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*Learn to Read*

*Read to Learn*

**A Practical Course Book**

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## Unit 1

# *A White Lie*

**Activity I.** Solve the questionnaire below:

### **Questionnaire: Do You Lie?**

1. A friend rings you up to invite you to a boring party.

Do you:

- a. tell him the party would bore you?
- b. invent an excuse?
- c. something else?

2. You are hitchhiking. A driver picks you up. You realize he has just stolen the car. Do you:

- a. report him to the police?
- b. do nothing?
- c. something else?

3. You are bringing ten bottles of whiskey home from abroad. The customs officer asks you, "Do you have anything to declare?" Do you say:

- a. Yes?
- b. No?
- c. Something else?

4. You miss a morning at work because you went shopping. Your boss asks you where you were. Do you:

- a. tell him the truth?
- b. say you were ill?
- c. say something else?

## Activity II

**Task 1.** Read the following story. Stop reading whenever it is requested and answer the questions.

Once upon a time there was a merchant who lost his fortune. As he needed some money, he found himself obliged to go to a money-lender for a loan. But when the time came when he had to give the money back, he found that he still didn't have it. He was supposed to go to jail.

But the money-lender, who was old and greedy, fancied the merchant's beautiful teenage daughter, so that he proposed a bargain: he said that he would cancel the merchant's debt if he could marry his daughter.

**STOP HERE!** The merchant and his daughter talk about what they should do. Act it out.

Both the merchant and his daughter were horrified at the proposal. Then the money-lender came up with another idea. He suggested that they let Providence decide: he would put two pebbles into a money-bag (a black pebble and a white pebble) and the girl would pick out one pebble. If she picked out the black pebble, she would have to marry him, and the merchant's debt would be cancelled. If she picked out the white pebble, she would be free, and her father's debt would still be cancelled. But if she refused to pick out a pebble, her father would be sent to jail and she would starve.

**STOP HERE!** Write down the merchant's or his daughter's inner thoughts.

As they were walking along the pebble-covered path in the money lender's garden and talking things over, the money-lender stooped down and picked up two pebbles. But when he put them into the moneybag, the girl's sharp eyes noticed that they were both black.

**STOP HERE!** Answer the question, *What would you do if you were the girl?* Explain why.

After a moment's thought, the girl put her hand into the money-bag and she quickly drew out a pebble and let it fall on the path, without looking at it or showing it to the others. The pebble was immediately lost among all the others on the path. Then she exclaimed:

"Oh, I'm sorry I dropped it. How clumsy of me! But never mind! You can tell the colour of my pebble by looking at the one that was left in the bag."

**Task 2. Class conversation:**

Two middle-aged women, standing in front of their houses, are talking about the girl. One says the girl was dishonest and it was mean of her to deceive the money-lender in this way. The other thinks that the girl was right to teach the money-lender a lesson.

**Task 3. What do you think?**

Was the girl honest or not? Explain your views.

**Activity III**

**Task 1.** The following story might help you enlarge your view on the idea of honesty. Read it.

One day a poor man found a bag with one hundred silver coins in it. He was very pleased - now he could buy food and clothes for his children. But that very day he heard that a rich man in the town had lost a bag of money and was offering a reward to the man who brought it back to him.

At first the poor man thought to himself, "Shall I give the money back, or shall I keep it? The rich man has plenty more riches, but my poor children need food." For a minute he was tempted to keep the money, but then he said to himself,

"No, of course I mustn't keep it. It would be like stealing. I will take it back at once."

He went to the rich man's house and gave him the bag of money.

Now the rich man was mean and stingy and did not want to give a reward. He hardly said "Thank you" and straight away started counting his money. The poor man waited and waited, then he said quietly, "I heard that you would give a reward."

"Reward?" said the rich man. "You will get no reward. You saw me count one hundred silver coins. There were two hundred in the bag when I lost it. You must have stolen a hundred."

"I did not steal a single coin," replied the poor man.

The poor man was so angry that he took the rich man to court.

The judge asked the poor man to tell his story, then he asked the rich man to tell his.

After listening carefully to both of them, the judge asked the rich man,  
“How much money did you say was in the bag you lost?”

“Two hundred silver coins,” replied the latter.

Then the judge turned to the poor man and asked him, “How much money did you say was in the bag you found?”

“One hundred silver coins,” replied the poor man.

**Stop!** Write down your own ending, answering the question:

*Suppose you were the judge, what would you do? Explain why.*

**Now read** the ending of the story and compare it to yours.

The judge thought a minute, then he turned to the rich man and told him,

“If you lost a bag of money with two hundred silver coins, this bag cannot be yours. You must give it back to the man who found it.”

**Task 2.** Agree or disagree with the judge’s decision. Debate.

## Activity IV

**Task 1.** Read the following story silently and extract its main idea.

### A Melting Story

After Mark Twain

**A.** One winter evening a country storekeeper in the Green Mountain State was closing up for the night. While standing in the snow outside, putting up the window shutters, he saw through the glass a lounging, worthless fellow within grab a pound of fresh butter from the shelf and conceal it in his hat. The act was no sooner detected than the revenge was hit upon, and a very few minutes found the Green Mountain storekeeper at once indulging his appetite for fun to the fullest extent, and paying off the thief with a facetious sort of torture, for which he would have gained a premium from the old Inquisition.

'I say, Seth,' said the storekeeper, coming in and closing the door after him, slapping his hands over his shoulders, and stamping the snow off his feet. Seth had his hand on the door, his hat on his head and the roll of butter in his hat, anxious to make his exit as soon as possible. 'I say, Seth, sit down. I reckon, now, on such a cold night as this a little something warm would not hurt a fellow.'

**B.** Seth felt very uncertain. He had the butter, and was exceedingly anxious to be off; but the temptation of something warm sadly interfered with his resolution to go.

This hesitation was settled by the owner of the butter taking Seth by the shoulders and planting him in a seat close to the stove, where he was in such a manner cornered in by the boxes and barrels that, while the grocer stood before him, there was no possibility of getting out; and right in this very place, sure enough, the storekeeper sat down.

'Seth, we'll have a little warm Santa Cruz,' said the Green Mountain grocer; so he opened the stove door, and stuffed in as many sticks as the place would admit; 'without it you'd freeze going out on such a night as this.'

**C.** Seth already felt the butter settling down closer to his hair; and he jumped up, declaring he must go.

'Not until you have something warm, Seth. Come, I've got a story to tell you.'

Seth was again pushed into his seat by his cunning tormentor.

'Oh, it's so hot here,' said the thief attempting to rise.

'Sit down - don't be in such a hurry.'

'But I've got the cows to fodder and the wood to split – I must be going.'

'But you mustn't tear yourself away, Seth, in this manner. Sit down; let the cows take care of themselves, and keep yourself easy. You appear to be a little fidgety,' said the roguish grocer, with a wicked leer.

**D.** The next thing was the production of two smoking glasses of hot toddy, the very sight of which, in Seth's present situation, would have made the hair stand erect upon his head had it not been well oiled and kept down by the butter.

'Seth, I will give you a toast now, and you can butter it yourself' said the grocer, with an air of such consummate simplicity that poor Seth believed himself unsuspected.

'Seth, here's – here's a Christmas goose, well roasted – eh? I tell you it's the greatest in creation. And, Seth, don't you never use hog's fat or common cooking butter to baste it with. Come, take your butter – I mean, Seth, take your toddy.'

E. Poor Seth now began to smoke as well as melt, and his mouth was hermetically sealed up, as though he had been born dumb.

Streak after streak of butter came pouring from under his hat and his handkerchief was already soaked with the greasy overflow.

Talking away as if nothing was the matter, the fun-loving grocer kept stuffing wood into the stove, while Seth sat upright, with his back against the counter knees touching the red-hot furnace before him.

'Cold night this,' said the grocer. 'Why, Seth, you seem to perspire as if you were warm. Why don't you take your hat off? Here, let me put your hat away.'

'No!' exclaimed poor Seth at last. 'No! I must go. Let me out! I ain't well! Let me go!'

A greasy cataract was now pouring down the poor man's face and neck, and soaking into his clothes, and trickling down his body into his boots, so that he was in a perfect bath of oil.

'Well, good-night, Seth,' said the humorous Vermonter – 'if you will go!' and adding, as he started out of the door: 'I say, Seth, I reckon the fun I have had out of you is worth ninepence, so I shan't charge you for that pound of butter in your hat.'

**Task 2.** Solve the question file:

### Question File

1. According to part A:

- a. the storekeeper was in the store, the man was outside;
- b. the man was inside the store, the storekeeper was outside;
- c. both the storekeeper and the man were inside the store;
- d. both the storekeeper and the man were outside the store.

2. Fill in the blanks:

One winter evening a storekeeper, who was .....,  
saw that a man in there was .....

3. Which word in part A means "to hide"?

4. Rewrite the sentence:

*The act was no sooner detected than the revenge was hit upon.*  
beginning with:



Hardly had the storekeeper seen the theft .....

5. According to part A, when the storekeeper saw the man steal some butter from his shop,

- a. he was very angry;
- b. he was very happy;
- c. he didn't think it was worth punishing the man;
- d. he wasn't very angry, but he wanted to punish the thief.

6. The phrase "paying off" in part A means:

- a. giving money to someone;
- b. punishing;
- c. rewarding;
- d. visiting.

7. Fill in the blanks:

The storekeeper's punishment was so ..... that even the Inquisition would have ..... him for it.

8. Which phrases in part B mean "to leave"?

9. Continue the sentence:

The grocer made Seth sit down .....

10. According to part B:

- a. Seth wanted to go but was tempted by the storekeeper's offer.
- b. Seth was happy to stay.
- c. He didn't want to go because it was cold outside.
- d. He had a lot of work to do.

11. Which word in part B means "very"?

12. According to part B the grocer made Seth sit down by the stove because:

- a. it was cold;
- b. Seth was cold;
- c. he was trying to be nice to Seth;
- d. he wanted to punish the thief.

13. Rephrase the sentence (part B)

*He had the butter, and was exceedingly anxious to be off; but the temptation of something warm sadly interfered with his determination to go.*

Use your own words. (You might begin with "Although he was ... ")

14. The words "settling down", (part C) mean;
- a. growing softer;
  - b. getting married;
  - c. moving to a new place;
  - d. arranging.
15. What phrase in part C means "stay calm, don't worry"?
16. What word in part C means "restless, nervous, irritated"?
17. Continue the sentence:
- The storekeeper didn't want to let Seth go until .....
- .....
18. Rephrase the sentence:
- "The next thing was the production of two smoking glasses of hot toddy, the very sight of which ... would have made (Seth's) hair stand erect upon his head had it not been well oiled." (part D).
- Use your own words.
19. Rewrite the sentence (part D)
- ... said the grocer, with an air of such consummate simplicity that poor Seth believed himself unsuspected .*
- starting with
- The grocer looked .....
- .....
20. What grammatical mistake is there in part D?
21. Seth's mouth was "hermetically sealed up" (part E) because:
- a. he was feeling sick;
  - b. he didn't want to tell the truth;
  - c. he was trying to hide his embarrassment;
  - d. he was hot.
22. Why does the writer say that "Seth began to smoke as well as melt"?
23. What word in part E means "very wet"?
24. The phrase "fun-loving" means .....
25. The storekeeper considered that:
- a. Seth would have to pay for the butter;
  - b. Seth didn't have to pay for the butter because he was poor;

- c. a pound of butter was not worth getting angry about;
- d. Seth didn't have to pay for the butter because he had punished him by making fun of him.

**Task 3.** Fill in the blanks with the correct words (one word for each gap):

It all happened ..1.. a cold winter evening in Green Mountain, Vermont.

A storekeeper was standing in front of his store and closing up for the night, when he suddenly saw that a man ..2.. his store was stealing a pound of butter from the shelf and hiding it in his hat. As soon as he saw the act the storekeeper, who was a ..3.. man, figured out a punishment which was ..4.. cruel that even the Inquisition would have congratulated him for it.

He greeted Seth (the criminal) warmly and, showing ..5.. for him, invited the latter to ..6.. him for a hot drink. Seth was ..7.. to leave and get ..8.. of the butter concealed in his hat, but the offer was too tempting to refuse.

Without waiting for his answer the storekeeper seated Seth ..9.. to the stove, where he was in such a manner ..10.. in by the boxes and barrels that, if the grocer stood before him, there was no possibility of getting out. And, of course, the grocer sat down, right in that place; from time to time he opened the stove door and ..11.. in as many sticks as the place would admit.

Seth already felt the butter ..12.. down closer to his hair, so that he jumped up declaring he must go. But his ..13.. tormentor insisted that he should stay and offered him two smoking glasses of hot toddy, as well as a toast to be "battered". All along, the grocer kept up an air of such simplicity that Seth ..14.. himself unsuspected.

Seth now began to smoke as well as melt. Streak ..15.. streak of butter came pouring from under his hat and his handkerchief was already ..16.. with the greasy overflow. Talking on as if nothing was the matter, the fun-loving grocer kept stuffing wood into the stove, while Seth sat upright, with his back against the counter and his ..17.. touching the red-hot stove before him. Casually, the storekeeper observed that Seth was perspiring and wanted to take his hat, but Seth jumped up and pleaded to be let out. A greasy cataract was now ..18.. down his face and neck, soaking into his clothes, and trickling down his body into his boots, so that he was in a perfect bath of oil.

The grocer finally agreed to let Seth go. But before that he told Seth that, ..19.. he knew of the butter he had stolen, he wouldn't ..20.. him for it because the fun he had had was worth the ninepence due for it.

**Task 4:** Make sentences with the following words and phrases. If you don't know their meanings, look them up in the dictionary:

to attempt, to cancel, to charge, coin, to conceal, counter, cunning, debt, dumb, forehead, fortune, greedy, hardly, to hatch, jail, loan, to melt, plenty, revenge, reward, to seize, sight, soaked, to steal, streak, stove, thief, wicked, worthless;

## **Activity V**

**Task 1.** Read the following story, then re-tell it.

### **The Unicorn in the Garden**

After James Thurber

Once upon a sunny morning a man looked up from his scrambled eggs to see a white unicorn with a gold horn quietly cropping the roses in the garden. The man went to the bedroom where his wife was still asleep and woke her. "There's a unicorn in the garden," he said. "Eating roses."

She opened one unfriendly eye and looked at him: "The unicorn is a mythical beast," she said. The man walked slowly out into the garden.

"Here, unicorn," he said, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a light heart, because there was a unicorn in his garden, the man roused his wife again. "The unicorn," he said, "ate a lily."

His wife sat up in bed and looked at him, coldly. "You are a booby," she said, "and I am going to have you put in the booby hatch."

The man, who had never liked the words "booby" and "booby hatch", thought for a moment. "We'll see about that," he said. He walked to the door. "He has a golden horn in the middle of his forehead," he told her. Then he went back to the garden but the unicorn had gone away.

The wife got up and dressed as fast as she could. She was very excited and there was a glint in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straitjacket.

When the police and the psychiatrist arrived they looked at her, with great interest. "My husband," she said, "saw a unicorn this morning." The police looked at the psychiatrist and the psychiatrist looked at the police. "He told me it ate a lily," she said. "He told me it had a golden horn in the middle of its forehead."

At a signal from the psychiatrist, the police leaped from their chairs and seized the wife. She put up a terrific struggle, but they finally got her into the straitjacket just as the husband came back.

"Did you tell your wife you saw a unicorn?" asked the police.

"Of course not," said the husband. "The unicorn is a mythical beast."

"That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jaybird." So they took her away, cursing and screaming, and shut her up in an institution.

The husband lived happily ever after.

**Moral.** Don't count your boobies until they are hatched.

("The Thurber Festival", Reader's Digest, Aug. 1974)

**Task 2.** Translate into English:

Într-o însorită dimineață, în timp ce-și lua liniștit micul dejun, un bărbat fu foarte mirat când văzu că în grădina lui era un unicorn care mânca liniștit trandafirii soției sale.

De două ori se duse el să-i spună soției despre minunata făptură din grădina lor, dar aceasta din urmă, supărată că a fost trezită, îi răspunse că, din moment ce unicornul este o ființă mitologică, omul care spune că a văzut unul precis că este nebun.

Bărbatul fu profund jignit de vorbele soției sale, dar nu spuse nimic. Între timp unicornul dispăru.

Îndată ce soțul ei plecă din cameră, soția se sculă și se îmbrăcă. De mult voise ea să scape de soțul ei și acum iată minunata ocazie. Ea sună la poliție și sună și la psihiatru, căruia îi ceru să aducă o cămașă de forță.

Când sosiră polițistul și psihiatru, femeia le spuse că soțul ei a văzut un unicorn în grădină. Cei doi bărbați se uitară unul la altul cu înțeles, apoi săriră asupra femeii și o puseră în cămașă de forță, deși femeia se luptă cu ei cu disperare.

Când, în cele din urmă, sosi și soțul acasă, polițistul și psihiatrul îl întreabă dacă i-a spus nevastei că a văzut un unicorn în grădină. Bărbatul negă cu indignare pentru că unicornul, spuse el, este o ființă mitologică.

Atât polițistul cât și psihiatrul fură mulțumiți de răspunsul lui și îl anunțară cu regret că soția lui și-a pierdut mințile. Și deși femeia înjura și țipa și se lupta cu disperare, o luară și o închiseră într-un sanatoriu.

Din acea zi bărbatul își trăi viața fericit.

**MORALA:** Să nu vinzi pielea ursului din pădure.

**Task 3.** Write an essay on one of the following sayings by Mark Twain:

"A battle is only truly great or small according to its results."

"Man is the only animal who blushes. Or needs to."

"Courage is resistance to fear, mastery of fear - not absence of fear."

"The man with a new idea is a crank until the idea succeeds."

"Clothes make the man. Naked people have little or no influence in society."

"Few of us can stand prosperity. Another man's, I mean."

"Good breeding consists in concealing how much we think of ourselves and how little we think of the other person."

"We should be careful to get out of an experience only the wisdom that is in it - and stop there, lest we be like the cat that sits down on the hot stove-lid. She will never sit down on a hot stove-lid again - and that is well, but also she will never sit down on a cold one any more."

## Unit 2

# *Responsibilities*

### Activity I

**Task 1.** The following text contains two stories: "The Emperor's New Clothes," after Hans Christian Andersen, and "Why Russians Defect," after Art Buchwald. Sort out the two texts as fast as you can and put them in the right order.

**A.** One day the emperor sent his ministers and officials to see how the weavers were getting on with their work. Of course, the ministers and officials could see nothing, but admired it all, for fear the emperor might think they were fools or unfit for their jobs.

**B.** There has been a lot of talk in the newspapers lately about Russian defectors. The other day I was fortunate to interview one who gave me some interesting details on his defection. I shared a table with him at Bassin's Cafeteria and introduced myself. He said:

"I am Nicolai Sergeevitch, Russian defector."

"I am very pleased to meet you, sir. I haven't met many Russian defectors May I ask you a personal question? Why did you defect?"

**C.** The emperor decided to wear his new suit of clothes on the occasion of a great procession. All the people were shocked when they saw the emperor, but they did not dare to show it. They all said: "What a fine suit!" Until a child, yes, a mere child, dared to speak the truth: "The emperor has nothing on!" Hearing his words, everybody started to laugh and they all said: "The Emperor has nothing on! What a shame! He is naked!"

**D.** "It is a simple story," he said. "I am a big shot in the Soviet government. I have my own car, my own bureau, my own dacha. I am up-and-coming Communist commissar. No one has better future than me."

"I don't understand. You didn't hate Russia, then?"

"Hate it? I loved it. It is my motherland. Even now I miss it."

"Then why did you defect?"

**E.** Once upon a time there was an emperor who was more interested in his clothes than in anything else. One day two scoundrels came to the city in which the emperor lived and said they were weavers. They claimed that they could weave a cloth which had a remarkable quality: if the person looking at it was a fool or unfit for his work, he could not see the cloth. The emperor was most impressed and ordered his ministers to give them everything they needed. The weavers set to work – but they only pretended to weave.

**F.** "One day I am called in by my superior and he says, 'Nicolai, we are sending you to the United States of America on a top-secret mission. We trust you as a loyal Soviet Communist, but just to make certain that you come back, we are going to keep your wife behind. If anything goes wrong, you know what will happen to her.' I say, 'Don't worry, Comrade Guzenko. I am loyal to the motherland. You can count on me.' So I go home and tell my wife I am going on a top-secret mission, and she says she is getting sick and tired of running a hotel, and I should do some other type of work because she doesn't feel as if she were a wife, and I am a lousy husband because I never give her enough money, and on and on and on. Then her mother, who is living with us, comes and says her daughter should never have married below her class, and maybe I have a girlfriend somewhere, and on and on and on. So, off I go to the United States of America. Every day I get letters from my wife telling me the plumbing is no good, the neighbours are making too much noise, she can't buy curtains, the window in the cellar is broken, her mother is out of job, and everything is lousy. She says wait until I get home because she is really going to tell me a thing or two, and she is not going to take my going away easily. After two weeks of letters I say to myself, 'America is not such a bad country after all. Maybe I will become a defector.'"

**G.** "But," I said, "what about your wife? Didn't they tell you if you refused to come back they would do something terrible to her?"

"Exactly, comrade," he smiled. "You are eating with a man who committed a perfect crime."

**H.** At last the emperor decided to visit the weavers himself. When he realized that he could see no cloth, he was terrified. But he did not want to seem more foolish than his ministers, so that he began to praise the invisible cloth, too.

**Task 2.** Read the two texts silently, then re-tell them.

**Task 3.** Discuss the two stories in terms of their moral issues (think of how each of the two protagonists understands to cope with his responsibilities).



## Activity II

**Task.** Choose situation 1 or 2 and work in pairs. Imagine the situations and write dialogues:

1. You have just arrived home and must tell your wife/ husband that you have lost your job because you couldn't take your boss's stupidity anymore and told him what you thought of him. Your wife/ husband is worried about how you are going to make it through winter, and with the kids who need all sort of things for school.

2. Your friend is telling you that he/she slipped into some heavy debt and has decided to leave everything behind (job, family, native town) and have a fresh start. You remind him/ her of his/ her responsibilities to his wife/ husband and children and the danger they may find themselves in, because you have recklessly run into debt.

Write down your part, then hand your notebook over to your desk mate, who will write his/ her part and hand the notebook back to you. Continue for five minutes, then read out loud one dialogue for each situation.

## Activity III

**Task 1.** Answer the question: Are all men and women concerned with doing their responsibilities? Are you?

**Task 2.** Read the following story. Stop each time it is requested and express your opinions.

### Gilbert

After Rosamund Pilcher

A. Awaking, aware without opening his eyes, of sunlight and a band of warmth lying across the bed, Bill Rawlings was pervaded with a sense of marvellous contentment and well-being. A number of pleasant thoughts crossed his mind. That it was a Sunday, so he didn't have to go to work. That it was going to be a fine day. That the warm, soft body of his wife lay close to him.

The bed was huge and downy. An old aunt had given it to them as a wedding present when he had married Clodagh two months ago. It was about the only thing

in the house, apart from his desk and his clothes, that actually belonged to Bill. Marrying a widow had posed certain complications; but where they were to live was not one of them, because there could have been no question of Clodagh and her two small girls moving into Bill's two-roomed bachelor flat, and there seemed little point going to all the hassle and expense of buying themselves a new house when hers was already so perfect. His flat had been in the middle of the town, within walking distance of the office, but this house lay a mile or so out into the country, and had the advantage of a large garden. Besides, Clodagh pointed out, it was the children's home. Bill needed no persuasion. It was the right and obvious thing to do.

"You're going to live in Clodagh's house?" his friends exclaimed, looking astonished.

"Why not?"

"A bit tricky, surely. After all, that's where she lived with her first husband."

"Very happily, too," Bill pointed out. "And I hope she'll be just as happy with me."

**B.** Clodagh's husband had been killed in a tragic car smash three years ago. Bill did not meet her until two years later, when he was asked, as a suitable man to make up numbers, to a dinner party, and there found himself sitting next to a tall and slender girl whose thick blonde hair was wound up into a knot at the back of her elegant head. Her face he instantly found beautiful, and yet, at the same time, sad. It was this very sadness that caught at his tough and experienced heart. And when at last he made her laugh, he fell, like any young man, head over heels in love.

**STOP HERE!** Would you marry a man/ woman with young children?

"You're going to marry her?" asked those same astonished friends. "One thing, marrying a widow. Another marrying a ready-made family."

"That's a bonus."

"Glad you think so, old boy. Ever had anything to do with children?"

"No," he admitted, "but it's never too late to start."

**C.** Clodagh was thirty-three, Bill was thirty-seven. A confirmed bachelor. That's what he was known as. A handsome, cheerful sort of fellow, good for a game of golf and a useful player at the local tennis club, but definitely a confirmed bachelor. How would he manage?

**STOP!** How would you behave with the children?

He managed by treating the two small girls like grown-ups. They were called Emily and Anna. Emily was eight and Anna was six. Despite his determination not

to be intimidated by them, he found their straight stares unnerving. They were both fair, with long hair and blue eyes of startling brightness. These two pairs of eyes watched him incessantly, moved around the room as he moved, showed neither affection nor dislike.

They were very polite. From time to time, he gave them small presents. Anna was pleased by these, opened them at once, and showed her delight in smiles and the occasional hug of appreciation. But Emily was a different kettle of fish. Politely, she would thank him, then disappear with the parcel unwrapped.

Once he was able to mend Anna's Action Man and after that there was a certain rapport between them; but any affection that Emily had to show was bestowed only on her pets. She had three. A hideous tom cat; a smelly old spaniel; and a goldfish. Breeky, Henry and Gilbert were three of the many good reasons why Bill moved into Clodagh's house.

**D.** Emily and Anna came to the wedding in pink and white dresses. Everybody said that they looked angelic; but all through the ceremony Bill was uncomfortably aware of their cool blue eyes boring holes in the back of his neck. When it was over, they departed to stay with Clodagh's mother, while Clodagh and Bill went off on their honeymoon.

He took her to Marbella, and the sun-drenched days slipped by, each a little better than the one before, enriched by laughter and shared experiences. By the end, though, Clodagh was missing her children. She said a sad goodbye to Marbella, but Bill knew that she was looking forward to getting back.

When they drove up the short approach to her house, Emily and Anna were there, with a home-made banner proclaiming that they were WELCOME HOME.

**E.** Welcome home. Now, it was his home. Now he was not only husband, but father as well. Now, when he drove to the office he had two small girls in the back of his car to be unloaded out onto the pavement in front of their school. Now, at weekends, he did not play golf, but cut the grass and planted out lettuces and mended things. A house without a handyman can slide into disrepair, and this house had had no man in it for nearly three years.

As well, there were Emily's animals, which seemed to thrive on emergency and drama. The cat disappeared for three days and was given up for dead, only to reappear with a hideous wound in his side. No sooner had he been wheeled off to the vet than the old dog ate something unspeakable and was sick for four days. Only Gilbert, the goldfish, remained boringly healthy, swimming around his tank in aimless circles.

Bill coped with all this as best he could, remaining deliberately patient and cheerful. When tantrums blew up and there were quarrels and fights, he kept out

of the way, leaving the necessary arbitration to Clodagh, terrified of getting involved and saying or doing the wrong thing.

He found himself amazed that, despite all these domestic ups and downs, the magic they had discovered in Marbella was not lost to them. Things still seemed to get better with each passing day, and he loved his wife to the very extent of his being.

**F.** And now it was Sunday morning. Warm sun, warm bed, warm wife. He turned his head and buried his face in his wife's neck, smelled her fragrant hair. As he did this, a warning chord struck. He was being watched. He turned his head back and opened his eyes.

Emily and Anna, in their night-dresses, and with their long straight hair tousled from sleep, sat on the brass rail at the end of the bed, observing him. Eight and six. Was that too young to start sex education at school? He hoped so.

**STOP HERE!** What would you do in this situation?

He said, "Hello there."

Anna said, "We're hungry. We want breakfast."

"What time is it?"

She spread her hands. "I don't know. We've been awake for ages and we're starving."

"Your mother's still asleep. I'll cook you breakfast. You go and get your clothes on and clean your teeth, and by the time you're ready, I'll have breakfast on the table."

They went, their bare feet pattering on the polished floor. Bill climbed out of bed, pulled on a robe, and went downstairs. In the kitchen, Henry snored in his basket. Bill stirred him awake, led him to the back door, and opened the door for him. As he did this, Breeky appeared from nowhere and shot past Bill's bare legs into the kitchen. In his mouth was a large dead mouse which he laid in the middle of the floor and then settled down to devour. It was too early in the day for such cannibalism. At risk to life and limb, Bill removed the mouse and dropped it into the trash can under the sink. Then he put on the kettle, found the frying pan, the bacon and eggs, he put the bread in the toaster and laid the table. When this was done, the two little girls had still not appeared and so he and went back upstairs to dress.

**G.** As he pulled on an old cotton shirt, he heard them going down to the kitchen, chattering in their high-pitched voices. They sounded happy, but a moment later

there floated up to him a wail of despair that chilled his heart. With his shirt still unbuttoned, he shot out onto the landing "What is it?"

Another wail. Imagining every sort of horror he bolted into the kitchen. There, Emily and Anna stood staring into the goldfish tank. Anna's eyes brimmed with tears, but Emily seemed too stricken to weep.

"What's happened?"

"It's Gilbert!" said Emily. "He's dead!"

At its bottom, on his side, with one round lifeless eye staring upwards, lay the goldfish. He certainly looked dead. "Perhaps he's having a sleep?" Bill suggested without much hope.

"No. He's dead. He's dead."

With that, the two of them burst into tragic tears. With an arm for each, Bill tried to comfort them. Anna pushed her face into his stomach and wound her arms around his thigh, but Emily stood rigid, sobbing uncontrollably. It was terrible.

**STOP HERE!** What would you do in this situation?

**H.** It was terrible. His first instinct was to free himself and yell for help. Clodagh would know what to do.... And then he thought, No. Here was a chance to break down the barriers, to cope on his own, and earn their respect.

He calmed them down at last, found a clean tea towel to use as a handkerchief, led them to the window seat, and sat them down, one on either side of him.

"Now," he said. "Listen. When people, or pets, die, what we do is to bury them decently, give them a beautiful funeral. So why don't you go into the garden and find a peaceful spot. And I'll rustle up an old cigar box to use as a coffin for Gilbert. And you can make wreaths to put on his grave; and perhaps a little cross."

The two pairs of blue eyes slowly showed some interest. Tears were still wet on their cheeks, but drama and high tragedy had great appeal, and were too attractive to resist.

"When Mrs. Donkins in the village died, her daughter wore a black veil on her hat," Emily remembered.

"Perhaps your mother can find a black veil for your hat."

"I want to make the cross," said Anna.

"No. I do."

He interrupted quickly. "The first thing to do is decide on a good place. Why don't you both do that, while I cook you some breakfast. And then, after breakfast ..."

But they did not listen for more. On the instant, they were up and away, not able to wait. At the back door, Emily stopped.

"We'll need a spade," she said in her most businesslike manner.

"You'll find a trowel in the tool-shed."

They sped across the garden, brimming with enthusiasm, all sorrow forgotten in the excitement of a real, grown-up funeral. With mixed feelings, he watched them go. The little scene had left him drained, and ravenously hungry. Grinning wryly to himself, he went back to the stove and began frying up the bacon.

I. Soon, there came the sound of soft footsteps and his wife appeared through the door.

"What was all that about?" she asked through a yawn. "Was somebody crying?"

"Yes, my darling . . . Emily and Anna. Gilbert is dead."

"Gilbert. Oh, no. I don't believe it."

He went to kiss her. "I'm afraid it's true. See for yourself."

Clodagh went to the fish tank and peered inside. "But why?"

"I don't know. I don't know much about goldfish. Perhaps he ate something that disagreed with him."

"When I was Anna's age, I had goldfish of my own. They were called Sambo and Goldy. I remember Goldy once behaving exactly like that. And my father gave him a tot of whisky, and he started swimming around again. Besides, when fish are dead, they float to the top of the water."

Bill ignored this observation. "A tot of whisky? I have one precious bottle which I keep for closer friends. I suppose Gilbert qualifies, and if you want you can certainly try a revive, but it seems rather a waste to pour the stuff over a dead fish."

Clodagh did not reply to this. Instead, she rolled up her sleeve, put her hand into the tank, and touched Gilbert's tail. "He's wagged his tail. He's swimming . . . oh look, darling."

And indeed, Gilbert was. "Clodagh, you're a miracle worker." In passing, Gilbert's fishy eye met Bill's. "Stupid, bloody fish, giving me a fright like that," he said to it, and then he grinned in relief. "Emily will be overjoyed."

"Where is she?"

He remembered the funeral. He said, "She's in the garden, with Anna." For some reason he did not tell Clodagh about the plans that had been made.

She smiled. "Well, now that that little problem's been resolved, I'm going up to have a bath. I'll leave you to break the happy news."

J. Minutes later the two little girls reappeared, in a whirlwind of excitement.

"We've found a lovely place, Bill, under the rose bush, and we've dug a huge hole... "

"And I've made a daisy chain . . ."

"And I've made a sort of cross out of two bits of wood but I'll need string or a nail or something to hold them together..."

"And we're going to sing a hymn."

"And we thought..."

"Let me tell him..."

"Now, just listen...." He had to raise his voice in order to make himself heard over the din. They fell silent "Just listen for a moment. And look." He led them over to the fish tank. "Look."

They looked. They saw Gilbert, swimming around, in his usual pointless fashion, his round eyes looking no more lively than when he had been presumed dead.

There was for a moment, total silence.

"See? He wasn't dead at all. Mummy gave him a tickle, and that stirred his stumps." Still silence. "Isn't that great?" Even to himself he sounded quite sickeningly hearty.

Neither little girl said a word. Bill waited. And then, finally, Emily spoke. She said, "Let's kill him."

**STOP HERE!** What would you do in this situation?

K. He found himself torn between horrified shock and uncontrollable mirth, and for a second it was touch and go as to whether he actually struck the child or dissolved into laughter. By a superhuman effort he did neither of these things, but there was a long and pregnant pause before he finally said with monumental calmness, "I don't think we want to do that."

"Why not?"

"Because . . . it's wrong to kill anything, even if it is only a goldfish. Besides, you love Gilbert. He belongs to you. You can't kill the thing you love."

Emily's bottom lip protruded. "I want to have a funeral. You promised."

**STOP HERE!** What would you do in this situation?

"But not Gilbert. We'll bury someone else." He cast about for ideas, and was visited with a brainwave. "A mouse. A poor, dead mouse. Look . . ." Like a conjurer, he opened the trash can, and produced Breeky's hunting trophy, holding its small stiff body up by the tail. "Breeky brought it in this morning and I took it away from him. Surely you wouldn't want a poor old mouse to end up in the dustbin?"

They stared at his offering. After a bit, Emily said, "Can we put him into the cigar box like you said?"

"Of course."

"And sing hymns and everything?"

"Of course." He found a paper towel, and placed the body of the mouse carefully upon it. Then he washed his hands, and drying them, turned to face the two little girls. "What do you say?"

"Can we do it right away?"

"Let's eat breakfast first. I'm starving."

L. Anna went at once to pull out a chair and settle herself, but Emily lingered for another reassuring check on Gilbert. Bill waited patiently. Presently she turned her head to look at him. Their eyes met in a long, steady stare. She said, "I'm glad he wasn't dead."

"Me too." He smiled and she smiled back, and all at once looked so like her mother that, without thinking, he opened his arms to her, and she came to him, and they hugged, without words, without needing words. He stooped and kissed the top of her head, and she did not try to wriggle away or detach herself from this.

"You know something, Emily, he told her. "You're a good girl."

"You're good, too," she said, and his heart was filled with gratitude, because somehow, he had neither said nor done the wrong thing. He had got it right. It was a beginning. Not much, but a beginning.

Then Emily enlarged on this. "Really, really good."

*Really, really good.* Perhaps in that case, it was more than a beginning. Filled with gratification, he gave her a final hug and let her go; and at last, in happy anticipation of the mouse's funeral, they all sat down to breakfast.



## Activity IV

**Task 1.** Solve the exercises in the language worksheet:

### Language Worksheet

1. Fill in the blanks (one or more words for each gap):

Bill and Clodagh had been married ..... two months. Before getting married, Bill had been a ..... while Clodagh had been a .....

2. According to part A, Bill, Clodagh and her two young daughters were living in:

- a. a rented house;
- b. Bill's apartment;
- c. Clodagh's house;
- d. a newly bought house.

3. Which word in part A means "filled"?

4. According to part B, Bill married Clodagh

- a. because he thought the time had come for him to get married;
- b. because she was a widow with two young children and he wanted to help her;
- c. although she was a widow with young children because he fell in love with her;
- d. because she was rich and beautiful.

5. The phrase "a suitable man to make up numbers" (part B) means that Bill was invited because .....

6. According to part B, Bill's friends

- a. were pleased to see him get married;
- b. were surprised to see that he was getting married;
- c. wanted to stop him from getting married;
- d. were skeptical concerning the success of a marriage with a widow with children.

7. "A confirmed bachelor" is .....

8. According to part C, the girls' attitude towards Bill was:

- a. rude;
- b. polite but distant;
- c. friendly;
- d. hostile.

9. Which word in part C means "intimidating"?

10. Rewrite the sentences (part D)

*... the sun-drenched days slipped by, each a little better than the one before....  
By the end, though, Clodagh was missing her children.*

starting with

Clodagh enjoyed .....

.....

11. The word "to thrive" (part E) means:

- a. to prosper, to develop;
- b. to enjoy;
- c. to suffer from;
- d. to look for.

12. Rewrite the sentence (part E)

*No sooner had (the cat) been wheeled off to the vet than the old dog ... was sick for four days.*

starting with

As soon as .....

13. According to part E, Bill

- a. was trying hard to be accepted by the girls;
- b. enjoyed his marriage but hated the extra work;
- c. enjoyed being married but tried not to get involved in the children's problems;
- d. regretted his former life.

14. Which phrase in part E means "managed"?

15. Rephrase *at risk to life and limb* (part F). Use your own words.

16. Fill in the blanks (one or more words for each space):

When he heard the girls' ..... of despair, Bill thought.....

17. According to part G, Bill

- a. was happy to be able to help the girls;
- b. decided to call Clodagh to calm the girls down;
- c. did not know how to help the girls;
- d. was tempted to run, but decided to stay and solve the situation himself.

18. In part H Bill suggests a funeral for the fish in order to

- a. distract the girls and make them forget about the fish;
- b. make fun of the girls;
- c. give the fish a proper funeral;
- d. get rid of the girls;

19. Explain the phrase "with mixed feelings" (part H).

20. Fill in the blanks (one or more words for each space):

Clodagh was sorry ..... but then she remembered that, when she was Anna's age she ..... who once ....., so that ..... and the fish .....

21. Choose the correct phrases: When they saw that Gilbert was not dead the girls were .....1..... because they .....2..... to the excitement of the funeral.

1. a. very happy;                      b. furious;  
   c. disappointed;                  d. indifferent.
2. a. were looking forward;        b. expected;  
   c. wanted;                         d. hoped.

22. Which word in part K means "gaiety"?

23. Explain the sentence,

*He found himself torn between horrified shock and uncontrollable mirth, and for a second it was touch and go as to whether he actually struck the child or dissolved into laughter.* Use your own words.

24. Bill's behaviour, in this moment of crisis, makes the girls ... him

- a. love;                                      b. accept;  
c. respect;                                 d. hate.

25. Why is Bill's heart "filled with gratitude"? How did he cope with his newly acquired responsibilities?

**Task 2.** Make sentences with the following words and phrases. If you don't know their meanings, look them up in the dictionary or locate them in one of the texts you have just read:

*bachelor, to bore holes, to break the news, to bury, car smash, to check, chord, to claim, coffin, conjurer, to cope with, determination, to drench, dustbin, fabric, for fear, gratitude, hug, to keep behind, limbs, to mend, mirth, to miss, no sooner, to pervade, persuasion, plumbing, to pretend, sick and tired, to share, to stir, to stare, to thrive, tough, wail, to weave, widow, to wrap, wreath.*

## Activity V

**Task 1.** Every parent dreams that his son should become *a man*. Now, if that child is a daughter, it is hard to put it correctly – the Romanian “a fi om” is much closer to the real meaning. In his world-famous “If”, Rudyard Kipling tells his son what he thinks “being a man” means.

## If

By Rudyard Kipling

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting, too;

If you can wait and not be tired by waiting,  
Or, being lied about, don't deal in lies,  
Or, being hated, don't give way to hating,  
And yet don't look too good nor talk too wise;

If you can dream – and not make dreams your master;  
If you can think – and not make thoughts your aim;  
If you can meet with triumph and disaster  
And treat those two impostors just the same;

If you can bear to hear the truth've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to broken,  
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;

If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on";

If you can talk with crowds and keep your virtue,  
Or walk with kings – nor lose the common touch;  
If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;

If you can fill the unforgiving minute  
With sixty seconds' worth of distance run –  
Yours is the Earth and everything that's in it,  
And which is more – you'll be a Man, my son!

**Task 2.** Translate the poem into Romanian (pair work).

**Task 3.** Work in groups: Read the instructions and act out the conversations:

1. Read again the first four lines of the poem. Imagine that you are on a trip. You are the leader of the group, night is falling, and you seem to have lost your way. Everybody is getting frightened and they all blame you. You are trying to keep calm and, although you listen to what they have to say and accept that it is partly your fault, you try not to lose faith in your ability to handle the situation.
2. Take the line, “if you can wait ....” Imagine you are a scientist involved in a research that you deem very important, but so far you haven’t obtained any results. Your work isn’t very well paid, either, and your wife/ husband is nagging you to give it up.
3. Take the lines, “Or being lied about ..... too wise.” Imagine you are the leader of a political party. The papers are filled with lies concerning you and “the opposition” keeps denigrating you. You are at a press conference now and the journalists keep asking you unpleasant questions.
4. Imagine two more situations for Kipling’s advice and act them out. Let the audience guess the lines.

**Task 4.** Turn the poem into a reflective essay on human existence.

## **Activity V**

**Task.** Write an essay on one of the following situations (no more than 300 words).

1. The accused is a doctor. He gave an overdose to a writer who, having a terminal cancer, had asked for it. The writer’s family are accusing the doctor of murder.
2. Three teenage boys got involved in a fight with a fourth boy, near a swimming pool. They threw him into the water and he nearly drowned. Some adults were sitting not far from the pool and did not interfere.

## Unit 3

# Jobseekers

### Activity I

#### PART I. Part-Time Jobs

**Task 1:** Answer the questions:

1. Do students in your country take on part time jobs or jobs for the summer holidays?
2. What job did you already take on what kind of jobs would you like to take on?
3. What is a part-time job? What is it good for?
4. What kind of part-time jobs can you get?
5. What are the advantages and disadvantages of having a part time job?
6. Dangers one may encounter.

**Task 2.** Read the following text, then talk about part-time jobs.

In Britain school children often have part-time jobs. Some deliver papers in the morning, some help old people, some work in shops on Saturdays. Two Twickenham teenagers, Frank, 15, and Ann, 16, are talking about jobs.

**Frank:** I must get myself a job. I need some money. I want to buy a bike.

**Ann:** I want to buy myself a guitar. I am going to work in a cafe.

**Frank:** Really? What will you do there? The washing up?

**Ann:** No, I'll be a waitress.

**Frank:** What days are you working?

**Ann:** Saturday and Sunday afternoons.

**Frank:** How much will you get?

**Ann:** 3 pounds per afternoon. That's not bad, is it?

**Frank:** Lucky you! Where can I find a job like that?

**Ann:** Why don't you go and look at the advertisements in the shop windows?

**Task 3.** Read the following **job advertisements**, then take each advert and list the qualities you think the job requires. Give reasons.

- *Girl wanted, by Big Department Store, Food Department, SAT 9 a.m.-5.30 p.m., 60p per hour. Phone .....*
- *Baby sitter wanted boy or girl. Wednesday evenings and some weekends. 65p per hour. Mrs. R.F Smith, 33, Suffolk Rd., Twickenham, Phone 895 2434.*
- *Animal lovers! Boy or girl wanted to take out two nice little dogs for one hour every evening. Mon.-Fri. 40p Mr. P Bralett. 1, Arnold St. Twickenh. Phone 894 1234.*
- *Can you help? Old lady needs help with her garden. 55p per hour. Evenings or weekends. Mrs. Parkinson. 17, Church St., Twinckenham, 894 5327.*
- *CARTER, newsagent, 66, Station St., wants boy or girl to deliver papers six mornings a week, \$6 per week (must have bike). Please phone 895 3369.*

**Task 4.** Choose one of the above ads. Imagine a telephone conversation between a candidate and the person who has published the ad.

**Task 5.** Some part-time jobs require a higher qualification from the part of the candidates. Read the following ads and the letter of application for one of them.

- *Wanted! Volunteers for the summer to help run hostels for international groups. Duties include cooking, cleaning and entertaining! Further details from: Holiday Inn, 16 Binsey Lane, Taunton, TX1 32 R.*
- *Looking for a summer job? Join Eurocamp as a Children's Courier and put your skills to use organizing fun and games for children aged 5-14 at one of our campsites in Europe. You'll be working from mid-May to mid-September. Write to: .....*
- *Travel Agency requires the services of an efficient representative to accompany their clients travelling by train from Timișoara to Oradea and back every weekend during the summer months. Good knowledge of English is essential Apply to the Staff Manager, Continental Express Travel Agency Ltd., Timișoara, .....* "

**Task 6.** Class discussion on:

- the advantages and disadvantages of taking such a job;
- the responsibilities involved in having a job.

**Task 7.** Read the following letter of application.

*The Continental Express  
Travel Agency Ltd.  
87, Piccadilly Circus  
London, W.1.*

Str. Mihai Eminescu nr. 5,  
Arad, 2900, Romania  
Telefon: 40-057.258039

*February 29,*

*For the attention of the Staff Manager*

*Dear Sirs,*

*With reference to your advertisement in today's "THE ECONOMIST" I should be glad if you would take my application into consideration.*

*I am 28 years old, married, and have been employed as a programmer by a data processing firm for five years. As I am free on Saturdays and Sundays I could accompany parties of your clients from Timișoara to Oradea and back at week-ends.*

*Enclosed please find copy of my Cambridge Certificate which will show that I have good knowledge of English. I hope you will consider me sufficiently qualified for the work.*

*A weekly amount of \$100 plus expenses would be the payment I require for my services.*

*Please feel free to contact me at your earliest convenience.*

*Yours faithfully,*

(Adapted, Willy Piert, Business English for All)



**Task 8.** Analyze the layout, the format and the register of this formal letter!

**LAYOUT:** the arrangement on page;

**FORMAT:** Follow the following stages:

1. Reason for writing
2. Relevant job experience;
3. Hobbies and interests (if relevant);
4. Why you want the job;
5. Closing remarks.

**REGISTER:** As a letter of application is a formal letter, so make sure that your language is appropriate and not “too chatty”.

## **Activity II:**

### **PART II: Full Time Jobs.**

**Task 1.** Answer the questions:

1. How do you find a job? (ads in newspapers, agencies, ...)
2. Is it easy to find a good job?
3. What do you hope to get through a job: money, advancement, put your skills and abilities to use, enjoy it.
4. What are the stages that a jobseeker must go through? (find an adequate job offer, apply for it, go to an interview, ...)
5. What are the dangers one may encounter?

**Task 2.** Read the following job advertisements, then take each advert and list the qualities you think the job requires. Give reasons.

- **United Nations Office for Project Services – Business Relations Coordinator**

*The United Nations Office for Project Services (UNOPS), a self financing entity of the United Nations system provides services to a broad range of technical assistance projects throughout the developing world. We have a position available immediately at our York City headquarters for an individual to provide expert support to a variety of marketing, business/ customer relations and staff development efforts.*

**Responsibilities:** *Specific responsibilities include developing / implementing marketing strategies; supporting and overseeing various business acquisition activities; training staff; and fostering effective business and customer relations. This will involve extensive contact with entities and individuals both inside and outside the organization.*

**Qualifications:**

- *An advanced degree in business administration, marketing, public administration or a related discipline*
- *A minimum of 10 years' experience (including at least 5 years' background in an international, multilateral development organisation)*
- *Fluent spoken and written English*
- *Proficiency in the use of computers and information systems*
- *Knowledge of contracting and contract management services*
- *Private sector experience in a consulting/services business (preferred)*
- *Working knowledge of French and/or Spanish*

**Submission of Applications:** *Interested individuals should address a detailed CV no later than February 8, 1997 to: Ms. Khurshid Bhimani-Sarangji, Chief, Administration Section, UNOPS, Daily News Building -14th Floor, 220 East 42nd Street, New York, NY 10017*

*Acknowledgement of receipt will only be sent to applicants who are considered to meet the specific requirements of the position. More Information on UNOPS is available on the Internet at: .....*

- **International Consultants - Agriculture and Rural Development**

*PARTEX – CPS is the leading Portuguese company of management and engineering consultants. As a result of our increasing activities we wish to strengthen our network of consultants for long and short-term assignments in Eastern Europe, Asia, Africa and Latin America. Candidates should have*

*strong academic background, over 8 years of relevant professional experience and excellent writing and communication skills of English and/or French (knowledge of other languages will be an advantage), in the following areas: Agriculture and Farming Systems; Sociology and Rural Development; Agricultural Economics and Monitoring & Evaluation; Agronomy, Soils and Land Use Planning; Extension, Training and Institutional Development; Irrigation and Water Resources Planning; Food Processing, Marketing and Distribution; Livestock; Forestry; Fisheries; Environment.*

*(THE ECONOMIST, Jan. 18<sup>th</sup>, July 12<sup>th</sup>, 1997)*

**Task 3.** Choose one advert. Write a 250-word letter in reply. Don't forget to include the following points:

- your work experience, past and present, and how your experience fits you for the jobs;
- your ability to work with groups of people;
- your knowledge in the fields required by the job;
- your knowledge of English and other languages.

**Task 4.** Imagine you work in an employment agency. Interview another person in your class and advise him/ her how to fill in the application form. (see annex 1)

**Task 5.** Interview him/ her for one of the jobs advertised above and decide if he/ she is good for the job. Give reasons.

**Task 6.** If you are applying for a permanent job you might be asked to send in a curriculum vitae with your letter of application. In a C.V. you are expected to supply the following information: (see annex 2)

**Task 7.** Do the exercises below before writing an answer to the question:

*What are your ambitions, hopes and fears about your present or future working life?*

**Task 7. a.** Complete the sentences in any logical way. Compare your sentences with those of other students in the class.

Sue took a job to .....

John took a job in order to .....

Mary took a job in case .....

I took a job so as not to have to .....

Sam took a job so that he could .....

Nick took a job so that .....wouldn't .....

My brother took a job with a view to .....

Mother took a job to avoid .....

Nell took a job to get out of .....

Patty took a job as a precaution against .....

**b.** Make up sentences with the words listed below. Look them up in the dictionary if you are not sure you understand them:

*full-time, profession, fee, part-time, vocation, wages, seasonal, freelance, commission, expense, account, shift, shareholder, earn, income, tax, hire, clerk.*

**c.** Look at the list below. In pairs, discuss the meaning of each prefix and note down an example for each. Compare:

<b>PREFIX</b>	<b>MEANING</b>	<b>EXAMPLE</b>
over	too much	overpaid
re		re-apply
sub		sub-committee
self		self-employed
under		understaffed
anti		anti-social
pro		pro-reform
in		income
un		unemployed
co		co-director

**d.** Express your hopes, fears, .....

## Activity III:

**Task 1.** Read the following text and do the exercises.

**A.** What will you do after school? Go to university or enter business life? If you think of applying for a job – be it as a secretary or as a managing director - you will almost certainly have to go for an interview. Today, most employers attach great importance to a personal conversation which is usually carried out by the personnel manager of the firm and which will be about your former activities, your educational background, language qualifications, etc. In addition, details of your contract, pay and conditions of work will be discussed. The experts at the labour exchange are concerned about your own safety as a job-seeker, that's why they provide a leaflet with some good advice about what you should do or should not do when going for an interview. This is what it says:

### *Be Alert – Be Safe When Jobseeking*

**B.** The vast majority of job interviews are perfectly straightforward. You attend the interview and everything goes well. But whether you hear about an opportunity through your Jobcentre or through an advertisement in a newspaper, there are a few common sense rules that you should always remember for your own safety. Taking these basic steps will help you make sure that your jobsearch is safe and troublefree. So when you go for an interview:

### **C. Do!**

- tell a friend or relative where you are going and what time you expect to be back,
- arrange to be collected from the interview if it takes place outside working hours,
- find out as much as you can about the company before the interview, especially if there are no details in the job advert,
- make sure that the interview takes place at the employer's premises or, if not, in a public place.

### **D. Don't!**

- apply for a job which seems to offer too much money for very little work,
- agree to continue the interview over drinks or a meal, even if it seems going very well,
- let the interviewer steer the conversation towards personal subjects that have nothing to do with the job,
- accept a lift home from the interviewer.

E. Jobcentres make every effort to ensure that the vacancies they display are genuine and that the safety of jobseekers is never put at risk. We investigate every complaint about an employer using the Jobcentre's services, so if you do run into difficulties please let us know straight away.

(From: a leaflet distributed at Jobcentres and published by the Employment Department Group, 1993)

**Task 2:**

**Comprehension Worksheet**

**According to part A:**

1. How do you call the act of asking for a job?
2. What will the employer do before deciding to employ a person?
3. Who will probably carry out this conversation?
4. What will the firm want to know about you?
5. What will you want to know concerning your future job?
6. What is the name of the organization helping people to find jobs?

**According to part B:**

7. Job interviews usually go .....
8. You may hear of a job opportunity ..... through your Jobcentre ..... through an ad in the newspaper.
9. You must take some steps before going to an interview; then your jobsearch is .....

**Part C and D:**

10. According to the advice given by the Jobcentres when you go for an interview you should:
  - a. tell a friend where you are going;
  - b. tell a relative where you are going;
  - c. tell nobody about your interview;

- d. tell somebody where you are going and the time you are likely to be back.
11. According to the leaflet when you go for an interview you should:
    - a. ask someone to collect you after the interview;
    - b. ask someone to take you to the interview;
    - c. ask someone to pick you up if the interview is before or after working hours;
    - d. ask your friends to wait for you at home.
  12. According to the leaflet when you go for an interview you should:
    - a. find out all the information you can about the company before the interview;
    - b. ask your boss as much as you can about his company;
    - c. you may go to the interview even if you don't know much about the company;
    - d. don't go to the interview if you can't get enough information about the company.
  13. Jobcentres consider that the interview should take place at .....
  14. Jobcentres consider that you *should/ should not* accept a job which offers too much money for very little work.
  15. According to the leaflet the interview should end.....
  16. Jobcentres advise applicants *to accept/ not to accept* going into private matters with the interviewer.
  17. Jobcentres think that accepting a lift home by the interviewer is .....

**Part E:**

18. Rephrase the sentence, using your own words:  
*Jobcentres make every effort* .....
19. Turn the sentence into passive: "We investigate every complaint about an employer using Jobcentre services."
20. What is the aim of this leaflet?

**Task 3.** Let's discuss:

- identify the stages to be followed while looking for a job.
- think about the advice given by the Jobcentres; agree or disagree with it (work in pairs);
- talk about the dangers one may encounter while looking for a job and how one can avoid them.

**Task 4. Role-play**

**Imagine the situation:** You have decided to organise a baby-sitting agency.

**Group I:** The employer.

**Group II:** The applicants.

- a. Discuss the stages to be followed.
- b. Discuss the kind of office you need for such an agency (do you need to rent an apartment, or can you do it at home? Describe the room you are going to use as your office.
- c. Talk to a lawyer about setting up a babysitting agency.
- d. Write an ad calling for babysitters; discuss what it must look like.
- e. Imagine a telephone conversation with an applicant. Act it out. Set a date for the interview.
- f. The documents the applicant must have when going to the interview.
- g. The interview: Discuss
  - the kind of clothes the applicant must wear
  - his/her attitude
  - precautions to be taken,
  - questions to be asked
  - the interviewer's attitude (friendly, official, ...)
  - his/her responsibilities
  - questions he/she must ask
- h. Place another advert in the paper, offering babysitting services.
- i. Act out a telephone conversation/ meeting with a client.



**Task 5.** Fill in the gaps with the missing words:

### **Do You Work for a Jerk?**

If you're having problems with a difficult boss, first of all you need to talk ..1.. him/ her. He/ She may not know you are having trouble. By putting ..2.. such a meeting while bottling ..3.. your feelings, you could be taken ..4.. an irrational person when you finally confront him/ her. No one, ..5.. of all management, wants to listen to hysterical complaints.

Before you speak ..6.. your supervisor, prepare your approach. Make sure your requests are valid. For example, if you want a bigger office, find ..7.. whether one is actually available. Are your expectations realistic? Try to anticipate any objections your boss may bring ..8.. for discussion. Think positive. Go ..9.. the meeting in your mind and anticipate how your boss will react. Plan how you'll deal ..10.. negative responses, so you can maintain a positive attitude overall.

Be very specific about what you want. For example, 'better communication' is not a clear objective. ..11.. is merely wanting a raise. If you ask for a raise and your boss says yes, you may wind up with \$1.50 more a week. A little background is probably necessary to frame your problem, but don't get carried ..12.. with long-winded speeches.

Use all the communication skills you have to get the best response from your boss.

Use the most ..13.. methods you can in dealing with your boss.

Come out of the meeting with a plan of action. Set a date for another conference, and make these meetings seem like business as usual. If you call a meeting only when something breaks ..14.., you'll be seen as a complainer.

### **Your Boss's Reactions**

Your boss may be sincerely surprised by the difficulties you bring up. It's ..15.. to you to explain clearly and calmly just what the problem is.

..16.. if your boss resists in a straightforward manner, try to deal with his response. Ask the boss why he objects. Some bosses will use passive resistance. Counter this type of resistance by ..17.. polite attention to it: 'You keep ..18.. off the reorganization we discussed. I sense that you don't really want to do it.' This may get you what you want. At the very least it will show the boss that you know what's going ..19.. .

And remember, if nothing seems to work, and your boss really is a jerk, take positive action. Start looking now ..20.. a better job.

**Note.** Jerk is a word more common in American than British. It means ‘fool, stupid or unreasonable person’. Another example of American usage in this exercise is raise, meaning ‘pay rise, increase in salary’.

(Jennifer Seidl: English Idiom, Exercises on Phrasal Verbs)

**Task 6.** Read the text above once again. Now replace the *employer-employee* relation with that between a *father/ mother* and his/ her *son/ daughter*. Work in pairs to write a dialogue. The son/ daughter wants to have more independence, his/ her own room, a bigger allowance, the use of the car, etc.

## Activity IV.

**Written Homework.** Choose one of the following (no more than 250 words):

1. What are your ambitions, hopes and fears about your present or future working life? Imagine you are writing something for yourself to be read in 40 years’ time.
2. Write a letter of application and a CV for the job you are dreaming about (see Annexes 1 and 2). Look up other formats on the Internet (e.g. the Europass).
3. Imagine the interview with your future boss.

**Annex 1**

**Job Application Form**

**PERSONAL:**

Full Name: .....

Home Address: .....

Phone # .....

Work Address: .....

Phone # .....

Date of Birth: .....

Marital Status .....

Health: .....

Interests: .....

Education: .....

Qualifications: .....

Languages: .....

Present Employment: .....

Previous Employment: .....

**Annex 2**

**CURRICULUM VITAE**

**NAME:** MR .....

---

**CURRENT POSITION**

Company/ Institution Name, City, State.

---

**PERSONAL INFORMATION**

Marital Status: .....

Nationality: .....

Age: .....

Place of Birth: .....

Parents: .....

---

**EDUCATION**

19\_\_ - 19\_\_ .....

19\_\_ - 19\_\_ .....

---

**QUALIFICATIONS**

19\_\_ .....

19\_\_ .....

---

**APPOINTMENT HISTORY**

Company/ Institution Name

City. State. ....

Details of position, award, or achievement.

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## Research Activities and Interests

---

Publications and Other Outputs .....

.....

*Responsibilities and Activities* .....

.....

Awards received .....

.....

Accreditations and licences .....

.....

Languages .....

.....

Summer jobs, Volunteer experience, Hobbies .....

.....

Extracurricular activities, summer jobs .....

.....

References .....

## Unit 4

# *A Blessing? A Curse?*

### Activity I

**Task 1.** Read the following story.

Once upon a time there lived a king, King Midas, who loved gold more than anything else in the world. No matter how much gold his subjects brought him, he always wanted more.

One day a strange figure appeared in his room and asked him if he was happy.

"No," answered the king. "And I won't be happy until everything I touch turns into gold."

The stranger promised to fulfil his wish, then vanished. The king touched a book and, to his great delight, it turned into gold at once.

The next morning the king woke up feeling cold and uncomfortable. And no wonder! His bed and clothes had turned into gold.

**Task 2.** Give an ending to the story.

**Task 3.** Now read the ending of the story. Compare it to your ending. Discuss.

The next moment he saw his beloved daughter who had come to greet him. When she saw that her father was upset she asked him, "What's the matter, Father?" and touched his hand. But the moment she touched him, she turned into gold.

And since all his food would turn into gold the moment he touched it, the king died of hunger.

## Activity II

**Task 1.** Fill in the blanks with one appropriate word for each space gap:

Once upon a time and in a country a long way ..1.., there was a king who was very ill. All the doctors of the court ..2.. him but, in ...3.. of all they could do, he got ..4.. instead of better. At last in despair they called a famous doctor from another country. He came, looked at the king, and then, looking very grave, said, "Your Majesty, there is one thing that can ..5.. you."

"What is that?" said the king. "..6.. you want shall be brought for you."

"You must sleep for one night in the shirt of a happy man."

So the king sent two of his chief servants to find a happy man and, when they had found him, to bring back his shirt. Well, they went first to the richest man in the city and asked him if he was a happy man.

"Happy!" he said, "when I never know ..7.. my ships are going to be wrecked next day, when ..8.. are always trying to break into my house. How can a man be happy with all these ..9.. ?"

So they went to the king's Chief Minister, the most powerful man in the country, ..10.. for the king." Are you a happy man?" they said.

"Don't be silly," he said. "There's Ruritania threatening to make war on us any day. There's that villain Popoff trying to push me ..11.. of power. How do you think a Chief Minister can be a happy man?"

So they went all over the country looking high and low for a happy man but never finding one. They were returning home, tired and miserable (for they quite ..12.. that the king would have them put to death for not finding what he wanted), when they saw a beggar, sitting by the roadside. He had made a little fire, and was frying some sausages in a frying pan, and singing merrily as he watched his supper cooking. They looked at ..13.. other. Had they found what they were looking for? They went up to him and one of them said, "You ..14.. very happy, my friend."

"Of course I'm happy," he said.

They could ..15.. believe their ears. With one voice they said, "We want your shirt."

The beggar roared with laughter. "I'm sorry, gentlemen, but I haven't got a shirt."

(Eckersley, *Essential English for Foreign Students*)

**Task 2.** Discuss your choice of words. Decide on those words which express the meaning of the text best.

**Task 3.** Choose a title for the above text and explain your choice.

**Task 4.** Compare your text and title with the original ones.

**Task 5.** Group discussion (guided conversation).

**Task 6.** Compare the two stories.

**Task 7.** Write an essay as an answer to the question, “Is it a blessing or a curse to be poor/ rich?” (150 words)

**Task 8.** Imagine one of the following situations and make up a dialogue.

a. You are upset because you don't have enough money to cover your needs. Your desk-mate tries to persuade you that money is not the most important thing and you should be happy everybody in your family is in good health.

b. You are criticising a neighbour for his careless way of life and suspect him of illegal dealings, the only way (you think) he could have got so much money. Your desk-mate considers there is nothing wrong about being rich and a person can be at financial ease or even well off without being involved in illegal dealings.

### **Activity III**

**Task 1.** Interpret the title of the following short story. Predict what the story might be about.

**Task 2.** Read the following short story. Stop reading each time it is requested and express your feelings.



## Genesis and Catastrophe

After Roald Dahl

A. 'Everything is normal,' the doctor was saying. 'Just lie back and relax. You have a son. You understand that, don't you? A fine son. Did you hear him crying?'

'Is he all right, Doctor?'

'Of course he is all right.'

'Please let me see him.'

'You'll see him in a moment. Try to rest. There is nothing to worry about.'

'What is the woman over there doing to him?'

'Your baby is being made to look pretty for you,' the doctor said. 'We are giving him a little wash, that is all. Now lie back and relax. Close your eyes. That's better....'

'I have prayed and prayed that he will live, Doctor.'

'Of course he will live. What are you talking about?'

**STOP HERE and answer the question:** *Why do you think this woman is so anxious to hear about her baby?*

'The other ones didn't.'

'What?'

'None of my other ones lived, Doctor.'

B. The doctor stood beside the bed looking down at the pale exhausted face of the young woman. She and her husband were new people in the town. The innkeeper's wife, who had come up to assist in the delivery, had told him that the husband worked at the local customs-house on the border and that the two of them had arrived quite suddenly at the inn with one trunk and one suitcase about three months ago. The husband was a drunkard, the innkeeper's wife had said, an arrogant, overbearing, bullying little drunkard, but the young woman was gentle and religious. And she was very sad. She never smiled. Also there was a rumour that this was the husband's third marriage, that one wife had died and that the other had divorced him for unsavoury reasons. But that was only a rumour.

C. The doctor bent down and pulled the sheet up a little higher over the patient's chest. 'You have nothing to worry about,' he said gently. 'This is a perfectly normal baby.'

'That's exactly what they told me about the others. But I lost them all, Doctor. In the last eighteen months I have lost all three of my children, so you mustn't blame me for being anxious. This is my fourth ... in four years.'

The doctor shifted his feet uneasily on the bare floor.

'I don't think you know what it means, Doctor, to lose all three of them, slowly, separately, one by one. I keep seeing them. I can see Gustav's face now as clearly as if he were lying here beside me in the bed. Gustav was a lovely boy, Doctor. But he was always ill. It is terrible when they are always ill and there is nothing you can do to help them. My little girl was called Ida. She died a few days before Christmas. That is only four months ago. I wish you could have seen Ida, Doctor. She was so beautiful.'

'I am sure that she was a lovely child. But this new one is also like that.'

'Ida was two years old, Doctor ... and she was so beautiful. I used to live in holy terror of something happening to that child. Gustav had gone and my little Otto had also gone and she was all I had left.'

'Try to rest,' the doctor said. 'Please try to rest.' The woman's face was white and bloodless. A few strands of damp hair hung down over her forehead, sticking to the skin.

**D.** 'When she died ... I was already pregnant again when that happened, Doctor. This new one was a good four months on its way when Ida died. "I don't want it!" I shouted after the funeral. I won't have it! I have buried enough children!" And my husband ... he was strolling among the guests with a big glass of beer in his hand ... he turned around quickly and said, "I have news for you, Klara, I have good news." Can you imagine that, Doctor? We have just buried our third child and he tells me that he has good news. "Today I have been posted to Braunau," he says, "so you can start packing at once. This will be a new start for you, Klara," he says.'

'Please, don't talk any more. Try not to be frightened.'

'What chance can the fourth one have now?'

'You must stop thinking like that.'

**STOP!** *Express your opinions on the woman and her tragedy.*

'Do you know what my husband said to me when Otto was born, Doctor? He came into the room and he looked into the cradle where Otto was lying and he said, "Why do all my children have to be so small and weak? Why can't they be better specimens?" And three days after that, Otto was dead. We baptised him quickly on the third day and he died the same evening. And then Gustav died. And then Ida died ... and suddenly the whole house was empty... Is this one so very small?'

'He is a normal child.'

'But small?'

E. 'He is a little small, perhaps. But the small ones are often a lot tougher than the big ones. Just imagine, Frau Hitler, this time next year he will be almost learning how to walk. Have you settled on a name for him yet?'

'I don't know. I think my husband said that if it was a boy we were going to call him Adolfus.'

'That means he would be called Adolf.'

**STOP HERE!**..... *Discuss!*

'Yes. My husband likes Adolf because it has a certain similarity to Alois. My husband is called Alois. Oh no!' she cried, starting up suddenly from the pillow. 'That's the same question they asked me when Otto was born! It means he is going to die! You are going to baptise him at once!'

**STOP!** *Express your opinions on the woman and her tragedy. Is it her fault that her son turned out to be a monster? Whose fault is it?*

'Now, now,' the doctor said, taking her gently by the shoulders. 'You are quite wrong. I love talking about names. I think Adolphus is a particularly fine name. And look – here he comes now.'

F. The innkeeper's wife, carrying the baby high up on her enormous bosom, came sailing across the room towards the bed. 'Here is the little beauty!' she cried, beaming. 'Would you like to hold him, my dear?' She placed him gently on the bed beside the mother.

'He is a fine little baby,' the doctor said, smiling.

'He has the most lovely hands!' the innkeeper's wife exclaimed. 'Such long delicate fingers!'

The mother didn't move. She didn't even turn her head to look. 'I am frightened to look. I don't dare to believe that I have another baby and that he is all right.'

'Don't be so stupid.'

Slowly, the mother turned her head and looked at the small, incredibly serene face that lay on the pillow beside her. 'Oh ... oh ... but he is beautiful.'

The doctor went over to the table and began putting his things into his bag. The mother lay on the bed gazing at the child and smiling and touching him and making little noises of pleasure. 'Hello, Adolfus,' she whispered. 'Hello, little Adolf ...'

'Ssshh!' said the innkeeper's wife. 'Listen! I think your husband is coming!'

**G.** The doctor walked over to the door and opened it and looked out into the corridor. 'Herr Hitler! Come in, please. Congratulations,' the doctor said. 'You have a son.'

A small man in a dark-green uniform stepped softly into the room and looked around him. He had a pair of enormous whiskers meticulously groomed after the manner of the Emperor Franz Josef, and he smelled strongly of beer. 'A son? How is he?'

'He is fine. So is your wife.'

'Good.' The father turned and walked over to the bed where his wife was lying. 'Well, Klara,' he said smiling through his whiskers. 'How did it go?' He bent down to take a look at the baby. The wife lay sideways on the pillow, staring up at him with a kind of supplicating look. 'But my God, Klara ...' the husband said. 'This one is even smaller than Otto was!'

**STOP!** *Express your opinion on the father. Remember, he wanted his children to be "better specimens".*

**H.** The doctor took a couple of quick paces forward. 'There is nothing wrong with that child,' he said.

Slowly, the husband straightened up and turned away from the bed and looked at the doctor. He seemed bewildered. 'It's no good lying, Doctor,' he said. 'I know what it means. It's going to be the same all over again Do you know what happened to the others, Doctor?'

'You must forget about the others, Herr Hitler. Give this one a chance.'

'But so small and weak!'

'My dear sir, he has only just been born.'

'Even so . . .'

'What are you trying to do?' cried the innkeeper's wife. 'Talk him into his grave?'

**I.** The mother was weeping now. Great sobs were shaking her body.

'That's enough!' the doctor said sharply. He walked over to the husband and put a hand on his shoulder. 'Be good to her,' he whispered. 'Please. It is very important.' Then he squeezed the husband's shoulder hard and began pushing him forward to the edge of the bed.

The husband hesitated. At last, reluctantly, he bent down and kissed his wife lightly on the cheek. 'All right, Klara,' he said. 'Now stop crying.'

'I have prayed so hard that he will live, Alois. Every day for months I have gone to the church and begged on my knees that this one will be allowed to live. Three dead children is all that I can stand, don't you realise that?'

'Yes, Klara, I know. Of course.'

'He must live, Alois. He must, he must . . . Oh God, be merciful onto him now...'

**Task 3.** Read the text again, this time silently.

**Task 4.** Discuss: Was it a blessing or a curse that this child lived?

**Task 5.** Solve the exercises contained in the following question file:

## Language Worksheet

1. According to part A, the mother was
  - a. happy to have a son;
  - b. upset because they didn't want to show her the baby;
  - c. anxious to find out how her baby was;
  - d. eager to find out what her husband would say.
2. The word "delivery" in part A means:
  - a. handing over;
  - b. style of speaking;
  - c. childbirth;
  - d. act of delivering.
3. Which phrase in part B means "building where travellers' luggage is inspected on dutiable goods"?
4. According to part B, the woman and her husband
  - a. didn't have many friends because they were new in town;
  - b. had many friends, although they were new in town;
  - c. wanted to be accepted by the townspeople, but were rejected;
  - d. were lonely and reserved.
5. According to part B, the husband was ..... and the wife was .....
6. The word "unsavoury" in part B means:

- a. disgusting, immoral;
- b. unknown;
- c. unbelievable;
- d. unpleasant to smell or taste.

7. Rewrite the sentences, using Indirect Speech:

*'You have nothing to worry about... This is a perfectly normal baby.' 'That's exactly what they told me about the others. But I lost them all, Doctor.'*

8. Fill in the blanks: The doctor was told that the woman ..... months.

9. Rewrite the sentence (part C)

*I wish you could have seen Ida.*

starting with

I'm sorry .....

10. What does the woman mean when she says, *This new one was a good four months on its way when Ida died?*

11. According to part D, the woman

- a. didn't want another child because she didn't want to upset her husband;
- b. did not want to have another child because she was afraid of losing it again;
- c. wanted another child but her husband didn't;
- d. wanted to please her husband.

12. Take the sentences, "Can you imagine that, Doctor? We have just buried our third child and he tells me that he has good news." How does the woman feel about her husband's attitude?

13. According to part D, the husband is upset because his children.....

14. The word "posted" (part D) means:

- a. sent to a place;
- b. mailed;
- c. appointed;
- d. watched by a soldier.

15. Explain the woman's question: "What chance can the fourth one have now?"

16. In part D, the doctor tries to make the woman ..... In his opinion small children.....

17. The writer mentions the woman's name only in part E because he wants to..... the reader.

- a. inform;
- b. surprise and amuse;
- c. hurt;
- d. shock and confuse.

18. According to part F, the woman doesn't want to look at her baby because ..... She doesn't dare to .....

19. Find in the text the words which characterise Adolf Hitler as a new-born baby. Comment.

20. Fill in the blanks (one or more words for each space):

Alois Hitler is a ..... man with ..... whiskers imitating Emperor Franz Josef. He is typical for the small, obscure man who tries to ..... important. The "strong smell of beer" suggests that he is a .....

21. The word "bewildered" (part H) means:

- a. overjoyed;
- b. puzzled;
- c. frightened;
- d. wild.

22. Explain the doctor's urge "Give him a chance," (part H). Use your own words.

23. What does the husband mean by "Even so ..."? Give the full sentence.

24. What does the innkeeper's wife mean when she asks the husband, "What are you trying to do? Talk him into his grave?" Use your own words.

25. According to part I, the mother had prayed hard, every day for months and begged God to be *merciful* and let her son live. Did her son become a merciful man?

**Task 6.** Work in pairs. Choose one of the following themes (or any other of your own choice) and discuss them (written dialogue):

- a. You consider that it was his parents' fault that Hitler turned out the way he did. Your desk-mate considers it was a matter of circumstances.
- b. You think communism was as bad as fascism. Your desk-mate disagrees.
- c. You are worried about the new dictators of the world (such as Saddam Hussein). Your deskmate believes they are no threat for us, as their country is far away.

**Task 7.** Make sentences with the following words and phrases. If you don't know their meanings, look them up in the dictionary:

*arrogant, to attend, to baptize, beggar, to bless, bosom, currency, to curse, damp, decadent, eve, eventually, exhausted, foreign, to fulfil, handover, inn, insurance, lease, merry, poll, power plant, to repossess, to shrink, to squeeze, supplicating, status, to threaten, to vanish, to warn, whiskers, wreck;*

## Activity IV

**Task 1.** Discuss other possible events that might be a blessing or a curse.

**Task 2.** Imagine situations and make up dialogues.

**Task 3.** Read the text "The Handover of Hong Kong " and fill in the gaps with words from the list below:

*enterprise; warned; eventually; enjoy; at least; lease; estate; stroke; foreign; eve; poll; jewel; confident; ownership; flocked; remain; wheels; means; lifestyle; currency;*

### The Handover of Hong Kong

Hong Kong has been famously described as living "on borrowed time in a borrowed place." India may have been the ..1.. in the crown of Britain's empire, but Hong Kong glittered much longer in that shrinking diadem. But at the ..2.. of midnight on June 30, Britain handed Hong Kong back to China, honoring the terms of the 99-year lease it extracted from a defeated and decadent Manchu dynasty in 1898.

"You can't stop the ..3.. of history from turning," lamented Baroness Thatcher in a local TV interview on the ..4.. of the handover. Back in 1982 as Prime Minister she had tried to do just that by asking Deng Xiaoping to extend the ..5.. for a further 50 years. But the Chinese leader, determined to end his country's self-proclaimed "century of shame," refused. If Britain did not return Hong Kong, he ..6.., China would repossess its lost territory by force.

The question now on everybody's mind is, "What will happen after the handover?"

On the surface, not very much. Hong Kong will become a Special Administrative Region (HKSAR) of China and ..7.. a high degree of autonomy. This means – in theory ..8.. – that Hong Kong's capitalist ..9.. shall continue unchanged for 50 years after 1997. English will remain as an official language. Hong Kong dollar (HK\$) will remain as a separate, internationally recognized ..10... Hong Kong will maintain its status as free port and independent member of the World Trade Organization (WTO). The English legal and judicial systems will ..11.., as will the border between mainland China and Hong Kong.

In practice, however, the Beijing authorities are busy making the Hong Kong economy more like their own - a mixture of free ..12.. and government ..13.. (they



call it a "socialist market economy"). They have spent more than US\$ 25 million buying up assets in the colony, including power plants, airlines, banks, telecommunications and real ..14.. firms. In this way Beijing is able to influence the economic and political status of Hong Kong without violating its agreements with London. According to FORBES magazine, the Chinese government now controls 25% of all bank deposits; 22% of all ..15.. trade; 20% of all insurance; and 12% of all construction.

So where does all this leave the people of Hong Kong? A recent television opinion ..16.. showed that 63% of those interviewed were ..17.. about the return to Chinese rule. This contrasts with the panic that followed the Tiananmen Square massacre in 1989, when residents ..18.. to leave Hong Kong. At the peak, in 1992, 66,200 people left the colony. The government estimates that at least 12% of those who leave ..19.. return usually with a foreign passport.

For the time being, people with the ..20.. and the money to leave in a hurry are playing a game of wait-and-see.

(Adapted, TIME, July 14, 1997)

**Task 4.** Check your solutions, then retell the text.

**Task 5.** Answer the question, "Is the handover of Hong Kong a blessing or a curse?" Discuss the possible answers.

## **Activity V**

**Task.** Write an essay (no more than 300 words) on the idea contained in the proverb.

Not all that glitters is gold, or  
Every cloud has a silver lining.

## Unit 5

# *Living in a Man's World*

### Activity I

**Task 1.** Work in groups of 4 giving answers to the following questions:

1. Were Japanese women respected in the past?
2. What was a Japanese woman's position in her family?
3. Could her husband divorce her? On what grounds?
4. What was the Buddhist conception concerning women?

**Task 2.** Now read the following text and see if your guesses are correct.

There is a saying current in Japan that two things became strong after the war: stockings and women. The end of World War II and the arrival of the American Occupation Forces brought among other things, the idea of democracy, including the equality of the sexes.

For almost a thousand years, Japanese women had been virtual slaves. According to Buddhist precepts, women were a sinful lot, whose sole function was to tempt men, and the only way they could expiate their sins was to serve men. During her lifetime, a woman had three masters: her father when she was young, her husband when she married, and her son when she was old. And her husband could divorce her for any of these seven reasons: if she did not bear children, if she was immoral, if she did not serve his parents, if she stole, talked too much, was jealous, or had a communicable disease.

A good wife was supposed to be the first one up in the morning, the last to go to bed at night. Even if there were servants, she was supposed to do the menial household tasks herself. She was not allowed to leave the house, except to pray at the temples, and never, under any circumstances, should she be seen talking to strange men.

(Adapted after Reiko Hatsuni)

**Task 3.** Class discussion.

**Task 4.** Speaking activity: 3 minutes talking time.

**Instructions for Simulation:**

You are a young person ready to deliver a speech for a TV show entitled *Living in a Man's World*. Use the guiding questions to set up the speech:

**IF YOU ARE A YOUNG MAN:**

How would you feel if your father treated your mother as a virtual slave?  
How would you feel in an all-male school?

How would you feel if you could not date a girl, except in the presence of her mother?

**IF YOU ARE A YOUNG LADY:**

How would you feel about having no rights at all? What would you do if you were told: You may not go to high-school/ university! You may not get a job and pursue a career! You may not choose your own husband! You may not have an opinion, you may not make decisions. You have no legal rights, you may not vote!

**Task 5. Role play:**

**Instruction:** Assume the roles given in the following situations and act out the dialogue using the language to express persuasion and complaint:

- a. Discussion father – daughter. The father wants his daughter to marry the man he has chosen for her. The daughter declares she must make the decisions when her own future is at stake.
- b. Discussion mother – daughter. The mother insists for her daughter to do more of the housework and forget about school. The daughter insists she wants to pursue a career.
- c. Discussion brother – sister. The brother thinks his sister should serve him (wash the dishes, clean his room, etc.). The sister insists he has obligations, too.
- d. Discussion between two women. They both complain that their husbands don't help them at all and they have to cope with everything. Their bosses don't show any understanding either.
- e. Discussion boss – secretary. The boss harasses his secretary to become his mistress. She doesn't like him at all as a man and knows he is married, but is afraid she might lose her job.

f. Discussion between two women. One complains that she has applied for a job, but it was given to a man who was less qualified than she was. The other agrees it is a man's world.

### **Task 6.**

Up until the beginning of the 20<sup>th</sup> century there were few jobs for women. They could be maids or cooks for rich families, nannies for their children, or companions for elderly ladies. Yet, young ladies of impoverished middle-class families would rather starve than take a job, because it diminished seriously their chances of finding a suitable husband.

Write an argumentative essay expressing your agreement or disagreement with the statement: *In the 21<sup>st</sup> century we still live in a man's world.* (250 words)

### **Task 7.**

And yet, there were some women who did not accept this situation; through fantastic effort and perseverance they managed to make a place for themselves in this tough men's world and to contribute to the development of society. Can you name some of the women who have become symbols of selflessness and dedication?

## **Activity II:**

**Task 1.** Read the following text silently to answer the question: Who was Florence Nightingale?

### **Florence Nightingale**

A. In the middle of the 19th century England was at war with Russia, and an English army was fighting in the Crimea. Disturbing reports began to come of the terrible conditions in the hospitals where the wounded men were being treated. The chief hospital, the one at Scutari in Turkey, was an old barracks. It was built over a drain, the floors were broken and the building was swarming with rats and mice. But even this horrible place was overcrowded. The wounded were dying in

thousands, not of their wounds so much as of sickness. The only nurses were old soldiers, who knew nothing of nursing.

That was the terrible situation when Sidney Herbert, the Minister for War, wrote to Florence Nightingale asking if she would go out to the Crimea with a band of nurses. His letter crossed hers offering her services. Within a week she was ready, and with 38 nurses she sailed for Scutari.

**B.** In those days, nursing was done only by women of the lowest moral class. In fact, when women were charged in the police-courts they were often given the choice of going to prison or to hospital service.

The house of the Nightingales was the last place you would have expected a nurse to come from. The Nightingales moved in the highest social class, they were very wealthy, and travelled a good deal. Florence was highly educated, she was attractive, and was expected to marry one of her numerous admirers. But ever since she was a child she had nursed the villagers and the sick animals round her home. Her parents did their best to prevent it, but Florence was not to be turned aside. Whenever she was abroad she visited hospitals and read secretly books on nursing and histories of hospitals. Finally her resolution won the day. Her mother, with tears in her eyes, agreed to Florence becoming superintendent of an "Establishment for Gentlewomen during illness" in Harley Street, the fashionable street of London's most famous doctors. She had been there a year when the Crimean War broke out.

**C.** When she arrived at Scutari she found conditions even worse than the reports had stated. The War Office had told her "nothing was lacking at Scutari". She found that everything was lacking, furniture, clothes, towels, soap, knives, plates. There were no bandages and no linen to make bandages, few medicines and scarcely any proper food. Luckily she had brought with her large quantities of food and medical supplies. Everywhere she met with inefficiency and confusion. To the stone wall of officialdom she opposed a will of iron. "It can't be done," said a doctor, objecting to an order that she gave. "It must be done," she said quietly. And it was.

**D.** She spared no one, least of all herself. She often worked for 24 hours on end, dressing wounds, easing the pain of the sick, comforting the dying. Every night, carrying a little oil-lamp to light her way, she walked by the beds. To the soldiers she was the "Lady with the Lamp", and they worshipped her.

But the "Lady with the Lamp" was also a hard, practical woman. She organised the cooking of the food and the washing of the clothes. She and her nurses scrubbed floors and walls. She wrote endless letters to the Government. "When I wrote politely," she said, "I got a polite answer – and nothing was done.

When I wrote furiously I got a rude answer - but something was done." The rate of death fell from sixty per thousand to three per thousand.

E. In 1855 she was made Inspector of all hospitals in the Crimea. It meant long, uncomfortable journeys in snow and rain and cold. She took fever but continued her work from her bed. She refused to go home until the last soldier went. It was not until after peace was declared in 1856 that she returned home – an invalid of life. But she lived 54 years longer. Though she couldn't leave her house, often not even her bed, she worked as fiercely as she had done at Scutari and brought about more changes in English life than perhaps any other private person of her time.

Queen Victoria was a great admirer of hers. "Such a clear head," she said. "I wish we had her at the War Office." Now it was not only a hospital at Scutari that needed her, it was a whole world that needed help. She changed the whole system of hospital organisation of the army. She wrote books on nursing and began the reform of the health service in India. She changed the whole idea of hospital planning and is the founder of modern nursing.

Foreign governments consulted her on the health services for their countries, and their representatives crowded to the ceremony of 1907 when she was given the Order of Merit, the highest civil honour the Government can give and the first ever given to a woman.

Three years later, a very old, tired woman of ninety, she died quietly in her sleep.

(Adapted, C.E. Eckersley, Essential English for Foreign Students)

**Task 2.** Solve the following question file:

### Question File

1. Fill in the blanks: In the mid- .....<sup>th</sup> century England was at war with ..... and the battles took place in the ..... . The chief hospital where the English soldiers were being treated was in .....
2. What word in part A means "pipe to carry away sewage"?
3. According to part A, the wounded were dying because:
  - a. they were badly wounded;
  - b. they did not get proper medical care;

- c. the hospitals were overcrowded;
  - d. the hospitals were not well supplied.
4. Continue the sentence: The chief hospital in Scutari was .....
5. The phrase "his letter crossed hers" (part A) means:
- a. her letter was sent at the same time as his;
  - b. there was a sign of the cross on both letters;
  - c. she was cross with him for his letter;
  - d. she refused to read his letter.
6. According to part B, in those days
- a. many women wanted to become nurses;
  - b. nurses were well trained and highly respected;
  - c. nursing was considered to be a degrading occupation;
  - d. women did not want to become nurses because of the bad pay.
7. The phrase "the lowest moral class" (part B) means:
- a. poor people;
  - b. drunkards, thieves, criminals;
  - c. uneducated people;
  - d. rich people.
8. Rewrite the sentence, without changing its meaning:
- The house of the Nightingales was the last place you would have expected a nurse to come from.*
- starting with
- You .....
9. Which word in part B means "rich"?
10. Choose the correct words:
- Florence Nightingale was highly *likely/ unlikely* to become a nurse because she belonged to the *lowest/ highest* social classes, she was *poorly/ well* educated and was *good/ badly* looking.
11. Which phrase in part B means "tried hard to stop"?
12. Rewrite the sentence,

*Her mother agreed to Florence becoming a nurse because she saw that her daughter was determined to.*

starting with:

If .....

13. Which words in part C mean "could not be found"?
14. According to part C, at Scutari she found
  - a. a better situation than she had expected;
  - b. a poor hospital but good nurses;
  - c. a dilapidated hospital building but helpful officials;
  - d. scarcity, inefficiency, and confusion,
15. The word "scarcely" (part C) means:
  - a. frightened;
  - b. hardly;
  - c. many;
  - d. few.
16. Rephrase the sentences, using your own words:

*To the stone wall of officialdom she opposed a will of iron...."It must be done," she said quietly. And it was."*
17. According to part D, Florence Nightingale managed to change the situation in the Scutari hospital because
  - a. she was devoted to her profession, spared no effort, and was a good organiser;
  - b. the officials helped her very much;
  - c. everybody loved her;
  - d. her nurses worked very hard.
18. The word "dressing" in part D means:
  - a. clothes;
  - b. a kind of food;
  - c. putting on;
  - d. bandaging.
19. Which phrase in part D means "less than anybody else"?
20. According to part C and D, Florence Nightingale was loved by ..... because ..... and was hated by ..... because .....
21. The phrase "the rate of death fell from sixty per thousand to three per thousand." means .....
22. Rewrite the sentences:



*She took fever but continued her work from her bed.*

starting with:

Although .....

23. Continue the sentence:

She agreed .....

24. Queen Victoria said she wanted to have Florence Nightingale at her War Office because she had

- a. courage;
- b. a strong will;
- c. a good social position;
- d. a clear head.

25. Fill in the blanks (one or more words for each space):

In 1855 Florence Nightingale was made .....  
Although she was ....., she managed to change  
..... Even foreign governments .....  
..... She is considered to be .....

### **Activity III**

**Task 1.** Read the following text silently to be able to speak about the status of American women:

#### **American Women**

**A.** In American society, women certainly have a higher status than in any other country in the Western world. This is probably a legacy from colonial times, when much of the burden of conquering the frontier fell on the shoulders of women, and the scarcity of women (roughly six men to one woman in the middle of the seventeenth century) made women particularly "valuable" and respected.

Since the beginning of this century, women around the world have been seeking greater independence and recognition. Basing their claims on the Civil Rights Act of 1964, which forbids discrimination, the supporters of the Women's Liberation Movement have been pressing for equal opportunity for women in all

fields of life. There are three basic factors which triggered the women's liberation movement: the development of effective birth control methods, the invention of labor-saving devices for the home, and the advent of World War II.

**B.** The development of effective birth control methods enabled women to decide *when* and *if* to bear children. Now they had the freedom and the time to pursue interests outside the home, to acquire an education and pursue a career.

The development of mechanized labor-saving devices for the home resulted in more leisure time for women. Due to the invention of machines such as vacuum cleaners, washing machines and dishwashers, a housewife can now take care of her daily housework in a few hours.

During World War II most men were serving in the military. Consequently, women had to fill the vacancies in the labor force. Women by the thousands went to work in factories and even took over businesses for their absent husbands. This was a great change for the majority of women, for they discovered that they could do much more than just bake cookies and change diapers.

(adapted)

**C.** Black women, whose ancestors were brought to the United States, have lived through conditions of cruelties so horrible that women had to reinvent themselves. They knew the burden of feminine sensibilities suffocated by masculine responsibilities. They knew the grief of enforced separations from mates who were not theirs to claim, for the men themselves did not have legal possession of their own bodies.

The women we met are undeniably strong, unapologetically direct. They are women whose images show us the high cost of living and the rich reward of thriving. Their gaze informs us that they will not be removed, that indeed, although they are shaken, bruised, and uprooted, they are determined to remain.

**D. Angela Yvonne Davis.** Political activist, Davis lost her teaching position at UCLA after she joined the Communist Party. Implicated in a 1970 school-out, she was sought nationwide, imprisoned, tried, and acquitted. She now teaches philosophy and women's studies at San Francisco State University.

"It didn't occur to me when I was fired from my position that I would not fight. That just was not a possibility. I never really sought to be a public figure. But that was my historical fate, that was a challenge. Black women have had the burden or the privilege of being spokespersons for all the oppressed in this society. And sometimes, of course, black women have just argued for the right to be tired."

**E. Sheridan Grace Cadoria.** Promoted to brigadier general in 1985, Cadoria is the highest ranking black woman in the United States armed forces.

"In Vietnam I interviewed for a protocol job. The colonel told me I couldn't do the job, 'You can't travel, you can't carry luggage, it's too heavy.' And I said, 'Nobody said I couldn't carry those hundred-pound bags of cotton when I was just a little child.' By act of Congress, male officers are gentlemen, but by act of God, we are ladies. We don't have to try to be masculine and use obscene language to come across."

**G. Wilma Rudolph.** Overcoming polio as a child, Rudolph in 1960 became the first American woman to win three gold medals in track and field in a single Olympiad. She is currently a special consultant on minority affairs at DePauw University in Indiana. "When I got back from the Olympics, my home-town (Clarksville, Tennessee), which had never been integrated, decided to have a parade for me. I told them I could not come to a parade that would be segregated. So, I sort of broke that barrier in my hometown. I probably did everything I wasn't supposed to do, but it was to pave the way for other blacks in the town."

**I. Alexa Canady.** In 1981, Dr. Canady - at age 30 - became the first black female neurosurgeon in the U. S. She now directs neurosurgery at Children's Hospital of Michigan in Detroit. "I used to tease my parents by saying, 'You're raising me to be the person you don't want my brothers to marry.' People are just not very ambitious for women still. Your son you want to be the best he can be. Your daughter you want to be happy."

**J. Clara McBride Hale.** At age 63 Mother Hale turned her Harlem apartment into a home for the care of babies of drug-addicted mothers. She has returned hundreds to health.

"My husband died when my daughter, Lorraine, was five and Nathan was six. I decided to take in other people's children. I raised 40. Every one of them went to college. In 1969 my daughter sent me a girl with an addict baby. Inside of two months I had 22 babies living in a five-room apartment. We hold them and rock them. They love you to tell them how great they are. They're happy, and they turn out well."

(Abridged, National Geographic, Aug, 1989)

**Task 2.** Solve the following question file:

### Question File

1. Fill in the sentence (one or more words for each space): In American society women are ..... than in ..... because in colonial times there were ..... women in America, but they ..... to conquering the wild West.
2. The word "roughly" in part A means:
  - a. not smoothly;
  - b. approximately;
  - c. brutally;
  - d. merely.
3. Which word in part A means "small number, rareness"?
4. According to part A and B, the factors which contributed to the emancipation of women in the 20th century are:
  - .....
  - .....
  - .....
5. Which word in part A means "initiated"?
6. "Birth control" means that:
  - a. women may not have children;
  - b. women do not want to have children;
  - c. women can decide when to have children;
  - d. women can decide whether to have children or not, when to have them and how many to have.
7. Which word in part B means "to follow"?
8. Continue the sentence: Labor-saving devices are household instruments and machines which .....
9. According to part B, during World War II
  - a. women had a hard time because the men were gone to war;
  - b. women went to work in the factories, but there was nobody to run the businesses;
  - c. women didn't have the time to bake cakes and change diapers;

- d. women took over the men's jobs and responsibilities.
10. Continue the sentence: The Civil Rights Act, passed in 1964, .....
11. According to part C, the phrase "had to reinvent themselves" means:
- a. had to learn again how to live with dignity, as free persons;
  - b. had to invent new ways of life;
  - c. had to learn how to be stronger than men;
  - d. had to learn how to live together with men.
12. In part C, the words "mates" means:
- a. friends;
  - b. partners;
  - c. colleagues;
  - d. husbands.
13. Rephrase the sentence, using your own words:
- They knew the grief of enforced separations from mates who were not theirs to claim, for the men themselves did not have legal possession of their own bodies.*
14. Which word in part C means "growing or developing healthily and vigorously"?
15. The words "tried" in part D means:
- a. attempted;
  - b. judged;
  - c. tired;
  - d. accused.
16. According to Angela Davis, black women have been fighting for:
- a. a better place in society;
  - b. equal rights with the men;
  - c. a better life for all those who feel oppressed;
  - d. better working conditions and easier jobs, because they are tired.
17. Rewrite the sentence, without changing its meaning:
- Promoted to brigadier general in 1985, Cadoria is the highest ranking black woman in the United States armed forces.*
- starting with  
Cadoria became .....
18. According to Cadoria, the colonel
- a. was trying to protect her because she was a woman;

- b. was trying to protect her because she was young;
- c. did not want to have a colored person in that position;
- d. did not want to have a woman in that position.

19. Which phrase in part E means "to succeed?"

20. Rewrite the sentence, without changing its meaning:

*Overcoming polio as a child, Rudolph in 1960 became the first American woman to win three gold medals in track and field in a single Olympiad.*

starting with

Although .....

21. The phrase, "which had never been integrated" means:

- a. it had never belonged to the USA;
- b. it was different from other towns;
- c. colored people were discriminated;
- d. nobody had participated in the Olympics before.

22. According to part G, Wilma Rudolph's refusing to attend a parade that would be segregated

- a. was the wrong thing to do;
- b. was appreciated by the black people;
- c. was appreciated by the white people;
- d. contributed to changing the situation.

23. According to Alexa Canady, parents want their sons to be .....  
and they want their daughters to be .....

24. Explain what Alexa Canady says using your own words:

*You're raising me to be the person you don't want my brothers to marry.*

25. According to Clara McBride Hale, children "turn out well" if .....  
.....

**Task 3.** Make sentences with the following words and phrases. If you don't know their meanings, look them up in the dictionary:

*addict, advent, bruised, burden, challenge, to claim, to come across, device, to expect, fiercely, to found, grief, to lack, legacy, leisure, to occur, officialdom, to pave the way, to pray, roughly, resolution, scarcity, sinful, to swarm, to tease, to thrive, to trigger, vacancy, virtual, wealthy, within, wound;*

## **Activity IV**

**Task 1.** Speak about Florence Nightingale.

**Task 2.** Speak about the situation of American women.

**Task 3.** Write! Reduce the two texts to about 150 words.

## **Activity V:**

**Task 1.** Translate one of the following texts:

**a. Aslan, Ana** (n. 1897, Brăila), medic român. Academician. Specialistă în gerontologie. A subliniat importanța novocainei în ameliorarea tulburărilor distrofice legate de vârstă, aplicând-o pe scară largă în clinica de geriatrie, sub numele de Gerovital.

**b. Teodoroiu, Ecaterina**, (1894 - 1917, n. Vădeni, azi inclus în orașul Târgu. Jiu), eroină națională. Participând voluntar la primul război mondial, s-a remarcat în luptele de pe Jiu (oct.-nov 1914). A căzut eroic în fruntea plutonului pe care-l comanda ca sublocotenent, în timpul bătăliei de la Muncelul (aug. 1917).

**c. Darclée, Hariclea** (pe adevăratul nume Hariclea Hartulari) (1869-1939), cântăreață română de operă. De la debut (în spectacolul Faust de Gounod, la Opera mare din Paris în 1888) a obținut un succes remarcabil, datorită atât întinderii excepționale a vocii cât și jocului scenic de o deosebită expresivitate. A creat rolul titular din Tosca de Puccini și a interpretat numeroase alte roluri din repertoriul de operă. Darclée a cântat pe scenele marilor teatre ale lumii, devenind una dintre cele mai apreciate cântărețe ale timpului. A încurajat pe unii compozitori și interpreți români și a sprijinit strădaniile lui G. Ștefănescu pentru înființarea unui teatru românesc de operă.

(Dicționar Enciclopedic Român)

## Activity VI

**Task 1.** Group discussion - opinion statement: What is the status of women at the end of the 21<sup>st</sup> century.

**Task 2.** Now read the sequel to Mrs. Hatsuni's text and see if your guesses were right:

Now all this has changed. The collapse of the Japanese Empire brought down with it the established social order based on male dominance. Now the women are emancipated. They vote, and are voted into political power. Women now have the right to choose their mates and to take jobs outside the home.

In personal relationships things have changed, too. A post-war husband is more aware of his wife's privileges and demands. Formerly he would have gone out to enjoy himself alone; nowadays he usually goes out with his wife.

Japanese women have changed since the war. They have become prettier, brighter, more decisive, more outspoken. Some regret this. They think women, in gaining their freedom, have lost their femininity.'

**Task 3.** Unfortunately, there are some countries in the world, such as Iran and Afghanistan, where women's emancipation has been smothered in the name of religion. Read the following text and fill in the blanks with words from the list below:

*cover; unchanged; fundamentalists; bars; allowed; walk; outside; used; on; female; keenly; survey; aid; get; none; processing; provide; staff; banned; level.*

The takeover of Afghanistan by Taliban ..1.. has reverted the process of women's emancipation by hundreds of years. The fundamentalist Taliban militia ..2.. all Afghan women from working and women have to "cover up" (wear a thick veil over their faces and whole body) whenever they leave the house."

"During the war, Afghans lost almost everything. But this is worse: it's a war ..3.. our minds," says poet Khalileh Forooz, who recently lost her job as producer of a literary program on state-run radio.

Sue Emmott, representative of a British ..4.. organization in Afghanistan, spoke to NEWSWEEK's Tony Clifton in Kabul. Excerpts:

"When Taliban stopped our female ..5.. from working, we were not able to continue to help women, because Islamic society ..6.. men from working directly with women. I think they want an Islamic state where women are invisible and the



educated women of the city are reduced to the ..7.. of the illiterate in the village. The most vulnerable are war widows and disabled women. There are many thousands of them, most of them with children. These women have always struggled to ..8.. for their families and have shown remarkable resilience, but this Taliban ban on women working means that they can't even help themselves now.

"But of course all working women (doctors, teachers, nurses, office workers) have been hit by the ban. Before 1992, thousands of women worked in food ..9.. and textiles, but the factories were destroyed by the war. Kabul especially is a city of female workers, and if you count women working out of their own houses, more than 50 percent ..10.. to work before Taliban. In our office, one of our best workers was a young woman who had lost both an arm and a leg in a rocket attack, but she was working on an invaluable ..11.. for us. Now she has to stay at home, and Taliban insists she ..12.. up completely ..13.. the house, which makes it virtually impossible for her to ..14.. with her artificial leg. She said to me recently, 'I'll never ..15.. married. I have no life but this job.'

"Like my ..16.. staffers, I find suddenly that I have to cover up, I'm not ..17.. to drive. I have to be careful about talking to men. My male colleagues have ..18.. of these problems. Their lives essentially are ..19.. by the Taliban takeover. But we women feel it much more ..20..."

(Abridged, Newsweek, November 11, 1996)

**Task 4.** Write and essay (no more than 300 words) on one of the following ideas:

- a. Living in a man's world
- b. Fighting against discrimination
- c. Famous Romanian women

## Unit 6

# *Failure or Success*

### Activity I

**Task 1.** Class discussion on the idea of *failure* and *success*.

**Task 2.** Read the following text silently and sort it out as fast as you can. It contains an article entitled "Number One for Books", and a presentation of James Thurber's famous daydreamer, Walter Mitty (The Secret Life of Walter Mitty).

**A.** Failing an exam is not necessarily the end of the world. Sometimes it can even lead to success, as it did for the Foyle brothers. Back in 1904, the sons of an East London grocer wanted to join the Civil Service. But William aged nineteen, and his seventeen-year-old brother, Gilbert, never achieved that aim: they both failed the entrance examination. When the two brothers heard the disappointing exam results, they decided to sell their textbooks, which were no longer needed. They put an advertisement in a student newspaper and were amazed by the number of replies they received from would-be buyers. Clearly, there was money to be made from selling books.

**B.** Walter Mitty is an ordinary, middle-class man, but his boring, every day existence is only a small part of his real life.

As he drives down one of the main avenues of New York he is no longer at the wheel of his car, but steering a fast warship towards a coming storm. "We're going through!" he says firmly, increasing speed as his crew look on in admiration. Commander Mitty always has the situation under control.

"Not so fast! You're driving too fast!" says Mrs. Mitty beside him. "I've told you not to go more than forty."

**C.** William and Gilbert Foyle began to buy old books from their friends, from market stalls, from second-hand shops ... and to resell them. For a while the two

young men carried on their business part-time: during the day they had regular office jobs, limiting their book-selling activities to evenings and Sundays.

Within a year, however, they needed more time and more space: their rooms at home were bursting with books. That's why they went to Charing Cross Road – then, as now, the centre of London's book trade – and opened their first shop there.

**D.** Today, Foyle's is said to be the world's largest bookshop. There are books everywhere: on the shelves, on the floor, on tables, on counters ... On its thirty miles of shelves it has millions of books. About twelve million books are sold each year - that is, over thirty-eight thousand a day (excluding Sundays).

Many of these sales are of quite common books: dictionaries, Shakespeare, the latest paperback. Others are more unusual: books on Japanese painting, Christianity in Central Africa, banana production. Right from the start, Foyle's earned the reputation of being able to supply almost any title.

**E.** "Hey! Mind that car!" shouts the car park attendant. "You've come in by the wrong entrance. All right, leave it there. I'll put it away."

Mitty, back to his normal size once more, mutters to himself and gets out of his car. He goes off towards the shops trying to think of all the things he has to buy. Needless to say he has several more 'secret lives' before he finally meets his wife with her never-ending questions and orders.

**F.** Not all the stock is in English. In the vast foreign book department, the customer can find "Robin Hood" in Japanese, "Gone with the Wind" in Spanish, a James Bond thriller in Turkish ...

Customers are welcome at Foyle's, whether they really intend to buy books, just want to find some information, or whether they simply want to escape from a rainstorm. People can read a book through from cover to cover - if they don't mind standing!

**G.** Poor Mitty comes back to reality with a bump. He now has to leave his wife to get her hair done while he parks the car before doing some shopping for her.

On the way to the car park he has to pass the hospital. Dr. Mitty, the famous surgeon, enters the operating theatre pulling on his white coat and rubber gloves and covering his face with a mask. A great millionaire lies on the operating table awaiting the attentions of the surgeons who are anxious about his condition. All eyes turn to Dr. Mitty, who has come to take charge of the case. The nurses, standing by the trays of instruments, move to one side to make way for the great surgeon. They await his orders as he takes in the situation at a glance.

## Activity II

**Task 1.** Read the following text and solve the comprehension worksheet:

### The Story of Albert Hobdell

**A.** Albert was a caretaker at Greyfriars Street School in Manchester. He swept the floors and opened the windows and locked the doors, and did about a hundred other odd jobs – all for five pounds a week. He quite liked the job. The headmaster, Mr. Brown, was a nice old fellow. They had known each other for years, in fact Albert had been a boy at his school, though he was no credit as a scholar to him. He was one of those boys who just can't learn, at least can't learn any of the things they teach in school. Now, if it was making things with his hands, he was clever enough at that – he could make anything – but reading and writing were completely beyond Albert.

But old Mr. Brown retired and a new head, Mr. Johnson, came in his place. Mr. Johnson was quite different from old Mr. Brown. He was going to organise everything properly; he would make the school really efficient and up-to-date. All day long you heard nothing but 'organisation' and 'efficiency' until you were tired to death of the words. 'Get on – or get out' was Mr. Johnson's motto.

**B.** Mr. Johnson had the idea that what was wanted to make the school more efficient was a 'time-book'. Every one of the staff had to sign it every morning, and every evening. At the end of the week the headmaster looked at the book to see that no one had come at eight minutes past nine instead of ten minutes to, or had dared to go away before he himself had gone. It was then that he noticed that Albert's name was missing. He could hardly believe his eyes. Albert was sent for and asked why he had not signed it.

Well, Albert felt the only way was to be truthful about it. 'Because I can't write.'

'What! Can't write! Good heavens! You'll tell me next that you can't read.'

'No, sir; I mean, yes, sir, I can't read.'

'An official in an educational establishment and can't read! You know I can't have inefficiency here. You must leave. Take a week's notice. I can't have a caretaker in my school who can't read and write.'

**C.** Albert went home feeling depressed. He lived all by himself and looked after himself. He didn't care much about what he ate for lunch. But he *did* like to have something tasty when he got home. A good strong cup of tea, a tin of salmon or a bit of bacon, but above all, sausages. If ever he felt downhearted he used to find that a good plate of sausages always cheered him up. So he thought he'd get half

a pound on his way home and fry them for his tea. And then he remembered ... Mrs. Wiggs, who kept the little shop where he always bought sausages, had died. There would be no sausages that night, for there was no other shop anywhere near that sold sausages – at least none that were eatable.

**D.** And then he stopped ... Why not? He had a little bit of money saved and he had no job now. Why shouldn't he take Mrs. Wiggs' shop? He got so excited at the idea that he forgot all about his tea and the job he had lost. He knew the landlord of the shop, and he went round that evening to see him. There was no difficulty at all; within a week the shop was open and Albert was behind the counter selling sausages.

Then he had another idea: Why not sell sausages ready-cooked? So he fried sausages and had them all hot just about five o'clock. It was a cold, foggy November just then and he kept the shop door open so that the smell of fried sausages floated out into the street. Soon he was selling them as fast as he could fry them. Mind you, they were good sausages! He used to sell them on small sticks (he was the first man in England to think of that idea) with a piece of bread. Before the month was out he was employing two assistants in the shop and still couldn't sell sausages fast enough.

**E.** Then he had the idea of employing a boy with a bicycle to go round and sell sausages in the streets. Soon he needed two more assistants to cook sausages for the boy and then two more boys to take round the sausages. 'Hobdell's Sausages' were becoming known and he had started on big business. He opened two more shops and still couldn't supply all his customers. It was then, too, that he started to manufacture sausages instead of buying them wholesale.

But summer came and he thought there would be very little business until the winter. No one wanted hot sausages in summer. Then came another idea: As no one wanted to do any cooking, why not supply customers with cold food ready-cooked? And so the boys went round on bicycles with cold sausages on little sticks and they sold more in summer than they had done in winter.

From that first day Albert has never looked back. He spends thousands of pounds a year on advertising – you must have seen his ads and commercials. Now there are 'Hobdell's Sausage Shops' everywhere in England and 10,000 men and girls are frying sausages for him. He has extended his factories as far as he could and is looking for a bigger building with enough land round it for 100,000 pigs.

**F.** Funnily enough, up to five years ago he had never had a banking account, but everyone told him he should have one, so he went to see the manager of a bank and said he wanted to open an account. The manager was very polite and friendly, especially when he heard that they were talking of about 250,000 pounds. 'Very good, Mr. Hobdell. Now you will need a chequebook and we shall want a copy of your signature. Will you please sign here?'

Albert laughed. 'Sorry, Mr. Parker, but the fact of the matter is I can't even write my name.'

The manager was certainly surprised, but feeling that to a man with such a good balance in the bank he must say something pleasant, he said, 'You do surprise me, Mr. Hobdell. And yet you have made such a success of life. What would you have been, I wonder, if only you had learned to read and write?'

Albert laughed. 'Caretaker at Greyfriars Street School at five pounds a week!' he said.

(Adapted after: Eckersley, Essential English for Foreign Students)

## Task 2

### Comprehension Worksheet

1. According to part A, Albert Hobdell
  - a. was a student at Greyfriars Street School in Manchester;
  - b. wanted a job at Greyfriars Street School in Manchester;
  - c. was teaching at Greyfriars Street School in Manchester;
  - d. had been a student at Greyfriars Street School in Manchester and was now working there.
2. The word "odd" (part A) means:
  - a. all kind of;
  - b. strange;
  - c. not divisible by two;
  - d. incomplete.
3. The phrase "though he was no credit as a scholar to him" (part A) means:
  - a. Mr. Brown could not be proud of Albert's academic achievements;
  - b. Mr. Brown was proud of him as a scholar;
  - c. Mr. Brown wasn't proud of him even though he had been a good student;
  - d. Mr. Brown wasn't proud of him although Albert had been a good student.
4. Rephrase the sentence using your own words (part B):

... *reading and writing were completely beyond Albert.*
5. According to part A, Albert was
  - a. stupid;
  - b. didn't want to learn anything they teach in school;

c. clever; d. not stupid, although he could not read and write.

6. Fill in the blanks (one or more words for each gap):

Mr. Johnson, who was ..... , wanted to  
..... in order to make the activity .....  
His motto was .....

7. Which word in part B means “group of persons employed by an organisation, school, etc.”?

8. Rewrite the sentence, without changing its meaning: “Albert couldn’t sign the time-book because he didn’t know how to write,” starting with: “If .....”

9. Explain the phrase “a week’s notice.” Use your own words.

10. Which phrase in part B means “school”?

11. Replace the words and phrases in italics with their synonyms:

Albert, lived *alone* and *was taking care of* himself. He knew that, whenever he was feeling *depressed* a good plate of sausages always managed *to make him feel happy* again.

12. Which phrase in part C means “more than anything else”?

13. The word “eatable” in part C means:

- a. able to eat;
- b. who can eat;
- c. good to be eaten;
- d. available.

14. According to part C, Albert got excited because

- a. he remembered where he could buy good sausages;
- b. he thought the owner of the shop would give him a job;
- c. he realised that he had enough money to last him for some time;
- d. he realised he could buy the shop and open his own business.

15. The phrase “within a week,” (part D) means:

- a. in a week;
- b. in about a week;
- c. in more than a week;
- d. in less than a week.

16. Continue the sentence (part D):

Albert kept the shop-door open on a cold foggy November afternoon so that  
.....

17. Why did the boys he hired need bicycles?

18. What was his marketing innovation?

19. What phrase in part E means “purchasing in large quantities”?
20. According to part E, Albert couldn’t supply all his customers because
- a. he didn’t work well;
  - b. he didn’t have enough money;
  - c. he was not a good businessman;
  - d. his sausages were so good that they sold faster than he could fry them.
21. According to this text Albert was so successful because
- a. he was hardworking and courageous;
  - b. he only sold good sausages;
  - c. he had good ideas;
  - d. he spent a lot on advertising;
22. The phrase “never looked back” (part E) means:
- a. he didn’t want to remember his past;
  - b. he was only interested in his future development;
  - c. he was ashamed of his past;
  - d. he didn’t care if he hurt other people.
23. Which phrase in part F means “to put money into a bank”?
24. What phrase in part F means “a man who has a good financial situation”?
25. Continue the sentences (part F):
- The bank manager was surprised to hear that .....
- He thought Albert ..... if he had learned how to read and write. In fact Albert ..... and earned .....

### Activity III

**Task 1.** Read the following text and solve the question file:



## **The Pants Worn Round the World**

**A.** The world is in the grip of a blue-jeans frenzy. Once the work pants of farmers, lumberjacks and miners, jeans now strut, stride, stroll and slouch everywhere, on the job and off. They are at home in palaces and at parties (even at black-tie affairs). School campuses from Omaha to Osaka are so awash in a sea of unisex jeans that one might suspect they are compulsory wear.

**B.** The globe's most popular pants are today manufactured on every continent, and production is fast heading toward the billion-pair-a-year mark. Last year, American textile mills, working three shifts a day, six days a week, turned out more than 40 million square yards of denim, primarily for jeans. Although this was enough fabric to encircle the earth nine times at the equator, it fell 100 million yards short of demand.

**C.** Why the "jeaning" of the world? "A fashion is easier to follow if it is both chic and cheap," explains one manufacturer. And jeans are undeniably fashionable and affordable, as well as sturdy and comfortable. You can dress down in \$2 recycled jeans from a welfare store – or dress up in a \$200 sky-blue jean suit. Perhaps more important, jeans are an idea, a concept, a sit-on-the-floor attitude. They represent a casual life-style that is being adopted by a growing part of the world. And it's no coincidence that both the life-style and the garment itself sprang out of the free-swinging colorful days of California's Gold Rush.

**D.** In 1850, Levi Strauss, a 20-year-old Bavarian immigrant, arrived by sailing ship in San Francisco to seek his fortune in the gold fields. He brought with him a stock of dry goods, including some heavy brown canvas he planned to sell to miners for tents and wagon covers. Tents, he soon found, were not in demand, but few prospectors had work clothes sturdy enough to stand up to the rough life of the diggings. The enterprising young man had a tailor make pants out of his rugged canvas. Word spread that "those pants of Levi's" (hence Levi's) were the strongest around, and they sold quickly. Convinced that he had found a good thing, Levi opened a work-clothes shop in San Francisco. When canvas ran out, he switched to a tough cotton fabric originally produced in Nimes, France, called serge de Nimes, (hence denim). Genoese sailors had long worn pants of similar fabric, known as genes, and later jeans.

**E.** Tall tales of denim's indestructibility proliferated. In one story, when the coupling between two railroad cars broke, a trainman hitched them together with a pair of Levi's and made it ten miles to the next station. The truth was perhaps less dramatic, but the robust work clothes made by Levi Strauss, his relatives and

competitors, *did* in fact uniform the men who laid the railroad tracks, rounded up the cattle, cut the forests, farmed the plains and built the cities of the fast-growing states of America.

**F.** By the 1950s, jeans had become the staple play-garb of children, and teen-agers began battling parents and high school administrators for the right to wear jeans to classes. In the course of this struggle, jeans themselves became a symbol of defiance against authority or oppression, whether parental or political, real or imagined. Their secret message identified youthful wearers one to another: "I am one of you - against the others." In the early 1960s, the civil-rights marchers, screaming youngsters at Beatles concerts, antiwar activists, college protesters and hippies - all seized upon blue jeans as their very own.

**G.** But a funny thing happened on the way to the barricades: fashion discovered blue jeans. Suddenly, stores blossomed with jeans, not only for blue-collar workers and rebellious youth but for people of all ages and all income levels. No longer were there just standard jeans - tight around the hips, with multiple pockets and double-stitched seams - but all manner of variations: flared legs, bell bottoms, cuffs, wide belt loops, tricky pockets, fancy stitching, lighter-weight fabrics, rainbow colors. Overnight, all kinds of people joyfully put on jeans for cycling, gardening, boating, bowling, horse-back riding, backyard barbecuing.

**H.** Although outraged to find themselves wearing the same gear as their parents, young hotheads refused to abandon the jeans that had become like a second skin. Instead, they wore theirs more ferociously than ever. Holes? Patch or embroider them. Rips? Sew a piece of braid on top. Seat gone? Salvage the part from another worn pair. Legs torn? Amputate them and flaunt the frayed edges. Faded? Groovy. The tattered look of raveled, beat-up jeans became another way of nose-thumbing at the world of materialism and status.

**I.** But, once again, fashion coopted its opposition. Machine-embroidered patches were manufactured to be sewn over non-existent holes. To fade their new jeans, youngsters bleached them; if the bleach ate a hole in the fabric, so much the better. Rag peddlers sold anything made of denim to boutiques and department stores, where secondhand jeans outsold new ones, and at higher prices.

**J.** The denim phenomenon quickly leaped the oceans to change the world's way of dress. Levi Strauss moved into the overseas market in the 1960s, first exporting, then manufacturing abroad. With offices in 35 countries and plants in 12, the company's international division now accounts for more than one quarter of Levi's total \$750 million in yearly sales.

**K.** Will jeans manufacturers wake up one morning to find jeans obsolete? Although jeans makers and sellers know that fashion is fickle, they have unlimited faith in the staying power of those tough pants that Levi invented. Old or new, glorified or plain, jeans are likely to be around for a long time to come. Already they have succeeded where statesmanship has failed: although still unable to speak the same language, the inhabitants of this embattled planet have at least agreed to wear the same pants.

(Abridged, after *The Saturday Evening Post*, 1979)

## **Task 2.**

### **Comprehension Worksheet**

1. What phrase in part A means “is crazy about”?
2. “A black-tie affair” means .....
3. According to part A, jeans are
  - a. compulsory wear at school campuses;
  - b. recommended wear at school campuses;
  - c. banned at school campuses;
  - d. worn by most students at school campuses;
4. According to part B, every year there are produced ..... pairs of jeans in the world.
5. Explain the phrase, “, it fell 100 million yards short of demand.” Use your own words.
6. Find in part C the adjectives characterizing the blue jeans.
7. Which phrase in part C means “to dress expensively and elegantly”?
8. Describe the “sit-on-the-floor attitude” (part C).
9. According to part D,

Levi Strauss had brought to America some heavy brown canvas for ....., but soon he discovered that .....  
However, he realized that ....., so that he .....  
..... out of the canvas.
10. Where do the words “Levi’s”, “denim” and “jeans” come from?

11. The phrase “tall-tales” means:

- a. exaggerated stories;
- b. stories for children;
- c. stories for grown-ups;
- d. long tails.

12. Rewrite the sentence (part E):

*... the robust work clothes made by Levi Strauss ... **did** uniform the men who laid the railroad tracks, ... and built the cities of the fast-growing states of America.*

13. According to part F, in the 1950s, the jeans became both a symbol of.....  
....., and a means by which .....

14. In the 1960s, the jeans were worn by ....., that is, by  
all those who .....

15. The phrase “blue-collar workers” is used for people working .....  
....., as opposed to ....., that is people  
working in offices.

16. Explain the phrase (part G):

*... on the way to the barricades, fashion discovered blue jeans.*

17. According to part H, young people

- a. were pleased to see that their parents had adopted the jeans;
- b. were angry to see that their parents had adopted the jeans;
- c. decided to give up wearing jeans because their parents wore them;
- d. were angry to see that their parents had adopted the jeans, and yet they didn't give them up.

18. The word “gear” in part H means:

- a. tools;
- b. equipment;
- c. clothes;
- d. mechanism of cars;

19. According to part H, young people decided to

- a. destroy their jeans because they did not like them any more;
- b. wear torn jeans in order to show their rebellion;
- c. to tear their jeans in order to make them more fashionable;
- d. to invent new designs for jeans.

20. The phrase, “nose-thumbing at the world,” (part H) means .....  
.....

21. According to part I, fashion tried to .....
- .....
22. What phrase in part I means “dealers in used textiles”?
23. The phrase “moved into the overseas market”, (part J) means that .....
- .....
24. Which word in part K means “no longer wanted”?
25. Explain the phrase, using your own words:
- ... (*jeans*) *have succeeded where statesmanship has failed.*

**Task 2.** Class discussion on failure and success.

**Task 3.** Make sentences with the following words and phrases. If you don’t know their meanings, look them up in the dictionary:

*account, advertisement, affordable, anxious, beyond, canvas, caretaker, compulsory, counter, customer, defiance, garment, gear, to go round, to join, hothead, to manufacture, obsolete, outraged, to run out, second-hand, to sew, staff, sturdy, to supply, tattered, tight, though, up-to-date, wholesale, would-be-buyer;*

## Activity IV

**Task 1.** Make sentences by introducing the missing words:

### Profile of Bruce Springsteen

1. Bruce Springsteen’s concert tours / total sell outs, his albums instant hits.
2. Born / September 23, 1949, the son / Irish-Italian parents, he grew up / the run-down town of Freehold, New Jersey.

3. At eight / guitar lessons, / hated them so much / decided to give them up.
4. At school / few friends / didn't get on with the nuns / taught him.
5. / so unpopular at college / his fellow students drew up a petition / to leave.
6. At 16 / won an audition / record company / was signed up.
7. / the next few years / played with several bands, then / the Bruce Springsteen Band, / broke up a short while later.
8. By then / had been called up / Vietnam, / escaped conscription / injured in a motorbike accident.
9. His breakthrough / 1975. His record *Born to Run* / a massive success in America.
10. / not until 1985 / popular in Britain / record *Dancing in the Dark*. His tour / Britain later that year / a sell-out.
11. / past two years alone, / given away nearly £2 million / to help the poor, homeless and jobless / every town he plays.
12. Five years ago, / the full isolation of being a star, / almost gave it all up.
13. Of his wife / 'Julianne / turned out to be the one thing / missing in my life.'
14. Now, / every record he releases / going straight into the charts, / as if Springsteen really / born to run and keep on running.

**Task 2.** Find the phrasal verb in each sentence and give a synonym to it or explain its meaning.

e.g.: sell outs = all the tickets are sold.

**Task 3.** Imagine you are going to interview a pop star or a pop group. Think up some questions to ask him/her/them using grow up, sign up, break up, give up something, sell-out, breakthrough. Now work in pairs. One partner is the interviewer, the other is the pop star. Hold an interview using the question you have prepared. Then reverse roles.

**Task 4.** Find in the text below the right place for the following words:

*urged; estate; support; younger; formal; engagement; fashion; used to; heir; shared; media; former; focus; deprived; attending.*

**Diana, Princess of Wales** (1961- 1997), ..1.. wife of Prince Charles. She was born Diana Frances Spencer on July 1, 1961, in a rented house on the royal ..2.. at Sandringham, Norfolk. Her father, Edward Spencer, Viscount Althorp, was ..3.. to an earldom, and her mother was the daughter of the 4<sup>th</sup> Baron Fermoy. As a child, she ..4.. play with Princes Edward and Andrew, ..5.. sons of Queen Elizabeth II. She was educated at Riddlesworth Hall, Norfolk, and West Heath School in Kent. After ..6.. finishing school in Switzerland, she ..7.. a house with three women friends, and worked as a kindergarten teacher. Renewed contact with the British royal family led to the announcement, on February 24, 1981, of her ..8.. to Charles, Prince of Wales, the heir to the throne. On July 29, 1981, they were married in St Paul's Cathedral, London. She gave birth to two sons: Prince William (June 21, 1982), and Prince Henry (September 15, 1984). Diana was a constant ..9.. of attention for the press and ..10.. magazines in her many public appointments. Although she was popular with the ..11.. and the public it was obvious by the late 1980s that her marriage was under strain. In December 1992 a separation was announced, following which Diana continued to give active ..12.. to charities caring for homeless and ..13.. children, and AIDS victims. Following her appearance in a television interview in December 1995, she was ..14.. by the Queen to proceed with a ..15.. divorce from Charles: negotiations for this began early in 1996, and a decree nisi was granted in July.

(Adapted after *Encarta Microsoft Encyclopaedia*, 1997)

**PS.** Diana died in a car accident in Paris, in the summer of 1998.

## **Vocabulary**

- sell-out = performance for which all tickets are sold;
- break up = come to an end; dissolve;
- give up something = stop doing something;
- breakthrough = sudden major success;
- sign someone up = give someone a work contract;
- turn out = result; prove to be
- give something away = give something as a present;
- keep on = continue;
- call someone up = summon someone for military service;
- grow up = spend one's childhood years; become adult;
- get on with someone = have a good relationship with someone;
- draw something up = prepare a plan, an agreement (often in writing).

## Unit 7

# *Pollution*

### Activity I

**Task 1.** Use the information below to write a coherent text. Provide a suitable title. Explain your choice.

Man on Earth – 2 million years (or so) – lived well (perhaps too well) in earth's environment –. By 1800 – 1 billion human beings on the planet. Now – 5.1 billion. If current birth rates hold – double in the next 40 years. irony: the population explosion – demonstrates the success of man as a species – could mean the end of human life on earth.

Advances in science and technology – great achievements – a drastic disregard for nature. For example, mass production, - raised our standard of living – made our lives more comfortable – largely responsible for pollution problems. fertilizers and insecticides in agriculture – increased crop yields, – more and more threats to human health.

Nature – striking back. Last summer, a seven-week heat wave – the United States. Grain crops – practically destroyed and forests – in flames. In Southeast Asia, – hurricanes – devastated vast areas of land, – loss of many lives. people realize – the destruction of our environment – mainly due to pollution, – reached a critical level.

Scientists predict – even more disastrous effects – decisive steps are taken. The most obvious problems affect our atmosphere. – the "greenhouse effect" – the planet's average temperature could rise by several degrees; –, the polar ice-caps would melt – coastal cities – flooded. –, the ever-widening hole in the ozone layer – expose human beings to increased ultraviolet radiation, – cause of many serious skin cancers.

Time – running out. Every individual – must – change his or her wasteful, careless life-style. all the nations of the world – recognize that pollution – a global problem – must be treated globally. We owe this – to ourselves, – to the unborn generations – will one day inherit the planet.



**Task 2.** Phrase the main idea and discuss about it.

## Activity II

**Task 1.** Supplementary information. Read!

### The Silent Plague

**A. Acid Rain.** Imagine you are at a mountain lake. The water is so clear that you can make out the rocks on the bottom. You would expect the lake to be the ideal 'home' for all sorts of animal life. Sometimes, a few large fish can be seen – floating on the surface, dead. Frogs, ducks or plants are nowhere to be found: all life has been killed by acid rain.

It is this deadly substance that is responsible for damage to lakes, streams and rivers all over the industrialised world. Acid rain is suspected of destroying the poor soil forests grow upon. Moreover, it is likely to threaten human health, particularly by contaminating public drinking water. Thus, acid rain is one of the worst forms of pollution imaginable. The damage caused by acid rain is by no means limited to living beings. In big towns, virtually every major building is suffering its ill effects.

**B.** Years ago, only a few countries like Norway and Sweden had problems with acid rain. Many European countries raised the height of factory chimneys in order to make the air we breathe cleaner. This meant that the pollution was sent high into the atmosphere. Because of the winds, the chemicals that cause acid rain were carried hundreds of miles and came down over Scandinavia. Today, one-6<sup>th</sup> of Sweden's lakes are seriously polluted. In Norway the situation is similar. Now, other parts of Europe are suffering from the effects of acid rain as well. Thousands of square miles of woodland in West Germany have been completely destroyed. An equally large area of forest in Yugoslavia has also died.

**C.** Britain is only just beginning to feel the effects of acid rain. Yet, it is one of the worst polluters of the atmosphere in Western Europe. Larger and larger quantities of chemicals are being found in the air every year. A considerable amount comes from British chimneys. As a great deal of the smoke is blown away by the wind,

Britain doesn't suffer as much as its neighbours. As a result of this, the British authorities have been slow to do anything to fight the problem of acid rain.

Recently, however, more and more signs of damage done by acid rain have been appearing all over Britain. In Scotland, some lochs are now so polluted that fish can no longer live in them. In parts of the Lake District and Wales the situation is becoming so serious that thousands of trees are dying. According to the majority of experts corrective measures have to be taken immediately though the price may be very high. For doing nothing now could mean terrifying environmental costs in the future.

**D. Oil Spills.** Day after day last week, hundreds of residents of Mikuni - 320 kilometers northwest of Tokyo - put on a raincoat, cap and boots, and trudged into the frigid waters of the Sea of Japan. Armed only with a ladle and a bucket, they set out to battle one of the most devastating oil spills in Japan's history. Like so many Don Quixotes, they braved cold winds and occasional rain and snow in a battle to save their livelihoods. Blackened seabirds flopped helplessly along the ground as the volunteer bucket brigades worked desperately to save a shore famous for its tourist beaches and rich fishing. "I have no idea how long it will take to clean this up," says Yamano, who owns a souvenir shop. "But what else can we do?"

On Jan. 2 a massive Russian tanker, the Nakhodka, split open in heavy weather 106 kilometers off the coast. The first emergency crews on the scene attempted to contain the spill with plastic sea walls, but the huge waves ripped the walls apart. Meanwhile, howling winds broke up the oil slick and scattered surface puddles of oil in all directions. By late last week, oil was washing ashore along hundreds of kilometers of once pristine coastline, endangering not only fish and tourists but also the heart of Japan's nuclear energy industry.

**E.** Prime Minister Ryutaro Hashimoto formed a special emergency team to fight the spill last Friday, eight days after the first sign of trouble. By then the stricken tanker had lost one fifth of its 19 million liters of oil and was still bleeding into the sea. Government investigators had no immediate comment on what caused the Nakhodka's hull to rupture, but Japanese papers suggested that the 27-year-old Russian ship may have given way from advanced age. Japanese officials were reportedly thinking of an initiative to press for more stringent international tanker regulations and tougher inspections to prevent future disasters.

**F.** In coastal villages, people demanded immediate action. They complained that the government was responding to a crisis too slowly. They worried that the spill could become a matter of life and death for Mikuni. The crews struggled against high seas for three days before finally managing to lay sea fences around the hemorrhaging tanker. They also attempted to break up the spills by spraying them

with detergent from helicopters but were foiled by high winds. When the oil began washing ashore, the government dispatched 150 soldiers and dozens of vacuum trucks to help clean up the sludge.

The people's main concern is the long-term threat to sea life. By late last week the pool of oil had severely damaged edible seaweed. Eventually, the pools of oil will coalesce to form gummy wads and balls. The balls will gradually sink to the bottom, where they'll catch in the nets of fishermen. If the net touches those balls, the catch will be ruined.

(Adapted, *TIME*. November 8, 1984, and *Newsweek*, Jan. 1997)

**Task 2.** Work with the question file:

### Question File

1. Continue the sentence: Acid rain is .....

2. Fill in the blanks (one or more words for each gap): According to part A, acid rain affects not only ..... but also .....

3. Which phrase in part A means "distinguish"?

4. Rewrite the sentence,

*Acid rain is suspected of destroying the poor soil forests grow upon.*

starting with

Acid rain probably .....

5. According to part B, the main cause of acid rain is .....

6. Explain the sentence, using your own words:

*Many European countries raised the height of factory chimneys in order to make the air we breathe cleaner.*

7. According to part B, Sweden's lakes are dead because of:

- a. the cold weather;
- b. the pollution caused by its industry;
- c. the bad winds;
- d. the pollution caused by other countries' industry;

8. According to part C, Great Britain is
- very polluted;
  - very polluted, although its industry is safe;
  - not very polluted, because its industry is safe;
  - not very polluted, although its industry is highly polluting.
9. Choose the correct According to part C, British authorities *have/ have not* been greatly involved in fighting pollution because British industry *affects/ does not affect* Britain itself very much.
10. Which word in part C means “quantity”?
11. Rewrite the sentence,
- According to experts corrective measures have to be taken immediately though the price may be very high.*
- starting with
- Even if .....
12. The phrase, “For doing nothing...” (part C) means:
- in order to do nothing;
  - so as not to do anything;
  - because if we don’t do anything;
  - for fear of doing anything.
13. Find in part D the sentence which shows what has happened. Explain it.
14. What is an oil spill? (remember: to spill, spilt, spilt = to let liquid fall from vessel by accident)
15. According to part D,
- only the villagers were trying to fight the spill;
  - the Russians were trying to fight the spill, because it was their fault;
  - the government did nothing to prevent the spill from becoming serious;
  - the government sent people and equipment to fight the disaster, but could not stop it.
16. Why does the writer call the villagers “the bucket brigade”?
17. Find in the text the sentence which shows that the spill was endangering the region’s fauna.
18. Which word in part D means “to stop from spreading”?

19. Choose the correct form of the verb: The emergency team *was/were* trying to stop the spill. What other word in the text behaves similarly?
20. According to the Japanese officials, the shipwreck was probably caused by .....  
.....
21. According to the Japanese officials, what must be done to prevent such accidents from happening again?
22. According to part F, the Japanese government
- a. was slow in taking measures to stop the disaster;
  - b. did nothing to stop the disaster;
  - c. took efficient measures to stop the disaster;
  - d. expected the Russian government to take measures.
23. How did the emergency crews manage to stop the spill?
24. Explain the phrase, using your own words:  
*They also attempted to break up the spills by spraying them with detergent from helicopters but were foiled by high winds.*
25. According to part F, the people living in Mikuni are mainly concerned about the long-term effects of this disaster on:
- a. the region's tourism;
  - b. the region's wild life;
  - c. the nuclear plants existing in the region;
  - d. their own health.

**Task 3. Group work** – simulation activity for developing communication skills:

- a. You are a group of environmentalists and are talking to the managers of a factory which causes great pollution about the dangers of his carelessness to people's health and to environment; the manager is sympathetic, but is short of cash for making the necessary improvement.
- b. You have organized a meeting to prevent a factory from dumping dangerous waste materials. Take the floor and talk to those assembled.
- c. You are an environmentalist and are talking to young students about what they themselves can do to protect the environment and how much harm carelessness brings about.

**Task 4.** Talk to people and persuade them to change their behaviour. What would you do if you saw:

- a. a child throw away his chocolate wrapper in the park?
- b. a young person toss his/ her empty bottle of Coca-Cola under his cinema seat?
- c. your neighbours leave behind a lot of garbage on their picnic ground?
- d. several young persons destroy benches and young trees in the park?
- e. your neighbour's car pollute the air very badly?
- f. people throw garbage in the river?
- g. that the factory situated not far from your home a bad polluter?
- h. Think up some other situations. How would you make them change their behaviour?

### **Activity III**

**Task 1.** Is there any such thing as moral pollution? State your opinion.

**Task 2.** Read to answer the question file. What do the texts refer to?

### **Moral Pollution – White Collar Crime**

**A.** *Auerbachs Keller* – a Leipzig beer-hall beloved by tourists - occupies a peculiar niche in German lore. There Goethe's Faust consorted with the devil Mephistopheles, to whom he sold his soul for the promise of youth and riches. There, too, a more contemporary Faust came to grief. Jurgen Schneider was Germany's hottest developer, an architect of East German reconstruction. After the fall of the wall, Schneider pushed hard into Leipzig and Berlin. All went well amid the euphoria of German unification. But then the bubble burst. Now he stands accused of fraud. Bedazzled by the promise of the east, Schneider slipped into a morass of debt. One spring day in 1994 he simply disappeared - leaving

Deutsche Bank and 50-odd other lenders with more than DM5 billion in unpaid loans. He languishes now in a Frankfurt jail consulting with lawyers.

**B.** Officially, the fall of Jürgen Schneider is a tale of greed and ambition run amok. He is alleged to be Europe's biggest bankrupt. Federal prosecutors accuse him of running a huge "pyramid scheme," taking money from one lender to repay another and cooking the books to conceal his frauds. Bankers paint themselves as victims of this clever deceiver. He wildly inflated the value of his properties and tricked them into lending more than he could ever hope to repay. They say: he faked real-estate assessments, forged documents and pocketed the banks' money.

**C.** The German media reveled in the affair, offering readers with tales of Schneider's celebrity: champagne soirees, fancy houses, extravagant projects unrivaled in scale and opulence. A more sober account came last week, when prosecutors in Frankfurt filed formal charges against the erstwhile magnate, the result of their three-year investigation. The allegations involving various counts of credit and bankruptcy fraud are detailed in 446 pages, call for testimony from 238 witnesses, and present 1,921 documents as evidence. This official version, however, may be only half the story. Schneider admits to duping Germany's financial establishment. But he insists he did not act alone. His bankers, he alleges, were less unwitting victims than, often, knowing co-conspirators. Playing Mephisto to his Faust, they bent their own rules and violated federal credit regulations in order to lend Schneider more money than he could otherwise have obtained.

(Adapted, *NEWSWEEK*, January 20, 1997)

**D.** There is always someone questioning the status quo. This week it was my friend Alonzo, who believes that we make a mistake by referring to many criminal activities as white-collar crime.

"I suppose you'd say Michael Milken committed a white-collar crime?" he asked me.

"He must have," I said. "He did it in his office overlooking Beverly Hills."

"But it was the crime of the century. People lost millions of dollars investing in his junk bonds. Many were widows and orphans," Alonzo said.

"They were greedy widows and orphans. They were always going for a higher interest rate."

"Why isn't stealing other people's money through a bank the same as holding them up on the street?" Alonzo wanted to know.

I replied, "The difference is in the quality of the criminal. Most stickup men are sloppy and do not observe the dress code. They carry weapons and resort to violence. White-collar robbers are pillars of the community. They hold up their victims with calculators and computers. You can't put white-collar and blue-collar criminals on the same volleyball court."

E. "What about this one?" Alonzo asked. "The defense companies, including one of the largest aviation manufacturers, have been caught cheating the government on their contracts. Some did such shoddy work that it could cost the lives of the pilots flying the planes. Is that a white-collar crime or first-degree murder?"

I replied, "We would have to designate it as white-collar. When you judge crimes committed by multibillion-dollar executives you can't treat them as thugs."

Alonzo was agitated. "I'm for abolishing the use of the term white-collar crime because if you embezzle someone's pension, which they worked for all their lives, it's rape."

"That's ridiculous. The reason that the legal system uses white-collar as a designation is that it helps the judge know where to send the wrong-doers. You can't send a white-collar criminal to a low-class prison. You have to distinguish between the sleazeballs who sell dope on the street and MBAs who launder their money in skyscrapers 40 stories above the ground. White-collar criminals are different from you and me, Alonzo, and must be shown respect."

"What makes them different?" he wanted to know.

"They have better lawyers."

(Adapted, *The Herald Tribune*, 17 January, 1991)

- a **white collar** job is a job in an office, where your shirt will remain clean; (antonym: blue collar job).

### Task 3

#### Question File

1. Find the phrases in part A which mean "most important investor" and "invested heavily."
2. What do you mean by "the fall of the wall"?



3. Fill in the blanks, (one or more words for each gap):

Jurgen Schneider wanted ..... so that  
he ..... but he finally .....  
and was ..... He is compared to Faustus  
because .....

4. Explain the sentence, "... a tale of greed and ambition run amok," (part B). Use your own words.

5. Which word in part B means "person unable to pay his debt"?

6. Which word in part B means "believed but not yet proved"?

7. Find in part B the words and phrases which describe Schneider's fraudulent actions.

8. The phrase "filed formal charges" (part C) means .....  
.....

9. Rewrite the sentence (part C):

*Schneider admits to duping Germany's financial establishment. But he ... alleges his bankers were less unwitting victims than, often, knowing co-conspirators.*

10. The phrase "questioning the status quo" (part D) means:

- a. doubting the correctness of a certain statement or situation;
- b. asking questions about a certain statement or situation;
- c. being ignorant about a certain statement or situation;
- d. rejecting a certain statement or situation.

11. A white collar crime is

- a. the assassination of an important person;
- b. a crime committed by an important person;
- c. a serious offence committed by somebody working in an office;
- d. a serious offence committed to somebody working in an office.

12. Which word in part D means "worthless"?

13. What was Michael Milken's crime?

14. The word "interest" in part D means:

- a. concentrated attention;
- b. something which holds one's attention;

- c. money paid by borrower for money lent;
  - d. hobby.
15. Which phrase in part D means “attack person with a gun for taking his money”?
16. Explain the sentences, using your own words:
- Most stickup men ... do not observe the dress code. They carry weapons and resort to violence. White-collar robbers are pillars of the community. They hold up their victims with calculators and computers.*
17. According to part B, the writer considers that
- a. the widows and orphans deserved to lose their money because they were greedy;
  - b. white-collar crimes are not as bad as armed robberies;
  - c. although white-collar criminals committed serious offences, they should not be treated like the common criminals;
  - d. white-collar crimes are serious offences, but he wants to make fun of his friend.
18. Fill in the blanks, one or more words for each space (part E):
- Alonzo also wants to know if ..... the government and ..... people’s lives should be considered .....
19. Which word in part E means “make fraudulent use of money entrusted to one’s charge”?
20. Explain the sentences, using your own words:
- I’m for abolishing the use of the term white-collar crime because if you embezzle someone’s pension ... it’s rape.*
21. Multibillion-dollar executives are .....
22. Which word in part E means “robber who brutally attacks his victim”?
23. According to part E, white-collar criminals are not sent to .....
24. Continue the sentence, stating Alonzo’s view:
- MBAs who launder their money ..... are .....
25. The writer declares that white-collar criminals must be ..... In fact he is .....

**Task 4.** Make sentences with the following words and phrases. If you don't know their meanings, look them up in the dictionary:

*achievement, to allege, birthrate, bonds, bucket, to complain, concern, damage, to deceive, to dispatch, environment, to file charges, to float, to give way, heat wave, junk, interest rate, to launder money, livelihood, puddle, real-estate, to scatter, seaweed, sloppy, to spill, thug, white-collar, wrong-doer.*

**Task 5.** Translate into English:

**Zgomotul:** Zgomotul, definit în mod uzual ca sunet nedorit, este o altă formă de poluare a mediului înconjurător. În special în zonele urbane aglomerate, zgomotul (ca produs secundar al tehnologiei noastre în continuă dezvoltare)cauzează daune fizice și psihice și afectează calitatea vieții acelor care sunt expuși la el.

Spre deosebire de ochi, urechea nu are pleoapă; așa că nimic nu oprește pătrunderea zgomotului. Zgomotele puternice semnaleză, în mod instinctiv, pericol pentru orice ființă înzestrată cu auz, inclusiv pentru om. Ca urmare, se accelerează bătăile inimii și respirația. De fapt, se observă o funcționare generală crescută a organismului, cauzată de fluxul de adrenalină secretat ca răspuns la senzația de frică.

Deoarece zgomotul nu poate fi evitat într-o societate complexă, industrială, noi reacționăm permanent, la fel cum am reacționa față de pericol. De curând, oamenii de știință au ajuns la concluzia că zgomotul și reacția noastră la zgomot reprezintă mult mai mult decât niște simple neplăceri. Zgomotul poate reprezenta o amenințare serioasă pentru sănătatea și integritatea noastră, putând afecta nu numai urechea și creierul, ci și inima și stomacul. Știm de mult timp că pierderea auzului este cea mai serioasă problemă medicală ne-fatală a Americii, dar acum aflăm că unii dintre noi, care au afecțiuni cardiace sau ale stomacului pot fi de asemenea victime ale zgomotului.

## Activity IV

**Task 1.** Fill in the blanks in the following text, one word for each gap.

**Graffiti** - the ..1.. and painting on trains and walls - is for the slum children of New York a completely new form of ..2.. . It only takes two or three hours to ..3.. the otherwise grey and uninteresting trains or walls with graffiti.

James, a young poet, sprayed the ...4.. words on the side of a train carriage: *Some people see things as they are and ask why. I see things as they could be and ask why not.* "The next day this train will be ..5.. by thousands of passengers. Some will admire the graffiti - others will ..6.. it. But no one will be ..7.. to ignore it," says James. "Many of us see graffiti as a ..8.. of becoming famous and escaping from the ghetto. We couldn't bring the people to our art, so we ..9.. our art to the people."

No doubt, the graffiti artists have ..10.. this goal. They work together in small groups and have their own ..11.. that outsiders don't understand. They are rebelling ..12.. poor living conditions, unemployment, wars and society as a ..13...

Of course, New York authorities ..14.. graffiti simply as destruction of public ..15.. .

**Task 2.** Group discussion on white-collar crime, polluted art, polluted folklore ...

**Task 3.** Write a newspaper article about pollution (300 words).

## Unit 8

# *Snobs*

### Activity I

**Task 1.** Read the passage below silently and write down the main idea of the story.

**Task 2.** Read out loud your main idea and discuss your choice.

### Terry the Trumpeter

On the morning after their royal visit to Bendovia, the Queen of Tiptoesia seemed to be very upset. At breakfast time she burnt the royal toast black, and she boiled the royal egg hard and poured the King a very strong cup of tea, although she knew that he always liked his eggs to be soft and his tea weak.

But the King did not dare say a word. He could see that the Queen was very cross indeed. When she was cross he had to be careful. The King kept out of her way all the morning. At dinner-time she was still cross. When she only gave him beans on toast he felt that he must say something.

"What's the matter, my dear?" he said, rather nervously.

"I wondered when you were going to ask," said the Queen. "Well, that trip to Bendovia upset me."

"How, my dear?" asked the King.

"Did you not notice?" cried the Queen. "Bendovia is a much smaller country than ours. You agree, would you not?"

"Agree? Yes, certainly." The King was quite ready to agree with anything.

"Bendovia is a poorer country than Tiptoesia, is it not?"

"I suppose so," said the King.

"Then why is it, that the King of Bendovia has a Royal Trumpeter and the King of Tiptoesia hasn't?"

"Royal trumpeter, my dear? I didn't notice."

"You wouldn't," said the Queen, with an angry look. "And we must have one too!"

"Certainly, my dear, if you say so. But we haven't got any money. We couldn't afford to pay one."

"We don't have to pay for one. We can turn Terry into a trumpeter. Terry is already your royal page, so you won't have to pay him. He can be a page one minute, and a trumpeter the next."

"What a splendid idea!" cried the King.

So Terry the Page was brought in and told that he was to become Terry the Trumpeter as well.

"I should like to be your royal trumpeter, your majesty," said Terry. "But there's just one thing ... Well, I can wear my page-boy clothes when I am being a page-boy; but I ought to have another set of clothes for when I am a trumpeter."

"The boy is quite right," said the Queen.

"We haven't got any money for a new suit of clothes," said the King sadly.

"We must see what we can do. We can beg, borrow, and ..."

"Not **steal**!" cried the King.

"Of course not," said the Queen. "Come with me, Terry, and we will beg and borrow."

The Queen went off with Terry to search for new clothes. They did very well. The Queen gave him a pair of the King's royal blue trousers. They were too small for the King now that he was getting fatter. Next she gave him a pair of her own fine silk stockings. Terry's Uncle Percival gave him a pair of shoes with silver buckles. Terry's mother lent them a sword belonging to Terry's father. It had jewels on the handle. And Terry's Aunt Jane gave them a three-cornered black hat with a broken feather in it. Last of all, the Lord Chancellor let them have a coat of cloth of gold. He could not wear it himself now, it was too tight across the back. Then they went to see the King.

The King thought Terry looked fine, and everybody agreed. The Lord Chancellor did not say anything. He was sorry for his coat and he wished that they had asked him to be the royal trumpeter.

"There's only one thing missing," said the Lord Chancellor. "Terry hasn't got a trumpet."

They were all dismayed.

"So he'd better give me back my coat," added the Chancellor.

"Not so fast," said the Queen. "He can pretend to have a trumpet."

"Can you do that?" asked the King.

"I think so, your majesty," said Terry. He lifted his hands to his lips and made a noise like a trumpet.

The Lord Chancellor thought it was rotten, but the others were delighted.

And so Terry became the trumpeter. Whenever there was something important happening in the palace, like dinner-time, or a Royal Council, there was the Royal Trumpeter. He was beautifully dressed and he sang "Ta-ta-ra-ta!" He liked being Royal Trumpeter. But he wished he had a real trumpet.

But the Queen told him, "You are lucky to have such fine clothes. Don't make me cross."

When he told his wish to the King, the latter said, "Ssh! You'll only make the Queen cross."

The Lord Chancellor said, "Serves you right for taking my coat of cloth of gold."

Aunt Jane said, "You can't sell the Chancellor's coat, or the Queen's stockings, or the King's trousers; but you can sell the silver buckles from your Uncle Percival's shoes, and the feather from my three-cornered hat, and the jewels from your father's sword. Then you can buy a real trumpet."

And that is what Terry did. And he bought a fine trumpet. Everything was all right after that. When the King wanted his royal trumpeter, Terry stood there looking very grand. He wore his fine clothes and he held his fine new trumpet and blew on it very hard. The King and Queen of Tiptoesia were very pleased with him. He looked quite as grand as the royal trumpeter of Bendovia.

(Adapted, *Good Company*, Edinburgh-London, 1976)

**Task 3.** Continue the sentences or fill in the blanks (one or more words for each gap), according to the story:

1. The Queen of Tiptoesia wanted to have a royal trumpeter because .....  
.....
2. The king thought ..... but he.....  
.....
3. The king tried hard to keep .....  
..... when she was upset.

4. Terry agreed to become a royal trumpeter on condition.....  
.....
5. The Queen was willing to do anything in order to have a royal trumpeter: to ....  
.....
6. The Lord Chancellor was not happy about giving Terry .....  
....., even though .....
7. It was only after Terry had got the proper set of clothes that they discovered  
that .....
8. Neither the King nor the Queen considered it was worth ..... if  
Terry could pretend .....
9. Both of them ..... even  
though .....
10. Only Terry's aunt thought they had better .....

**Task 4.** Characterize the protagonists of this story.

**Task 5.** Opinion poll. Discuss with your partner: What is a snob? Exchange opinions in class.

## Activity II:

**Task 1.** Read silently and sort out the two texts as fast as you can.

**Task 2.** Read the two stories aloud

**Task 3.** Find the message in each of them. Find a common idea for the two texts. Discuss their moral implications.

**A.** Once upon a time there was a prince who wanted to marry a princess. But he wanted a **real** princess. He travelled all over the world, and yet, nowhere could he find the one he wanted to marry. There were princesses enough, but there was



always something about them that was not as it should be. So the sad prince came home again.

**B.** Nought was born at the same time as One, and Three, and Seven, but he was so round and important-looking that everybody said he would be a boss. Nought felt very proud.

**C.** So they placed Nought in front of Two, Three and Five, and put a dot between him and the rest, to show that he was different. And would you believe it! The figures' value dwindled ten times. Up went Nought in front of other figures – and the same thing happened. Everybody was astonished. Some were even heard saying that Nought merely looked big while, in fact, he was nothing at all. Nought was very upset.

**D.** One evening in spring there was a terrible storm. There was thunder and lightning and the rain came down in streams. Suddenly a knocking was heard at the city gate.

It was a princess who stood at the gate. She said she was a **real** princess. But, dear me! What a sight the rain and the wind had made her look!

**E.** But feeling blue never helped anyone, something had to be done. Nought stretched himself, stood on tiptoe and lay on one side – but nothing changed. Now Nought looked with envy at the other figures – nothing much to look at and yet, each had a value of his own. They even managed to rise to the power of two and three and then they really got to be important numbers. Nought tried to do the same thing, but whether squared or cubed, he remained nought.

**F.** The old Queen said nothing, but she wanted to make sure the girl had told the truth. She went into the bedroom, took all the bedding off the bed, and put a pea on the bottom. Then she took twenty mattresses and twenty feather beds and piled them upon the pea. This was where the princess had to sleep. In the morning the Queen asked her how she had slept.

"Oh, very badly, indeed," she answered. "I hardly closed my eyes all night. I don't know what was in the bed. It seemed to be an enormous rock. My whole body is black and blue from head to toes!"

**G.** Trying to hide his shame and misery, poor unhappy Nought decided to go off into the wide, wide world. But before leaving, he wanted to take one last look at his brothers. Only this time, he sneaked into the room and stood behind the others, waiting there quietly. And a miracle happened! The other figures looked at him and smiled. And no wonder: Nought had put up their value tenfold!

**H.** Now they knew she was a real princess. Nobody but a real princess could have such a delicate skin. So the prince took her for his wife. And the pea was put in a glass case in the palace. It may still be seen there, at least if nobody has taken it away.

### Activity III

**Role-play.** Work in pairs on the following situations:

1. Your mother doesn't want you to date a boy because she considers him uneducated and rude. You set up an argument with her as you consider her snobbish and prejudiced. Make up the conversation using the language of disagreement and persuasion.
2. Your desk-mate is very proud of her new shoes, but you know she is only impressed by the producer's name and their price. In fact, she finds them rather uncomfortable.
3. You remember meeting a handicapped girl who did not look very nice, but who was the only one able "to feel the pea under twenty mattresses and twenty feather-beds" – she was the only one who saw that you were confused and needed support. And she proved to be a real friend.
4. You remember the time when a boy from Bucharest came in your neighbourhood. At first everybody was impressed by him, because he could tell great stories, but soon they were all disappointed because he was no hero (think up a situation). Yet, he soon learned how to accept his place as an equal in the group and you got along well.
5. You think people can change. Your desk-mate considers that he/ she could never get over a disappointment, that he/ she could not become friendly with a person who has let him/ her down.
6. Devise other similar situations, in which at least one of the characters is snobbish. Act them out.

### Activity IV

**Task 1.** Read the story silently, then solve the language worksheet.

#### **The Doll's House**

By Katherine Mansfield

**A.** When dear old Mrs. Hay went back to London after staying with the Burnells, she sent the children a doll's house. It was so big that the servants had to carry it

into the courtyard. No harm could come to it; it was summer. There stood the doll's house, a dark, oily green, with some bits of bright yellow. Its two little chimneys were painted red and white, and the door was yellow. It had four windows, real windows, and there was a small entrance, too, painted yellow. The perfect, perfect little house.

"Open it quickly, someone!" The hook at the side was stuck fast. Pat opened it with his knife and the whole house front swung back, and there, you could see at one and the same moment the sitting-room and dining-room, the kitchen and two bedrooms.

**B.** "O-oh!" The Burnell children sounded as though they were in despair. It was too wonderful; it was too much for them. All the walls of the rooms were covered with wall-paper. There were pictures on the walls, painted on the paper, with gold frames. Red carpet covered all the floors except the kitchen; red chairs in the sitting-room, green in the dining-room; tables, beds with real bedclothes, furniture, little plates.

But what Kezia liked more than anything, was the lamp. It stood in the middle of the dining-room table, a beautiful little yellow lamp with a white glass on it. It was even filled all ready for lighting, though, of course, you couldn't light it. But there was something inside that looked like oil and moved when you shook it. The father and mother dolls, who lay very stiff, and their two little children, were too big for the doll's house. They didn't look as though they belonged to it. But the lamp was perfect.

**C.** The Burnell children could hardly walk to school fast enough the next morning. They wanted to tell everybody, to describe, to - well - to boast about their doll's house before the school-bell rang.

"I must tell," said Isabel, "because I'm the eldest. You two can join in after. But I must tell first." There was nothing to answer. Isabel always gave orders, and Lottie and Kezia knew too well the powers that went with being eldest. "And I must choose who's to come and see it first. Mother said I could."

For it had been arranged that, while the doll's house stood in the courtyard, they might ask the girls at school to come and look. Not to stay to tea, of course, or to come wandering through the house. But just to stand quietly while Isabel showed the beauties and Lottie and Kezia looked pleased.

But although they hurried, by the time they had reached the boys' playground the bell had begun to ring. They only just had time to take off their hats and get into line before their names were called. Never mind. Isabel looked very important and whispered to the girl near her, "I've got something to tell you."

**D.** Playtime came and Isabel was surrounded. The girls of her class nearly fought to put their arms round her, to walk away with her, to be her special friends. She received them like a queen. Laughing together, the little girls pressed close to her. And the only two who stayed outside the ring were the two who were always outside, the little Kelveys. They knew that they must not come anywhere near the Burnells.

For the fact was, the school the Burnell children went to was not at all the kind of place their parents would have chosen if there had been any choice. But there was none. It was the only school for many miles. And the result was the children of the neighbourhood, the judge's little girls, doctor's daughters, the shopkeeper's children, the milkman's, were forced to mix together. There was an equal number of rough little boys as well. But some children could not be admitted to friendship; there was a limit.

**E.** The limit was reached at the Kelveys. Many of the children were not allowed even to speak to them. The Burnells walked past the Kelveys with their heads in the air, and as they led society in all matters of behaviour, the Kelveys were avoided by everybody. Even the teacher had a special voice for them.

They were the daughters of a hard-working washerwoman, who went about from house to house by the day. This was bad enough. But where was Mr. Kelvey? Nobody knew. But everybody said he was in prison. So they were the daughters of a washerwoman and a man who was in prison. Very nice company for other people's children! And they looked it! Why Mrs. Kelvey made their clothes so frightful was hard to understand. The truth was they were dressed in "bits" given to her by the people for whom she worked. Lil, for example, came to school in a dress made from a green tablecloth of the Burnells, with parts of it made from the Logans' curtains. Her hat was a grown-up woman's hat, once the property of Miss Lecky, the postmistress. How foolish she looked! It was impossible not to laugh. And her little sister, Else, wore a long white dress, rather like a nightdress, and a pair of little boy's boots. But whatever Else wore, she would have looked strange. She was a very small child, with short-cut hair and big solemn eyes. Nobody had ever seen her smile; she hardly ever spoke. She went through life holding on to Lil. Where Lil went, Else followed. The Kelveys never failed to understand each other.

**F.** Now they waited at the edge; you couldn't stop them listening. And Isabel's voice, so very proud, went on telling about the doll's house. The carpet caused great excitement, but so did the beds with real bedclothes. When she finished Kezia broke in, "You've forgotten the lamp, Isabel."

"Oh, yes;" said Isabel, "and there's a little lamp, made of yellow glass, with a white top."

“The lamp’s best of all,” cried Kezia. She thought Isabel wasn’t saying enough about the little lamp. But nobody paid any attention. Isabel was choosing the two who were to come back with them that afternoon and see it. She chose Emmie Cole and Lena Logan. But when the others knew that they were all going to have a chance to see it, they couldn’t be nice enough to Isabel.

Only the little Kelveys moved away forgotten.

**G.** Days passed, and the fame of the doll’s house spread. The one question was, “Have you seen Burnells’ doll’s house? Oh, isn’t it lovely!” Even the dinner hour was given up to talking about it.

“Mother;” said Kezia, “can’t I ask the Kelveys just once?”

“Certainly not, Kezia.”

“But why not?”

“Run away, Kezia; you know quite well why not.”

**H.** At last everybody had seen it except them. On that day they were all rather tired of the subject. It was the dinner hour. The children stood together under the trees, and suddenly, as they looked at the Kelveys eating out of their paper, always by themselves, always listening; they wanted to hurt them.

Emmie Cole started the whisper. “Lil Kelvey’s going to be a servant when she grows up.”

“O-oh, how terrible!” said Isabel Burnell, looking Emmie in the eye.

Emmie swallowed in a very special way and looked at Isabel as she’d seen her mother do.

Then Lena Logan’s little eyes opened. “Shall I ask her?” she whispered.

“You’re afraid to,” said Jessie May.

“I’m not frightened,” said Lena. Suddenly she gave a little cry and danced in front of the other girls. “Watch! Watch me!” said Lena. And slowly, laughing behind her hand, Lena went over to the Kelveys.

Lil looked up from her dinner. Else stopped eating. What was coming now?

“Is it true you’re going to be a servant when you grow up?” cried Lena at the top of her voice.

Dead silence. But instead of answering, Lil only gave her foolish smile. She didn’t seem to object to the question at all. The girls began to laugh. Lena couldn’t bear that. “Your father’s in prison!” she cried hatefully. This was such a wonderful thing to have said that the little girls rushed away together, deeply, deeply excited, wild with joy. And never did they play so happily as on that morning.

I. In the afternoon there were visitors at home; Isabel and Lottie, who liked visitors, went upstairs to change their dresses. But Kezia went secretly out at the back. She began to swing on the big white gates. Presently, looking along the road, she saw two little dots. They grew bigger; they were coming towards her. Now she could see that they were the Kelveys. Kezia stopped swinging. She got off the gate as if she was going to run away. Then she hesitated. The Kelveys came. Kezia climbed back on the gate; she had made up her mind.

“Hullo,” she said to the passing Kelveys. They were so astonished that they stopped. Lil gave her foolish smile. Else just looked. “You can come and see our doll’s house if you want to,” said Kezia. But when she heard that, Lil turned red and shook her head quickly. “Why not?” asked Kezia.

Lil breathed suddenly. “Your mother told our mother you weren’t allowed to speak to us.”

“Oh, well;” said Kezia. She didn’t know what to reply. “It doesn’t matter. You can come and see it just the same. Nobody’s looking.” But Lil shook her head still harder. “Don’t you want to?” asked Kezia.

J. Suddenly there was a pull at Lil’s dress. She turned round. Else was looking at her with big, sad eyes; she wanted to go. For a moment Lil looked at Else very doubtfully. But Else pulled her dress again. She started to go forward. Kezia led the way. Like two little lost cats they followed across the courtyard to where the doll’s house stood.

“There it is,” said Kezia. Lil breathed loudly; Else was as still as a stone. “I’ll open it for you;” said Kezia kindly. She unfastened the hook. “There’s the sitting-room and the dining-room, and that’s the .....

“Kezia!” Oh, what a jump they gave! It was Aunt Beryl’s voice. They turned round. At the back door stood Aunt Beryl, looking as if she couldn’t believe what she saw. “How dare you ask the little Kelveys into the courtyard?” said her cold, angry voice. “You know as well as I do, you’re not allowed to talk to them. Run away, children, run away at once,” said Aunt Beryl. And she stepped into the yard and sent them away as if they were chickens. “Away you go immediately!” she called, cold and proud.

K. They did not need telling twice. Burning with shame, close together, Lil and Else somehow crossed the big courtyard and went out through the white gate. When they were well out of sight of Burnells’, they sat down to rest on a big red pipe by the side of the road. Lil’s face was still burning; she took off her hat and held it on her knee. Dreamily they looked over the fields and past the stream. What were their thoughts?

Presently Else moved close to her sister. She had forgotten the angry lady.

“I saw the little lamp,” she said softly. Then both were silent once more.

## Task 2

### Language Worksheet

1. Continue the sentence, The Burnell children were given .....  
by Mrs. Hay, who .....
2. Rewrite the sentence (part A):  
*No harm could come to it; it was summer.*  
starting with  
As long as .....
3. According to part A, you could look into the doll's house
  - a. through the door;
  - b. through the windows;
  - c. through the chimney;
  - d. the whole front opened.
4. "The Burnell children sounded as though they were in despair," (part B)  
because they were
  - a. disappointed;
  - b. upset;
  - c. very happy;
  - d. surprised.
5. Fill in the blanks with one or more words for each gap:  
Kezia, one ....., thought the mother and  
father dolls were ..... but the  
lamp .....
6. Explain the phrase "could hardly walk to school fast enough." Use your own  
words.
7. According to part C, Isabel thought she had the right to .....  
because she .....
8. According to part C, Mrs. Burnell had agreed that the girls should invite in turns  
their schoolmates for
  - a. tea;
  - b. playing with the girls;
  - c. seeing the doll's house;
  - d. visiting the house;
9. According to part D, the girls "nearly fought to put their arms round" Isabel  
because they
  - a. hated her;
  - b. loved her;
  - c. envied her;
  - d. wanted to be invited by her.
10. The school the Burnell girls went to was .....  
and it was attended by children belonging to .....

11. Choose the correct words in italics:

According to part D, the Kelvey girls were *always/ never* accepted by the girls because they were socially *inferior/ superior*.

12. Explain the meaning of the phrase, "there was a limit...." (part D). What is the writer's attitude when saying this?

13. Why were the Kelvey girls "off limit"?

14. Rewrite the sentence,

*The Kelvey girls were not accepted by the community because they were very poor and their father was in jail.*

starting with:

If .....

15. According to part F, Isabel promised the girls that

- a. everybody would see the doll's house;
- b. nobody would see the doll's house;
- c. only her best friends would see the doll's house;
- d. everybody would see the doll's house; except the Kelveys.

16. Rewrite the sentence,

*Kezia wanted to show the doll's house to the Kelvey girls but her mother didn't agree.*

starting with

Even though .....

17. Why does the writer say, "And never did they play so happily as on that morning." (part I)

18. According to part J, Kezia went secretly out at the back of the house because

- a. she didn't want to meet those particular visitors;
- b. she wanted to meet the Kelvey girls;
- c. she wanted to avoid being with her sisters;
- d. she didn't feel like meeting any visitors;

19. Continue the sentence:

When Kezia saw the Kelvey girls coming, she first .....,  
then .....

20. According to part J, Lil refused to go in because



- a. she wasn't interested in seeing the doll's house;
- b. she didn't want Kezia's pity;
- c. she knew she wasn't supposed to go in;
- d. was afraid her mother would punish her.

21. Rewrite the sentence,

*Lil finally gave in and followed Kezia into the courtyard because Else wanted so much to see the doll's house.*

beginning with:

If Else .....

22. What word in part J means "quiet"?

23. Rephrase the sentence (part K) using a passive construction:

*They did not need telling twice.*

24. Continue the sentence according to the text:

When Aunt Beryl suddenly appeared, the Kelvey girls .....  
 .....; they were .....  
 .....

25. What do Else's final words (*I saw the little lamp*) suggest?

**Task 3.** Retell the story.

**Task 4.** Give the story another title. Explain your choice. Compare to the real one.

**Task 5.** Discussion points:

- a. the theme of the story;
- b. the message of the story
- c. the main characters.

## Activity V

**Task 1.** Read the following story, then do the exercise.

### **No Essex, Please, We're British**

We've all heard of racism, sexism, anti-semitism, and maybe even "agism", but Britain in the 1990s appears to be suffering from a new and unusual prejudice: "shireism." Shireism can be defined as an unusual prejudice towards the inhabitants of a particular county. The county that seems to suffer most from shireism is Essex. For over a decade now its inhabitants have been the subject of jokes, taunts, and caricatures.

The idea that there was something comical about Essex first took root in the 1980s. As Mrs. Thatcher set about creating a new classless Britain, in which people were judged for their merits and not their parents, it was the inhabitants of Essex who benefited most. The county, which lies in the east of London, is home to a large number of city employees, but whereas the classic "City gent" with his bowler hat and clipped accent tended to live in the "stockbroker belt" of Surrey, Essex boys were a different breed. Suburbanisation has meant that London's East End has spread into Essex and this has given the county something of a Cockney character. As the British economy boomed in the mid-1980s, the Essex boys, many of whom worked in the LIFFE, the City's main futures market, earned vast sums of money which they spent on fast cars, mobile phones and other such status symbols. In spite of his working-class origins, the "Essex boy" voted Conservative and he was a firm believer in the free market. His voting habits were indicative of those of the nation and the constituency of Basildon became the acid test of any election: if Basildon voted Conservative, then so did the country. The Essex style of speech, a variation of Cockney known as "Estuary English" (on account of the Thames Estuary), also became widespread during the 1980s.

As a symbol of Thatcherite vulgarity the Essex boy also became a laughing stock. Crude jokes were told about him, but they weren't nearly as crude as the ones which were told about his girlfriend, the "Essex girl," who was seen as a tart in white stiletto heels who slept with anybody polite enough to ask. Today the Spice Girls are considered typical Essex girls, even though none of them are actually from the county, hailing as they do from Liverpool, Leeds, London and the more upmarket county of Hertfordshire.

The English might not be telling as many Essex jokes as they used to, but the prejudice persists. In the 1990s, the Essex boy has been replaced by a more mature version, the "Essex man." He is a successful businessman who has made his fortune and who now resides in a large mansion. Typical examples might

include Alan Sugar, owner of Amstrad and Tottenham Hotspur, and David Sullivan, the Welsh-born publisher of the soft-porn tabloid.

For Roy Dyer, an Essex man who has yet to make his fortune, the county's ugly image is nauseating. As a husband and father he particularly dislikes the Essex girl jokes. And, as he points out, there is more to the county than "second-hand car dealers and the A 1 3" (the road that leads from the East End of London along the Thames Estuary).

(Adapted after *Speak Up*, May, 1997)

**Task 2.** Continue the sentences or fill in the blanks (one or more words for each gap), according to the information you find in the article above:

1. Shierism is .....
2. The inhabitants of Essex have been.....  
..... for .....
3. Essex lies ..... and most of its  
inhabitants work .....
4. In the mid-1980s the British economy ..... and Prime Minister  
Margaret Thatcher was determined to .....
5. The inhabitants of Essex, many of whom worked.....  
earned ..... and they spent it on .....
6. The Essex boy, who has become a symbol of ....., is of .....  
..... origin, and yet he is an adept of .....  
and votes with .....
7. The image of the Essex girl is even worse than that of the Essex boy; she is  
viewed as .....
8. Even though none of The Spice Girls ....., they  
.....
9. With the years, the Essex boy has turned into the Essex man, who .....
10. Most of the inhabitants of Essex consider the Essex jokes.....  
.....

**Task 3.** Make sentences with the following words and phrases. If you don't know their meanings, look them up in the dictionary:

*to admit, to boom, classless, cloth, county, second-hand car dealer, to dwindle, edge, feather, to feel blue, laughing-stock, mansion, merely, nauseating, neighbourhood, to object, pile, prejudice, to reach, to reside, search, soft, stockbroker, tabloid, tart, taunts, upset, whisper, wonder;*

**Task 4.** Write a newspaper article (no more than 300 words) on the following ideas:

- a. Looks don't really matter.
- b. People can change.
- c. Jokes can hurt.

**Vocabulary:**

snob = one who attributes great importance to differences of social class; one who imitates, flatters or associates with those of higher class than himself, while despising those equal to or below him;

snobbish, snobby = of or like a snob;

snobbery = outlook or behaviour of a snob;

snobbishness, snobbiness = quality of being snobby.

## Unit 9

# *Having a Dream*

### Activity I

**Task 1.** Pair work. Interview your partner about his values.

**Task 2.** Group talk. Discussion points:

- a. Reaching the ideal often brings about disappointment.
- b. The way towards the ideal is often much more rewarding than 'being there.'
- c. Reaching the ideal means nothing if you can't share it with others.

**Task 3:** The following text contains two stories: one is entitled "The Flower of One's Dreams", the other is an excerpt from Jack London's novel "Martin Eden".\* Read the texts silently, and sort them out as fast as you can.

**A.** There lived once a prince in a beautiful palace. The palace had a lovely garden with thousands of beautiful flowers in it, and the prince loved to walk among them and smell their sweet perfume.

But one night the prince dreamed of a flower more beautiful than he had ever seen. Compared to it, the flowers in his garden seemed pale and unattractive. From that moment on he lost his peace of mind and finally he decided to set out in search of the flower of his dream.

---

\* \* Martin Eden, an uneducated young sailor, is quite pleased with his way of life. But one day he falls in love with Ruth, a beautiful and well-educated young girl, and decides to learn as much as he can and to become a successful writer, so as to be worthy of her. But success and fame do not bring happiness to Martin Eden. Once at the top, he realizes that he had chased an illusion and commits suicide.

**B.** "The days were too short. There was so much he wanted to study. He cut his sleep down to five hours and found that he could get along upon it. He tried four hours and a half, and regretfully came back to five. He could joyfully have spent all his waking hours upon one of his pursuits. It was with regret that he stopped from writing to study, that he stopped from studying to go to the library, that he tore himself away from that chart-room of knowledge or from magazines in the reading-room that were filled with the secrets of writers who succeeded in selling their wares.

**C.** It was like cutting heartstrings when he was with Ruth, to stand up and go; and he ran through the dark streets so as to get home to his books at the least possible expense of time. And hardest of all was it to shut up the algebra or physics, put note-book and pencil aside, and close his tired eyes in sleep. He hated the thought of stopping to live, even for a short time and his only consolation was that the alarm-clock was set at five hours ahead. He would lose only five hours away, and then the jangling bell would jerk him out of unconsciousness and he would have before him another glorious day of nineteen hours.

**D.** He saw lots of lovely flowers on his way, in the gardens, fields, valleys and forests that he passed, but none of them was the one he was looking for. He was getting desperate, when suddenly he met an old woman who said that she would show him where his flower grew.

"But you must remember," she said, "that the thing we have long been looking for, often brings about a lot of disappointment."

**E.** Soon, in the thick of the forest, the prince found the flower of his dreams.

"A flower of such beauty must have the rarest of smells," thought the prince and smelled the flower. But the flower did not have any smell at all. And then, the prince remembered all the lovely flowers he had seen on his way, each with a rare and wonderful smell, unlike any other. The prince looked at the flower of his dreams and felt cheated.

**F.** After he had been through grammar repeatedly, he took up the dictionary and added twenty words a day to his vocabulary. He found that it was no light task and at will or lookout he steadily went over his lengthening list of pronunciations and definitions, while he invariably memorized himself to sleep. By and by, to his surprise he noticed that he was beginning to speak cleaner and more correct English."

**G.** He turned his horse and rode back home. On his way, he happily breathed in the sweet scents of the flowers around and admired their lovely shapes and colours. When he finally found himself back in his own garden, he was as happy as he had been during the search of the flower of his dreams.

**Task 4.** Read out loud the two texts, then retell them.

**Task 5.** Reduce each text to a 50-word paragraph.

**Task 6.** Read out loud your paragraphs. Comment.

## **Activity II**

**Task.** Read the following situations and act out the conversations among the characters:

1. When you were 10 years old or so you were crazy about a pair of roller-skates. After a great deal of nagging, your parents finally bought them for you, only to see that, after a day or two, you completely lost interest in them.
2. A friend of yours, a young doctor, thought he was wasting his talent here in Romania (with so little money to be made) and decided to emigrate. At first it was very hard, but then both he and his wife managed to find good jobs. Now their financial situation is up to their previous expectations; but they haven't got any friends there and they miss their old home and friends very much.
3. There are so many things you would like to do that a day is not long enough – you always have to give up one thing or another. Your desk-mate, on the contrary, doesn't seem to find anything interesting and is often bored.

## Activity III

**Task 1.** Read the following text, then give it another title. Give reasons for your choice.

### Jonathan Livingstone Seagull

After Richard Bach

#### PART I:

**A.** It was morning, and the sun sparkled across the sea. A thousand seagulls came to dodge and fight for bits of food. But way off, alone, Jonathan Livingstone Seagull was practising. Now he slowed until the wind was a whisper in his face. He narrowed his eyes in fierce concentration, held his breath, forced one single . . . more . . . inch . . . of . . . curve. . . . Then his feathers ruffled, he stalled and fell.

Seagulls, as you know, never falter, never stall. To stall in the air is for them disgrace and dishonour. But Jonathan Livingstone Seagull was no ordinary bird. Most gulls don't bother to learn more than the simplest facts of flight - how to get from shore to food and back again. For this gull, though, it was not eating that mattered, but flight. More than anything else, Jonathan Seagull loved to fly.

**B.** This kind of thinking, he found, is not the way to make one's self popular. Even his parents were dismayed as Jonathan spent whole days alone, experimenting.

"Why, Jon, why?" his mother asked. "Why is it so hard to be like the rest of the flock?"

"See here, Jonathan," said his father, not unkindly. "Winter isn't far away. If you must study, then study food, and how to get it."

Jonathan nodded obediently. For the next few days he tried to behave like the other gulls. But he couldn't make it work. It wasn't long before he was off by himself again, hungry, happy, learning. From a thousand feet, he pushed over into a blazing dive toward the waves. Time after time it happened. Careful as he was, he lost control at high speed.

The key, he thought at last, must be to flap up to fifty miles per hour and there hold the wings still. It took tremendous strength but this time it worked. In



ten seconds he had blurred through ninety miles per hour. Jonathan had set a world speed record for seagulls!

**C.** But victory was short-lived. The instant he began his pullout, he snapped into that same terrible uncontrolled disaster, and at ninety miles per hour the brick-hard sea hit him like dynamite.

When he came to, it was well after dark, and he floated in moonlight on the surface of the ocean. He wished, feebly, that the weight could just drag him down to the bottom, and end it all. As he sank low in the water, a strange voice sounded within him. I am a seagull. I am limited by my nature. If I were meant to fly at speed, I'd have a falcon's short wings. My father was right. I must forget this foolishness. I must be content as I am, as a poor limited seagull. There would be no more challenge and no more failure.

He pushed wearily away from the dark water and flew toward the land ... It's pretty, he thought, and all so peaceful and still . . . Get down! Seagulls never fly in the dark! If you were meant to fly in the dark, you'd have the eyes of an owl! If you were meant to fly fast, you'd have a falcon's short wings!

**D.** Jonathan Livingstone Seagull blinked. His pain, his resolutions, vanished. A falcon's short wings! That's the answer! What a fool I've been! All I need is to fold most of my wings and fly on just the tips alone! Short wings!

He climbed two thousand feet above the sea and, without a moment for thought of failure and death, he brought his forewings tightly in to his body, and fell into a vertical dive. The wind was a monster roar at his head. Seventy miles per hour, ninety, a hundred and twenty. The wing-strain now at a hundred and forty miles per hour wasn't nearly as hard as it had been before at seventy.

He closed his eyes against the wind and rejoiced. A hundred forty miles per hour! And under control! If I dive from five thousand feet instead of two thousand, I wonder how fast... His vows of a moment before were forgotten. Yet he felt guiltless.

**E.** By sunup, Jonathan Gull was practising again. He was alive, trembling with delight, proud that his fear was under control. He hugged in his forewings, and plunged directly toward the sea. By the time he passed four thousand feet, the wind was a solid wall of sound. He was flying now straight down, at two hundred fourteen miles per hour. He swallowed, knowing that if his wings unfolded at that speed he'd be blown into a million tiny shreds. But the speed was power, and joy, and pure beauty.

He began his pullout at a thousand feet, the boat and the crowd of gulls growing meteor-fast, directly in his path. He couldn't stop; he didn't know yet

even how to turn at that speed. Collision would be instant death. So he shut his eyes.

And Jonathan Livingstone Seagull fired directly through the Breakfast Flock, eyes closed, at two hundred twelve miles per hour. The Gull of Fortune smiled upon him this once, and no one was killed. By the time he had pulled his beak up into the sky he was still scorching along at a hundred and sixty miles per hour. When he had slowed to twenty, the boat was a crumb on the sea, four thousand feet below.

**F.** His thought was triumph. Terminal velocity! A seagull at two hundred fourteen miles per hour! It was a breakthrough, the greatest moment in the history of the Flock.

Flying out to his lonely practice area, folding his wings for a dive from eight thousand feet, he set himself at once to discover how to turn. A single wing tip feather, he found, moved a fraction of an inch, gives a smooth sweeping curve at tremendous speed. Before he learned this, however, he found that moving more than one feather at that speed will spin you like a rifle ball. He spared no time that day for talk with other gulls, but flew on past sunset

**G.** When Jonathan Seagull joined the Flock, it was night. He was dizzy and terribly tired, but delighted. When they hear of it, he thought, of the Breakthrough, they'll be wild with joy. How much more there is now to living! We can lift ourselves out of ignorance! We can be free! We can learn to fly!

The gulls were flocked into the Council Gathering when he landed. They were, in fact, waiting.

"Jonathan Livingston Seagull! Stand to Centre!" Elder's words sounded in a voice of highest ceremony. Stand to Centre meant only great shame or great honour. Stand to Centre for Honour was the way the gulls' foremost leaders were marked. Of course, he thought, this morning they saw the Breakthrough! But I want no honours. I want only to share what I've found. He stepped forward.

"Jonathan Livingston Seagull," said the Elder, "Stand Centre for shame in the sight of your fellow gulls, for reckless irresponsibility, for violating the dignity and tradition of the Family . . ."

**H.** It felt like being hit with a board. His knees went weak, there was roaring in his ears. Centered for shame? Impossible. The Breakthrough! They can't understand? They're wrong, they're wrong! To be centred for shame meant that he would be cast out of gull society.

"One day, Jonathan Seagull, you shall learn that irresponsibility does not pay. Life is the unknown and the unknowable, we are put into this world to eat, to stay alive as long as we possibly can."

A seagull never speaks back to the Council Flock, but Jonathan raised his voice.

"Irresponsibility?" he cried. "Who is more responsible than a gull who finds and follows a meaning for life? For a thousand years we have scabbled after fish heads, but now we have a reason to live - to learn, to discover, to be free! Give me one chance, let me show you what I've found . . ."

The Flock might as well have been stoned. "The Brotherhood is broken," the gulls intoned together, and with one accord they solemnly closed their ears and turned their backs upon him.

I. Jonathan Seagull spent the rest of his days alone, but he flew way out beyond the Far Cliffs. His one sorrow was not solitude, it was that other gulls refused to believe the glory of flight that awaited them; they refused to open their eyes and see.

He learned more each day. He learned that a stream-lined high-speed dive could bring him to find rare and tasty fish: he no longer needed fishing boats for survival. He learned to sleep in the air, from sunset to sunrise. With the same inner control, he flew through heavy sea-fogs and climbed above them into dazzling skies . . . in the very times when every other gull stood on the ground, knowing nothing but mist and rain.

What he had once hoped for the Flock, he now gained for himself alone; he was not sorry for the price that he had paid. Jonathan Seagull discovered that boredom and fear and anger are the reasons that a gull's life is so short, and with these gone from his thought, he lived a long fine life indeed.

J. As you can see, knowledge does not bring happiness to Jonathan Livingstone Seagull. On the contrary, his desire to know more makes him dangerous for the Flock, and he becomes an outcast.

But in Part II he is taken to a far away land where he meets other seagulls who are as passionate about flying as he is. With them, Jonathan Seagull can accomplish his dream.

Yet, his happiness is not complete. In Part III he returns to his flock, to share with others what he has learned, to teach the youngsters the art of flying. This time, there are several young gulls who follow him, in spite of all warnings from the Flock.

**Task 2.**

**Language Worksheet**

1. Fill in the blanks, one or more words for each gap (part A): Most seagulls are only concerned .....  
but Jonathan Livingstone Seagull was more interested .....
2. Which phrase in part A means “far away”?
3. According to part A, the word “flock” means:
  - a. number of domestic animals;
  - b. assemblage of gregarious birds;
  - c. group of persons under one leader;
  - d. small tuft of wood.
4. Rewrite the sentences, using your own words:

*...he stalled and fell. Seagulls, as you know, never falter, never stall. To stall in the air is for them disgrace and dishonour. But Jonathan Livingstone Seagull was no ordinary bird.*

starting with,  
Although .....
5. Choose the correct words:

Jonathan Livingstone Seagull *was/ was not* popular with the Flock *because/ although* he was different from the others.
6. According to part B, Jonathan promised his father to .....  
....., but he “couldn’t make it work”, that is.....
7. According to B, Jonathan Livingstone Seagull realized that if he wanted to fly faster without losing control, he had to .....  
after reaching the speed of 50 miles per hour.
8. The phrase “came to” (part C), means:
  - a. arrived at;
  - b. entered;
  - c. realized;
  - d. recovered.
9. Explain the sentence, using your own words:

*He wished, feebly, that the weight could just drag him down to the bottom, and end it all.*

10. Rewrite the following sentences,

*A falcon's short wings! That's the answer! All I need is to fold most of my wings and fly on just the tips alone!*

starting with,

Jonathan realized that, if he wanted to fly fast .....

11. Fill in the blanks, one or more words for each gap (part D): "Although he had not kept his promise ....., Jonathan Seagull felt guiltless because ....."

12. Fill in the blanks, one or more words for each gap (part E):

When he plunged towards the sea, Jonathan Seagull knew that ....., yet he felt .....

13. Explain the sentence, using your own words:

By the time he passed four thousand feet, the wind was a solid wall of sound.

14. Find in part E the sentence in which Jonathan Livingstone Seagull describes how he feels about speed.

15. Which word in part E means "change of direction, rise"?

16. According to part E, Jonathan Livingstone Seagull "fired directly through the Breakfast Flock, eyes closed, at two hundred twelve miles per hour" because .....

17. Explain the sentence, using your own words:

*The Gull of Fortune smiled upon him...*

18. The word "breakthrough" (part F) means:

- a. penetration in force through and beyond an enemy's lines;
- b. sudden rise in prices or values;
- c. sensational and important advance in scientific knowledge;
- d. discovery or event that removes a longstanding obstacle to progress.

19. According to part F, after the breakthrough Jonathan Livingstone Seagull

- a. felt pleased and decided to take a rest;
- b. was eager to learn new things;

- c. went directly to tell the others about his success;
  - d. felt too proud to need friends.
20. According to part G, Jonathan Livingstone Seagull was sure that the other gulls ..... , but instead of ..... he was .....
21. According to part G, Jonathan Livingstone Seagull was being punished for .....
22. According to part H, being centered for shame meant becoming .....
23. Explain the sentences (part H), using your own words:
- The Flock might as well have been stoned. "The Brotherhood is broken," the gulls intoned together, and with one accord they solemnly closed their ears and turned their backs upon him.*
24. How did Jonathan Seagull spend the rest of his life, according to part I?
25. What are, according to Jonathan Livingstone Seagull, the reasons why a gull's life is so short?

**Task 3.** Each person, no matter how insignificant he/she might be, has a dream. We all 'fly' (or should fly) towards an ideal. Read Richard Bach's *Dedication* (below) and share your opinions on this issue.

**Dedication: To the real Jonathan Seagull, who lives within us all.**

**Task 4.** Translate into English:

Ca în fiecare dimineață, pescărușii zburau deasupra mării strălucitoare, plonjând și luptându-se pentru mâncare. Ceva mai departe, singuratic, Jonathan Livingstone Seagull se antrena. Spre deosebire de ceilalți pescăruși, pentru care zborul este doar un mod de a ajunge la mâncare și înapoi, pe Jonathan Seagull îl interesa zborul însuși, era fascinat de frumusețea zborului.

Faptul că era diferit de ceilalți făcea ca Jonathan să nu prea aibă prieteni în Stol, iar părinții lui erau îngrijorați. Așa că Jonathan se hotărî să renunțe la zbor și să devină un pescăruș obișnuit și limitat, ca toți ceilalți. Dar, oricât s-ar fi străduit, zborul îl atrăgea ca o vrajă și curând începu din nou să se antreneze.

Nu-i păsa că se lovea când se prăbușea - deși, pentru un pescăruș e o rușine să cadă - atât timp cât învăța ceva nou din această experiență. Astfel învăță că,

dacă voia să zboare ca un șoim, trebuia să imite șoimul - adică trebuia să-și strângă aripile, să le facă la fel de scurte ca ale unui șoim. Iar dacă voia să zboare pe întuneric, trebuia să imite bufnița. Și zburând neobosit, din zori până după asfințit, Jonathan Livingstone Seagull învăța să zboare mai bine, mai sus, mai repede.

Și nici nu voia să învețe să zboare mai bine pentru sine însuși. Jonathan Seagull voia să-și împărtășească experiența cu ceilalți din Stol, să-i învețe cum să tindă mai sus și să ducă o viață mai plină de sens. Dar, în loc de recunoaștere, doborârea frontierelor aduse mânia Bătrânilor și Jonathan Livingstone Seagull fu "chemat la centru" în semn de rușine că a nesocotit demnitatea și tradiția Stolului și alungat.

Jonathan își petrecu restul zilelor singur, pe Stâncile Îndepărtate. Avu o viață bună, pentru că știa cum să găsească cea mai bună mâncare și cel mai bun adăpost; dar tânjea după societatea semenilor săi. Și, după un timp, când i s-a dat ocazia să se întoarcă la stolul său și să-i învețe pe cei tineri, fu fericit să o facă. Și, de astă dată, găsi mulți tineri pentru care a zbura era mai important decât a mânca.

## Activity IV

**Task 1.** What do you think the 'Inscription ...' is about?

**Task 2.** Fill in the blanks, one word for each gap:

### Desiderata

By Max Ehrmann

"Go placidly amid the noise and haste and remember what peace there ..1.. be in silence. As far as possible without surrender be on ..2.. terms with all persons. Speak your truth quietly and clearly, and listen to others, even the dull and ignorant, they too have a story.

Avoid loud and aggressive persons, they are vexations to the spirit. If you compare yourself with ..3.., you may become vain and bitter; for always there will

be ..4.. and lesser persons than yourself. Enjoy your achievements, as well as your plans.

Keep interested ..5.. your own career, however humble; it is a real possession in the changing fortunes of time. Exercise caution in your business affairs; for the world is ..6.. of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals and everywhere life is full of heroism.

Be yourself. Especially, do not feign affection; ..7.. be cynical about love; for in the face of all aridity and disenchantment it is perennial as the grass.

Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of ..8.. to shield you in sudden misfortune. But do not distress yourself with imagining. Many fears are born of fatigue and loneliness. Beyond a wholesome discipline, be gentle with yourself.

You are a child of the universe, no less ..9.. the trees and the stars; you have ..10.. a to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should.

Therefore be ..11.. peace with God, whatever you conceive Him to be, and whatever your labours and aspirations, in the noisy confusion of life keep peace with your soul.

With all its sham, drudgery and broken..12.., it is still a beautiful world. Be careful. Strive to be happy."

**Task 3.** Read the text out loud.

**Task 4.** In groups, discuss the text of the inscription and write down ten basic rules for your healthy spiritual life.

**Task 5.** Write a reflective essay on man's spiritual life.



## Unit 10

# Education

### Activity I

**Task 1.** Guess what all these people have in common:

Albert Einstein, Leonardo da Vinci, Thomas Alva Edison, Hans Christian Andersen, August Rodin, Woodrow Wilson, General George Patton, Harvey Cushing, Nelson Rockefeller and Jonathon Fry.

**Task 2.** Read the following text to find out:

**A.** All rich, intelligent, creative, successful and... dyslexic. Einstein was not highly thought of at school, but later turned the tables somewhat. Edison wrote a letter to his mother once. I reproduce it here:

*Dear mother – started store several weeks i have growed considerably I don't look much like a Boy now Hows all the fold did you receive a Box of Books Memphis that he promised to send – them languages – your son Al.*

*The letter was written when he was 19 years old. Apart from inventing the light bulb he also invented and made an exquisite talking doll with a miniature phonograph inside – and many other wonders.*

**B.** Rodin was considered to be the worst pupil in school – his father once said, “I have an idiot for a son.” Spelling and arithmetic still baffled him when he was awarded an honorary doctorate, at the age of 67, by Oxford University. Woodrow Wilson could not read until he was eleven, but was President of the USA at the time of the First World War. General George Patton had to have someone examination answers for him. Harvey Cushing, the eminent American brain surgeon won a Pulitzer Prize for literature in 1925. Nelson Rockefeller was not only

supremely successful as a businessman, but was also highly successful with the ladies – witness the rumoured circumstances of his death. Jonathan Fry? My nephew – although only mildly dyslexic he is now showing all the signs of being a worthy successor to Nelson Rockefeller, to the unconcealed delight of his bank manager and the no-less-well concealed distress of a number of young ladies in my sister’s village. Maybe he could give us some lessons.

**C.** Not so long ago dyslexia was considered to be related to intelligence. Then it was considered to be just “learning difficulties” and not a definite condition. Now it is recognized and there are magazines, foundations and special learning establishments catering for those with the condition. The proportion of male to female dyslexics is thought to be from 4 to 7 to 1.

When did dyslexia first appear in the literature? In November, 1896 a Doctor W. Pringle Morgan had an article published in the British Medical Journal describing the symptoms of one Percy F. who “... aged 14 ... has always been a bright and intelligent boy, quick at games, and in no way inferior to others of his age. His great difficulty has been – and is now – his inability to learn to read.” Since then, only the use of magnetic resonance techniques and the work of Noam Chomsky have shown real progress into finding the cause of the condition.

**D.** Most dyslexics find ways around the problem in much the same way that stutterers find ways around theirs, but what of its effects in ELT? I found great difficulty in finding any information on this. Perhaps there is something the ELT teacher should bear in mind - some 10 to 20% of the population are thought to be dyslexic to some degree. There are many tests which can be applied to detect dyslexia and it is my suggestion that they could be incorporated into the testing in language schools. Allowances could then be made and teaching efficiency increased.

(Martin Ernest Wragg, *Authentically English*, Jan-Feb. 1999)

**Task 3.** Class discussion on how to deal with difficult children. Share stories of the type.

## Activity II

**Task 1.** Read the following text.

### Sweet Homework

**A.** At the school our boys attend, the honor roll is divided into Outstanding Scholarship, Honor Scholarship and Honorable Mention. We were visiting some friends one evening not long ago, and I happened to remark that Roy had made Honorable Mention.

"Yeah?" Al said. "The same thing happened to Curtis a few months back. There was no television for him for some time afterward, I can tell you."

That struck me as being slightly irrational until it finally came out that this was the first time Curtis hadn't made Outstanding Scholarship. Big deal. As I said to Maggie on the way home, "If there's one thing I can't stand it's parents who brag about their kids' grades! "What do grades prove anyhow?" I asked, "I'd rather have normal, well-rounded kids, like ours. Their only trouble is that they don't apply themselves. There's no reason they can't make Outstanding Scholarship. In fact, from now on I'm going over their homework with them every night."

**B.** The next evening after dinner, I told the boys I wanted to see their homework. "If Curtis can get straight As, there's no reason you two can't." Sammy pronounced Curtis a dope who never did anything but read and study. I said it was too bad they weren't a little more like him. Roy told me he only had some spelling, and it wasn't due for another week.

"No time like the present," I said. "When I was your age, I was always first or second in the spelling bees." Roy wanted to know what that was. I said that when people got together to do something special they called it a "bee."

"You mean like a party?" he asked.

"You might call it a party." I explained about spelling bees, husking bees, and so on.

He wandered into the next room, and I overheard him talking to Sammy. "You know what they used to do when Dad was a boy when they wanted to have a party? They got a lot of people together and pulled the husks off corn and spelled hard words."

"Man!" Sammy said. "No wonder he gets crabby so often."

I decided to drop the spelling work for a while.

**C.** The following evening, I thought I'd see what they knew about history. "What can you tell me about Columbus?" I asked. He was an "old-time" discoverer, they thought. That was about it. So I told them about all his voyages, and how he thought he had discovered China. "He wanted to prove you could reach the East by sailing West."

"That's dumb," Roy said. "It's like walking around the block to go next door."

"Or walking around the house to get to the kitchen," Sammy added.

"That's enough," I told them. "Let's stick to the subject. His crewmen were scared because they thought that the sea was flat and when the ship got to the edge it would go over."

Sammy didn't believe it. Roy agreed. "Nobody would believe that. If the ship went over the edge, the water would, too. There wouldn't be any sea."

"We know that," I said. "But they didn't. They had no idea the world was round."

"Makes no difference," Sammy announced. "You pour water on a table, and it will run over the edge. Same with the ocean. Can't you see that? If the water kept pouring over the edge, all those years, where would it go?"

"I didn't say it went anywhere," I replied.

"It would have to," Sammy said. "And that's the reason a flat world won't work."

"Okay, okay," I admitted. "Now, what can you tell me about Columbus?"

"Well," Roy said, "he thought America was China, so he called the people Indians; and on the way home he sank the Santa Maria, and for this they named a day after him."

"That's enough history for now," I told them.

**D.** The boys didn't have much trouble with math except for word problems. "Let's try one," I said. "Forty-two Scouts are going to a ball game in seven cars. How many Scouts to a car?" Long silence. "Sammy, you mean to tell me you can't divide seven into 42?"

"Sure," he said. "But how can you divide cars into Scouts?" His teacher kept telling them you can't subtract apples from pears. He wasn't subtracting, I told him. He was dividing, and that was different. He allowed that maybe it would work with cars but not with buses. I told him not to be ridiculous. He kept insisting. "All right," I said, "give me a problem and we'll try it." He said 393 kids were going to the game, and they had 20 buses. How many to each bus?

"Fine," I said. "Twenty goes into 39 once. Nought from nine is nine..."

"Hold it!" Sammy burst out. "The 20 is buses, and the 393 is kids. You can't subtract."

I looked at the paper. The kid was right. You try to subtract buses from kids and what do you wind up with? I picked up my pencil and went on with the problem. "It comes out to 19 to a bus, with 13 left over."

Sammy stared at me. "You mean those 13 kids don't get to go?" Roy said probably their mothers would take them. Sammy considered that unfair, if all the rest got to go by bus. Roy asked what if they rented another bus? It took me a minute to figure it. "That would make 18 in a bus, with 15 over."

"It keeps getting worse," Roy said. Sammy thought arithmetic was a crummy subject.

"You can't blame it on arithmetic," I said. "It's doing the best it can." Sammy said that wasn't good enough. Later, he came downstairs to tell me he'd got it figured out.

"All you have to do is borrow six kids from another problem, and rent another bus."

**E.** One afternoon I was looking through Roy's science book and decided to try some of the experiments. The first involved the principle of the windlass, using the pencil sharpener on the kitchen wall. I removed the cover from the sharpener and ran a cord from its axle to a bucket on the floor. Then I showed the boys how to lift the bucket by turning the crank. Roy said big deal lifting an empty bucket. I said, "Okay, we'll use a full one." Sammy wanted to fill it with water, but I put a stop to that. "Find something that won't make a mess if it spills." Roy put a stack of cookbooks in the bucket and Sammy put in a big bunch of bananas. It added up to a pretty good weight. Roy started to turn the crank, the cord grew taut, the bucket shifted. And the pencil sharpener came off the wall. "Hey," Sammy said, "it works."

I got some heavier screws and fastened the sharpener more securely to the wall. This time it worked fine. I left the boys taking turns with it. After a minute, Sammy called me back to see their invention. He had the bucket cranked up as high as it would go and was just holding it there. "So - what is it?" I inquired.

"A power pencil sharpener," Roy said. He shoved a pencil into the slot, Sammy let go the crank - and the bucket fell on my foot.

**F.** When Maggie got home from the store she wanted to know why I was limping. "The boys tried to tell me you hurt your foot on an automatic pencil sharpener."

"Just showing the boys a science experiment," I told her. "A bucket fell on it."

She stopped what she was doing and looked at me. "These days you aren't even safe in your own home." I went over to help with the groceries. "Do you suppose there's such a thing as giving the boys too much help?" she asked. "I mean, it might make them too dependent?"

I studied a box of cereal. "Maggie, you know what I think I'll do? I think I'll teach the boys to stand on their own two feet - think for themselves. I'm going to let them do their own homework - just like my father always let me do mine."

(Will Stanton, *Reader's Digest*, August, 1974)

**Task 2.** Solve the question file:

### Question File

1. According to part A, the highest award given in the school the writer's sons attend is

- a. the honor roll;
- b. Outstanding Scholarship;
- c. Honor Scholarship;
- d. Honorable Mention.

2. Choose the right words:

*Both/Neither Roy and/nor Curtis got Honorable Mention, and/but Roy was praised/punished for getting it, while Curtis was praised/punished.*

3. Continue the sentence:

The writer couldn't understand why Curtis was punished for getting Honorable Mention, until .....

4. According to part A, the writer

- a. didn't care about his son's grades;
- b. was eager that his son should get straight As;
- c. was happy that his sons were normal, well-rounded kids;
- d. didn't really care about his son's grades, but was upset to see others were better than he was.

5. What word in part A means "keep telling nice things about oneself"?

6. The word "apply" (part A) means:

- a. ask for;
- b. put on;
- c. work harder;
- d. paint.

7. Fill in the blanks (part B): The writer decided ..... because  
.....
8. Fill in the blanks (part B): The boys thought Curtis was ..... and  
they were .....
9. Rephrase, using your own words: ... *it wasn't due for another week.*
10. According to part B, a "bee" is
- |               |               |
|---------------|---------------|
| a. a contest; | b. a reunion; |
| c. a party;   | d. an insect. |
11. Continue the sentence:
- When the writer says that he "was almost always first or second in the  
spelling bees" he means that .....
12. What word in part B means "dry outer covering of corn seeds"?
13. What word in part B means "heard without intention"?
14. Fill in the blanks (part B):
- The writer wants to tell his son that when he was a boy they .....  
....., but his son thinks .....
15. Fill in the blanks (part C):
- The write explains that Columbus wanted prove that .....  
and his sailors were ..... because  
they thought .....
16. According to part C, the boys don't believe their father's story because
- they can't imagine a flat earth;
  - Columbus mistook America for China;
  - if the sea were flat, the ship would go over the edge;
  - if the Earth were flat there would be no sea.
17. According to part D, the boys had difficulties with word problems because
- their teacher kept telling them you can't subtract apples from pears;
  - they didn't know the how to subtract and divide;
  - the different categories of things confused them;
  - they were too stupid to understand them.
18. What phrase in part D means "obtain"?

19. According to part D, the boys hated mathematics because

- a. didn't understand it;
- b. didn't like their Maths teacher;
- c. they didn't know what it was good for;
- d. they considered the Maths problems unfair.

20. Fill in the blanks (part E):

The experiment the writer tried to demonstrate .....  
..... of the windlass and for it they used .....  
.....

21. Continue the sentence:

When everything was ready, the writer showed his boys how to .....  
.....

22. Fill in the blanks (part E):

At first the experiment didn't work because .....  
....., but then the writer took .....  
..... and the could lift ..... easily.

23. According to part E the bucket fell on the writer's foot because

- a. the experiment was not successful;
- b. it was too complicated for boy of that age;
- c. the writer didn't explain properly how to use it;
- d. the boys came up with a new invention.

24. According to part F, Maggie

- a. is worried about her husband's limp;
- b. is angry with the boys for hurting their father;
- c. is concerned about the safety of her home;
- d. is teasing her husband.

25. According to part F, the writer is not going to help his sons with their homework because

- a. he thinks they don't need it;
- b. he wants to teach them a lesson;
- c. he is afraid they might become too dependent;
- d. he finds it too hard.



**Task 3:** In your opinion, are Sammy and Roy stupid? Is their father a good educator? Discuss.

**Task 4:** Imagine the following situations and act out the dialogues:

- a. Father and Mother are arguing about how much they should help their children with their homework.
- b. Two teenagers are discussing about their parents: one is complaining that his parents don't help him at all, the other says they interfere too much with his work.
- c. Dialogue mother-teacher: Mother is upset because she thinks her son/daughter deserves higher grades; the teacher insists that her son/daughter should work harder.
- d. Two teachers are discussing about their students. One of them is complaining that his students are stupid and indifferent, the other one tries to suggest it may be his fault because the students' attitude usually depends on how well the teacher manages his class and on the quality of his teaching.

### **Activity III:**

**Task 1.** Write a newspaper article based on the information below. Give it an appropriate title (400 words).

#### **Group I**

- Thousands of youths in Britain – live on the streets – run away from: rich or poor families – pleasant suburban dwellings with swimming-pools – rundown tenement houses with rats
- Runaway children: people think of Huckleberry Finn – a basically nice good-natured boy skipping lessons, rafting down the river, looking for adventure.
- However, today's runaways don't leave home in some romantic search for fun and excitement.
- Don't forget: Huck's father – a chronic alcoholic – nearly beat him to death every chance he got.

- Many teens – similar reasons.
- refugees from massive physical abuse and violence – frustrated and aggressive parents
- victims of financial difficulties at home – long-term unemployment – unbearable atmosphere
- "throwaways": rejected by their parents who – chased out because they never really wanted them.
- away from home – conditions hardly better – just exchange one set of difficulties for another (even worse)
- abandoned and abused – an easy prey to criminal elements – often pretend to care for them – turn them into drug addicts
- those who escape this fate – sooner or later turn to begging and shoplifting simply to survive.
- their parents – blame factors that come from outside the family.
- some accuse the general affluence and consumer mentality in our society – create expectations poorer families cannot satisfy.
- well-to-do families – blame stress or competition at their jobs – prevent them from making their children feel at home – despite all the wealth and comfort
- parents who see the fault in the school system – allow young people too much freedom – fails to teach them values.
- immediate efforts are called for;
- however – a ray of hope – private organisations in Britain ("Childcare" or "The Children's Society")
- have already succeeded in getting some runaways off the street
- by providing shelter and giving them the advice and support
- society will have to wake up – children should be given love and affection – necessary to grow up as happy and useful citizens.

## **Group II**

- a generation of American children – increasingly at risk to cocaine addiction
- failure of the government to stop smuggling from Central and South America; cocaine – reaches consumers of all ages/drug counselor says: cocaine use in the USA – "younger and younger and more and more."

- an annual survey by the University of Michigan: the percentage of high school seniors who have ever tried cocaine – doubled in the past decade.
- majority of Americans – unaware of these facts; they think they know all about cocaine: i.e. very expensive/widely used as a recreational drug/only mildly addictive
- truth: cocaine abuse is the fastest – growing drug problem in America
- coke – widely available at low prices, well within the financial reach of the young and poor
- moreover: sold and used in an especially destructive new form; many names, usually called "crack".
- smoked not snorted; its effect is far more intense – quicker, more euphorical
- leading to instantaneous addiction; transforms occasional user into addictive one – will support his habit by theft, prostitution or dealing
- conversion of cocaine into crack – not complicated (most dealers can do it); a drug dealer's dream.
- May be the plague of Europe's future:
  - use in Europe – at the take-off stage (like USA five or ten years ago).
  - Rome or Madrid – the drug of choice in many of the discos and cafes frequented by the young.
  - dramatically rising production in South America – prices went down – new markets necessary.
  - logical place: Western Europe.
  - society's attempts to make the young turn away from drugs – mostly ineffectual.
  - still widespread disagreement about the root causes of drug abuse
  - little consensus on the best tactics for prevention.
  - experts say: drug use will persist among young Americans as long as adult America quietly accepts drugs in any forms (cocaine included).
  - drug prevention programs in schools – failed – kids have learned to ignore warnings and prevention tactics.
  - this attitude – as dangerous as the drug itself.

**Task 2.** Read out loud the articles.

**Task 3.** Class discussion on the dangers of the modern world.

## Activity IV

**Task 1.** List six pieces of advice that you would give parents to make their children strong.

**Task 2.** Read the following text.

### Six Gifts to Make Your Children Strong

The other day my daughter Elizabeth left two of her youngsters with me for the morning. Watching my two small granddaughters run happily through our old farmhouse, I found myself comparing the predictable world of my own childhood with their uncertain, crisis-haunted future. Suppose, I said to myself, that I was a young mother again, what qualities of heart and mind and spirit would I concentrate on? Gradually, some answers took shape in my mind.

**Self-confidence.** Only those who believe in themselves and in their capacity to meet challenges will be the crisis-copers of the future. It may be difficult for a father who was a crack athlete to understand a son who would rather play chess than football. But chess, not football, is what such a boy needs, if confidence is to grow in him. If he does that one thing well, he will come to believe that he can do other things well and he will become a problem-solver.

**Enthusiasm.** It was Emerson who said that nothing great was ever achieved without enthusiasm. With children it's not so much a matter of implanting this quality - most of them are born with it - as of protecting it. This isn't easy, because enthusiasm is fragile, easily damaged by scorn, ridicule or repeated failure. Sometimes a small child's enthusiasms may seem amusing to grown-ups. But laughter dampens enthusiasm. You must be careful not to laugh; that *can-do* attitude is very important.

**Compassion.** Most children are exquisitely sensitive to pain or suffering in other living creatures. Every parent who has had to console a child desolated by the death of a frog or a cat knows this. This sensitivity can be preserved or it can

be blunted. If the climate of the home is one of sympathy and concern for others, then that capacity is strengthened.

**Respect.** Respect conditions a person's whole approach to life: the conviction that certain values are worthy of esteem and need to be preserved. Many of our troubles may be ascribed to a lack of respect. What is crime but lack of respect for law? What is pollution but lack of respect for the rights of others? What is inferior workmanship but lack of respect for quality? What is slanted news reporting but lack of respect for truth?

**Adaptability.** The ability to cope with change is a crucial requirement in the years ahead. Those who cling rigidly to the status quo are the ones most likely to be victims of future shock. Parents must encourage their children's warm-heartedness, curiosity or humor by demonstrating it themselves. A famous psychiatrist once told me that he had never been called on to treat anyone who had the gift of self-directed humor.

**Hope.** It's the bravest quality of all, this ability to look past dark times to brighter ones, to believe that questions do have answers, that challenges can be met, that problems will be solved. To bring up hopeful children, a parent needs to be hopeful himself. Pessimism, fear and gloom are highly contagious. But if the child is taught that when there's failure there's always a next time, that when hard times come they can build character and endurance, this attitude will make uncertainties seem less frightening and crises less critical.

(Abridged, *The Saturday Evening Post*)

**Task 2.** Continue the sentences, according to the above text:

1. The future of our children can be characterized as .....
2. Parents must try implant in their children .....
3. Self confidence means that a person believes in himself and in his .....
4. Only a person endowed with self-confidence can become a.....
5. According to Emerson .....

- .....
6. Compassion is .....
  7. Crime, pollution inferior workmanship, slanted news reporting are some forms of .....
  8. Adaptability, that is ....., characterizes persons endowed with .....
  9. Hope helps a person to .....
  10. Hard times can .....

**Task 3:**

Class discussion on education.

**Task 4:**

Write a fairy-tale entitled 'The Magic Six Gifts'.

## Unit 11

# *Life and Death*

### Activity I

**Task 1.** Explain the meaning of the proverb *No news good news*. Class discussion.

**Task 2.** Imagine the situations:

1. You have spots all over your face and can't go to a party you have been very much looking forward to.
2. You were supposed to go on a trip with several friends (including the boy/girl you have been long trying to talk to) but you have caught the flu. Now you must stay at home.
3. You worked hard for an exam but the teacher flunked you. You think he was unfair to you.
4. You applied for a job but somebody else, whom you consider much less qualified than you, got it.

**Work in pairs.** Choose one of the situations above. Your deskmate asks you what's new and, very angrily, you tell him/her what's happened to you and rhetorically ask, *Why does it always have to happen to me?* Act out the conversation.

**Task 3.** Imagine the situations:

1. You have had a very bad toothache, but now it doesn't hurt you any more. You feel happy.
2. You have been extremely ill and now you are well again. You are happy to be out of the house again.
3. A person very close to you has had a bad accident and you thought he would never completely recover. You are happy to see him up and around again.

**Work in pairs.** Choose one of the above situations. Your deskmate asks you what's new and you are happy to say that things are back to normal. You wish you

could have appreciated your 'normal' situation before. Now you know better. Act out the conversation.

**Task 4.** Read the following text silently and write down the missing words.

### **The Old Man at the Bridge**

After Ernest Hemingway (abridged)

An old man with steel-rimmed spectacles and very dusty clothes sat by the side of the road. There was a bridge ..1.. the river and carts, trucks and men, women and children were crossing it. But the old man sat there without moving. He was too tired to go any ..2.. .

"Where do you ..3.. from?" I asked him.

"From San Carlos," he said and smiled. "I was ..4.. care of the animals," he explained.

"Oh," I said not quite understanding.

"Yes," he said, "I stayed, you see, taking care of the animals. I was the last ..5.. to leave the town of San-Carlos. I had to ..6.. them."

"What animals were they?" I asked.

"There were two goats and a cat and four pairs of pigeons."

"And you had to leave them?" I asked.

"Yes. Because of the artillery. The captain told me to go."

"And you have no family?" I asked watching the far ..7.. of the bridge.

"No," he said, "only the animals I stated. I am seventy-six years old. I have come twelve kilometers now and I think I can go no further."

"This is not a good place to stop," I said.

"I will wait a little ..8..," he said, "and then I will go." He looked at me very blankly and tiredly, then said, having to ..9.. this worry with someone. "The cat will be all right. I am sure. But the others. Now what do you think about the others? What will they do ..10.. the artillery?"

"Did you leave the dove ..11.. unlocked?" I asked.



"Yes."

"Then they'll fly."

"But the others. It's ..12.. not to think about the others," he said.

"If you are rested, I would go," I urged. "Get up and try to walk now."

"Thank you," he said and got to his feet, ..13.. from side to side and then sat down backwards in the dust. "I was taking care of the animals," he said dully, but no longer to me. "I was only taking care of the animals."

There was nothing to do ..14.. him. It was Sunday and the Fascists were advancing toward the Ebro. It was a grey overcast day with a low ceiling, so their planes were not up. That and the fact that cats know how to look ..15.. themselves was all the good luck that old man would ever have.

**Task 4.** Read the text out loud. Discuss your choice of words.

**Task 5.** Class conversation on the idea of war and its innocent victims.

## Activity II

**Task 1.** Read the following short story.

### Indian Camp

After Ernest Hemingway (abridged)

**A.** The two boats started off in the dark. The Indians rowed. With quick choppy strokes. Nick lay back with his father's arm around him. It was cold on the water.

"Where are we going, Dad?" Nick asked.

"Over to the Indian camp. There is an Indian lady very sick."

Across the bay they found the other boat beached. The young Indian pulled the boat way up on the beach. They walked up from the beach through a meadow, following the young Indian who carried a lantern. Then they went into the woods

and followed a trail that led to the logging road that ran back into the hills. The young Indian stopped and blew out his lantern and they all walked on along the road.

**B.** In the shanty nearest the road there was a light in the window. An old woman stood in the doorway holding a lamp. Inside on a wooden bunk lay a young Indian woman. She had been trying to have her baby for two days. All the old women in the camp had been helping her. The men had moved off up the road to sit in the dark and smoke out of the range of the noise she made. She screamed just as Nick and the two Indians followed his father and Uncle George into the shanty. She lay in the lower bunk, very big under a quilt. Her head was turned to one side. In the upper bunk was her husband. He had cut his foot very badly with an ax three days before. He was smoking a pipe. The room smelled very bad.

**C.** Nick's father ordered some water to be put on the stove, and while it was heating he spoke to Nick.

"This lady is going to have a baby, Nick," he said. "What she is going through is called being in labour. The baby wants to be born and she wants it to be born. All her muscles are trying to get the baby born. That is what is happening when she screams."

Just then the woman cried out.

"Oh, Daddy, can't you give her something to make her stop screaming?" asked Nick.

"No, I haven't any anaesthetic," his father said. "But her screams are not important."

The husband in the upper bunk rolled over against the wall.

**D.** The woman in the kitchen motioned to the doctor that the water was hot. Nick's father went into the kitchen and poured about half of the water out of the big kettle into a basin. Into the water left in the kettle he put several things he unwrapped from a handkerchief.

"Those must boil," he said, and began to scrub his hands in the basin of hot water with a cake of soap he had brought from the camp. Nick watched his father's hands scrubbing each other with the soap. While his father washed his hands very carefully and thoroughly, he talked. "You see, Nick, babies are supposed to be born head first but sometimes they're not. When they're not they make a lot of trouble for everybody. Maybe I'll have to operate on this lady. We'll know it in a little while." When he was satisfied with his hands he went in and went to work. "Pull back that quilt, will you, George?" he said. "I'd rather not touch it."

**E.** Later, when he started to operate, Uncle George and three Indian men held the woman still. She bit Uncle George on the arm and Uncle George said, "Damn squaw bitch!" and the young Indian who had rowed Uncle George over laughed at him. Nick held the basin for his father. It all took a long time.

His father picked the baby up and slapped it to make it breathe and handed it to the old woman. "See, it's a boy, Nick," he said. "How do you like being an interne?"

Nick said, "All right." He was looking away so as not to see what his father was doing.

"Now " his father said, "there's some stitches to put in. You can watch this or not, Nick, just as you like. I'm going to sew up the incision I made." Nick did not watch. His curiosity had been gone for a long time.

**F.** His father finished and stood up. Uncle George and the three Indian men stood up. Nick put the basin out in the kitchen. Uncle George looked at his arm. The young Indian smiled.

"I'll put some peroxide on that, George," the doctor said. He bent over the Indian woman. She was quiet now and her eyes were closed. She looked very pale. She did not know what had become of the baby or anything.

"I'll be back in the morning," the doctor said. "The nurse should be here by noon and she'll bring everything we need." He was feeling exalted and talkative as football players are in the dressing room after a game. "That's one for the medical journal, George," he said. "Doing a Caesarian with a jack-knife and sewing it up with nine-foot, tapered gut leaders."

Uncle George was looking at his arm. "Oh, you're a great man, all right," he said.

**G.** "Ought to have a look at the proud father. They're usually the worst sufferers in these little affairs," the doctor said. "Must say he took it all pretty quietly."

He pulled back the blanket from the Indian's head. His hand came away wet. He mounted on the edge of the lower bunk with the lamp in one hand and looked in. The Indian lay with his face toward the wall. His throat had been cut from ear to ear. The blood had flown down into a pool. His head rested on his left arm. The razor lay, edge up, in the blankets.

"Take Nick out of the shanty, George," the doctor said.

There was no need of that. Nick, standing in the door of the kitchen, had a good view of the upper bunk when his father, the lamp in one hand, tipped the Indian's head back.

**H.** It was just beginning to be daylight when they walked back toward the lake.

"I'm terribly sorry I brought you along, Nickie," said his father, all his post-operative exhilaration gone. "It was an awful mess to put you through."

"Do ladies always have such a hard time having babies?" Nick asked.

"No, that was very, very exceptional."

"Why did he kill himself, Daddy?"

"I don't know, Nick. He couldn't stand things, I guess."

"Do many men kill themselves, Daddy?"

"Not very many, Nick."

"Do many women?"

"Hardly ever."

"Daddy? Is dying hard, Daddy?"

"No, think it's pretty easy, Nick. It all depends."

They were seated in the boat, Nick in the stern, his father rowing. The sun was coming up over the hills. Nick trailed his hand in the water. It felt warm in the sharp chill of the morning. In the early morning on the lake, sitting in the stern of the boat with his father rowing, he felt quite sure would never die.

**Task 2.** Solve the following question file.

### Question File

1. Choose the correct variant: It was a warm/ cold day/ night. Nick and his father were driving/ rowing towards an Indian village/ the city where a sick man/ woman needed help. They were alone/ accompanied by several men/ women.
2. According to part A, Nick's father was a
  - a. doctor;
  - b. teacher;
  - c. lawyer;
  - d. priest;
3. What word in part A means "small gulf"?
4. What word in part B means "small, crudely-built hut"?
5. Continue the sentence (part B): Nick's father had been called to the Indian village because .....

6. The word “bunk” in part B means:

- a. place where money is kept;
- b. river side;
- c. kind of bed;
- d. joke.

7. Fill in the blanks (one or more words for each gap):

All the old women in the village were ..... while the men were .....  
..... The young woman’s husband was .....  
..... because .....

8. Choose the correct variant:

Nicks father brought his son along because he wanted to teach him medicine/show him what life was like. Nick was highly interested in/deeply impressed by what he saw.

9. Continue the sentence (part C):

The young woman’s husband in the upper bunk rolled over against the wall because .....

10. What did the doctor unwrap from a handkerchief?

11. What word in part D means “washing thoroughly”?

12. According to part D the young woman was having such a hard time because

- a. she was too young to have a baby;
- b. it was her first baby;
- c. babies are supposed to be born head first;
- d. the baby was not well positioned;

13. According to part E four men had to hold the woman still because

- a. she didn’t want to undergo surgery;
- b. she didn’t want men around her;
- c. she was in terrible pain;
- d. she was angry.

14 What word in part E means “north American married woman”?

15. According to part E,

- a. the surgery was successful;
- b. both the woman and the baby died;
- c. the woman was fine but the baby died;

- d. the baby was fine but the woman died.
16. What phrase in part F means “close up the wound”?
17. According to part E, Nick
- a. greatly enjoyed the experience;
  - b. was too impressed to enjoy the experience
  - c. hated the sight of blood;
  - d. was too young to enjoy the experience.
18. Why was the doctor “feeling exalted and talkative as football players are in the dressing room after a game”?
- Why does he say, "That's one for the medical journal"?
19. What does the doctor mean when he says that fathers are “usually the worst sufferers in these little affairs”?
20. When the doctor looked at the father he saw that the latter
- a. was sleeping quietly;
  - b. had killed himself;
  - c. had been killed;
  - d. was not there.
21. Continue the sentence,
- The doctor asked that his son should be taken away at once because .....
- .....
22. Rephrase the sentences (part H) using your own words:
- I'm terribly sorry I brought you along ... It was an awful mess to put you through.*
23. According to Nick’s father, the young Indian woman’s husband killed himself because .....
24. Is dying easy, according to Nick’s father? What do you think?
25. How did Nick feel about his father after this tragic experience?

## Activity III

**Task 1.** Read the following text.

### Waiting for the Big One

**A.** On the afternoon of Tuesday, October 17, 1989, the city of San Francisco was preparing for another game of baseball World Series between the hometown Giants and the Oakland Athletics. There was a festive atmosphere to San Francisco that day – people were leaving work early to go to the game, or gathering in bars and restaurants to watch it on TV. It was a long time since the Giants had played for the championship and everyone wanted to join in the celebration.

**B.** Then, at 5:04 p.m., about 20 minutes before the start of the game, the earth began to move. At first it seemed like just another minor earthquake, the sort of thing to which Californians have long been accustomed. But this one kept on getting bigger, building in intensity and power – for 15 agonizing seconds. When it was finished, a 40-foot section of the San Francisco – Oakland Bay Bridge had collapsed, as well as many buildings. Further south, in Santa Cruz and Watsonville (the epicenter of the quake), houses had been wrenched off their foundations and streets ripped apart by the massive tremor. All across Northern California, electric and phone services were out and flammable gas escaped from broken pipes. Suddenly, for the 65,000 people at the Candlestick Stadium – as well as those watching from around the country, and the world – the World Series was forgotten. For the second time in 83 years, San Francisco had been hit by the Big One.

**C.** Two years later San Francisco lives on, seemingly undisturbed by the devastation of the past. Or the possibility of more to come in the future. For as powerful as the October '89 quake was (at 7.1 on the Richter Scale it was bigger than the killer quakes that leveled much of Armenia in 1988), it was at most a warning. And although San Francisco was pretty lucky this time – with only 68 deaths as a result of the catastrophe and relatively light damage to property – one day they may not be so fortunate.

"The scientific community agrees that an earthquake bigger than the one that hit San Francisco will strike California sometime within the next ten or twenty years," declares Jack Pike, Disaster Director for the Santa Monica office of the American Red Cross. "It is going to happen." As way of a warning, a big quake hit Southern California and the town of Pasadena just last June. Structural damage was extensive and one person died.

**D.** So what are Californians doing to prepare themselves, both physically and psychologically, for the calamity that awaits them? "Not enough," says Pike, who

says that the public is generally unconcerned about the threat of a major disaster. "For about a month after a sizeable quake," he points out, "the Red Cross receives a lot of phone calls from individuals who want to know how to get ready for the future. Then, people forget and the calls trail off, until the next time. Psychologists call this phenomenon 'denial', a way of avoiding the anxiety produced by the threat of an earthquake or any other natural disaster. While denial can be dangerous, in small doses it may be a good thing. As Dr. Robert Scott, a clinical psychologist and Chairman of the Los Angeles County Psychological Association's Disaster Response Team, points out, "Although people in California have chosen to live in a place where there's a certain amount of danger, they can't dwell on it all the time or they would be unable to function. Their position has to be: 'I'll do what I can to protect myself, then go on and make the best of life.'"

The problem, however, is that not enough people are actually doing what they can to protect themselves. In fact, most are doing nothing at all – even the simplest things, like storing fresh water and canned foods. Despite safety drills at school, the Red Cross fears that if Los Angeles were hit by a major quake tomorrow, the majority of the city's three million residents would not know how to respond.

**E.** The psychological preparations for a quake can be just as important. "There's a myth of personal invulnerability that we all have about ourselves", says Dr. Scott, "an idea that 'This can't happen to me', which is what keeps us from planning for a quake in the first place. In many cases, people who experience a large tremor go through Post-Traumatic Stress Syndrome, better known to war veterans as 'shell-shock'. Symptoms include irritability, sleeplessness, headaches and 'startle reactions' to sudden movements or loud noises. For Steven Kane, a writer living in Los Angeles, the stress took an even more bizarre form when a 6.0 temblor shook Southern California in October 1987 – as soon as things had settled down, he rushed out and bought a stereo system that he'd had his eye on for a long time. "I never really understood the concept of fear until the ground moved beneath me," Kane says. "When it was over, I decided that I might as well enjoy myself now, because I know what the future will bring."

**F.** So what's the bottom line? "If you're prepared," says Dr. Pike, "you have a very good chance of surviving a major shaker. But because most of the death and damage occur afterwards, if you get caught without supplies, you could be in real trouble." That could mean real trouble for a lot of Californians, if they continue to pretend the threat does not exist. "After all," laughs Daniel Wheeler, a Los-Angeles-based sculptor and artist, "out here we deal with earthquakes the same way we deal with everything. We ignore them."

*(Speak Up, October 1991)*



**Task 2.** Solve the following question file.

### Question File

1. According to part A, there was a festive atmosphere in San Francisco on the afternoon of October 17<sup>th</sup>, 1989, because:
  - a. people were leaving work early;
  - b. it was the baseball World Series;
  - c. the hometown Giants were playing again for the championship after a long absence;
  - d. the people of San Francisco love baseball.
2. The word "hometown" in part A means:
  - a. coming from;
  - b. living in;
  - c. born in;
  - d. local team.
3. What word in part B means (to be) "used to"?
4. Fill in the blanks (one or more words for each gap):

Feeling the earth ..... is nothing new for Californians, but the ..... which hit them on the afternoon of Oct. 17<sup>th</sup>, 1989 was ..... and it went on for .....
5. Describe the consequences of this earthquake.
6. What word in part B means "fell to pieces"?
7. To Californians 'the Big One' is .....  
In this century it hit their state ..... times.
8. Rephrase the sentence (part C),

"For as powerful as the October '89 quake was ..., it was at most a warning."  
Use your own words.
9. Rephrase the sentence (part C) using your own words:

...the killer quakes that leveled much of Armenia in 1988.
10. According to the text the earthquake of October '89, caused the death of ..... people.
  - a. 40 people;
  - b. 65,000 people;
  - c. 83 people;
  - d. 68 people.
11. Continue the sentence:

- According to part C, scientists expect .....
12. According to part C, the Pasadena earthquake of 1990 was
    - a. not so powerful as the San Francisco earthquake and did not cause much damage;
    - b. more powerful than the San Francisco earthquake and caused more damage and death;
    - c. very powerful, but it hit a less populated zone and caused less damage and death;
    - e. very powerful, and it caused much damage but few casualties.
  13. According to part D, Californians are doing ..... to prepare themselves for another earthquake.
 

a. not enough;	b. nothing;
c. safety drills;	d. everything they can.
  14. What phrase in part D means “slow down then stop altogether”?
  15. According to part D, Californians must prepare themselves for the calamity that awaits them both .....
  16. What is the “denial phenomenon”? Use your own words.
  17. What word in part D means “reaction”?
  18. According to Jack Pike, denial is .....
 

a. dangerous;	b. a good thing;
c. both dangerous and good;	d. natural;
  19. According to part D, people living in a danger zone should .....
 

a. ignore the danger	b. live their lives normally;
c. be ready in case of danger;	d. both b and c.
  20. Fill in the blanks (one or more words for each gap):
 

Despite the danger most Californians .....

and if Los Angeles were hit by a big earthquake .....

.....
  21. What is the “myth of personal invulnerability”?
  22. What is the “shell-shock”? What is its scientific name?
  23. Continue the sentence (part F):

Stephen Kane rushed out and bought a stereo system shortly after an earthquake because .....

24. According to part G, most of the death and damage occur during/after an earthquake. That is why people living in danger zones should always have .....

25. Is Arad a danger zone? What calamities can hit us?

**Task 3.** How do people behave after surviving a tragedy? Class conversation on the ideas of life and death.

## Activity IV

**Task 1.** Write an article based on the information below and give your article a title. You may want to know that the facts presented below are true.

- Christmas Eve 1971 – Juliana Koepke – German – 17-year-old – and her mother
- left Lima (Peru) – by air – towards Pucallpa (Peru) – to spend Christmas with father
- forty-five minutes later – the plane broke up in a storm
- Juliana fell 3,000 meters – strapped in her seat
- not killed – perhaps because trees broke her fall – but lay all night unconscious
- next morning – looked for pieces of the plane – called for her mother
- nobody answered – found nothing to eat except a small plastic bag of sweets
- her collar bone was broken – knee was badly hurt – had deep cuts on arms and legs
- had no shoes – her glasses were broken – could not see snakes or spiders
- was wearing only a very short dress – badly torn
- but: decided to try to get out of the jungle – knew that if she stayed there she would die.
- started to walk – did not find anything to eat – got weaker and weaker
- was also in bad trouble from insect bites
- heard helicopters – but could not see them above the trees – they could not see her
- one day – found three seats – with dead bodies – did not recognize the people
- after four days – came to a river – saw caimans and piranhas – but knew they do not usually attack people
- walked and swam down the river for another five days

- got to a hut – nobody there – but the next afternoon, four men arrived – took her to a doctor in the next village
- Juliana learnt – at least three other people not killed in the crash – but she was the only one who got out of the jungle
- took her ten days

**Task 2.** Class conversation. Talk about dangers you might encounter and how you should behave.

**Task 3.** Read the text, then write down your answer.

## Activity V

**Task.** Read the following text and discuss:

### Thanksgiving

Americans celebrate Thanksgiving on the fourth Thursday of each November. On this occasion the whole family gathers round the table and each member of the family gives thanks for what he or she deems important.

The custom goes back to the Pilgrims, a group of English settlers, who arrived at Plymouth, Massachusetts, in 1620, on board of the ship called the Mayflower. Their first winter was difficult, and many of them died. But the following year the corn harvest was good, so they invited their Indian neighbors to their celebration and shared their crops with them and they all gave thanks. That was the first Thanksgiving.

Here are some examples of giving thanks:

*I give thanks for being here with my family and for being so well.*

*I'd like to give thanks for a healthy year, a good job ...*

*I'd like to thank my .... teacher for giving me a passing grade.*

*I'd like to thank my ... for being so patient...*

What would you give thanks for?

## Unit 12

# *A More Tolerant World*

### Activity I

**Task 1.** Explain the meaning of the word *tolerance* and discuss the idea of a more tolerant world.

**Task 2.** The following text contains a passage adapted after James Baldwin's 'Notes of a Native Son', and an article entitled 'Canada Outlaws Discrimination Based on Sexual Orientation' (July 96) reproduced from Encarta '96.

Read the text silently and sort it out as fast as you can.

**A.** From all available evidence no black man had ever set foot in this tiny Swiss village before I came. Everyone in the village knows my name, though they scarcely ever use it, knows that I come from America - though, this, apparently, they will never really believe: black men come from Africa - and everyone knows that I am the friend of the son of a woman who was born here, and that I am staying in their chalet. But I remain as much a stranger today as I was the first day I arrived, and the children shout Neger! Neger! as I walk along the streets.

**B.** Canada's federal government recently amended its human rights law to prohibit discrimination based on sexual orientation. Close on the heels of the amendment's passage came the determination by a Canadian human rights tribunal that same-sex partners of federal employees should receive the same medical and dental benefits as a spouse.

**C.** Justice Minister Allan Rock led the effort to secure the passage of the anti-discrimination bill, known as C-33. The law amends the Canadian Human Rights Act, which covers branches of the federal government, Canadian airlines, banks, and federally regulated businesses such as railways, communications firms, and

mining companies. The act was established in the 1970s. The bill passed the House of Commons, on May 9, 1996, by a vote of 174 to 24.

**D.** It must be admitted that in the beginning I was far too shocked to have any real reaction. In so far as I reacted at all, I reacted by trying to be pleasant - it is a great part of the American Negro's education (long before he goes to school) that he must make people 'like' him. This smile-and-the-world-will-smile-with-you routine worked about as well in this situation as it had in the situation for which it was designed - it did not work at all. My smile was simply another unheard-of phenomenon which allowed them to see my teeth - they did not, really, see my smile, and I began to think that, should I take to snarling, no one would notice any difference. All of the physical characteristics of the Negro which had caused me, in America, a very different and almost forgotten pain, were nothing less than miraculous - or infernal - in the eyes of the village people. Some thought my hair was the color of tar, that it had the texture of wire, or the texture of cotton. It was jocularly suggested that I might let it all grow long and make myself a winter coat. If I sat in the sun for more than five minutes some daring creature was certain to come along and gingerly put his fingers on my hair, as though he were afraid of an electric shock, or put his hand on my hand, astonished that the color did not rub off. In all of this, in which it must be conceded there was the charm of genuine wonder and in which there was certainly no element of intentional unkindness, there was yet no suggestion that I was human: I was simply a living wonder.

**E.** The stated purpose of the Canadian Human Rights Act has been "to give effect, ... to the principle that every individual should have an equal opportunity with other individuals to make for himself or herself the life that he or she is able and wishes to have, consistent with his or her duties and obligations as a member of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability or conviction for an offence for which a pardon has been granted."

**F.** I knew that they did not mean to be unkind, and I know it now; it is necessary, nevertheless, for me to repeat this to myself each time that I walk out of the chalet. The children who shout *Neger!* have no way of knowing the echoes this sound raises in me. They are brimming with good humor and the more daring swell with pride when I stop to speak with them. Just the same, there are days when I cannot pause and smile, when I have no heart to play with them; when, indeed, I mutter sourly to myself, exactly as I muttered on the streets of a city these children have never seen, when I was no bigger than these children are now, Your mother was a nigger. Joyce is right about history being a nightmare -

but it may be the nightmare from which no one can awaken. People are trapped in history, and history is trapped in them.

**G.** The legislation added “sexual orientation” to the list of characteristics against which discrimination is forbidden. Seven of Canada’s ten provinces already have laws prohibiting discrimination based on sexual orientation. Other countries that have specifically outlawed discrimination against homosexuals and bisexuals include the Netherlands, Norway, Sweden, South Africa, Australia, and New Zealand.

### **Task 3.**

- a. Read out loud James Baldwin’s *Notes of a Native Son*.
- b. Discuss the idea of being different. Think of: his initial shock (why?), the “smile-and-the-world-will-smile-with-you routine” and its efficiency, the writer’s bitterness, what he means by being “trapped in history, ...”, the other people’s attitude.
- c. Name other cases of “being different” (physically handicapped, suffering from a great loss, ... ). How should we behave? What is the best attitude?

### **Task 4**

- a. Read out loud the article entitled *Canada Outlaws Discrimination ...* and answer the following questions:

What, in your opinion, is homosexuality? A whim, a disease, a crime, ... ?

Have you ever been sexually attracted to another person?

Can you imagine being sexually attracted to person of the same sex?

Does, in your opinion, a person have the **right** to be gay?

- b. How would you react if you found out that a close friend of yours is gay?

How would you react if you were subject to homosexual assault?

## Activity II:

**Task 1.** Define 'tolerance' and 'democracy'.

**Task 2.** Read the following text and extract the main idea.

### New New York

**A.** On the corner of West 57<sup>th</sup> Street and Eighth Avenue in New York, right outside NEWSWEEK's offices, are two newsstands. As I was told that a new batch of Russian-language newspapers were on sale at one of them, I went downstairs to check. In fact there were newspapers and periodicals from the following countries: Britain Greece, Ireland, Israel, Italy, Poland, Spain and Russia – there were no fewer than five different publications in Russian. Both newsstands, for the record, are run by Pakistanis.

**B.** Welcome to the new New York. A fascinating report issued by the city's department of planning last week shows the full scale of the transformation of the city. In 1970, 18 percent of New York's population was foreign-born. By 1995, the figure had risen to 33 percent, and an additional 20 percent of the population were the U.S born offspring of immigrants. So immigrants and their children now form a majority of New York's population.

**C.** Who are these new New Yorkers? Why do they come here? Where are they from? (OK, time to drop the "they" – I'm one of them.) The last question at least, is easy to answer: we come from everywhere. In the list of the top 20 source nations of those sending immigrants to New York between 1990 and 1994 are six countries in Asia, five in the Caribbean, four in Latin America, three in Europe, plus Israel and the former Soviet Union.

**D.** "New New York is the Mecca of the world," says Van Panourgias, who owns the Moon Rock diner (great pancakes) just down the street from us, and who arrived here from Greece in 1963. "And when we immigrants get here, we roll up our sleeves. If you're not ready to work when you get to New York, you better hit the road."

Arkady Goshchinsky, who owns The Bagel Baron on 57<sup>th</sup> Street (recommended: the whitefish spread and spa tuna), arrived here from the Ukrainian town of Kharkov in 1977. At home, he was an engineer; in New York, he became a baker. In the classic progression of an immigrant business, he opened a



store in Queens in 1982, the one by us in 1986 and a third on the East Side in 1991. His most recent hire arrived three months ago from St. Petersburg. For the first few weeks, says Goshchinsky, she had some trouble with English; now she's serving up as if to the manner born.

**E.** Rudolph Giuliani, the mayor of New York, knows our value. "Immigration," he said last week, "continues to shape the unique character and drive the economic engine of New York City... Immigration is crucial to maintaining New York City's position as the capital of the world and is essential to its continued success."

How many other public figures outside the United States, I wonder, would make such an unequivocal statement? In Europe, by contrast, it's much more common to hear politicians worry about the supposed loss of "cohesion" that immigration brings to their societies. ("Cohesion" is the word that polite politicians use: when you reach the likes of the National Front in France, what you hear about immigrants is naked racism.). In the quarter century since 1970 the United States admitted about 15 million legal immigrants, and has absorbed them into its social structures with an ease beyond the contemplation of any other nation on the planet. That, in my view, is the single most impressive feat of the American character in modern times. And since these immigrants are overwhelmingly aspirational and entrepreneurial, their absorption is a guarantee that America will continue to renew itself in the next century.

**F.** A global publication like NEWSWEEK INTERNATIONAL could be headquartered in any of the great cities: in London or Paris; in Hong Kong or Singapore. But we're happy to be where we are. True, we cringe at Mayor Giuliani's brag that New York is "the capital of the world." We prefer the words of Van Panourgias, who says, simply, "There's nowhere like New York. There's an aura about it." We agree, and can't think of a better place from which to bring you news from all over the planet. After all, if we want a lively discussion about what happened last week in Russia or Israel, or Korea, we know what to do. Step outside and ask someone.

(NEWSWEEK, January 1997)

**Task 2.** Develop the main idea and write a 50-word paragraph about it.

**Task 3.** Solve the following question file:

## Question File

1. According to part A, Newsweek's American offices are located .....  
.....
2. According to part A, in New York you can buy a great variety of .....  
published in .....
3. The phrase "no fewer than 5 publications (part A) means:
  - a. five;
  - b. less than five;
  - c. at least five;
  - d. approximately five;
4. According to part A, New York *has/ has not* changed a great deal since 1970.
5. Rephrase the sentence (part B):

*In 1970, 18% of New York's population was foreign-born.*
6. What word in part B means "children or grandchildren"?
7. According to part B, in 1995 55% of New York's population consisted of .....  
.....
8. When he says, "OK, time to drop the "they" – I'm one of them" (part C), the writer means that he is either that .....  
or that .....
9. According to part C, immigrants come to New York from .....  
.....
10. Explain the phrase "the top 20 source nations" (part C). Use your own words.
11. What word in part C means "previous"?
12. In part D, the Greek immigrant Van Panourgias calls New York "the mecca of the world" because .....
13. Fill in the blanks (part D):

The Moon Rock diner is a ..... where you can get  
.....
14. Rephrase (part D) using your own words:

*...when we immigrants get here, we roll up our sleeves. If you're not ready to work when you get to New York, you better hit the road.*
15. Fill in the blanks (one or more words for each gap):

Arkady Goshchinsky was an .....  
In New York he became .....

16. The phrase, “the classic progression of an immigrant business” (part D) means that many immigrants .....

17. The word “hire” (part D) means:

- a. rented object;
- b. rented place;
- c. person employed;
- d. discovery.

18. Continue the sentence (part E):

Unlike most politicians, Rudolph Giuliani, the mayor of New York, considers that immigration is essential if they want .....

19. Choose the right words:

According to part E, most politicians are *in favor of/hostile to* immigration. In Europe, many politicians worry that their nation will *preserve/lose* its cohesion as a result of massive *emigration/immigration* and some go so far as to advocate racist attitudes.

20. Rephrase Rudolph Giuliani’s words (part E):

*Immigration continues to shape the unique character and drive the economic engine of New York City.*

21. Explain the phrase (part E):

*... immigrants are overwhelmingly aspirational and entrepreneurial.*

22. Fill in the blanks (one or more words for each gap):

According to part E, since 1970 the USA has admitted .....  
and ..... them smoothly. Their absorption is a guarantee that America will continue .....itself.

23. What word in part F means “(have) its main offices in”?

24. The phrase “we cringe at Mayor Giuliani’s brag” (part F) means:

- a. consider them exaggerated;
- b. are hurt by;
- c. reject;
- d. enjoy;

25. According to part F, the writer considers that New York is the best place for *NEWSWEEK* to be headquartered in because .....

## Activity III

**Task 1.** Read the following text and extract three reasons why you would discuss about it in terms of tolerance.

### A Sign of the Times

**A.** Ireland's best-known married couple, Bidy and Miley Byrne, disagree about religion. Miley, the husband, a devout Roman Catholic, says prayer and divine intervention saved their critically ill daughter. Bidy, who rarely goes to church and scoffs at religion, says the credit should go to the doctor.

The parish priest in their rural town of Glenroe, Father Tim Devereaux, says that nobody is listening to his pastoral advice. So he retires early from the church and goes on a round-the-world cruise with Shirley Manning, a widow of Protestant and Jewish ancestry.

Stephen Brennan, a pensioner, is mugged by a gang of female thugs in a Dublin suburb, Liam Casey, a tall, handsome wheeler-dealer, seduces a young man and is seen preparing to kiss him on the mouth. Not far away, Nicola Brennan, abandoned by her husband, is seriously considering an illegal abortion. Lorraine Molloy becomes addicted to amphetamines while cramming for school exams, and Tony Kelly is stabbed to death by a man to whom he owes money.

**B.** They are television characters in Ireland's enormously popular soap operas "Glenroe" and "Fair City". Twenty years ago, or even 10, this relatively conservative, overwhelmingly Catholic country would never have stood for such things on government-supervised national television. But in recent years, the two 30-minute soaps, both jostling for top ratings in prime time, have taken up topics that were once rarely discussed: rising crime, drugs, unwed motherhood, rape, homosexuality and the declining authority of the Catholic Church.

**C.** While Ireland is in the midst of an economic upsurge, the soaps are depicting not only prosperity but also troubling aspects of Irish life. In particular, they focus on the problems of young adults in a country that has one of the worst rates of long-term unemployment in the European Union. Secondary schools here annually produce about 40,000 job seekers.

"The soaps reflect the liberalization of Irish society in the last 10 years," said Hugh Linehan, who covers television and movies for the IRISH TIMES. "Also the soaps are the only indigenous drama on Irish television, so they are forced to carry

an awful lot of stuff - but not too much. A soap can collapse from too much weight.”

**D.** Cliona Woodbyrne and her husband, John, a car electrician, regularly watch “Glenroe” with their three teenage children on Sunday evenings. “I think they have come a long way,” Mrs. Woodbyrne said, “They’re dealing with more serious issues, with something more relevant to our lives.” She said the episodes about how much money should be spent on a girl’s First Communion dress – a very heated issue here - had stimulated a general family discussion of religion, adding that she shared Bidy’s religious skepticism.

**E.** Niall Mathews, director of entertainment programs for national television, said “We don’t hang out a banner saying we are dealing with rape and murder as issues. One of our characters gets raped and the story is how it affects her family and the community.”

But the producers of “Fair City” and “Glenroe” acknowledged that their high ratings, averaging about one-quarter of the population, derive increasingly from the troublesome aspects of life in Ireland. John Lynch, executive producer of “Fair City” said that when the show started in 1989, there was conflict about what they were doing even among the actors, “Now,” he said, “even people in polite society admit they watch “Fair City”. Unfortunately, it’s becoming respectable to watch.”

**F.** But certain subjects are still delicate, Mr. Lynch said, adding that there were no plans to deal with AIDS, even though it is a big problem in Ireland as in the rest of Europe. Nor is the program likely to touch the reports of political corruption. “Politics doesn’t sell,” he said.

He added that although he received mail from “eccentric clergymen” about some programs, he had had no direct pressure from the church hierarchy - not even on subjects like abortion and homosexual relationships, which were discriminalized only five years ago.

“We have to reflect the changes in Irish society,” Tommy McArdle, producer of “Glenroe”, points out. “In Ireland today one person in a couple is always more religious than the other. So, soon there will be another row between Bidy and the new town priest.”

(Abridged, *SPEAK UP*, May 1997)

**Task 2.** Solve the following question file:

## Question File

1. According to part B, the people presented in part A .....
2. According to part A,
  - a. the Byrnes are deeply religious people;
  - b. Bidy Byrne thinks religion can solve things, while Miley trusts science;
  - c. Miley Byrne thinks that prayers can save people's lives, but Bidy doesn't;
  - d. Miley became religious after his daughter had fallen ill.
3. The word "scoffs" (part A) means:
  - a. admires;
  - b. mocks;
  - c. doesn't care;
  - d. scolds.
4. Father Tim Devereaux, the parish priest in the rural town of Glenroe, takes an early retirement from the church (part A)
  - a. because nobody is listening to his pastoral advice;
  - b. in order to go on a round-the-world cruise with Shirley Manning;
  - c. because he, a Catholic priest, is involved with a widow of Protestant and Jewish ancestry;
  - d. because his faith is not very strong.
5. What word in part A means "robbers who brutally attacks his victim"?
6. According to part A, Liam Casey, the handsome young man, is a .....
7. Rephrase the sentence without changing its meaning:

*Lorraine Molloy becomes addicted to amphetamines while cramming for school exams.*
8. According to part B, Ireland is a ..... country and ten years ago television wouldn't have presented such problems as ..... But "Glenroe" and "Fair City", two ..... enormously popular ....., have taken up ..... that were once rarely discussed.
9. The phrase "both jostling for top ratings in prime time" means:
  - a. both are fighting for greater audience and played at hours of high attendance;

- b. both are very good films and they are often replayed;
- c. both have received high awards several times;
- d. both made a lot of money every time they were played.

10. What phrase in part B means “not married”?

11. According to part C,

- a. although Ireland is prospering economically, the soaps present only the negative aspects;
- b. Ireland is prospering economically, but the soaps also present the negative aspects;
- c. Ireland is not prospering economically because there is so much unemployment;
- d. Ireland is prospering economically, but the soaps are more interested in the European Union.

12. Rephrase the sentences (part C):

*The soaps reflect the liberalization of Irish society in the last 10 years..... .  
The soaps are the only indigenous drama on Irish television, so they are forced to carry an awful lot of stuff.*

13. Which phrase in part D means “have evolved”?

14. According to Cliona Woodbyrne (part D) watching soaps with your family is often followed by .....

15. According to Niall Mathews (part E), producers of soaps *deal/ don't deal* intentionally with rape and murder issues; *they also show/ they focus on* how these tragedies affect the lives of the victims' families.

16. What word in part E means “admitted the truth of”?

17. Rephrase:

*... their high ratings, averaging about one-quarter of the population, derive increasingly from the troublesome aspects of life in Ireland.*

18. According to John Lynch (part E), when they started shooting “Fair City”

- a. there was a conflict among actors concerning the distribution;
- b. the actors were shocked by certain subjects presented in the film;
- c. the actors were pleased that the soap presented serious issues;
- d. some actors were against including certain aspects in the film, other were in favour.

19. The sentences "Now even people in polite society admit they watch *Fair City*. Unfortunately, it's becoming respectable to watch." (part E) mean:

- a. Unfortunately now even people belonging to polite society watch 'Fair City'. They shouldn't.
- b. Unfortunately now even people belonging to polite society accept the negative issues presented in 'Fair City'. They shouldn't.
- c. Unfortunately now even people belonging to polite society consider the negative issues presented in 'Fair City' are normal. They are not.
- d. Unfortunately these problems are so widespread that even people belonging to polite society acknowledge and accept them.

20. Fill in the blanks (part F):

According to John Lynch, certain subjects such as .....  
..... are still 'delicate', that is, people .....

21. According to John Lynch (part F), their soaps are not going to deal with AIDS

- a. although it is a serious problem in Ireland;
- b. because it is not a big problem in Ireland;
- c. because of priests who oppose it;
- d. because of the people's religious feelings.

22. Explain the sentence, "Politics doesn't sell" (part F). Use your own words.

23. According to part F, the church *often interferes/does not interfere* with their programmes, *because/although* the subjects presented are *generally accepted/delicate*.

24. What word in part F means "argument, dispute"?

25. According to Tommy Mc Ardle (part F), they intend to introduce in their film a new conflict between their protagonist, Biddy Byrne, and the new town priest because

- a. religion is a highly debated issue in Ireland today;
- b. soaps need all kind of conflicts;
- c. soaps must reflect the changes in society;
- d. people's attitude towards religion is changing.

**Task 3.** Class discussion.



## Activity IV

**Task 1.** Use the following words to replace the blanks in the text:

*about; Actually; regarding; archaic; share; relieved; behave; concerned; cut out; Apparently; changed; costly; different; within; Whatever; regardless; labeling; accepted; income; trends;*

### The Battle of the Wardrobe

I have decided that raising a fourteen-year-old daughter today is no easy task. I don't know if it's the difference between the sexes or if times have ..1.. that much, but seven years ago our son did not seem to be susceptible to peer pressures, particularly ..2.. clothes. He cared about what he wore and liked to look neat and tidy but his wardrobe was no big deal and he was usually satisfied for me to help him choose things that were ..3.. our budget. Well, it's quite a ..4.. story with our daughter. She has to have certain items ..5.. of cost because "that's what everyone is wearing." She has become so fussy ..6.. clothes. In fact, I am becoming rather ..7.. that fashion has become more important than academics in her school life.

..8.. a lot of other parents and school headmasters ..9.. my concern. Many schools in this country are going back to an almost ..10.. idea: school uniforms. Here in Washington, 41 schools decided to use uniforms this year. The trend is growing across the country, especially in the big cities where the pressure on students to wear ..11.. clothing has particularly affected families in the lower ..12.. , inner-city neighborhoods. Typical was the 17-year-old black kid who said, "You've got to look good or they will give you a hard time. ..13.. money you've got, you spend it on clothes."

..14.., studies prove that some kids tend to ..15.. better if they are wearing a uniform because they feel they are representing their school. In any case, many kids who started wearing uniforms in school this year for the first time said in interviews that they were ..16.. not to have to worry about keeping up with expensive fashion..17... Some said they felt equal for the first time that the uniforms really did ..18.. some of the rich-kid versus poor-kid snob ..19.. . They felt they could spend more time on their studies or sports and they were ..20.. for what they could do and not because of the way they were dressed.

(*World and Press*, No. 932, November 1988)

**Task 2.** Imagine the following situations, then work in pairs to make dialogues. Discuss the best way of dealing with the situation:

- a. A dirty and strange looking man has moved into your neighborhood. Some say he must be a thief and a criminal; others think he is poor and sick.
- b. You have just learned that one of your colleagues is gay. Some are disgusted and think he/she should be kept at a distance; others consider he has the right to be whatever he wants to.
- c. You have just learned that one of your colleagues is HIV positive. Some are frightened and think he/she should be kept at a distance; others consider he/she has the right to be there with you and you are in no real danger.
- d. Arad has always been a multi-national city. Some find it pleasant to live among people of different backgrounds, and think that it owes its relative prosperity to the diversity and dynamism of the people. They say the more investors come, (no matter from where – Germany, Hungary, Turkey, Israel, Syria, etc.), the better. Others think it will ruin our city.
- e. Think up other situations.

**Task 3.** Write an argumentative essay of 6/800 words on the statement:

*We will learn to live together like brothers or we will perish together like foes.*

(Martin Luther King)

Consider the statement with reference to racial/religious discrimination.

## Key to Unit 1. A White Lie

**Key 1:** 1. b; 2. closing his store and putting up the window shutters ... stealing a pound of butter; 3. conceal; 4. ... when he figured out a way to punish the thief. 5.d; 6. b; 7. cruel, admired and rewarded; 8. to make his exit, to be off; 9. close to the stove and cornered in by boxes and barrels. 10. a; 11. exceedingly; 12. d; Although he was very anxious to go (because he had the butter) the temptation of something warm to drink was so strong that it made Seth hesitate. 14. a; 15. keep yourself easy; 16. fidgety; 17. ... he had something hot to drink. 18. Then the grocer brought in two glasses of hot toddy, which pleased Seth so much that his hair would have stood erect if it had not been well oiled. 19. The grocer looked so sincere that poor Seth thought he was not suspected.. 20. don't you never - double negation; 21.c; 22.because he was very hot and the butter on his head was melting; 23. soaked; 24.who loves fun; 25. d.

**Key 2:** 1. on; 2. inside; 3. fun-loving; 4. so; 5. concern; 6. join; 7. eager; 8. rid; 9.close; 10. cornered; 11. stuffed; 12. settling; 13. cunning; 14. believed; 15. after; 16. soaked; 17. knees; 18. pouring; 19. although; 20. charge.

**Key 3:** One sunny morning, while he was peacefully having his breakfast, a man was terribly surprised to see that in his garden there was a unicorn eating quietly his wife's roses.

Twice did he go to tell his wife about the marvellous being in their garden; but the latter, who was angry at being woken up, retorted that, since unicorns are mythological beings, the man who said he had seen one must be crazy. The man felt deeply hurt by his wife's words, but he said nothing.

As soon as her husband had left her bedroom the wife got up and got dressed. She had long wanted to get rid of her husband and now here was the wonderful opportunity. She called up the police and she also called up the psychiatrist, whom she asked to bring a straitjacket.

When the policeman and the psychiatrist arrived, the woman told them that her husband had seen a unicorn in their garden. The two men looked at each other with understanding, then they leaped upon her and put her into the straitjacket, in spite of the woman's desperate resistance.

When, at last, the husband arrived home, too, the policeman and the psychiatrist asked him if he had told his wife about seeing a unicorn in the garden. The man denied indignantly because unicorns, he said, were mythological beings.

Both the policeman and the psychiatrist were pleased with the man's answer and regretfully announced him that his wife had lost her mind. And although the woman was cursing and screaming and fighting desperately, they took her away and shut her up in an institution.

From that day on, the man lived his life happily.

**MORAL:** Don't count your boobies until they are hatched.

## Key to Unit 2. Responsibilities

**Key 1.** The Emperor's New Clothes: E, A, H, C;

Why Russians Defect: B, D, F, G.

**Key 2.** 1. for, bachelor, widow; 2. c; 3. pervaded; 4. c; 5. a lady at the party did not have a partner; 6. d; 7. ... a man who is determined not to get married; 8. b; 9. unnerving; 10. ... her honeymoon, and yet, by the end she ... ; 11. a; 12. the cat was ... the dog became ... 13. c; 14. coped with; 15. His life limbs (arms and legs) were put in danger. 16. wail, something terrible had happened to them; 17. d; 18. a; 19. Bill was both annoyed and amused. 20. to see Gilbert dead, had had a goldfish, behaved in the same way, she touched Gilbert's tail, started swimming again; 21. c, a; 22. mirth; 24. a; 25. ... because he had solved successfully a very difficult situation.

## Key to Unit 3. Jobseekers

**Key 1.** 1. applying for a job; 2. ask you for an interview; 3. the personnel/ staff manager; 4. your former activities, your educational background, language qualifications, etc. 5. details of your contract, pay and conditions of work; 6. the labour exchange; 7. well; 8. either... or...; 9. safe and troublefree; 10. d; 11. c; 12. a; 13. at the employer's premises or, if not, in a public place; 14. should not; 15. in the same place as it started, before becoming intimate; 16. not to accept; 17. wrong; 18. Jobcentres try to make sure that the jobs advertised really exist and that jobseekers are not in any kind of danger. 19. Every complaint about an employer using Jobcenter services is investigated by us. 20. To teach jobseekers how to search for jobs safely.

**Key 2.** 1. to; 2. off; 3. up; 4. for; 5. least; 6. with; 7. out; 8. up; 9. over. 10. with; 11. Neither; 12. away; 13. straightforward; 14. down; 15. up; 16. Even; 17. calling; 18. putting; 19. on; 20. for.

### Vocabulary:

*bottle something up* = suppress emotion/ anger;

*be taken for* = be considered;

*break down* = fail; come to nothing;

*go over something* = rehearse or repeat something;

*find out* = get to know, learn by asking;

*go on* = happen, take place;

*put something off* = postpone or delay something;

*wind up* (informal) = finish, end.

*bring something up* = mention something, introduce something for discussion;

*carry someone away* = overwhelm, fill someone with emotion/ enthusiasm;

*deal with someone/something* = handle or tackle someone/ something;

### **Key to Unit 4. A Blessing? A Curse?**

**Key 1.** 1. off; 2. attended; 3. spite; 4. worse; 5. cure; 6. whatever; 7. whether; 8. thieves; 9. worries; 10. except; 11. out; 12. expected; 13. each; 14. sound; 15. hardly.

**Key 2.** 1. c; 2. c; 3. customs-house; 4. d; 5. an arrogant, overbearing, bullying little drunkard, gentle and religious and very sad; 6. a; 7. The doctor reassured the woman that there was nothing to worry about because it was a perfectly normal child, but the woman replied that that was exactly what they told her about her other children, and yet, she had lost them all. 8. had lost three children in 18; 9. you didn't see Ida. 10. She was four months pregnant with the child that has just been born; 11. b; 12. She is outraged at her husband's indifference. 13. ... are not better specimens; 14. c; 16. ... forget about her dead children and think about the new one; ...are often a lot tougher than the big ones. 17. d; 18. she is frightened; ... to believe that she has a new baby and that he is all right; 19. beautiful; the most lovely hands; small, incredibly serene face; 20. small; enormous; look; failure/fraud; 21. b; 23. Even if he has only just been born, he should be bigger, 24. convince him to die?

**Key 3.** 1. jewel; 2. stroke; 3. wheels; 4. eve; 5. lease; 6. warned; 7. enjoy; 8. at least; 9. lifestyle; 10. currency; 11. remain; 12. enterprise; 13. ownership; 14. estate; 15. foreign; 16. poll; 17. confident; 18. flocked; 19. eventually; 20. means.

### **Key to Unit 5. Living in a Man's World**

**Key 1:** 1. 19, Russia, Crimea, Scutari, Turkey; 2. drain; 3. b; 5. a; 6. c; 7. b; 8. You wouldn't have expected ... 9. wealthy; 10. unlikely, highest, well, good; 11. did their best to prevent; 12. If she had not seen how determined her daughter was, her mother wouldn't have agreed ...; 13. was lacking; 14. d; 15. b; 17. a. 18. d; 19. least of all; 19. by the wounded ... she was kind and efficient ... by the officials ... she did not accept a refuse; 21. only 3 people died out of 1,000, instead of 60; 22.... she took fever, she continued to work; 23. ... to go home only after ... ; 24. d; 25. ...an invalid... the whole nursing system; consulted her; the founder of modern nursing.

**Key 2:** 1. more valuable and respected, other Western countries, few, contributed greatly; 2. b; 3. scarcity; 4. the development of effective birth control methods, the invention of labor-saving devices for the home, and the advent of World War II; 5. triggered; 6. d; 7. ...could decide... 8. to pursue; 9. d; 10. forbids discrimination. 11. a; 12. d; 14. thriving; 15. b; 16. c; 17. ... when she was promoted ... 18. d; 19. ... to come across; 20. Although she had had polio ...; 21. c; 22. d; 23. the best, happy; 25. they are loved.

**Key 3: a. Aslan, Ana** (born in 1897 in Brăila), Romanian physician. Academician. Specialist in gerontology. She stressed the importance of novocaine in improving dystrophic disorders caused by old age and applied it on a large scale in her geriatrics clinic, under the name of Gerovital.

**b. Teodoroiu, Ecaterina**, (1894 - 1917, born in the village of Vădeni, today part of the city of Târgu Jiu), national heroine. She took part as a volunteer in World War I and distinguished herself for bravery during the battles on the river Jiu (Oct.-Nov. 1914). She died as a hero while she was leading her platoon, as a second lieutenant, during the battle of Muncelu (Aug. 1917).

**c. Darclée, Hariclea** (by her real name Hariclea Hartulari) (1869-1939), Romanian opera singer. Ever since her debut (in Gounod's "Faustus", at the Great Opera of Paris), she met with great success, thanks both to the exceptionally wide range of her voice and to her remarkably expressive performance. Darclée embodied the title heroine of Puccini's "Tosca" and interpreted many other female parts of the opera repertoire. Darclée sang on the greatest stages worldwide and became one of the most acclaimed opera singers of her time. She encouraged Romanian composers and performers and supported G. Ștefănescu's efforts for founding a Romanian opera theatre.

**Key 4:** 1. fundamentalists; 2. banned; 3. on; 4. aid; 5. staff; 6. bars; 7. level; 8. provide; 9. processing; 10. used; 11. survey; 12. cover; 13. outside; 14. walk; 15. get ; 16. female; 17. allowed; 18. none; 19. unchanged; 20. keenly.

### **Key to Unit 6: Failure or Success**

**Key 1:** Foyle: A, C, D, F; Walter Mitty: B, G, E.

**Key 2:** 1.d; 2. a; 3. a; 4. He was unable to learn how to read and write. 5. d; 6. ... the new headmaster of the school; reorganize the school; more efficient; 'Get on - or get out'; 7. staff; 8. If he had known .... he could have signed..... 9. a person who was fired gets another week's pay, so he can look for another job; 10. educational establishment; 11. by himself, looking after, down-hearted, cheer him up; 12. above all; 13. c; 14. d; 15. d. 16. the people passing by should feel the smell of freshly fried sausages and come in and buy some; 17. to go round and sell sausages; 18. selling the sausages on small sticks; 19. buying wholesale; 20. d; 21.a, b, c, d; 22.b; 23. to open an account; 24. a man with a good balance in the bank; 25. ... Albert couldn't write; ... would have achieved much more...; would have remained a caretaker; ... five pounds a week.

**Key 3:** 1. is in the grip of a ... frenzy; 2. an elegant party, where men must wear a black tie; 3. d; 4. 1 billion; 5. There were 100 mil. yards less than wanted; 6. chic, cheap, fashionable, affordable, sturdy, comfortable; 7. to dress up; 8. It is both a casual and a rebellious attitude; 9. tents and wagon covers; they were not in demand; the people did not have good work clothes; started manufacturing work

trousers. 11.a; 12. everybody wore the same kind of clothes, which made all kind of people look alike; 13. defiance against authority; rebellious youngsters could identify one another; 14. civil-rights marchers, screaming youngsters at Beatles concerts, antiwar activists, college protesters and hippies; they did not agree with the existing order; 15. with their hands; white-collar workers; 17. d; 18. c; b; 20. rebellion; 21. keep up with the new situation and offer what was required; 22. rag peddlers; 23. began to produce and sell on other continents; 24. obsolete.

**Key 4:** 1. Bruce Springsteen's concert tours are total sell outs, his albums instant hits. 2. Born on September 23, 1949, the son of Irish-Italian parents, he grew up in the run-down town of Freehold, New Jersey. 3. At eight years old he started taking guitar lessons, but hated them so much that he decided to give them up. 4. At school he had few friends and didn't get on with the nuns who taught him. 5. He was so unpopular at college that his fellow students drew up a petition asking him to leave. 6. At 16 he won an audition with a record company and was signed up. 7. Over the next few years he played with several bands, then formed the Bruce Springsteen Band, which broke up a short while later. 8. By then he had been called up to fight in Vietnam, but escaped conscription when injured in a motorbike accident. 9. His breakthrough came in 1975. His record *Born to Run* was a massive success in America. 10. It wasn't until 1985 that he became popular in Britain with the record *Dancing in the Dark*. His tour in Britain later that year was a sell-out. 11. In the past two years alone, he has given away nearly £2 million to help the poor, homeless and jobless in every town he plays. 12. Five years ago, feeling the full isolation of being a star, he almost gave it all up. 13. Of his wife he says: 'Julianne has turned out to be the one thing that was missing in my life.' 14. Now, with every record he releases going straight into the charts, it seems as if Springsteen really was born to run and keep on running.

**Key 5:** 1. former; 2. estate; 3. heir; 4. used to; 5. younger; 6. attending; 7. shared; 8. engagement; 9. focus; 10. fashion; 11. media; 12. support; 13. deprived; 14. urged; 15. formal.

## **Key to Unit 7: Pollution**

### **Key 1: What on Earth Are We Doing?**

Through most of the 2 million years or so of existence, man has lived well in earth's environment – perhaps too well. By 1800, there were 1 billion human beings on the planet. Now there are 5.1 billion and, if current birth rates hold, this number will double in the next 40 years. The frightening irony of this development is that the population explosion – which demonstrates the success of man as a species – could mean the end of human life on earth.

Advances in science and technology have brought about some of the greatest achievements of modern times, but they have always been accompanied by a

drastic disregard for nature. Mass production, for example, has raised our standard of living and made our lives more comfortable, but is also largely responsible for pollution problems. The use of fertilizers and insecticides in agriculture has increased crop yields, but posed more and more threats to human health.

Nature is striking back. Last summer, a seven-week heat wave hit the United States. Grain crops were practically destroyed and forests went up in flames. In Southeast Asia, terrible hurricanes devastated vast areas of land, causing the loss of many lives. These developments have made people realize that the destruction of our environment, mainly due to pollution, has reached a critical level.

Scientists predict even more disastrous effects unless decisive steps are taken. The most obvious problems affect our atmosphere. As a result of the "greenhouse effect", the planet's average temperature could rise by several degrees; consequently, the polar ice-caps would melt and coastal cities would be flooded. Moreover, the ever-widening hole in the ozone layer would expose human beings to increased ultraviolet radiation, the cause of many serious skin cancers.

Time is running out. Every individual must be willing to change his or her wasteful, careless life-style. In addition, all the nations of the world must recognize that pollution is a global problem that must therefore be treated globally. We owe this not only to ourselves, but also to the unborn generations who will one day inherit the planet.

(Adapted from *Time*, Jan.2, 1989)

**Key 2:** 1. one of the worst forms of pollution imaginable; 2. living beings (animals as well as human beings), forests, cities (buildings); 3. make out; 4. Acid rain probably also destroys the poor soils on which forests grow. 5. the pollution caused by industry; 6. Many countries have tried to keep the air in the cities cleaner by building higher factory chimneys, so that the industrial smoke should not affect the city itself. 7. d; 8. d; 9. have not, does not affect; 10. amount; 11. Even if the price may be very high, experts consider ..... 12. c; 13. a massive Russian tanker ... split open in heavy weather 106 kilometers off the coast; 14. the accidental overflow of oil into a sea, ocean, on a piece of land, ...; 15. d; 16. they were trying to clear the oil away – to stop the disaster - with nothing but a bucket and a ladle (you could say, with their bare hands). 17. Blackened seabirds flopped helplessly along the ground; 18. to contain; 19. were, crew; 20. the fact that the tanker was too old; 21. more stringent international tanker regulations and tougher inspections. 22. a; 23. After three days they managed to lay sea fences around the hemorrhaging tanker. 24. They could not fly the helicopters because the winds were too strong; 25. b.



**Key 3:** 1. hottest developer, pushed hard into; 2. the end of the communist era for Germany; 3. .... to be rich and successful, invested heavily into East Germany, slipped into debt, arrested for fraud, he wanted to be rich and successful at all costs; 4. 5. bankrupt; 7. alleged; 8. cooking books, conceal his fraud, inflated the value of ..., faked assessments, forged documents, pocketed money; 9. brought his case to Court; 10. a; 11. c; 12. junk; 13. Michael Milken made thousands of people invest in worthless bonds; thus they lost millions of dollars. 14. c; 15. hold up; 17. d; 18. cheating, endangering, white-collar crime or first-degree murder; 19. embezzle; 21. .... people in important positions who handle billions of dollars; 22. thug; 23. low-class prisons; 24. executives who introduce money obtained illicitly into the legal banking system; 25. respected; is making fun of his friend.

**Key 4: NOISE.** Noise, commonly defined as unwanted sound, is another environmental pollutant. Particularly in congested urban areas, the noise produced as a by-product of our advancing technology, causes physical and psychological harm, and detracts from the quality of life for those who are exposed to it.

Unlike the eye, the ear has no lid; therefore noise penetrates without protection. Loud noises instinctively signal danger to any organism with a hearing mechanism, including human beings. In response, heartbeat and respiration accelerate. In fact, there is a general increase in functioning, brought about by the flow of adrenaline released in response to fear.

Because noise is unavoidable in a complex, industrial society, we are constantly responding in the same ways that we would respond to danger. Recently, researchers have concluded that noise and our response to it may be much more than an annoyance. It may be a serious threat to physical and psychological health and well-being, causing damage not only to the ear and brain, but also to the heart and stomach. We have long known that hearing loss is America's number one non-fatal health problem, but now we are learning that some of us with heart disease and ulcers may be victims of noise as well.

**Key 5:** 1. writing; 2. art; 3. cover; 4. following; 5. used; 6. hate; 7. able; 8. way; 9. brought; 10. achieved; 11. rules; 12. against; 13. whole; 14. regard; 15. property.

### **Key to Unit 8. Snobs**

**Key 1:** 1. ... Bendovia had one; 2. they couldn't afford to have one; liked the idea; 3. out of his wife's way; 4. he was given a trumpeter's suit of clothes; 5. beg, borrow, and even steal; 6. his coat of cloth of gold, ... it was too tight for him; 7. he didn't have a trumpet; 8. buying a trumpet, blowing into one; 9. were pleased to have a royal trumpeter, Terry was only pretending to blow a trumpet; 10. sell some things and buy a trumpet.

**Key 2:** The Real Princess: A, D, F, H;      The Tale of Nought: B, C, E, G;

**Key 3:** 1. a wonderful doll's house; had stayed with the family; 2. It was summer, no harm could come to it (the house couldn't be damaged); 3. d; 4. c.; 5. too stiff, was perfect; 6. They wanted to go very fast but couldn't walk as fast as they wanted. 7. ... tell the news to the other children, was the eldest; 8. c; 9. d. 10. ... the only one in the neighbourhood, very different social categories; 11. never, inferior; 12. Some children could not be accepted; ironic; 13. ... because their mother was a servant and their father was in jail; 14. If the Kelvey girls hadn't been ... they would have been accepted .....; 15. d; 16. ... her mother didn't agree, Kezia wanted ..... ; 17. They were proud and happy they had managed to hurt the Kelvey girls; 18, d; 19. ... wanted to run away, but then she decided to call them in; 20. c; 21. ... hadn't wanted; wouldn't have given in...; 22. still; 23. being told; 24. ... ran away as fast as they could; ashamed and scared, happy;

**Key 4:** 1. ... an unusual prejudice towards the inhabitants of a particular county; 2. ... the subject of jokes, taunts, and caricatures, ... over a decade; 3. ... in the east of London, in the City; 4. boomed; ... create a new classless Britain, in which people were judged for their merits and not their parents; 5. ...in the LIFFE, the City's main futures market, ... huge sums of money, ... fast cars, mobile phones and other such status symbols; 6. ... Thatcherite vulgarity, ... working-class, ... the free market, ... the Conservatives; 7. ... a tart in white stiletto heels who slept with anybody polite enough to ask; 8. ... is actually from Essex, ...are considered to be typical Essex girls, 9. is a successful businessman who has made his fortune and who now resides in a large mansion. 10. insulting and unjust.

## Unit 9. Having a Dream

**Key 1:** The Flower ...: A, D, E, G.

Martin Eden: B, C, F.

**Key 2:** 1. with flying for getting their food; flying itself than in eating; 2. way off; 3. b; 4. Although for a seagull it is a shame to fall, JLS did not mind falling because he was no ordinary gull 5. was not, because; 6. try to behave like the other gulls, he could not accept his situation and give up flying; 7. hold his wings still; 8. d; 9. He wished he were dead. 10. ... he needed a falcon's short wings, he understood that the answer was to fold most of his wings and fly on just the tips alone. 11. to give up flying, he knew he was trying to achieve something important; 12.. ... it was very dangerous, happy and excited about what he was doing; 14. But the speed was power, and joy, and pure beauty. 15. pullout; 16. ... he didn't know yet how to turn at that speed and he knew that collision would be instant death; 18. d; 19. b; 20. will be happy to learn new things, reward, centered for shame; 21. irresponsibility and for violating the tradition and dignity of the Family; 22. an outcast; 24. His life was comfortable but lonely; 25. boredom, fear and anger.

**Key 3:** Just like every morning, the seagulls were flying above the sparkling sea and dodging and fighting for food. At a distance, all by himself, Jonathan Livingstone Seagull was practicing. Unlike the other gulls, for whom flying was only a way to

get to their food and back, Jonathan Seagull was interested in flying itself, the beauty of flying fascinated him.

Being different had made Jonathan unpopular with the Flock and even his parents were worried. So Jonathan decided to give up flying and become an ordinary, limited seagull, just like the rest. But no matter how hard he tried, flying attracted him like a spell and soon he was practicing again.

He didn't mind falling and hurting himself – although it is a shame for a seagull to fall – as long as the experience taught him something new. Thus he learned that, if he wanted to fly like a falcon, he had to imitate a falcon – he had to make his wings as short as the falcon's. And if he wanted to fly in the dark, he had to take after the owl. And flying tirelessly, from dawn till past sunset, Jonathan Livingstone Seagull learned how to fly better and higher and faster.

Nor did he want to learn to fly better only for himself. Jonathan Livingstone Seagull wanted to share his knowledge with the rest of the Flock, to teach the others how to aim higher and live a more meaningful life.

But instead of recognition, the breakthrough brought upon Jonathan Livingstone Seagull the anger of the Elders; he was “centered for shame” for violating their dignity and tradition and turned away.

Jonathan Seagull spent the rest of his life on the Far Cliffs, all by himself. His life was comfortable, because he knew how to get the best food and shelter, but he longed for companionship. And, after a while, when he was given the opportunity to return to his flock and teach the young ones, he was happy to do so. And this time, he found many young ones for whom flying mattered more than eating.

**Key 4:** 1. may; 2. good; 3. others; 4. greater; 5. in; 6. full; 7. neither; 8. spirit; 9. than; 10. right; 11. at; 12. dreams.

### **Key to Unit 10. Education**

**Key 1:** 1. b; 2. both ... and; but, praised, punished; 3. it turned out that the boy always got the highest award; 4. d; 5. brag; 6. c; 7. to help his sons with their homework; he wanted them to be as good as his friend's son; a dope who never did anything but read and study; annoyed to see that their father was interfering with their homework; 10. a; 11. he was the best and fastest or second best and fastest in the spelling contests; 12. husk; 13. overheard; 14. used to organise all kind of contests; that they had all kind of stupid parties; 15. you could reach the East by sailing West; scared; the sea was flat and when the ship got to the edge it would go over; 16. a; 17. c; 18. wind up with; 19. a; 20. involved the principle; a pencil sharpener fastened to the wall, a chord and a bucket; 21. lift the bucket by turning the crank of the pencil sharpener; 22. the pencil sharpener came off the wall; some heavier screws and fastened the sharpener more securely to the wall; a full bucket; 23. d; 24. d; 25. d.

**Key 2: Street Children** Thousands of youths in Britain live their lives on the streets. They have run away from rich families and from poor ones. They have run from pleasant suburban dwellings with swimming-pools, and they have fled from rundown tenement houses where rats prowl about kitchens and bedrooms.

When hearing of runaway children, the picture of Huckleberry Finn, Mark Twain's famous character, comes to many people's minds: a basically nice good-natured boy skipping lessons, rafting down the river, looking for adventure. However, hardly any of today's runaways leave home in some romantic search for fun and excitement. And people easily forget about Huck's father being a chronic alcoholic who nearly beat him to death every chance he got.

Many teens leave home for similar reasons. They are refugees from massive physical abuse and violence exerted by frustrated and aggressive parents on the weakest members of the family. Others are victims of the economic situation at home. Financial difficulties, due to long-term unemployment, often create an atmosphere they find unbearable. A third group is made up of kids who do not leave on their own, but who are "throwaways", rejected by their parents who - incredible as it sounds - chase them out because they never really wanted them.

Away from home, the runaways face conditions hardly better than those they have left behind. They just exchange one set of difficulties for another which can be even worse. Being abandoned and abused, these children are an easy prey to criminal elements who often pretend to care for them at first but turn them into drug addicts within a very short time. And those who are lucky enough to escape this fate will sooner or later turn to begging and shoplifting simply to survive.

If one talks to the parents of those poor creatures, the blame is nearly always put on factors that come from outside the family. Some accuse the general affluence and consumer mentality in our society that create expectations poorer families cannot satisfy. Well-to-do families often blame the merciless stress or competition at their jobs that prevent them from making their children feel at home – despite all the wealth and comfort they provide them with. There are also parents who see the fault in the school system which allows young people too much freedom and fails to teach them values.

In view of all this, immediate efforts are called for; however there is a ray of hope. A few private organisations in Britain, like "Childcare" or "The Children's Society", to name a few, have already succeeded in getting some runaways off the street by providing shelter and giving them the advice and support they need. To get at the roots of the problem, however, society will have to wake up to the fact that children are different from cars or furniture and should be given the love and affection necessary to grow up as happy and useful citizens.

(Adapted after *The Plain Truth*, May/ June, 1989)

**Key 3: Kids and Cocaine** In cities and suburbs all over the USA, a generation of American children are now increasingly at risk to the nightmare of cocaine addiction. The failure of the federal government to stop smuggling from Central and South America has allowed a flood tide of cocaine to reach consumers of all ages in the country. According to one drug counselor, trend in cocaine use in the USA is "younger and younger and more and more." An annual survey conducted at the University of Michigan showed that the percentage of high school seniors who have ever tried cocaine has actually doubled in the past decade.

The majority of Americans are unaware of these facts. They think they know all there is to know about cocaine: that it is very expensive, that it is widely used as a recreational drug and that it is only mildly addictive. The plain truth, however, is that cocaine abuse is the fastest - growing drug problem in America. Coke is now widely available at low prices, well within the financial reach of the young and poor. Moreover, coke is being sold and used in an especially destructive new form.

The new coke goes by many names on the street, but it is usually called "crack". It is smoked not snorted, and its effect is far more intense - quicker, more euphorical and leading to instantaneous addiction. It transforms the occasional user into an addictive one who will support his habit by theft, prostitution or dealing. In addition, the conversion of cocaine into crack is not too complicated and most dealers can do it by themselves. Small wonder that crack has become a drug dealer's dream.

America's present problem may well be the plague of Europe's future. Firstly, cocaine use in Europe today is at the take-off stage it reached in the United States five or ten years ago. In cities like Rome or Madrid it has already become the drug of choice in many of the discos and cafes frequented by the young. Another reason is to be seen in the laws of economics. As a result of the dramatically rising production in South America, prices went down and made new markets necessary. The logical place to cultivate those markets is Western Europe.

Measured against the powerful fascination cocaine offers, society's attempts to make the young turn away from drugs seem mostly ineffectual. This is mainly due to the fact that there is still widespread disagreement about the root causes of drug abuse and equally little consensus on the best tactics for prevention. In the view of many experts, drug use will persist among young Americans as long as adult America quietly accepts drugs in many forms, cocaine included. Last but not least, drug prevention programs in schools have largely failed to reach their audience as many kids have learned to ignore warnings and prevention tactics. This unconcerned attitude may ultimately be as dangerous as the drug itself, costing a whole generation the joys of growing up.

(Adapted from *Newsweek*, March 31, 1986)

**Key 4:** 1. crisis-haunted; 2. certain qualities of heart and mind and spirit; 3. capacity to meet challenges; 4. crisis-coper/ problem-solver; 5. nothing great was ever achieved without enthusiasm; 6. the ability of a person to feel sympathy and concern for others; 7. lack of respect; 8. the ability of a person to cope with change; warm-heartedness, curiosity, humor; 9. look past dark times to brighter ones, to believe that questions do have answers, that challenges can be met, that problems will be solved. 10. build character and endurance.

### **Key to Unit 11. Life and Death**

**Key 1:** 1. across; 2. farther; **3.** come; 4. taking; 5. one; 6. leave; 7. end; 8. while; 9. share; 10. under; 11. cage; 12. better; 13. swayed; 14. about; 15. after.

**Key 2:** 1. cold, night, rowing, an Indian village, woman, men; 2. a; 3. bay; 4. shanty; 5. a young Indian woman had been in labour for two days. 6. c. 7. trying to help the young woman to have her baby, had moved off up the road so as not to hear her screams; lying in the upper bunk, he had cut his foot badly with an ax; 8. show him what life was like; deeply impressed by; 9. his wife's screams made him suffer; 10. his medical instruments; d; 11. scrubbing; 12. d; 13. c; 14. squaw; 15. a; 16. sew up the incision; 17. b; 18. He had performed a complicated procedure in very primitive conditions. 19. Fathers usually make greater fuss than women. 20. b; 21. he wanted to spare his son's feelings; 23. he couldn't take his wife's suffering; 25. confident, in spite of the tragic experience.

**Key 3:** 1. c; 2. d; 3. accustomed; 4. move; earthquake; much more powerful than the usual ones; 15 agonizing seconds; 6. collapsed; 7. A devastating earthquake; twice; 8. Because although the October '89 earthquake was very powerful, a much more powerful one will come. 9. the devastating earthquakes which destroyed the towns of Armenia in 1988; 10. d; 11. ... a bigger earthquake to hit California in next ten or twenty years; 12. d; 13. a; 14. trail off; 15. physically and psychologically; 16. People refuse to think of the danger and live their lives as if there were no danger at all. 17. response; 18. c; 19. d; 20. are doing nothing to prepare themselves for the disaster; they wouldn't know what to do; 21. Every person thinks that he/she would be spared, that the disaster wouldn't hurt him/ her. 22. Post-Traumatic Stress Syndrome - the effects of a major trauma upon a person; 23, during the earthquake he realized that life is transient and he must enjoy it while he can; 24. after; supplies of fresh water and canned food.

**Key 4: Escape from the Jungle** On Christmas Eve 1971 Juliana Koepke, a 17-year-old German girl, left Lima by air with her mother. They were on their way to Pucallpa, another town in Peru, to spend Christmas with Juliana's father. Forty-five minutes later the plane broke up in a storm, and Juliana fell 3,000 meters, strapped in her seat. She was not killed when her seat hit the ground (perhaps because trees broke her fall), but she lay all night unconscious.

The next morning Juliana looked for pieces of the plane, and called for her mother. Nobody answered, and she found nothing except a small plastic bag of sweets. Juliana's collar bone was broken, one knee was badly hurt and she had deep cuts on her arms and legs. She had no shoes; her glasses were broken (so she could not see snakes or spiders, for example); and she was wearing only a very short dress, which was badly torn. But she decided to try to get out of the jungle, because she knew that if she stayed there she would die.

So Juliana started to walk. She did not find anything to eat, and as the days went by she got weaker and weaker. She was also in bad trouble from insect bites. She heard helicopters, but could not see them above the trees, and of course they could not see her. One day she found three seats and saw that they had dead bodies in them, but she did not recognize the people.

After four days she came to a river. She saw caimans and piranhas, but she knew that they do not usually attack people. So Juliana walked and swam down the river for another five days. At last she got to a hut. Nobody was there, but the next afternoon, four men arrived. They took her to a doctor in the next village. Juliana learnt afterwards that there were at least three other people who were not killed in the crash. But she was the only one who got out of the jungle. It took her ten days.

(Swan & Walter, *The Cambridge English Course*, 1990)

## **Key to Unit 12. A More Tolerant World**

**Key 1:** Notes of a Native Son: A, D, F; Canada Outlaws Discrimination: B, C, E, G.

**Key 2:** 1. on the corner of West 57<sup>th</sup> Street and Eighth Avenue in New York; 2. newspapers and periodicals, many languages; 3. c; 4. has; 5. In 1970, 18 percent of the people living in New York had been born abroad. 6. offspring; 7. immigrants and people whose parents or grandparents were immigrants; 8. an immigrant himself, or the son of an immigrant; 9. everywhere; 10. the 20 countries which provide most immigrants to the USA; 11. former; 12. just like Mecca for the Muslims, New York attracts people from all over the world, and it embodies their hope; 13. pub, excellent pancakes; 14. As soon as they reach America, immigrants begin to work hard; those who don't like work should leave at once; 15. engineer in Ukraine; baker; 16. begin at the bottom, with one small business, and they develop their business little by little. but considerably; 17. c; 18. to maintain New York City's position as the capital of the world; 19. hostile to, lose, immigration; 20. New York is unique and has a powerful economy thanks to the large number of immigrants. 21. immigrants are ambitious, they want to achieve something and will go out a fight hard for fulfilling their dreams; 22. 15 million immigrants, absorbed to renew; 23. headquartered; 24. a; 25. it is a democratic, dynamic city, where you can meet people of all kind and belonging to all the nations of the world.

**Key 3:** 1. television characters in Ireland's enormously popular soap operas; 2. c; 3. b; 4. d; 5. thugs; 6. homosexual; 7. While studying hard for exams L. M. took too many amphetamines (drugs) and became dependant. 8. relatively conservative, overwhelmingly Catholic; rising crime, drugs, unwed motherhood, illegal abortion, rape, homosexuality and the declining authority of the Catholic Church; indigenous, 30-minute; soap operas; topics; 9. a; 10. unwed; 11. b; 12. The Irish society has become much more open-minded in the last ten years and the soaps, which are the only television films produces in Ireland, must reflect all these changes; 13. have come a long way; 14. heated family discussions on serious issues, such as religion; 15. don't deal; they focus on; 16. acknowledged; 17. On the average, one quarter of the population of Ireland watch their soaps and their great popularity is largely due to presenting the troublesome aspects of life in Ireland. 18. d; 19. d; 20. AIDS and political corruption in Ireland; are not yet ready to deal with them openly; 21. a; 22. People don't want to see serious political issues included in the soaps, they are not willing to pay for such programmes. 23. does not interfere, although, delicate; 24. row; 25. c.

**Key 4:** 1. changed; 2. regarding; 3. within; 4. different; 5. regardless; 6. about; 7. concerned; 8. Apparently; 9. share; 10. archaic; 11. costly; 12. income; 13. Whatever; 14. Actually; 15. behave; 16. relieved; 17. trends; 18. cut out; 19. labeling; 20. accepted.



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