and sell news, news features and photographs	собирать и продавать новости, статьи и фотографии
➤ to have great national and international influence	пользоваться большим влиянием внутри страны и за ее пределами
➤ to spread far beyond	выходить далеко за пределы
➤ a paper of international excellence	газета международного класса
➤ an international survey	международный обзор
➤ to be ranked as	определяться, квалифицироваться как
➤ the world’s top daily	лучшая газета в мире
➤ the world’s largest news agency	крупнейшее в мире агентство новостей
➤ to be owned, controlled or operated by the government	принадлежать правительству, контролироваться или управляться правительством
➤ a subscriber	подписчик
➤ to pay to receive and use the news and photographs	платить за получение и использование новостей и фотографий

Comprehension Activities

Answer the questions.

1. What is the press in the USA characterized by?
2. What are the two major kinds of daily newspapers in the USA?
3. Why do we say that there is no national press in the USA?
4. Why can we say that there is a national press in the USA?
5. What are the American newspapers of international excellence?
6. What source do many American newspapers get their news from?

Translation Activities

Translate into English.

1. В Америке нет правительственных или официальных газет; нет также и официальной цензуры.
2. Большая часть ежедневных газет - серьезные, а не популярные газеты.

3. Поскольку большинство газет распространяется в определенных регионах, говорят, что в Америке нет национальной прессы.
4. Газета "US Today" выходит тиражом 1,2 млн. экземпляров и не может считаться подлинно национальной газетой.
5. "The New York Times" и "The Washington Post" – это не просто газеты, а целые компании, собирающие и продающие новости.
6. Их влияние выходит далеко за круг их собственных читателей.
7. Некоторые американские газеты считаются лучшими ежедневными газетами мира.
8. Агентства новостей UPI и AP не принадлежат правительству и не управляются им.
9. Их подписчики покупают и используют новости, статьи и фотографии.

RADIO AND TELEVISION

The growth of radio and particularly of television is as important in providing news as the press. They provide powerful means of capturing public attention. But while private enterprise predominates in the publishing field in Great Britain, radio broadcasting is a government monopoly, as was television until late in 1955. The British Broadcasting Corporation (BBC), a public organization, still provides all radio programmes.

The BBC has four national radio channels for listeners in the United Kingdom. Radio (channel) 1 provides mainly a programme of rock and pop music. Radio 2 broadcasts light music and entertainment, comedy as well as being the principal channel for the coverage of sport. Radio 3 provides mainly classical music as well as drama, poetry and short stories, documentaries, talks on ancient and modern plays and some education programmes. Radio 4 is the main speech network providing the principal news and current affairs service, as well as drama, comedy, documentaries and panel games. It also carries parliamentary and major public events. The BBC has over 30 local radio stations and about 50 commercial independent stations distributed throughout Britain. To provide high-quality and wide-ranging programmes that inform, educate and entertain, to provide also greater choice and competition the government encourages the growth of additional national radio services run on commercial lines.

Besides these domestic programmes, the BBC broadcasts in English and in over 40 other languages to every part of the world. It is the World Service of the BBC. Its broadcasts are intended to provide a link of culture, information and entertainment between the peoples of the United Kingdom and those in other parts of the world. The main part of the World Service programme is formed by news bulletins, current affairs, political commentaries, as well as sports, music, drama, etc. In general, the BBC World Service reflects British opinion and the British way of life. The BBC news bulletins and other programmes are rebroadcast by the radio services of many countries.

The BBC has a powerful television service. It owns two channels: BBC1 and BBC2. In addition there are two independent channels: ITV (Independent Television) and Channel 4, which is owned by the IBA (Independent Broadcasting Authority). Practically all the population of the country lives within the range of the TV transmission. With the exception of a break during the Second World War, the BBC has been providing regular television broadcasts since 1936. All BBC2 programmes and the vast majority of those on BBC1 are broadcast on the national network. The aim of the Government is that at least 25 per cent of programmes on all channels should be made by independent producers.

The BBC television programmes are designed for people of different interests. BBC1 presents more programmes of general interest, such as light entertainment, sport, current affairs, children's programmes, as well as news and information. BBC2 provides documentaries, travel programmes, serious drama, music, programmes on pastimes and international films.

The ITV has 15 programme companies, each serving a different part of the country.

These companies get most of their money from firms who use them for advertising. The whole of ITV is controlled by the IBA. The magazine "TV Times" advertises all ITV programmes; ITV programmes include news, information, light entertainment and are interrupted at regular intervals by advertisements. Despite the genuine entertainment that so many of the good commercials afford, television still succeeds in crushing its viewers with ads that are too annoying, too often, and just too much. Very often commercials are infuriating as well as irresistible. Commercials are the heavy tribute that the viewer must pay to the sponsor in exchange for often doubtful pleasure. The first regular commercial ITV programmes began in London in 1955.

Channel 4 began broadcasting in 1983. It forms part of the independent television network and provides a national TV service throughout Britain, except in Wales, which has a corresponding service in Welsh.

The BBC does not give publicity to any firm or company except when it is necessary to provide effective and informative programmes. It must not broadcast any commercial advertisement or any sponsored programme. Advertisements are broadcast only on independent television, but advertisers can have no influence on programme content or editorial work. Advertising is usually limited to seven minutes in any one hour of broadcasting time.

Both the BBC and the IBA broadcast education programmes for children and students in schools of all kinds, as well as pre-school children, and for



Trevor McDonald — one of Britain's best-known newscasters

adults in colleges and other institutions and in their homes. Broadcasts to schools cover most subjects of the curriculum, while education programmes for adults cover many fields of learning, vocational training and recreation.

The Government has no privileged access to radio or television, but government publicity to support non-political campaigns may be broadcast on independent radio and television. Such broadcasts are paid for on a normal commercial basis. The BBC is not the mouthpiece of the government. All the major political parties have equal rights to give political broadcasts. Radio and, particularly, television have their greatest impact on public affairs at election time. Each of the principal political parties is granted time on the air roughly in proportion to the number of its candidates for Parliament.

Television and radio coverage of political matters, including elections, is required to be impartial. Extended news programmes cover all aspects of the major parties' campaigns at national level and in the constituencies. Political parties arrange "photo opportunities", during which candidates are photographed in such places as factories, farms, building sites, schools and youth centres. They often use these visits to make points about party policies.

Special election programmes include discussions between politicians belonging to rival parties. Often a studio audience of members of the public is able to challenge and question senior politicians. Radio "phone-ins" also allow ordinary callers to question, or put their views to political leaders. Broadcast coverage also includes interviews with leading figures from all the parties, reports focusing on particular election issues, and commentaries from political journalists.

Arrangements for the broadcasts are made between the political parties and the broadcasting authorities, but editorial control of the broadcasts rests with the parties.

Television and the other channels of mass media are playing an increasingly important part in bringing contemporary affairs to the general public.

Radio and television programmes for the week are published in the BBC periodical, "Radio Times". The BBC publishes another weekly periodical, "The Listener", in which a selection of radio and TV talks are printed.

L e a r n i n g A c t i v i t i e s

LA-1. Fill in the blanks with the correct words.

1. The growth of radio and particularly of television is as important in providing news as the _____.
2. The BBC has four national radio _____ for listeners in the United Kingdom.

3. The broadcasts of the World Service of the BBC are intended to provide a _____ of culture, information and entertainment between the peoples of the United Kingdom and those in other parts of the world.
4. The BBC news _____ and other programmes are re-broadcast by the radio services of many countries.
5. Practically all the population of the country lives within the _____ of the TV transmission.
6. These ITV programme companies get most of their money from firms who use them for _____.
7. Commercials are the heavy tribute that the viewer must pay to the sponsor in exchange for often _____ pleasure.
8. The BBC is not the _____ of the government.
9. Television and the other channels of _____ are playing an increasingly important part in bringing contemporary affairs to the general public.

LA-2. Complete the sentences with the best answer (a, b or c)

1. But while private enterprise predominates in the publishing field in Great Britain, radio broadcasting is
 - a) a Parliament monopoly.
 - b) a Government monopoly.
 - c) a group monopoly.
2. Radio (channel) 1 provides mainly a programme of
 - a) rock and pop music.
 - b) pop music.
 - c) classical music.
3. In general, the BBC World Service reflects
 - a) the British way of life.
 - b) the British political life.
 - c) the British economic life.
4. Advertisements are broadcast only on independent television, but advertisers can have no influence on
 - a) public opinion.
 - b) programme content or editorial work.
 - c) education programmes.
5. Radio and television programmes for the week are published in the BBC periodical
 - a) "TV Times".
 - b) "Radio Times".
 - c) "The Listener".

C o m p r e h e n s i o n A c t i v i t i e s

CA-1. Are the statements true or false? Correct the false statements.

1. The British Broadcasting Corporation (BBC), a public organization, still provides all radio programmes.
2. The BBC has over 30 local radio stations and about 50 commercial independent stations distributed throughout Europe.
3. To provide high-quality and wide-ranging programmes that inform, educate and entertain, and to provide also greater choice and competition the government encourages the growth of additional national radio services run on commercial lines.
4. Besides these domestic programmes, the BBC broadcasts in English and in over 100 other languages to every part of the world.
5. The aim of the Government is that at least 25 per cent of programmes on all channels should be made by independent producers.
6. Despite the genuine entertainment that so many of the good commercials afford, television still succeeds in amusing its viewers with ads that are too annoying, too often, and just too much.
7. The first regular commercial ITV programmes began in Manchester in 1955.
8. Broadcasts to schools cover most subjects of the curriculum, while education programmes for adults cover many fields of learning, vocational training and recreation.
9. The Government has privileged access to radio or television, but government publicity to support non-political campaigns may be broadcast on independent radio and television.
10. Each of the principal political parties is granted time on the air roughly in proportion to the number of its candidates for Parliament.

CA-2. Answer the questions.

1. Why do radio and television provide powerful means of capturing public attention?
2. Is the British Broadcasting Corporation a public organization? What does it mean?
3. Describe the four national radio channels of the BBC for listeners in the United Kingdom.
4. What is the World Service of the BBC? What does it reflect in general?
5. Examine the television service of the BBC, commenting on its four channels.
6. For whom are the BBC television programmes designed?
7. Characterize briefly the ITV (Independent Television).
8. Explain, as you understand, the statement: "Commercials are the heavy tribute that the viewer must pay to the sponsor in exchange for often doubtful pleasure".
9. What are the rules for advertisers on the BBC and the IBA (Independent Broadcasting Authority)?
10. Characterize the role of television at election time.

11. Name the BBC's periodicals in which radio and television programmes and a selection of radio and TV talks are printed.

P o i n t s f o r D i s c u s s i o n

1. The place of radio and television in your life.
2. The BBC and British Government: their interrelations.
3. The role of the radio and TV in education.

References

1. **BBC = British Broadcasting Corporation** – Би-би-си, Британская радиовещательная корпорация (*радио- и телевещательная компания в Лондоне находится под контролем правительства: ведет передачи на всю страну и большинство стран мира*).
2. **ITC** сокр. от the Independent Television Commission – “Ай-Ти-Си” Комиссия независимого телевидения (*осуществляет контроль за независимыми телевизионными каналами, которые финансируются за счет рекламы, а также подписки; имеет кодекс стандартов практики показа рекламы. Создана в 1991 г.*)
3. **IBA** сокр. от the Independent Broadcasting Authority – “Ай Би-Эй” Управление независимым радио- и телевидением (*координировало деятельность коммерческих телекомпаний и радиостанций. Было заменено на “Ай-Ти-Си”*)
4. **'Top of the Pops'** – “Самые популярные” (*еженедельная музыкальная телепрограмма с участием солистов и ансамблей поп-музыкантов*)

A r g u i n g A c t i v i t i e s

‘Television is doing irreparable harm’

“Yes, but what did we use to *do* before there was television?” How often we hear statements like this! Television hasn't been with us all that long, but we are already beginning to forget what the world was like without it. Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilised pleasures.

For instance, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. All that belongs to the past. Now all our free time is regulated by the “goggle box”. We rush home or gulp down our meals to be in time for this or that programme. We have even given

up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do – anything, providing it doesn't interfere with the programme. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a programme, he is quickly silenced.

Whole generations are growing up addicted to the telly. Food is left uneaten, homework undone and sleep is lost. The telly is a universal pacifier. It is now standard practice for mother to keep the children quiet by putting them in the living-room and turning on the set. It doesn't matter that the children will watch rubbishy commercials or spectacles of sadism and violence – so long as they are quiet.

There is a limit to the amount of creative talent available in the world. Every day, television consumes vast quantities of creative work. That is why most of the programmes are so bad: it is impossible to keep pace with the demand and maintain high standards as well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions which obtain in pre-literate communities. We become utterly dependent on the two most primitive media of communication: pictures and the spoken word.

Television encourages passive enjoyment. We become content with second-hand experiences. It is so easy to sit in our armchairs watching others working. Little by little, television cuts us off from the real world. We get so lazy, we choose to spend a fine day in semi-darkness, glued to our sets, rather than go out into the world itself. Television may be a splendid medium of communication, but it prevents us from communicating with each other. We only become aware how totally irrelevant television is to real living when we spend a holiday by the sea or in the mountains, far away from civilisation. In quiet, natural surroundings, we quickly discover how little we miss the hypnotic tyranny of King Telly.

The argument: key words

1. Beginning to forget what we did before television.
2. Always occupied our spare time; enjoyed civilised pleasures.
3. E.g. hobbies, entertaining, outside amusements: theatres, etc.
4. Even used to read books, listen to music, broadcast talks.
5. Free time now regulated by television.
6. Rush home, gulp food; sandwich, glass of beer.
7. Monster demands: absolute silence and attention; daren't open your mouth.
8. Whole generations growing up addicted; neglect other things.
9. Universal pacifier: mother and children.
10. Children exposed to rubbishy commercials, violence, etc.
11. Limit to creative talent available.
12. Therefore many bad programmes; can't keep pace with demand.

13. World becomes a village; pre-literate society; dependent on pictures and words.
14. Passive enjoyment; second-hand experiences; sit in armchairs, others working.
15. Cut off from real world.
16. Become lazy, glued to sets instead of going out.
17. Television totally irrelevant to real living.
18. E.g. holiday, natural surroundings; never miss hypnotic tyranny.

The counter-argument: key words

1. Nobody imposes TV on you. If you don't like it, don't buy a set – or switch off!
2. We are free to enjoy 'civilised pleasures' and still do.
3. Only when there is lack of moderation can TV be bad – true for all things.
4. People sometimes feel guilty watching TV; absurd idea.
5. If you boast you don't watch TV, it's like boasting you don't read books.
6. Must watch to be well-informed.
7. Considerable variety of programmes; can select what we want to see.
8. Continuous cheap source of information and entertainment.
9. Enormous possibilities for education: e.g. close-circuit TV – surgery.
10. Schools broadcasts; educating adult illiterates; specialised subjects: e.g. language teaching.
11. Education in broadest sense: ideals of democracy; political argument, etc.
12. Provides outlet for creative talents.
13. Many playwrights, actors, etc., emerged from TV.
14. Vast potential still waiting to be exploited: colour TV; world network: communication via satellite.
15. TV is a unifying force in the world.

READING COMPREHENSION

Mike Quin

Golden Trumpets of Yap Yap

The famous explorer, Dr. Emery Hornsnagle, in his recent book, "Strange Customs of Yap Yap", makes some interesting observations on the practice of free speech among the inhabitants of that little known island.

While being entertained in the palace of Iggy Bumbum, the Slobob of Yap Yap (High Chief), Dr. Hornsnagle asked the ruler whether free expression of public sentiment was allowed by the law.

"Yes, indeed", replied the Slobob. "The people of our island have absolute freedom of speech, and we govern according to public opinion."

"Just how does that work?" asked Dr. Hornsnagle. "By what method are you able to tell what public opinion thinks about the various matters that come up?"

"That is very simple", explained the Slobob. "Whenever any policy has to be decided, we assemble the entire population in the large court yard of the palace.

The High Priest then reads from a scroll to inform them of the business at hand. When it is finished, I determine the will of my people by listening to the Golden Trumpets.”

“And what are the Golden Trumpets?” asked Hornsnagle.

“Golden Trumpets”, said the Slobob, “are the only means by which public opinion may be expressed. I raise my right hand above my head and call out: “All those in favour, blow!” Instantly, all those in favour of the proposal blow upon golden trumpets. Then I raise my left hand and call out: “All those opposed, blow!” This time the opposition blows golden trumpets. The side making the loudest noise is naturally the majority and the issue is decided in their favour.”

“That”, said Dr. Hornsnagle, “is to my mind the most complete democracy I have ever heard of. I would like very much to see one of these expressions of public opinion and take some photographs.”

On the next afternoon, Dr. Hornsnagle had this opportunity . The people of the whole island were assembled in the palace court yard to decide an important issue. There were about three thousand and all were quite naked except for loin-cloths. However, just before the ceremony was about to begin, four richly clothed gentlemen were carried in on bejewelled litters. Gems glitterd on their clothes and they smelt of perfume. They were put down at the very front of the crowd, where they sat on silken pillows and were fanned with peacock feathers by attendants.

“Who are they?” asked Hornsnagle.

“They”, replied the Slobob, “are the richest men on the island.”

Immediately after the arrival of the wealthy class, the High Priest read off his scroll. Then the Slobob stepped forward and raised his right hand.

“All those in favour, blow!” he shouted.

The four wealthy citizens all lifted golden trumpets and blew hard .

The Slobob now lifted his left hand. “All those opposed, blow!” he shouted. Not a single sound came from the giant assemblage. “It is decided”, announced the Slobob, and the affair was over.

Later on, Dr. Hornsnagle asked the Slobob why the four wealthy citizens were the only ones who blew trumpets.

“They are the only ones who can afford to own Golden Trumpets”, explained the Slobob. “The rest are only poor working people.”

“That does not seem very much like free speech to me”, remarked Hornsnagle. “All it amounts to is that a group of rich men blow their own horns. In America we have real public expression.”

“Is that so?” exclaimed the Slobob. “And how do you do it in America?”

“In America”, said Hornsnagle, “instead of having Golden Trumpets we have newspapers, magazines and radio broadcasting stations.”

“That is very interesting”, said the Slobob. “But who owns these newspapers, magazines, and broadcasting stations?”

“The rich men”, replied Hornsnagle.

“Then it is the same as Yap Yap”, said the Slobob. “It is the rich men blowing their own horns that make all the noise.”

C o m p r e h e n s i o n A c t i v i t i e s

Answer these questions.

1. What genre of literature does this piece belong to? What makes you think so?
2. What is the humour of the story?
3. Is the island of Yap Yap a real or imaginary place?
4. Can you form any idea concerning the whereabouts of this mysterious island? Does the choice of words help you to make certain conjectures about it? (Cf. the Slobob, quite naked except for loincloths, bejewelled litters, gems glittered on their clothes, sat on silken pillows, were fanned with peacock feathers by attendants.)
5. Describe the ceremony of expressing public opinion on the island of Yap Yap.
6. Would you draw a parallel between public expression on the island of Yap Yap and in the USA? Dwell on the subject.
7. Look up the verb “to yap” in a dictionary and explain why the author chose the word “Yap Yap” as the name of an island which was supposed to represent the most complete democracy.
8. State the message of the pamphlet.

WORD STUDY

Explain the meanings of the following phrases or give their synonyms and use them in a proper context.

1. free expression of public sentiment
2. to govern according to public opinion
3. absolute freedom of speech
4. to decide an important issue
5. to determine the will of the people
6. to be about to begin
7. a giant assemblage
8. to be quite naked except for loin-cloths
9. to lift one’s hand
10. to make an interesting observation on sth.

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MAN AND WAR
Part I

LISTENING COMPREHENSION

Arthur Hailey

IN HIGH PLACES

The Prime Minister

The extract is taken from A. Hailey's "In High Places", a novel of men at the summit, their deals and soiled souls. The two characters in question are the Right Honourable James McCullum Howden, P.C., Q.C., P.M. of Canada, and Margaret Howden, his wife.

I n t r o d u c t o r y S t e p s

IS-1. Before you listen to the text, find some information about Canada (its capital, history, political status).

IS-2. Decipher the above given abbreviations using a dictionary.

L e a r n i n g A c t i v i t i e s

LA-1. Listen to the text and answer the following questions:

- a) What forthcoming event is being discussed?
- b) What problem worries Margaret?
- c) Is Howden concerned about the sovereignty of Canada?
- d) What is his chief concern as he puts it?

LA-2. Listen to the text once again and divide it into logical parts. How are they singled out?

LA-3. Listen to the text as many times as need be to point out at least five peculiarities of the American pronunciation.

LA-4. a) Put down the sentences with the following word-combinations; explain what they mean:

to mean annihilation
to extinguish all life
to be inevitable
to delude oneself
to abolish war

to survive a peril
to squander something
a vestige of something
a forecast of doom

b) Reproduce the context in which they are used.

LA-5. Put down as many words and word combinations characterising one's manner of speaking as you can.

LA-6. Assess the following statements. Agree or disagree with them.

- a) There's a new world crisis coming.
- b) War means annihilation of the whole world.
- c) War is inevitable.
- d) Every war is a mess.

LA-7. Draw Howden's character sketch judging by what he said and how he put it. Use the helps in the Students' Guide.

LA-8. How would you rather describe James Howden, a political "hawk" or "dove". Prove your point of view. Compare it with his description borrowed from the book: "The heavy hawklike face, eagle-beak nose and jutting chin." How do such features usually characterise a person?

D r a m a t i s i n g A c t i v i t i e s

Enact the dialogue between James Howden and his wife. Before you do it:

- 1) arrange the setting;
- 2) suggest how the characters might sit or move while talking;
- 3) suggest appropriate facial expressions and gestures.

R e l a t e d A c t i v i t i e s f o r I n t e n s i v e P r a c t i c e

RA-1. Read the following quotation: *"I don't know what will be the most important weapon in the next war, but I know what will be the most important weapon in the war after that - the bow and arrow."* (Anonymous World War II witticism quoted in Joseph Wood Krutch's "The Measure of Man" (1954).

- a) Can it serve as an epigraph to the text?
- b) What is its message?

RA-2. Can you think of another motto? Explain your choice.

RA-3. Speak on the message conveyed in the text.

RA-4. Summarise the text.

Follow Up Activities

Prepare a counter-speech pointing out all the fallacies of Howden's theory. When presenting your speech :

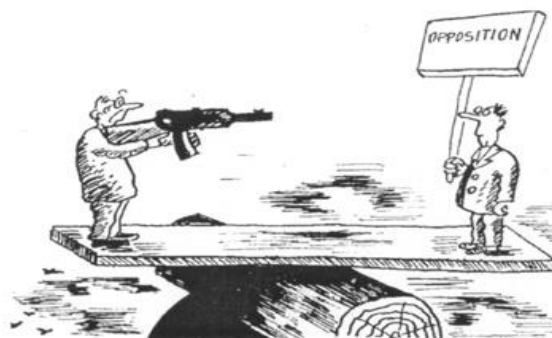
- 1) be aware of time restrictions;
- 2) be aware of your voice and how you use it.

You can immediately create an air of interest, or lack of interest, in your audience by the volume and pitch of your voice. Speak loudly enough for everyone in the room to hear. Vary your volume to avoid speaking in a monotone. Keep the pitch of your voice low so that you will sound decisive, confident and determined. Speak at a reasonable rate, neither too quickly nor too slowly. A significant pause can reinforce the point you are trying to make, provided it does not become an awkward pause;

3) be aware of your facial expression, and remember to make eye contact with the audience;

4) use appropriate gestures. Feel free to walk around while you talk if it helps you to relax.

5) comment on the picture.



INTENSIVE READING

Arthur Hailey

IN HIGH PLACES

Ottawa, Christmas Eve

(extract)

Serious-faced, James Howden entered the high-ceilinged, beige carpeted Privy Council chamber. The others - Cawston, Lexington, Nesbison, Perrault, and Martening - were already seated near the head of the big oval table with its twenty-four oak-carved and red-leather chairs, scene of most decisions affecting Canadian history since Confederation (...)

...At the approach of the Prime Minister the five already in the room made to rise, but Howden waved them down, moving to the tall-backed, throne-like chair at the table's head. "Smoke if you wish," he said. Then pushing back the chair, he remained standing, and for a moment silent. When he began, his tone was business-like.

"I ordered our meeting to be held in this chamber, gentlemen, for one purpose: as a reminder of the oaths of secrecy which all of you took on becoming Privy Councillors. What is to be said here is of utmost secrecy, and must remain so until the proper moment, even among our closest colleagues" (..)

..."It is no news that in some degree our defenses have been integrated with those of the United States. But what will be news is that within the past forty-eight hours a proposal has been made, directly to me by the US President, for a measure of integration as far-reaching as it is dramatic."

Swiftly, perceptibly, there was a sharpening of interest around the table.

"Before I tell you of the nature of the proposal," Howden said, speaking carefully, "there is some other ground I wish to be covered." He turned to the External Affairs Minister. "Arthur, shortly before we came in here, I asked for your assessment of present world relations. I'd like you to repeat your answer."

"Very well, Prime Minister... In my opinion, international tension at this moment is more serious and dangerous than at any other time since 1939."

The calm, precise words had honed an edge of tension.

Lucien Perrault said softly, "Are things really that bad?"

"Yes", Lexington responded. "I'm convinced they are. I agree it's difficult to accept, because we've been poised on a needle point so long that we're used to crisis as a crisis. I think we're close to it now" (...)

..."Then a new war..." It was Perrault's question. He left it unfinished.

"My opinion," Arthur Lexington said, "is that despite the present situation we shall not have war for a year. It could be longer. As a precaution, however, I have warned my ambassadors to be ready to burn their papers."

"That's for the old kind of war," Cawston said. "With all your diplomatic doodles." Lexington shrugged. He gave a faint smile.

"Perhaps."

For a calculated interval James Howden had relaxed his dominance of the group. Now, as if gathering reins, he resumed it.

"My own views," the PM said firmly, "are identical with those of Arthur. So identical, that I have ordered immediate partial occupancy of the government's emergency quarters. Your own departments will receive secret memorandum on the subject within the next few days."

At the audible gasp which followed, Howden added severely, "Better too much too early than too little too late."

Without waiting for comment he continued, "What I have to say next is not new, but we must remind ourselves of our own position when a third world war begins."

He surveyed the others through the haze of smoke which was beginning to fill the room. "In the state of affairs today, Canada can neither wage war - at least, as an independent country - nor can we remain neutral. We have not the capacity for the first, nor the geography for the second. I offer this, not as opinion, but as a fact of life..." (...)

"...Let me remind you of some more facts." Once again Howden's voice was firm and commanding. "We are all familiar with the possible effects of a nuclear war. After such a war, survival will depend on food and food-production. The nation whose food-producing areas have become contaminated by radioactive fallout will already have lost the battle for survival."

"More than food would be wiped out," Stuart Cawston said. His customary smile was absent.

"But food production is the single thing that matters most," Howden's voice rose. "The cities can be blasted to rubble, and a good many will be. But if, after wards, there's clean land, uncontaminated, land to grow food, then whoever is left can come out of the rubble and begin again. Food and the land to grow it in - that's what will really count. We came from the land and we'll go back to it. That's the way survival lies. The only way." (...)

"...Then there is no provision for Canadian land," Lucien Perrault said softly.

"You are wrong," James Howden said. "There is provision for Canadian land. It is reserved for the battleground."

He turned to the map of North America hanging on the wall. With the index finger of his right hand he stubbed a series of points directly to the south of Canada, moving inward from the Atlantic seaboard. Here is the line of United States missile sites - the launching sites for defensive and intercontinental missiles - with which the US will protect its food-producing

areas. You know them as well as I know them, as well as every junior in Russian Intelligence knows them."

Arthur Lexington murmured softly, "Buffalo, Plattsburg, Presque Isle..."

"Exactly", Howden said. "These points represent the spearhead of American defense and, as such, they will form the first prime target of a Soviet attack. If that attack - by Russian missiles - is repelled by interception, the intercept will occur directly over Canada." Dramatically he swept the palm of his hand across the Canadian segment of the map. "There is the battleground. There, in the scheme of things now, is where the war will be fought." Eyes followed where the hand had moved. In its path were the cities - Winnipeg, Fort William, Hamilton, Toronto, Montreal, the smaller communities in between. "Fallout will be heaviest here," Howden said. "In the first days of war we could expect our cities to go and our food areas to become poisoned and useless." (...)

Within the room no one broke the silence.

"As you must see," he concluded, "the possibilities of our survival as a functioning nation are not extraordinary." (...)

..."Yet," Howden acknowledged, "there is an 'unless'...". He glanced at the others, then faced Perrault squarely. His voice was strong. "All that I have described will occur inevitably unless we choose, without delay, to merge our nationhood and sovereignty within the nationhood of the United States".

Reaction came swiftly.

Adrian Nesbitson was struggling to his feet. "Never. Never. Never." His face brick-red, the old man sputtered angrily.

Cawston's expression was shocked. "The country would throw us out."

Douglas Mattening, startled into response, said, "Prime Minister, have you seriously..." The sentence was never finished.

"Silence." The hamlike fist of Lucien Perrault smashed down upon the table (...)

...James Howden wasted no time.

"There is one proposal, which, in event of war, could change our situation. That proposal is perfectly simple. It is the movement of the United States missile bases - ICBM and short-range missiles - to our own Canadian North. If it were done, a good deal of radioactive fallout which I have spoken of would occur over uninhabited land."

"But there are still the winds." Cawston said.

"Yes," Howden acknowledged. "If winds were from the north, there is a degree of fallout we could not escape. But remember that no country will come unscathed through a nuclear war. The best we can hope for is reduction of its worst effect."

Adrian Nesbitson protested. "We have already cooperated..."

Howden cut out the aging Defense Minister short. "What we have done are half measures, quarter measures, temporising. If war came tomorrow our puny

preparations would be insignificant." His voice rose, "We are vulnerable and virtually undefended, and we should be overwhelmed and overrun as Belgium was overrun in the greatest wars of Europe. And yet this need not be. The time is short. But if we are swift, honest and above all realistic, we can survive, endure, and perhaps beyond can find greatness as we have not dreamed of."

The Prime Minister stopped, his own words stirring him.

'I have spoken of a proposal, made to me forty-eight hours ago, by the President of the United States. Then clearly, and without deliberation: "The proposal is for a solemn Act of Union between our two countries. Its terms would include total assumption of Canadian defense by the United States; disbandment of the Canadian armed forces and their immediate recruitment by the US forces under a joint Oath of Allegiance; the opening of all Canadian territory as part of the manoeuvring arena of the US military; and - most important - the transfer, with every possible speed, of all missile-launching bases to the Far-North of Canada."

"My God," Cawston said. "My God."

Explanatory Notes

1. **The Right Honourable James McCullum Howden**, Canadian Prime Minister.
2. **Privy Council**, committee of persons appointed by the Sovereign, advising on some state affairs.
3. **Stuart Cawston**, the Finance Minister.
4. **Arthur Lexington**, the External Affairs Minister.
5. **Adrian Nesbitson**, Minister of Defence (US = Defense)
6. **Lucien Perrault**, Minister of Defence Production.
7. **Douglas Martening**, Clerk of the Privy Council, the senior civil servant in Ottawa.

Introductory Steps

IS-1. Before you read the text, find some information about Arthur Hailey and his literary career.

IS-2. Pronounce the following words:

Privy (Council) ['prɪvi]

contaminate [kən'tæmɪneɪt]

unscathed [ʌn'skeɪðd]

assessment [ə'sesmənt]

sovereignty ['sɒvrənti]

allegiance [ə'li:dʒəns]

Learning Activities

LA-1. Read the text and assess your reading abilities according to the table below.

TIME	MARK
10 minutes	Excellent
15 minutes	Good
20 -25 minutes	Satisfactory

Are you happy about how fast you can read?

LA-2. Be prepared to read some 10-15 lines of the text.

LA-3. Skim the text.

1. Who takes part in the meeting?
2. What government body do characters represent?
3. In what country does the action take place?
4. What news does the PM break?
5. How do the Privy Councillors take it?

LA-4. Scan the text.

LA-5. Read the text again and assess your understanding of the content according to the table. (See the questions below.)

Number of questions	Number of points	Total	Mark
5	20	100	Exc
4	20	80	Good
3	20	60	Sat

- a) Where did the Privy Councillors gather to discuss the future of Canada?
- b) In what atmosphere did the meeting take place?
- c) What proposal had the US President made to Howden?
- d) What might happen to Canada in case of a nuclear war?
- e) What were the terms of the Act of Union?

WORD STUDY

WS-1. Scan the text and learn all the new words and word combinations (their pronunciation, spelling, meaning). Pronounce the proper names also.

WS-2. Find in the text and learn the English equivalents for:

тайный совет, балансировать на грани, развязать войну, радиоактивные осадки, разрушить до основания, зараженная местность, суверенитет,

уязвимый, присяга, межконтинентальная ракета, площадка для запуска ракет, убежище.

WS-3. Scan the text and make out a list of vocabulary pertaining to the problem of war and peace. Arrange them into 3 groups according to their stylistic references. Explain your choice. If necessary, consult a Hornby dictionary.

WS-4. Write out and learn all cases of unfamiliar or interesting uses of a) prepositions or b) articles in the text.

WS-5. Scan the text and find the following words and word combinations; reproduce the context in which they are used:

Privy Council, integration, assessment, international tension, to be poised on a needle point, emergency quarters, memoranda, wage war, survival, contaminate, radioactive fallout, blast to rubble, launching sites, prime target, interception, sovereignty, ICBM and short-range missiles, come through unscathed vulnerable, Oath of Allegiance.

WS-6. Find in the text some 10 sentences describing the emotional state of the characters. What adverbs characterise their feelings?

WS-7. Explain the following:

- a) I ordered our meeting to be held in this chamber, gentlemen, for one purpose: as a reminder of the oaths of secrecy which all of you took on becoming Privy Councillors.
- b) In my opinion, international tension at this moment is more serious and dangerous than any other time since 1939.
- c) I have ordered immediate partial occupancy of the government's emergency quarters.
- d) We are all familiar with the possible effects of a nuclear war.
- e) But remember that no country will come through a nuclear war unscathed.

WS-8. Assess the following statements. Agree or disagree with them.

- a) International tension at this moment is more serious and dangerous than any other time since 1939.
- b) We've been poised on a needle point so long that we've used to crisis as a daily habit.
- c) In a nuclear war no country will be unscathed.
- d) To survive we must abolish all ICBM and short-range missiles.

WS-9. How will you classify Howden's speech as to its aim and message? What are the markers of this type of speech? Does Howden achieve his aim? How?

WS-10. Scan the text and write out

- a) all the words which make Howden's speech so persuasive;
- b) all the words typical of a monological type of speech (official style);
- c) all the verbs which may be used when informing somebody of something;
- d) typical cold war rhetoric.

Related Activities

RA-1. Look up a Hornby dictionary for other parts of speech with the same roots as the words below:

integrate,v.; assess,v.; vulnerable, adj.; disbandment,n.; sovereignty,n.

RA-2. Find the words which do not "belong":

- a) assess, appraise, evaluate, appreciate, approve;
- b) wage, engage (in), carry (on), wade;
- c) chief, prime, ready, primary;
- d) intercept, stop, invest, catch;
- e) allegiance, oath, duty, support;
- f) provision, preparation, amount, provender.

RA-3. Give definitions of the following:

- a) nouns: councillor, assessment, emergency, survival, sovereignty, fallout, disbandment, transfer;
- b) adjectives: vulnerable, prime, puny, solemn;
- c) verbs: integrate, contaminate, wage;
- d) adverbs: perceptibly, shortly, virtually, inevitably.

RA-4. Replace the underlined words with their synonyms:

- a) I asked for your assessment of present world situation.
- b) The cities can be blasted to rubble.
- c) He spoke clearly and with deliberation.
- d) But remember no country will come through a nuclear war unscathed.
- e) He surveyed the others through the haze of smoke.

RA-5. Find British and American versions for “ *министр финансов, министр иностранных дел, министр обороны* ”.

Related Activities for Intensive Practice

RA-1. Describe how each Privy Councillor takes the news.

RA-2. Express your own attitude to the event described in the excerpt using the following phrases: - *if I'm not mistaken...*

- *I would rather say that...*

- *if I got it right ... and the like.*

RA-3. Imagine you are:

a) *James Howden*. You address a more numerous group of people. What will you say? What means of persuasion will you choose? What words?

b) *Stuart Cawston*, Finance Minister, and known to friends and advisaries as "Smiling Stu". Tell us in his name what he felt when he heard the US proposal. Address your speech according to the Speech Score Card (Student's Guide).

D r a m a t i s i n g A c t i v i t i e s

Enact the scene with your fellow students. Before you do it:

- a) make the setting as "real" as possible;
- b) think about the relationship between the characters;
- c) suggest how the characters might stand, sit, or move while talking. Make use of the author's remarks and the Students' Guide;
- d) suggest appropriate facial expressions and gestures;
- e) suggest feelings and attitudes;
- f) write a script of some 900 words.

F o l l o w - U p A c t i v i t i e s

FA-1. Find a suitable epigraph to the extract. Account for your choice.

FA-2. Find some additional material to take part in the following discussion "*No more wars*".

D i s c u s s i o n P o i n t s:

- a) War expenditures and the welfare of humanity.
- b) "Green Peace" against war.
- c) "People to People" movement.

W r i t i n g A c t i v i t i e s

WA-1. Write a mini-essay on one of the following topics:

- a) Cold war rhetoric and the world today.
- b) Say "No" to wars.
- c) A nuclear war leaves no country unscathed.

Make use of the below-given words and phrases:

integrate,v	international tension
assess,v	emergency quarters
survive,v	secret memoranda
contaminate,v	wage war
provision,n	a nuclear war
battleground,n	radioactive fallout
nationhood,n	blast to rubble
sovereignty,n	prime target
vulnerable, adj	come unscathed
disbandment,n	site (launching, missile)
missiles (offensive, intercontinental,ICBM, short-range)	

Assess your writing according to the Writing Score Card (Student's Guide)

TEXT INTERPRETATION

Richard Aldington

DEATH OF A HERO

(extract I)

Richard Aldington (1892-1962) was born in Hampshire and educated at Dover College and the University of London. He belonged to the Imagist School in the years shortly before the First World war. In 1915 he published a collection of poems entitled "Images Old & New". By 1916 he was in the army in France. Aldington's "Death of a Hero" (1929) is his war experience. It is one of the most powerful anti-war novels of that period.

* * * * *

In a few weeks they duly moved to Chelsea. Fanny found them an excellent apartment, with two large rooms, a kitchen, and a modern bathroom, for less than the combined rental of their two ramshackle rooms in Soho. Elizabeth developed an unexpected talent for "homemaking", and fussed a good deal over the installation in spite of George's light satire. But they were both only too happy to get away from the frowstiness of Soho to a clean modern flat.

This was in June 1914. They did not go away when the hot weather arrived, intending to stay in summer in London and to go to Paris for September and October. Elizabeth spent a good deal of her spare time with Reggie Burnside, and George was absorbed in his painting. He wanted to get enough good canvases for a small show in Paris in the autumn.

One day towards the end of July he left his painting early, to meet Reggie and Elizabeth for lunch somewhere near Piccadilly. It was a benign day, with fine white fleecy clouds suspended in a blue sky, and a light wind ruffling the darkened foliage of summer trees. Even the King's road looked pleasant. George noticed, and afterwards remembered vividly, because these were the last really tranquil moments of his life, how the policeman's gloves made a clear blotch of white against a plane-tree as he regulated the traffic. A little band of sparrows were squabbling and twittering noisily in the lilacs of one of the gardens. The heat was reflected, not unpleasantly, from the warm white flag-stones of the sidewalk.

As he waited for the №19 bus, George did what he rarely did - bought a newspaper. He always said it was a waste of life to read newspapers - if something really important happened, people would tell you about it soon enough. He did not know why he bought a newspaper that morning. He had been working hard for two or three weeks without seeing anyone but Elizabeth, and perhaps thought he would see what was going on in the world. Perhaps it was only to see if there was any new film.

George clambered to the top of the bus, with the paper under his arm, and paid his fare. He then glanced casually at the headline and read: "Serious Situation in the Balkans, Austro-Hungarian Ultimatum to Servia, Servian Appeal to Russia, Position of Germany and France." George looked up vaguely at the other people on the bus. There were four men and two women; each of the men was intently reading the same special early edition of the evening paper. He read the dispatches eagerly and carefully, and grasped the seriousness of the situation at once. The Austrian Empire was on the verge of war with Serbia (Serbia it was then called, until the country became one of our plucky little allies); Russia threatened to support Serbia; the Triple Alliance would bring in Germany and Italy on the side of Austria; France would be bound to support Russia under the Treaty of Alliance, and the Entente Cordiale might involve England. There was a chance of a European war, the biggest conflict since the defeat of Napoleon. The event he had always declared impossible - a war between the "civilised" nations - was threatened, was at hand. . He refused to believe it. Germany didn't want war, France would be mad to want it, England couldn't want it. The Powers would intervene. What was Sir Edward Grey doing? Oh, suggesting a conference... The man on the seat opposite George leaned towards him, tapping the newspaper with his hand: "What do you say to that, sir?"

"I think it looks confoundedly serious."

"Chance of war, eh?"

"I sincerely hope not. The newspapers always exaggerate, you know. It would be an appalling catastrophe."

"Oh, liven things up a bit. We're getting stale, too much peace. Need a bit of blood-letting."

"I don't think it'll come to that. I..."

"It's got to come sooner or later. Them, Germans, you know. They'd never be able to face our Navy."

"Well, let's hope it won't be necessary."

"Ah, I dunno. Shouldn't mind 'avin' a go at the Germans myself, and I reckon you wouldn't either."

"Oh, I'm a neutral," said George laughing; "don't count on me."

"Umph!" said the man, as he got up to leave the bus, casting a suspicious look at this foreign-looking and unpatriotic person. "Yes, that's it, a foreigner, a bloody foreigner. Umph! What's he doing in England, I'd like to know? Umph!"

George was back in the newspaper unaware of the turmoil he had excited in that elderly but patriotic bosom.

Explanatory Notes

The Triple Alliance - a military bloc of Germany, Austria-Hungary and Italy, formed in 1882;

The Treaty of Alliance - a military bloc of czarist Russia and France (1891-1917), formed in opposition to the Triple Alliance;

The Entente Cordiale - an imperialist bloc of Great Britain, France and czarist Russia (1904-1907) formed in opposition to the Triple Alliance;

Sir Edward Grey - Minister of Foreign affairs of Great Britain (1905-1916)

Learning Activities

LA-1. Skim the text.

1. What's the theme of the passage under consideration?
2. Where is the action set?
3. Is there reference to the period of time in the history of Europe in the text?
4. What facts of life does the author give to introduce the characters?
5. What is the relationship between the characters?

LA-2. Scan the text.

1. Does the writing call attention to itself at the beginning or can you say that the narrative of the beginning flows easily and calmly and the writing is simple and natural? Why?
2. Why does the description of a benign day carry weight and force of meaning?
3. Do you think the sentence " *Perhaps it was only to see if there was any new film.* " provides transition from the fourth paragraph to the next? Why?
4. How is the tension further increased in the next paragraph?

5. Can you produce suggestions based on the use of the opposites " *casually* " and " *vaguely* " (" *eagerly* " and " *carefully* ").
6. Do you think the writer reaches a climax by using the word " *catastrophe* "? How do the words " *appaling catastrophe* " strike you? Why?
7. What are the other stylistic devices used in the passage to gain the reader's attention?
8. How far do you agree with the statement that the rhythms of the passage are flexible?
9. The language of the second half of the central paragraph has emphasis, doesn't it? Do we see it in the syntax of the sentences?
10. Is the idea reinforced by the use of short, terse, laconic, simple sentences " *Germany didn't want war, France would be mad to want it, England couldn't want it* " within the frame of a complex sentence?
11. Do you agree that the above mentioned short sentences lend a staccatto effect to the text, as though they come in short jerks? Is this technique valid in the text?
12. How suitable in your opinion is the use of changing, irregular rhythms for conveying the main idea of the text?
13. Is the text an example of narrative and descriptive writing combined with dialogue?
14. What does the importance of the dialogue at the end of the extract lie in?
15. Are there any departures from established literary norms? Or does the language of the characters reproduce the norms of colloquial language?
16. Is the use of dialogue as part of the scene justified?
17. Do you think the sentences " *We are getting stale, too much peace. Need a bit of blood-letting* " is crucial for the understanding of the viewpoint of a certain group of people who take war in a matter-of-fact way?
18. What problems does the author pose?
19. What feelings does he arouse in the reader?
20. Does the tension in the extract grow like a snowball? Prove it.
21. Does the author express his ideas unobtrusively or does he impose them on the reader?
22. Do you agree that the role of reported speech in the text is important? Why?

Related Activities for Intensive Practice

Draw a character sketch of a) George; b) George's stray companion. Choose and select words from the list below:

queer, odd, morbid, touchy, submissive, dissipated, slapdash, ambitious, self-conscious, self-sufficient, arrogant, wicked, reasonable, sensitive, respectable, shrewd, ignorant, knowing, well-informed, thick-witted,

formidable, stern, sociable, malicious, contemptuous, thick-skinned, sympathetic, sophisticated, agreeable, abusive, disreputable, absurd, matter-of-fact, incomprehensible, jocular, infallible, impetuous, cold-blooded, indiscreet.

Follow-Up Activities for Extensive Practice

FA-1. Do you think a newspaper is an accurate and reliable source of information? How about television?

FA-2. Comment on the sentence from the text " *He always said it was a waste of time to read newspapers - if something really important happened, people would tell you about it soon enough.*"

FA-3. Speak on the hotbeds of war on the planet. What do you think are the ways to stabilize the situation?

FA-4. Comment on the following cartoons:



R. Aldington

DEATH OF A HERO (extract II)

I believe in men, I believe in a certain fundamental integrity and comradeship, without which society could not endure. How often that integrity is perverted, how often that comradeship betrayed there is no need to tell you.

R. Aldington

Three more nights passed rather tranquilly. There was comparatively little gas, but the German heavies were persistent. They, too, quieted down on the third night, and Winterbourne got to bed fairly early and fell into a deep sleep. Suddenly he was wide awake and sitting up. What on earth or hell was happening? From outside came a terrific rumble and roaring, as if three volcanoes and ten thunderstorms were in action simultaneously. The whole

earth was shaking as if beaten by a multitude of flying hoofs, and the cellar walls vibrated. He seized his helmet, dashed past the other runners, who were starting up and exclaiming, rushed through the gas curtain; and recoiled. It was still night, but the whole sky was brilliant with hundreds of flashing lights. Two thousand British guns were in action, and heaven and earth were filled with the roar and flame. From about half a mile to the north, southwards as far as he could see, the whole front was a dazzling flicker of gun-flashes. It was as if giant hands covered with huge rings set with search-lights were being shaken in the darkness, as if innumerable brilliant diamonds were flashing great rays of light. There was not a fraction of a second without its flash and roar. Only the great boom of a twelve or fourteen-inch naval gun just behind them punctured the general pandemonium at regular intervals.

Winterbourne ran stumbling to get a view clear of the ruins. He crouched by a piece of broken house and looked towards the German lines. They were a long, irregular wall of smoke, torn everywhere with the dull red flashes of bursting shells. Behind their artillery was flickering brighter and brighter as battery came into action, making a crescendo of noise and flame when the limits of both seemed to have been reached. Winterbourne saw but could not hear the first of their shells as it exploded short of the village. The great clouds of smoke over the German trenches were darkly visible in the first very pallid light of dawn. It was the preliminary bombardment of the long-expected battle. Winterbourne felt his heart shake with the shaking earth and vibrating air.

The whole thing was indescribable - a terrific spectacle, a stupendous symphony of sound. The devil-artist who had staged it was a master, in comparison with whom all other artists of the sublime and terrible were babies. The roar of the guns was beyond clamour - it was immense rhythmic harmony, a super-jazz of tremendous drums, a ride of the Walkyrie played by three thousand cannon. The intense rattle of the machine-guns played a minor motif of terror. It was too dark to see the attacking troops, but Winterbourne thought with agony how every one of those dreadful vibrations of sound meant death or mutilation. He thought of the ragged lines of British troops stumbling forward in smoke and flame and a chaos of sound, crumbling away before the German protective barrage and the Reserve line machine-guns. He thought of the German front lines, already obliterated under that ruthless tempest of explosions and flying metal. Nothing could live within the area of that storm except by a miraculous hazard. Already in this first half-hour of bombardment hundreds upon hundreds of men would have been violently slain, smashed, torn, gouged, crushed, mutilated. The colossal harmony seemed to roar louder as the drum-fire lifted from the Front line to the Reserve. The battle was begun. They would be mopping-up soon - throwing bombs and explosives down the dug-out entrances on the men cowering inside.

The German heavies were pounding M---- with their shells, smashing at the communication trenches and crossroads, hurling masses of metal at their own ruined village. Winterbourne saw the half-ruined factory chimney totter and crash to the ground. Two shells pitched on either side of him, and flung earth, stones, broken bricks all round him. He turned and ran back to his cellar, stumbling over shell-holes. He saw an isolated house disappear in the united explosion of two huge shells.

He clutched his hands together as he ran, with tears in his eyes.

L e a r n i n g A c t i v i t i e s

LA-1. Skim the text. Read the text to get the general feel and the sense of the extract. Answer the following questions:

1. What idea is lodged in the text?
2. What questions does the author ask and provide answers for?
3. What information about the time, the place of action, the main character does the reader get?
4. What type of prose is it?

LA-2. Scan the text. Read into the first paragraph and answer the following questions:

- 1) Do we slide into the subject matter gradually or are we transported into a life full of danger at once?
- 2) What communicated the mood of danger and peril? Does the choice of words help the reader to gain the atmosphere of death?
- 3) What are the key-words round which the description centres?
- 4) Is there plenty of concrete detail or is the author generalising? Provide evidence from the text.
- 5) What provokes attention in the language of the text?
- 6) The reader gains a sense of space and reflecting light, doesn't he? Is the use of natural scene - "*it was still night*", "*in the darkness*" - important?
- 7) How important is the use of contextual synonyms?
 - a) *flame, flicker, flashing lights, gun-flashes, search-lights, diamonds, great rays of light;*
 - b) *brilliant (diamond), dazzling (flicker of gun-flashes), flashing (rays of light);*
 - c) *roars, roaring, rumble, boom, pandemonium;*
 - d) *to shake, to beat.*
- 8) Do you think the choice of the antonyms "*heaven*" and "*earth*" is deliberate? Can you think of alternatives to lend expressivity to the text?
- 9) There is a definite reason for the author to use exaggerations, isn't there? What context is created by them?

10) Do you agree that the stylistic effect of alliteration in a " *terrific rumble and roaring* " is obvious?

11) Do you think the word " *pandemonium* " lends generalising force to the description of the battle scene?

12) What is the underlying stylistic device of the paragraph?

13) The author accumulates detail in order to create the background for the description of the main personage's behaviour, doesn't he? In what light do you see Winterbourne?

14) What is the basic narrative pattern of the paragraph? Do you agree that the author resorts to the cycling pattern primarily when sentences circle key words instead of moving on?

15) Do you think the employment of the linear forward moving pattern concerned with development in time also necessary?

16) What can you say about the syntax of the paragraph? Are the sentences short or built up into complex periodic patterns? Is there any special reason for it?

17) What can you say about the rhythm of the passage? Is it casual or is it carefully controlled? Is it broken and jerky or does it move calmly?

18) What tone is established in the passage? Are there undertones too?

19) How important is the use of a rhetorical question at the beginning of the paragraph?

LA-3. Read into the second paragraph and consider the following:

1) Is the tone of the first paragraph carried directly into the next stretch of the text?

2) Does the interplay of the by-themes continue? What is it sustained by?

3) How is the reader led more and more into the harsh atmosphere of war?

LA-4. Look at the third paragraph. Give evidence from the text.

1) What engenders the atmosphere of the sinister and evil in the third paragraph?

2) Can you prove that there is a progression in the main idea of the text?

3) What is the division of thought in the passage described? How are the divisions made obvious to the reader?

4) The language of the author is heavily metaphorical, isn't it? Is this in order to show the frailty of human life? Or is it because the author wanted to capture a moment of violent intolerance on the part of the main character?

5) A stupendous symphony of sound is described with impact and precision, isn't it? Build up a row of synonyms the author chooses when describing it. Comment on their use in the text.

6) What words communicate a sense of terror and impose an immediate impact on the reader?

- 7) What is the semantic productivity of the words " *slain, smashed, torn, gouged, crushed, mutilated* "? What is the relationship between the words? Do they have the same meaning? Is every successive word a step in a gradual crescendo?
- 8) What is the implication of the incompatible words " *colossal* " and " *harmony* " put together in the text?
- 9) What is the role of the opposites " *the sublime and terrible* " in the text?
- 10) Can you assess the effect of the epithet " *ruthless* " and the metaphor " *tempest* " in " *a ruthless tempest of explosions and flying metal* "?
- 11) How suitable in your opinion is the use of the word " *mop up* " in the text? Identify the stylistic device.
- 12) What are the makings of regularity in the use of syntactical stylistic devices?
- 13) How do you account for the deliberate, as it seems, use of the ing-form in " *stumbling* " and " *crumbling* " when the author speaks of the ragged lines of British troops? Is this to assume that man is not immune to the atmosphere of peril and death? Does the use of the epithet "*ragged*" sustain the same idea?

LA-5. Read the text to the end and discuss the following:

- 1) There is little action in the text. Winterbourne is in suspense. How far do you agree with this judgement? Explain the impact of the battle-scene on Winterbourne. Does Winterbourne entertain any thought or is his mind blank?
- 2) What are the consequences of the battle?
- 3) Do you agree that the description of the consequences surprisingly lack colour? In what does the importance of the description lie?
- 4) The last sentence of the extract is brief, but not as brief as it might seem. From what does it derive its forcefulness?

R e l a t e d A c t i v i t i e s

RA-1. Is the true identity of war described in this extract?

RA-2. Is the atmosphere of the extract one of hope and faith in the future? What spirit is the extract written in?

RA-3. Prove that the description of the battle scene moves out progressively. Justify the lay-out of the extract as it is.

RA-4. How far does the effectiveness of the narration depend on the use of stylistic devices?

RA-5. Prove that the employment of two patterns of narration is deliberate.

RA-6. What is the final idea the reader is left with?

RA-7. Does the reader get a sense of the style?

RA-8. Does the author employ a painstaking, long and tedious way of narration?

Follow Up Activities

FA-1. Imagine you are going to make a film about war.

1. Would you resort to elaborate lighting effects when shooting a battle scene? Why?
2. Would you use the effect of light against dark?
3. What would you put the accent on?
4. Do you think both detail and colour must speak in the battle scene?

FA-2. Imagine you are going to paint a battle scene. Answer the questions below.

1. Would you resort to the opposition of colours?
2. Would you employ a modulation (vibration) of colour?
3. Would you use a limited number of colours but with different accent?
4. What colour would you give primacy to?

FA-3. Choose suitable words and word combinations to describe a piece of music dealing with a battle scene and its impact on the listener.

to weep (of violins)	doom
to become tumultuous (of the orchestra)	muddle
to slither into hopelessness	gloom
grim snatches of tune	splendour
the twanging and the plucking (of violins)	dangerous
to squeak	a scratch
to flare up	the glory of sound
to gibber	harsh sounds
to gurgle	muffled sounds
to blow (hollow sounds)	doleful sounds
to crash out (sounds)	mournful sounds
to thunder	menacing din
to cry (in anger and sorrow)	sweetness of violins
to choke (with grief, sadness, happiness)	a gush of melody
to play softly and sadly	a ripple of laughter
to scatter silvery showers of notes	

FA-4. Find a picture representing a battle scene and give an artistic description of it in 100 words.

Writing Activities

WA-1. Write an appeal to the peoples of the world in support of peace.

WA-2. Assess your writing with the help of the Writing Score Card (Student's Guide).

R. Aldington

DEATH OF A HERO (*extract III*)

They spent the night under canvas at the Boulogne rest camp. From his tent Winterbourne had an excellent view of the Crannel and the camp incinerator. His first duty on active service was picking up dirty paper and other rubbish, and dumping it in the incinerator. They were told nothing about their future; the Army theory being that your business is to obey orders, not to ask questions. Winterbourne fumed and fretted at the inaction. The other men speculated interminably as to where they were going.

The tents had wooden floors. The men drew a blanket and water proof ground-sheet each, and slept twelve to a tent. It was a bit hard, but not impossible to sleep. Winterbourne lay awake for a long time, trying to get some order into his reflections... Was there a contradiction in it? Did it imply that he now supported the War and the War partisans? On the contrary. He hated the War as much as ever, hated all the blather about it, profoundly distrusted the motives of the War partisans, and hated the Army. But he liked the soldiers, the War soldiers, not as soldiers but as men. He respected them. If the German soldiers were like the men he had seen on the boat that morning, then he liked and respected them too. He was with them. With them, yes, but against whom and what? He reflected. With them, because they were men with fine qualities, because they had endured great hardships and dangers with simplicity, because they had parried those hardships and dangers not by hating men who were supposed to be their enemies, but by developing a comradeship among themselves. They had every excuse for turning into brutes, and they hadn't done it. True, they were degenerating in certain ways, they were getting coarse and rough and a bit animal, but with amazing simplicity and unpretentiousness they had retained and developed a certain essential humanity and manhood. With them, then, to the end, because of their manhood and humanity. With them, too, because that manhood and humanity existed in spite of the War and not because of it. They had saved something from a gigantic wreck, and what they had saved was immensely

important - manhood and comradeship, their essential integrity as men, their essential brotherhood as men.

But what were they really against? Who were their real enemies? He saw the answer with a flood of bitterness and clarity. Their enemies - the enemies of German and English alike - were the fools who had sent them to kill each other instead of help each other. Their enemies were the sneaks and the unscrupulous; the false ideals; the unintelligent ideas imposed on them, the humbug, the hypocrisy, the stupidity. If those men were typical, then there was nothing essentially wrong with common humanity, at least so far as the men were concerned. It was the leadership that was wrong - not the war leadership, but the peace leadership. The nations were governed by bunk and sacrificed to false ideals and stupid ideas. It was assumed that they had to be governed by bunk - but if they were never given anything else, how could you tell? De-bunk the world. Hopeless, hopeless...

He sighed deeply, and turned in his blanket wrapping. One man was snoring. Another moaned in his sleep. Like corpses they lay there, human rejects chucked into a belltent on the hill above Boulogne. The pack made a hard pillow. Maybe he was all wrong, maybe it was right for men to be begotten only to murder each other in huge, senseless combats. He wondered if he were not getting a little insane through this persistent brooding over the murders, by striving so desperately and earnestly to find out why it had happened, by agonising over it all, by trying to think how it could be prevented from occurring again. After all, did it matter so much? Yes, did it matter? What were a few million human animals more or less? Why agonise about it? The most he could do was die. Well, die, then. But O God! O God! is that all? To be born against your will, to feel that life might in its brief passing be so lovely and so divine, and yet to have nothing but opposition and betrayal and hatred and death forced upon you! To be born for the slaughter like a calf or a pig! To be violently cast back into nothing - for what? My God! for what? Is there nothing but despair and death? Is life vain, beauty vain, love vain, hope vain, happiness vain? "The war to end wars!" Is any one so asinine as to believe that? A war to breed wars, rather...

He sighed and turned again. It's all useless, useless, to flog one's brain and nerves over it, useless to waste the night hours in silent agonies when he might lie in the oblivion of sleep. Or the better oblivion of death. After all, there were plenty of children, plenty of war babies - why should one agonise for their future, any more than Victorians thought about ours? The children will grow up, the war babies will grow up? Maybe they'll have their war, maybe they won't. In any case they won't care a hang about us. Why should they? What do we care about the men of Albuera, except that the charge of the Fusiliers decorates a page of rhetorical prose? Four thousand dead - and the only permanent result a page of Napier's prose. We have Brainsfather...

He gave it up. Time after time he reverted to the whole gigantic tragedy, and time after time he gave it up. Two solutions. Just drift and let come what may; or get yourself killed in the line. And much any one would care whichever he did.

Learning Activities

LA-1. Skim the text. Read the text for the plot.

- 1) What information does the reader get about the place of action and the characters?
- 2) What is the central theme of the extract?
- 3) Who is the author's mouthpiece?
- 4) Is this sober and quiet prose or does the author write with impact and precision?

LA-2. Scan the text.

- 1) Find passages that throw light upon the author's model of the universe, his views on man and society, the laws of human nature. How does the author provide the necessary clue?
- 2) Is the use of the opposites " *hate* ", on the one hand, and " *like* " and " *respect* ", on the other relevant?
- 3) The words " *comradeship* ", " *essential humanity* ", " *manhood* ", " *integrity* ", " *brotherhood* " are emotionally and morally charged, aren't they? What idea do they suggest?
- 4) We see the complexity of the young soldier's feeling. What is the status of the message expressed by the following sentences: "*But what were they really against? Who were their real enemies?.. Their enemies - the enemies of German and English alike - were the fools who had sent them to kill each other instead of help each other. Their enemies were the sneaks and the unscrupulous; the false ideals, the unintelligent ideas imposed on them, the humbug, the hypocrisy, the stupidity.*"
- 5) Is the emphasis invariably on the thought that people are duped by war talk? Use the evidence of the text to support that assertion.
- 6) The sentence " *The nations are governed by bunk and sacrificed to false ideals and stupid ideas* " carries peculiar forcefulness, doesn't it? Why?
- 7) Can you comment on the sentence " *De-bunk the world* " ?
- 8) Prove that the young man is disillusioned by life. Speak about his agonising effort to sort things out for himself. What stylistic devices does the author resort to?
- 9) What underlying thought is expressed by the fourth paragraph?
- 10) War is inexorable. It runs its course claiming not the lives of the old and the diseased, but it claims the lives of the young, the strong, the healthy. Is the use

of the metaphors " *human rejects* ", " *human animals* " and the simile in the sentence " *To be born for the slaughter like a calf or a pig!* " sufficient to reveal the stark reality of war?

11) Do you think there is a note of defiance about the word " *vain* " in " *Is life vain, beauty vain, love vain, hope vain, happiness vain* "??

12) Can we often refer to life as lovely and divine? In what relationship are the words " *opposition and betrayal and hatred and death* " to the above mentioned adjectives?

13) Can you assess the effect of the antithesis in " *The war to end wars!*"... " *A war to breed wars, rather...* " Speak on the significance of the aposiopesis in the last sentence.

14) How is the central paragraph constructed?

15) What is your evidence to say that the young man is insecure and vulnerable, that his hopes are frustrated?

16) What is the underlying implication of the words " *the oblivion of sleep* ", " *the oblivion of death* "?

17) Do you think there is an alternative for the young soldier after he finds out that there is no glory in the war that is being waged?

Related Activities for Intensive Practice

RA-1. Does the author pose the problem concisely and directly?

RA-2. Does the author's language carry power and conviction? Find some evidence to support your answer.

RA-3. Has the writer found the right tone to generate the thought that it is obvious and in the nature of things that war is hostile to human nature?

RA-4. Is there a marked tendency to parallelism in the text? Give evidence and assess the effect of parallelism.

RA-5. What type of speech does the author employ to get an insight into the character's feelings and emotions?

RA-6. Does the author aim at simplicity or complexity in his writing?

RA-7. How would you characterise the author's tone: subtle, profound, sober, mature?

RA-8. Has the writing undertones? What are they?

Follow Up Activities for Extensive Practice

FA-1. Compare the text under consideration and the quotation from "Augustus Does His Bit" by B. Shaw.

AUGUSTUS (rising angrily): This town is inhabited by dastards. I say it with a full sense of responsibility, dastards! They call themselves Englishmen; and they are afraid to fight.

THE CLERK: Afraid to fight! You should see them on a Saturday night.

AUGUSTUS: Yes: they fight one another; but they won't fight the Germans.

THE CLERK: They got grudges again one another: how can they have grudges again the Huns they never saw? They've no imagination: that's what it is. Bring the Huns here; and they'll quarrel with them fast enough.

FA-2. Speak about the purpose of life as you see it. There may be a decided difference of opinion. Originality and broadness of conception are invited. Is the purpose of life:

- a) to make life bear fruit rather than let it wither?
- b) to keep afloat?
- c) to commit imprudences and repent?
- d) to look for high aspirations?
- e) just to live (to take an incomprehensible sequence of changes as they come)?
- f) to go through the joys and sorrows of domestic life?
- g) to enjoy the commonplaces of everyday existence?
- h) to recognise changes and take them?
- i) to preserve in life to the end?

FA-3. Expand on these topics with your partner and report back to the class.

- 1) Is it possible to retrace steps in life?
- 2) Is this period in your life a time of great difficulties?
- 3) Does life need all your vitality?
- 4) Do you have a broad and ample feeling for life though it is a hurried life?
- 5) Is it necessary to have a purpose in life?
- 6) Is it necessary to evaluate one's achievements in life?
- 7) Must one take full responsibility for his life? Why or why not?
- 8) Should one have a sense of direction in life? Why or why not?

FA-4. Give a literary appreciation of A. Davies's poem:

W.A. Davies
Leisure

What is this life if, full of care,
We have no time to stand and stare?
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feel, how they can dance.
A poor life this is, full of care,
We have no time to stand and stare.

FA-5. What attitudes to life do the following proverbs illustrate? Suggested proverbs for discussion:

- 1) While there is life there is hope.
- 2) All's fair in love and war.
- 3) An ounce of prevention is worth a pound of cure.
- 4) Throw your heart over the fence and go after it.
- 5) As you make your bed, so you must lie in it.
- 6) We'll cross that bridge when we come to it.

SUPPLEMENTARY READING
ALFRED COPPARD
(1878-1957)

An English short story writer and poet. Had tried many ways of earning a living when yet a boy. The early years of his life were later described in such stories as "The Presser", "The Cherry Tree", "Pomona's Babe". Followed the Dickens-Hardy tradition depicting the common man with impassioned concern and warm humour. Had published more than twenty collections of stories and poems for forty years of his creative activity: "Adam and Eve" and "Pinch Me" (1921), "Clorinda Walks in Heaven" (1922), "Fishmonger's Fiddle"

(1925), "Silver Circus" (1928) and others. His autobiography "It's Me, O Lord" made its appearance in 1957.

TRIBUTE

Two honest young men lived in Braddle, worked together at the spinning mills at Braddle, and courted the same girl in the town of Braddle, a girl named Patience who was poor and pretty. One of them, Nathan Regent, who wore cloth uppers to his best boots, was steady, silent, and dignified, but Tony Vassall, the other, was such a happy-go-lucky fellow that he soon carried the good will of Patience in his heart, in his handsome face, in his pocket at the end of his nickel watch chain, or wherever the sign of requited love is carried by the happy lover. The virtue of steadiness, you see, can be measured only by the years, and this Tony had put such a hurry into the tender bosom of Patience:

silence may very well be golden, but it is a currency not easy to negotiate in the kingdom of courtship; dignity is so much less than simple faith that it is unable to move even one mountain, it charms the hearts only of bank managers and bishops.

So Patience married Tony Vassall and Nathan turned his attention to other things, among them to a girl who had a neat little fortune - and Nathan married that.

Braddle is a large gaunt hill covered with dull little houses, and it has flowing from its side a stream which feeds a gigantic and beneficent mill. Without that mill - as everybody in Braddle knew, for it was there that everybody in Braddle worked - the heart of Braddle would cease to beat. Tony went on working at the mill. So did Nathan in a way, but he had a cute ambitious wife, and with her money and influence he was soon made a manager of one of the departments. Tony went on working at the mill. In a few more years Nathan's steadiness so increased his opportunities that he became joint manager of the whole works. Then his colleague died; he was appointed sole manager, and his wealth became so great that eventually Nathan and Nathan's wife bought the entire concern. Tony went on working at the mill. He now had two sons and a daughter, Nancy, as well as his wife, Patience, so that even his possessions may be said to have increased although his position was no different from what it had been for twenty years.

The Regents, now living just outside Braddle, had one child, a daughter named Olive, of the same age as Nancy. She was very beautiful and had been educated at a school to which she rode on a bicycle until she became eighteen.

About that time, you must know, the country embarked upon a disastrous campaign, a war so calamitous that every sacrifice was demanded of Braddle. The Braddle mills were worn from their very bearings by their colossal efforts, increasing by day or by night, to provide what was called sinews of war. Almost everybody in Braddle grew white and thin and sullen with the strain of constant labour. Not quite everybody, for the Regents received such a vast increase of wealth that their eyes sparkled; they scarcely knew what to do with it; their faces were neither white nor sullen.

"In times like these," declared Nathan's wife, "we must help our country still more, still more we must help; let us lend our money to the country."

"Yes," said Nathan.

So they lent their money to their country. The country paid them tribute, and therefore, as the Regent wealth continued to flow in, they helped their country more and more; they even lent their tribute back to the country and received yet more tribute for that.

"In times like these," said the country, "we must have more men, more men we must have." And so Nathan went and sat upon a Tribunal; for, as

everybody in Braddle knew, if the mills of Braddle ceased to grind, the heart of Braddle would cease to beat.

"What can we do to help our country?" asked Tony Vassall of his master, "we have no money to lend."

"No?" was the reply. "But you can give your strong son Dan to the country."

Tony gave his son Dan to the country.

"Good-bye, dear son," said his father, and his brother, and his sister Nancy said "Good-bye". His mother kissed him.

Dan was killed in battle; his sister Nancy took his place at the mill.

In a little while the neighbours said to Tony Vassall: "What a fine strong son is your young Albert Edward."

And Tony gave his son Albert Edward to the country.

"Good-bye, dear son," said his father; his sister kissed him, his mother wept on his breast.

Albert was killed in battle; his mother took his place at the mill.

But the war did not cease, though friend and foe alike were almost drowned in blood it seemed as powerful as eternity, and in time Tony Vassall too went to battle and was killed. The country gave Patience a widow's pension, as well as a touching inducement to marry again; she died of grief. Many people died in those days, it was not strange at all. Nathan and his wife got so rich that after the war they died of over-eating, and their daughter Olive came into a vast fortune and a Trustee.

The Trustee went on lending the Braddle money to the country, the country went on sending large sums of interest to Olive (which was the country's tribute to her because of her parents' unforgotten, and indeed unforgettable kindness), while Braddle went on with its work of enabling the country to do this. For when the war came to an end, the country told Braddle that those who had not given their lives must now turn to and really work, work harder than before the war, much, much harder, or the tribute could not be paid and the heart of Braddle would therefore cease to beat. Braddle folk saw that this was true, only too true, and they did as they were told.

The Vassall girl, Nancy, married a man who had done deeds of valour in the war. He was a mill hand like her father, and they had two sons, Daniel and Albert Edward. Olive married a grand man, even it is true he was not very grand to look at. He had a small sharp nose, but that did not matter very much because when you looked at him in profile his bouncing red cheeks quite hid the small sharp nose, as completely as two hills hide a little barn in a valley. Olive lived in a grand mansion with numerous servants who helped her to rear a little family of one, a girl named Mercy, who also had a small sharp nose and round red cheeks.

Every year after the survivors' return from the war Olive gave a supper to her workpeople and their families, hundreds of them; for six hours there would be feasting, and toys, and music, and dancing. Every year Olive would make a

little speech to them all, reminding them all of their duty to Braddle, and Braddle's duty to the country, although, indeed, she did not remind them of the country's tribute to Olive. That was perhaps a theme unfitting to touch upon, it would have been boastful and quite unbecoming.

"These are grave times for our country," Olive would declare, year after year: "her responsibilities are enormous, we must all put our shoulders to the wheel."

Every year one of the workmen would make a little speech in reply, thanking Olive for enabling the heart of Braddle to continue its beats, calling down the spiritual blessings of heaven and the golden blessings of the world upon Olive's golden head. One year the honour of replying fell to the husband of Nancy, and he was more than usually eloquent for on that very day their two sons commenced to doff bobbins at the mill. No one applauded louder than Nancy's little Dan or Nancy's Albert Edward, unless it was Nancy herself. Olive was much moved on these occasions. She felt that she did not really know these people, that she would never know them; she wanted to go on seeing them, being with them, and living with rapture in their workday world. But she did not do this.

"How beautiful it all is!" she would sigh to her daughter, Mercy, who accompanied her. "I am so happy. All these dear people are being cared for by us, just simply us. God's scheme of creation - you see - the Almighty - we are his agents - we must always remember that. It goes on for years, upon years it goes on. It will go on, of course, yes. for ever; the heart of Braddle will not cease to beat. The old ones die, the young grow old, the children mature and marry and keep the mill going. When I am dead...

"Mamma, mamma."

"Oh yes, indeed, one day. Then you will have to look after all these things, Mercy, and you will talk to them - just like me. Yes, to own the mill is a grave and difficult thing; it calls forth all one's deepest and rarest qualities; but it is a divine position, a noble responsibility. And the people really love us - I think."

M i s c e l l a n e o u s A c t i v i t i e s

MA-1. Find the dictionary meanings of the words "vassal" and "regent". What do the respective names imply?

MA-2. Describe the town of Braddle in 8-10 sentences.

MA-3. Pick out words from the story describing the main personages, arrange them into two columns.

MA-4. Find evidence in the story to support the following statements:

a) Tony's position was no different from what it had been for twenty years;

- b) That was perhaps a theme unfitting to touch upon, it would have been boastful and quite unbecoming;
c) The war was so calamitous that every sacrifice was demanded of Brattle.

MA-5. Describe Nathan's career after he had married a " *neat little fortune* ".

MA-6. Comment on how Olive spoke to and of her workmen. Evaluate her manner of speaking.

MA-7. Speak on the two families during the war. Pay attention to the word " *tribute* " as it first appears in the story and after. Comment on its connotations.

WORD STUDY

WS-1. Give the meaning of the following words, then use them in other sentences to bring out their meaning clearly:

eternity, currency, gaunt, beneficent, cute, concern, tribute, grind, lend, neat, drown, inducement, valour, feasting, boastful, eloquent, rapture, cease, mature, divine, strain, sullen, calamitous.

WS-2. Give the meaning of these word combinations and expressions taken from the text:

requited love; in their workday world; to turn one's attention to other things; to embark upon a campaign; a spinning will.

WS-3. Suggest other adjectives for these taken from the text:

steady, happy-go-lucky, gigantic, ambitious, disastrous, colossal, powerful, touching, unfitting, grand, grave, enormous.

WS-4. Make good sentences with these verbs used in the past on the basis of the text:

undergo, occur, commit, pity, forget, tear, strike, beat, lend.

WS-5. Explain these phrases taken from the text:

calling down spiritual blessings of heaven upon Olive's golden head; to provide the sinews of war; to move even one mountain; friend and foe alike were drowned in blood; sending large sums of interest to Olive.

Literary Appreciation Activities

LAA-1. In writing a story the author may have different purposes in view. Accordingly, we may roughly distinguish various types of stories:

- a) a story with an entertaining, briskly developing plot;
- b) a story which is a study of human characters, a psychological story;
- c) a humorous story with the sole aim to amuse;
- d) a problem story aiming at wide social generalisations;
- e) a lampoon (a pamphlet) which is a piece of satirical writing attacking or ridiculing something or somebody.

A story may also combine two or more of these types.

Define the type (or types) represented in the story "Tribute". (Use the helps in the Students' Guide)

LAA-2. Analyse the composition of the story. Into what parts does the story fall? Give suitable titles to each part. What is the literary device the story is built on? Make a study of the style of the story. Pick out lexical stylistic devices. Comment on the implications they have.

LAA-3. Characterise the syntax of the story in its reference to style. What syntactic stylistic devices occur in the story? Interpret their effect.

LAA-4. Pick out cases of zeugma used in the story. Speak on the effect of this figure of speech in each particular case.

LAA-5. Define the underlying syntactic device employed by the author to convey the central ideas.

LAA-6. Comment on the effect of the expressive stylistic devices the author uses in portraying the main characters.

LAA-7. Give character sketches of Tony Vassal and Nathan Regent. Speak on their appearance, their traits of character, their interests, their attitude to each other. (Use the helps in the Students' Guide)

LAA-8. Speak on A. Coppard's attitude towards the characters as revealed through the stylistic devices he makes use of.

LAA-9. Interpret the title of the story.

LAA-10. Make a page-long account of what you think the author satirises in the pamphlet.

JOKES

First and Last

A US Congressman was delivering a windy speech of welcome to some soldiers out of the war.

"We're really one, my friends," he declared promptly, "in that we all love our country dearly and are willing to shed our last drop of blood for it."

"Did you ever notice," whispered one soldier to another, "that those who always keep shouting about shedding their last drop of blood are damned particular about shedding the first!"

Few and Far Between

"What do you think of the Army?" a soldier was asked.

"Well, I think there is too much drilling and fussing around between meals."

Last Line

An eye doctor at the draft board in New York designed a special table to check the eye sight of prospective draftees. After they coped reading two or three top lines he skips all others and orders: "Now read the last line." It runs: "I'm in the Army now."

Most Dependable

A soldier was asked by the instructor: "What weapon is most reliable?"

"An unloaded one," was the answer.

Mark Twain

THE WAR PRAYER

(Dictated 1904-1905)

It was a time of great and exalting excitement. The country was up in arms, the war was on, in every breast burned the holy fire of patriotism, the drums were beating, the bands playing, the toy pistols popping, the bunched fire-crackers hissing and spluttering, on every hand and far down the receding and fading spread of roofs and balconies a fluttering wilderness of flags flashed in the sun; daily the young volunteers marched down the wide avenue gay and fine in their new uniforms, the proud fathers and mothers and sisters and sweethearts cheering them with voices choked with happy emotion as they swung by; nightly the packed mass meeting listened, panting to the patriot oratory which stirred the deepest depths of their hearts, and which they interrupted at briefest intervals with cyclones of applause, the tears running down their cheeks the while; in the churches the pastors preached devotion to flag and country, and invoked the God of Battles, beseeching His aid in our good cause in outpourings of fervid eloquence which moved every listener. It was indeed a glad and gracious time, and the half dozen rash spirits that ventured to disapprove of the war and cast a doubt upon its righteousness straight-way got such a stern and angry warning that for their personal

safety's sake they quickly shrank out of sight and offended no more in that way.

Sunday morning came - next day the battalions would leave for the front; the church was filled; the volunteers were there, their young faces alight with martial dreams - visions of the stern advance, the gathering momentum, the rushing charge, the flashing sabers, the flight of the foe, the fierce pursuit, the surrender - then home from the war, bronzed heroes welcomed, adored, submerged in golden seas of glory! With the volunteers sat their dear ones, proud, happy and envied by the neighbors and friends who had no sons and brothers to send forth to the field of honor, there to win for the flag, or, failing, die the noblest of noble deaths. The service proceeded; a war chapter from the Old Testament was read; the first prayer was said; it was followed by an organ burst that shook the building, and with one impulse the house rose with glowing eyes and beating hearts, and poured out that tremendous invocation -

"God the all-terrible! Thou who ordainest,
Thunder thy clarion and lightning thy sword."

Then came the "long" prayer. None could remember the like of it for passionate pleading and moving and beautiful language. The burden of its supplication was, that an ever-merciful and benignant Father of us all would watch over our noble young soldiers, and aid, comfort, and encourage them in their patriotic work; bless them, shield them in the day of battle and the hour of peril, bear them in His mighty hand, make them strong and confident, invincible in the bloody onset; help them to crush the foe, grant to them and to their flag and country imperishable honor and glory -

An aged stranger entered and moved with slow and noiseless step up the main aisle, his eyes fixed upon the minister, his long body clothed in a robe that reached to his feet, his head bare, his white hair descending in a frothy cataract to his shoulders, his seamy face unnaturally pale, pale even to ghastliness. With all eyes following him and wondering, he made his silent way; without pausing, he ascended to the preacher's side and stood there waiting. With shut lids the preacher, unconscious of his presence, continued his moving prayer, and at last finished it with the words, uttered in fervent appeal, "Bless our arms, grant us the victory. O Lord our God, Father and Protector of our land and flag!"

The stranger touched his arm, motioned him to step aside - which the startled minister did - and took his place. During some moments he surveyed the spellbound audience with solemn eyes, in which burned an uncanny light; then in a deep voice he said:

"I come from the Throne - bearing a message from Almighty God!"

The words smote the house with a shock; if the stranger perceived it he gave no attention. "He has heard the prayer of His servant your shepherd, and will grant it if such shall be your desire after I, His messenger, shall have

explained to you its import - that is to say, its full import. For it is like unto many of the prayers of men, in that it asks for more than he who utters it is aware of - except he pause and think.

"God's servant and yours has prayed his prayer. Has he paused and taken thought? Is it one prayer? No, it is two - one uttered, the other not. Both have reached the ear of Him Who heareth all supplications, the spoken and the unspoken. Ponder this - keep it in mind. If you would beseech a blessing upon yourself, beware! lest without intent you invoke a curse upon a neighbor at the same time. If you pray for the blessing of rain upon your crop which needs it, by that act you are possibly praying for a curse upon some neighbor's crop which may not need rain and can be injured by it.

"You have heard your servant's prayer - the uttered part of it.

"I am commissioned of God to put into words the other part of it - that part which the pastor - and also you in your hearts - fervently prayed silently. And ignorantly and unthinkingly? God grant that it was so! You heard these words: "Grant us the victory. O Lord our God!" That is insufficient. The whole of the uttered prayer is compact into those pregnant words. Elaborations were not necessary. When you have prayed for victory you have prayed for many unmentioned results which follow victory - must follow it, cannot help but follow it. Upon the listening spirit of God the Father fell also the unspoken part of the prayer. He commandeth me to put it into words, Listen!

"O Lord our Father, our young patriots, idols of our heart, go forth to battle - be Thou near them! with them - in spirit - we also go forth from the sweet peace of our beloved firesides to smite the foe. O Lord our God, help us to tear their soldiers to bloody shreds with our shells; help us to cover their smiling fields with the pale forms of their patriot dead, help us to drown the thunder of the guns with the shrieks of their wounded, writhing in pain; help us to lay waste their humble homes with a hurricane of fire; help us to wring the hearts of their unoffending widows with unavailing grief; help us to turn them out roofless with their little children to wander unfriended the wastes of their desolated land in rags and hunger and thirst, sports of the sun, the flames of summer and the icy winds of winter, broken in spirit, worn with travail, imploring Thee for the refuge of the grave and denied it - for our sakes who adore Thee, Lord, blast their hopes, blight their lives, protract their bitter pilgrimage, make heavy their steps, water their way with tears, stain the white snow with the blood of their wounded feet! We ask it, in the spirit of love, of Him Who is the Source of Love, and Who is the everfaithful refuge and friend of all that are sore beset and seek His aid with humble and contrite hearts. Amen."

(After a pause) "Ye have prayed it; if ye still desire it, speak! The messenger of the Most High awaits."

It was believed afterward that the man was a lunatic, because there was no sense in what he said.

Writing Activities

Write a literary appreciation of this pamphlet, giving attention to a) subject-matter; b) style in 200 words.

JOKES

Up-to-Date Information

A man returned home late. His wife asked: "Where have you been so long?"

"In the market trying to get the news on the progress of the war."

"Well, what's the news?"

"I was not able to elbow my way through the crowd and didn't hear a bit."

His Last

At an exam in military history a cadet was asked:

"In what of his famous battles did that great general die?"

"I guess in his last, sir," was the answer.

Pre-Battle Precaution

A group of visitors to a museum were shown an exhibition of various military uniforms.

"And here," the guide pointed, "is the uniform of a famous captain. Here is the hole from the bullet that killed him."

One of the visitors asked: "Why hasn't he patched up that hole before battle?"

Lucky Hit

A war veteran was bragging about his fabulous deeds of daring on the battle field.

"And then," he said tragically, "we went over the top against a superior enemy."

"What happened next?" asked one of his listeners.

"Bullets and shells were flying all around us and one shell hit my heart!"

"How come - a shell hitting your heart didn't kill?" gasped another listener in amazement.

"It didn't explode - it was a dud!"

It Is Not Yet Everything

A king pointed his finger at a spot on the map where he wished to cross the river.

"But Your Majesty," remarked one of his generals, "your finger is not a bridge!"

Why Skirts?

An inquisitive lady wrote a letter to a magazine in which she asked why the Scottish soldiers wore "skirts" instead of "trousers".

The bored editor replied: "They save the creases of their trousers."

Form Above All

The commander suggested a plan of operations which was considered wrong in essence by his Chief of Staff.

To his objections the General replied: "Success in war planning depends on three things: who says it, what he says, how he says it; and of these three things, what he says is the least important."

MIKE QUIN

M. Quin (1903-1947) was an American short story writer and essayist. M. Quin began his literary career as pressman in the newspaper "The Western Worker" in San Francisco. Later he became an active reporter for the Communist Party's newspaper "Daily People's World" and "Daily Worker". Stories and essays which were published in these papers made up his two books: "Dangerous Thoughts" (1940) and "More Dangerous Thoughts" (1941). Th. Dreiser highly evaluated his creative work. M. Quin wrote many pamphlets on urgent problems. A talented author of political satire, essays and poems, he believed that "the people of the earth should share this abundant world in cooperation and common effort, and should not live by exploiting each other, and preying off each other like animals..., that men should compete and be rewarded on the basis of merit and achievements." His protest against war sounds passionate in the pamphlet "The Man They Could Not Draft".

Mike Quin

THE MAN THEY COULD NOT DRAFT

The old sailor removed the pipe from his mouth and expectorated contemptuously. "War," he said, "is neither complicated nor difficult to understand. You just take a gun and kill people. But my grandfather was too smart for them. He had a most methodical mind, he did."

The children sat quietly while he puffed thoughtfully and gazed out to the sea. They knew he would continue presently.

"'Twas during the war for the purification of virtue," he said. "That was a long time ago, before you were born. My grandfather, a handsome young man at that time, was drafted with all the rest. The doctor looked down his throat and thumped his chest, and declared him the finest specimen of them all.

"They gave him a bath and dressed him in a uniform and then handed him a gun. 'And now you are ready,' they said.

"'Ready for what?' says my grandfather.

"'Why, ready to go and shoot,' they say.

"And who am I going to shoot?" my grandfather wanted to know.

"Why, the enemy, of course," they said.

"And who might that be?" asked my grandfather.

That stumped them. "If it be necessary to shoot a man," said my grandfather, "then I suppose I shall shoot him. But who is he? What is his name? Is he married or single? Does he have any children? What is his profession? How old is he? I have no objections at all to shooting him, but you can't ask me to put holes in a man who is a complete stranger."

That was most logical and the generals could not deny it. Nothing would do but they go to the files of the names of the enemy troops and to select someone for my grandfather to shoot. "Here," they said, "this man will do as well as any other. Here is his complete record and you will find a photograph attached. Take it home and read carefully. When you know him well enough, come back and we will send you to the front to shoot him."

The very next day my father came back. "This will not do," he said. "I cannot kill him. A finer man I never heard tell of. Indeed I have grown as fond of him as a brother. His name is Oliver Schmaltz and he runs a bicycle repair shop. He has a wife and three small children. In his spare time he plays the violin and sings: "Sweetheart, the Buds Are Blooming." 'Tis my favorite song and goes like this:

Sweetheart, the buds are blooming;

Banish that tear from your eye.

Smile for me, darling, and kiss me,

Before I march off to die.

Smile for me, darling, and kiss me -

For I must march off to die.

"That will be enough," said the general. You could see that he was very much impressed. "I know how you feel," he said, "and I don't blame you. We shall give him to someone else to kill."

"Then the general went to the files again and spent a long while studying over the enemy soldiers. Finally he located one who seemed suitable. "Here is one any man would be happy to shoot. Go home and study his record. When you are sufficiently acquainted with him, come back and you may shoot him without delay."

"My grandfather took home the record and studied it long and earnestly. This man was indeed a contemptible character. His name was Oscar Fingle. He spent the days boozing in saloons and the evenings beating his wife. The way he supported himself was by stealing pennies out of blind men's cups. He was mean, irritable, lazy, dishonest, brutal, slovenly and unpunctual.

"Far into the night, my grandfather studied the record, and, next morning, returned to the general.

"This man is unquestionably a louse," said my grandfather. "Indeed, I see no reason for not shooting him. He is the most contemptible scoundrel I have ever heard of."

"That's fine," said the general. "Here is your gun. You may go to the front and shoot him immediately."

"Just a minute," said my grandfather. "Even the lowest louse is entitled to fair play. Here is a personal heart-to-heart letter I have written to him. I have decided to give him one more chance. I will give him six months in which to pull himself together and reform. If at the end of that time he has not improved, I will shoot him down in his tracks like the dog he is."

"Naturally, this was a perfectly fair proposition. There was nothing the general could do but agree. So my grandfather went home to wait."

The old sailor stopped talking and began puffing his pipe with unnecessary concentration. When it was apparent he was not going to continue, a little girl asked, "And did the bad man reform?"

"He was not the reforming kind," said the old sailor. "Two months later he fell down the back stairs in a drunken stupor and broke his neck. That was the end of him."

"And your grandfather," asked a little boy, "what did he do then?"

"What could he do?" said the old sailor. "The man was dead. You can't shoot a dead man. There was nothing else they could do but excuse my grandfather from the war."

C o m p r e h e n s i o n A c t i v i t i e s

CA-1. What is the subject matter of the story? Write 10-15 sentences.

CA-2. Give short character sketches of the soldiers the grandfather was to shoot.

CA-3. *"...but you can't ask me to put holes in a man who is a complete stranger."* What is the implication of this assertion?

CA-4. Do you consider the grandfather's argument a valid one? Give reasons for your answer.

CA-5. Give a full character-portrayal of the grandfather. Comment at length on his politics.

CA-6. Interpret the title of the story. In what way is it connected with the idea conveyed by the author?

W O R D S T U D Y

WS-1. Give the meaning of the following words from the story, then use them in other sentences to bring out their meaning clearly:

remove, expectorate, gaze out, virtue, draft, slump, file, record, booze, saloon, reform, stupor, puff, attached.

WS-2. Give the meaning of these word combinations from the text:

to have a methodical mind; to run a bicycle repair shop; without delay; to be entitled to a fair play; to pull oneself together; to thump one's chest; to grow fond of.

WS-3. Suggest other adjectives for these taken from the text:

mean, irritable, brutal, slovenly, unpunctual, smart, fair, apparent, spare, suitable.

WS-4. Give derivatives and word combinations of these words and illustrate their usage in sentences of your own:

contemptuously, purification, heart, sufficiently.

WS-5. On the basis of the text make good sentences with these verbs in the past:

shoot, beat, steal, run, grow.

L i t e r a r y A p p r e c i a t i o n A c t i v i t i e s

LAA-1. What characteristic of this story strikes you most at a first reading? Define the type of the story.

LAA-2. Write a brief appreciation of the story. Does M. Quin appeal to you as a satirist? Justify your point of view.

A r g u i n g A c t i v i t i e s

“Compulsory military service should be abolished in all countries”

Believe it or not, the Swiss were once a warlike people. There is still evidence of this. To this day, the guards at the Vatican are Swiss. But the Swiss discovered long ago that constant warfare brought them nothing but suffering and poverty. They adopted a policy of neutrality, and while the rest of the world seethed in turmoil, Switzerland, a country with hardly any natural resources, enjoyed peace and prosperity. The rest of the world is still not ready to accept this simple and obvious solution. Most countries not only maintain permanent

armies but require all their young men to do a period of compulsory military service. Everybody has a lot to say about the desirability of peace, but no one does anything about it. An obvious thing to do would be to abolish conscription everywhere. This would be the first step towards universal peace.

Some countries, like Britain, have already abandoned peace-time conscription.

Unfortunately, they haven't done so for idealistic reasons, but from a simple recognition of the fact that modern warfare is a highly professional business. In the old days, large armies were essential. There was strength in numbers; ordinary soldiers were cannon fodder. But in these days of inter-continental ballistic missiles, of push-button warfare and escalation, unskilled manpower has become redundant. In a mere two years or so, you can't hope to train conscripts in the requirements and conditions of modern warfare. So why bother? Leave it to the professionals!

There are also pressing personal reasons to abolish conscription. It is most unpleasant in times of peace for young men to grow up with the threat of military service looming over their heads. They are deprived of two of the best and most formative years of their lives. Their careers and studies are disrupted and sometimes the whole course of their lives is altered. They spend at least two years in the armed forces engaged in activities which do not provide them with any useful experience with regard to their future work. It can't even be argued that what they learn might prove valuable in a national emergency. When they leave the services, young men quickly forget all the unnecessary information about warfare which they were made to acquire. It is shocking to think that skilled and unskilled men are often nothing more than a source of cheap labour for the military.

Some people argue that military service "does you good". "Two years in the army," you hear people say, "will knock some sense into him." The opposite is usually the case. Anyone would resent being pushed about and bullied for two years, all in the name of "discipline". The military mind requires uniformity and conformity. People who do not quite fit into this brutal pattern suffer terribly and may even emerge with serious personality disorders. There are many wonderful ways of spending two years. Serving in the armed forces is not one of them.

The argument: key words

1. The Swiss: once a warlike people; Swiss guards, Vatican.
2. The Swiss discovered: constant warfare - suffering, poverty.
3. Neutral policy: peace and prosperity.
4. Rest of world hasn't accepted this.
5. Most countries: permanent armies, compulsory military service.
6. First steps to peace: abolish conscription.
7. Some countries (e.g. Britain): abandoned conscription.

8. Not for idealistic reasons; recognition: modern warfare is highly professional.
9. No strength in numbers; no need for cannon fodder.
10. Push-button warfare: unskilled manpower redundant.
11. Two years not enough to train conscripts. Leave it to professionals.
12. Personal reasons to abolish conscription.
13. Young men grow up with threat of two years' service; best, most formative years.
14. Careers, studies disrupted; even course of lives altered.
15. Useless experience: not valuable even in national emergency. Men forget what they learnt.
16. Skilled and unskilled men: source of cheap labour.
17. "Does you good" argument: not true.
18. Young men pushed about, bullied: discipline. Uniformity and conformity.
19. Many suffer terribly; some: personality disorders.
20. Many wonderful ways of spending two years; armed forces not one of them.

The counter-argument: key words

1. Aim of peacetime conscription: national defence.
2. Insistence on conventional (not nuclear) warfare.
3. Therefore possibility of nuclear warfare is reduced.
4. Many examples of conventional warfare in recent times.
5. Two years in armed forces provide valuable experience of men; help a young man to grow up.
6. Valuable character training: stress on physical fitness, initiative, etc. A man can discover his abilities and limitations.
7. Helps with careers: many opportunities to study.
8. Helps qualified men to gain first experience in their careers (e.g. doctors, teachers, etc.).
9. Helps unskilled men to acquire skills (e.g. driving, vehicle maintenance, building, etc.).
10. Old-fashioned disciplinary measures not essential in modern armed services.
11. Great spirit of comradeship: morale high.
12. Many facilities available to servicemen for recreation, sports, etc.
13. Opportunities to travel overseas (e.g. UN peace-keeping forces, etc.).
14. Present-day defence arrangements are international: irresponsible for individual nations to opt out.

JOKES

Not Sufficient

A man complained to the draft doctor about terrible lumbago he was supposed to have and which, he alleged, prevented his service in the Army. To support his complaint, he sent the doctor an envelope with a hundred dollars

inside. Then he went to the final examination, sure of exemption. But, to his great surprise, the doctor found him quite fit for service.

"But, doctor," the man protested indignantly, "I've got lumbago."

"Yes," agreed the doctor, "but not enough."

Why not?

An American magazine opened a department under the title "Why Not?" inviting its readers to give their suggestions. Shortly they received a letter from a GI stationed overseas.

"I have a good suggestion for your department: "Why don't they send me home?"

War Associations

An absent-minded husband was to buy a shirt for himself. His wife told him, "To you, as a veteran, it would be easier to remember the size of your collar by the date of a war. Memorize the war of 39-40.

Her husband went shopping repeating: "A war, a war..."

Next day his wife looked at the collar of her husband's new shirt - it was 14-18.

Happier

General Watson wished to probe the morale of his men. He picked up one private and addressed him, fatherlike:

"Happy in the Army, son?"

"Yes, sir."

"What were you in civilian life, son?"

"Happier, sir."

One and Only Reason

After a history lesson one schoolboy asked another:

"Tom, I can't understand one thing. Why do they wage wars?"

"It's very simple," explained the other: "To give schoolboys something to learn at history lessons."

Part II

TERRORISM

Presentation Activities

PA-1. Choose some of the articles on terrorism and make a presentation. See some useful language below (p.)

A Day Etched Eternally in Shock-Resistant New Yorkers

A city of infinite resilience, toughness and promise was swept by waves of rage and despair and frustration.

NEW YORK – Everywhere people talked first about the brilliance of the morning, the clear blue skies, the hovering, infinite promise of a late summer day.

Then gray balls of dust and smoke rose from the plaza in Lower Manhattan where mighty buildings fell and many people died.

It seemed certain that hundreds and perhaps thousands were killed in plain sight. School children saw men and women jump to their deaths. As the second of the towers toppled, a firefighter frantically back-peddled from the debris cloud. Then he flung his helmet to the ground.

A city of infinite resilience, toughness and promise was swept by waves of rage and despair and frustration.

At the base of Manhattan Bridge, Fred Roth, who had been visiting a business near the top of One World Trade Center, spoke for a minute about being a New Yorker; knowing as many in the Twin Towers did, to race down the stairs when he heard the first crash.

Then he talked about what had changed.

“You worry about the people you know who were there, and you want to get mad, but who do you get mad at?” said Roth. “Welcome to America. Our age of innocence is definitely over”.

As those departing from the scene of destruction walked miles toward home without a chance of a ride, they were carried along on waves of shock and contemplation.

Ed Lamm, who works at J.P.Morgan in nearby New Plaza said he could not escape the image.

“It’s devastating just looking back at the scene”, said Lamm, 53. “The smoke, the darkness. It’s like the day stood still”.

“You are aware what’s in the sky, checking for planes, seeing F-15s in the sky. But we are lucky ones, we are alive.”

Keith Vance, standing in front of Trinity Church when the first tower collapsed, found himself giving help to a stranger, then getting it himself.

The horror of the moment did not so much unfold as it lurched into the consciousness of those watching from a distance. The events tested people’s faith in their eyes, their ears, their television sets.

Lines of volunteers turned up at hospitals across the city, prepared to donate blood. Many were turned away because the hospitals were not set up to accept donations.

*By Jim Dwyer
and Susan Sachs
New York Times*

Minute by Minute, Fear Envelops the Country

Flames and debris explode from a World Trade Center Tower as a jetliner slams into the structure Tuesday. Both towers in Manhattan collapsed into a pile of rubble.

As jetliners strike U.S. landmarks, America's sense of security is shattered.

It may have been the bloodiest day in U.S. history, when our two biggest office towers were obliterated and the Pentagon, symbol of our military authority, was ripped open like an egg carton.

Our commercial jetliners were turned into weapons of mass murder, and we had to stop doing things we always do, from trading stocks to going to Disney World. People ran through the ash-covered streets of Lower Manhattan like extras in a nuclear winter fantasy, chased by a mighty cloud of dust and debris from the office towers they once occupied. Others, some on fire, jumped from 30, 40, 80 stories. One couple held hands as they leapt.

Even if Sept. 11, 2001, was not our deadliest day, it was surely our worst. Americans talked of "a second world Pearl Harbor" and "an act of war" but the comparisons faltered.

This time it was civilians dying in the nation's political and financial centers, not soldiers and sailors in a distant Pacific territory. This time the targets were not outdated battleships, but buildings familiar to every schoolchild.

And if this really was war – 86 % of Americans in a USA TODAY/CNN/Gallup Poll on Tuesday said it was – who was the enemy? What did he want? When was the next battle?

Suspicion focused on an individual, indicted Saudi terrorist Osama bin Laden, not a nation.

The prime casualty was America's sense of safety. By noon Tuesday, the Trade Center looked like a smoldering dump and America looked like a nation in retreat.

*New
York Time*

The hostage rescue

Death in the Theatre

Last week's 60-hour stand-off in a Moscow theatre, where 50 Chechen terrorists held over 700 members of the cast and audience, ended with what seemed a successful rescue. But as time has passed, more people have died: 119 at the last count (or maybe 118, or 120 – official sources cannot agree), all but one (or two, or three) from the effects of the gas that Russian special forces used to put the terrorists to sleep. And with more reports comes more confusion.

At first, the assault was a response to the terrorists beginning to execute hostages. Then one survivor said that the first shots were not an execution, but a warning to a hostage who had suddenly started running around. One rescuer told the press that, despite the gas, some of the terrorists stayed awake long enough to shoot at them – and yet not a single one detonated the explosives that they had set up around the theatre and on their own bodies, like the suicide bombers they claimed to be.

Even so, it would not have been a high death toll, as hostage crises go. But then came the strangest and cruellest twist of all: the government not only refused to name the gas it used, but would not tell doctors how to treat the victims. The official reason was to keep the information from future terrorists. Only four days later did the health minister, Yuri Shevchenko, say that the gas was an unspecified derivative of fentanyl. Some forms of fentanyl are heroin substitutes, but up to a thousand times more powerful. One form, Alfentanyl, which is used as a hospital anesthetic, was tested by American researchers in the 1990s as a law-enforcement tool but rejected because it could be lethal in larger doses. Mr. Shevchenko insisted that the gas only killed people who were ill, tired, hungry or stressed. After two days in that theatre, who wasn't?

Despite it all, 85% of Russians polled this week supported President Vladimir Putin's action. All the same, the government has concentrated on information damage-control. The first hostages released told the media that the rescue was the right thing to do. The state-owned channels began sprinkling their programming heavily with heroic hijack films and war documentaries. And Danish police, fulfilling Mr. Putin's promise to strike at terrorists wherever they are, arrested a Chechen envoy in Copenhagen for possible extradition. All this conveniently deflects attention from the debacle in Moscow.

*The Economist, November
2002*

The Dead and the Silent

The staff of the weekly *Versiya* had a scoop. They'd spent 10 days frantically reporting one of the biggest stories any of them could remember – the siege of a Moscow theatre that ended in a dramatic assault by Russian Special Forces and the use of a knockout gas that killed more than 100 civilians. And what they were publishing amounted to a damning exposé: eyewitness accounts of dead and half-dead hostages piled on top of one another, charges that none of the victims received timely medical help and a report that the gas used was not civilian but military. Finally and most explosively, *Versiya* planned to publish claims from unnamed government sources that the death toll in the crisis was much higher than officially reported – rather than 119, as many as 300.

Moscow is swirling with such rumors, and *Versiya* will be printing them. But only just. Shortly after it went to press, eight plainclothes investigators burst into the newspaper's offices in the center of Moscow. They were offices of the Federal Security Service (FSB), domestic successor to the old Soviet KGB once headed by President Vladimir Putin. "They've already taken our correspondent's computer," *Versiya*'s Editor in Chief Rustam Arifjanov told *NEWSWEEK* by mobile phone as he and 15 staff members watched agents ransack the office. "Now they're carting away our server."

Was it a clumsy attempt at a cover-up? The security forces claim the raid was connected to a story on FSB corruption printed five months earlier. But

conspiracy theorists (and bereaved relatives of the victims) might be inclined to think otherwise. The aftermath of the theater siege has left many unanswered questions. Why wasn't the operation to storm the building better planned? Why wasn't emergency medical team on hand to whisk victims to the hospital? Soon after the rescue, health officials said no antidotes were available to save the lives of innocents. Days later, authorities asserted that they were. So why weren't they used? Then there were the questions about the death toll: was it as authorities said, or was it higher? Late last week families of "missing" people were still searching hospitals. "A person can't just disappear," said a friend of a 29-year-old man who had been at the theater. His wife had already been located. "But where is he?"

In most countries, a series of questions like that would add up to a very large scandal. But not in Putin's Russia. Whether the allegations by Versia are borne out, the raid on its offices reveals how far authorities are prepared to go to intimidate the press. As for Putin himself, he's still the hero of the day, the Teflon president. He's managed to deflect or stifle criticism while burnishing his image as an unflinching, strong-willed leader.

That's partly because Putin has learned a lot since the last catastrophe on his watch – the sinking of the nuclear submarine Kursk two years ago. Then, Putin took an ill-advised holiday at the height of the crisis; TV caught him commenting on the disaster clad in vacation clothes. This time he canceled trips abroad and didn't leave the Kremlin. He caught his first sleep – "just a few hours", says an aide – more than 24 hours after the crisis began. After the raid, he went on television. "We were not able to save everyone," he said. "Forgive us."

But he didn't apologize for the gassing deaths, and his police and censors seemed determined to make sure he didn't have to. Apart from the Versiya raid, his Press Ministry temporarily shut down a regional TV station during the standoff – a move perhaps calculated to intimidate other journalists. The leading independent radio station Ekho Moskvyy was forced to remove an interview with one of the hostage takers from its Web site. And private broadcaster NTV ran into trouble after a late-night program aired a dialogue between Putin and two ministers, which the station said it had acquired by using a lip reader to analyze official footage of a Kremlin meeting. By the end of last week the Russian government was poised to strengthen a law restricting the freedom of the press to report terrorism cases. Next time around, the awkward questions may be harder to ask, never mind answer.

By Christian Caryl and Eve

Conant

Moscow

Terrorists seize a Moscow theatre – and its audience

Would it end in a massacre? Or in a slow, painfully negotiated, messy, compromise? Whatever the outcome – still to be seen as *the Economist* went to press – almost certainly hopes for peace in Chechnya were wiped out this week when a group of up to 50 Chechen terrorists marched into a Moscow theatre on Wednesday evening and took more than 700 people hostage. Their demand: an end to Russia's three-year-old military campaign in Chechnya.

The immediate response from the authorities was to surround the theatre with troops, but to attempt to negotiate. Wisely: the terrorists claimed to have mined the building and were certainly well armed. Any use of force looked likely to provoke carnage, and Russia's elite Alpha troops do not have a good record: in a previous crisis, when they stormed a hospital that had been taken over by armed Chechens, 122 hostages were killed and the rebels eventually escaped with 150 more.

Wednesday's attack was by far the most daring rebel exploit in the decade-long history of the conflict in Russia's would-be breakaway republic. There had been hostage-takings before, including the capture of some 2,000 people in 1996. But all were in or around Chechnya itself, far from the centre of power in Moscow. Chechens were also officially blamed for the bombing of apartment buildings in Moscow and elsewhere that claimed the lives of 300 people, in 1999. No proof was offered (indeed some people thought this the work of the authorities, stoking up support for a second campaign in Chechnya), but most Russians were outraged.

This time, Russian public opinion is likely to harden even further. In his state of the nation speech in April, President Vladimir Putin claimed that the military operation in Chechnya was over, and handed responsibility for the region to the Federal Security Service, successor to the KGB. Nonsense, say independent observers: the Russians are still losing over 100 men every month. In August rebels shot down a military helicopter, killing 118 soldiers.

For Mr. Putin, Chechnya has become a personal crusade. He has shown no enthusiasm to negotiate with the rebels, ignoring an olive branch offered by Aslan Maskhadov, the Chechen president, in August, and publicly slapping down Boris Nemtsov, a leading liberal politician, who had expressed Russian fatigue with the fighting by calling for an end to it. Mr. Putin used the anniversary of the September 11th attacks on the United States to draw the parallel between the war in Chechnya and America's campaign against al-Qaeda in Afghanistan.

Even if Mr. Putin wants them, though, peace talks now look impossible. There was never much consensus among the 20-odd Chechen clans that control the republic. Mr. Maskhadov has only the loosest grip on power, and many field

commanders do not recognise him as leader. Whether by design or not, the theatre affair looks likely to scupper his attempts to bring the fighting to an end.

The Economist, October 26th 2002

Hijacker Frees 30 Hostages

An armed hijacker took about 30 people hostage on a bus in the south Russian region of Dagestan on Monday and held some of them for hours before setting them free and surrendering to police.

A spokesman for the local interior ministry said no one was hurt in the hostage drama, which lasted almost four hours.

The unidentified gunman was captured alive, having released all his hostages in stages, the official said.

Dagestan borders Chechnya, where a bloody conflict between Russia and local separatists has prompted a series of mass abductions.

But there was no indication the hijacker was a Chechen. Itar-Tass said the hijacker was an Abkhazian – from a breakaway region of Georgia – but the report could not be confirmed.

Armed with an assault rifle and a hand grenade, he boarded the bus, which was heading for the town of Kizlyar, and forced the driver to turn around and stop about 10 kilometers outside Dagestan's capital, Makhachkala.

Police said he demanded a helicopter. They could not confirm an Itar-Tass report that he also asked for a \$100,000 ransom.

During negotiations with local officials, the hijacker first released two women and four children, then others in groups.

Hijackings are not uncommon in Russia's turbulent North Caucasus. Many have involved Chechens fighting for independence for their mainly Moslem region but others have been staged for ransom or in unplanned responses to police searches.

Last September, a man armed with a grenade hijacked a bus in Makhachkala, on the Caspian Sea, and demanded a helicopter. He fled by car after freeing the passengers and taking a local politician along as security, and was later reported to have crossed into Chechnya on foot.

There were two bloody hostage-takings just beyond Chechnya's borders during the conflict there from December 1994 to August 1996, one of them at Kizlyar in January 1996.

By Adam Tanner

Useful Language

an act of terrorism

the worst act of terrorism

global terrorism

global terrorism organisations

an aggressive terrorism network

terrorist training camps
the global jihad movement
terrorist attacks and plots
to use terror tactics
to plant a bomb
powerful explosives; dynamite
violence-plagued countries
to be involved in illegal activity
Bin Laden's al-Qaeda terrorist organisation
a military coup; to lead a military coup
to take by storm
to oust/overthrow an elected government
a militant; Islamic militants
a suicide bomber
a kamikaze
a suicide hijacker
suspected hijackers and their potential accomplices
potential suspects
expertly trained militants
to carry out a suicide attack
a hijacked airliner
a hostage; to take hostages; to take sb hostage; hostage-taking
to kidnap sb.; a kidnapper; kidnapping
a ransom
to reject sb's ultimatum
to support and harbour terrorists
to give up terrorists/to hand over/to turn over/to extradite; extradition
evidence against sb.
to supply intelligence/information on sb's activities
to have direct/extensive/specific knowledge of
to search for clues
an anti-terrorism alliance
to fight terrorism in the widest possible sense
to prevent/combat/eliminate/fight terrorism
an ideologically diverse global coalition
to develop as broad a coalition as possible
cooperation on the anti-terrorism field
to oppose and strongly condemn terrorism
to pledge full support for anti-terrorism efforts
to apply sanctions to/impose sanctions on
to lift sanctions
a curfew; to impose a curfew
to lift a curfew

a political analyst
expressions of support and condolences
rescuer/a rescue team

Follow Up Activities

Guided Discussion

Group work: discuss the topic bearing in mind these questions:

1. Is terrorism a new phenomenon in the history of mankind?
2. What do you know about the suicide bombers and their victims in Russia in the 19-th century and at the beginning of the 20-th century?
3. Name some of the worst acts of terror in the modern world and speak on one of them.
4. What is your perception of a terrorist and his/her motives?
5. Who suffers most at the hands of terrorists?
6. Which parts of the globe are especially dangerous nowadays because of an ever-increasing number of terrorist acts?
7. Can anyone be sure that a terrorist attack will never take place in his/her country, city or town? Why? Why not?
8. What measures should be taken by the world community to prevent and eliminate terrorism, and what is already being done?

Writing Activities

Write an essay on one of these topics:

1. Global terrorism is one of the greatest dangers of our time.
2. Sources of terrorism.

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MAN AND NATURE

PANEL DISCUSSION

GUIDE TO PANEL DISCUSSION

The panel – a group of speakers organised for public discussion, inquiry, entertainment, etc., before an audience, as on radio or television.

If the discussion is to take the form of a panel, there is more planned participation than in a forum.

(1) A few speakers are chosen to present the opposing views on the question. (2) The speakers sit before an audience in a semicircle about a chairman, and each develops his contentions in a well-planned speech. (3) Usually panels are followed by questions from members of the audience who may address any speaker and ask for clarification or proof or expansion of any ideas presented. (4) The chairman guides this audience participation in parliamentary form. (5) He concludes by summarising both views.

Here is an example of a panel discussion – "Energy Crisis"

I n t r o d u c t o r y S t e p s

Get to know the names and occupations of the speakers: Marvin Burnham – Professor of the New England Institute of Technology.

Jennifer Hughes – a member of CANE, Campaign Against Nuclear Energy.

Dr Catherine Woodstock – the author of several books on alternative technology.

Charles Wicks – MP, the Minister for Energy.

ENERGY CRISIS

Good evening, and welcome again to the Michael Parkhurt Talkabout. In tonight's programme we are looking at the problem of energy. The world's energy resources are limited. Nobody knows exactly how much fuel is left. But pessimistic forecasts say that there is only enough coal for 450 years, enough natural gas for 50 years and that oil might run out in 30 years. Obviously we have to do something, and we have to do it soon!

I'd like to welcome our first guest, Professor Marvin Burnham of the New England Institute of Technology. Professor Burnham.

“Well, we are in an energy crisis and we will have to do something quickly. Fossil fuels (coal, oil and gas) are rapidly running out. The tragedy is that fossil fuels are far too valuable to waste on the production of electricity. Just think of all the things you can make from oil! If we don't start conserving these things now, it will be too late. And nuclear power is the only real alternative. We are getting some electricity from nuclear power-stations already. If we invest in further research now, we'll be ready to face the future. There's been a lot of protest lately against nuclear power – some people will protest at anything – but nuclear power-stations are not as dangerous as some people say. It's far more dangerous to work down a coal-mine or on an North Sea oil-rig. Safety regulations in power-stations are very strict.

If we spent money on research now, we could develop stations which create their own fuel and burn their own waste. In many parts of the world where there

are no fossil fuels, nuclear power is the only alternative. If you accept that we need electricity, then we will need nuclear energy. Just imagine what the world would be like if we didn't have electricity – no heating, no lighting, no transport, no radio or TV. Just think about the ways you use electricity every day. Surely, we don't want to go back to the Stone Age. That's what will happen if we turn our backs on nuclear research”.

Thank you, Professor. Our next guest is a member of CANE, the Campaign Against Nuclear Energy, Jennifer Hughes.

“Right, I must disagree totally with Professor Burnham. Let's look at the facts. First, there is no perfect machine. I mean, why do airplanes crash? Machines fail. People make mistakes. What would happen if there were a serious nuclear accident? And an accident must be inevitable – sooner or later. Huge areas would be evacuated, and they could remain contaminated with radioactivity for years. If it happened in your area, you wouldn't get a penny in compensation. No insurance company covers nuclear risks. There are accidents. If the nuclear industry didn't keep them quiet, there would be a public outcry. Radioactivity causes cancer and may affect future generations.

Next, nuclear waste. There is no technology for absolutely safe disposal. Some of this waste will remain active for thousands of years. Is that what you want to leave to your children? And their children's children? A reactor only lasts about 25 years. By the year 2000 we'll have “retired” 26 reactors in the UK.

Next, terrorism. Terrorists could hold the nation to ransom if they captured a reactor. In the USA the Savannah River plant, and Professor Burnham knows this very well, lost, yes, “lost” enough plutonium between 1955 and 1978 to make (18 !) atom bombs. Where is it? Who got it? I consider that nuclear energy is expensive, dangerous and evil and most of all, absolutely unnecessary. But Dr Woodstock will be saying more about it”.

Thank you, Jennifer. Now I am pleased to welcome Dr Catherine Woodstock. She is the author of several books on alternative technology.

“Hello, I'd like to begin by agreeing with Jennifer. We can develop alternative sources of power, and unless we try we'll never succeed. Instead of burning fossil fuels we should be concentrating on more economical uses of electricity, because electricity can be produced from any source of energy. If we didn't waste so much energy, our resources would last longer. You can save more energy by conservation than you can produce for the same money. Unless we can research on solar energy, wind power, wave power, tidal power, hydroelectric schemes, etc., our fossil fuels will run out, and we'll all freeze or starve to death. Other countries are spending much more than us on research and don't forget that energy from the sun, the waves and the wind lasts forever. We

really won't survive unless we start working on cleaner, safer sources of energy”.

Thank you very much, Dr Woodstock. Our final speaker, before we open the discussion to the studio-audience, is Charles Wicks, MP, the Minister for Energy.

“I have been listening to the other speakers with great interest. By the way, I don't agree with some of the estimates of world energy reserves. More oil and gas is being discovered all the time. If we listened to the pessimists (and there are a lot of them about) none of us would sleep at night. In the short term, we must continue to rely on the fossil fuels – oil, coal and gas. But we must also look to the future. Our policy must be flexible. Unless we thought new research was necessary, we wouldn't be spending money on it. After all the Government wouldn't have a Department of Energy unless they thought it was important. The big question is where to spend the money – on conservation of present resources or on research into new forms of power. But I am fairly optimistic. I wouldn't be in this job unless I were an optimist !”

L e a r n i n g A c t i v i t i e s

LA-1. a) Skim the text and speak on the subject matter of the panel discussion.

b) Scan Prof. Burnham's statements. Follow the development of his arguments: find the topic (key) statements, related statements and the clinching (final) ones.

E.g. Topic Statements:

1. Well, we are in an energy crisis and we will have to do something.
2. If we spent money on research now, we could develop stations, which create their own fuel and burn their own waste.

Related Statements:

1. Fossil fuels (coal, oil and gas) are rapidly running out. The tragedy is ...
2. In many parts...

Clinching Statements:

1. Safety regulations in power-stations are very strict.
2. That's what will happen if we turn our backs on nuclear research.

(Use the following key phrases: to be in an energy crisis, fossil fuel, to run out, too valuable to waste on..., to invest in, to spend money on, the only real alternative, a lot of protest against, to work down a coal-mine, North Sea oil-rig, safety regulations, to go back to the Stone Age)

Scan the contentions of Jennifer Hughes, and analyse them in the above mentioned manner. (Key phrases: look at the facts, nuclear accident, inevitable sooner or later, contaminated with radioactivity, a public outcry, safe disposal of, to hold nations to ransom, nuclear energy is expensive, dangerous and evil)

Scan the counter arguments of Dr Catherine Woodstock and point out the alternative sources of energy recommended for use by her. (Key phrases: to develop alternative sources of power, to concentrate on more economical uses of electricity, to save more energy by conservation, research on, solar energy, wind power, tidal power, to starve to death, to last forever).

Go through Charles Wick's arguments and analyse his optimistic estimates of world energy reserves. (Key phrases: more oil and gas is being discovered, if we listen to pessimists, in the short term, to rely on, to look to the future, a big question, research into new forms of power, to be in a job).

DISCUSSION

Read the following interview and discuss it in class (The discussion was held at Battersea Country School, in London).

POLLUTION

Interviewer: What do you think are the worst kinds of pollution?

Steve: Smoking and car fumes.

Interviewer: Do any of you smoke?

Steve: I used to. But it was getting expensive so I gave it up.

Julie: It was a craze. We all used to at one time. We did it to impress our friends. None of us smoke any more.

Interviewer: How do you think we can tackle the problem of car fumes?

Steve: It should be compulsory to have filters on exhausts. It's compulsory in California. The majority of traffic offences over there are for people who haven't got filters on their cars.

Interviewer: What about the noise of cars?

Steve: I think the noise of airports is much worse.

Interviewer: And if you live in a noisy road?

Julie: I live on Battersea Bridge Road, which is one of the noisiest roads in London and it doesn't bother me. I don't really notice it.

Carol: We've got planes coming over our house every minute and don't notice it any more. You get used to it.

Interviewer: What do you think of clearing city centres of traffic?

Martin: It would be difficult in London because it's so big. It would work if there was a good public transport system...

Steve: But the public transport system here is terrible, so it would never work.

Interviewer: Are there any other kinds of pollution that affect you directly?

Julie: The smells from the factories. Gartons, a local factory for instance, makes glucose and smoke pours out of their chimneys. Everyone in Battersea can smell it if the wind's drifting in the right direction. It's a terrible smell.

Interviewer: What do you feel about pollution that really doesn't affect you directly? For example, the people who live near the nuclear power station in Cumbria are afraid of radiation and nuclear pollution. How do you feel about that?

Martin: The chances of a disaster happening are pretty slim. If there is an emergency of some sort, I should think they'll be warned in advance.

Carol: But what about chemical factory in Italy? Look what happened there! All the people got burned by the acid!

Interviewer: Although there's no longer that terrible smog in London, there are still chemicals in the air. This may affect your health. Does this worry you?

Martin: I've never really thought about it. Over the years you grow accustomed to the smells and things.

Steve: The only time you notice how bad the air is in London, is after you've been away for a while. You start coughing like anything!

Carol: People probably die younger in the cities.

Ann: They do in American cities. They get all sorts of lung cancer and things.

(Juliet Crittenden From "Current")

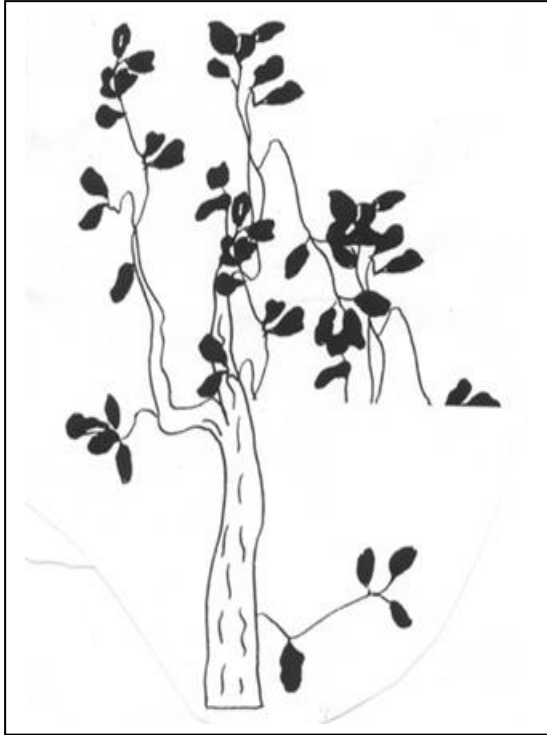
Related Activities

RA-1. Discuss your own environmental problems.

RA-2. Comment on the picture.



INTENSIVE READING



A. Hailey

*1. The weather was neither good nor bad,
since the sky was successfully obscured by
the fruits of man's labour.*

P. Ustinov "Krumnagel"

*2. Simple and fresh and fair from winter's
close emerging,
As if no artifice of fashion, business,
politics had ever been,
Forth from its sunny nook of shelter'd
grass - innocent, golden,
calm*

*as the dawn,
The spring's first dandelion shows its
trustful face.*

W. Whitman "The First Dandelion"

O V E R L O A D

(extract)

The plot of the novel "Overload" by A. Hailey centres round the conflict between Golden State Power & Light - the corporation feeding power, light and heat to the state of California - and the Sequoia Club - an organisation whose aim is environmental protection and preservation of what still remains of the natural beauty of the country.

GSP & L is represented by Nim Goldman, vice-president of the corporation, and the Sequoia Club by Laura Bo Carmichael.

Though it was an organisation which frequently opposed the programmes of GSP & L, and sometimes thwarted them, Nim admired the Sequoia Club. His reasoning was simple. History showed that when giant industrial concerns like Golden State Power & Light were left to their own devices, they paid little or no heed to protecting the environment. Therefore a responsible restraining force was needed. The Sequoia Club filled that role.

* * * * *

The California-based club had achieved a national reputation for skill and dedication in fights to preserve what remained of the natural unspoiled beauty of America. Almost always its methods were ethical, its arguments judicious and sound. True, the club had critics, but few failed to accord it respect. One reason was the Sequoia Club leadership, which, through its eighty years

of existence, had been of the highest calibre, a tradition which the incumbent chairman - a former atomic scientist, Laura Bo Carmichael - was continuing. Mrs. Carmichael was able, internationally respected and, incidentally, a friend of Nim's. (...)

What he would do, he decided, was make a direct personal appeal to Laura Bo Carmichael, concerning Tunipah and the other two power plants which Golden State Power proposed to build. Perhaps, if he argued the urgent need convincingly, the Sequoia Club might not oppose the projects or at least would be moderate in opposition. He must arrange a meeting as soon as possible. (...)

They were in the elegant Squire Room of the Fairhill Hotel, where they had met for lunch at Nim's suggestion. It was a week and a half later than he had intended. (...)

Nim sipped his bloody mary. "It's about Tunipah mostly. But also our plans for Devil's Gate and Fincastle."

"I rather thought it would be. It might save time if I told you the Sequoia Club intends to oppose them all." (...)

Laura Bo Carmichael picked at her salad. "Coal and air pollution go together," she said. "Any coal-burning plant must be sited with extreme care."

"Which is why we chose Tunipah."

"There are ecological reasons why that choice is wrong."

"Will you tell me what they are?"

"Certain species of plants and wildlife are found almost nowhere else but in Tunipah area. What you're proposing would endanger them."

Nim asked, "Is one of the endangered plant species the Furbish Lousewort?"

"Yes."

He sighed. Rumours about Furbish lousewort - a wild snapdragon - had already reached GSP & L. The flower was rare and once believed extinct, but recently new growths had been discovered. One, in Maine, had been used by environmentalists to halt a \$600 million hydroelectric project already in progress.

"You know, of course," Nim said, "that botanists admit the Furbish lousewort has no ecological value and isn't even pretty?"

Laura Bo smiled. "Perhaps, for the public hearings we'll find a botanist who takes an opposite view. Then there's the other Tunipah inhabitant to be considered - the Microdipodops."

Nim asked, "What in hell is that?"

"It's sometimes known as a kangaroo mouse."

"Oh, my God!" before their meeting Nim had cautioned himself to stay cool, but found his resolve slipping. "You'd let a mouse, or mice, prohibit a project which will benefit millions of people?"

"I expect," Laura Bo said calmly, "these relative benefits are something we'll be discussing in the months ahead."

"You're damn right we will! And I suppose you'll have the same kind of objections to the Fincastle geothermal plant and Devil's Gate pumped storage, both of which are the *cleanest* type of operation known to man and nature."

"You can't expect me, Nim, to give away all our reasons for opposition. But I assure you we will have persuasive arguments against both."

Impetuously Nim called to a passing waiter, "Another bloody mary!" He motioned to Laura Bo's empty glass, but she shook her head.

"Let me ask you something." Nim kept his voice controlled, annoyed at himself for revealing his anger a moment ago, "Would *you* locate any of those plants?"

"That's really not my problem. It's yours."

"But wouldn't you - or, rather, the Sequoia Club - oppose *anything* we proposed, no matter where we suggested putting it?"

Laura Bo didn't answer, though her mouth tightened. (...)

There was a silence between them, punctuated by the restaurant's sounds and a hum of voices from other tables. Then Laura Bo Carmichael said, "Let me be clear about something. Exactly why you ask me here today?"

"To appeal to you - and the Sequoia Club - to look at the big picture, and then to moderate your opposition."

"Has it occurred to you that you and I are looking at two *different* big pictures?"

"If we are, we shouldn't be," Nim said. "We're living in the same world."

He persisted, "Let me come back to where I started. If we - Golden State Power - are blocked in *everything*, the result can only be catastrophic in ten years or less. Daily blackouts, long ones, will be a norm. That means industry dislocation and massive unemployment, may be as high as fifty per cent. Cities will be in chaos. Few people realize how much we live by electricity, though they will - when they're deprived of electric power in a big way. (...) Don't you and your people care?" (...)

"All right," Laura Bo said, her voice was harder, less friendly than when they started. "I've sat here through all you've had to say. Now it's my turn, and you listen carefully." She pushed the plate away, only half the salad eaten.

"All your thinking, Nim, and that of others like you is nearterm. Environmentalists, including the Sequoia Club, are looking at the long-range future. And what we intend to halt, by any *means*, is three centuries of spoliation of this earth."

He interjected, "In some ways, you've already done that."

"Nonsense! We've scarcely made a dent, and even the little we've achieved will be undone if we let ourselves be seduced by voices of expediency. Voices like yours."

"All that I'm pleading for is moderation."

"What you call moderation I see as a step backwards. And taking it wouldn't preserve a habitable world." (...)

She paused, as if weighing her words, then continued, "We've lived so long here with the notion that expansion is good, that bigger is better and more is mightier, that people are brainwashed into believing it's true. So they worship "gross national product" and "full employment", overlooking the fact that both are suffocating and poisoning us. In what was once "America the beautiful" we've created an ugly, filthy concrete wasteland, belching ashes and acids into what used to be clean air, all the while destroying natural life - human, animal and vegetable. We've turned sparkling rivers into stinking sewers, glorious lakes into garbage dumps: now, along with the rest of the world, we're fouling the seas with chemical and oil. All of it happens a little at a time. Then, when the spoliage is pointed out, your kind of people pleads for "moderation" because, you say, "This time around we won't kill *many* fish", or "We won't poison *much* vegetation", or "We'll only destroy *a little* beauty."

. "Well, some of us have seen it happen too often to believe that canard any more. So what we've done is dedicate ourselves to saving something of what's left. Because we think there *are* things in this world more important than GNP and full employment, and one of them is preserving some cleanliness and beauty, plus holding back a share of natural resources for generations not yet born, instead of squandering everything here and now. And those are the reasons the Sequoia Club will fight Tunipah, *and* your Devil's Gate pumped storage plant, *and* Fincastle geothermal. And I'll tell you something else – I think we'll win."

"I agree with some of what you've said," Nim acknowledged. "You know I do, because we've talked about it before. But the mistake you make is to stamp on every opinion that's different from yours (...)"

Laura Bo Carmichael said coldly, "I don't believe we have anything more to say to each other." She beckoned their waiter. "Please bring our separate checks."

Learning Activities

LA-1. Skim the text.

- 1) What is the subject matter of the text under analysis?
- 2) Where is the scene laid?
- 3) What organisations do Nim Goldman and Laura Bo Carmichael represent? What are their views? Whose side are you on?
- 4) What is the impact of human activities on nature?

LA-2. Find the following word combinations in the text, explain what they mean and reproduce the context.

- 1) a responsible restraining force;

- 2) to thwart a programme;
- 3) the California based club;
- 4) to leave someone to his own devices;
- 5) the incumbent chairman;
- 6) to be moderate in opposition;
- 7) the urgent need;
- 8) to pay no heed to smth.;
- 9) ecological reasons;
- 10) to be in progress;
- 11) to take an opposite view;
- 12) to locate a plant;
- 13) industry dislocation;
- 14) massive unemployment;
- 15) to look at the long-range future;
- 16) to plead for moderation;
- 17) a habitable world;
- 18) gross national product (GNP);
- 19) to overlook a fact;
- 20) natural resources.

LA-3. Find in the text all the sentences characterising the characters' behaviour and their feelings.

LA-4. Find the following sentences in the text; state whether they belong to the author or to one of the characters; explain how you understand them.

- 1) The Sequoia Club leadership had been of the highest calibre.
- 2) We will have persuasive arguments against both the projects.
- 3) Almost always its (the club's) methods were ethical, its arguments judicious and sound.
- 4) They paid little or no heed to protecting the environment.
- 5) That means industry dislocation and massive unemployment.
- 6) Few failed to accord it (the club) respect.
- 7) Nim kept his voice controlled, annoyed at himself for revealing his anger a moment ago.
- 8) Even the little we've achieved will be undone if we let ourselves be seduced by voices of expediency.
- 9) Daily blackouts, long ones, will be a norm.
- 10) Please bring our separate checks.

LA-5. Paraphrase and expand on the following.

- 1) Any coal-burning plant must be sited with extreme care.
- 2) Mrs. Carmichael was internationally respected.
- 3) Nim found his resolve slipping.

- 4) There was a silence between them, punctuated by the restaurant's hum of voices from other tables.
- 5) She paused, as if weighing her words.
- 6) We've scarcely made a dent.
- 7) People are brainwashed into believing it's true.
- 8) We've lived so long here with the notion that expansion is good.
- 9) We've turned sparkling rivers into stinking sewers.
- 10) All that I'm pleading for is moderation.

LA-6. Assess the following statements. Agree or disagree with them.

- 1) We've created an ugly, filthy concrete wasteland.
- 2) Botanists admit the Furbish lousewort has no ecological value and isn't even pretty.
- 3) You'd let a mouse, or mice, prohibit a project which will benefit millions people?
- 4) We're fouling the seas with chemical and oil.
- 5) Few people realize how much we live by electricity.
- 6) We're living in the same world.
- 7) What you call moderation I see as a step backwards.
- 8) Coal and air pollution go together.
- 9) We think there are things in this world more important than GNP and full employment.
- 10) The mistake you make is to stamp on every opinion that's different from yours.

WORD STUDY

WS-1. From the text, make three lists of words and word combinations pertaining to the topic "Man and Nature", divided according to their meanings (positive, negative, neutral). Explain your choice.

WS-2. Look up the following words for their exact meanings:

a) nouns:

ecology, pollution, environment, environmentalist, botanist, expansion, concrete, species, dump, wasteland, spoliation, expediency;

b) adjectives:

judicious, sound, extinct, habitable;

c) verbs:

benefit, caution, preserve, brainwash, squander, suffocate, worship;

d) adverbs:

impetuously, internationally.

WS-3. Give derivatives of the following words and use some of them in sentences pertaining to the text.

- a) critic, expediency, ecology, danger, poison, chaos, environment, benefit;
- b) to persuade, to inhabit, to protect, to restrain, to caution, to argue, to reveal;
- c) tight, foul.

WS-4. Fill in the blanks with the proper form of the initial word, and then mark the sentence True or False.

1. **Ecology:** I think that rain-worms have no value whatever.
2. **To appeal:** If you make a direct personal.... to the head of the department, you are sure to achieve positive result.
3. **To moderate:** Fanaticism in the pursuit of freedom is no vice, and in the fight against tyranny is no virtue.
4. **To preserve:** Self is more important than love. The consequences of our neglect of ecological problems may be absolutely catastrophic
6. **International:** As a rule, outstanding scientists are.... known and respected.
7. **A site:** Any coal-burning plant must be with extreme care.
8. **To object:** Many people have strong.... to atomic plants, and I think they are right.
9. **Destruction:** It is easier to than to create.

WS-5. Replace the underlined words with words similar in meaning.

to site a plant; to halt a project; to foul the seas; catastrophic results; Nim's resolve ; certain species of plants; persuasive arguments; ethical methods; to protect the environment; a filthy wasteland; three centuries of spoliation.

WS-6. Match each of the following nouns on the left with one suitable adjective on the right.

- | | |
|------------------|------------------|
| 1. beauty | a. massive |
| 2. protection | b. environmental |
| 3. value | c. urgent |
| 4. need | d. persuasive |
| 5. species | e. catastrophic |
| 6. arguments | f. natural |
| 7. world | g. ecological |
| 8. wasteland | h. endangered |
| 9. results | i. habitable |
| 10. unemployment | j. filthy |

WS-7. Match each of the following nouns or noun phrases on the left with a suitable verb on the right.

- | | |
|------------------------------|----------------|
| 1. a habitable world | a. to preserve |
| 2. natural life | b. to destroy |
| 3. the seas | c. to locate |
| 4. a coal-burning plant | d. to endanger |
| 5. wildlife | e. to foul |
| 6. an ugly, filthy wasteland | f. to create |

WS-8. Find the odd-one out; make use of additional material.

- 1) moderate, mighty, high, the highest, extreme;
- 2) to block, to halt, to oppose, to thwart, to worship;
- 3) lake, air, river, sea, ocean;
- 4) mouse, kangaroo, oil, fish, gnat;
- 5) to foul, to squander, spoliation, glorious, filthy;
- 6) power plant, electric power, hydroelectric project, sewage disposal, geothermal plant;
- 7) to preserve, to secure, to develop, to destroy, to conserve;
- 8) stinking sewers, an ugly wasteland, natural resources, a garbage dump, poisoned vegetation;
- 9) clarification, cleansing, contamination, non-waste technology;
- 10) erosion, pollution, deforestation, emission, precaution;
- 11) exhaust fumes, radioactive fall-out, soot, vegetation, smoke;
- 12) ecological balance, environmental protection, purification, ecological damage, healthy environment.

WS-9. State which of the following words and word combinations are positive and which are negative in their meaning. Give your reasons.

Ashes and acids, to belch, to brainwash, clean air, cleanliness, garbage dumps, to poison, stinking sewers, ugly concrete wasteland, unspoiled beauty.

Related Activities for Intensive Practice

RA-1. Enact the dialogue between Nim and Laura.

RA-2. Assume the roles of Nim and the President of Golden State Power & Light. Make up a dialogue about the viewpoint of the Sequoia Club with reference to the corporation's new plans.

RA-3. Imagine you are Laura. What would you write in your diary after your meeting with Nim?

RA-4. Write character sketches of Nim and Laura based upon what they said during their conversation and how they said it.

RA-5. Sum up the characters' idea concerning technological progress and ecological problems. Do you think either of them is right? Is there a possibility of a compromise?

RA-6. Which part (or parts) of the text impressed you most and why? Learn the passage you've chosen by heart for further use in a possible argument against your opponents.

RA-7. Talk about the message of the text.

RA-8. Talk about the epigraphs placed before the text under discussion. An epigraph, as you remember, is a motto or quotation at the beginning of a book, chapter, etc. to indicate the leading idea or sentiment.

I. 1) In what way is the first epigraph connected with the text? How do you understand the sentence "The weather was neither good nor bad?" Describe the day as you see it.

2) What fruits of man's labour are meant? How does he betray his feelings? 3) Would you like to live in a city like this? Give your reasons.

II. 1) What is the subject-matter of the second epigraph? 2) Does the poem appeal to you? Why? 3) Characterise the means used by Walt Whitman to convey the beauty and magic of natural life? 4) How is this motif developed in the text?

III. 1) What is the relationship between the two epigraphs? 2) Comment on their choice as epigraphs. 3) Could you think of some other epigraphs to introduce the topic?

Follow-Up Activities

FA-1. Guided discussion: "Can Anyone Stop Technological Progress?" (Make use of vocabulary from the text and additional material).

Discussion Points

1) Technological progress is a double-sided thing, isn't it?

2) What parts of our environment are increasingly polluted nowadays?

3) What are the primary sources of atmospheric pollution / water pollution/ soil deterioration and erosion/ noise pollution/ radioactive pollution of the air, soil and water?

4) Specify what ecological damage can be inflicted on natural life - human, animal and vegetable - by the following:

a) a coal-burning plant; b) an atomic power plant; c) a hydroelectric power plant; d) an oil refinery; e) a blast furnace; f) a chemical factory; g) a cement works; h) a car; i) a ship; j) an airplane.

- 5) What is the source of smog and how does it tell on people, animals, plants and inanimate objects?
- 6) What does the term "maximum (highest) permissible pollution concentration" mean? How often is it exceeded in different spheres?
- 7) Does the ecological situation in your town or village satisfy you completely? What is the level of environmental pollution in the place you live in? Are there any purification facilities?
- 8) What can be done to counterbalance the ecological damage inflicted on nature? Name some environmental protection measures which you regard as the most urgent ones. Who is supposed to carry them out? What is your own role in protecting nature?

FA-2. Define the following natural phenomena and specify the damage they may cause to nature and natural life:

- | | |
|---------------|---------------|
| 1. earthquake | 7. hurricane |
| 2. eruption | 8. whirlwind |
| 3. flood | 9. sea-storm |
| 4. drought | 10. hail |
| 5. landslide | 11. lightning |
| 6. avalanche | 12. mudflow |

Do you remember any particular disasters that have taken place in the world over the last few decades? When and where did they occur?

TEXT INTERPRETATION

A. Hailey

O V E R L O A D

(*extract*)

Next day the cross-examination began slowly and easily, like a car moving through low gears on the stretch of level road. The commission counsel, a dry-as-dust middle-aged lawyer named Holyoak, was first (...). Holyoak took an hour. Roderick Pritchett, manager-secretary of the Sequoia Club, was next and the interrogation moved into higher gear. (...)

"Mr. Goldman," Pritchett began, "I have here a photograph." He reached back to the counsel table and picked up an eight-by-ten glossy print. "I'd like you to examine it, then tell me if what you see is familiar to you."

Nim accepted the photograph. While he studied it, a Sequoia Club clerk was handing additional copies went to spectators who began passing them around.

Nim was puzzled. Most of the photo was black, but there was a certain familiarity...

The Sequoia Club manager-secretary was smiling. "Please take your time, Mr. Goldman."

Nim shook his head. "I'm not sure."

"Perhaps I can help." Pritchett's voice suggested a game of cat-and-mouse. "According to what I have read in newspapers, the scene you are looking at is one you personally observed last weekend."

Instantly Nim knew. The photo was of the Cherokee plant coal pile at Denver. The blackness was explained. (...) "Well," he said, "I suppose it's a picture of coal."

"Please give us a little more detail, Mr. Goldman. What coal and where?"

Reluctantly Nim said, "It's stored coal for use by a Public Service Company of Colorado plant near Denver."

"Precisely." Pritchett removed his glasses, wiped them briefly, then replaced them. "For your information, the photograph was taken yesterday and flown here this morning. It isn't a pretty picture, is it?"

"No."

"Ugly, wouldn't you say?"

"I suppose you could call it that, but the point is ..."

"The point is," Pritchett interrupted, "you have already answered my question - 'I suppose you could call it that,' you said - which means you agree that the picture is ugly. That's all I asked. Thank you."

Nim protested, "But it should also be said..."

Pritchett waved an admonitory finger. "That's *enough*, Mr. Goldman! Please remember I'm asking the questions. Now let's move on. I have a second photograph for you - and the commissioners - to look at."

While Nim fumed inwardly, Pritchett returned to the counsel table and this time selected a colour photo. He handed it to Nim. As before, the clerk passed out other copies.

Although Nim failed to recognise the specific scene, he had no doubt where the second photo was taken. It had to be Tunipah, at or near the site of the proposed generating plant. Equally obvious was that the photographer was a skilled professional.

The breathtaking beauty of the rugged California wilderness had been captured under a clear, azure sky. A stark, rocky promontory towered over a stand of majestic pines. Near the base of the trees was dense foliage, in the foreground, a racing, foamflecked stream. On the nearer bank of further away, in shadows, a young deer had raised its head, perhaps startled by the photographer.

Pritchett prompted, "A truly beautiful scene, is it not, Mr. Goldman?"

"Yes, it is."

"Do you have any idea where that photograph was taken?"

"I presume it was Tunipah." There was no point in playing games, Nim decided, or in delaying the point which sooner or later Pritchett was going to make.

"Your presumption is correct, sir. Now I have a further question." Pritchett's tone sharpened; his voice rose. "Does it disturb your conscience that what you and your company propose to do at Tunipah is superimpose this, *this hideous ugliness*" - he waved the coal pile picture in the air - "upon this *serene and glorious beauty*" - now he held up the second, colour photo - "one of the few remaining unspoilt sanctuaries of nature in our state and country?"

The question - posed with dramatic rhetoric - produced a hum of approval from spectators. One or two applauded.

Nim answered quietly, "Yes, of course it disturbs me. But I see it as necessary, a compromise, a trade-off. Besides, in proportion to the total area around Tunipah..."

"That's *sufficient*, Mr. Goldman. A speech is not required. The record will show your answer was "yes."

Pritchett paused briefly, then returned to the attack.

Laura Bo Carmichael was next on the stand.

Despite her small, slight figure, the Sequoia Club chairman occupied the witness chair with *grande dame* demeanour. She was wearing a severe tailored suit of beige gabardine and, as usual, her greying hair was cut severely short. She wore no ornamentation or jewellery. Her manner was serious. Her voice, as she responded to questions put to her by Roderick Pritchett, was crisp and authoritative.

"We have heard stated in previous testimony, Mrs. Carmichael," Pritchett began, "that a public need for more electric power justifies building a coal-powered generating plant in the Tunipah area. Is that your opinion?"

"No, it is not."

"Will you explain to the commissioners your reasons - and those of the Sequoia Club - for opposing that construction?"

"Tunipah is one of the few, the *very* few, remaining natural wilderness areas in California. It abounds with treasures of nature - trees, plants, flowers, streams, unique geologic formations, animal, bird and insect life, some extinct elsewhere. The region is, above all, magnificently beautiful. To despoil it with a huge, ugly, high-polluting industrial plant, serviced by a new railroad - itself polluting and intrusive - would be sacrilegious, an ecological stride backwards to the last century, a blasphemy against God and nature."

Laura Bo had spoken calmly, without raising her voice, which made her statement more impressive. Pritchett paused before his next question, allowing the impact of her words to sink in.

"The spokesman for Golden State Power & Light, Mr. Golgman," Pritchett said, "has assured the commission that disturbance of the natural state of Tunipah would be minimal. Would you care to comment on that?"

"I have known Mr. Goldman for a number of years," Laura Bo responded. "He means well. He may even believe what he says. But the truth is: no one can build any kind of a plant at Tunipah without doing tremendous, irreversibla environmental damage."

The Sequoia Club manager-secretary smiled. "Am I correct in my impression, Mrs. Carmichael, that you do not really trust GSP & L where that "minimal damage" promise is concerned?"

"Yes, you are - even if that promise could be fulfilled, which it cannot." Laura Bo turned her head, directly addressing the two occupants of the bench who had been listening intently. "In the past, Golden State Power and most other industrial companies have proved themselves u n trustworthy where environmental choices were concerned. When they were left alone they poisoned our air and water, plundered our forests, squandered mineral resources, scarred our landscapes. Now that we live in another era, where these sins are recognised, they tell us: *Trust us. Our past will not repeat itself*. Well, I, and many others, do not trust them - in Tunipah or anywhere else."

Listening, Nim thought: There was a compelling logic to what Laura Bo was saying. He could, and did, dispute her view of the future; Nim believed that GSP & L and other organisations like it *had* absorbed the lessons of old mistakes, and had learned to be good ecological citizens, if for no other reason than that nowadays it was simply good business. However, no fair-minded person could argue with Laura Bo's assessment of the past. Something else she had already done during her short time on the witness stand, Nim decided, was raise the level of debate far above the gallery-playing pettiness of Davey Birdsong.

"A few minutes ago," Pritchett said to Laura Bo, "you stated that some strains of natural life at Tunipah have become extinct elsewhere. Will you tell us what they are?"

The Sequoia Club chairman nodded. She said with authority, "There are two that I know of: a wild flower, the Furbish lousewort, and the Microdipodops, otherwise known as the kangaroo mouse."

Here is where we part company, Nim mused. He remembered his argument with Laura Bo over lunch two months ago when he had objected: " *You'd let a mouse, or mice, prohibit a project which will benefit millions of people ?*"

Evidently the same possibility had occurred to Roderick Pritchett because his next question was: "Do you expect criticism on those two issues - the Furbish lousewort and the Microdipodops? Do you expect people to say that human beings and their desires are more important?"

"I expect a great deal of that kind of criticism, even abuse," Laura Bo said. "But nothing changes the shortsightedness and folly of reducing, or eliminating, any endangered species."

"Will you explain that a little more?"

"Yes. A principle is involved, a life-and-death principle, which is repeatedly and thoughtlessly violated. As modern society has developed – cities, urban sprawl, industry, highways, pipelines, all the rest – we have upset the balance of nature, destroyed plant life, natural watersheds and soil fertility, banished wild creatures from their habitats or slaughtered them *en masse*, disrupted normal growth cycles, all the while forgetting that every intricate part of nature depends on all the other parts for continuance and health."

From the bench the commissioner interjected, "But surely, Mrs. Carmichael, even in nature there is flexibility."

"Some flexibility. But almost always it has been pushed beyond the limits."

The commissioner nodded politely. "Please proceed."

Her regal manner unruffled, Laura Bo continued, "The point I am making is that past environmental decisions have been based on short-term expediency, almost never a larger view. At the same time, modern science – and I speak as a scientist myself – has operated in self-contained compartments, ignoring the truth that "progress" in one area may be harmful to life and nature as a whole. Automobile emissions – a product of science – are a huge example, and it is expediency which permits them to stay as lethal as they are. Another example is the excessive use of pesticides which, in preserving certain life forms, have wiped out many more. The same is true of atmospheric damage from aerosol sprays. It is a long list. We have all been moving, and still are, towards environmental suicide."

While the Sequoia Club chairman had been speaking, the hearing room had hushed to a respectful silence. Now no one moved, waiting for her next words.

"It is *all expediency*," she repeated, her voice rising for the first time, "If this monstrous Tunipah development is allowed to proceed, expediency will doom the Furbish lousewort and the Microdipodops, and much else besides. Then, if the process continues, I foresee the day when a single industrial project – just like Tunipah – will be ruled as more important than the last remaining stand of daffodils."

The concluding words brought an outburst of applause from the spectator section. (...)

Oscar O'Brien's subsequent cross-examination of Laura Bo produced nothing in the way of retraction and in some areas strengthened her earlier testimony. When the GSP & L counsel inquired with a broad smile if she really believed "that a few populated mouse-holes and an unattractive wild flower – almost a weed – are more important than the electrical needs of several million humans", she replied tartly, "To ridicule is easy and cheap,

Mr. O'Brien, as well as being the oldest lawyer's tactic in the book. I have already stated why the Sequoia Club believes Tunipah should remain a natural wilderness area and the points which seem to amuse you are two among too many. As to the "electrical needs" of which you speak, in the opinion of many, the need for conservation, of making better use of what we have, is a greater need by far." (...)

Davey Birdsong declined to cross-examine Laura Bo, stating grandiosely, "Power & Light for people supports the Sequoia Club view, so well expressed by Mrs. Carmichael."

Learning Activities

LA-1. Skim the text.

- 1) Do you agree that the text is wholly devoted to ecological problems? Give concrete examples to elucidate your viewpoint. What ideas are lodged in the text?
- 2) What questions does the author pose and provide answers for?
- 3) In the text the author alternates between narration and dialogue. Name the characters who participate in the action.

LA-2. Scan the text.

1. Please read the scene-setting paragraph. What do you learn from it? What lexical units contribute to your understanding of the scene of the action? What stylistic device is employed by the author to characterise the way the cross-examination began?
2. What is the subject-matter of the first part of the text?
3. How are the two photographs described by the author and assessed by Pritchett and Nim? What stylistic devices and means does the author employ to emphasise the ugliness of the first picture and the breathtaking beauty of the other? What are the implications of this? Use the evidence of the text to illustrate your point.
4. What is the function of contrast in the fragment under discussion? In what way does it help the author to convey his idea?
5. Please turn to Part II now. What is it devoted to? Could you point out a sentence (or several sentences) expressing the main idea of the fragment and of the text as a whole?
6. Who do you consider the mouthpiece of the author? Prove your point of view.
7. Please describe Laura Bo Carmichael's appearance and the way she spoke during public hearings. Could you concentrate on her arguments against a new power plant at Tunipah? Do you find her reasoning logical and her arguments persuasive? Collect the evidence of the text to illustrate this.

8. Please comment on the following: *"The region is, above all, magnificently beautiful. To despoil it with a huge, ugly, high-polluting industrial plant, serviced by anew railroad - itself polluting and intrusive - would be sacrilegious, an ecological stride backwards to the last century, a blasphemy against God and nature."*

The passage explicitly acknowledges the danger and amorality of destroying nature and its beauty, doesn't it? Find other examples where Laura Bo Carmichael is highly critical of untrustworthy industrial companies and criminal environmental choices; point out stylistic devices used by the author to show the depth of the abyss mankind faces.

9. Please dwell on the meaning of the word "*expediency*" employed in the text more than once. What are its implications?

10. What is the function of italics which the text resorts to repeatedly? Give examples and comment on them. Speak of the importance of the italicised words.

11. What conjectures can you make about the way the author regards Nim Goldman? What is his position? Use the evidence of the text to elucidate it. Is Nim an honest person? Comment on the following sentences semantically and stylistically:

1) *"I see it as necessary, a compromise, a trade-off."*

2) *"He could, and did, dispute her view of the future; Nim believed that GSP & L and other organisations like it HAD absorbed the lessons of old mistakes, and had learned to be good ecological citizens."*

3) "YOU'D LET A MOUSE, OR MICE, PROHIBIT A PROJECT WHICH WILL BENEFIT MILLIONS OF PEOPLE?"

12. What is the final idea the reader is left with? Why?

Follow - Up Activities

Guided discussion: **"Technological progress and ecological problems."**

Discussion Points

1) Past environmental decisions have been based on short-term expediency, almost never a larger view.

2) Every intricate part of nature depends on all the other parts for continuance and health. Nothing changes the shortsightedness and folly of reducing, or eliminating, any endangered species.

3) "Progress" in one area may be harmful to life and nature as a whole.

4) We have all been moving, and still are, towards environmental suicide.

5) As to the electrical needs (...), in the opinion of many the need for conservation, of making better use of what we have, is a greater need by far.

ROLE PLAY

RP-1. Prepare a lecture for senior school-children: "**How to be good ecological citizens.**"

SUGGESTED POINTS : What is ecology?; the range of ecological problems and their importance; the situation in your city, town, village, with concrete examples and facts; social activities in the sphere of environmental protection; the role of the younger generation and things they could do to protect the environment; the motto "Everyone should do one's bit."

RP-2. Assume the roles of a teacher and junior school-children. Imagine you are making a tour of your town, settlement, or village or having a walk in the nearby wood, park or field. Organise a talk on ecological problems given by the teacher, with the children asking questions and contributing to the talk as much as they can.

Writing Activities

WA-1. Write an essay "My Contribution to Protecting Nature" as if you were: a) a junior school-child; b) a senior school-child.

WA-2. Write a letter to a local or central newspaper expressing criticism of the ecological policy pursued by certain organisations, authorities, etc. or assessing a particular instance of ecological damage on the part of an industrial plant, livestock breeding farm, etc., or an individual.

SUGGESTED TOPICS: an ecologically dangerous project, e.g. an atomic power plant; excessive use of pesticides, insecticides, herbicides and fertilizers; random felling of trees; radioactive pollution in a certain area; inadequate environmental protection measures in the town or village you live in, etc.

Try to make some concrete suggestions as to how the state of things you are worried about should be improved.

WA-3. The following proverbs have some reference to nature or natural phenomena. Please look at them closely and comment on them orally or in writing using the guiding questions given below.

1. After a storm comes a calm. 2. Make hay while the sun shines. 3. It's an ill wind that blows nobody good. 4. Every cloud has a silver lining. 5. The morning sun never lasts a day. 6. The darkest hour is nearest the dawn. 7. The moon does not heed the barking of dogs. 8. Shallow streams make most din. 9. No safe wading in unknown water. 10. After rain comes sunshine.

1) What is your understanding of each of the proverbs?

2) Which proverb/ proverbs would you use:

- a) to warn somebody against a rash action;
- b) to encourage a person not to miss his/ her chance;
- c) to advise somebody not to take criticism too close to heart;
- d) to tell a person that everything in our life always comes to an end;
- e) to remind somebody of a well-known truth that actions speak louder than words;
- f) to stimulate a person's optimism?

JOKES

He had had hard luck fishing and on his way home he entered the fish market and said to the dealer, "Just stand over there and throw me five of the biggest of those trout!"

"Throw them? What for?" asked the dealer in amazement.

"So I can tell the family I caught'em. I may be poor fisherman, but I'm no liar."

* * * * *

"My Uncle William has a new cedar chest."

"So last time I saw him he just had a wooden leg."

* * * * *

While a small boy was fishing one Sunday morning he accidentally lost his foothold and tumbled into the creek. As an old man on the bank was helping him out he asked: "How did you come to fall in the river, ny little man?" "I didn't come to fall in the river. I came to fish," replied the boy.

* * * * *

When rain falls does it ever get up again? In dew time.

* * * * *

Diner: "There's something wrong with these hot dogs."

Waiter: "Well, don't tell it to me, I'm only a waiter, not a veterinarian."

* * * * *

"Why should a man never tell his secrets in a corn field?"

"Because it has so many ears."

* * * * *

"Why is a crow a brave bird?"
"He never shows a white feather."

* * * * *

"Last week a grain of sand got into my wife's eye and she had to go to a doctor. It cost me three dollars."

"That's nothing. Last week a fur coat got my wife's eye and cost me three hundred."

* * * * *

"Does the animal trainer in a circus get much money?"
"He sure does. He gets the lion's share of the money."

* * * * *

"Why is dough like the sun?"
"When it rises it is light."

* * * * *

"Do you save up money for a rainy day, dear?"
"Oh, no! I never shop when it rains."

* * * * *

"If you spend so much time at golf you won't have anything laid aside for a rainy day."

"Won't I? My desk is loaded up with work that I've put aside for a rainy day."

* * * * *

Diner: "Waiter, this soup is spoilt."

Waiter: "Who told you?"

Diner: "A little swallow."

* * * * *

"Why is a large coat like a banana skin?"
"Both are easy to slip on."

* * * * *

"Always remember that one swallow does not make a spring."

"No, but the swallows the size that you take would make one fall all right."

* * * * *

Diner: "Have you any wild duck?"

Waiter: "No, sir, but we can take one and irritate it for you."

* * * * *

"Your hammer nails like lightning."

"I'm fast, you mean."

"No, you never strike twice in the same place."

* * * * *

"Which is the strongest day of the seven?"

"Sunday, because the others are week days."

INFORMATIVE READING

WAKE UP TO WHAT YOU CAN DO FOR THE ENVIRONMENT

This article offers some simple advice about practical steps you can take to protect or improve the environment.

You may think one person acting alone can't do much, but if we all do something there will be a big impact. And if we don't some of the problems will get worse.

What are the problems?

- * the rate we are using up limited natural resources
- * the growing amount of waste
- * the "greenhouse effect" which could mean changes in the world climate
- * the thinning of the ozone layer
- * air pollution
- * water pollution
- * local environmental problems such as noise and litter

Tropical and other forests are disappearing; land is being badly cultivated; many species of animals and plants are being lost; deserts are spreading. Coal and oil and gas are being used up. Increased consumption generates more

waste which in turn causes disposal problems. We need to manage natural resources better and to waste less.

Carbon dioxide and other gases are produced in ever increasing quantities: from burning fossil fuels to make electricity, from vehicles, from industrial processes.

Some of these gases are building up in the atmosphere and are trapping more of the sun's heat than before. As a result, the world may get hotter than before. This may lead to changes in climate and risks of drought and flooding. We need to be more efficient in our use of energy so as to reduce CO₂ emissions.

Ultra-violet radiation from the sun can cause skin cancer and eye disorders, and damage crops. A layer in the atmosphere a hundred miles from earth stops most of the ultra-violet radiation from reaching the earth. Some man-made chemicals (mostly CFCs) used in aerosols and fridges have been destroying the ozone layer. Governments have agreed to phase out production of CFCs over the next few years.

Power stations and other industry, cars and other vehicles all produce harmful gases such as sulphur dioxide and nitrogen dioxide. If concentrations of these gases build up they can cause discomfort or even be a health risk. And when they dissolve in water vapour and fall to earth as "acid rain", they can kill fish in lakes and damage plants, animals and buildings.

Pollution of rivers, lakes, beaches, drinking water

Pollutants get into water through the drains and other discharges. The water industry is investing billions of pounds in cleaning up our water and preventing further pollution.

You can help to tackle all these problems and make your contribution.

In the home

- you have draught doors and windows;
- you should turn off unused lights and appliances, especially televisions;
- you can use low-energy light bulbs;
- you can choose energy-efficient fridges, freezers, dishwashers.

Recycling

We all produce household waste, and most of this is burned on land. And half this waste could be usefully recycled. Recycling reduces the waste of raw materials, and less energy is needed to produce new goods. You should make use of the many collection points for glass, paper, metals and other materials. Recycle waste food compost in your garden. Plant trees if you have room near your house. They will help you to absorb excess carbon dioxide.

On the road

Cars and lorries cause air pollution through exhaust fumes. The carbon dioxide they produce contributes to global warming. Keep the engine properly tuned and serviced. Avoid fast starts and sudden braking, use the higher gear where possible.

If you want to do something further, you can walk, or cycle where it is safe to do so - walking is free, cycling can help you to keep fit.

In the countryside

This country has more than 30,000 species of animals and 5,000 species of wild plants. Some of these, including owls and bats, are under threat. We need to protect our own native species from extinction and to preserve their habitats.

Most of our countryside is man-made through farming. If you enjoy using the countryside, make sure that you do not damage it. Careless visitors can damage crops and frighten farm animals, or even endanger animals' lives by leaving litter such as plastic bags which they may eat.

In the past two years volunteers have planted over three quarters of a million trees. 113 species of animals in the UK are specially protected under the law.

Litter

Don't drop litter. The maximum fine for littering is going up from 400 to 1000 pounds sterling. Local authorities, government departments, schools and colleges and some other organisations will have a duty to keep their land litter-free. If they fail in this people will be able to take them to court.

Noise

Don't underestimate harmful effects of noise. It is the form of pollution which has the most immediate effect on people. It can cause severe stress. Don't disturb others with your noise.

T e x t R e p r e s e n t a t i o n A c t i v i t i e s

TA-1. Comprehensive questions for detail:

- 1) What environmental problems are mentioned in the text?
- 2) What advice is offered about practical steps one should take to protect the environment against deforestation, waste and destruction of natural resources, excessive and unreasonable use of energy, car exhausts and industrial emissions, ultra-violet radiation, depletion of ozone layer, "acid rain", pollution of water and air, household waste and litter, extinction of animal world, damaging land and crops, harmful effects of noise?

TA-2. Enact a panel discussion based on the information offered in the article and get some more. Elect presiding officer.

RENDERING

ОЗОНОВАЯ ДЫРА НАД ПЛАНЕТОЙ РАСТЕТ

Похоже, что наихудшие предположения ученых о возможном расширении "озоновой дыры" сбываются. Как сообщает журнал "Ньюсуик", специалисты американского Национального управления по авиации и исследованию космического пространства объявили, что ими зафиксирован самый высокий за последнее время уровень концентрации в атмосфере химических веществ, которые разрушают озоновый слой Земли, защищающий все живое на планете от избытка ультрафиолетовых лучей. Причем если раньше разрушение озонового слоя происходило над малонаселенными районами Антарктиды и юга Южной Америки, то теперь эта опасность распространяется на густонаселенные регионы Северной Америки, Азии и Европы.

Эти исследования были обнародованы всего лишь через несколько дней после того, как был опубликован доклад Программы ООН по окружающей среде. В нем, в частности, говорится, что к 2000 году толщина озонового слоя может уменьшиться на 5-10 процентов. Это может привести к увеличению вирусных заболеваний, в том числе СПИДом, заболеваний раком кожи (дополнительно 300 тысяч случаев ежегодно) и катарактой. Ученые также предполагают, что высокий уровень ультрафиолетовой радиации препятствует фотосинтезу и образованию протеина, а значит, уменьшение озонового слоя может самым драматичным образом сказаться на производстве сельскохозяйственной продукции во всем мире.

Как известно, основную опасность для озонового слоя представляют фреоны, широко используемые в промышленности. В 1990 году индустриальные страны договорились прекратить использование фреонов к 2000 году. Между тем многие ученые считают, что этих мер явно недостаточно и необходимо искать радикальное решение проблемы в более короткие сроки.

Они утверждают: даже если удастся прекратить использование фреонов завтра, полностью озоновый слой не сумеет восстановиться и к середине следующего века. ("Известия", 1992, N 41)

Useful language: *ozonosphere, the depletion of ozone layer is increasing, the CFCs (chlorofluro-carbons in sprays, fridges, etc), freon,*

protein, viral diseases, cancer, ultraviolet radiation, NASA (The National Aeronautics and Space Administration).

ХОРОШО ОТДЫХАТЬ АКТИВНО, В ДЕРЕВНЕ ИЛИ НА САДОВОМ УЧАСТКЕ!

Потоки автомобилей, загруженные автобусы и туристические поезда - все направляются за город. Город в конце недели пустеет. Люди - в одиночку или целыми семьями - выезжают на природу, в садовые кооперативы, на дачи. Разнообразными исследованиями установлено, что примерно одна треть городского населения имеет такие возможности проведения досуга, еще треть хотела бы иметь или стремится к ним, остальные же предпочитают другие виды досуга.

Собственно говоря, почему возникает потребность побыть на природе? Как показывают анкетные обследования, необходимость такого отдыха вместе с семьей, детьми объясняется стремлением к тишине, покою, желанием побыть на свежем воздухе и сменить обстановку. Природа, деревня представляют для городского жителя удивительную возможность смены деятельности. Однако, как ни парадоксально, природа нередко страдает от опустошительного влияния отдыхающих. Отсюда вывод - важно охранять природу для человека.

Последние десятилетия принесли перемены, значительно повлиявшие на все стороны человеческой жизни. Стремительное развитие промышленности и сельского хозяйства привело к интенсификации работы транспорта, росту городов, разрастанию, но и исчезновению деревень, изменению ландшафта.

Возведение городских и промышленных комплексов ведет к ухудшению некоторых элементов жизненной среды. Зеленые насаждения - деревья, кустарники, газоны, цветы - необходимы человеку для отдыха, детских игр, эстетического воспитания, для удовлетворения основной потребности - находиться в контакте с природой.

Сильнейшие психологические связи человека с естественной средой возникли в процессе его эволюции в начале каменного века. В то время он учился разводить животных, преобразовывать дикорастущие растения. От человека - собирателя растений, плодов и охотника произошел человек трудящийся, земледelec. Это изменение явилось величайшей революцией в развитии человечества, населяющего Землю несколько миллионов лет.

Однако систематически человек стал изменять окружающую среду только в последние 10-12 тысяч лет: из волка воспитал собаку, от тура получил домашних животных, из дикорастущих трав постепенно вырастил хлебные, злаковые растения. Преображая свое окружение, менялся сам. Связи с природой, возникшие в тот период, в начале

примитивного земледелия, довольно прочные. Они сохранились и у современного, даже городского человека.

Прежние функции земледельца как бы обернулись в нашей жизни заботой о садах или цветах на окне, а в последней фазе преобразовались и в образ - картинку-пейзаж на стене в комнате.

Человеческий организм за последние 150-200 лет не смог полностью приспособиться к промышленной фазе развития, однако без техносферы он уже не может существовать.

Поэтому в силу своего физического и душевного здоровья человеку необходимо обновление сил в природе, за городом, среди зелени, в саду. Это хотя бы частично удовлетворяет его потребность в деятельности, к которой он приспособлялся миллионы лет и от которой оторван лишь два столетия.

Любовь к природе, необходимость слияния с ней, следовательно, составная часть генетического наследия, она связана с биологической пользой природы для человека как жизненной среды и как источника воспитания.

К наследственному психическому "приданному" современных людей относится также успокаивающее и приятное эмоциональное воздействие на них зеленого цвета. Появление побегов растений издавна означало конец зимы, голода и, следовательно, рождало надежду на удовлетворение основных физиологических потребностей, имея, таким образом, более важное, чем эстетическое, значение. И мы сегодня испытываем приятное ощущение и удовольствие от весенней распускающейся зелени.

Постоянное недостаточное пребывание в естественной среде становится одной из причин подавленности, стресса и раздражительности горожан, что может проявиться в снижении производительности труда, ухудшении здоровья (отсюда язва желудка, гипертония, нарушение сердечной деятельности, расстройства вегетативной нервной системы и другие болезни).

Врачи всего мира рекомендуют горожанам, проживающим в больших городах, в местах с уплотненной застройкой, регулярное, как можно более частое, лучше всего ежедневное, на крайний случай хотя бы в выходные дни, пребывание на воздухе, на природе. Встречи с природой раз в году во время отпуска явно недостаточно.

Стало быть, город, кроме бесспорных преимуществ - технических удобств, культуры, высокого уровня жизни и т.д. - действует на человека и отрицательно. Это выражается во влиянии загрязненного воздуха, в стрессах, вызванных спешкой, множеством контактов с людьми, малой физической нагрузкой и перегруженностью нервной системы из-за избытка впечатлений, шума, высокой плотности заселения.

В городе мало места для детей - их игр, обусловленных фантазией, любопытством, активностью, необходимых для хорошего физического и духовного развития. Притом число детских площадок сокращается, поскольку все более экономно использовать территорию в связи с ее недостатком вынуждены кое-где при строительстве микрорайонов. Поэтому природа, дача и садовый участок - исключительно благоприятные места для развития детей и восстановления сил взрослых.

И хотя в городской жизни почти все люди находят свои радости и имеют успехи, хотя городская среда удобнее для контактов, для образования, получения информации, развлечений, для развития культуры, многие в конце недели все равно выезжают за город. Люди свыклись с такой возможностью. Свободное время и выходные дни большинство городских жителей все чаще и основательнее проводят на месте своего "второго жилья" - на дачах и садовых участках. С этим связаны садоводство, приготовление пищи на природе, использование ее романтических даров; затем - пешеходный туризм, приведение в порядок территории вокруг построек, возможность проявить при этом свой собственный вкус, утвердиться во мнении, положиться на свое умение и силу и хотя бы на время перестать быть анонимной частью производственного механизма, которому подчинен человек. Все это благотворно влияет на восстановление духовных и физических сил.

Итак, человек возвращается к природе, потому что без нее не может постоянно существовать, - он чаще выезжает на дачу, на садовый участок, стремится к тесному контакту с растениями, ландшафтом, зеленью.

(Дагмар Ланска. Из леса и огорода - от весны до зимы.)

ВЛИЯНИЕ РАСТЕНИЙ НА ОКРУЖАЮЩУЮ СРЕДУ И ЧЕЛОВЕКА

Растения оказывают много положительных воздействий. В этой главе мы не будем говорить о растениях как об основном и наиболее важном источнике продуктов питания человека. Они несут и другие функции, в частности благотворно влияют на среду, в которой мы живем, а тем самым - непосредственно на наше здоровье.

Например, растения способны защитить от пыли. Они могут на своих листьях (особенно если последние имеют шероховатую, войлокообразную или липкую поверхность) задерживать значительное количество пыли. Это важно для создания климата возле дач, садовых домиков и садов, расположенных вдоль дорог и улиц. Газон и живая изгородь из высоких кустарников хорошо защищают место отдыха от пыли. Самыми подходящими древесными кустарниками, как показали

исследования, считаются лох узколистый (*Eleagnus angustifolia* L.), скумпия коггирия (*Cotinus coggyria* mill), сумах уксусный (*Rhus typhina* L.), облепиха (*Hippophae rhamnoides* L.), калина вечнозеленая (*Viburnum tinus* L.), калина гордовина (*Viburnum lantana* L.), дейция шершавая (*Deutzia scabra* Tunb.), жимолость с красноватыми листьями (например, *Lonicera nigra* L., *L. japonica* Thumb.) и другие. Хорошо задерживают пыль и густой газон, и конечно же кроны плодовых и декоративных деревьев. Однако в борьбе с пылью можно использовать и другие виды кустарников.

Кроме пыли, растения поглощают вещества, выделяемые двигателями машин, вредные элементы, например свинец. Густая посадка декоративных кустов, следовательно, может защитить и полезные растения, и пространство возле дач и садовых домиков, находящихся вблизи проезжей дороги, от выхлопных газов, отрицательно влияющий на окружающую среду. Свинец из выхлопных газов можно обнаружить в открытом пространстве на расстоянии 40 м от дороги. Плотный ряд низких кустов, посаженных вдоль проезжей части, снижает содержание свинца наполовину.

Деревья могут абсорбировать не только двуокись серы, но и бензол, и другие сложные соединения промышленных отходов.

То, что растения своей поверхностью поглощают из атмосферы различные вредные примеси, необходимо знать не только при выращивании, но и при сборе растений и плодов в загрязненной местности. Вблизи дорог с интенсивным движением, следовательно, лучше не выращивать и не собирать для потребления растения и плоды. Например, яблоки и другие плоды с деревьев, растущих вблизи шоссе, перед едой необходимо тщательно промывать, так как на их поверхности скапливаются вредные вещества выхлопных газов (свинец и др.).

Растения способны также улучшать состав воздуха. В дневное время при фотосинтезе выделяется кислород и потребляется углекислый газ. Это воздействие на атмосферу особенно заметно не только в лесной зоне, но и возле больших деревьев. За последние десятилетия содержание углекислого газа в атмосфере несколько увеличивается, поэтому важно использовать зеленые насаждения всех видов. Помогают и растения, растущие в садах.

Меньшую, но также положительную, роль играют зеленые насаждения в снижении шума; лучше в этом смысле проявляют себя высокие полосы хвойных и лиственных древесных пород, включая кустарники.

Пребывание среди зелени на природе, в саду рождает приятные ощущения. Жарким летом около деревьев чувствуется небольшой ветерок, при котором вертикальные струи воздуха охлаждают

поверхность тела, а при транспирации листьев повышается относительная влажность воздуха, снижается температура. Это влияет на качество отдыха и условия обитания.

Исследуется влияние зеленых насаждений на снижение радиоактивности атмосферы путем улавливания радиоактивных осадков. Защитный эффект установлен преимущественно у лиственных деревьев, но благоприятное влияние обнаружено и у хвойных, таких, как ель.

Растения имеют большое гигиеническое значение. В настоящее время исследования направлены на определение их оздоровительных свойств. Было, например, подтверждено, что число микробов в парке в 80 раз ниже, чем в обычной городской среде. Это означает, что растения выделяют летучие вещества, так называемые фитонциды, которые влияют на уничтожение и ограничение роста вредных бактерий. Так воздействует, например, можжевельник обыкновенный (*Juniperus communis* L.) благодаря своим эфирным маслам. Сюда же можно отнести сосну обыкновенную (*Pinus silvestris* L.), тую западную (*Thuja occidentalis* L.), можжевельник казацкий (*Juniperus sabina* L.), действующий как биологический фильтр. Из плодовых деревьев подобные свойства присущие грецкому орешнику, грушам, яблоням, бузине, черноплодной рябине. Из других древесных пород с теми же свойствами можно назвать черемуху, липу, вяз, дуб, тополь, боярышник, лавр, таволгу, тис, розу, акацию, барбарис, пихту, ель.

Растения некоторых видов способны отпугивать нежелательных насекомых - мух, комаров. Это свойственно не только грецкому орешнику, тополи. березе, можжевельнику, но и, например, полыни, помидорам, лаванде. Губительное и отпугивающее влияние на насекомых имеют шалфей лекарственный (клещи), лаванда (комары и моли), базилик (мухи) и чеснок (тля).

Видовая структура лесов определенным образом воздействует на человека. Например, по данным некоторых исследований, сосновые сухие леса действуют успокаивающе, имеются сообщения о том, что они понижают давление крови. Следовательно, эти леса для нервных подвижных людей. Названные леса способствуют хорошему сну, снижению физической нагрузки, лиственные, дубово-грабовые леса, наоборот, умеренному повышению кровяного давления и, следовательно, подходят для пребывания в них других групп людей.

Исследуется положительное действие запахов цветов на человека в лечебных процессах. Герань розовая, например, успокаивает нервную систему. Лавр применяется при лечении атеросклероза, розмарин - при лечении заболеваний дыхательного аппарата. В народной медицине для снятия утомляемости глаз рекомендуют вдыхать мелко нарезанную руту или гармалу.

Социологическими исследованиями установлено, что запахи ромашки и мяты, например, положительно влияют на настроение детей. Запахи свежескошенной травы, хвои, яблок, лаванды и чабреца (богородской травы) также благоприятно воздействуют на человека. Интенсивный приятный запах нарциссов и фиалок вызывают у некоторых людей сентиментальное настроение. Душистые цветы жасмина и сирени расслабляют, успокаивают. Тяжелый запах лилий и орхидей притупляет восприятие и вызывает праздность. Запах розы и лимона активизирует организм. И, наоборот, неприятные запахи синтетических химических веществ вызывают плохое настроение.

(Дагмар Ланска. Из леса и огорода - от весны до зимы.)

Useful language: geranium, laurel, mint, camomile, needles of a conifer, lavender, narcissus, violet, jasmine, lilac, lily, orchid.

Supplementary Reading

Environmental Protection

For more than a century Britain has been developing policies to conserve the natural and built heritage and to protect the environment against pollution from industry and other sources. The environment White Paper *The Common Inheritance*, published in 1990, was the first comprehensive statement by the Government on environmental policy. Four progress reports have been published since then. The most recent, in March 1995, sets out about 600 commitments.

In 1992 Britain participated in the “Earth Summit” in Rio de Janeiro. Among the agreements reached was a framework convention on climate change and a convention on biological diversity. The conference also adopted Agenda 21 - a framework for the 21st century setting out clear principles for sustainable development – and a declaration on forestry.

Conservation

Several government agencies and voluntary bodies work to conserve Britain's natural heritage and historic monuments. Over 500,000 important buildings and 6,700 Sites of Special Scientific Interest receive statutory protection.

Buildings of special architectural or historical interest are “listed”. It is against the law to demolish, extend or alter the character of any listed building without prior consent from the local planning authority or central government. Ancient monuments are protected in a similar way.

Britain has a large industrial heritage, the historical and economic importance of which is increasingly being recognized. Key sites are listed or

otherwise protected, and museums devoted to the preservation of industrial buildings and equipment have been established.

Over 300 national nature reserves covering about 190,000 hectares have been established in Great Britain and local authorities have declared more than 400 local nature reserves. Three nature conservation agencies in England, Wales and Scotland have set up recovery programmes for threatened species of plants and animals. Tree preservation is encouraged through various government grant schemes. Major afforestation projects include the creation of a new national forest in the Midlands.

Ten National Parks have been established in England and Wales. They aim to provide protection for outstanding countryside and to offer opportunities for access and outdoor recreation. There are also 40 Areas of Outstanding Natural Beauty comprising parts of the countryside which lack extensive areas of open country suitable for recreation and hence National Park status, but which nevertheless have an important landscape quality. Scotland has four regional parks and 40 National Scenic Areas.

Britain plays a full part in international action to conserve wildlife. It supports agreements such as the Convention on International Trade in Endangered Species, and the Ramsar Convention, under which 90 wetland sites in Britain have been identified for special protection.

The Government supports the work of voluntary bodies in the protection of Britain's heritage by making grants available. The National Trust, a charity with over 2 million members, owns and protects 243 historic houses open to the public, in addition to over 243,000 hectares of land in England, Wales and Northern Ireland. Scotland has its own National Trust. The Royal Society for the Protection of Birds is the largest voluntary wildlife conservation body in Europe.

Pollution Control

Legislation sets out a wide range of powers and duties for central and local government, including controls over waste, air pollution, litter, noise, and water pollution. A new Environment Agency is planned to come into operation in England and Wales in April 1996. This will have an important role in controlling harmful emissions to land, air and water from industrial processes, in monitoring water quality and controlling water pollution. Similar arrangements will apply in Scotland, where a Scottish Environment Protection Agency will be established.

Air quality has improved considerably in the last 30 years. Emissions of smoke in the air have fallen by over 85 per cent since 1960. New concerns have arisen though, especially over vehicle emissions, which have been linked with the increased incidence of childhood asthma. Measures have been adopted to reduce substantially emissions from new vehicles: stringent emission standards

for passenger cars effectively require new petrol-engined cars to be fitted with catalytic converters.

Britain supports measures that help improve the global environment. It ended the dumping of industrial waste at sea in 1992, and sea dumping of sewage sludge will cease by the end of 1992. Britain is on target to exceed its commitments under the UN framework convention on climate change. Chief among these is a pledge to return CO₂ emissions to 1990 levels by 2000. The Government is also committed to phasing out all ozone-depleting substances as quickly as possible.

C o m p r e h e n s i o n A c t i v i t i e s

A. Skim the introductory passage and answer the following questions:

1. What policies has Britain been developing for more than a century in the sphere of preserving the natural and built heritage?
2. What was the Government's first comprehensive statement on environmental policy?
3. How many commitments have been set out in the most recent progress reports?
4. What Agenda for the 21st century was adopted at the conference of the "Earth Summit" in Rio de Janeiro in 1995?

B. Go through the part "Conservation" and speak up on the following key points:

1. Several government agencies and voluntary bodies work to conserve Britain's:
 - a) natural heritage, b) historic monuments, c) buildings of architectural and historical interest, d) industrial heritage.
2. Over 300 national nature reserves have been established in Great Britain and 400 local nature reserves.
3. Recovering programmes for threatened species of plants and animals have been set up. Free preservation is encouraged; Afforestation is projected.
4. National Parks have been established.
5. Britain plays a full part in international action to conserve wildlife.
6. The Government supports the work of voluntary bodies by making grants available.

C. Read the part "Pollution control" and answer the questions:

1. How is pollution control arranged?
2. What is it aimed for?

3. What are the results of the adopted measures to reduce harmful emissions?
4. How does Britain help to improve the global environment?

Speaking Activities

SA-1. Make a presentation on the environmental protection.

SA-2. Discuss the measures of environmental protection in your home place.

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MAN AND SPACE

READING COMPREHENSION

Daily Worker

Wednesday, April 12, 1961

Soviet astronaut circles the earth three times

THE FIRST MAN IN SPACE

Back alive – but suffering from effects of his flight
From Dennis Ogden Moscow, Tuesday

The Soviet Union has launched the first man into space and brought him back to earth alive, according to well-informed sources here.

The astronaut, said to be the test-pilot son of a top-ranking Soviet aircraft designer, is understood to be suffering after-effects from his flight.

Top aviation medical specialists and leading space scientists are in constant attendance.

They are keeping him under close observation.

An official announcement regarding the flight, said to have taken place on Friday, is expected tomorrow.

The astronaut is said to have completed three orbits around the earth some 200 miles out in space before returning to earth in response to a signal from ground-stations.

Eager Wait

The flight was made in a space vehicle weighing about four and a half tons of the type previously tested in space flights with dogs.

The city has for the last 24 hours been waiting with bated breath in expectation of the official announcement that the Union has won the space race.

All day Muscovites have been keeping an ear cocked at their radios.

Evening papers were eagerly snatched up and scanned for confirmation – or refutation – of the many rumours circulating among journalistic and scientific circles in the city.

THE SPACE PIONEER

(extracts from newspaper articles)

The life of the world's first cosmonaut is a model of devoted service to the nation, a life of heroism.

Y.A. Gagarin was born into the family of a collective farmer on March 9, 1934, in the Gzhatsk District of the Smolensk Region.

In 1951 he finished a vocational school with honours, and at the same time a school for working youth in the town of Lyubertsy, not far from Moscow. He was sent then to an industrial technical school at Saratov on the Volga, where he did successfully too.

His fondness for flying first led him to the Saratov Air Club and later to an Air Force Pilots school in Orenburg. When Y. Gagarin graduated from that school with a first class diploma, he served as a pilot in the Soviet Air Force. In 1960 he joined the Communist Party.

On April 12, 1961 for the first time in the world history Gagarin went into the orbit on board the manned spaceship Vostok-1 which took off from the launching pad at Baikonur. The flight began with a joke. When the command was given to start the engines, Gagarin exclaimed happily, "Well here we go!" The flight lasted 108 minutes. But behind each of the minutes lay centuries of struggles, labour, search, and the persevering work of thousands of the best minds on Earth. Man's dream of flying carpets, the works of Leonardo de Vinci, the martyrdom of Giordano Bruno, the laws of Newton and Einstein, the Montgolfier brothers' balloon, the world's first heavier than air aircraft of Mozhaisky, the works of Tsiolkovsky, the exploits of the Soviet wonder pilot Chkalov, wonder rockets and finally a new stage in discovering the secret of Nature.

Gagarin greatly enjoyed the realisation that the preparatory work was over; all these tests on centrifuges, vibration stands, sealed cabin simulators, high-altitude chambers. He overcame the difficulties. The 108 minutes which it took to fly round our planet were the first minutes of the space age. Besides observing the Earth from outside there were other tasks with a direct bearing on man's conquest of outer space. What are the effects of weightlessness

and acceleration, or gravitation loading on the human organism? The data were transmitted to earth via the spaceship's telemetry system.

"Gagarin Launches the Vostok spaceship into History", "We Must Take Hats off to the Russians"- such were some of the headlines of articles in the world press on the achievements of the Soviet people.

After the flight Gagarin visited 30 countries, for everybody wished to see the earth's first cosmonaut, and the welcome given to him befitted his exploit. Crowds greeted him in Moscow, London, Tokyo and many other capitals of the world.

Gagarin took an active part in training other cosmonauts. He spent hours explaining things which could help them in space. He graduated with honours from the Zhukovsky Academy of Air Force Engineers in 1968.

Hero of the USSR, Gagarin, famous Pilot-Cosmonaut of the USSR, met with a tragic death on March 27, 1968 during a training flight. The name of Y. Gagarin has already become a symbol of heroism in the name of science and progress.

People will always keep in their hearts the memory of the man who devoted his life to science, peace and friendship among nations. His name belongs to history.

* * * * *

The 12th of April 1961 will go down in history as the date of a major advance in world science. It was on this day that the first manned spaceship "Vostok" was placed into orbit. This was done in the Soviet Union.

Major Yuri Gagarin told the world how it felt to be the first man in space, - how he was able to write and work and how he burst into song from sheer joy as his ship plunged back towards the earth.

"Everything was easier to perform... legs and arms weighed nothing," he told the interviewer. Objects swam about in the cabin and he actually sat suspended above his chair in mid-air, gazing out in admiration at the beauty floating in the black sky.

"I ate and drank, and everything went off just like here on earth," he went on. "I worked while weightless, wrote and noted down my observations.

"My handwriting was the same although my hands weigh nothing, but the notebook had to be held, otherwise it would have floated away.

"I worked the communications on different channels. I used the telegraph key. I became convinced that weightlessness in no way affects the capacity to work.

"The transition from weightlessness to gravitation takes place smoothly. I stopped hanging over the seat and sat in it."

He added: "The light of the earth was very clearly visible. The coast-line of the continents, islands, big rivers, large expanses of water and contours of land could be distinguished clearly. When I flew over our country I

clearly saw the large oblong of collective farm lands and could see where there was ploughed land and where meadow.

"I was able for the first time to see with my own eyes the spherical form of the earth. That is how it looks when you look at the horizon. I must say that the picture of the horizon is unique and unusually beautiful. You can see the transition from light surface of the earth to the absolutely black sky against which the stars can be seen. the transition is very delicate, like a film surrounding the earth. It is pale blue in colour and the entire transition from blue to black takes place extraordinarily smoothly. It is difficult to describe in words. When I emerged from the earth's shadow, the horizon changed. On it there was a vivid orange band, which then changed to a blue colour and yet again to deep black.

"I didn't see the moon. the sun in space shines many times as brightly as here on earth. The stars are very clearly visible - they're brighter and clearer. The entire picture of the heavens is seen in much sharper contrast than we see, if here on earth."

L e a r n i n g A c t i v i t i e s

LA-1. Skim the text.

- a) What is the subject matter of the article?
- b) What was the reaction of the world public to the first manned space-flight?
- c) What are Yuri Gagarin's experiences of weightlessness?
- d) What were the impressions of the first spaceman of the earth from outer space?

LA-2. Find in the article the following word combinations, explain what they mean and reproduce the context.

to go into orbit	to transmit the data via
to take off	to go down in history
a launching pad	to emerge from the earth's shadow

LA-3. Make up a series of special questions the answers to which will form an outline of the article.

S U C C E S S I N S P A C E

On the 21st of February, 1962, an American spaceman completed three orbits of the earth at the height of about 150 miles and a speed of 17,545 miles an hour. He was Colonel John Glenn. Here are extracts from the account given by The Times, the London newspaper.

Colonel Glenn's day had begun at 2 a.m. with a breakfast of eggs, steak, orange juice, toast, and coffee substitute. Just after 6 o'clock, clad in his silvery

space suit, he climbed smilingly into the capsule perched some 80ft. above the ground on top of the Atlas D missile. The long count-down proceeds with interruptions here and there for technical adjustments, all of which turned out to be minor-broken bolt, a brief electric failure, a fault in the radar system - but the early morning sky was overcast and a delay might have been necessary in any case.

FINAL FAULT

With the count-down at T minus 22 minutes (22 minutes before launching) a fault developed in the liquid oxygen fuelling system and for several minutes the prospect was uncertain. Soon, however, all was well again. Cold air from the north had dispersed the low cloud cover, the astronaut reported that his capsule was ready and, in the terminology of space men, "all systems were go."

Relentlessly the count-down reached zero. A two or three second pause for ignition, and then at 9.47, with a shattering roar, the 95ft. structure rose majestically from the pad, its white-hot exhaust flames searing the sky.

The astronaut's voice was heard over public address systems within two or three minutes - a flood of technical checks of fuel, telemetry, cabin pressure and other data. As he swept towards the so-called "keyhole in the sky", through which he had to pass if orbit was to be achieved, he reported the various events of the flight, the booster falling away, the capsule separating from the rocket and swinging round so that the blunt end of the cone faced forward. Then came the crucial announcement, 13 minutes after launch, that he had become the first American to go into orbit.

The capsule was then travelling at 17,545 miles an hour in an orbit whose perigee (nearest point to earth) was about 100 miles and whose apogee (farthest point from earth) was about 160 miles.

The two most difficult operations of the flight - launching and orbit - had been achieved, and the relief of all concerned could be detected.

FOOD OVER NIGERIA

The stream of information from Colonel Glenn continued, interspersed with comments about the beautiful views. Contact was reported from Bermuda; the Canary Islands ("I am very comfortable... the horizon is a brilliant blue."); Kano, Nigeria (where he ate his first food); a ship in the Indian Ocean ("I am doing very well up here... no trouble at all."); and Muchea, Australia (where he saw "very bright lights, identified for him as Perth.") "Thank everybody for turning them on, will you?" he asked colleague Gordon Cooper on the ground. "Roger, I will," came the reply.

The second orbit began when the capsule passed over Bermuda again and in spite of minor trouble with the altitude controls, all was well. His condition was

reported to be "excellent", all was well and his altitude "good". Colonel Powers declared: "He is working hard as a test pilot." High winds in the Indian Ocean prevented the launching of high-intensity flares, which it was hoped he would see, but this did not interfere with his progress. By 12.54 the second orbit was over.

Commander Shepard, at the Mercury control system, greeted Colonel Glenn at 12.56 with "Good afternoon, Seven", and the third orbit proceeded much as its predecessors until 2.20. At this point, over the west coast of the United States another crucial stage of the flight was successfully executed - the firing of the retro-rockets to slow down the capsule before it re-entered the earth's atmosphere.

C O M M U N I C A T I O N L O S T

Direct communication with the capsule was briefly lost as it re-entered the atmosphere because of an ionization process, but beacon signals were received. The drogue parachute opened to retard the capsule further and then the main parachute billowed out to lower Colonel Glenn into the sea, where he landed at 2.43.

The flight had thus taken 4 hours 56 minutes but it was another 22 minutes before those watching were able to breathe entirely freely. The capsule landed in the south Atlantic some 200 miles north-west of Puerto Rico, six miles from the nearest ship, the Noah; he was eventually hoisted on to her deck.

L e a r n i n g A c t i v i t i e s

LA-1. Skim the text.

- 1) Flying in space is a dangerous occupation. What evidence is there in the text that people on the ground are conscious of the danger?
- 2) Which were the most important happenings described in the text?
- 3) Which were the two most difficult operations of the flight?
- 4) What was the result of the flight?

LA-2. Scan the text.

1) What do you think is the special meaning given by the underlined words in the following phrases:

- a) perched some 80 ft above the ground;
- b) all system were go;
- c) keyhole in the sky;
- d) a flood of technical checks;
- e) the stream of information.

2) Put into simple words:

- a) in the terminology of spacemen;
 - b) the relief of all concerned could be detected;
 - c) another crucial stage of the flight was successfully executed.
- 3) Make up a list of technical words used in the text and find their meanings in the dictionary.

WORD STUDY

WS-1. Give synonyms to the following words:

a lift off, a touch down, a circuit, zero gravity, a spaceman, a vacuum suit, a ferrycraft, to overcome overloads, a back up crew, to relay, to carry on experiments, to launch, a hook up, a man-made satellite.

WS-2. Name objects or phenomena described in the following sentences. When doing these tasks, consult the topical list of words and word combinations at the back of the text-book.

- a) a way or a path followed by one body round another in outer space;
- b) all the persons working in a spaceship or a plane;
- c) a vehicle helping to launch a spacecraft;
- d) a place from which spaceships take off;
- e) a person trained to control spaceship in the cosmos;
- f) a crew which is ready to replace the one prepared for the flight;
- g) an entrance to the spaceship;
- h) a process of joining spaceships in orbit;
- i) the state which the crew members experience when put into orbit;
- j) the process of coming back to Earth;
- k) the phenomenon experienced by the cosmonauts during a launching period;
- l) clothes the cosmonauts travel in;
- m) a mechanism used for slackening speed when landing;
- n) a meeting in outer space;
- o) a science investigating outer space.

WS-3. Find answers to the following questions, use the texts for supplementary reading and other sources of information.

- 1) When did the era of space exploration begin?
- 2) What types of spaceships do you know?
- 3) What planets have been explored with the help of sputniks and spaceships?
- 4) For how long has humanity been exploring space?
- 5) Who was the founder of the theory of cosmic flight?
- 6) How much time will it take to go round the Earth?
- 7) Is our Earth the only planet populated with intelligent life?
- 8) When was the first man-made satellite launched?
- 9) Who was the first to set foot on the Moon?

- 10) Is space research bringing benefits to society?
 - 11) Who was the first man to orbit the Earth?
 - 12) How long did Yuri Gagarin's flight last?
 - 13) When was the first woman sent into space?
 - 14) Who was the first to perform a space walk?
 - 15) What can you say about international cooperation in space?
 - 16) What are the benefits of space exploration?
 - 17) What do you know about the achievements of American astronauts?
 - 18) Do you think that manned flights to the nearest planets of the Solar system are possible?
 - 19) Do you agree that full priority should be accorded to the peaceful use of the Cosmos, that space science and technology should be used for social, economic and cultural development of humanity?
- WS-4. Comment on the following statements:

"What is now proved was once only imagined."

William Blake

"Nothing great was ever achieved without enthusiasm."

R.W. Emerson

"I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the shore and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary whilst the great ocean of truth lay all undiscovered before me."

Isaac Newton

Arguing Activities

THE SPACE RACE IS THE BIGGEST MONEY WASTER

Almost every day we see something in the papers about the latest exciting developments in the space race. Photographs are flashed to the earth from thousands and even millions of miles away. They are printed in our newspapers and shown on our TV screens as a visible proof of man's newest achievements. The photographs neatly sum up the results of these massive efforts to "conquer space" and at the same time they expose the absurdity of the undertaking. All we can see is an indistinguishable blob which is supposed to represent a planet seen from several thousand miles away. We are going to end up with a little moon-dust and a few stones which will be put behind glass in some museum. This is hardly value for money when you think that our earth can provide countless sights which are infinitely more exciting and spectacular.

The space race is not simply the objective search for knowledge it is often made out to be. It is just an extension of the race for power on earth.

Only the wealthiest nations can compete and they do so in the name of pure scientific research. But in reality, all they are interested in is power and prestige. They want to impress us, their spectators, with a magnificent show of strength. Man has played the power game ever since he appeared on Earth. Now he is playing it as it has never been played before. The space race is just another aspect of the age-old arguments that "might is right."

We are often told that technological know-how, acquired in attempting to get us into orbit, will be utilised to make life better on earth. But what has space race done to relieve the sufferings of the earth's starving millions? In what ways has it raised the standard of living of any of us? As far as the layman is concerned, the practical results of all this expenditure of money and effort are negligible.

Thanks to space research, we can now see television pictures transmitted live half-way across the globe and the housewife can use nonstick frying pans in the kitchen. The whole thing becomes utterly absurd when you think that no matter what problems man overcomes, it is unlikely that he will ever be able to travel even to the nearest star.

Poverty, hunger, disease and war are man's greatest enemies and the world would be an infinitely better place if the powerful nations devoted half as much money and effort to these problems as they do to the space race. For the first time in history, man has the overwhelming technological resources to combat suffering, yet he squanders them on meaningless pursuits.

If a man deprived himself and his family of food in order to buy a car, we would consider him mad. Individuals with limited budgets usually get their priorities right: they provide themselves with necessities before trying to obtain luxuries. Why can't great nations act in the same sensible way? Let us put our house in order first and let space look after itself.

The argument: key words

1. Space race achievements, always in news.
2. Photographs regularly in newspapers, on TV.
3. Visible proof of man's achievements.
4. Photographs sum up massive efforts to conquer space: absurd undertaking.
5. We see indistinguishable blob: a planet.
6. End up with moon-dust in museum; earth: more spectacular sights.
7. Space race: not objective search for knowledge but power race.
8. Wealthiest nations only: power and prestige.
9. Playing age-old power game as never before: 'might right'.
10. We are told: technological know-how: improves life on earth.
11. Space race done nothing for starving millions.
12. Has not raised anyone's living standards.
13. Practical results negligible: TV, non-stick frying-pans.
14. Impossible ever to reach nearest star.

15. Greatest enemies: poverty, hunger, disease, war.
16. Money should be spent preventing these, not wasted on space race.
17. Individuals get their priorities right: e.g. car.
18. Necessities before luxuries.
19. Great nations: put our house in order first.

The counter-argument: key words

1. We cannot impose restrictions on man's desire for knowledge.
2. If we did: no progress.
3. E.g. progress in communications, travel, automation: all results of man's desire for knowledge.
4. Man ready technologically for space research, cannot do otherwise.
5. Man's intense curiosity: world fully explored; space is next logical step.
6. Even desire for prestige has its value: added incentive, greater efforts.
7. There are other ways of putting our house in order; no reason to give us space research.
8. Technology is already solving practical problems: e/g/ protein obtained from oil and coal.
9. Space research fires imagination; very exciting achievements.
10. Satellites, Moon, Venus, Mars.
11. Radio telescopes, satellite tracking, quasars.
12. There is no such thing as useless knowledge.
13. Increasing understanding of universe, earth, our origins.
14. Unforeseeable practical results.
15. Mass-emigration from overpopulated earth, a possibility?
16. Most exciting possibility of all: communication with other beings.

PRESS READING

***DOUBLE FIRST
FOR BRITAIN'S ASTRONAUTS***

With luck on their side, Britain's first astronauts, Helen Sharman and Major Timothy Mace, could score a space double. Not only have they been chosen to fly on the Anglo-Soviet Juno mission scheduled for May, but the Daily Telegraph understands that they could also become two of the first Euronauts, flying for the European Space Agency (ESA).

After a year's training in the Soviet Union, the pair are now waiting to hear which of them will be chosen as flier and which as back-up, to join Soviet scientists for six days of experiments aboard the Mir orbiting space station.

Last week in Moscow Sharman and Mace revealed that they also hope to go on to work for Europe's own space programme. A spokesman for the British

National Space centre (BNSC) later said that he expects to receive official confirmation of their decision to apply.

ESA is currently recruiting for its new European Astronauts Corps, and if Mace and Sharman succeed in being selected, Britain will have hitched a lift to the spacefarers' club without paying for the ride.

The Soviet Juno project was sponsored by the Moscow Narodny Bank when British industry could not even foot the bill, and Britain does not even contribute funds to the European manned space programme - simply being an ESA member state entitles us to submit 5 candidates for astronaut training.

In the past European countries have paid to send astronauts on missions to the Soviet Mir station. Now ESA wants to run its own training programme for all European astronauts and applicants will be chosen in December.

The Europeans will operate first on the international space station Freedom in the mid-nineties and then on ESA's own projects, such as piloting the spaceplane Hermes or servicing the Free flying Laboratory in its low ESA's bid for autonomy in space, and to achieve this, astronauts must begin training immediately.

But Britons will miss out on ESA's first recruitment wave unless they were already shortlisted for the Juno project. Few scientists know about this new opportunities because there has been no national campaign to find fresh British Candidates. Anyone looking for a professional space career, rather than a one-off trip such as Juno, could lose out. (The Daily Telegraph, February 4, 1991)

Make a list of words pertaining to the topic "Cosmos" and give the gist of the article.

Nicholas Booth

TWO CHEERS FOR BRITAIN'S FIRST ASTRONAUTS

Let's hear it for Helen Sharman. This weekend, if all goes according to plan, Britain will finally launch its own astronaut, an occasion that will doubtless be an excuse for patriotic fervour of the flag-waving, anthemsinging variety. But after so many itinerant Czechs, Poles, Serbs, Afguans, Syrians and - perish the thought - French have been sent aloft, it's more of a consolation prize than a remarkable achievement.

And indeed, Sharman's flight provides scanty consolation for anyone in the scientific community interested in space. For Project Juno, the organization which has sent her into space, proved to be a dud. Instead of raising finance from sponsorship for the mission, it failed. Sharman is flying only by courtesy of the Soviets.

Over the years, space in this country has had a hand to mouth existence, thanks to a combination of governmental neglect and a lack of consensus among scientists and engineers. (New Scientist, May 18, 1991)

Comment on the problem raised in the article.

BRITON IN SPACE STATION LINK-UP

A Soyuz spaceship carrying the first British cosmonaut linked up with the Soviet Mir orbital station yesterday, Tass reported, Soyuz TM-12, manned by the cosmonauts Anatoli Artsebarsky and sergei Krikalyov and the british chemist Helen Sharman, aged 27, docked at 14.31 GMT with programme for the past five years.

The spaceship has blasted off from the Baikonur space centre in Soviet Central Asia on Saturday. Miss Sharman told her parents John and Lyndis Sharman in a radio link with the flight control centre at Kaliningrad, near Moscow, on Sunday: "At the moment I am floating around. Space is out of this world."

At one point an official had to ask her to stop ataring out of the window and get on with some work. The view of rivers and lakes on earth and the blue horizon were so much better than any picture, she told her parents. She has taken with her a photograph of the Queen and a butterfly brooch, a good luck charm from her father, who is a Sheffield science teacher.

(The Times, Tuesday, May 21, 1991)

Describe the first impressions and emotions of the first British astronaut.

Angella Johnson

FIRST BRITISH ASTRONAUT RETURNS 12 SECONDS EARLY

Helen Sharman, Britain's first astronaut, landed safely on earth yesterday after traveling more than 3 million miles in space with Soviet cosmonauts.

Speculation about the worth of the mission funded by London-based Soviet bank Moscow Narodny, continued.

Although the purpose of the Juno flight was to boost East-West commercial cooperation in space research, the mission had to be scaled down with the british experiments abandoned because of minimal sponsorship interest from british industry.

Touch down, in the central Asian republic of Kazakhstan, came 12 seconds ahead of the scheduled 11.05 a.m. to the relief of Ms. Sharman's parents - John

and Lyndis in Sheffield. "The landing got to us more than the other two crucial stages, the launching and the docking," Mr. Sharman said.

Ms. Sharman, one of 13,000 applicants, trained for 17 months, learning Russian and preparing for scientific experiments aboard the Mir space station. but her eight-day mission degenerated into a battle between the sexes after a cosmonaut claimed a woman had no business flying into space. "More work can be done with a man," flight engineer Anatoli Artsebarsky said during a radio hook-up. He later conceded that women could work in space for short periods.

Ms. Sharman, the 12th woman in space, blasted off from the Baikonur space centre in Kazakhstan with Mr. Artsebarsky and S. Krikalyov. She will spend 10 days in quarantine but the two Russians who returned with her, commander Musa Manarov and engineer V. Afanasyev, will remain in quarantine for 20 days. They have been in space since December. Mr. Manarov, who has been in orbit before, now holds the space record - 541 days.

(The Guardian, May 27, 1991)

1. State the purpose of the Juno flight.
2. Express your point of view on the participation of women in space flights.

The Human Body in Space

The Space-Shuttle is designed to sustain 7 people in orbit for 30 days. The earlier Skylab space-station was inhabited for 171 days. What happens to the human body in that time?

Space sickness. About 50% of astronauts experience this for a few days. It feels like travel sickness.

Blood moves out of the legs towards the head. It feels like hanging upside down. After a few days astronauts lose fluid – the equivalent of a wine-bottle-full from each leg. Astronauts find it difficult to walk for a few days after returning to Earth. This might get worse with longer stays in space.

The blood cells change in shape. They grow spikes and protrusions. There is no evidence that this is harmful – yet.

Calcium is lost from the bones and after 8-12 months they might become very fragile.

Spaceships have windows which seriously weaken their structure. Outside TV cameras would do the same job, but Skylab proved that astronauts had a psychological need for a window. Some spent 10 or 12 hours a day gazing at Earth.

In the future astronauts may be expected to spend great lengths of time in zero gravity. Their bodies may change permanently. Ed Gibson, an astronaut, said, "The body does a great job of adjusting to zero gravity. It does just what it should to adjust to the new environment. What we worry about is what happens when you come back."

Pair Work:

Discuss the following: If you were going to live in a totally different country, which things from your culture could you do without? Which things couldn't you do without? Which things would you notice the lack of? Which things would you miss?

BLAZING A TRAIL TO MARS

A new wave of spacecraft is setting off to explore the Red Planet. Although they are not equipped to look for living things, there is still plenty for them to discover

It is almost 14 years to the day since *Viking Lander 1*, the first spacecraft to touch down successfully on another planet, breathed its electronic last and stopped reporting from the surface of Mars. No mission has made it back there since. This is not for want of trying: the Americans have attempted once and Russians twice. But all three missions failed – their craft having fallen victim either to broken equipment, or to what scientists jokily refer to as the “Great Galactic Ghoul” that seems to protect the planet from nosey people.

Spaceflight is, of course, a risky venture. A complex piece of apparatus cannot easily be repaired when it is millions of miles from home. but flying to Mars has proved particularly hazardous. A total of five missions to the planet have gone kaput since the space age began. Each of these craft either did not get to Mars at all, or broke off communication before it could send back anything useful. Now the Ghoul-baiters are back. As *The Economist* went to press, America's National Aeronautics and Space Administration (NASA) was about to launch its *Mars Global Surveyor*. On November 16th the Russian Space Agency (RSA) plans to dispatch *Mars '96*, a craft with instruments from Finland, France, Germany, Hungary and even America on board. And on December 2nd a second NASA probe called *Mars Pathfinder*, should blast off from Cape Canaveral.

If all goes well, this trio will form the vanguard of a decade-long flotilla of Mars-bound craft. The most propitious “launch window” for flights from earth to Mars – the time when the relative positions of the planets mean that the journey can be undertaken with the least expenditure of fuel – recurs every 26 months. NASA aims to hurl a pair of spacecraft through each of those windows between now and 2005. And Russia will probably send a follow-up to *Mars '96* in 2001. Japan is also planning a Mars-bound mission, called *Planet B*, for 1998. At least part of the reason for this saturation bombing of the planet is the hope that if many craft are sent out, some of them will escape the Ghoul's clutches.

Home away from home

It takes years to plan such missions. But, by coincidence, this is a particularly timely moment for a serious scientific assault on Mars to begin. Public interest in the planet was rekindled in August when David McKay and his colleagues at NASA announced that their study of a meteorite from Mars that had been found in Antarctica suggested that Mars once supported life.

Ever since the 1890s – when Percival Lowell, an American astronomer, misinterpreted the discoveries of his Italian contemporary, Giovanni Schiaparelli, as artificial canals that had been cut into the planet's surface – the idea that Mars might be inhabited has captured the imagination of laymen and experts alike. Even when the first spacecraft to visit the planet showed that there was no sign of Lowell's civilisation, hope remained that it might support some form of life. But then *Viking*, which was equipped with experiments designed to detect biological activity, reported that there was none, and enthusiasm waned.

But even though a couple of groups of scientists have since shed doubt on Dr. McKay's data, the possibility that Mars is (or was) inhabited, albeit by nothing much more sophisticated than earthly bacteria, now looks realistic. A further analysis of the meteorite in question, by a team from the Open University, in Britain, seems to confirm Dr. McKay's observations (see box below). As a result, NASA's planetary scientists now appear to have a useful tool in their quest to prevent their budget being swallowed up by the exorbitant demands of the manned space programme – currently over \$5 billion a year.

But even if the sceptics are correct, and Mars does eventually prove to be (and to have always been) a lifeless desert, it is still an interesting place to visit. Although it is smaller than earth, it is surprisingly earthlike, and may thus hold clues about the evolution of humanity's mother planet. Its day, for example, is only half an hour longer than earth's (the days of the other planets range from 10 hours to 243 terrestrial days). And unlike other extraterrestrial planets, it has annual seasons (a Martian year lasts about twice as long as a terrestrial one).

Mars also resembles the earth in having polar ice caps. Admittedly, only the northern one of these seems to contain frozen water (the southern cap is frozen carbon dioxide), and the ice in each is only a few metres thick. But there is a lot of evidence that the Martian surface once groaned, as did the earth's a mere 10,000 years ago, under the weight of real glaciers. And not only glaciers. If the interpretation of the photographs taken by previous missions is correct, Mars once had liquid water – lots of it. There may even have been a Martian ocean around a billion years ago. Nor, it seems, has this water all vanished without trace. There is evidence that a fair bit of it may still be frozen deep beneath the ground: craters formed by large, recent meteorite impacts have excavated what appears to be mud and scattered it across the planet's surface. All this suggests that Mars has undergone dramatic climate changes, whose causes might shed light on the risks of similar things happening on earth.

The Yanks are coming

Studying the current Martian climate is one of the tasks of *Global Surveyor*, which will look at the planet from above. When it goes into orbit around Mars in September 1997 (it should beat *Mars '96* there by one day), a specially designed, wide-angle camera will be watching the Martian weather. It will pay particular attention to the dust storms that sometimes blanket the planet, and to the evaporation and re-freezing of carbon dioxide, which is a climate-controlling “greenhouse” gas.

Surveyor’s other main task will be to fill in the blanks on the map of Mars. Areologists (those who, taking their name from Ares, the ancient Greek name for Mars, aspire to do with the planet what geologists do with the earth) are particularly interested in the equator – the boundary between Mars’s two hemispheres.

The northern and southern hemispheres of Mars are strikingly different places. Southern Mars is riddled with craters, somewhat like the moon. Most of these are left over from the early days of the solar system, when a lot of loose junk was flying around waiting to hit any planets that might get in its way. But at some point in Martian history the northern hemisphere – which presumably suffered a similar bombardment – has had a geological makeover. It may not be as smooth as a baby’s bottom, but it compares favourably with a teenager’s moderately acned cheek.

Why this should be is a matter of intense debate. One possibility is that the north was “remodelled” by volcanic outpourings, which buried any craters that had previously scarred its surface. Another – more extreme – explanation is that the whole northern hemisphere itself is, in effect, a giant crater. It is, in other words, the result of a collision between Mars and another planet-sized object which, once the dust had settled, left half the planet permanently reshaped.

There is a third possibility – that much of the north is an old ocean-bed, and that the craters have been worn away by the action of water. But this begs the question of where the basin that held this sea came from in the first place. It might have been the result of the alleged giant impact, or it might have been created by something akin to the internal geological churnings (known as plate tectonics) that have produced ocean basins on earth.

Clues to which of these theories is true should lie in the transitional zone at the equator. This appears to be something like a circumplanetary – or at least that was the impression scientists got when they first examined photographs from *Viking*. Although this cliff is not sheer, the distance from top to bottom was reckoned to be big – perhaps as much as three kilometres (around two miles).

Then, last year, David Smith and Marina Zuber, who work at NASA’s Goddard Space Flight Centre in Greenbelt, Maryland, looked at the data again. They now think that the so-called cliff is more like a gently sloping beach. *Global Surveyor* should show them if they are right. And since they are the scientists in charge of the laser altimeter which is making the relevant measurements, they will be the first to find out. Either way, according to Arden

Albee, who is head of the scientific side of the *Global Surveyor* mission, the result should help reveal why and how the hemispheres diverged.

Long ago and far away

“To hold infinity in the palm of your hand, and eternity in an hour.” Two recent findings about the age and distribution of life in the solar system confirm that William Blake’s couplet on the aims of science is as true today as it was two centuries ago.

The first of these findings, recently announced at the Royal Society in London, supports the idea that there were, and may still be, living things on Mars. The second, published in this week’s *Nature*, suggests that life was thriving on earth 3.85 billion years ago – far earlier than anybody had previously realised.

The technique that yielded these results was the same in each case. It is known as carbon-isotope composition analysis. It relies on the fact that, contrary to what is often taught in high-school chemistry lessons, atoms of the same element that have slightly different weights (because they have different numbers of neutrons in their nuclei) do react slightly differently from one another. In this particular case, light carbon atoms (those with an atomic weight of 12) are more mobile, and therefore more likely to react, than those with an atomic weight of 13.

This discrepancy is particularly marked in the biochemical processes that living creatures use to build up the complex carbon compounds of which they are composed. Finding carbon-containing chemicals that are unusually rich in ^{12}C is thus a pretty good indicator that those compounds have originally come from a living thing.

And that is just what both research teams have discovered. The announcement at the Royal Society was by Ian Wright, Monica Grady and Colin Pillinger, from Britain’s Open University. They applied carbon-isotope composition analysis to ALH 84001, the Martian meteorite that caused so much fuss in August when a team from NASA announced that it had found traces of life in the rock. Dr. Wright, Dr. Grady and Dr. Pillinger looked closely at carbonate minerals deposited near the putative microfossils discovered by the NASA scientists. They found these minerals so rich in ^{12}C that they are more or less convinced that the carbon in them came from living organisms.

The other discovery, made by a team led by Gustaf Arrhenius, at the Scripps Institution of Oceanography, in La Jolla, California, is of ^{12}C -enriched carbon in rocks from Greenland. It indicates not only that life was present more than 300m years earlier than had previously been recognised, but that it was thriving at a time when the earth was being regularly bombarded by huge meteorites. Living things, it seems, are hardier, as well as older and more widespread, than anyone had thought.

JOKES

Premature

An astronaut heard that all his colleagues exclaimed after the ship was launched into orbit: "What a magnificent view!"

When he was in his seat, tensely expecting the launch moment, he exclaimed looking out of the port: "What a glorious view!"

"You haven't taken off yet, Jack!" commented the control officer at the Mission Control.

Half Witty

Astronauts gave the following expert recommendations on launching a rocket to the Moon: "We should send two rockets - the whole rocket to the full moon and half a rocket to the half moon."

Cosmonaut

A little boy boasted to his friend: "My sister is going to become a cosmonaut."

"How do you know?"

"My mother said she was going in for cosmetics."

Most Expensive Suit In The World

A flying cadet was asked by an examiner: "What suit is the most expensive in the world?" The cadet was lost in guesses.

"That worn by Liz Taylor? By Jackie Onassis? By Grace Kelly?"

"Wrong, cadet," remarked the examiner. "It's the suit worth over 100,000 dollars worn by American astronauts."

UFO

The Unidentified Flying Objects Investigating Board, Hot Springs, Colorado, USA, was in a very hush-hush session under very strict security precautions. Colonel N.G.Braggs was given the floor for an extremely classified report on that sci-fi subject of flying objects (unidentifies).

"Gentlemen," he declared, looking very solemn, in spite of a big shiner under his left eye, "there's such a thing as a flying saucer. My wife proved it to me this morning."

Wives Will Be Wives

An American astronaut returned from a flight in an experimental space-craft.

"Congratulations, major!" his commander said. "You go home now but remember... this is top secret! You can't tell anybody about your sensational 48-hour flight!"

When the astronaut was about to mount the steps of his house he saw his wife holding a big stick, with menacing looks: 'So! You bum! Where have you been the last two days?'

Stronger Than Knowledge

An astronaut was asked at an exam in astronomy: "What would you do if you saw a falling star during your space flight?"

The examinee knew that he had to say: "I'd note the time and in what constellation it appeared and where it was flying to determine its trajectory," but he couldn't help answering: "I'd make a wish."

Great Discovery

A scientist rushed in the ops room of the space mission control centre: "You know that new gigantic computer which was to be the brain of the project? We have just made a great discovery!"

"What discovery?"

"It does not work!"

Up-To-Date Level

The mother was shaming her wonder child. "You ought to be ashamed of yourself, Sammie. You'll soon go to school but you can count hardly up to ten. What will become of you?"

"I'll become a man who launches rockets. He can count only up to ten and even that in a back count."

Space Experts

A conference on astronauts was held on Mars. One of the greatest experts on outer space research exclaimed: "Life on Earth? What nonsense! Gentlemen, it is well known that the atmosphere there has oxygen!"

Close Encounters of the Third Kind

Roy Neary is a repair man for an electricity company. He sees UFOs near his home. His home is in Indiana. Julian Guiler sees them. She is with her son, Barry. Both of them become obsessed by a vision of a mountain. Roy makes models of the mountain with several different things, e.g. shaving foam, mashed potato, clay. His wife thinks he is crazy, not really influenced by a UFO. Jillian and Barry also try to recreate the mountain, e.g. by drawings, children's models. All over the world people are affected by the vision, and by a strange tune they remember, e.g. we see a crowd chanting the tune in India. The investigation is led by a Frenchman, his name is Claude Lacombe. He is played by the French director François Truffaut. We see the investigators in various places, e.g. Mongolia. Roy and Jillian meet again. Many people are watching for UFOs. They see a light. It is a helicopter, not a UFO. Roy's wife and children leave him. He makes a huge model of the mountain. Jillian and Barry live alone. One night they lock all the doors. Electric appliances switch themselves on and off. She is afraid. Barry is interested, not afraid. He wants to go out. There is a 'cat door' in the front door. The cat can use it to go in and out when the door is locked. Barry is pulled through the door. A strange light seems to pull him. She had locked all the doors but not the cat door. Barry disappears with the UFO.

The investigators are picking up radio signals from space. They discover the signals are numbers. They discover the numbers are a map reference. They look it up. It is a mountain in Wyoming. It is called 'Devil'Tower'. It's the mountain in Roy and Jillians's vision. The investigators are expecting a UFO landing. They close the area to the public. They give false reports on TV of a train crash. They say the train was carrying nerve gas. The area is evacuated. Roy and Jillian see the mountain on TV. They rush to the area. Everybody is wearing gas masks, but not Roy and Jillian. Finally they put on gasmasks. They are 'arrested'. The soldiers arrest them. They are wearing space suits. There are 10 or 12 people like them. They all had a vision and rushed to the area. They are put in a helicopter. The investigators want to send them away. Roy, Jillian and another man escape. The helicopter takes away the people who had had the vision, but not Roy, Jillian, and the other man. They climb the mountain. Helicopters drop sleeping gas on the mountain. The third man falls asleep, but not Roy and Jillian. They see the UFO land. It communicates with the musical notes. The notes all of them imagined. A door opens. A lot of humans come out. They had all disappeared since 1947 or 1948. Barry comes out. He runs to Jillian. A group of earthmen prepare to go onto the spaceship. Roy wants to go. He dresses in uniform. They go onto the spaceship. We see an alien. He has a large head and thin, spidery limbs. The film ends.

S p e a k i n g A c t i v i t i e s

SA-1. Discuss the text. Find humour in it.

SA-2. Read this brief biography of Steven Spielberg, and speak on it.

Steven Spielberg – born Cincinnati, Ohio, 1946. Raised Phoenix, Arizona. Started making 8mm and 16mm films at High School. Majored in English at California State, but his main interest was experimental movies. 1st 35mm film was *Amblings*, which Spielberg wrote, directed and edited. Signed to Universal as a TV Director. Made *Duel* for TV, but such a success that it was released for the cinema.

1975 film *Jaws* made him famous. Other films *Close Encounters of the Third Kind*, *Poltergeist*, *1941*, *Sugar Land Express*, *Twilight Zone*, *E.T.* and *Gremlins*. He also made *Raiders of the Lost Ark* and *Indiana Jones* with George Lucas. They have collaborated for years, and together absolutely dominate the cinema of the last decade. Keeps himself to himself. Makes lots of movies and lots of money, but avoids the ‘Rolls-Royce’ Hollywood image.

SA-3. Describe the plot of a favourite film (or book, or TV programme) to a partner. Listen to his/her description of a favourite film. Ask each other questions about the story.

APPENDIX STUDENT'S GUIDE

TO THE STUDENT

We hope you will find this Guide book useful in helping you to develop the language skills you need for effective speaking, writing and reading.

Each of the large areas of communication - speaking, listening, reading and writing - must receive proper treatment, not merely token recognition.

We expect that you will appreciate and follow the instructions, rules, definitions and guides that are aimed at clarifying our techniques of communicative teaching.

We are of the opinion that the content and teaching techniques of a textbook should " make sense " to the students who use it. It is our belief that students do not object to hard work if they understand what they are to do and how they are to go about it.



HOW TO APPRECIATE A CHARACTER

There are few forms of prose composition more worthwhile practising than the character-sketch, for it not only tests your ability of observation, but exercises your descriptive ability, and disciplines your judgement.

When you are attempting a character-sketch, close and accurate observation is all-important, as upon this will depend the truth of your portrait. Hence, before attempting your sketch, carefully study the leading characteristics and mannerisms of the person you intend to describe. Remember, however, that it is not your object to present a person's weak points only, but to depict the person as a whole, and to set down all the main characteristics, whether they be good or bad. When you have done that, you can summarise your impressions, and draw a final conclusion.

Zodiac types will help you to depict a person as a whole.

1. It is supposed that we all belong to one of the four elements -Fire, Earth, Air and Water - depending on our date of birth. Look at the following table and see which one you belong to:

<i>FIRE</i>	<i>EARTH</i>	<i>AIR</i>	<i>WATER</i>
Aries	Capricorn	Aquarius	Cancer
March 21- April 20	December 21- January 19	January 20- February 18	June 21- July 21
Leo	Taurus	Gemini	Scorpio
July 22- August 21	April 21- May 20	May 20- June 20	October 23- November 22
Saggitarius	Virgo	Libra	Pisces

November 23- December 20	August 22- September 22	September 23- October 22	February 19- March 20
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2. Listed below are the principal characteristics ascribed to each element. Look at each set of characteristics in turn and do the vocabulary exercise which follows.

I. Pluses

Good at decision-making
Dynamic
Congenial
Knowledgeable
Cheerful and optimistic
Courageous
Enthusiastic
Magnetic

Minuses

Scatty
Bossy
Superficial
Opinionated
Cross and insensitive
Foolhardy
Impetuous
Flirtatious

II. Pluses

Sensitive and sympathetic
Cooperative
Protective and calm
Idealistic
Creative and artistic
Inspiring to others
Long-suffering

Minuses

Moody and irritable at times
Evasive and elusive
Turbulent and melodramatic
Pessimistic
Lazy and impractical
Dreamy and dopey
Spineless

III. Pluses

Practical and reliable
Staying within your income
Not expecting too much of life
Consistent and persistent
Hard-working
Supportive and protective

Minuses

Dull and unimaginative
Penny-pinching
Pessimistic
Obstinate and stubborn
Unrelenting
Unsympathetic

IV. Pluses

Sensible and objective
Co-operative and charming
Self-confident
Adaptable and willing
Good conversationalist
Detached and reasonable

Minuses

Smug
Two-faced
Opinionated
Superficially adaptable
Over-talkative
Cold and calculating

Lover of liberty

Lover of licence

WORD STUDY

Find words that have a similar meaning to the following in each set of characteristics. Compare and check with your partner.

- In I. (1) disorganised and forgetful;
(2) gets on easily with other people;
(3) dogmatic in his/ her ideas;
(4) delights in needless risks;
- In II. (5) puts up with a lot without complaining;
(6) sometimes feels sullen and gloomy;
(7) slow; as if drugged;
(8) lacks energy or resolution;
- In III. (9) always gives help and backing;
(10) always on the look out for ways to economise;
- In IV. (11) consciously self-satisfied;
(12) insincere.

Related Activities

RA-1. Look at the four of characteristics again. Decide which of them you would associate with each different element. In order to do this, it may help to think of the personalities of friends and relatives whose birth dates you know. Write an appropriate number in each of the boxes:

FIRE

EARTH

AIR

WATER

RA-2. Compare your answers with your partner. Explain your choices and discuss any differences of opinion you have. How many of the characteristics ascribed to your element would you accept as accurate and apt?

YOUR LUCK

Read what we have to say about your character and see whether you agree. If you disagree, ask your friends: sometimes we don't recognise ourselves, but others do.

We have deliberately not given help with vocabulary, because we want you to make an effort to find out the meanings for yourself. Don't use a tiny little dictionary, get hold of the Advanced Learner's Dictionary published by Oxford University Press. Every reader of Modern English should have one.

ARIES



You are the most energetic (and enthusiastic) of all the zodiac types. Your sign marks the beginning of spring, and you are certainly often " full of the joys of spring. " Your passionate high spirits may sometimes make you suddenly fall head over heels in love. You are generally very warmhearted, but have you also got a fiery temper?

Louis Armstrong, with his warm but violent music, is a typical Aries character. Try never to act too impetuously (hastily), and be patient. Always be ready to accept advice. Your ruling planet, Mars, adds to your energy and courage.

TAURUS



You have a very firm character, not at all impulsive like Aries, and perhaps rather materialistic. You have a real knack with money. Your unmoving loyalty to friends and principles can sometimes make you seem too dogmatic, but you find it easy to try, without thinking of giving in, and your determination usually brings its reward. It certainly must have helped George Washington, Karl Marx and Sigmund Freud. Your planet is Venus, the ruler of love, peace and harmony.

GEMINI



Do you enjoy arguing? Conversation and wit are really important to you, and you are always interested in something new. G.B. Shaw was a notable Gemini type. Although you have a wide range of interests, you also become easily bored. You often start a new hobby, but soon get tired of it and give it up. If this is so, try not to be so changeable.

Reduce your egocentricity and control your nervous energy, and your natural gift stands a better chance of taking you where you want to go. Mercury, your planet, controls all forms of communication and also gives you a good critical sense.

CANCER



Your patient and sensitive nature makes you a perfect friend. You are also a good teacher and enjoy this special influence you can hold over people. (Rousseau was born under Cancer.) This sensitivity is typical of artists (Rembrandt, Schubert, Byron, Cocteau), but you must not give way to self-pity or feeling of insecurity; don't be shy. Your understanding of others is helped by the Moon which rules your sign and gives you an added feeling of material love.

LEO



This is the sign of many a ruler and president, and not surprisingly it is ruled by the Sun, the greatest symbol of power. Leo types include Napoleon

and Bismarck. Everything must be just perfect for you, but don't demand too much. Your ability and self-confidence make you suitable for high positions, but don't let your natural pride and ambition turn into self-importance.

VIRGO



You are a rationalist: when faced with a problem you simply sit down and work it out with amazing common sense. You are also a good critic and a perfectionist: everything must be just right. You are never bored and hardly ever confused; your head is set firmly on your shoulders.

Your greatest pleasure in life is being generous, giving not only material things but also advice and encouragement. Your care combines with Mercury's gift of intellect to make you a fine judge and advisor. (Leo Tolstoy was a great Virgo type.)

LIBRA



Your gentle, diplomatic nature makes you a born teacher. You are artistic and romantic too, but the beauty of your character is that everything is well balanced. Violence has absolutely no place in your life (Gandhi was a Libra type). Your ability to see both sides of a question makes you important in spreading peace, and your sense of harmony is heightened by your ruling planet, Venus.

SCORPIO



Passionate and aggressive, the Scorpio does not try to please and even dislikes taking advice from others, but he does enjoy life. You are never confused or discouraged, and have remarkable stamina and a strong will to live. This fighting side of your character is controlled by Mars, but Pluto, that mysterious planet may have something to do with the darker side of your character, giving you a will to exercise power. Dostoevsky, the great celebrator of life, is considered a typical Scorpio character.

SAGITTARIUS



This is the sign of success, even though it may come later rather than sooner; it was Churchill's Sun-sign. You are an adventurer, full of high spirits and high hopes.

Everything you do is done in a big way, perhaps because your planet, Jupiter, gives you such great moral and spiritual aspirations. The archer's straight arrow is a good symbol for your character.

CAPRICORN



You are conservative, even a traditionalist, always cautious about new ideas. You like traditional ceremonies and enjoy the sense of security that they bring. You have great powers of concentration, particularly for your own good, and when you plan, nothing can stop you from progressing slowly but surely to your goal. Your planet, Saturn, may make you serious, melancholy, even secluded, but you always have the strength of your convictions.

AQUARIUS



You are a great thinker, like your companions under this sign - Galileo. Francis Bacon, Charles Darwin, Abraham Lincoln, and you always enjoy exchanging ideas. You are particularly fond of new ideas, perhaps even revolutionary ideas. ("The Age of Aquarius" in the musical "Hair" is truly a New Age.)

Uranus, your planet, gives you your reforming and inventive powers. Although you may not respect convention and tradition, you always respect the individual and you are always ready to give help and advice.

PISCES



This is the most intuitive of the signs. You are a person of ideas, intuitions and emotions, rather than of actions. You are sensitive and perhaps shy, and may retire from ordinary life in some way.

It is almost the natural sign for artists to be born under, such as Chopin, and philosophers such as Schopenhauer. But your dedication also makes you a self-sacrificing friend, when with Jupiter's idealism you escape your retiring tendencies. Neptune gives you your imagination, your sense of mysticism and perhaps also a liking for deception.

(Modern English Summer 1971, International House London, p.9-10)

Learning Activities in Characterisation

There are at least six methods by which an author can show character. For example, note how he may indicate a person who will never give up (opinions may vary):

1. By what the person says: " Give up? Don't be silly. I haven't even started yet."

2. By his actions: " Wearily Tom straightened his shoulders, took a deep breath and tried again, as he had been trying for hours, to make the figures balance. "

3. By what someone else says about him: " Jenkins? A bulldog is a quitter compared to him."

4. By indicating his thoughts: " So they thought he would give up. What a laugh! He'd show them! "

5. By the way that other people treat him: " Here was a mission on which only a man who would never quit could succeed. "Jenkins, you're my man," the colonel barked. "

6. By the author's direct words: " Jenkins was a man who never gave up."

Related Activities

RA-1. Read the sentences below and think out what the author is trying to say about the characters. Discuss the method used in each case.

1) A rabbit little man stood on the doorstep, twisting a battered felt hat in his hands.

2) "Just wait! You'll find out. He is nothing but a big bluff."

3) Doctor Bob arrived, accompanied, as usual, by a swarm of youngsters.

4) "I tell you, Jake, nobody ever gives me a break."

5) Al was as big a boaster as he was a bully.

6) "Let me see," he thought. "Shall I wear my new green tie? No, Jane raised her eyebrows at it yesterday. This striped one? No, it clashes with this suit. I guess I'll wear this blue one. But it has a wrinkle in it! My, I wish I dared wear that red one!"

RA-2. Examine several short stories. Bring to class characterisations from them, one for each of the six types, if possible. Read these to the class, classify the type used in each; then characterise the person in your own words.

RA-3. Write your own paragraphs in characterisation. Exchange paragraphs for critical reading or have them read aloud and discussed in your small groups.

RA-4. As you have learned, character can be indicated by what people say. Conversation may reveal or influence action. 1) Examine conversations in stories that you have been reading. Check them with the guides. How well do they measure up? Discuss your findings in class. 2) Compose your own dialogues that could reveal two opposite characters. Follow these guides:

GUIDES TO THE USE OF DIALOGUE


1. Suit the language to the speaker; speech is a key to character.
2. Avoid dialogue that neither advances the plot nor reveals character.


3. Keep speeches short, as a rule.

4. Use contractions. "Haven't I seen you before?" is more natural than "Have I not seen you before?" Reverse this rule if you wish to show someone who is stiff and formal by nature.


5. Occasionally let one speaker interrupt another.



RA-5. Describe these people considering the following:

AGE	BUILD	HEIGHT	
young	fat	1.70 m	
middle-aged	thin	medium height	
elderly	slim	average height	
old	plump	below average	
in his 30's	medium-built	tall	
in his late teens	well-built	short	
in his mid-20's	broad-shouldered	tallish	
in his early 40's	overweight	shortish	

HAIR COLOUR	HAIRSTYLE	FACE	
black	long	thin	
brown	short	long	
red	straight	round	
fair	wavy	oval	
blonde	curly	square	
grey	neat	heart-shaped	
white	untidy	high cheekbones	
dyed	with plaits (F)	high forehead	
a brunette (F)	a fringe	thin/ full lips	
mousey	swept back	long nose	
dark	in a bun (F)	turned-up nose	
a redhead (F)	pony-tail (F)	cleft chin	
	bald (balding)	broken nose	
	thinning	pointed chin	
	receding		

DISTINGUISHING FEATURES	PERSONALITY	EYES
beard (M)	quiet	blue
moustache (M)	reserved	grey
side-burns (M)	thoughtful	brown
unshaven	calm	long eyelashes

clean-shaven	moody	thick eyelashes
a scar	(un)sociable	bushy eyelashes
a beauty spot	sophisticated	thin eyelashes
a mole	lively	
with freckles	cheerful	
with dimples	polite	
with spots	reliable	
with wrinkles	talkative	
with lines	aggressive	
with glasses	friendly	
(well) made-up	shy	

COMPLEXION		DRESS	
pale		smart	
sunburned/ tanned		well-dressed	
olive-skinned		scruffy	
fair-skinned		casual	
oriental		conservative	
brown		elegant	
black		fashionable	

RA-6. Assess yourself.

Generous	3 2 1 0 1 2 3	Mean
Hard-working	3 2 1 0 1 2 3	Lazy
Careful	3 2 1 0 1 2 3	Reckless
Considerate	3 2 1 0 1 2 3	Thoughtless
Optimistic	3 2 1 0 1 2 3	Pessimistic
Light-hearted	3 2 1 0 1 2 3	Serious
Quick-tempered	3 2 1 0 1 2 3	Calm
Relaxed	3 2 1 0 1 2 3	Nervous
Extroverted	3 2 1 0 1 2 3	Introverted
Helpful	3 2 1 0 1 2 3	Unhelpful
Polite	3 2 1 0 1 2 3	Impolite
Talkative	3 2 1 0 1 2 3	Taciturn
Strong-willed	3 2 1 0 1 2 3	Easily-led
Uncompromising	3 2 1 0 1 2 3	Flexible
Courageous	3 2 1 0 1 2 3	Timid
Honest	3 2 1 0 1 2 3	Dishonest

Related Activities

RA-1. Look at this chart. Look at the first line. You have to assess yourself. If you think you're very generous, circle the number 3 on the left, quite generous - circle 2, a little bit generous - 1, neither generous nor mean - 0. If you think you're a little mean, circle 1 on the right, fairly mean - 2, very mean - 3. Only circle one number in each line. How did you get on? Find out from your partner how he/ she assessed themselves. Say how you assessed yourself. Discuss.

RA-2. Look at the list again. Which qualities do you think of as "positive", and which as "negative"? Why?

RA-3. Write down five things that you like about yourself, and five things that you don't like about yourself.

RA-4. Compare your list with other students'. Comment on their lists. You might use these expressions to disagree.

Oh, I don't think you're ...

You don't seem ... to me.

I've never thought of you as ...

What makes you feel you're ...?

I wouldn't say you were ...

RA-5. Write down five things that you would like to learn. Write down five things you think you could teach somebody. Find out if you could teach somebody that another student might like to learn. (Don't forget it might be as simple as how to mend a plug, or how to sew on a button, or as complicated as a foreign language, or motor vehicle maintenance.) Choose a simple item from your "teach" list. Try to explain it to another student who has the same thing on their "learn" list.

RA-7. Discuss these articles:

I. BEAUTY CONTESTS: POINTS OF VIEW

"I never watch beauty contests. they're like a cattle market! I think they insult the intelligence of women. No woman with any self-respect would ever enter a competition like this. I find them totally degrading!"

"I certainly don't take them seriously. They're harmless fun, really. I mean, you see prettier girls every day in shops and offices. But people earn from their intelligence, or from their abilities. Why shouldn't they make money from their appearance?"

"I occasionally watch them, but I don't think I'd like them if I were a woman. After all, a lot of girls would look just as good with the make-up, clothes and lights. Anyways, beauty's only skin deep. I often feel irritated when I'm watching a beauty contest. The values are false."

"I always watch them. I like looking at pretty girls. I'd rather watch a beauty contest than a programme about politics. There isn't enough glamour in the world. If you don't like it, you can always switch off the television!"

II. LOOK AT US FROM ASIDE...

AS DESCRIBED IN A BRITISH JOURNALIST'S LETTER TO THE EDITOR

(extract)

It is disconcerting to find your leader (the editor) in "Moscow News" citing beauty competitions for women as evidence of progress! We've just about managed to get rid of them - they seem to us an insult to women - the reinforcement of a demeaning and damaging stereotype. You may not even understand why this should enter our Western heads! Try thinking, all you male readers, whether you would like a beauty competition for men? Mr. Soviet Union? The longest legs, the tightest buttocks, the trimmest, most revealing clothes? The most charming, sexiest smile? Then make your reply!

Of course, women should be handsome, energetic, personable and presentable as can be, and unafraid of their bodies - but so should men. It is what all human beings should aim for - it shouldn't be left to 50 per cent of the human race so the others can slump back in lewd passivity. What an obligation! Please, please learn by the mistakes of the West when it comes to the position of women in society. Save yourselves twenty years: understand and be appalled by the concept of sexism, as you, I have no doubt, understand and are appalled by racism. Release the HUMAN talents of 50 per cent of your number - now, while change is in the air.

Look, I've just been to GUM. I bet every one of those horrid dresses and suits and T-shirts were designed by men, made in factories run by men: no

one's heart could have been in the process. And what aged monster designed your bras? Don't waste valuable hard foreign currency importing. Just put the women on to it TRUST them.

Disconcerting - the recent reports in your press, which speak of the indignities suffered by women (and babies) during childbirth: this is symptomatic of a society which despises its women. We've come a long way in Europe in thirty years - tales of Moscow childbirth sound pretty much to me like tales of London childbirth back in the fifties, when my eldest son was born. No anaesthetics; no concern for the morale and happiness of the women on this momentous occasion - a day she will remember all her life.

Disconcerting, too, to be in Tbilisi, and to have to sit quiet during the toasting (bad manners for a female to raise a toast herself), especially when the toast is to "Woman, the Goddess", when the Goddesses who shopped for, cooked and served the feast, after a hard day's work, aren't even expected to sit down at the table, but must stand and serve. If women HAD sat down, it occurred to me, the men might not have whipped themselves into such dangerously wild political fervour.

Being kept forcibly quiet over dinner has no doubt impelled me to write this piece (for which I daresay I will be called the names men call women when they open their gentle mouths to point out the truth of the matter - harpy, virago, shrill, aggressive, unfeminine - and your translator will have no trouble with these words: they exist in every language). I'm sorry, call me what you like. In time you may forgive me.

Fay Weldon
("Moscow News" N 29, 1989)

RA-8. Render the following:

РЫЧИ КАК ЛЕВ, МИЛЫЙ

"Настоящий мужчина должен уметь рычать, как лев" - под таким девизом в небольшом южноафриканском городке Нелепрейт ежегодно проводится конкурс, на котором выявляется самый искусный имитатор... львиного рыка. Нелепрейт расположен близ границы с Мозамбиком, в местности, считающейся в ЮАР центром "львиной" территории, и восхваление царя зверей - почти обязательная часть программы многих местных народных праздников. Соревнования среди желающих хотя бы голосом быть похожими на могучего властителя саванны пользуются здесь не меньшей популярностью, чем конкурсы красоты, в которых участвуют самые красивые девушки города. Кстати, победители и призеры конкурсов на лучшего имитатора львиного рыка считаются наиболее достойными женихами. И это не случайно: ведь главные устроители конкурса - женщины.

HOW TO BECOME

A N E F F E C T I V E S P E A K E R

SPEECH SCORE CARD

NAME:

DATE:

<i>A. USE OF BODY</i>	
1. Balance	F
2. Hands	P
3. Feet	F
4. Eyes	I
<i>B. USE OF VOICE</i>	
5. Volume	I
6. Pitch (voice range)	F
7. Melody (tone groups)	F
8. Quality	F
9. Rate	P
10. Breath control	F
11. Enunciation (distinctness of sounds)	F
12. Pronunciation (correctness of sounds)	G
<i>C. CONTENT</i>	
13. Choice of topic	G
14. Coherence (sticking to topic)	F
15. Organisation	F
16. Grammatical usage	I
17. Vocabulary	F

P.S. G - good

F - fair

P - poor

I - improving

Explanatory Notes

GUIDES FOR ACQUIRING BODILY EASE

Ex.1. Stand with feet close together, with the toe of one shoe somewhat in advance of the other toe, and with the forward foot at a slight angle to the rear foot. As a general rule, if your weight is on the forward foot, the ball of that foot should carry the weight. The foot and limb not bearing the weight should be relaxed but should never be allowed to droop. The relaxed foot should act as a steering gear when you move to a different position. If you follow to sway back and forth, and you will both look and feel comfortable.

Ex.2. Look at your audience. Make personal contact with the audience while talking directly to them.

Ex.3. Keep your abdomen flat. The action will aid automatically in straightening your shoulders and avoiding dropping your chin.

Ex.4. Let hands and arms hang naturally at your sides; when you use them, swing them freely from the shoulders; swing them freely from the wrists.

Ex.5. Use your face and body to emphasize what you say or how you feel about it. Do not make any unnecessary gestures; use them only when they will reinforce your words.

Ex.6. Unnecessary body movements. Avoid movements and mannerisms that distract attention, such as the following: a) folding and unfolding arms; b) seesawing or swaying; c) crossing one leg in front of the other; d) fastening and unfastening button; e) fidgeting with some object; f) touching the face or hair.

Learning Activities In Using The Body

LA-1. Stand in the following easy position based upon all the preceding guides: weight chiefly on one foot, hands hanging naturally at sides, abdomen flat, shoulders straight, eyes on the class, chin up. Keep practising this posture until you take it naturally in class, at home, in the street, or anywhere.

LA-2. Place a chair at the front of the room and practise sitting. Relax, but let the spine serve its real purpose of supporting the back. Sit with one foot slightly in advance of the other. Let the hands rest quietly in the lap.

LA-3. At home, practise to improve your breathing habits. Place the hands at the sides of the waist. Inhale slowly and deeply until the muscles of the diaphragm are fully expanded; exhale slowly. Do this exercise frequently and naturally. Do not be rapid or explosive.

LA-4. Use pantomime to convey any of the following ideas or emotions. Let the class interpret what you are expressing.

- 1) Walk across the room in a manner that shows grief, worry, joy, satisfaction, exasperation.
- 2) Use the shoulders to show scorn, doubt, despair,...

LA-5. Demonstrate before the class the gestures that you would use to accompany the following statements:

- 1) *Appeal* . We must have your support.
- 2) *Fear* . His eyes opened wide in terror.
- 3) *Emphasis* . That single deed saved our nation.
- 4) *Tension* . He gripped the steering wheel tightly.
- 5) *Motion* . The plane flew in great loops.
- 6) *Resistance* . He braced himself as the wall crumbled towards him.
- 7) *Welcome* . Smiling, he invited me.

WHAT YOU SHOULD KNOW ABOUT YOUR VOICE

1. Voice range . For ordinary speech, medium-pitched voices are best. Monotones, whether shrill or rumbling, should be avoided. In general, low pitch is best suited to expressing deep or sorrowful emotions and ideas of grandeur or majesty; a higher pitch to lighter emotions and those of fear or anger.

2. Volume refers to loudness.

3. Melody refers to the variation in pitch within the words spoken. There are static and kinetic tones. The distribution of static and kinetic tones within an utterance constitutes its intonational pattern, which together with other prosodic parameters conveys the meaning of the statement. Use your phonetic books to learn what meanings are implied by various tone-groups.

4. Rate refers to the speed with which words are spoken within an utterance. The natural rate of normal unhurried speech is 160-200 syllables a minute. If one is excited the rate will be faster or slower.

5. Quality refers to that characteristic of a tone which distinguishes it from another tone of the same pitch and loudness. For example, a soprano voice will not sound the same as a bass voice even when given the same degree of loudness. In telling a story, an effective speaker changes the quality of this voice to suggest each type of character.

The better you can control the five vocal factors, the more pleasing your voice will be to those who hear it, and the better will be its projection (literally, a throwing forward) to your audience.

Learning Activities In Using The Voice

DIRECTIONS! Do as many as you can of these exercises. Work by yourselves, with a partner, in your small groups, or as a class.

LA-1. If you have a tape-recorder, make a record of each voice in class. Each of you should give his name and read or speak a few lines. The sound of your voice may surprise or dismay you. If possible, make other later records to check whether you have improved.

LA-2. Carry out the following activities in varying vocal pitch:

1) If your pitch needs exercises for giving it range, try running the vocal scale of speech by saying [a:] as low as you can and running it on an ascending scale as high as you can carry it. Do not sing. Try this exercise often when you are alone. Do all the other long vowels the same way.

2) Emotion affects pitch. Use the pitch that you think fits the emotion suggested. Discuss the interpretations:

a. I've come to the end of my rope.

b. I could not love thee, dear, so much. Loved I not honour more. -
Lovelace.

c. Light breezes bluew across the meadows.

d. The bell boomed the midnight hour.

e. Get out! Do you hear me? Get out!

f. There it is again! Don't you hear it? I'm frightened.

LA-3. Here is a simple sentence: " *Give me that apple .*" Read that line with various tone groups to express these meanings. Don't forget that the pitch of the kinetic tone of the emphasised word is associated with its loudness.

1) Don't expect me to p a y for it.

2) Give it to m e , not Mary.

3) I don't want the one next to it.

4) I want the apple, not the orange.

LA-4. Read or say the following sentences to demonstrate different emotions. The class should listen carefully to decide what emotion you are trying to convey.

1) Oh, I never could believe that! (*shock, scorn*)

2) I left my purse right here, and it's gone! (*anger, shock, anxiety*)

3) Come here, Towser. (*friendliness, sternness, anger*)

4) Here they come! (*fear, anticipation, regret,...*)

5) You should have heard what he said. (*anger, sorrow, joy, ...*)

6) Now, Sue, you can do better! (*exasperation, sympathy, doubt, ...*)

LA-5. As a group and then as individuals, pronounce the following words slowly, so that you give the sounds the significance of the words: *moan, groan, woe, low, creep, splash, buzz, hiss, purr, boom, swish*. Keep a natural pitch.

LA-6. Drill the following tongue-twisters until you can say them rapidly and correctly. If equipment is available, make a recording of your voice. Listen to the recording several times, noting the good qualities and the faults in your speech.

a) Saucy Sally scolded sister Sue scathingly.

b) Thirty Thunderbirds trummed thumpingly through the thickening fog.

c) Genial Gloria gladly gave the glum girls their gamma globulin.

CONDUCTING AN ARGUMENT

Read and think about.

The object of any argument is to find out the truth or to determine what is best, not to have a conflict in which one may vanquish another. Your particular purpose is to convince others that your point of view is the correct one. Skill in the art of convincing others will help you at home, in school, and in your career.

The following guides will aid you in improving your ability to conduct an argument:

1. Since arguments deal with facts, you need information that will support your point of view. Use all available sources to get the information that you want. Some of these sources are books and magazines, newspapers, films, well-informed people, and your own experiences.

2. Make the subject of the argument clear, keep to the subject yourself, and do not permit others to get you off the subject.

3. Be courteous. Do not interrupt another speaker, and do not monopolise the conversation. At all times refrain from all personal or sarcastic remarks. Bad temper is a sign either of ignorance of the subject or of general poor manners.

4. Listen to another person's opinions with an open mind. If you find yourself in error, modify your views. If you hear new ideas consider them.

5. Do not bluntly contradict another person. You may disagree tactfully in one of the following ways:

It is my understanding that... The information that I have would suggest...

What you say may be so, but I think... That is true, but...

Learning Activities

In Conducting Arguments

LA-1. The two following activities will help you to understand the purpose and methods of arguing. In class discuss each of the guides for conducting arguments. Explain the values to be gained by following them. Give examples from your own experience of arguments in which these guides were not followed. If you can think of other guides for arguing, add them to the list.

LA-2. Listen to a discussion on the radio or on television. In a class discussion, judge the ability and methods of the speakers. Which of the above mentioned guides did they follow? Give examples.

LA-3. Meet in small groups to argue on one of the subjects of more immediate interest. In this first discussion, have each student give arguments for both sides of the question.

LA-4. With a student or your teacher as chairman, conduct a class argument on one or more of the following topics, or on others of your own choice. Let the students stand and speak from their seats after getting recognition from the chairman. Appoint a secretary to record points on the blackboard as they are made. Put them into two columns: for and against.

A. Elections of any kind should be performed on a democratic basis.

B. Education reforms should meet the needs of the education service.

C. A student should keep his expenses under ... roubles a day.

D. Pupils should have social engagements only on week-ends.

E. No student should be permitted to participate in more than two extracurricular activities.

F. High school education should be on a tuition basis.

G. If man ever develops a feeling of security, progress will cease.

CUSTOMARY PHRASES USED FOR DISCUSSION

I don't want to be biased

In a way

It appears so on the surface but

Contrary to your arguments

May I stress once again

In fact the exact reverse is the case

The attraction of the story lies in the fact that

Among other things

I only want to say

*Of course there is another point to this
That may be or may not be so (true)
It would be too much to say that*

*It would be only natural to stress
The crucial moment comes when
I wouldn't go as far as that
While I'm at it, I'd like to point out*

*It's not as simple as all that
That was not the reason why
It may be true to some extent
I'd like to make a point here if I may
I might as well add that
I see no point in saying
It's interesting to note*

*We might as well mention here
The end of the story is suggestive enough because
What strikes me as unusual is
There is something in what you say
I only know that
Considering the situation it should be noted
You are right in suggesting that
It's only human to expect
I don't want to impose my ideas but
I cannot make up my mind as to*

*In my opinion
I tend to think
For one thing
As far as I can gather
Personally, I
I dare say
I take it for granted that
May I have my say?
In my assessment
If you ask me
I personally think
As far as I can see
Generally speaking
No doubt that*

*In any case
First of all
It occurred to me
Apparently
Actually
The way I see it
Evidently
I for one suppose
It's like this
As to (as for)
To my mind
First
I mean to say*

GUIDES TO CONDUCTING

AN INTERVIEW

1. Arrange for the interview in advance. Fix a time and place which are convenient for the person whom you wish to interview. Explain why you wish to talk to him.

2. Know the subject matter of the interview so that you can ask intelligent questions and understand the interviewee's answers. Your knowledge of this particular field will help the discussion.

3. Plan your opening remarks carefully. Begin by introducing yourself and reminding the interviewee why you have come.

4. Prepare most of your questions in advance. Remember that you must guide the interview and keep it moving. Avoid embarrassing questions. If you mention a topic that is controversial, do not take a stand on the subject yourself.

5. Listen with full attention to the answers to your questions. Make sure that you get the facts correctly. Read the notes to the interviewee, and ask, "May I quote you?"

6. At the close of the interview, express your appreciation for the time and information granted to you.

7. Write out the report of the interview, including your observations and impressions, while it is fresh in your memory. Be accurate.

8. Remember that a good appearance, a pleasant, courteous manner, and a sincere attitude on your part will affect the interviewee favourably and aid the discussion.

9. Be your best in a job interview.

a) Dress neatly and conservatively; be well groomed.

b) Arrive punctually. Introduce yourself and remind the interviewer of your reason for being there.

c) Listen carefully so that you can decide both your fitness for the job and your willingness to work under the condition named.

d) Let the interviewer close the meeting. Thank him; then leave at once.

HOLDING SPECIAL TYPES OF DISCUSSION

To be happy and useful member of any group, you must be able to take a co-operative part in the discussion of ideas. Three useful methods of discussion are the forum, the panel discussion, and the debate.

The purpose of any discussion should be to clarify thinking, with the aim of reaching a truthful conclusion. The first requirements of a good discussion is that certain mental ideas be developed.

GUIDES TO GOOD DISCUSSION HABITS

1. Remember always that any discussion question must have more than one side. Open the mind to new ideas; listening to and absorbing ideas is as important to a good discussion as talking is. Expect to have your ideas modified or even reversed sometimes.

2. Learn to follow the ideas as they change or develop.

3. Ask questions; be able to answer questions pertaining to your ideas.

4. Introduce only topics of real interest to the group.

5. Insist that every member is free to present an opposing view. Insist also, however, that he shows a considerate and co-operative spirit.

6. Limit the time for each speaker. Two minutes is long enough except in debate or a planned panel.

Duties of the Chairman

The presiding officer is addressed as Mr. Chairman or Mr. President. He speaks of himself as the chair. A woman is addressed as Madam Chairman or Madam President.

1. The chairman may be responsible for choosing a controversial question of interest.

2. He points out the differences of opinion.

3. He keeps the discussion to the subject.

4. He leads all members to participate.

5. He explains points that are not clear.

6. He closes the discussion by summarising the views presented.

The chairman stands during his preliminary speech, but during the discussion everyone remains seated.

The members of the group have these responsibilities:

1) To listen to and follow all views presented.

2) To take part by questioning, illustrating, or presenting new ideas.

3) To aid the chairman in keeping the discussion on the topic.

In a class discussion, make a set of standards to use in rating the types of programs named and other types not mentioned. Your personal reasons for liking or disliking certain radio and television programs may help the class to set up guides for judging. Judge programs by asking and answering such questions about them as the following ones:

a) Newscast . Is the reporter's voice clear, and is he personally pleasant? Is he fair, or does he attempt to prejudice listeners by his selection of news, by his wording of it, or by the tone of his voice?

b) Sports event . Does the announcer know the sport? Does he describe vividly and enthusiastically things as they happen? Is he one-sided? Does he convey to you the reactions of the audience?

- c) **Group discussion** managed fairly? Is the question an important one? Do any speakers use poor tactics such as shouting, interrupting, making personal remarks, or avoiding the topic? Does the discussion give you new ideas or opinions?
- d) **Classical music** . Do the orchestra and the conductor seem highly skilled? Do the announcer's comments help you to understand the music? Are the programs so selected and presented that they help you to appreciate classical music?
- e) **Dance orchestra** . Explain why an orchestra is a good one. Is it because of its style of arrangements, its specialities, its vocalists, its leader, or a combination of all four?
- f) **Crime-fighter play** . Do the situation and the characters seem true to life? Are the steps leading to the solution logical? Is brutality overemphasised? Is the plot original, or is it an old story hat has been used over and over?
- g) **Family or school-life story** . Do the people and the plot seem familiar because of your own home and school life? Has the play any additional value for you beyond that of entertainment? If so, what?
- h) **Drama.** Does the stage-director secure the best plays and actors? Do the settings and the music blend with the action? Are the sound effects true and well timed?
- i) **Comedy show** . Is the humour clever and original? Is it in good taste, or does it depend on insults, slapstick, or questionable topics?

HOW TO DEVELOP YOUR WRITING ABILITIES

What do you think should be the writing ability of students who have had ten or more years of training? Have they had practice enough during those years to express themselves on paper clearly, logically, and legibly? Can you express yourself in those ways?

Use the suggested writing score card as a standard to measure your improvement as you advance.

WRITING SCORE CARD

NAME:

DATE:

THEME NUMBER	
<i>I. CONTENT</i>	
A. Choice of topic	
B. Sticking to topic	
C. Development of idea	
D. Beginning and ending	
E. Vocabulary	
1) Fitness	
2) Variety	
3) Effectiveness	
<i>II. FORM</i>	
A. Mechanics	
1) Manuscript form	
2) Capitalisation	
3) Punctuation	
4) Spelling	
B. Structure	
1) Sentences	
a. Unity	
b. Variety	
2) Paragraphs	
a. One central thought	
b. Development	
c. Relationship to others	
3) Grammatical usage	
<i>III. GRADES (IF GIVEN)</i>	
A. Content	
B. Form	
IV. CORRECTIONS MADE	

Explanatory Notes

The items on the score card may not be new to you, but it is a good idea to review them in class to be sure you understand them. You will note that your themes are to be graded separately on form and content.

Modify the score card, if necessary to fit your needs. Make a copy of it to use as a guide in writing and as a means of scoring all your written activities.

Unless your teacher suggests other markings, use these symbols: ***F** for fair; **P** for poor; **I** for improving; **G** for good.* Under Corrections made, use @ CR if your errors were few enough in number for you to rewrite only the parts containing them; use RW if you have rewritten your paper completely.

Marks of Correction

<u>Marks</u>	<u>Meaning</u>
1. cap	(1) capital letter needed or (2) capital letter used
2. sp	mistake in spelling
3. p	mistake in punctuation
4. *	new paragraph needed
5. no *	no paragraph needed
6. mar	faulty margin
7. head	heading incorrectly placed or incomplete
8. ill	illegible handwriting
9. syl	syllabication (word incorrectly or poorly divided)
10. F	fragment (not complete sentence)
11. voc	vocabulary (poor word choice)
12. abb	(1) incorrect abbreviation or (2) no abbreviation
permissible	
13. K	clumsy or awkward construction
14. ?	not clear
15. /=/	more space needed between the words
16. ^	something omitted
17. agr	agreement
18. u	faulty usage
19. gr	faulty grammar
20. t	wrong tense of verb
21. art	wrong article

The teacher usually places these marks in the left-hand margin of a paper, opposite the lines in which errors appear. You must then locate an error within the line and make corrections.

LEARNING TYPES OF PARAGRAPH DEVELOPMENT

Read and think about.

Prose writing is divided into paragraphs. Each paragraph is built around a central idea, which may be stated in a topic sentence, or topic statement. Thus a paragraph is a group of related sentences developing a single topic. The topic may be stated in a topic sentence, which often is the first sentence in the paragraph. The sentences that follow should be related in two ways:

1. Each sentence should help to develop the topic.
2. Each sentence should lead smoothly into the thought of the next.

The paragraph may end with a clincher sentence, a sentence that sums up the thought of the paragraph or emphasises some idea in it.

The paragraph indentation notifies the reader that there has been a change of subject, time, place, speaker, or some other sort.

Paragraphing also aids the writer. It helps him to arrange his ideas in orderly manner.

Careful thinkers form good paragraphs naturally and logically. Beginning writers can gain much by studying certain definite types of paragraph development and then practising them. Many paragraphs are a combination of types, but practice in specific types offers good training.

GUIDES TO THE DEVELOPMENT OF THE PARAGRAPH

1 . Make the central idea clear. In paragraphs of explanation, state that central idea in a topic sentence, which as a rule should be the first sentence but which may come at the end or within the paragraph.

2 . Go over each paragraph to see that it has a unity; that every sentence in it is related to the central idea.

3 . Check each paragraph for coherence: that is, to see that the ideas expressed by various sentences are arranged in a logical order.

4 . Be sure that emphasis on the central idea is evident. Now and then you can secure effective emphasis by use of a clincher sentence that sums up the idea in the paragraph or reinforces the topic sentence. (Do not tack a clincher sentence to every paragraph; use one only for effective emphasis.)

5 . Develop a paragraph by using definitions, details, comparison or contrast, cause and effect, illustrations or examples, repetition, or any combination of methods that will be most helpful.

A good paragraph has a unity, that is, it contains only those ideas that contribute to the topic of the paragraph. Any idea that does not do so is distracting to a reader and should be eliminated.

Another way to make a paragraph easy to understand is to arrange the sentences in an orderly plan. As soon as the plan is clear, the reader is prepared to follow the thought. In a narrative paragraph, one ordinarily tells the events in order of time; in a descriptive paragraph, in order of position or place. In an argumentative explanatory paragraph, one might go from less to more important ideas.

A third method of obtaining clearness is to use transitional words, phrases, or sentences to tie a paragraph together. For example:

Time : at last, meanwhile, then, now, later, at first, by this time, etc.

Place : here, there, beyond, farther on, to the left, next over, between, in the midst of, etc.

Addition : and, besides, for example, furthermore, another, again, too, etc.

Contrast : but, still, although, however, nevertheless, instead, yet, etc.

Summary and Conclusion : thus, consequently, in conclusion, in review, finally, for this reason, accordingly, in short, etc.

Developing a Paragraph by Explanation

The kind of paragraph that develops an idea by defining words or explaining thoughts is common in your text books.

E.g. The word " *liberty* " is often interpreted incorrectly. The dictionary gives many exact definitions of the word; briefly it means " *freedom from restraint or control* "... Such brief definition leads to misinterpretation. Many people think liberty means they may do whatever they like, regardless of the effects. Liberty is not uncontrolled freedom. Real liberty involves thinking of the other fellow and giving up your desires if they will harm him. If it is to be enjoyed by everyone, then everyone must give up the idea that liberty means freedom from all restraint or control. Everyone must live by the true meanings: " *self-disciplined freedom* ."

Learning Activities

LA-1. Study the paragraph defining liberty; discuss the following questions or answer them in writing.

- 1) In how many ways does the paragraph define liberty?
- 2) Why is the dictionary definition alone unsatisfactory?
- 3) Point out the topic sentence and effective means that emphasise the central idea.

4) Quote the sentence that tells what liberty is not.

LA-2. From various textbooks, bring other paragraphs developed by definition. Read one of the paragraphs to the class. Show how each sentence helps to bring out the meaning of the term being defined.

LA-3. Develop one of the ideas by the use of definitions. Tell what the word or thing is not as well as what it is.

- 1) If one is called a " hard-boiled " person it means...
- 2) If one is called an impetuous person it means...
- 3) If one is called a long-suffering person it implies that...
- 4) If one is unrelenting with self and others it means...
- 5) If one is opinionated and bossy it follows that...
- 6) If one is sensitive and sympathetic it suggests that...
- 7) If one is cross and insensitive it means...
- 8) If one is lazy and impractical it means...
- 9) If one is spineless it follows that...
- 10) If one is good at decision making it implies that...
- 11) If one is consistent and persistent it suggests that...
- 12) If one is practical and reliable it follows that...
- 13) If one is supportive and protective it implies that...
- 14) If one is creative and artistic it means...
- 15) If one is foolhardy and impetuous it follows that...
- 16) If one is staying within his income it suggests that...
- 17) If one is cold and calculated it implies that...
- 18) If one is co-operative and charming it means...
- 19) "Now, James, just what do you mean by saying that you want a ' cheerful and optimistic ' or ' not expecting too much of life ' wife?"
"I mean just this: a cheerful and optimistic wife is ..."

Developing a Paragraph by Giving Details

A common way to expand an idea into a paragraph is to give details; that is, to add descriptive matter that fills out a picture. In writing details, you should do the following:

1. Observe closely.
2. Use a plan description that is easy to follow step by step.
3. Use vivid and accurate expressions.

E.g. Speed is the word that marks our time. Everybody is somebody. Industry is constantly demanding new inventions that will " *speed up* " production, and the constant cry of the bosses to the workmen is " *Speed it up!* " The maker of automobiles has his proudest boast that the newest type of car goes faster than the old models. Shoppers push and shove each other all

about the counters in a hurry to get something for nothing. People going to school, the shop, or the office rush breathlessly to unimportant tasks. They gulp their food and swallow it in haste. Restless " *hunters of fun* " crowd into places of entertainment. Most of these people cannot sit still. At a movie, they tap their feet or wiggle their tongues or click their teeth on gum; at a dance they swing and whirl madly. It's a hurry-up time we are in.

L e a r n i n g A c t i v i t i e s

LA-1. Study the preceding example, find the following: (1) the topic sentence, (2) the clincher sentence and (3) sentences building up the main idea (list the details).

LA-2. Find and read to the class a descriptive paragraph that makes good use of details. State the central idea and name the details added.

LA-3. Add details to develop one of the following topic sentences into a paragraph. Think out your details carefully. Remember that the topic sentence need not come first. Read your paragraph to the group. Call upon your classmates to discuss your use of details. If you developed your paragraph either deductively or inductively, explain.

- 1) The ideal teacher has certain qualities.
- 2) The right of the citizen to vote in all elections should be protected by the Constitution.
- 3) Nowadays mass media play an important role in forming public opinion.
- 4) The film ... is outstanding.

You may develop a paragraph by comparison or contrast. In this case the central idea of a paragraph is made clearer by a series of contrasts or comparisons. Often both methods are used in a paragraph.

Such a paragraph shows how an object or a person is like or unlike some other object or person. A comparison shows the ways in which two things are similar; a contrast - the ways in which they are different.

Here is a sample of a paragraph, the central idea of which is developed by a comparison:

" *Such discussions with his son had confirmed in Jolyon a doubt whether the world had really changed. People said that it was a new age. With the profundity of one not too long for any age, Jolyon perceived that under slightly different surfaces the era was precisely what it had been. Mankind was still divided into two species. The few who had "speculation" in their souls, and the many who had none, with a belt of hybrids like himself in the middle. John appeared to have speculation; it seemed to his father a bad lookout.* "

(J. Galsworthy. The Forsyte Saga. Book Three. To let.
Progress Publishers, Moscow, 1975, p.32-33)

L e a r n i n g A c t i v i t i e s

LA-1. Find the following in the sample paragraph:

- 1) The topic sentence.
- 2) Sentences building up the central idea.
- 3) The clincher sentence.
- 4) The ways the writer uses comparison, contrast or both.

LA-2. Use one of the statements to develop a paragraph by comparison, contrast or both. Vary your sentence structure to avoid monotony. Read and discuss your paragraphs in class, or change them for written criticism.

- 1) City life offers many contrasts to rural life.
- 2) My brother (or sister, or friend) and I are exact opposites.

LA-3. Write a paragraph comparing or contrasting two men whom you have met in your life, two characters in a book that you have read or reading, two processes or methods of conducting a language class. If you prefer, write a paragraph suggested by the drawings.

Developing a Paragraph by Cause and Effect or by Giving Reasons

Some ideas are developed by stating either the causes or the results of incidents or actions. Some - by giving the reasons for feeling a certain way or for having a certain idea. Here is an example of a paragraph developed in this way:

" Jolyon Forsyte had spent his boy's nineteenth birthday at Robin Hill, quietly going into his affairs. He did everything quietly now, because his heart was in a poor way, and, like all his family, he disliked the idea of dying. He had never realised how much till one day, two years ago, he had gone to the doctor about certain symptoms, and been told:"At any moment, on any overstrain."

(J. Galsworthy. The Forsyte Saga. Book Three. To Let.
Progress Publishers, Moscow, 1975, p. 30-31)

L e a r n i n g A c t i v i t i e s

LA-1. Point out the topic sentence of the sample paragraph.

LA-2. Find sentences that give reasons and causes for Jolyon Forsyte's quiet way of life.

LA-3. Skim newspapers, magazines, or books for paragraphs that are developed by giving reasons.

Developing A Paragraph By Repetition

Often a paragraph can best be developed by numerous repetitions, in different forms, of the topic sentence. This method is particularly valuable in trying to impress them with a vivid picture of a situation.

E.g. " Well, I liked the king, and as king I respected him - respected the office; at least respected it as much as I was capable of respecting any unearned supremacy; but as man I looked down upon him and his nobles - privately. And he and they liked me, and respected my office; but as an animal, without birth or sham title, they looked down upon me - and were not particularly private about it, either. I didn't change for my opinion about me: the account was square, the books balanced, everybody was satisfied.

(M.Twain. A Connecticut Yankee in King Arthur's Court. Moscow, 1955, p.71)

L e a r n i n g A c t i v i t i e s

LA-1. What points does the author make in the preceding paragraph? In how many ways does he express the idea?

LA-2. What types of repetition does he use? And for what purpose?

There are other possible ways of developing a paragraph: illustrations or examples, a combination of two or more methods.

B U I L D I N G P A R A G R A P H S I N T O T H E M E S

Paragraphs in a well-written theme follow a definite pattern. To make sure that the pattern is clear, begin by making an outline.

WHAT TO REMEMBER ABOUT THE PATTERN OF A THEME

1. A well-written theme begins with a short introductory paragraph that states the topic to be discussed.

2. It closes with a short paragraph that is a summary, a climax, or a conclusion drawn from the preceding paragraphs.

3. Between the opening and the closing paragraphs are the paragraphs that make up the main body of the theme. They must proceed in a smooth, connected fashion.

4. A skilful writer uses special connecting devices, called transition paragraphs to tie the theme together.

a) Sometimes a linking word or phrase is used; that is, such an expression as then, too, in like manner, in contrast...

b) Often a key word, phrase, or clause from the central idea of the preceding paragraph is repeated, usually in the first sentence.

L e a r n i n g A c t i v i t i e s

LA-1. Study the following theme; then answer in class the questions that follow it.

What It Means To Be A President

***Introductory
Paragraph***

We can learn powers and duties of the Chief Executive by reading Article II of the Constitution. But that Article will not tell us why the Presidency is now the world's most important and difficult job.

Transition

In doing this job, the President must first of all carry out the laws passed by the Congress. Second, he must keep order in all parts of the nation. He must see that each state is protected from invasion and violence.

Transition

In addition to the preceding duties, the President has another important task - that of appointing thousands of officials. These range from ambassadors down to postmasters for small towns. Although the Senate has to approve these appointments, the President's choice is usually final.

Transition

Thus the President is busy many hours day and night. He must spend much time studying, vetoing, or signing bills; seeing foreign officials; discussing needed bills with members of the Congress. Often he must talk over the long-distance telephone with an ambassador abroad.

***Transition
Paragraph***

For, throughout his busy hours, the President must keep in touch with all parts of the world. He is responsible for our relations with other nations. His words and actions may help to keep peace, or they may bring us close to war.

Transition

When war actually breaks out, the powers of the President become very great. During the War between the North and the South, for example, President Lincoln increased the size of the Army and the Navy. Usually this is the work of the Congress. Lincoln also spent public money without the approval of Congress. He declared the Slaves free. He deprived many citizens of their constitutional rights for a short time.

Transition

During the World War of 1914-1918, Congress granted President Wilson even broader powers than Lincoln had taken for himself. Wilson had the right to fix prices and to take over for war purposes railroads, factories, and supplies of coal and food.

Conclusion

Whether in peace or war, the states are united in "a more perfect union" by the leadership of their Chief Executive.

* *Benjamin Brodinsky, Our Federal Government, p. 16-17 (adapted)*

(Basic Social Education Series. Evanston, Illinois:
Row, Peterson and Company, 1941)

- 1) To which ideas on the preceding paragraphs do the various transitional expressions refer? Be specific.
- 2) What two main ideas does the transition paragraph join? Are they indicated in the opening paragraph? Explain your answer.
- 3) Is the final paragraph a summary, a conclusion, or a climax?

Appraisal Questions on Theme Development

- 1) Did I begin by outlining what I planned to cover?
- 2) Have I a definite idea to develop in the entire theme? (State it.)
- 3) Does my introductory paragraph give the main idea?
- 4) Is each paragraph organized about one central idea? (In your theme, underline this idea; or, if it is not expressed, write a statement of it.)
- 5) Have I used words, phrases, or short paragraphs to link paragraphs? (In your theme, underline these links, or label them in the margin.)
- 6) Is there a satisfactory last paragraph?
- 7) Have I used varied methods of paragraph development? (In the margin of your theme, label the methods used.)

LA-2. Here are two introductory paragraphs. Develop one of them into a theme.

- 1) One of the easiest subjects to talk about in the whole world is how other people ought to run their lives.
- 2) He should have won the last elections. Look at the facts.

LA-3. Here are two concluding paragraphs. Write a theme to fit one of them.

- 1) It remains for all of us - parents, teachers, church leaders and young people themselves - to attack the problem. Let's get to work.
- 2) As I stagger home with my load of packages, one happy thought is in my mind. No more Christmas Shopping for another year!

MAKING WRITTEN REPORTS

Go over in class. Once you have selected and organised the material for a report, your task is to express the ideas well in your own words.

To guide you in preparing reports, use the appraisal records that follow. It is not necessary to answer all questions given for each type of report. Never be content with merely answering a question; give illustrations.

APPRAISAL RECORDS FOR WRITING REPORTS

For an Interview

1. With whom was the interview held? When?
2. What was the subject? State it in one clear sentence.
3. What was the interviewee's reaction to each of the important topics discussed? (Make a paragraph for each topic.)
4. What proofs or examples supported each assertion?

Report Analysis

1. Does my report avoid any comment on the answers given to the questions? (If such reactions are given, the paper becomes a discussion or an analysis, not a report.)
2. Have I checked it with the items on the Writing Score Card?

For a Report on Listening

1. Who was the speaker, and where did he speak?
2. What was the theme? Give it in a clear statement.
3. What authority did the speaker represent?
4. Were the speaker's ideas free from prejudice and bias?
5. What was his conclusion?

Report Analysis

1. Is my report entirely free from my own opinion?
2. How well does my report conform to the standards set in the Writing Score Card?

For a Report on Reading Plays

1. What is the title of the play?
2. Who is the author?
3. What is the underlying idea? What is the mood?
4. Is the purpose of the play to furnish entertainment, or does it aim to reform, to attack, to inform? How is the purpose revealed?
5. Is the play a comedy, a tragedy, a melodrama, or a farce? (If any of those terms are new to you, consult the dictionary.)
6. Who are the chief characters? What particular traits have they?
7. Is the end of the play fitting and satisfactory?

Report Analysis

1. How does my report rank on the items in the Writing Score Card?
2. Have I given reasons for any opinions that I have expressed?
3. Does the report show clear thinking?

For a Report on Reading Books and Articles

1. What is the title, and what is the complete name of the author?
2. If it is an article, what is the source?
3. What is the central idea?
4. What was the author's purpose in writing it?
5. What is the form? (fiction, essay, verse, biography)
6. Give and illustrate the point of emphasis; plot, idea, mood, character, persuasion...)
7. Is the selection worth recommending? Why or why not?

Report Analysis

1. Have I made good use of reasoning?
2. Have I tried to express myself in a clear and an interesting way?
3. Does the report meet the standards on the Writing Score Card?

Learning Activities

LA-1. Listen to a radio play or watch a play on television. Write a report based upon the appraisal record. If all can listen to the same performance, you may be better able to criticise the play. Exchange papers for criticism.

LA-2. Report on a motion picture that you have seen. Write your report as if for publication in your college paper or in the local paper.

LA-3. Write a report upon a book that you have read recently. If you have read one in class, hold a contest for the best and most interesting report on it.

THE ESSAY

The term "essay", which literally means "an attempt" first came into use in 1580, when the great French writer Montaigne published his famous "Essais".

An Essay is a literary composition, analytical or interpretative in nature, dealing with its subject from a more or less limited personal standpoint, and permitting a considerable freedom of style and method.

To begin with, an essay must be short, individual, allusive and reminiscent. It should leave the reader with a definite unity of impression. Every thought introduced into the essay should therefore help in some way to contribute to his end.

The writing of an essay requires very careful thought, preparation and treatment. The stages in writing an essay are the following: 1) collecting material; 2) choice of subject; 3) rough notes; 4) making an outline; 5) the actual writing of the essay.

I. Collecting Material

When you are asked to write an essay you are usually given a choice of several subjects, so that it would sum that there should be at least one among them with which you can deal satisfactorily.

By the careful study of good literature, by regularly scanning the newspapers to keep in touch with current events, by listening to some lectures, by alert and selective observation you accumulate the necessary knowledge.

II. Choice of a Subject

How are you to decide which subject you should choose?

Naturally choose the subject you know most about. On the other hand, in the essays you write for practice you will do better to choose a subject of which you know comparatively little, and then to look up the facts in some books of reference, thus ever adding a little more to that stock of knowledge which

during all this time you have been steadily accumulating, and which by now must be growing into a goody heap.

III. Rough Notes

When you finally settled upon your subject, make sure that you have really grasped its meaning, and then jot down your ideas, just as they occur to you, and without any particular record to order and arrangement. For when your mind first comes into contact with a subject of which you know something ideas are likely to flow freely, and if you stop to work out one idea at a time it is probable that some of the ideas you have not set down will meanwhile escape you.

IV. Making an Outline

The next step is to sort out these scattered ideas, and to rearrange them in such a way that the whole subject is presented to the reader, point by point, in a clear and intelligible manner. Success in doing this mainly depends upon the observance of Unity, Emphasis, and Coherence, - qualities indispensable for writing sentences, paragraphs, any literary compositions.

Unity prescribes that you must reject all ideas that do not bear definitely upon the given subject. Emphasis, that various parts of the whole composition must be treated at a length proportionate to their relative importance; and Coherence, that every part of the composition must be so ordered that logical sequence of thought is preserved throughout.

V. The Actual Writing of the Essay

You have now gathered together your material, sorted it over, and drawn up a plan of the general structure of the essay you are therefore ready to start writing the essay itself. And although an essay should be a complete and indivisible whole, you will find it convenient to divide its structure into 3 parts, and to consider separately its beginning, its middle, and its end.

THE BEGINNING

Beginnings are always important. We are all anxious to make a good first impression, and in an essay it is a vital matter. Try therefore in the opening sentences to grip the reader's attention. When you have succeeded in doing that, the opening can be put to many good uses: it can be used for delimiting the subject, for emphasising your particular aim, for indicating your general line of approach. It should be an easy and natural way of conducting the reader into the heart of the subject.

There are many different ways of opening an essay:

1. With a quotation.
2. With a general reflection.
3. With a definition of your subject.
4. With a distinct statement of your purpose.

THE MIDDLE

Essays can be broadly classified as belonging to one or other of the following groups: a) Narration; b) Description; c) Exposition (Explanation); d) Discussion.

Some practical advice on essay-writing.

1. An essay is an artistic whole. It must consequently possess Unity, Emphasis, Coherence.
2. Choose your subject after due consideration and make sure that you have not misunderstood its meaning.
3. Carefully plan out your work to avoid omissions, overlapping, dislocation.
4. Break up your work into paragraphs, and try to make every paragraph as compact and well-ordered as possible. Remember that a paragraph is a miniature essay, and that you cannot write a good essay until you can write a good paragraph.
5. Try to find the exact word to express your thought. Never use a word of which you do not know the meaning. Avoid slang words and most foreign words.
6. Aim at making your sentences clear, varied and rhythmical.
7. See that your work has proportion and balance. Lack of proportion will usually be due either to your beginning the subject on too large a scale and having to bring it to a hurried conclusion or to your introducing a long illustration of some particular point.
8. Resist all temptation to wander from the point.
9. Punctuate your work with care.
10. Pay attention to your handwriting and spelling, your handwriting should be legible.
11. Avoid common grammatical errors.
12. Let your style be simple, clear, and direct.
13. Write in the third person, unless the subject is one in which the use of the first person is obviously required, e.g. "*My favourite pasttime.*"
14. Be very sparing in your use of abbreviations. Do not use the symbol & for "and."
15. When you have finished your essay, carefully revise every paragraph it contains. And when you have revised once, go over it again. You will be surprised at the further improvement you can effect.

THE END

The end of the essay is of no less importance than the beginning; in some respects it is of even greater importance. The final impression you have should therefore be a pleasant and satisfying one. The best kind of ending is the one that is felt to be perfectly natural and unforced. Sometimes this will take the form of a summary of the views you have previously expressed, sometimes of an effective climax, and sometimes of a single sentence that neatly rounds off the whole.

But whatever the form may be, avoid the set ending.

Subjects for Essays

1. The Pros and Cons of Today's TV.
2. The Qualities that go to the Making of a Good Teacher.
3. The Impact of War on Human Life.
4. No Man is a Judge of his Merits.
5. Space Invaders - a False Alarm?
6. To Live is to Create.
7. Nothing Venture, Nothing Win.

CHECK LIST

- 1) Are the errors in spelling, punctuation, or grammar?
- 2) Is each topic sentence developed with interesting detail?
- 3) Is there paragraph unity?
- 4) Is there orderly development?
- 5) Does the theme open and close well?
- 6) Is there variety in the use of words?
- 7) Is there variety in the use of sentence structure?
- 8) Is the theme accurate and clear?
- 9) Are there colourful modifiers?
- 10) Does the theme give a clear, lively and interesting picture of the subject?
- 11) Will the reasoning interest and convince the reader?

If you can give positive answers to all these questions, you have succeeded in your purpose.

READING AND STUDYING

HOW TO DEVELOP READING ABILITY

Rapid reading is not necessarily good reading any more than is the " I-read-every-word " kind. If you simply look at words quickly and as a result miss most of what they say, your rapid reading is a liability to you. Both speed and understanding are essential for effective reading.

It is important to realise that you need to vary your reading rate according to your intention in reading. Here are some points to keep in mind.

READING METHODS

I. **SKIMMING** is the kind of reading in which the reader glances quickly through the material. It is suited to these purposes:

a) asserting whether certain topics, dates, or names are mentioned; b) getting a bird's-eye view to see whether the material sounds interesting enough for a more careful reading; c) keeping up with current news in daily papers.

Learn To Skim

1. Learn to skim:

a) Note each paragraph indentation in an article or chapter. Read only the first sentence; if that does not indicate what the paragraph is about, read the last sentence of the paragraph. Proceed thus to the end of the material. In most instances, you will have grasped the main ideas in an orderly fashion.

b) If you are looking only for information about a certain person, date, or thing, move your glance quickly over an entire page. Let your eyes stop only when they see the word for which you are looking; then read the sentence containing it to see whether the information that you want is given.

2. Practise putting into your own words the main thought of a paragraph.

3. Pick out the key words; if necessary, write them down and then see whether you can make sense of them.

4. Practise widening your eye-span; that is, to cut down the number of eye movements that you make in reading a line. The fewer eye movements the rapider the reading rate will be and the better you will grasp ideas. Thus, an eye-span is the number of words that your eyes focus on at a time.

5. Pay attention to mechanical aids; for example, numbered headings, the use of italics, or the use of boldface (heavy black type).

II. **SEARCH READING (SCANNING)** is a kind of more attentive reading in which the reader looks for some peculiarities in the text more thoroughly, in our case, occurrences of words or word-combinations, grammar points, stylistic peculiarities, or for some detailed information about the characters or the plot ¹. In its other meaning, however, its may be used in the opposite sense: " glance at quickly but not thoroughly " ². In this text-book it is used as the opposite to skimming, in its first meaning as pointed out in dictionaries ³. It is also used here in its other meaning (of verse); " be metrically correct "; " be composed so that it can be scanned ": the verses scan well ⁴.

III . Careful reading is **READING FOR DETAILS** . It is the kind of reading needed whenever one must remember what is being read or when one must find and understand ideas presented.

1 The Advanced Learner's Dictionary of Current English. A.S. Hornby, E.V. Gatenby, H. Wakefield L-nd, Oxford University Press 16th Impress, 1972, Modern American Dictionary, Dell Publishing Co, 12th printing 1969.

2 Ibidem

3 Ibidem

4 Ibidem

WHAT TO REMEMBER ABOUT KEY WORDS AND CENTRAL IDEAS

1. A paragraph should be built around one central idea.
2. A group of connected paragraph should be built around one theme, or central idea.
3. Except in narration, the central idea of a paragraph is often stated definitely in a topic sentence or in a topic statement.
 - a) Usually the topic sentence opens the paragraph, though it may come at the end or within the paragraph.
 - b) All other sentences should relate to the topic sentence.
 - c) The clincher sentence emphasises the idea of the paragraph or sums up the thought in it.
4. To find the central idea in a paragraph having no topic sentence, one should find the key words and from them frame a topic sentence.

IV. **CRITICAL READING** is the kind in which the reader stops to examine the ideas of the writer, weighs those ideas, and then forms an opinion about them. By its very nature, critical reading should be done slowly.

There are other various types of reading: *reading comprehension (extensive reading), intensive reading, text interpretation, literary appreciation, poetry reading, etc.*

Learning Activities

LA-1. Using your customary rate read the following article through once and think out what methods of reading you will choose to engage in during any particular type of reading. Other instructions will follow.

Louis Shores

HOW TO FIND TIME TO READ

If you are an average reader, you can read an average book at the rate of three hundred words a minute. You cannot maintain that average, however, unless you read regularly every day. Nor can you attain that speed with hard books in science: mathematics, agriculture, business, or any other subject that is new or unfamiliar to you. The chances are that you will never attempt that speed with poetry or want to race through some passages in fiction over which you wish to linger. But for most novels, biographies, and books about travel, hobbies of personal interests, if you are an average reader, you should have no trouble at all absorbing meaning and pleasure out of three hundred printed words every sixty seconds.

Statistics are not always practicable, but consider these: If the average reader can read 300 words a minute of average reading, then in 15 minutes he can read 4,500 words. Multiplied by 7 (the days of a week), the product is 31,500. Another multiplication by 4 (the weeks in a month) makes 126,000. And final multiplication by 12 (the months in a year) results in grand total of 1,512,000 words. That is the total number of words of average reading an average reader can do in just 15 minutes a day of one year.

Books vary in length from 60,000 to 100,000 words. The average is about 75,000 words. In one year of average reading by an average reader for 15 minutes a day, 20 books will be read. That is a lot of books. It is 4 times the number of books that are read by public-library borrowers in America. And yet it is easily possible.

(From the Wonderful World Of Books published by
Houghton Mifflin Co., Copyright, 1952, by Alfred
Stefferd, editor.)

LA-2. Check if you can read 300 words a minute, 4,500 in 15 minutes. Compare it with the numbers given in the article. If they are identical then you can manage 20 books a year.

LA-3. Don't be disappointed if you have failed to do well with the test. You will want to begin a course of improvement. Analyse your performance with these questions:

1. Did I fail to grasp the central idea of any paragraph? of the article?
2. Did I overlook important details?
3. Did I do poorly because I did not know the meaning of certain words?
4. What methods are better to follow:
 - a) in reading comprehension of the above article, of fiction;
 - b) in intensive reading;
 - c) in text interpretation and literary appreciation?

d) Is poetry reading a peculiar type of reading?

One of the best ways to determine how well you understand what a writer says is by paraphrasing.

WHAT TO REMEMBER ABOUT PARAPHRASING

1. The purpose of a paraphrase is to express clearly, in definite, easy-to-understand language, exactly what an author is saying.

2. A paraphrase is not a shortened form; it parallels the section, that it interprets. It may be longer than the section itself.

3. A good paraphrase must fit these requirements: a) It must be definite; b) It must be worded in clear, simple language; c) It must not repeat the author's wording; d) It must contain all the main ideas of the original; e) It must not add any new ideas.

LITERARY APPRECIATION

THE MEANING AND VALUE OF LITERATURE

What is literature?

There is a very wide difference of opinion, even among distinguished critics.

Here is the definition given by Mr. B. Worsfold in his "Judgement in Literature." " Literature, " he says, " in the widest sense, is the record of impressions made by external realities of every kind upon great men, and of the reflections which these men have made upon them. The subject matter of literature covers the whole range of human life and activity, as well as every known manifestation of physical nature. For not only are actual events and the doings and sayings of actual persons reproduced in it, but the rules deduced from observation of the conditions of man's life are included in its records. Similarly it presents to us not merely what individual men found to interest them in particular countries in a particular epoch, but also long-continued observation of the processes of nature. And so literature plays a very important part in the life of man ... Literature is the brain of humanity. "

The value of literature lies in the fact that it is an interpretation of life. A great writer is one who interprets life greatly; one who is exquisitely responsive to the most subtle impressions of the outside world. He sees things far more clearly, and feels them far more deeply than do men of the common stock, and he endeavours to convey this heightened sense of the wonder and glory of the world to our duller and grosser perceptions.

Literary Appreciation really means Literary Judgement, or in other words, it is an attempt to estimate the true literary value of a work. You are not to indulge in lavish praise or to seek out and enlarge upon its faults. But you are carefully to weigh all that can be said for it or against it, to give our calm and considered judgement accordingly.

Literary appreciation is a matter of personal judgement, and if you can feel that work is fine, lofty and ennobling, that it has captured and conveyed to you some high thought or profound emotion, that it has given you, even for a brief moment, a glimpse of rare and faultless beauty, then this work is great and moving and beautiful.

To read with intelligent appreciation the works of any author you should know something of the age in which he lived.

In studying a work of any writer the first thing to do is to gain an impression of the work as a whole. When you have gained the general impression, you should next proceed to a closer and more detailed examination of the work, you should look for certain definite qualities and characteristics.

The value of a writer's work can therefore be to a large extent determined by the test of truth. This relates to the subject matter of the work. The next quality has reference to the form of the work, whether it is well constructed, whether every part of the work contributes to a unity of impression.

The last point you will have to consider in criticising a work is the style in which it is written. Style in literature is the manner in which a writer expresses his thoughts, it is his particular or individual way of looking at things.

Some examples of the main kinds of styles.

The Plain Style is clear, simple, direct, and easily understood. Ornament is avoided, the sentences are usually of medium length and loose in form, and the words chosen are, for the most part, the short, concrete, native words familiar to all.

The Terse Style is compact, neat, rapid, and concise. There is not a redundant phrase or a superfluous epithet. Every thought is rigorously condensed, and then expressed with crisp, epigrammatic brevity.

The Picturesque Style is graphic, animated and life-like. It is the style in which the writer tries to make us realise as a whole, and as intensively as possible, some sense he is representing to our mind in a series of vividly descriptive word-pictures.

The Forcible Style is intense, nervous, arresting, and strongly marked. Force can be attained by contrast (as in the use of metaphors, simile, and allegory), by association (as in the use of metonymy and synecdoche), by employing the various devices to gain emphasis, by apt illustration and brevity of statement.

The Graceful Style. In it we have ease, refinement, good taste, a perfect harmony of thought and diction.

Wit and Humour. The distinction between the two is this: Humour is based on the emotions and Wit on the intellect; Humour is genial, Wit sarcastic; Humour is warm and sympathetic, Wit cold and derisive; in Humour we laugh with a person, in Wit we laugh at him.

READING POETRY

Any poetic text is built on a regular repetition of lines, which constitute a stanza - a group of rhymed lines making up a rhythmic, intonational and semantic whole.

Each line is divided into rhythmical units called feet. A foot is a unit of measurement on poetry. It consists of a set member of long, or accented ('), syllables (beats) and short, or (~), unaccented beats.

I. Five *KINDS OF FEET* are common in English verse.

The following table may serve you as a guide.

KINDS OF FOOT	SYMBOL	EXAMPLE
iambic	~ ‘	The best is yet to be. - Browning
trochaic	‘ ~	Here a star and there a star. - Dickinson
anapaestic	~ ~ ‘	In a park where the peach-blossoms blew. - Lang
dactylic	‘ ~ ~	Honor the change they made. - Tennyson
Amphibrachic Amphibracer	~ ‘ ~ ‘ ~ ‘	I speak not I trace not I breathe not thy name. - Byron Leave the hearth, leave the house. - Coleridge

Metre indicates the number of poetic feet in a line. This table shows the different kinds of metre (most lines have more than one foot; few have more than five).

NAME	NUMBER OF FEET
a) monometre	one foot
b) dimetre	two feet
c) trimetre	three feet
d) tetrametre	four feet
e) pentemetre	five feet
f) hexametre	six feet
g) heptametre	seven feet

h) octametre	eight feet
--------------	------------

Long lines express the moods of dignity, grandeur, or sorrow, short lines express moods of gaiety, lightness, or delicacy.

Scansion is the term applied to marking the feet in a line so that the number of feet in it will be easily apparent. A vertical line is used to separate the feet.

E.g. *He did/ not wear/ his scar/let coat/*

For blood/ and wine/ are red/ - Oscar Wilde

At a glance you can tell that the kind of foot is iambic and that there are four feet in the line. Thus you would classify the line as iambic tetrametre. As usual in good poetry the lines have variations. See the second line which is iambic trimetre.

There is hardly a poem that rigidly observes the chosen kind of metre. Regularly produces monotony on the one hand and sometimes language peculiarities call for deviations in metrical patterns.

II. MODIFICATIONS OF METRICAL PATTERNS

FOOT	SYMBOL	MODIFIED FOOT	EXAMPLES
1. Pyrrhic	~ ~	in iambus in trochee	And those/ who flung/ it to/ the wind/ like rain
2. Spondee	‘ ‘	“ - “	Rocks/,Caves/, Lakes/,Fens/ Bogs and shades/ of death

Spondee slows down the pace of rhythm or makes it jerky. In contrast to spondee, pyrrhic smooths and quickens the movement of the rhythm.

3. Rhythmic inversion is an instance when an iambic pattern is modified by trochaic foot or vice versa.

E.g. *Sightless/ I breath/ and touch/ this night/ of pines/*

(A. Huxley)

Here sightless is a trochaic foot that modifies the iambic metre and makes the word prominent.

4. Hypometric . Here the number of syllables is involved. There may be an extra syllable in the line.

5. Catalectic - when there is a missing syllable. It is common in dactyl and trochee, for it is in keeping with the tendency of English poetry to end in a stressed syllable.

E.g. *Love is the/ fountain of/ charm./* (M. Arnold) - In this dactyl two last syllables are missing.

6. Mixed metrical patterns.

The five basic kinds of metre don't only accept the intrusion of modifications but also appear in a mixed form. Thus a great number of poetic lines present a blend of several metrical patterns which makes it more expressive. Usually the poet retains the metrical basis of his lines and stanzas.

Dactyls are commonly mixed with trochees.

E.g. *B e the day/ weary/ be the day/ long/.*
(W. Howes)

Iambic is combined with anapaestic.

E.g. *The minstrel boy/ to the war/ is gone/
In the ranks/ of death/ you'll find/ him.*
(Th. More)

Sometimes it is difficult to state the basic metre, then it is double termed; iambic-anapaestic, dactylic-trochaic.

III. RHYME is a special kind of sound repetition occurring either at the end of poetic lines (final rhymes) in the middle (inner or internal rhymes) or head rhymes. The rhyming words have either identical or similar sound combinations. In full rhymes they have the same vowel sound after differing consonants. All the consonantal sounds that follow must be identical too: *city-pity; cheerfully-fearfully; fight-bite* .

Incomplete rhymes: vowels identical, consonants vary - vowel rhymes: *storm-morn;* or consonants identical, vowels vary - consonantal rhymes: *blood-blade; love-live; fault-felt.*

Compound rhymes. These are made of two or more words united by a single stress that reproduce the sound form of a correlated word: *clamorous-
enamorously; fetter-beset her.* Compound rhymes are mainly used in humorous poetry.

E.g. *Jona/than Swift
Never/ went up/ in a lift.*

A peculiar property of English rhymes is the so-called eye-rhyme (sight-rhyme) : *farm-warm.*

To figure out the rhyme scheme, letter the word at the end of the first line 'a'. Mark also with 'a' all corresponding rhyming words at the ends of lines. The first end-word that does not rhyme with 'a' should be marked 'b', and so on.

According to the arrangement of rhymes in stanzas, they fall into:

- 1) *couplets* - when two lines are rhythmically linked by a final rhyme (marked a,a);
- 2) *triple - triplets* - a a a;
- 3) *cross rhymes* - a b a b;
- 4) *framing* - a b b a;

5) *monorhymes* - a a a a.

Repetition involves all levels of language - phonetic, morphological, lexical, syntactical.

Repetition on the phonetic level results in *alliteration and assonance*. Alliteration is the use of the same consonant sound to begin several closely situated stressed syllables:

E.g. *Blue breadth of sea without a break* - Browning

There are attempts to define the expressive value of separate sounds.

b, p - suggest quickness, movement, scorn, triviality

m, n, ng - provide various effects of humming, singing, music

l - liquids in motion, streams, luxury, voluptuousness

k, g, st, ts, ch - harshness, violence, cruelty, discomfort, noise, conflict

s, sh - hissing, also soft and soothing sound

z - harshness

f, w, v - wind and any motion of light kind

t, d - are like **k** but less emphatic

r - depends on the sound near it, usually movement and noise

th - quiet and soothing

(M Boulton *Anatomy of Poetry*, L-nd, 1965, p. 58)

Assonance is a vocalic alliteration.

E.g. *Forgive what seemed my sin to me* - Tennyson

Normally it is combined with *alliteration and rhyming*.

E.g. *Hear the sledges with the bells - silver bells!*

What a world of merriment then melody foretells! - E.A.Poe

IV. VERSE FORMS

Lyric poetry, which is an expression of the poet's feeling about a subject, may take a variety of forms. Lyrics are usually brief, highly personal and emotional. They may deal with almost anything about which the writer has strong feeling - love, death, joy, beauty... As in all other poetry, figures of speech and sound devices are often found in lyrics.

Ballads, which are short stories in verse form, are always simply made. The most of them that have come down from the past usually deal with a subject close to the lives of simple people - love, war, family discord, or the like. The story is simply told and fast moving. There is much repetition. The ballad stanza takes the form of a quatrain (four lines) rhyming abcb. The rhyme is iambic.

William Butler Yeats

THE CAP AND BELLS

A Queen was/ beloved/ by a jester (a)

And once when/ the owls grew/ still (b)

He made/ his soul/ go upward (c)
And stand/ on her window sill (b)

Scan the rest of the ballad which you can find in "Anthology of English and American Verse", Progress Publishing House. M.,1975, p.354.

Limeric - a funny poem of nonsense, comprising five anapaestic lines rhyming a b b a with the third and the fourth lines shorter than the other three. Sometimes the number of lines is four, the third one is longer than the rest with an inner rhyme in it.

E.g. *There was a young Lady whose nose
Was so long that reached her toes
So she hired an Old lady whose conduct was steady to carry that
wonderful nose.*

1. Scan the limeric and say whether it scans well.
2. Find some other limerics and practise their reading.

Sonnet is a poem that originated in Italy and was adopted in England in the 16th century. The greatest English poets have written sonnets that rank with the finest literature in the language. W. Shakespeare wrote a sequence of one hundred and fifty-four, most of which have never been surpassed.

What you should know about a Sonnet

1. A sonnet has fourteen lines, written in iambic pentametre.
2. The lines rhyme according to a strict pattern.
 - a) The Italian, or Petrarchan sonnet rhymes **a b b a a b b a c d c d c d** or **c d e c d e**. usually the first eight lines, called the octave, set forth a problem (or question) to create a picture. The last six lines called sestet, resolve (or answer) the problem or comment on it.
 - b) The English (also called Shakespearean or Elizabethan) sonnet rhymes **a b a b c d c d e f e f g g**. (In other words it is made up of three quatrains and a couplet that sums up the thought or serves as a climax). Usually the last two lines are epigrammatic in character.
 - c) The Spenserian sonnet rhymes **a b a b b c b c c d c d e e**.

W. Shakespeare

SONNET XC

Then hate/ me when/ thou wilt/ if ever, now/ (a)
Now, while/ the world/ is bent/ my deeds/ to cross/ (b)
Join with/ the spite/ of fortune make/ me bow, (a)
And do/ not drop/ in for/ an after-loss/ (b)

Scan the rest of the sonnet. Anthology of English and American Verse. M., 1972, p. 61.

Blank Verse is unrhymed poetry that is written in iambic pentametre. It is well suited to serious, dignified subjects. It is likewise well suited to drama, because of the lack of rhyme.

Note these lines spoken by Macbeth just after he has been told of Lady Macbeth's death. Practise reading them aloud to bring out their meaning as well as their beauty.

*Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, poor upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.*

Free verse has rhythm but no definite metrical patterns (feet or set line length).

You can find examples of free verse from the writings of Carl Sandburg, Walt Whitman, and Amy Lowell. See the Anthology of English and American Verse.

Intonational peculiarities of reading poetry depend greatly on the above mentioned verse structures: foot, metre, rhythm, their modifications, and the emotive connotations they convey. It may have two interpretations: a) the interpretation of the poet himself who usually emphasises the rhythmic pattern of the verse, which makes it sound rather monotonous; b) non-authoral interpretation. In this case the reciter tries to express the idea of the poem not only through its rhythmic patterns but also through prosodic means.

Still there are some common prosodic features that distinguish verse from other kinds of prosody peculiar to prose, drama, tales, etc.

1. Poetry is characterised by a wide use of simple tones: low falling tones, rising tones and levels. The level tone is often combined with the High Level Scale. This pattern gives a somewhat solemn character to the recitation.

2. Falling and rising tones are usually preceded by descending or ascending pitch movement.

3. The following compound tones are most typical: Fall+Fall, Fall+level, Rise+Fall.

4. The line is usually divided into two sense-groups, the second is often lower in pitch than the preceding.

5. The line usually ends in a pause if there is no enjambement.

6. The pitch range is rather narrow (within the octave).
7. The tempo is slow and often constant.
8. Stress depends on the rhythmic pattern of foot.

L e a r n i n g A c t i v i t i e s

LA-1. Scan the lines below. Name the kinds of feet and the metre in each line as follows:

E.g. *The soul/ selects/ her own/ soci/ety* (The line is in iambic pentametre.)

- 1) We heard once more the sleigh-bell's sound. - Whittier
- 2) Oh, to be in England. - Browning
- 3) Shall I compare thee to a summer's day? - Shakespeare
- 4) I am that which began. - Swinburn
- 5) Just for a handful of silver he left us. - Browning
- 6) For the moon never beams without bringing me dreams. - Poe
- 7) Say that health and wealth have missed me. - Hunt

LA-2. Copy the following stanza, indicating the rhyme scheme that is used. Go over the poem in class.

*On either side the river lie
Long fields of barley and rye,
That clothe the world and meet the sky;
And through the field the road runs by
To many-towered camelot;
- Tennyson*

LA-3. Be prepared to read in class a poem that appeals to you because of its rhythm.

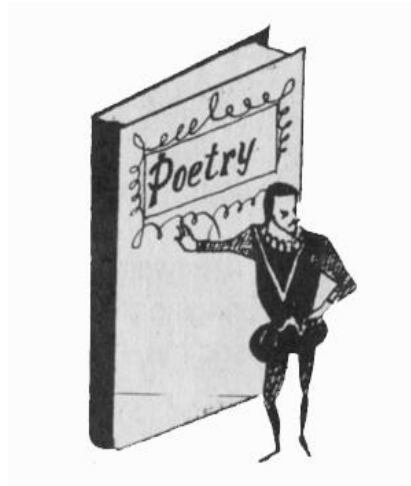
LA-4. Bring to class a poem that you like because of the appeal it makes to your emotions. Explain how the poem succeeds in appealing to you.

LA-5. How does "The Ballad of Reading Goal" by Oscar Wilde meet the requirements of a good ballad? Point out effective repetition and good word choice (Oscar Wilde. Selections. Moscow. Progress Publishers, 1979, p. 123)

LA-6. What simple incidents from daily life, what anecdotes, what old stories can you write using the ballad stanza form? The following lines of your own if you have some in mind.

- | | |
|--|---|
| 1) My grandma tells a story sad,
A story of her youth | 2) Oh, once I was a tiny lad
A-whistling all the day |
|--|---|

LA-7. Write a lyric poem. If you wish, build it around one of the figures of speech or one of the sound devices. Read your poem to a small group. Make improvements that are suggested to you; then read the poem to the entire class



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**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ФАКУЛЬТЕТОВ
ИНОСТРАННЫХ ЯЗЫКОВ ПЕДАГОГИЧЕСКИХ ВУЗОВ**

V КУРС
издание второе

Учебник

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