

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ

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**НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ ЛИНГВИСТИЧЕСКИЙ
УНИВЕРСИТЕТ ИМ. Н. А. ДОБРОЛЮБОВА**

Х Р Е С Т О М А Т И Я

**для студентов V курса факультетов немецкого
и французского языков**

**Учебно-методические материалы
Английский язык как второй иностранный**

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Предлагаемые материалы предназначены для аудиторной работы студентов V курса факультетов немецкого и французского языков. Они включают в себя тексты по основным темам V курса: “Проблемы молодежи”, “Проблемы семьи и брака”, “Защита окружающей среды”, “Мир вокруг нас”, “Профессия учителя”, “Здоровый образ жизни”.

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МЕТОДИЧЕСКАЯ ЗАПИСКА

Предлагаемые учебно-методические материалы предназначены для аудиторной работы студентов V курса, изучающих английский язык как второй иностранный.

Пособие включает в себя 40 текстов, взятых из англо-американских учебников для иностранцев, изучающих английский язык, изданных ведущими издательствами “Лонгман” и “Оксфорд Юнивесити Пресс” в последние годы. Кроме того, в нем использованы тексты из учебника по английскому языку для студентов IV курса факультета английского языка.

Представленные тексты должны служить основой для формирования лексико-грамматических навыков, а также развития умения говорения (в монологической и диалогической формах) и чтения разнохарактерных текстов. Подбор текстового материала обеспечивает овладение умениями просмотрового, ознакомительного и изучающего чтения на основе публицистических и научно-популярных оригинальных аутентичных текстов.

Составитель

I. THE TEACHER'S PROFESSION

Text 1

AUDIO-ORAL INDUCTION

1. Listen to the recording of the discussion without looking at the text and say what it is about. What personal qualities are indispensable for the teacher's profession? What pitfalls must a beginning teacher be safeguarded against?

- Our topic today is education, or, to be more specific, the teacher's profession. It is common knowledge that the teacher's profession comprises many aspects of other professions and involves quite a lot of indispensable personal characteristics. Carolyn, I hope you don't mind being the first to speak. You have the reputation of being your pupils' best friend. How do you gain their affection? What personal qualities make a good teacher?

- I don't think it right to start with self praise. I am not at all sure that I have all the makings of a teacher. I'll just tell you, why I have chosen this profession. I love children and I love French.

- But of course you do have the makings of a teacher, hasn't she, Dr. Jones?

- I'd say as much. Now, Carolyn, excuse my taking you to pieces, but I can't help it. You're intelligent and have a sense of humour. You're firm but tolerant and patient. You're responsive and easy to deal with, but somehow, you always get your way. You're creative and enthusiastic. You're always punctual. And, last but not least, you speak French like a Frenchwoman.

- (Carolyn) I can hardly believe that one person can possess so many virtues!

- (Class) But that's true! You really do! ...

- If one hasn't these qualities, the primary task is to mould them in oneself.

Our profession involves constant self-education and self-sculpture. You're a probationer, Jane, aren't you? What problems have you been confronted with during your first days at school?

- They are misbehaviour and breaches of discipline, asserting my authority as a teacher, finding a way with children, adjusting to my colleagues, making contact with parents, et cetera. In fact, the problems are so numerous that they look insurmountable.
- Which do you think is the most difficult?
- For me, it is maintaining discipline. It is very hard to be firm and exacting without losing touch with children and alienating them. On the other hand, by trying to be popular, showing response and understanding I've failed to assert my authority, I've lost control and they seem to have got out of hand.
- They say the best way to assert one's authority is by taking up a firm attitude from the very beginning. The teacher-pupil relationship is a tightrope to be walked. Being too lenient and permissive causes familiarity and familiarity breeds contempt. I'll start by making them know who is boss and by setting my class in order.
- (Class) Don't speak too soon! It's easier said than done! We'll live and see!
- It is a good idea but it is no easy matter to find a way with children. It is not every beginner that copes with the task from the start. More often than not it takes a lot of experience and patience.
- But still, what do I do first thing when I start? What is meant by taking up a firm attitude? Is it punishment? What kind of penalties can be used at school?
- (Class) Notifying the pupil's parents! Sending the wrongdoer away from the lesson! Reporting to the Headmaster! Bringing the offender before the form meeting! Detaining them after class! Sentencing them to some work!
- Well, all these penalties may be effective in some cases. But in most cases they don't work. Neither does telling-off, shouting, threatening or scaring. I must warn you against overestimating the educational value of punishment.
- It all looks rather hopeless. There seems to be no sure way of asserting one's authority.

- I'm afraid you're right. There is no universal recipe. It is individual. It involves such qualities as a feeling for atmosphere, resourcefulness, quick wit, a sense of humour and what not.
- Society sets a lot of demands on the teacher and education at large. The main responsibility of the teacher is cultivation of human virtues such as honesty and loyalty, compassion and sympathy, inquisitiveness, creativity, love of work. It is my firm belief that the spiritual moulding of a personality comes first!
- This list of qualities may be continued and it largely depends on the country. Americans would surely place special emphasis on moulding the sense of the country's cultural values, such as self-reliance, individual freedom and individual achievement.
- I've been waiting for an opening to say that all this talk about the teacher's personality and the pupils' spiritual development seems to leave no room for teaching! In my opinion it is teaching that should be the teacher's main concern!
- By the way, I have some interesting comparative research data on personal qualities vs teaching skills as evaluated by teachers and children. You'd be surprised at the results!
- I'm sure we'd all appreciate your information but I'm afraid it'll have to be next time. Do share it with us at our next meeting. Thank you all for coming and participation!

2. Listen to the recording a second time and find answers to the following questions:

- 1) Why is Carolyn Stilling chosen as the first speaker?
- 2) What personal qualities is she said to possess that make her a good teacher?
- 3) What are the problems Jane Page has to deal with?

- 4) What are the dangers of being too lenient and permissive?
- 5) What kind of penalties can be used at school?
- 6) Why does the psychologist say there's no universal recipe?
- 7) What is the essence of the argument at the end of the discussion?

EXTENSIVE READING

One of the difficulties of the teacher's profession mentioned in the discussion scripted in PART 1 is adjusting to one's colleagues. The text below highlights this very important issue in a young teacher's life.

Text 2

1. Read the text as quickly as you can and time yourself. Try to keep in your memory:

- 1) as many words and phrases as you are able to describe the older teachers' attitude to new-comers and their ideas;
- 2) as many pieces of advice to student-teachers as you can.

Staff Relationships

Wherever the probationer starts he is likely to live and work with much older colleagues. Staff relationships are not only tremendously important in their own right, as a source of happiness and help, but they are also important in that they indirectly influence staff-pupil relationships. Acceptance into a school is rather like acceptance into a new family. The relationship to older members of the staff may have a certain mother-in-law quality. There are family customs to be learnt and however warm the welcome, a grain of jealousy between the newcomer and the established family group has to be dealt with. There is also unacknowledged fear among the young of seeing themselves as they will be thirty years on. No one likes to grow old.

For these and other reasons older persons of the staff are often a great threat to probationers and cause a good deal of unhappiness. It is the profound distrust and cynicism towards their new ideas which many students find so disturbing.

Probationers themselves are, in turn, often unaware of the threat their youth and new ideas can be to older members of the staff. Their own inner feelings of uncertainty prevent them from appreciating that they can be seen as a threat to any one else. And, yet, of course, they are; new methods may serve to remind senior staff how long ago their training was and how their teaching skills are being brought into question. The youth of the probationer attracts the children towards him. Hence the defensive reaction of the older members of staff can be all too easily one of cynicism and withdrawal.

Cynicism is not a prerogative of older teachers. It can be found among the young: "Don't swamp yourself with work - play it cool". The young may be condescending towards the old. Probationers often express disappointment with the level of staff-room conversation, and yet at the same time do little to make it sparkle.

One situation with which the probationer has to come to terms is the discovery that he and many of his colleagues with whom he has to be in very close contact, think on very different lines. In a college or university, it is possible to be less aware of the differences between people. A large choice of friends is available and, as university life proceeds, friends come nearer together in common attitudes and interests. After the completion of the course, this enclosing world of group ideas and feelings disintegrates as members take up different jobs. It takes time for the isolated individual to adjust to the loss of this support of understood and accepted opinion. It is a shock for a former student who is permissive in outlook and who has, without thinking, mostly been friendly with like-minded individuals, to find that his colleagues are "solidly authoritarian in sentiment." He may be appalled to find there are people who "actually believe in flogging and fagging and that these people are one's colleagues."

It is immature not to be prepared for differences of opinion and attitudes of this kind. This difference between the old and the young is endemic in our society; in schools it is brought sharply into focus for the probationers by the confines of the staff room, and the sudden change from the predominantly young group to one approaching middle age.

Here is some advice given by probationers to students.

“Be very polite to senior staff (speak when you are spoken to, not otherwise!).”

“Treat your senior colleagues with diffidence at first.”

“Say little about the ideas and education which you learnt in training and listen to what the older staff say. Gradually introduce your new ideas.”

“Take no notice of staff who crab everything one tries!”

“Develop a thick skin to old-fashioned criticism.”

“Take an active part in staff discussion!”

“Don’t be afraid of older members of staff.”

“Don’t be upset by the ignorance and boorishness of the older inhabitants.”

Text 3

Teachers And Pupils

Presenter: Christine teaches in a secondary school. What does she enjoy about being a teacher?

Christine: I enjoy the fun you have, I enjoy the... er... the unexpected, the things that c... that you can’t plan for. When we were at college I think the only thing that the)’... they kept on about was planning lessons, and we used to have to make these lesson plans up and they always seemed to me like the great works of modern fiction, the lesson plans, because real lessons aren’t like that, they don’t work out the way you plan them and that’s what makes it really

interesting is that you just go in, thinking you're going to do thing A and it turns into thing B, depending on what the students do and say. Or if you're teaching two parallel classes, as I used to quite often for literature at 'A' level, you'd be doing the same set book, and you might even be at the same part of the book with the two groups, but it would go completely differently depending on the youngsters you had in front of you.

And they're also so funny, yeah, I mean students are terribly entertaining a... they're just a hoot. And they... they come out with all these amazing things and they tell you things. And if you're any good at it they will trust you as a person. And so what you're teaching them in English is much less important than what you're teaching them about 'the big world' and the world they're going into, and about relationships and values and things like that. And it's quite the most unborring job in the world, and you could... if you were bored in teaching then (a) you shouldn't be there, um... but something awful would have gone wrong if you didn't find it absolutely rivetting and... er... each day interesting.

I think the only downside' is that it's terribly hard work and it's awfully tiring physically - and emotionally at times. But... um... children are just such nice people, and if you treat them properly then they'll do anything. You can... you can turn them into anything you want if you treat them well and you develop appropriate relationships with them. Then there's very little that they can't learn and can't do, and a good teacher can take children into a whole world which is magic and exciting.

Presenter: What changes have taken place in the relationship between teachers and pupils since she was at school?

Christine: I think that there has been a real change in the quality of relationships, I think they're much more open, more relaxed, less formal. Some people would say that implies a 1... a drop in the standards. I would disagree violently with that. I think that quality relationships bring quality work. And

familiarity does *not* breed contempt, care and control are not opposites. If you care for children you manage your classroom well, and it is a well-ordered classroom, it doesn't mean it is not a relaxed classroom, it's not a friendly classroom, it's not a supportive classroom.

What matters is that... (that it's a... there is a good quality of relationship between the teacher and the student, and the student trusts the teacher as an individual and vice versa. And I think teachers have become more human and more open with their students and are more prepared to allow the students to know more about them as individuals. And many of the things that we've developed in the past few years, like records of children's achievement replacing school reports, have meant that there is formally built in much more dialogue now. Students are involved much more in their own progress and their own assessment, they have a voice in their programmes of study and their progress. And that voice has always been a vital voice and the teachers who failed to take that on board, who didn't listen to student feedback, were losing out on a whole valuable resource for planning and developing work: it's how the students are receiving the work.

I mean when I was at school nobody had... showed any signs of being remotely interested in what I thought of what was going on or whether I thought it could be different. Yet by the seventies and eighties it was becoming much more widely recognised that consulting with students and making decisions with them was much more positive than imposing them upon them, you know. And it isn't just a simple tension between authoritarian and democratic ways of running a classroom: it's about a partnership for learning, in which teachers and students work together. And that partnership needs to involve the family as well, so that everybody is taking part in shaping the child's learning and is paying due attention to what the child or student themselves thinks and feels.

Children are wonderful at assessing their own progress. There was a lot of tosh talked at the early stages about, if you invited children to comment on their own progress or to assess their performance or to set goals that they couldn't do it, they'd be unrealistic, they'd say they were brilliant. And it just... there was never any evidence for that, and a lot of work's been done since, and children are deeply self-critical. You could ask a teacher to put the children in a rank order, if you asked the children to put the children in a rank... themselves in a rank order they'd get it right. They know exactly where they are relative to other people, they always have done. Um... and they are very good judges of their own progress, they're un... unnecessarily harsh critics of their own abilities, particularly as teenagers, and they are deeply *unself*-confident.

And I think one of the big changes has been the handing over of some of the responsibility in the classrooms to children. But it does, I think, demand more skill not less. I think it's much harder to take risks with youngsters, to be open, to be relaxed. It's easy to run an authoritarian classroom, it's easy to rule using t...f... fear and punishment and threat. Anybody can do that, particularly if you've got a big system of r... sanctions behind you to put into place. But winning and earning the respect of children, and earning a... a relaxed relationship and relaxed classroom, that's much harder.

And that's why I get so cross with critics who get on their high horses about 'standards' and 'sloppiness', you know, and 'not expecting enough of the children'. A relaxed classroom isn't about low expectations, it's about purposeful quality work. And it's very very hard to achieve, it's much easier to bully them into submission and shout at them.

(Time:6 minutes 30 seconds)

II. YOUTH PROBLEMS

Text 4

AUDIO-ORAL INDUCTION

These days much attention is paid to youth problems. Listen to a panel talk that was held at a meeting of our pedagogical club. Several specialists were invited to talk to the teacher-trainees on some problems facing young people now.

Who may be the people taking part in the talk? They may be a chairman, a psychologist, a psychiatrist, a schoolteacher, a physician and some teacher-trainees. Distribute the roles according to your personal interests, your likes and dislikes.

1.1. Listen to the recording of the panel talk. Point out the key problems of the talk.

Panel Talk

- Today our panel looks at such burning problems as drug and alcohol addiction, AIDS and others. Let me introduce to you Mr. Smirnov, a psychologist, Mrs. Newton, a physician, Mrs. Blake, a psychiatrist and Miss Krasina, a teacher. You are welcome with your questions.

- Do you really consider these problems so vital? It seems to me that the ecological threat, ozone depletion and greenhouse effect are much more important. It beats me why we talk so much about drug-users and alcoholics. Just let them drink themselves to death - they deserve no better. It's their own business, after all!

- No doubt it is. But do remember that an addict sinks rapidly into degradation and is inevitably lost to society. His family suffers. It's a tragedy. The more so if the addict is a teenager.

- Can't agree more. Drug and alcohol abuse is tragically destructive. They ruin youngsters' health, produce insensibility, apathy, frustration and

goodness knows what else! All human values lose their significance. It may lead to crime and suicide.

- Yes, that's right. There has been a frightening increase in the number of suicidal teens in recent decades. Obviously, the pressures facing teenagers are too much for many of them to bear. Broken families, the availability of drugs and alcohol, and the pressures to grow up too fast are creating circumstances so difficult to face that young people instead choose to end their lives. The situation will only grow worse if there are no substantial changes made in our society.

- It tends to be more of a social vice than a purely medical or individual problem.

- I fully share my colleague's opinion. It breaks my heart to see normal young people turn into desperate good-for-nothing creatures. They are often doomed to die from an overdose or be killed in drug wars.

- I wonder where they get the money to buy the stuff.

- That's quite to the point! They may steal or rob - which is also a social crime. They often indulge in various other intoxicants: pain killers, other chemicals. All these abominable mixtures are chewed, inhaled or smoked to produce a state of euphoria. It is nothing but hair-raising lunacy.

- Why is the rate of drug addiction increasing?

- The causes are many and various. First come the distortion of the eternal conceptions of right and wrong, low cultural standards, social injustice. The influence of such an environment is anything but beneficial.

- Do you mean to say that the future has nothing good in store for us? It turns out we have to face rather a gloomy prospect: a world of barbarians and morons if things progress (or people regress) this way.

- I'm sorry, I didn't really intend my words to sound so pessimistic. It was rather a warning or a call to be cautious. It is your duty to prevent these ghastly things from spreading, to enlighten your pupils and their parents.

- That brings me to what I was going to say. Parents fail in their duty – that's where the shoe pinches. It is their overindulgence and severity, strict supervision and total negligence that throw the young in the abyss. Many teenagers develop various complexes, have psychiatric problems and take to drugs or alcohol.

- I might as well add one more side to the problem. Drug-users belong to the so-called high risk-group for catching AIDS. They help spread AIDS through dirty syringes.

- May I ask you a question? What does the abbreviation mean?

- Acquired Immunodeficiency Syndrome. It is caused by a virus that weakens people so much that they become sick. The name of the virus is HIV – Human Immunodeficiency Virus.

- And why is AIDS called the plague of the twentieth century?

- You see, it is a global epidemic. It spreads disastrously. No cure has been found as yet. Moreover, some people have developed the so-called AIDS-phobia.

- How do people contract AIDS?

- According to scientific data it spreads through sexual contact, using dirty needles to take drugs, receiving blood from a person who has HIV, from an infected mother to her child through the exchange of body fluids. In a few situations, healthcare workers, such as doctors and nurses, have got the virus from the blood of patients with HIV.

- And what about casual contacts? Are they dangerous?

- No, they are not. AIDS is not believed to spread through touch ways: handshakes, mosquitoes, cats, sweat or saliva.

- What should be and is being done to prevent the infection from spreading?

- An association for combating AIDS has been founded in this country, its main goals are: to organize education, prophylactics, prevention and treatment; to provide disposable equipment; to test people for AIDS.

- But in any case each person should be cautious. It's necessary to avoid casual love-affairs. Hygiene and marital fidelity may save one from getting infected. Quite simply, defence against AIDS depends on all of us taking responsibility for our actions.

- Exactly so. Responsibility comes first. Parents, teachers, young people themselves should cultivate a sense of responsibility for their actions, their health, their life. For the most part your health is up to you.

- Sorry, will you specify yourself?

- Well, cigarettes, alcohol, drugs, fat, inactivity - each of these subjects represents a form of suicide. You can live longer and feel better by employing certain restraints in your life style. Moderation and ultimately elimination is the crucial concept here. Reasonable diets, activity, pleasurable exercises, outings, sports can help you cope with the problems and have more energy for your work, family and friends.

Thank you for your participation in our talk. Our next meeting will be devoted to a healthy way of life.

Text 5

Youth in Crisis

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

within the last ten years, though alcohol abuse has increased. About eight percent of American teenagers now drink some alcohol and many drink too much. Drinking becomes a more serious problem when combined with driving. Ten percent of all licensed drivers are 16- to 19-year-olds. The leading cause of death for American teenagers (15 to 19 years old) is motor vehicle accidents, says the National Traffic Safety Administration of the United States Department of transportation.

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

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

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

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

New programs to help troubled youth are created every year. For example, the city of New York and Rheedlen Foundation provide an after-school program at a junior high school to help keen teens from becoming juvenile delinquents. Young people can go after school and talk with peer counselors (people their own age), receive academic tutoring or take part in athletic and social activities. One New York community's library offers weekday evening workshops in dance, art, music and theater. They also sponsor social events, such as theater productions, in which young people can participate.

Text 6

American Youth

By Deborah Gore

(Associate Editor, Junior Scholastic Magazine)

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

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

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

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

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

Text 7

Young Take To Heroin For The Price Of A Pint

A familiar old drug is making an unwelcome return to Britain, writes **Duncan Campbell**

Heroin has become a drug of choice for many young people and can be bought for as little as a pint of beer, it was claimed last week. Some dealers may be selling the drug at a loss to attract new users, it was being suggested in the wake of record heroin seizures by Customs.

Keith Hellawell, the Government's recently-appointed drugs co-ordinator, says heroin is becoming the "drug of first choice" for an increasing number of young people. While there are 40.000 registered heroin addicts, he believes the true figure is up to four times that number.

Mr Hellawell, formerly the Chief Constable of West Yorkshire, says heroin addicts are responsible for enormous quantities of crime in Britain. A recent study revealed that 700 heroin addicts had committed 70,000 crimes in a three-month period.

He says “wraps” of heroin are being sold for as little as £2 - about the price of a pint of beer - and that young people are smoking rather than injecting the drug. He believes dealers are selling the wraps as a “loss leader” because they know that a heroin user will become a regular customer.

“It has now gone through the social classes and generations,” says Mr Hellawell. Users include not only the young dispossessed in city centres but “young rich kids in the suburbs”. He says dealers are now able to tell potential users that they can avoid the risks of Aids and hepatitis, by smoking rather than injecting the drug.

Dick Kellaway, the Customs and Excise national investigation service chief, says seizures of heroin soared in the past year, from £59 million worth of the drug in 1996 to £45 million in 1997, an increase of 135 per cent

Most of the heroin seized, about 80 per cent, came from Turkey, produced, from opium grown in Afghanistan and Pakistan. It arrived in the UK having crossed about six borders, he says, via the Balkan route of Bulgaria, Romania, Austria and Germany and through the Benelux countries to Britain.

Mr Kellaway says the price of heroin is higher than on the continent because of the greater possibility of detection in the UK. A kilogram of heroin costs £850 in Pakistan, £7,000 in Turkey, £15,300 in the Netherlands and £24,000 in the UK — which translates into £72,000 at street level.

Traffickers are prepared to try any method to import the drug, according to Mr Kellaway. About 200 kilos of the drug were found under the carpeting of two speedboats imported by container and shipped from Izmir in Turkey to Felixstowe. Another 450 kilos, were hidden in a consignment of towelling bathrobes.

Other seizures of note were:

Cocaine: More than two tonnes worth £206 million seized, an increase on the 1996 figure of 1,157 kilos, worth £127 million. An increasing amount had come to Britain via other European countries such as the Netherlands, Spain, Portugal, France and Belgium. The most popular method of importing continues to be in baggage, of which there were 275 seizures amounting to 800 kilos. Crack cocaine was also on the increase.

Cannabis: At nearly 77 tonnes (23 herbal, 54 resin), cannabis seizures increased slightly on the 76 tonnes, seized the previous year. Value of seizures had risen from £172 million to £184 million. The source countries are headed by Colombia and Morocco, include Afghanistan and Pakistan and have been joined by Cambodia.

Ecstasy: Seizures were down from 485 kilos (£23 million) to 394 kilos (£17million}.

Mike Goodman, director of Release, the drugs advice agency, says: “We have noticed a worrying increase in calls from young people about heroin, but it is still a very small proportion of drug users.”

Anna Bradley, of the Institute for the Study of Drug Dependence, believes there is no question that heroin is now more generally available.

Text 8

Teenage Years – Do They Bring Luck?

*In the early 90s, British television had a series of discussions on the problems of teenagers in a programme called **Crosstalk**. Young people shared their opinions on what it means to be young.*

1) Which of these teenagers thinks that being young

- * brings a lot of serious problems?
- * allows you to do exciting and wonderful things?

*** is a kind of duty and makes you feel responsible for what you do? (*listening/reading for the main idea*)**

John McCarthy, 17

Teenagers today have a lot more to worry about than their parents ever did. The world is becoming a very scary place. Violence, teen pregnancy, and AIDS cases are increasing. More and more teens are turning to drugs and alcohol. I'm sure that almost every teenager will at one time or another have an experience with drugs, alcohol or sex. These things combined with personal problems and mates' influence make being a teenager very difficult. I don't have a single friend who has never had a drink of alcohol. Some of them don't drink at all now, but some do.

It seems to me that adults are generally quite indifferent to what their children do. Once you reach the age of sixteen or seventeen, your parents think you are old enough to decide for yourself and let you do what you want.

Estelle Hammersley, 16

It's true that there are so many problems facing teens today. I go to an all-girls private school which makes my school life easier I focus more attention on doing my work than on impressing a cute guy. But when I go out on weekends there is a lot of pressure to drink and smoke There are no teen clubs close to where I live so weekend activities are limited My friend? and I don't do anything exciting, but we usually have fun just being around each other. We usually talk about humorous things. On the other hand, we also talk about serious things like abortion, sex, and politics.

My friends and I try to help each other if we can, because a lot of the time, being a teenager isn't fun. It's a chore (*duty*). You have to go to school and your parents want you to get good grades, which is hard enough in itself, and you have to deal with your own problems too.

Bart Naik, 16

Where I live teenagers have few dangers, but even in my town kids can get alcohol easily. I personally do not drink alcohol. I don't think drinking is

exciting But I know some guys who do. My view is that if they want to, then they can – it's their life, they are free to decide and nobody can forbid them to do what they want.

The people I hang about (слоняться) with don't really put any pressure (оказывать давление) on me or anyone else. Dating is not a big deal (*not so important*).

We usually go out with a bunch (*group*) of friends, both girls and boys. Social events such as discos and parties are a very popular conversation topic among teenagers. At school, politics are discussed quite a lot but along with this there are conversations about boyfriends, girlfriends, and plans for the weekend ahead. I feel also that the majority of boys are football-mad and the girls are very conscious of (*crazy about*) their appearance and clothes. Being a teenager is great fun. Take it easy.

2) How do John, Estelle and Bart feel about the life of today's teenagers? Do teenage years bring luck to them? What do they say about it? (*reading for detail*)

3) What problems facing young people do John, Estelle and Bart usually discuss with their friends? Which of the problems do they find serious? (*reading for specific information*)

4) Do their mates influence these teens' lives much? How do they spend time together?

5) Name the reasons that make John call the world "a very scary place"?

6) Why does Estelle think that being a teenager is "a chore"?

7) What do the teenagers think about adults' attitude towards teens' problems? Do they approve of it?

8) Which of these teenagers could say the following? What makes you think so? "We are too young to see only bad sides of life"

Text 9

Youth's Behavior With Pellet Pistol 'Stupid, Dangerous And Outrageous'

Shooting a pellet gun at an 11-year-old boy on a bike is a “stupid, dangerous and outrageous way to behave,” Judge Anthony Palmer scolded a Colwood-area teenager in Western Communities Courthouse April 29. “I don’t know if you’ve seen too many movies or not,” he continued, “but anything involving a handgun is completely reprehensible.”

The 17-year-old boy was ordered to serve a six-month period of probation, 25 hours of community work and to apologize in person to his victim. He was also ordered not to possess weapons, ammunition or explosives for five years.

Crown counsel Bruce Filan told the court the young cyclist was riding on Atkins Road Dec. 22, 1991, and noticed three young males sitting in a car. As he passed, he said “hi” to the group and continued on his way. Then he heard a loud “ping” coming from the direction of the vehicle, turned around and saw one of the boys aiming a gun in his direction and heard two more “pings”. Filan described the boy as “very frightened,” especially when the car started up and drove towards him. Not very far from home, he raced to tell his father what had happened. The father then pursued the teenagers in his car, forcing them to stop and answer questions.

According to Filan, police later determined the accused teenager was the only one with a weapon – an air pistol that still had pellets in its chamber when recovered by police at the boy’s residence.

The young victim was very upset by the ordeal and is receiving counselling, Filan added.

Defence counsel Dianne McDonald said her client was not aiming the pistol at the younger boy and had no intention of harming him. Only two

shots were fired, she insisted. When her client realized his actions had scared the boy, he tried to apologize but was told not to contact the victim, she added.

She also explained the teenagers were not really chasing the boy in the car, but when the driver realized the boy was scared, he tried to follow to explain no one was aiming at him.

McDonald reported her client has been doing well since the incident and he hopes to return to school in the fall. For now, he is enrolled in correspondence classes and is seeking employment, McDonald told the court.

Text 10

Youthful High Spirit

Few sights are more repellent than young Brits, especially the male of the species, having a good time abroad. Staggering around blind drunk is often a crucial part of the festivities. During last summer's World Cup, drunken Brits even frightened the French (no strangers to alcohol). Last month Britain's vice-consul on the Spanish island of Ibiza resigned, saying he was revolted by the drunken antics of his young compatriots, which ranged from brawling and having sex in public, to killing themselves by falling off balconies or into the harbour.

Serious boozers are, of course, a minority among the British young – but a growing one. Well before they reach 18, the age at which they can legally buy a drink, most youngsters are drinking regularly. A study by the Schools Health Education Unit last year found, for instance, that 20% of boys aged 15-16 were drinking at least five pints of beer a week, and 10% of boys and girls in that age group had drunk more than the "safe" adult limit in the previous week.

In the 1990s, two changes have occurred in the drinking patterns of the young. A significant minority of those who drink weekly are swilling more at

each session; and their choice of drink has changed, as the drinks industry has tried to cater for their tastes. Among 18-24-year-olds, who have always been the main group drinking more than is good for them, 40% of men and 24% of women regularly drink more than is reckoned to be safe (the equivalent of two glasses of wine a day for women or three for men). The faster rise has been in the proportion of hard-drinking young women.

Young drinkers create a quandary for Britain's drinks companies. They are anxious not to be seen to encourage underage drinking. But they are equally keen for new customers among the over 18s, especially as the market for alcohol drunk at home has been chiselled away by duty-dodging imports across the Channel.

Some companies have found ingenious ways to square the circle – and, at the same time, to persuade the young to try drinks once quaffed only by old buffers. Julian Spooner, the marketing director of Guinness in Britain, has helped to bring the average age of a Guinness drinker down from the late 40s a decade ago to under 35 today. One tactic is to sponsor students to run promotions in universities. Another has been to launch a chilled version of Guinness. A sister division of Mr Spooner's group, Diageo, has been trying to create a youthful fashion for single malt whiskies. A rival drinks company, Allied Domeco, has concentrated on launching chains of pubs aimed at the young: for instance, the 250 branches of Mr Q's specialise in loud music and pool tables.

Many young people, though, drink much less traditional tipples than Guinness or malt whisky. Young men are going for extra-strength lagers or potent white ciders with promising names such as "Ice Dragon" or "TNT"; young women tend to favour strong fruit-wines, such as "Mad Dog 20/20" or various concoctions based on vodka. But such fashion drinking is a fickle business. Two years ago, there was much huffing and puffing about alcopops – mixtures of alcohol and lemonade, clearly not aimed at adult drinkers. Then sales collapsed.

Once through their mid-20s, most people drink less: they have less spare cash, and less free time. The big unknown is what the long-term results of excessive drinking will be. But one study, of Swedish conscripts, suggests that those who drink heavily at 18 have a higher risk of dying, and of dying violently, in the following ten years. Especially, of course, if they fall off balconies in Ibiza.

III. MARRIAGE AND FAMILY RELATIONS

Text 11

AUDIO-ORAL INDUCTION

Marriage is a very important step in a person's life. The concept of a happy marriage varies from individual to individual.

A group of students and their teacher are involved in a discussion of marital problems and the factors contributing to marital success. It is not a formal atmosphere, but simply an open exchange of ideas.

1. Listen to the recording of the discussion. Point out the problems they are talking over.

Class Discussion

-I'd like to begin today's talk by suggesting a starting point. What's the basis if a happy marriage?

-(Class) Oh! It is a bit unexpected! It sounds O.K. How on earth shall we start?

-What with some students being married and others standing on the threshold of matrimony this seems an important topic. There's no denying the fact that we are greatly concerned with marital problems and behaviour.

-But let's return to the subject. What makes a marriage happy?

- (Class) Love! Mutual understanding! Financial security and self-reliance!
 Passionate attachment!

- I rather think marriage involves living with a person, not merely loving him. In my opinion comradely affection and companionship matter more in the long run than passion.

- I don't see, Mary, why you haven't mentioned such significant factors as cultural similarities and intellectual compatibility. They are very important in choosing the right partner. Like should marry like. It stands to reason. People should have much in common in order to get along with one another.

- I, for one, think financial security is of primary importance for marital success. Of course, money doesn't automatically bring happiness, but a lack of money certainly causes stress in any relationship.

- There's a lot to be said for money. But love comes first, I believe. In modern society people needn't any longer marry for convenience.

- Don't they? It depends on what we understand by a marriage of convenience. If a person marries for such reasons as having children, emotional security, a home of his own, is it a marriage of convenience? If it is, I'm all for it.

- I see what you mean, Kate. But let's face it. Some people nowadays marry for reasons of convenience and advantage: to promote a career, to come into money or just to please their parents.

- By the way, parents may make a better choice than their children. They are wiser and may be better judges of character than young people. They know well what qualities are desirable in a spouse.

- I'm sure neither a marriage of love nor a marriage of convenience is bound to be a success. Both kinds of marriages take work, patience and perhaps a bit of luck. Happy homes are so rare!

- But what's wrong with marrying for love?

- I don't think marriage is for everybody. I fell in love a dozen times and out of

love as often. I don't consider it a steady relationship. I'd rather stay a bachelor.

-(Class) Poor George! You sound too pessimistic! That's bad luck! Don't lose heart! Wait and see!

-Let me have my say! I believe marriage is what two people make it. The trouble with many modern couples is that they hurry into marriage. Being madly in love with each other they don't weigh up all the factors important for a life-long union. They regard romance as the primary basis of marital success.

-That's true. Marriage is different from love. That is why young people are so often disappointed. The ideal they fall in love with has so little to do with reality.

-What really happens during the period of romance is that young people see their partners through rose-coloured spectacles. The faults of their characters are not so obvious because they try to please their loved ones. If those faults sometimes do come into the open, they are happily ignored, while the virtues are magnified and exaggerated out of all proportion.

-You have explained it in such a way that it seems to leave no hope for young people in love.

- I never meant to be so discouraging. You have a reasonable chance of matrimonial happiness if you know the person you are marrying very well, if you carefully weigh up all the pros and cons and if you do not expect marriage to be an everlasting honeymoon.

- Oh! Marriage needs to be worked at.

2. Listen to the recording a second time. Identify the teacher's part and give its summary.

3. Point out the students' views on marriage. Put them down into the following table.

Participant	Point of View on Marriage
1.Kate	1.
2.Mary	2.

3.George 3.

Text 12

The first year of marriage is one of the greatest adjustments and perhaps the most crucial of any of the years that follow. On what does marital success depend from the very beginning?

Read the text below and contemplate the problem.

Adjustments are Normal - Problems Inevitable

The first year of marriage is a most important year - the entrance upon the road to success or the road to disappointment, heartache and failure. It is significant that approximately 40% of all marriages end in separation or divorce by the end of the first five years. The causes of these broken marriages usually have their basis, first, in bad mating and, second, in the inability of an individual to establish a satisfactory basis for meeting life's problems during the first year.

Most of the decisions about life together are in the making - adjusting to each other's personal peculiarities, habits and ways of life; working out the routine between themselves; handling the family's money; adjusting to sex relations; establishing satisfactory relationships with parents and in-laws after marriage; planning for and adjusting to the coming of children into the home.

Much happiness is and should be a part of the first year of marriage. Much love-making, many good times together, a growing sense of satisfaction and pride in each other, and a setting down to a better understanding of the person to whom one is married. Success in marriage involves not only a knowledge of the relevant facts but also an understanding of human nature and a philosophy of human relations. Regardless of how alike or different the husband and wife may be, there will always be adjustments and adaptations to be made and the responsibility for making them falls upon the husband and wife individually.

There are two things which are desirable for every young person to know

as he contemplates marriage. These are, first, what motives in his life he expects marriage to satisfy; and motives the person he is to marry is expecting marriage to satisfy; and, second, to what extents these expectations are compatible, and to what extent they are incompatible.

1) Sometimes the main idea of a paragraph is stated directly. The sentence that states it is called the topic sentence. Find the topic sentence in the 1st and 3rd paragraphs of the article.

2) Give the message of the text.

3) Speak on the problems the mates face during the 1st year of marriage.

Text 13

Read the following text through once, fairly quickly, to see what's unusual about this family's lifestyle.

A Really Equal Partner

John Holland/33/Part-time

librarian/two children:

Andrew 10, Thomas 8

John works two days a week in a London library - he job-shares with a woman colleague and spends the rest of the time at home. Pam, his wife, is a full-time advisory home economics teacher with plenty of out-of-hours commitments. John looks after the children when Pam is at work, cooks the evening meal twice a week and they share responsibilities during their holidays. John comes from a large Belfast Catholic family and is one of eight children. "There was no question of not mucking in," he remembers. "We all did, including my father. By the time I was 12, I could cook dinner for the family with help from my mother.

When his own children were very young, John worked full-time and Pam

had part-time work, but when Pam was offered the opportunity of a responsible full-time job, they didn't want to use childminders and so John decided it should be he who reduced his working hours to look after the children.

Although John does occasionally resent getting so little financial reward for his work and misses the responsibility he lost, he feels he is well-suited to the arrangement he and Pam now have. "We know that other couples are better off than us," he says, "and that we are unlikely to have a house with all mod cons or an expensive car, but that doesn't worry us. I suppose it might do later. Right now being with the children is just more important to me than a successful business career and a fast lifestyle."

When it's Pam's turn to cook the evening meal, John tackles other household chores, and once a week he does a big supermarket shop, usually on Friday nights "That's Pam's time to be with the children," he says.

Pam has learnt not to be too concerned about the standard of housework. Most of it simply doesn't get done at all, but of what is accomplished, John is responsible for about 60 to 70 per cent, because he has more time. He's by no means a great fan of laundry work.

But it is John who throws a minor fit if anything happens to make the washing even more of a chore than it is already. "If Pam buys a red garment which will run in the wash, I make my disgust pretty clear," he says "As for the ironing, I'll do anything to get out of it!"

Interestingly enough, despite his great involvement with Andrew and Thomas, John feels that Pam is still the "mother" of the family and that the boys look to her more than to him for affection Pam thinks this is a throwback to a long tradition "Women are freer to express all emotions: to cuddle and 'mumsy' their children. John is affectionate but showing it doesn't come naturally to him - or to most men I suspect. He has to make an effort

They seem to have it all taped but reaching this level of smooth cooperation has been an uphill struggle. "Pam and I are very different people," says John, "with strong views on all kinds of subjects particularly politics and religion

To get this far we've had to talk it all through at every stage."

Text 14

State of the Union

A Ivy GOULD (The 40s)

Ivy married John Gould in 1947, when she was 23 and he was 26. He is now 73, and a retired engineer and she is 70, a former secretary. They have a daughter, Jayne, 41.

We lived in the same road, so we knew each other very well. Then when John came out of the airforce we met at a dance. John proposed at the same ballroom a few months later. He took me out on to the balcony and showed me a diamond ring. It was quite romantic.

I didn't want a big wedding, but my parents did, and in those days you did what they wanted. I'd done a tailoring apprenticeship, so I made my gown, all the bridesmaids' dresses and my going-away outfit. My parents had a big house, so we moved in with them and my grandmother. We had our own room but we shared the kitchen with Mum. It wasn't difficult. I stopped work when I got married; you did then. The man was supposed to be the breadwinner and it was his job that mattered. Because it was such a large house, I had plenty to do. John didn't do any housework, but he's changed since he retired.

When you first get married you think it's going to be brilliant. I'm not sure it lived up to all my expectations at first but it has since. I do think young couples who split up in the early years must regret it later. John and I have given each other a lot of security.

B Sally GRAHAM (The 50s)

Sally married Gordon Graham on February 19, 1955, when she was 26 and he was 30. He is a retired insurance worker, 71, and she is 67, a former secretary. They have two children and two grandchildren.

We helped out with the cost of the wedding. We didn't have grand

weddings then, and it horrifies me how much people spend today. Then marriage was a step you took for better, for worse, for ever. I didn't so know anyone who was divorced. We spent time getting to know each other and becoming friends before we married.

I was always busy. Babies didn't have disposable nappies, so I had washing every day. There were no women's rights, but we didn't moan or groan - we just got on with it. Of course, I gave up work; I didn't know anybody who worked when their children were small. My husband paid the bills - he was very much in charge - and gave me money each week to cover food and any make-up or stockings I wanted. We had friends in to play cards but we only went out on birthdays and anniversaries because there wasn't the money.

I think the 1950s were the best years to get married. It was before the explosion of everybody wanting to do their own thing. You can't do that without somebody suffering. We had to fit in and show consideration. And I think we did, by and large. Certainly in my circle, our homes and families were everything.

C Lady VINCENT (The 70s)

Christine married Sir William Vincent in 1976, when she was 24 and he was 25. He is now 44 and an investment consultant and Christine, 43, is a novelist. They have three sons, Eddie, 17, Charlie, 16, and John, 14.

The house we wanted to buy was way beyond our means, so we decided that when we were married we would put off having children for three years. In the event I got pregnant a bit sooner than we'd planned but I was absolutely thrilled. I meant to go back to work after Eddie was born, but I couldn't face it.

I had three children in three years, and luckily with each baby William seemed to get promotion. But I was careful not to become too obsessed with the babies. You have to take care your husband isn't an accessory instead of a companion. We both hate rows. I could row with a stranger but never with the

family; you say such hurtful things that can't be unsaid. William is so diplomatic; he's just ace at quietly getting his own way and I don't even realise until a week later. The only thing we really disagree about is driving. I'm more aggressive than William, who is so well-mannered he gives way too often. We balance each other pretty well. I'm ebullient, William's reticent; he's a pessimist, I'm a dreamer.

D Amanda RUSSELL (the 80s)

Amanda Russell, a part-time designer, married Chris Gower, a market researcher, in 1982, when they were both 24. Now 37, they have two children, Imogen, 8, and Oscar, 5.

My parents wanted us to have a big party when we got married and I'm very glad we did. It was important to me, making the commitment with all our friends and family there. I kept my own name. I always wanted to get married and have children, but I didn't really see myself as an appendage. I don't want to be just Mrs Something. But the children have Chris's name; it just seemed to be the way to do it.

I wasn't particularly interested in housework, but fortunately Chris didn't expect an instant housewife. We shared most of the chores, though I do most of them now because I'm the one at home. I worked until Imogen was 18 months old, then gave up completely when I was expecting Oscar. We decided bringing up children was an important job in itself.

I don't suppose anybody else would read our marriage as perfect. But after 13 years we're still in love and we have a lot of mutual respect. I don't feel smug. I expected marriage to be quite hard work and it has been. It's almost like a job.

E Stephanie WALTER (The 90s)

Stephanie married Richard Walter in 1994, when she was 22 and he was 27. He so is an insurance broker and she is a recruitment consultant.

I was the one who proposed to Richard, but when I said 'Let's get married',

he told me to wait until I was asked. Six weeks later he proposed on one knee.

We dropped the promise in the marriage vows that I had to obey Richard; it's only a word but it's not a modern word and it's just not us. However, it never crossed my mind not to change my name; if you're not prepared to do that, why bother to get married?

We opened a joint account and now we each pay in half our wages, while the other half's our own, to do with as we wish. Housework was a novelty to start with, so I did everything - and Richard let me. It was my own fault but it really annoyed me in the end. We had a few barneys and now he does his fair share of most things.

They say it's the first year of marriage that is the hardest and I'd go along with that; it's difficult just learning to live together. But we argue a great deal less now; we've both mellowed. Eventually we'd like to have children, but not yet. Richard said he wanted them by the time he was 30, but now he's upped that to 35. It will depend on how my career is going. That's fairly important to me.

Reading

1) You are going to read an article comparing how much European men from various European countries help in the house. Before you read it, say who in your household is or would be willing to do the following?

Write M (man), W (woman), M/W (either) or N (neither) against each of the following items.

wash-up

cook

iron

clean

shop

dress the children

drive the children around

tidy up

Compare your answers.

2) Read the article through quickly to decide which country you most admire and why.

Text 15

Women Beware, British Man About The House

Europe's legion of working women who long for a caring 'new man' to share their duvet and the household chores would be ill-advised to start searching in the United Kingdom.

Researchers dispatched by Brussels to far corners of the European Union have found that few husbands are quite so disinclined to lift a finger round the house as the British. Even the stereotyped chauvinists of France and Italy emerge, as better disposed to visit the supermarket or escort children to playschool.

Challenged with a list of six common domestic tasks, three out of four fathers in Britain claimed not to be in charge of any of them – a proportion larger than for the European Community as a whole. They left it to women to take the lead in shopping, washing-up, cooking, cleaning, transporting children or helping them to dress.

Ex-Communist Eastern Germany, the Netherlands and Greece emerge as the only places where a majority of fathers, interviewed about the years before their children went to school, agreed they were responsible for at least one of the items. In the case of Greek men it emerged that their burst of domesticity was overwhelmingly confined to visiting shops.

Spanish husbands, meanwhile, topped the league for all-round household hopelessness, with almost 8 out of 10 admitting to no responsibilities at all - an assessment which was more than confirmed by the views of Spanish wives and partners who took part in the survey. The strangest results were from Ireland, where 84 per cent of men stoutly maintain that they take no responsibility whatsoever for shopping, cleaning, cooking, washing-up, and dressing the children or driving them to school.

Yet the Irishmen's view of themselves as devil-may-care, unliberated,

macho sort of fellows appears to be sheer fantasy. According to their wives and partners, nearly 70 per cent of their menfolk take responsibility for at least one household task, putting them among the most domesticated men in Europe.

By David Utting

Percentage of men who will NOT take responsibility for chores		
Country	They say	Partners say
Belgium	60.8	61.0
Denmark	51.1	47.5
Former W. Ger.	60.7	71.1
Former E. Ger.	42.7	62.7
Greece	47.2	49.8
Spain	76.6	79.7
France	58.4	60.7
Ireland	84.0	31.9
Italy	55.6	60.2
L'bourg	58.9	64.9
N'lands	45.7	46.2
Portugal	69.3	71.9
UK	74.2	70.6
EU average	61.6	65.4

The 'Family and Work' survey, one of a series commissioned by the European Commission's Employment and Social Affairs Directorate, was based on almost 17,000 interviews in the 12 member states. The results are due for publication in Britain this summer.

Looking at the domestic tasks where European men – albeit the minority – are prepared to take a lead, the survey identifies a North-South divide. Men in Portugal and the Mediterranean countries appear more concerned with the “public” duties of shopping or dressing and driving their children; further north it is the “private” chores such as dish-washing, cooking and cleaning

which are treated with above-average enthusiasm.

Those British husbands who do anything are at their best when clutching a dishcloth or tea towel at the kitchen sink, although their willingness to act as family chef is greater even than Frenchmen's.

The survey authors, Marianne Kempeneers of Montreal University and Eva Lelievre of the London School of Economics, found that British women were unusual in Europe because of the extensive availability of part-time jobs. Their working lives were marked by interruptions to care for children and they were more prone to feel that promotion had been sacrificed as a consequence.

Former West German, Dutch and Irish women were more likely to mark motherhood with a prolonged or permanent exit from the labour force. But women living in Denmark and southern Europe found less difficulty reconciling work with their family responsibilities – possibly because childcare was easier to obtain.

Text 16

Living At Home

When we are very young, the house where we live is our whole world. Everything is provided for us - food and shelter, warmth and love. We obey our parents without question, because if Mummy and Daddy say it, it must be right. Every experience we have is classified as *good* or *bad* according to their reaction. We quickly learn to do those things which earn their praise, and to avoid doing those things which upset them and earn their disapproval. Even if we do not know why some behaviour is said to be 'naughty', we accept that it *is* naughty, and try to avoid doing naughty things again, however enjoyable they might be.

As we grow older, we are more and more exposed to outside influences - school, friends and other adults. We soon start to realize that there are other

values which are different from those which our parents hold. For example, your parents have told you that some words, such as 'bloody', are 'swear words', and they have forbidden you to use them. Yet in your friend's house, everybody - children and grown-ups - says things like 'Bloody hell!' when they are annoyed, and no-one seems to think that there is anything wrong with it. You are confused; you wonder what is the right thing to do. You try to resolve the conflict of values between two lots of people - your parents on the one hand, and your friend's parents on the other - for whom you have equal respect. Eventually what happens is that we start to lead double lives; we reserve some kinds of behaviour for the home, and other kinds for the world outside the home.

The real conflict only starts when we are adolescent. We begin to question everything and everyone, including our parents and their values, because we want to establish our own independent values. Unfortunately, as long as we are living at home and are dependent on our parents, we cannot lead our own lives according to our own views of right and wrong. The trouble is that if our parents give us more freedom, we are bound to make mistakes, and they will wonder if they have given us *too much* freedom. On the other hand, if parents allow *too little* freedom, their teenage children are likely to become sullen and resentful, or hostile and rebellious.

At one extreme, a father may become like a dictator. He decides that he will make his children's decisions for them, because they are not mature enough to make their own. At the other extreme, he might allow an anarchic kind of freedom, where the children are left to make up their own minds without any help or guidance at all. In the latter case, some of the mistakes which his children make could have very serious consequences, for example when they choose a career, or decide to live away from home.

Somewhere between the two extremes, it ought to be possible to find a sort of ‘democratic’ alternative, which allows children the freedom to grow up and to make their own decisions, including mistakes, but which also offers them help and protection when they need it.

Text 17

Generation Gap

If children in the United States are wanted and loved, why do they fight with their parents ? At least this is one view of families that American television shows present. The other type of family shown on American television is one in which everyone is great friends with everyone else. These families seem to have no problems. In real life, most families in the United States fall somewhere in the middle. The talk about a “generation gap” has been exaggerated. The generation gap is a gap between the views of the younger generation of teenagers and the views of their parents.

Many parents in the United States want their children to be creative and question what is around them. In a democratic society American children are taught not to obey blindly anything that is told to them. Later, as adults, they will be able to add their voices and their votes to the American democracy. When children become teenagers, they question the values of their parents. This is a part of growing up that helps teenagers form their own values. In one national survey, 80 % (percent) of the parents answering the survey said their children shared their beliefs and values. Another study showed that most teenagers rely on their parents more for guidance and advice than on their friends.

When American parents and teenagers do argue, usually it is about simple things. One survey found that the most common reason parents and teenagers argue is because of the teenagers attitude towards another family member. Another common reason for arguments is that parents want their children to help

more around the house. The third most common basis for arguments between parents and teenagers is the quality of the teenager's schoolwork.

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

Of course, some children and teenagers become trouble makers or juvenile delinquents. Many American parents are learning how to handle these serious problems by returning to patterns of discipline once considered to be old-fashioned. For example, some parents today have joined a group called Toughlove. This is a group started by parents who say that to love a child means to discipline that child. Parents in this group meet together to offer advice and support to one another. Toughlove helps parents learn how to work with angry, trouble-making children and teenagers. There are more than 600 chapters of Toughlove in the United States, Canada, West Germany and Great Britain. However, other parents strongly disagree with the Toughlove approach. They believe that individual freedom with a stress on ethical values and caring for others is more effective than discipline in producing reasonable adults.

Maura

Christopher, Scholastic

Text 18

Relative Values

Two points of view on a family relationship

My Daughter

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

I see her as my best friend. I think she'd always come to me first if she

had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have the outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenage daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards. I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well, but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him – they're always together.

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

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

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

Text 19

My Father

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

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing.

He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring - there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

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

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

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

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

Comprehension check

In questions 1-3, there is not necessarily one correct answer only.

- 1) How would you describe their relationship?
 - a. It was closer when Amy was a child.
 - b. They get on well, and agree on most things.
 - c. He has more respect for her than she does for him.
 - d. They don't have very much in common.
- 2) How would you describe James Mitford?
 - a. He has done all that a father can for his daughter.
 - b. He isn't very aware of how she really feels.
 - c. He's more interested in himself than his family.
- 3) How would you describe Amy?
 - a. She is selfish and spoilt.
 - b. It took her a long time to decide what she wanted to do in life.
 - c. She found happiness in marriage that she didn't have in childhood.
- 4) What did he think of her friends when she was a teenager?
- 5) Why did she leave school?
- 6) Why did she give up her jobs?
- 7) What does he think of her husband?
- 8) Is she interested in his career?

9) Is she going to have children?

10) How often do they see each other?

When you have answered as many questions as you can, find a partner from the other group.

Compare your answers and swap information.

What do you think?

Who has the more realistic view of the relationship? Why?

Text 20

When I Was A Child

Writer Maeve Binchy recalls her idyllic childhood in Ireland

My parents brought me up to think I was the centre of the universe. They showered me with love and attention and gave me terrific self-confidence. I was the eldest of four. There were three girls and then finally the longed-for boy arrived. We were all indulged, all special. I don't think any one of us was the , favourite.

My father was a barrister and my mother had been a nurse before she married. She was a big, jolly woman, as big as I am, with a great smile that went right round her face. We never had a lot of money but we had great comfort and lived in a big, shabby old house with nearly an acre of garden looking out over the sea in Dalkey, near Dublin. We each had our own bedroom and we had a maid, Agnes, who is still a friend. We all went to school on the train from Dalkey to Killiney to the Convent of the Holy Child. It was just three miles down the line and now I see it as the most beautiful place, but we never noticed the view when we were children.

I was a terrible goody-goody. At school I was the girl who was always approached if somebody had to write a thank-you letter to a visiting speaker or make the speech of thanks. I was an extrovert. I don't remember any time until I was 16 or 17 that I ever felt self-conscious. I thought I was marvellous because my

parents made me feel that way. When I was little they would take me out of bed and bring me down to entertain their friends - to whom I now apologise.

I was a very devout little girl. I was going to be a saint, not just a nun. I intended to be the first Saint Maeve. At home we kept hens and when they died of old age we buried them and held a Requiem Mass. I was the Priest, of course, and prayed for their souls and put flowers on their graves. We had an honorary grave for the tortoise once because we thought he was dead, though we couldn't find the body. He turned up again - he had only gone away for the winter.

I was a placid child, very content. I never rebelled. It sounds terribly smug, but all I wanted in life came to me. There is a lot of me in the character, Benny, in my book. *Circle of Friends* (Coronet, £4.99). I remember lovely birthday parties as a girl -jellies and cakes with hundreds-and-thousands on them and people singing *Happy Birthday*, and giving me little bars of soap all wrapped up. And like Benny, despite my size, I longed to be dressed in silly frocks . in crushed velvet. I was so innocent. My mother told me the facts of life when I was about 12 and I didn't believe her. I told my father I thought Mother must be having delusions!

I was a big, bold, strapping schoolgirl but, in fact, I had nothing to be self-confident about. I wasn't very academic; I was quick-minded, but I was very lazy. My reports weren't good, which distressed my parents. In Ireland in those days you had to pay for education after the age of 14 and I remember my father saying that a good education was all he could afford to give me. Homework was considered very important and every evening the breakfast room would be set up with dictionaries and pens and paper and a big fire going. Daddy would often work with K us. I always finished as quickly as possible so I could go off and read my *Girl* or *School Friend* comics.

Without any doubt, my favourite teacher at the convent was Sister St Dominic. She was a wonderful woman who made a tremendous impression on me. She saw something in every child and thought we were all great. She managed

to put some sense into teaching because she always enjoyed herself so much. Because of her I became a teacher.

At school I lived a fantasy life. I had a book called the *ABC Shipping Guide* and dreamed of travelling the world. My teachers always said of my essays, ‘Try to stick to the facts, Maeve,’ because I embroidered and exaggerated so much.

The nuns warned us a lot about lust and sex and I was a bit disappointed during my last two years at school to find there wasn’t as much lust and sex going on as we’d been told. By then my friends had boyfriends and I became very self-conscious. Because I was told at home that I was lovely, I thought I was. When I went out to dances and didn’t fare so well, I was bitterly disappointed. I then realised that I was big and fat and not so lovely. Nowadays I can’t believe how quickly time passes, but when I was a child, the summer holidays seemed to last for ever. They were idyllic, and I put a lot of that into my books. Everything about my childhood has been useful material.

Text 21

Sibling Rivalry

Nine-year-old Tom and five-year-old Camilla can fight like cat and dog. Never mind that their father is an eminent child psychologist. “Sibling rivalry” - as the professionals smoothly term these quarrels - is as old as the Bible and affects most families.

During half term, Britain will resound with maternal cries of “stop fighting” and childish rejoinders of “he hit me first”. Now that the quick smack is increasingly out of fashion, especially since the recent Scottish Law Commission’s recommendations that hitting a child violently should be made illegal, how should a parent retain their sanity?

‘Break the rules,’ says Charlie Lewis (lecturer in Psychology at Lancaster University and father of Tom and Camilla). ‘Bribery is not only acceptable, but

essential. Offer them chocolate or a trip to the park if they stop quarrelling.’

Sending a child to a grandparent’s or friend’s house can also help, says Dr Lewis, who battled with his four brothers in an 18-year-long fight. ‘If you can’t do this, avoid pressure building up during the day by organising an outing during the later afternoon or early evening. A walk can ease tension and calm you down for the forthcoming bath and bed battles.’

If warfare has already broken out, Dr Lewis will threaten the aggressor with, ‘severe trouble’ if the fighting escalates. If that does not work, punishments range from sending children to separate rooms and (for gross misdemeanours) a withdrawal of treats. In the heat of the moment, it is easy to be rash. Dr Lewis recently forbade Tom from playing in a long-awaited football game but relented without losing face by making him tidy up his room as an alternative correction.

Sarcasm, adds Dr Lewis, is a handy retort for the common childish accusation that ‘you love her better because you never tell *her* off.’ If he replies ‘yes, that’s right,’ in a joking way, it takes the power away from Tom’s statement because his son can see his father is not taking him seriously. Ask yourself too if there’s a grain of truth in the complaint, says Tim Kahn, father of two and co-ordinator of Parent Network, an advisory organisation. ‘Pay some attention to the aggressor and find out *why* he’s behaving badly.’

This is precisely the stage when one feels like smacking. So what does the organisation End Physical Punishment of Children advise? The best method is diversion, says Peter Newell, the organisation’s co-ordinator and father of Finn, aged two, Joe, five, and Matthew, six. ‘If the two-year-old has the five-year-old’s construction bricks, I produce something which the younger one is equally interested in.’

‘And how about multi-age activities like cooking? That’s something you can get all the children involved in. Introduce laughter - arguments often start because a parent is tired. It’s easy for that mood of desperation to affect them. When I come home at night, I stand on the doorstep for a few moments to ask myself what kind

of mood I am in and to jolly myself up.’ Analysing your own reactions is wise according to Dr Penny Munn, a psychologist at Strathclyde University; who (with Dr Judy Dunn) studied 43 toddlers and their siblings at play. ‘Mothers who reprimanded children by talking about feelings (‘He didn’t *mean* to hurt you’) had more effect than those who simply said ‘Don’t do that’,’ Dr Munn says. She confesses to being ‘speechless with admiration’ at other techniques displayed by mothers who would ‘nip in with drinks or other diversions when the atmosphere got tricky’. Persuading your children to sort out their own fracas is a technique learned by Jan and Peter Breed through a counselling course run by Parent Network. ‘If they’re, arguing over a toy, get them to tell you their side of the story,’ advises Mrs Breed, whose offspring (Rhiannon, aged seven, Cerys, five and Joel, two) are constantly at each other’s throats. (The baby - 12 week old Sadie - is as yet too young to join in.) “Then say: ‘This is the situation. You want it and he wants it so what are you going to do about it? They usually come up with a solution such as taking it in turns.’”

If all else fails, tell yourself that sibling arguments can be positive. So says Dr Lynn Beardsall, a psychologist at Sunderland University who sat in on 20 six-year-olds with their older brothers or sisters aged between seven and 12 when writing her thesis on conflicts between siblings. ‘Younger children who had Had physical fights with older brothers or sisters were best at identifying how people *feel*. We tested them by playing audio tapes of adults discussing their own problems. These children were more sensitive at identifying with the dilemma than others.’ The study also revealed that out of the younger children, those who were most often the victim were better peace keepers partly because they had learnt sharing and negotiation strategies.

Gender, too, made a difference. Boys tended to be more physically aggressive, whereas girls favoured the sneaky pinch. There was also proof that some fighters are best left alone. ‘One third of the children reached a mutually acceptable solution over an argument without parental interference,’ Dr Beardsall says. ‘I watched some very nasty punch-ups which mothers ignored before the children

sorted it out themselves.’

IV. HEALTH & FITNESS

Text 22

Keeping Fit

Most of us lead unhealthy lives: we spend far too much time sitting down. If, in addition, we are careless about our diets, our bodies soon become flabby and our systems sluggish. Then the guilt feelings start: “I must go on a diet”, “I must try to lose weight”, “I must get more fresh air and exercise”, “I must stop smoking”, “I must try to keep fit”. There are some aspects of our unhealthy lives that we cannot avoid. I’m thinking of such features of modern urban life as pollution, noise, rushed meals and stress. But keeping fit is a way to minimise the effects of these evils.

The usual suggestion to a person who is looking for a way to keep fit is to take up some sport or other. While it is true that every weekend you will find people playing football and hockey in the local park, they are outnumbered a hundred to one by the people who are simply watching them. It is an illusion to think that you will get fit by going to watch the football match every Saturday, unless you count the effort required to fight your way through the crowd to get to the best seats.

For those who do not particularly enjoy competitive sports - and it is especially difficult to do so if you are not good at them - there are such solitary activities as cycling, walking and swimming. What often happens, though, is that you do them in such a leisurely way, so slowly, that it is doubtful if you are doing yourself much good, apart from the fact that you have at least managed to get up from your armchair. Of course you can be very thorough about exercise, even fanatical. Many sports shops now sell frightening pieces of apparatus, chest-expanders and other mysterious gadgets of shiny spring steel, which, according to the advertisements, will bring you up to an Olympic standard of

fitness, provided that you follow a rigorous and regular programme of exercises. Such programmes generally involve long periods of time bending these curious bits of metal into improbable shapes.

It all strikes me as utterly boring and also time-consuming. Somebody suggested recently that all such effort was pointless anyway because if you spend half an hour every day jogging around the local park, you will add to your life exactly the number of hours that you wasted doing the “jogging” in the first place. The argument is false even if the facts are correct, but there is no doubt that exercise in itself can be boring.

Even after you have found a routine for keeping in shape, through sport or gymnastics or isometrics, you are still half way to good health, because, according to the experts, you must also master the art of complete mental and physical relaxation. Now, this doesn't mean snoozing in the armchair or going dancing (which is a good form of exercise in itself). It has to do with deep breathing, emptying your mind of all thoughts, meditation, and so on.

Yoga, as practised in the West, is the most widely known and popular of the systems for achieving the necessary state of relaxation. Contrary to popular belief, you do not have to learn a lot of strange words or become a Buddhist in order to benefit from Yoga. It seems ironical, though, that as our lives have improved in material sense, we have found it increasingly necessary to go back to forms of activity - physical effort on the one hand, and relaxation on the other - which were the natural way of life of our forefathers.

Text 23

Changing Our Understanding Of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more

evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C

In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that 'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

The fundamental conditions and resources for health are
peace, shelter, education, food, a viable income, a stable
eco-system, sustainable resources, social justice and equity.
Improvement in health requires a secure foundation in
these basic requirements. (WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of ‘enabling people to increase control over and to improve their health’ (WHO, 1986).

Text 24

1. This is an article giving the results of a survey of exercise and health in Britain. Read quickly through it to decide which of the headlines on the right best fits the article.

- a** WE ALL NEED TO BE MORE ACTIVE-BRITISH OVERWEIGHT
- b** MEN FITTER THAN WOMEN CONCLUDES SURVEY
- c** MOST ADULTS TOO UNFIT FOR A HEALTHY LIFE
- d** BRITISH EATING HABITS MUST CHANGE

Chris Mihill

Medical Correspondent

Seven out of 10 men and eight out of 10 women in England do not take enough exercise to keep themselves healthy, according to the largest ever survey into activity levels.

The survey, published yesterday by the Health Education Authority and the Sports Council interviewed 4,316 adults over the age of 16 about daily activity including sports and recreation pastimes, with two-thirds of the group being given laboratory assessments of fitness levels.

The survey divided activity levels into five categories, with level five being people who exercised vigorously at least 12 times for 20 minutes or more a session in the previous four weeks, and. level zero those who took no exercise.

	Men (%)	Women (%)
Level 5	14	4
Level 4	12	10
Level 3	23	27
Level 2	18	25
Level 1	16	18
Level 0	??	??

One third of men and two-thirds of women were unable to continue walking at three miles an hour up a one in 20 slope without becoming breathless and having to stop. Half of women over 55 could not sustain a walking pace on level ground for several minutes. Among 16-24 year olds, 60 per cent of men and 91 per cent of women were below activity levels necessary for a fit and healthy life. Thirty per cent of men and 50 per cent of women aged 65-74 had insufficient strength in their thigh muscles, making tasks such as rising from a chair without using their arms difficult.

The survey found the fittest 10 per cent of men aged 65-74 having a higher aerobic capacity than the least fit 10 per cent of those aged 25-34.

Dr Jacky Chambers, director of public health for the Health Education Authority, said the survey had found 48 per cent of men and 40 per cent of women were overweight, compared with 39 per cent and 32 per cent in 1980. If the trend continued, most of the population would be overweight by the year 2000.

Professor Peter Fenton, head of physiology at Nottingham University, who acted as scientific adviser to the survey, said although the levels of unfitness came as no surprise, they had to be scientifically quantified if policies were to be formulated to improve activity levels.

There was growing evidence that even moderate physical activity could confer protection against heart disease and strokes as well as improving general well-being and the quality of life.

Sir Donald Maitland, chairman of the authority, said: "Almost everyone in

the country can benefit from being a little more active. Just making small changes like using the stairs instead of the lift or walking and cycling instead of taking the car can help people to begin to feel the benefits of living a more active, healthier and enjoyable life.”

2. Read the article again just to find the following information:

- 1) Who take more exercise, men or women?
- 2) Who are more overweight, men or women?
- 3) What percentage of the population doesn't take enough exercise?
- 4) What does the article generally recommend?
- 5) What does the article recommend in particular?

3. The following expressions with numbers are all en from the article.

How do you say them?

1/3	10%	2/3
91%	7/10 men	1/2
4316	men aged 65-84	48%
89%	40%	32%
8/10 women	the year	the year 2000

Check your answers. Listen and repeat the expressions.

4. Write down at least ten fractions, numbers or percentages, then ask your partner how to say them in English.

Your thoughts

- Where would you put yourself in the table in the article?
- List the sporting and non-sporting activities you could do to be fitter. What stops you doing them?

Text 25

Stress Busters

From walking on the beach to washing the kitchen floor, Alexander Garrett discovers how people under pressure unwind.

A ADVERTISING AGENCY CHAIRMAN

I unwind in a way that other people would find most unrelaxing - by writing. It's completely absorbing, and you can forget the outside world while you're wrestling with adverbs. A lot of what I write is light-hearted and there's nothing I enjoy more than penning a sentence that I think is funny. New phrases occur at inappropriate moments, so I have a pen and pad in the car and make notes when I stop at traffic lights. I once thought someone was tooting me, then realised it was me, leaning on the steering wheel.

B MEMBER OF PARLIAMENT

I usually travel back to my constituency on the 8 am train on Friday morning. I have a house right on the front and, if it has been a hard week in London, I do one of two things - either lie in bed and look out over the sea, or go for a walk along the beach, preferably at night, and watch the waves. The sea is the most relaxing thing of all, because it makes you realise there are things beyond you which you can't have any impact on.

C BUSINESS EXECUTIVE

I've always believed in keeping your personal and business lives separate and I think if you can do that, then you don't need to do anything else to relax after work. Everybody has times when they are under a lot of stress, but if you keep a sense of perspective - and a sense of humour - then you shouldn't have to do anything extra to wind down. In addition, if you have a family you can immerse yourself in, that is usually enough to forget all about the problems at work.

D BANK EXECUTIVE

Domestic tasks are my way of switching off. Tasks that other women might

consider drudgery -such as washing the kitchen floor - I find very satisfying, ironing is especially good for mulling over the events of the day, and it's also satisfying, because at the end you can see a result — a neat pile of pristine clothes.

E TV EDITOR-IN-CHIEF

I have two ways of unwinding. There is a gym in our building, and in the evening I go to a group event where about a dozen of us do circuit training as well as aerobics and weights. I have a problem with things that don't involve concentration, such as gardening, because my mind drifts back to work. But the thing about working in a group is that there is a competitive element, so it helps to focus your mind on what you are doing. At 5.30 I feel quite tired, but if I go to the gym from 6-7 pm, it suddenly gives me a new burst of life.

Also on Monday mornings I do yoga at 7.30 am before setting off for work. Although the physical exertion is less, the teacher makes you focus on every part of your body, so there's a physical and psychological effect - a little bit of a high, a sense of well-being.

F MARRIAGE COUNSELLOR

Work ends quite late, but one of the things I do to relax is try to cook a reasonable meal, often enjoying a glass of wine as I do so. Sharing a meal with your partner is a chance to talk about the horrors of the day, and we try to build in time for that. We don't watch much television. Often we'll do the cooking together, and sometimes I'll listen to the radio or just some music at the same time, so that my mind switches off. In the summer I garden in the evenings – it's only a town garden, but it's full of wonderful plants, and there is nothing more relaxing than to be outside in the fresh air

Text 26

The Risks of Cigarette Smoke

Discovered in the early 1800s and named nicotianine, the oily essence now

called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to

non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to

establish smoke-free work places, schools and public places.

Text 27

Look at these three definitions of ‘assertiveness’.

- a** making sure you always get what you want
- b** standing up for your own rights
- c** respecting your own rights and those of others

The following text is an extract from a book about assertiveness. Read through the extract and decide which of the three definitions best describes the author’s point of view?

Assert yourself

1 The most self-assured and sophisticated of people can find themselves unable to deal satisfactorily with certain situations - cold food in a restaurant, angry neighbours, stropky shop assistants, uncommunicative teenagers-from time to time. And for many of us, attempting to deal with such irritations without either losing control and our tempers, or being wimpish and ineffectual, is too common an occurrence.

2 The usual reason for such maladroit behaviour is an inability to express ourselves clearly and straightforwardly. We beat around the bush endlessly before, if ever, we reach the nub of the argument. Failing to communicate clearly what you want and/or what you feel, means, at one end of the spectrum, that you fail to persuade the shop to exchange a faulty garment or fail to have your cold dinner replaced in a restaurant; and at the other extreme, that you're unable to negotiate with your boss or your juniors calmly, or that you spend far too many evenings in grumpy silence because you cannot express your feelings to your partner.

3 We usually fail to communicate what we want, how we feel about something, because we are anxious about the way our views or requests will be received. And when we feel anxious, we tend to become aggressive, or manipulative, or passive allowing ourselves to be trampled upon. By being aggressive, we are often over-reacting and alienating others. Being manipulative may bring immediate success but it's hardly a basis for an honest strong relationship - and deviousness can backfire. Needless to say, being passive makes you feel even smaller, and may also result in abject failure.

The assertive way

1 Over the past few years, many people have learned another way of behaving, a middle course between being aggressive or passive, the assertive way. It is a

way of communicating clearly one's wishes, needs and/or feelings while at the same time respecting the needs, wishes and feelings of others. It is *not* about winning all the time, rather more about negotiating life without constant anxiety or lack of self-confidence. It is usually a more appropriate and a more effective form of communication.

2 Helen was having dinner with friends in a small local restaurant. When her main course - roast chicken – was served, she discovered it was undercooked. Before she learned some assertiveness skills, she would have screamed at the waiter and caused an embarrassing fuss. This time she drew a deep breath and calmly asked to speak to the manager. He looked scornfully and commented: 'Our cook is excellent and no-one has ever complained before.' 'Well, I'm sure your cook is excellent,' said Helen, 'but I'm complaining because this chicken isn't cooked properly. Please can you give me some that is cooked.' He blustered a little more but Helen refused to be side-tracked, nor did she lose her temper. She just repeated her request. Eventually her meal was replaced. By handling her complaint assertively, Helen avoided an embarrassing scene, which would have spoiled the evening for everyone, and was given what she wanted - a properly cooked meal.

V. LEARNING FOR LIFE

Text 28

How Much Are You Worth?

One of the most difficult questions to answer is how much a job is worth. We naturally expect that a doctor's salary will be higher than a bus conductor's wages. But the question becomes much more difficult to answer when we compare, say, a miner with an engineer, or an unskilled man working on an oil-rig in the North Sea with a teacher in a secondary school. What the doctor, the engineer and the teacher have in common is that they have devoted several

years of their lives to studying in order to obtain the necessary qualifications for their professions. We feel instinctively that these skills and these years, when they were studying instead of earning money, should be rewarded. At the same time we recognize that the work of the miner and the oil-rig labourer is both hard and dangerous, and that they must be highly paid for the risks they take.

Another factor we must take into consideration is how socially useful a man's work is, regardless of the talents he may bring to it. Most people would agree that looking after the sick or teaching children is more important than, say, selling second-hand cars or improving the taste of the toothpaste by adding a red stripe to it. Yet it is almost certain that the used-car salesman earns more than the nurse, and the research chemist earns more than the schoolteacher.

Indeed, this whole question of just rewards can be turned on its head. You can argue that a man who does a job which brings him personal satisfaction is already receiving part of his reward in the form of a so-called "physic wage", and that it is the man with the boring, repetitive job who needs more money to make up for the soul-destroying monotony of his work. It is significant that those jobs which are traditionally regarded as "vocations" - nursing, teaching and the Church, for a example - continue to be poorly paid, while others, such as those in the world of sport or entertainment, carry financial rewards out of all propotion to their social worth.

Although the amount of money that people earn is in reality largely determined by market forces, this shouldn't prevent us from seeking some way to decide what is the right pay for the job. A starting point for such an investigation would be to try to decide the ratio which ought to exist between the highest and the lowest pay. The picture is made more complicated by two factors: firstly by the "social wage", i.e. the welfare benefits which every citizen receives; and, secondly, by the taxation system, which is often used as an instrument of social justice by taxing high incomes at a very high rate indeed. Allowing for these two things, most countries now regard a ratio of 7:1 as

socially acceptable. If it is less, the highly-qualified people carrying heavy responsibilities become disillusioned, and might end up by emigrating (the so-called “brain drain” is evidence that this can happen). If it is more, the gap between rich and poor may be so great that it will lead to social tensions and ultimately to violence.

Text 29

So You Want To Be A Success

We live in a society increasingly obsessed with material success. We are exhorted to “Get on!” “Get ahead!” “Get a step on the ladder!” “Make it to the top!” If you don’t prosper, it’s easy to feel like a flop, that you’ve wasted your life and failed your family.

But is such success open to all? Do we all have the potential to be millionaires, and can success be taught? What can we learn from those who do make it to the top?

Becoming a millionaire is a surprisingly haphazard affair. At school we are told that if we work hard and pass exams we will do well. But a recent study by Professor Cary Cooper, of the University of Manchester Institute of Science and Technology, refutes this advice. When he studied the lives of successful entrepreneurs, he found that nearly 60 per cent left school early either because they were thrown out or were “bored”. Other studies suggest there is little correlation between how well children do at school and the salary and job satisfaction they achieve as adults.

The most certain route to riches is to start out wealthy. Over half the people in the most recent Sunday Times survey of the richest 200 people in the country inherited money. Twenty-five per cent of those who head large corporations were born into affluent families.

If you're not born wealthy, you may be able to capitalise on another advantage: good looks. "Good looks make early life easier. Teachers and other children will expect you to be kinder, cleverer and to do better than plainer peers," explains Dr. Raymond Bull of Portsmouth University, expert on the effects of facial appearance. Being tall is also an advantage. Other qualities being equal, employers are more likely to select taller and more attractive people. However, unless you want to work with children, it can be a handicap having too pretty a baby face. You are likely to be regarded as kind, but not very efficient. You may fare better by taking to crime - juries are far more likely to acquit you. In a new book, *Business Elites*. Professor Cooper compares a number of successful entrepreneurs with people Cooper calls intrapreneurs. He defines intrapreneurs as those who rise through the ranks to the top of large corporations.

Cooper found major differences between the two groups. "Intrapreneurs tended to be the kids everyone thought would do well. Over half went to university, they are good organisers and get on well with people."

But the entrepreneurs often had early reputations as trouble-makers. "They probably left school early, had several business disasters and are awkward personalities. They are also intuitive and very determined."

The most dramatic difference between entrepreneurs and corporation high-fliers was that only five per cent of Cooper's entrepreneurs had both parents present throughout childhood, compared with 91 per cent of the intrapreneurs. In some cases the parent had died, in others they had been absent for long periods. "Coping with disaster early in life appears to give people vital resilience later on," suggests Cooper. Nearly half of Cooper's entrepreneurs also felt that they had been the victims of discrimination early on - some were Jewish, some were immigrants, some were just physically small. But even if you are born poor and ugly to parents who refuse to absent themselves from you, there's still plenty you can do to influence

your chance of success. A range of courses and self-help manuals are available to help you forge your way to the top. Go into any large bookshop and you'll find a section with titles such as *The Magic of Thinking Big*, or *Riches While You Sleep*. There's even a magazine called *Personal Success*, filled with ads for courses that will "unleash the power within" or "transform your thinking, behaviour and relationships". "Successful people," says Breen, an organisational consultant, "are the ones who, when something doesn't work, try something else. Unsuccessful people keep on doing the same thing, only harder."

Most of today's courses on positive thinking originate in America. Many start by advising you try "positive affirmations" such as this one from *Success Magazine*. "Look in the mirror every morning and say to yourself: "You are rare unique and different. You we designed for accomplishment engineered for success." Sounds embarrassing? Don't forget the self-belief is crucial for success.

In this training programmes, Breen shows people how to banish negative thoughts and put themselves in a more productive frame of mind. Motivation is the key. Working in a big organisation can provide motivation (if only because the boss shouts at you), but entrepreneurs have to learn to "gee" themselves up.

Breen gets students to concentrate on immediate specific tasks that need attention, rather than allowing themselves to be overwhelmed by a mountain of things waiting to be done.

"We get them to imagine getting one thing done, and how good it will feel when they've finished," says Breen. "If you really concentrate on the thoughts for just two or three minutes you'll find you can't wait to start work instead dreading it."

Text 30

Fit For Hiring? It's Mind Over Matter

By Judith H. Dobrzynski

NEW YORK. - Members of America's professional and managerial classes have always left college confident of at least one thing: they had taken their last test. From here on, they could rely on charm, cunning* and/or a record of accomplishment to propel them up the corporate ladder.

But that's not necessarily true any longer. A growing number of companies, from General Motors Corp to American Express Co., are no longer satisfied with traditional job interviews. Instead, they are requiring applicants for many white-collar jobs - from top executives down - to submit to a series of paper-and-pencil tests, role-playing exercises, simulated decision-making exercises and brainteasers.* Others put candidates through a long series of interviews by psychologists or trained interviewers.

The tests are not about mathematics or grammar, nor about any of the basic technical skills for which many production, sales and clerical workers have long been tested. Rather, employers want to evaluate candidates on intangible* qualities: Is she creative and entrepreneurial? Can he lead and coach? Is he flexible and capable of learning? Does she have passion and a sense of urgency? How will he function under pressure? Most important, will the potential recruit fit the corporate culture?

These tests, which can take from an hour to two days, are all part of a broader trend. 'Companies are getting much more careful about hiring,' said Paul R. Ray Jr., chairman of the Association of Executive Search Consultants.

Ten years ago, candidates could win a top job with the right look and the right answers to questions such as 'Why do you want this job?'. Now, many are having to face questions and exercises intended to learn how they get things done.

They may, for example, have to describe in great detail not one career accomplishment but many - so that patterns of behavior emerge. They may face questions such as 'Who is the best manager you ever worked for and why?'* or 'What is your best friend like?'. The answers, psychologists say, reveal much about a candidate's management style and about himself or herself.

The reason for the interrogations is clear: many hires* work out badly. About 35 percent of recently hired senior executives are judged failures, according to the Center for Creative Leadership in Greensboro, North Carolina, which surveyed nearly 500 chief executives.

The cost of bringing the wrong person on board is sometimes huge. Searching and training can cost from \$5000 for a lower-level manager to \$250,000 for a top executive. Years of corporate downsizing, a trend that has slashed* layers of management, has also increased the potential damage that one bad executive can do. With the pace of change accelerating in markets and technology, companies want to know how an executive will perform, not just how he or she has performed.

'Years ago, employers looked for experience - has a candidate done this before?' said Harold P. Weinstein, executive vice-president of Caliper, a personnel testing and consulting firm in Princeton, New Jersey. 'But having experience in a job does not guarantee that you can do it in a different environment.'*

At this point, most companies have not shifted to this practice. Some do not see the need or remain unconvinced that such testing is worth the cost. But human-resource specialists say anecdotal* evidence suggests that white-collar testing is growing in popularity. What has brought so many employers around to testing is a sense of the limitations in the usual job interview. With so little information on which to base a decision, 'most people hire people they like, rather than the most competent person,'* said Orv Owens, a psychologist in Snohomish, Washington, who sizes up executive candidates. Research has shown, he said, that

‘most decision makers make their hiring decisions in the first five minutes of an interview and spend the rest of the time rationalizing their choice.’

Besides, with advice on how to land a better job about as common as a ten-dollar bill, many people are learning to play the interview game.

Even companies that have not started extensive testing have toughened their hiring practices. Many now do background checks, for example, looking for signs of drug use, violence or sexual harassment. But the more comprehensive testing aims to measure skills in communications, analysis and organization, attention to detail and management style; personality traits* and motivations that behavioral scientists say predict performance.

New York Times

**cunning*: the ability to deceive people

**a brainteaser*: a problem which is fun to solve

**intangible*: s.th. that cannot be felt or described

**a hire* (US); *a recruit* (CB): someone who starts to work for a company

**to slash*: to cut

**anecdotal*: based on personal experience

**to bring around*: to persuade s.b. to agree with s.th.

**a trait*: a quality in someone's character

Text 31

How To Be A Great Manager

At the most general level, successful managers tend to have four characteristics:

- they take enormous pleasure and pride in the growth of their people;
- they are basically cheerful optimists -someone has to keep up morale when setbacks occur;
- they don't promise more than they can deliver;

- when they move on from a job, they always leave the situation a little better than it was when they arrived.

The following is a list of some essential tasks at which a manager must excel to be truly effective.

Great managers accept blame: When the big wheel from head office visits and expresses displeasure, the great manager immediately accepts full responsibility. In everyday working life, the best managers are constantly aware that they selected and should have developed their people. Errors made by team members are in a very real sense their responsibility.

Great managers give praise: Praise is probably the most under-used management tool. Great managers are forever trying to catch their people doing something right, and congratulating them on it. And when praise comes from outside, they are swift not merely to publicise the fact, but to make clear who has earned it. Managers who regularly give praise are in a much stronger position to criticise or reprimand poor performance. If you simply comment when you are dissatisfied with performance, it is all too common for your words to be taken as a straightforward expression of personal dislike.

Great managers make blue sky: Very few people are comfortable with the idea that they will be doing exactly what they are doing today in 10 years' time. Great managers anticipate people's dissatisfaction.

Great managers put themselves about: Most managers now accept the need to find out not merely what their team is thinking, but what the rest of the world, including their customers, is saying. So MBWA (management by walking about) is an excellent thing, though it has to be distinguished from MBWAWP (management by walking about - without purpose), where senior management wander aimlessly, annoying customers, worrying staff and generally making a nuisance of themselves.

Great managers judge on merit: A great deal more difficult than it sounds. It's virtually impossible to divorce your feelings about someone - whether you

like or dislike them - from how you view their actions. But suspicions of discrimination or favouritism are fatal to the smooth running of any team, so the great manager accepts this as an aspect of the game that really needs to be worked on.

Great managers exploit strengths, not weaknesses, in themselves and in their people: Weak managers feel threatened by other people's strengths. They, also revel in the discovery of weakness and regard it as something to be exploited rather than remedied. Great managers have no truck with this destructive thinking. They see strengths, in themselves as well as in other people, as things to be built on, and weakness as something to be, accommodated, worked around and, if possible, eliminated.

Great managers make things happen: The old-fashioned approach to management was rather like the old-fashioned approach to child-rearing: 'Go and see what the children are doing and tell them to stop it!' Great managers have confidence that their people will be working in their interests and do everything they can to create an environment in which people feel free to express themselves.

Great managers make themselves redundant: Not as drastic as it sounds! What great managers do is learn new skills and acquire useful information from the outside world, and then immediately pass them on, to ensure that if they were to be run down by a bus, the team would still have the benefit of the new information. No one in an organisation should be doing work that could be accomplished equally effectively by someone less well paid than themselves. So great managers are perpetually on the look-out for higher-level activities to occupy their own time, while constantly passing on tasks that they have already mastered.

Text 32

One Day In My Life

Three years ago, Vanessa Stein and her husband Tom took up the fast food challenge: they bought the franchise for a McDonald's restaurant near Leeds.

Early morning is always an effort for me. The alarm goes off at 6.30 a.m. and then I have 20 minutes' 'thinking time' to make some mental lists before I get up. I live by lists, actually – it's the best way to keep things organised.

Recently I've been arriving at our McDonald's restaurant around 8.30 a.m. I've mastered the computerised accounts now so I'm training one of our floor managers to help me with the administration. Eventually this should give me more time to get involved in other areas of the business such as, interviewing staff.

Our restaurant is in a retail park around five miles outside Leeds. Since we bought the franchise in 1995, we've already expanded the seating and now we're looking to expand the restaurant itself. We have to conform to the McDonald's standards (quality, service, cleanliness and value) of course, but the restaurant is actually our own business. We directly employ some 75 staff, order and pay for supplies (from 'preferred suppliers'), take care of any maintenance or refurbishment, arrange local marketing, and so on. Around a quarter of all McDonald's 800 UK restaurants are franchised.

Buying this franchise was a big move for us. Tom (my husband) had to do nine months' training before we could even be considered for a franchise. It paid off though, and we are delighted with this place - it boasts* what was the first Drive-Thru in Yorkshire! — and the surrounding countryside is truly beautiful.

By 9.30 a.m. I'm ready for a Bacon & Egg McMuffin and a cup of tea. I'll have a quick chat with our regular breakfast customers before opening the post. This brings invoices from suppliers, marketing and training information from McDonald's (they run the training courses but we pay for our staff to attend), bookings for parties, or perhaps the monthly report from the 'Mystery Diner'.

Mystery Diners make monthly checks on every restaurant and Drive-Thru in the country. All aspects are assessed - food quality and presentation, atmosphere, quality and speed of service, restaurant cleanliness and so on. Staff are often commended by name, so I pass the news on to them and make sure any problems are tackled. We're currently eighth in the UK league which is pretty good.

We have an ongoing dialogue with McDonald's. A field consultant visits us every two or three weeks, and there are regular meetings with other franchisees to share ideas and experience.

Much of my morning is spent updating computer records. Tax office queries, training records, payroll, etc, have to be organised. Staff turnover varies but we can sometimes lose our casual workers when they go to university or decide to go travelling. There are McDonald's all over the world now, so their training here really can open distant doors.

The lunchtime rush* starts around noon. On the rare occasions that we're short staffed (e.g. flu season), I'll muck in and serve customers (memories of my waitressing days at university!). I've even been known to cook fries when necessary. As with any small business, one has to be flexible but I think it's also important to focus your energies where they are most effective. For me, this is behind the scenes admin work.

My own lunch is a salad or chicken sandwich. By this time, my office looks like a bomb site* to the untrained eye. I've usually divided the masses of paperwork into piles ready to tackle them in priority order.

I have to head off around 3 p.m. to collect my two sons from school so I generally end up taking work home. I'll finish it in the kitchen, listening to Glenn Miller or the Moody Blues, while also supervising the children's homework, music practice or whatever.

If I'm doing the end-of-month figures, I generally have to work into the early hours. Otherwise I'm in bed any time after 10 p.m. I always have three or four books on the go, Walter Scott or Jane Austen for example, and usually one non-fiction - maybe an autobiography or a political work.

I'm glad to say Tom's snoring* was lasered away last summer, so now I can look forward to some undisturbed sleep before another busy day at the restaurant. Now I think of it, I used to have cravings for McDonald's when I was pregnant. It must have been a premonition!

**to boast*: to have as a feature

**a rush*: a busy period

**a bomb site*: a place where a bomb has exploded

**to snore*: to breathe noisily when sleeping

V. NATURE AND THE ENVIRONMENT

Text 33

Humans Destroying The Natural World

*Earth cannot support the growing demands made on it, says **Paul Brown***

Humans have destroyed more than 30 per cent of the natural world since 1970 with serious depletion of the forest, freshwater and marine systems on which life depends.

Consumption pressure from increasing affluence has doubled in the past 25 years and continues to accelerate, according to a ground-breaking report from the World Wide Fund for Nature, the New Economics Foundation, and the World Conservation Monitoring Centre at Cambridge.

The Living Planet Report says that the acceleration in environmental destruction shows that politicians who have been paying lip service to sustainable development have done little to promote it. "Time is running out for to change the way we live if we are to leave future generations a living planet," Nick Mabey, WWF's economic policy officer, said at the launch of the report in London last week. "We knew it was bad, but until we did this report we did not realise how bad."

One of the most serious problems revealed for the first time is the depletion of freshwater resources with half of the accessible supplies being used by humans – double the amount of 1960. The rate of decline of freshwater eco-systems is running at 6 per cent a year, threatening to dry up many wetlands, and push the species of those habitats to extinction.

The report says that governments should increase the efficiency of their water use, and stop wasteful irrigation schemes where water losses are highest.

Carbon dioxide emissions have doubled in the same period, and, being far in excess of the natural world's ability to absorb them, are accelerating global warming.

Global consumption of wood and paper has increased by two-thirds, and most forests are managed unsustainably. In the same period, marine fish consumption has also more than doubled, and most of the world's fish resources are either fully exploited or in decline.

Although Western countries have high consumption rates, some of the developing countries are depleting their natural resources at an alarming rate. The people of Taiwan, the United States and Singapore are singled out as the world's most voracious consumers, responsible for depleting the Earth's resources faster than other countries. Britain comes 41st in the list of more than 130 countries.

The report says that though governments are failing to take action to protect croplands and resources, every individual bears a responsibility for being careless with the world's resources.

Dr Norman Myers, of Green College, Oxford, said: "As the world becomes economically richer, it becomes environmentally poorer. Many people have known this for a long time, but they have sometimes lacked evidence of a comprehensive and compelling sort. More power then to WWF for documenting our declining prospect in such fine grain detail."

Although the report says that a growing population is part of the problem, increased consumption has been the main problem. The average North American or Japanese consumes 10 times as much of the world's resources as the average Bangladeshi. Japan and Bangladesh have the same population but have a vastly different effect on the world's eco-systems, particularly in timber and fish consumption.

The average North American resident consumes five times as much as an African and three times as much as an Asian. However, in total Asia takes more

of the Earth's resources because there are 3.2 billion Asians compared with only 0.3 billion North Americans.

The Swiss billionaire industrialist Dr Stephan Schmidheiny, who is president of the Avina Foundation, said: "This index indicates a serious decline in the health of the Earth's ecological balance sheet, which reflects our imprudent and inefficient use of natural resources. To restore its ecological health, we must ensure that our consumption and production of food, water, materials and energy are within the Earth's carrying capacity now, and in the future."

He said people could help save the planet and save themselves money through energy efficiency, reducing waste, using water sparingly and not contaminating it, and by avoiding unnecessary trips in vehicles.

Gro Harlem Brundtland, head of the World Health Organisation, said: "This quantifies for the first time a scary decline in the health of the world's forest, freshwater and marine ecosystems. It shows we have lost nearly a third of the Earth's natural wealth since 1970."

Sir Ghillian Prance, director of the Royal Botanical Gardens at Kew, said: "The index presents a warning which we should all take most seriously because it charts an alarming decline in the health of natural forests, freshwater and marine ecosystems over the past 30 years.

"The conservation of natural ecosystems is not a luxury which only the rich can afford, but is essential to ensure the maintenance of the vital ecological functions of our planet upon which we all depend for our survival."

Text 34

Section A

The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They

actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm-price support to protection for coal-mining, do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsidies create.

Section B

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of Increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of mono- culture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some Insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of Its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for far output drive up the price of land. The annual value of these subsidies is immense: about \$250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or

oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But: they are rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Section E

In poor countries, governments aggravate other sorts of damage. Subsidies for pesticides artificial fertilisers encourage farmers to use greater quantities than are needed to get the highest economic crop yield. A study by the International Rice Research Institute use by farmers in South East Asia found that, with pest-resistant varieties even moderate applications of pesticide frequently cost farmers more than they saved. Such waste puts farmers on a chemical treadmill: bugs and weeds become resistant to poisons, so next year's poisons must be more lethal. One cost is to human health. Every year some 10,000 people die from pesticide poisoning, almost all of them in the developing countries, and another 400,000 become seriously ill. As for artificial fertilisers, their use world-wide increased by 40 per cent per unit of farmed land between the mid1970s and late 1980s, mostly in the developing countries. Overuse of fertilisers may cause farmers to stop rotating crops or leaving their land fallow. That, in turn, may make soil erosion worse.

Section F

A result of the Uruguay Round of world trade negotiations is likely to be a reduction of 36 per cent in the average levels of farm subsidies paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsidies are lower or non-existent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It will undoubtedly mean more pressure to convert natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming In the rich world should decline, and the use of chemical inputs will diminish. Crops are more

likely to be grown in the environments to which they are naturally suited. And more farmers in poor countries will have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

Text 35

Part One

Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, trialled and implemented with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

Action is being taken along several fronts: through new legislation, improved enforcement and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled 'Zero Emission Vehicles', have to be available soon, since they are intended to make up 2 per cent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles, it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as *gross polluters*, they were simply badly

tuned. California has developed a scheme to get these gross polluters off the streets; they offer a flat \$700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most decrepit vehicles from the roads.

As part of a European Union environmental programme, a London council is testing an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary test that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.3, has been falling steadily. Increasing it would be an effective way of reducing emissions as well as easing congestion. The trouble is, Los Angelenos seem to like being alone in their cars.

Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

Part Two

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a metre across, has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power. The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually hasten death, as it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four megacities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

Text 36

Coal is expected to continue to account for almost 27 per cent of the world's energy needs. However, with growing international awareness of pressures on the environment and the need to achieve sustainable development of energy resources, the way in which the resource is extracted, transported and used is critical.

A wide range of pollution control devices and practices is in place at most modern mines and significant resources are spent on rehabilitating mined land. In addition, major research and development programmes are being devoted to lifting efficiencies and reducing emissions of greenhouse gases during coal consumption. Such measures are helping coal to maintain its status as a major supplier of the world's energy needs.

The coal industry has been targeted by its critics as a significant contributor to the greenhouse effect. However, the greenhouse effect is a natural phenomenon involving the increase in global surface temperature due to the presence of greenhouse gases - water vapour, carbon dioxide, tropospheric ozone, methane and nitrous oxide - in the atmosphere. Without the greenhouse effect, the earth's average surface temperature would be 33-35 degrees C lower, or -15 degrees C. Life on earth, as we know it today, would not be possible.

There is concern that this natural phenomenon is being altered by a greater build-up of gases from human activity, perhaps giving rise to additional warming and changes in the earth's climate. This additional build-up and its forecast outcome has been called the enhanced greenhouse effect. Considerable uncertainty exists, however, about the enhanced greenhouse effect, particularly in relation to the extent and timing of any future increases in global temperature.

Greenhouse gases arise from a wide range of sources and their increasing concentration is largely related to the compound effects of increased population, improved living standards and changes in lifestyle. From a current base of 5

billion, the United Nations predicts that the global population may stabilise in the twenty-first century between 8 and 14 billion, with more than 90 per cent of the projected increase taking place in the world's developing nations. The associated activities to support that growth, particularly to produce the required energy and food, will cause further increases in greenhouse gas emissions. The challenge, therefore, is to attain a sustainable balance between population, economic growth and the environment.

The major greenhouse gas emissions from human activities are carbon dioxide (CO₂), methane and nitrous oxide. Chlorofluorocarbons (CFCs) are the only major contributor to the greenhouse effect that does not occur naturally, coming from such sources as refrigeration, plastics and manufacture. Coal's total contribution to greenhouse gas emissions is thought to be about 18 per cent, with about half of this coming from electricity generation.

The world-wide coal industry allocates extensive resources to researching and developing new technologies and ways of capturing greenhouse gases. Efficiencies are likely to be improved dramatically, and hence CO₂ emissions reduced, through combustion and gasification techniques which are now at pilot and demonstration stages.

Clean coal is another avenue for improving fuel conversion efficiency. Investigations are underway into superclean coal (3-5 per cent ash) and ultraclean coal (less than 1 per cent ash). Superclean coal has the potential to enhance the combustion efficiency of conventional pulverised fuel power plants. Ultraclean coal will enable coal to be used in advanced power systems such as coal-fired gas turbines which, when operated in combined cycle, have the potential to achieve much greater efficiencies.

Defendants of mining point out that, environmentally, coal mining has two important factors in its favour. It makes only temporary use of the land and produces no toxic chemical wastes. By carefully pre-planning projects, implementing pollution control measures, monitoring the effects of mining and rehabilitating

mined areas, the coal industry minimises the impact on the neighbouring community, the immediate environment and long-term land capability.

Dust levels are controlled by spraying roads and stockpiles, and water pollution is controlled by carefully separating clean water runoff from runoff which contains sediments or salt from mine workings. The latter is treated and re-used for dust suppression. Noise is controlled by modifying equipment and by using insulation and sound enclosures around machinery.

Since mining activities represent only a temporary use of the land, extensive rehabilitation measures are adopted to ensure that land capability after mining meets agreed and appropriate standards which, in some cases, are superior to the land's pre-mining condition. Where the mining is underground, the surface area can be simultaneously used for forests, cattle grazing and crop raising, or even reservoirs and urban development, with little or no disruption to the existing land use. In all cases, mining is subject to stringent controls and approvals processes.

In open-cut operations, however, the land is used exclusively for mining but land rehabilitation measures generally progress with the mine's development. As core samples are extracted to assess the quality and quantity of coal at a site, they are also analysed to assess the ability of the soil or subsoil material to support vegetation. Topsoils are stripped and stockpiled prior to mining for subsequent dispersal over rehabilitated areas. As mining ceases in one section of the open-cut, the disturbed area is reshaped. Drainage within and off the site is carefully designed to make the new land surface as stable as the local environment allows-, often dams are built to protect the area from soil erosion and to serve as permanent sources of water. Based on the soil requirements, the land is suitably fertilised and revegetated.

Text 37

Last Chance To See

The figures showing the rapid rate at which we are destroying the biodiversity around us are staggering. We are pushing a hundred species a day,

four species an hour, into evolutionary oblivion. Some we know well - the elephant, the tiger, the rhino. Most are plants, insects, microbes and reptiles we haven't even figured out names for.

How are we doing it? Simply by demanding more and more space for ourselves. In our assault on the ecosystems around us we have used a number of tools, from the spear and the gun to the bulldozer and the chainsaw.

And as we destroy and reshape habitat locally and globally we will in the end be our own victims. Not only will we be creating a soulless place, devoid of birdsong with ever-expanding vistas of plastic and concrete, but the biodiversity we need to protect our bodies and sustain our spirits is the one thing we can never replace.

Endangerment is being caused not only in isolated habitats but almost everywhere, due to the effects of releasing agricultural and industrial chemicals into the eco-system. A small, isolated population of **Florida panthers** clings to existence at the edge of the Everglades. Many are in poor shape, unable to reproduce. Theo Colborn of the World Wildlife Fund in Washington, points to the chemical waste from Florida's massive agro-industry that ends up in the fish of the Glades, feasted on by the local racoon population. These racoons are the preferred dinner of the Florida panther.

The prevailing winds blow agro-chemicals and airborne industrial pollution to the furthest reaches of the globe. The fragile Arctic ecosystem is far from the sources of contamination, yet high levels of chemical residues are showing up in the fat of **polar bears** and other Arctic mammals. Colborn feels that their fish-based diets, shared by local Inuit people, account for increased reproductive abnormalities.

The New York Conservation Society not only runs all of New York's zoos, but is in the forefront of the struggle to preserve the beleaguered animals, birds and reptiles that are being crowded out of the world by human beings. Don Bruning, the Society's 'bird man', points to the plight of the

Malaysian peacock pheasant as typical of many of the world's birds. 'Most of its natural habitat in lowland Malaysia has been logged and converted to oil-palm and rubber plantations. We hope that we can reintroduce captive birds into some of the few wildlife refuges that remain.'

One of the birds that the Conservation Society has helped bring back from the brink is the **Bali mynah**. But now the poaching of these birds has dropped their wild population from 50 back to a perilous 35. Park rangers make \$15 to \$20 a month, while a Bali mynah sells for \$500. Don Bruning says: 'The economics just aren't there. What we need to ensure is that enough Bali mynahs breed in captivity to swamp the market so it just isn't profitable to poach wild buds. This has already been done with a number of species, including the American alligator.'

The Society participated with several other zoos in the reintroduction to Oman of the **Arabian oryx** - a small antelope whose habitat is some of the toughest terrain in the world. Jim Doherty, the Society's general curator, is quick to point out that only the support of local people keeps these antelopes out of the rifle sights of wealthy hunters who once slaughtered them.

The Society understands the mix of tactics needed to curb endangerment and also the complexities involved. Outside the **snow leopard's** compound, a board gives the views of the different 'players' in the preservation of this shy and nomadic cat. A Western conservationist focuses on the uniqueness and beauty of the leopard. A local Himalayan herdsman stresses he can ill afford to lose 25 per cent of his sheep and goats. The wife of a local ranger talks about the difficulty of punishing those found with skins -they might be old and pre-date the anti-hunting law, they might come from a cat already dead. How was one to know?

The first task of any successful conservation policy is to get the local people on your side. Bruning is particularly enthusiastic about the Society's project to save the habitat of **the bird of paradise** in Papua New Guinea. 'We took 12 of the local leaders from a village in the centre of the bird's habitat and brought

them down to the coast to visit two villages, one where logging rights had been sold and the area clearcut, the other where the forest had been protected. In the first village people told their visitors about the large amount of money they had received at the cost of their traditional forest livelihood. The money was now all gone. The other village never got the big payout but still had the forest, which they used to get a smaller but ongoing income from local eco-tourism. The group had never seen what clearcut forest looked like and they were devastated. These 12 people came back and discussed with all the local villages, and the first rule they came up with was that the area should never be logged. They are now looking at such things as local carving and handicrafts as well as butterfly farming. It gives them a stake in the forest and that's the key.'

VI. THE WORLD AROUND US

Text 38

The Upper Class

There are different ways of being employed, some more pleasant than others. Rupert Deen is 40, and has never done very much to earn his living. He says his father before him didn't do much either, except a bit of travelling. It was his grandfather who made a fortune out of Royal Dutch Oil.

I was put in touch with Rupert Deen by Richard Compton Miller, the London gossip writer. I asked him if he could point me in the general direction of some people who didn't work for a living. He gave me quite a long list of names. But the only one who actually proved accessible was Rupert Deen, who was tremendously welcoming and said of course I could come and interview him about his way of life.

He lives a luxurious bachelor life. He has never been married, and says he has intention of marrying. I was rather disappointed that he doesn't have a

man's gentleman. "I have Margaret from Kilburn to wash and clean for me," he said. "Of course if I wanted a gentleman's gentleman I'd have one. I've always had everything I wanted, all my life. My childhood was a bit Spartan as you couldn't get things in the war, but otherwise I haven't denied myself much." I had to ask how rich he was. Was he a millionaire, for instance? "It's frightfully sordid to talk about money," he said firmly.

He lives in a small Knightsbridge bijou mews house, elegantly decorated with pictures of horses and hunting prints. He ushered me into his drawing room where his beautiful blonde girl friend, Amanda and two Yorkshire farmers were drinking Pimms. In the course of the interview, they added their comments and expostulations, as a kind of chorus. Amanda was given to comments like "Oh Bear, *really!*" and "Oh Bear, *honestly!*" Rupert Deen is his friends as Bear.

He started by describing for me a more or less typical day in his London life. "Well, I get up at 9.30. I go out and buy the newspapers. I get the Mail, the Express, the Sporting Life, and the Financial Times. Over breakfast I read the Mail from cover to cover. Nigel Dempster is a great friend of mine. I skim through the Daily Express, and then I look at the Financial Times. Next I have a bath and I read the Sporting Life. Between 11.0 and 12.0, as I complete my levee, I telephone my friends. I might do a bit of business phoning too, about horses or insurance."

Rupert Deen is a Lloyds, underwriter - not exactly a strenuous career, an occupation closer to gambling on a large scale than to work. I asked how often he went into the office. "About two days a year," Amanda giggled. Rupert Deen said one or two days a week, when he was in town.

He sets off to lunch at 12.30. "About twice a week it's business of some sort. The rest of the time it's lunch with friends. I usually go to Drones, Mimmo's, The Connaught, or the Savoy. Of course I go the races about one day a week if it's not raining, so I wouldn't be eating in restaurants on that day; I'm in the city one day." "I say," he added, "I hope you're commenting on my good looks, intelligence, and brilliant wit, what!"

He continued with the description of his day. “Well, then, exhausted by my tiring afternoon I’ll have a bit of a rest, and get ready to go out to a dinner party or to the theatre, or films. Nothing too intellectual.” He wouldn’t say who his friends were, and whose dinner parties he went to. “One can’t mention other people to the press,” he said with surprising prissiness.

He was educated at Harrow. When he left there he went to the Ecole de Commerce at Neuchatel in Switzerland. Was that a university, I asked? “Well, kind of. I got a degree,” he said. “They gave you a degree if you turned up for 22 days out of 100. I was there for a year.” Did it teach him anything useful? He raised his thick eyebrows in a knowing look and said, “Not exactly academically, if you know what I mean. But you certainly built up quite a knowledge of the world.”

He then went straight into Lloyds and stayed for eight years at something that was a more or less full-time job. “I just stood in queues and did what I was told,” he said. “So I retired after eight years. I prefer retirement.”

His year, he says, goes something like this: In May he goes to the South of France, to Monte Carlo and St Tropez. He comes back to England for Ascot in mid-June, and then Wimbledon. (Tickets, he says, are no problem). In July he goes; racing at Newmarket and York, and often attends the Open Golf Championship. In August he goes to the second Test match, and shoots grouse every day after the Glorious Twelfth. In September he takes a house in St Tropez. He comes back from France, stopping in Paris for the Arc de Triomphe on the first Sunday in October. “Then I take a leisurely drive through Normandy, stopping to take in one or two studs on the way,” he says. “I’m back in time to shoot one or two pheasants. Where? Oh, Hampshire, Lincolnshire, Scotland, everywhere.”

What about November? “Oh well, November. That’s my birthday. November 14, same day as Prince Charles.” Does he know Prince Charles? “My lips are sealed. I said I wouldn’t mention any names in this interview.”

December he shoots, for even more days of the week, what he calls “Heavy shooting.” The rest of the year he likes to travel to exotic countries. “I’ve been to Japan, Pakistan, the Khyber Pass, the Thar Desert. No, I don’t mind the discomfort of sleeping out of doors, so long as one has plenty of servants. I go to South Africa occasionally. I thoroughly approve of apartheid. It works. We ought to have it here.” He approves of Mrs Thatcher. “Her policies, I mean. I don’t approve of her. I don’t like a woman prime minister as I don’t think women should have the vote, nor most men, for that matter. I think the vote should be given just to a few men, those who are well educated and who contribute to society, those who employ people, directly or indirectly” He said he definitely included himself.

I asked if he thought his way of life at all anachronistic? “Ana what? Come again? Not so much of the brainy talk.” I explained, mentioning Bertie Wooster. He said “Oh well, you see, I don’t mind being a bit of a Bertie Wooster. I don’t agree with the modern idea that you should work for the sake of it. Basically I’m a hedonist. I am extremely busy, you see, it’s just that my energies go in a different direction to most people’s.” Did he ever feel that life should have some purpose? “No,” he said.

(Guardian 13 August 1979)

Text 39

Is Being Single Still out of Line?

The growth of feminism and the Women’s Movement over the last 20 years or so has done a lot to change people’s attitudes towards the different roles men and women have in society and in their relationships with each other. But no matter how enlightened these attitudes seem, many people may still consider it odd that a woman can reach her thirties without a husband and children. The article below asks the question ‘Is being single still out of line?’, and tries to answer it by looking at the situation of an individual woman, Sheila, who is in her mid-thirties and not married. Read the article through to get a general understanding and answer the following questions:

- (I) Why is Sheila celebrating?
- (II) Why do people find Sheila's situation surprising?
- (III) In what ways are Sheila's sisters different from her?
- (IV) What is Moira's problem?
- (V) What made Sheila feel lonely last Sunday night?

A woman who can reach her thirties without the help of a husband and children still seems an odd fish to many people.

Sheila bought herself a bottle of champagne and a miniature television set for her thirty-fifth birthday this year. The telly was a bit of a luxury – she had a perfectly good colour set in the sitting room – but it would be nice to watch a programme in the bath sometimes, or in bed, or to put it up on a kitchen shelf when she was cooking. Anyway, she felt she should mark having reached her half-way mark to the three score and ten, unscathed.

When she goes home to see her mother every two months the people in the village pity Sheila. She's the one 'who never married'. She's the bright-eyed girl (still very attractive, you know) who never found a man. She's an oddity, something that has to be defined a little, and explained. She was just as good-looking as Sarah and Moira, even better looking. Why was it that they found men so easily, and married in their twenties... yet Sheila is still single.

It's not as if she were a furiously talented career woman either. One could understand somebody who was married to a challenging job. What's very irritating is that Sheila works in a big building society, a grade above secretary but several grades below manager. She has always worked there, and they gave her a loan to buy her flat but she doesn't talk about work much. It's a job which earns her money. It's not a wonderful exciting world in there. At best it's pleasant and not very taxing. At worst it's monotonous and petty. Once she leaves the office she forgets it.

And it's not as if she hadn't had boyfriends when she was younger either. People in the village remember her at tennis parties, and cycling off on picnics. Even more popular than Sarah and Moira actually. And she takes such care of herself, her clothes are always smart and young, she could pass for twenty-five any day. Older than her two sisters but she looks years their junior. Of course she never had to go through pregnancy and childbirth and looking after toddlers. No wonder she has that untired, almost untouched look.

It's not only the people in the village. Her mother worries too. "I'd be so happy if you were settled," she says fairly often to Sheila. "But I am settled," Sheila protests, and ticks off her flat, her car, her pension scheme, her payments into a private health insurance scheme. Her mother sighs and says that Sheila knows what she means, she means *properly* settled.

She is a mystery to her two younger sisters also. Sarah, thirty-two, mother of two, both at school now; Sarah's thinking of going back to work but she hates the thought of copy typing. She'd like to help run a boutique or an antique shop, and is waiting for the right kind of thing to turn up. Sheila comes to dinner in Sarah's suburban home about twice a year. If Sarah provides an extra man for the occasion, Sheila is charming to him. If not, she is still charming. She seems to love her niece and nephew. She remembers their birthday and gives them things they like. Once every holiday she takes them to the cinema and a meal.

Moira's marriage is not so happy. Not everyone knows this but Alan has another girl and he even has a child by her. But Alan doesn't want to break up anything and neither does Moira, aged thirty with twins aged five. So life goes on. Outward civilities are kept. Nobody is hurt too much. But Moira never thinks it would have been better not to have married. Being married is natural, being single is not. Sometimes being married has more pitfalls than people realise, but still ... well it's security and it's what people do. Moira occasionally envies Sheila's holidays abroad, and was pea-green when Sheila went to California. "I just saved twenty-five pounds a month," Sheila had said. As if

everyone could do that. Moira couldn't save five pounds a month, and Alan has two families to support out of a very average salary.

But nobody ever broods about Moira's life or Sarah's. Nobody wonders why Moira has dark rings around her eyes, why a healthy young woman has to have sleeping tablets and tranquillizers. Nobody sees any yawning loneliness ahead of Sarah whose children are busy at school, whose husband is busy in his office, and whose own house is clean by ten a.m. and a whole long day opens up ahead. No, they never speculate about the married sisters, the single one is what fascinates everyone.

"Sometimes I wish that I had been married at nineteen to someone entirely unsuitable and divorced at twenty-one," says Sheila. "Then perhaps people would stop speculating about me. I'd appear normal and uninteresting again to them. I'm a bit tired of being regarded with a kind of patronising pity. What's worse, I can't actually say that I'm happy in my own lifestyle, or they'll think I'm compensating. If I say I actually like living by myself and choose that way above any other, they start thinking 'Aha, methinks she doth protest too much'. It's really *Catch 22* isn't it?"

She was quite happy to talk about being single (it made a nice change she said). Usually people were too embarrassed to mention it. She often felt as if she had a hideous disfigurement which people tried studiously to ignore. She would be totally prepared to discuss being single or married with anyone if it ever arose, but people were so ashamed for her at this great age, they never said anything serious. Only arch, insincere little remarks came her way.

"I know we all act a lot of the time," said Sheila thoughtfully. "But why do you think people act so determinedly towards a spinster? I would have thought that liberation and the Women's Movement might have got us to the stage where an unmarried female is not an embarrassment. Long ago, when a woman had to have a dowry to marry a man, and there were no careers, it was different. Naturally an unmarried aunt or sister was a disaster then. She had to come and

live in someone else's house and do the laundry or the flowers. It must have been terrible."

We didn't discuss Sheila's sex-life or lack of it. But we did discuss loneliness.

"Yes of course I'm lonely sometimes. Last Sunday night I was very lonely indeed. I was at a very nice supper party, great fun and easy-going. I didn't have much to drink because I was driving. I dropped a couple at their home and then came back here. I didn't feel like going to bed, so I sat and had a glass of wine and listened to music for a couple of hours ... and I thought how much I'd like to have someone I trusted, someone with the same sense of humour that I could sit with and discuss the evening. I felt very lonely for about an hour, and then I remembered that hardly anyone has someone with exactly the same reactions, the same sense of humour ... or if they have, it doesn't work all the time. I reminded myself that I was no more lonely than one half of any couple who might have come home from an evening, one wanting to talk, the other wanting to go to bed or fill the dish-washing machine. So I laughed at myself and went to bed and slept like a log."

Text 40

"Why Being A Singleton Is The Happiest Way To Be!"

Being single means never having to say you're sorry for being grumpy in the morning, says LOWRI-TURNER.

Let's start with a multiple choice. It's Sunday morning. You had friends over last night and you've woken up with the hangover from hell. Do you (a) get up, take a couple of aspirins and have a row with your other half about the washing up; (b) get up, look at the washing up and have a row with your other

half about who had the last aspirin; (c) stay in bed, stuff the washing up and watch *The Waltons* instead.

If you answered (c), you must be in the glorious state known as Singledom. Being single means never having to say you're sorry after an early morning spat. Actually, it means never having to have an early morning spat in the first place. It means brewing the perfect wake-up cup of coffee instead of pacifying an impatient other half with instant. It's also about spending half an hour on the phone to someone you're calling to arrange brunch with anyway - when you're single you don't have to explain, it's that simple.

Of course, some will say the secret of a good relationship is you never have to explain and you can be yourself. Others go even further, proclaiming it is only once you have found Mr Right that you uncover the real, inner you. This is a lie. No woman in her right mind would reveal the true hideousness of her behaviour in private to another person, partner or not. For example, I once lived on sandwiches eaten off paper plates for two months. My minimalist diet began because I only had one proper plate which, since I hate washing up, had taken root in the sink. Then I had a flashy new cooker installed - but if there's one thing I hate more than washing up, it's cleaning the cooker, so I never used it. This culinary ruse worked brilliantly until one night, when my then squeeze followed me into the kitchen and commented disapprovingly on the thick layer of dust on the stainless steel hob. No, he didn't last.

Not that, as a Singleton, you're likely to spend much time at home anyway. You can go out every night, with a different man if you like, and you only have yourself to answer to. It makes going out more than mere fun.-In fact, it's a mystery to me why couples bother going to parties. It doesn't take the wit of Sherlock Holmes to work out who they're going home with.

It's so much more fun when you're, single. There is a real sense of anticipation about what might happen. You. can flirt with impunity and, if you do decide to adjourn to his place, it's your business and yours alone. No. one

is going to tut-tut or, worse, say, “Remember, you have to be up early for work in the morning, and don’t forget my mother’s coming round tomorrow night...”

The really wonderful thing about being single is you get all the best bits of a relationship, should you so choose, without any of the dull stuff. Lots of fun for you (dating) without all the psycho-physio-support (relating). As a singleton, when he has a cold he insists is flu, you are not required to hold the thermometer. You don’t have to play the corporate wife at boring cocktail parties to impress his boss or ingratiate yourself with his parents. If his friends bore you, you can give them a swerve, too. As a single woman, you are a free agent - even if you’re not a cheap date.

***“Single women spend more on make-up than
married women”***

The Single Market 1996, Market Assessment Publications

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ХРЕСТОМАТИЯ

для студентов V курса факультетов немецкого
и французского языков

Учебно-методические материалы
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