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Учреждение образования
«Полоцкий государственный университет»

ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
для студентов 3 курса специальностей
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В двух частях

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Цель УМК – совершенствование навыков устной и письменной речи и коммуникативной компетенции студентов 3-го года обучения.

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ВВЕДЕНИЕ

Учебно-методический комплекс «Практика устной и письменной речи английского языка» Часть 2 рассчитан на 98 часов и предназначается как для практических аудиторных, так и для самостоятельных занятий студентов 3-го года обучения.

Целью УМК является активизация и совершенствование иноязычной речевой деятельности студентов.

УМК состоит из пяти тематических комплексов, вокруг которых организована работа по овладению лексическим материалом.

<i>№ тематического комплекса</i>	<i>Тема занятия</i>	<i>Часы</i>
1	ADVERTISING	14
2	CRIMES	22
3	POLITICS	22
4	NEEDS	18
5	SOMEWHERE TO LIVE	16
	REVISION	6

На изучение каждого тематического комплекса отводится определенное количество аудиторных часов, которые указаны в начале каждого раздела. По завершении работы над тематическим комплексом предполагается проведение контрольного занятия, включающего в себя письменную работу (тест или эссе) и устное собеседование по пройденному материалу.

Все задания составлены с учетом нарастания трудностей. Каждый раздел начинается с упражнений, направленных на отработку лексического материала, и заканчивается упражнениями дискуссионного характера. Кроме того, каждый тематический комплекс содержит задания, направленные на развитие и совершенствование навыков аудирования, чтения и письма.


Каждый тематический комплекс содержит задания для самопроверки.


Большое внимание в данном методическом комплексе уделяется специфическим трудностям английского языка – изучению фразовых глаголов и идиом.


Лексические единицы, подлежащие активному усвоению, выделены жирным шрифтом в упражнениях и текстах. Полный перечень слов и выражений для активного усвоения приводится в Приложении, в разделе ACTIVE VOCABULARY.


В Приложении Вы также найдете карточки для ситуаций общения (Communication activities) и перечень разговорных формул (Conversational formulas).

Некоторые задания УМК содержат следующие условные обозначения:

 – задания, направленные на развитие и совершенствование навыков чтения.

 – задания, направленные на развитие и совершенствование навыков письма.

 – задания, направленные на развитие и совершенствование навыков аудирования.

 – задания, направленные на развитие и совершенствование грамматических навыков.

 – дополнительные задания.

UNIT 1 ADVERTISING

Students will study and practise structures and vocabulary relevant to the topic of advertising.

Special skills: fast reading; scanning text for specific information; listening for detail; writing economically; writing advertisements

Grammar: adjectives and adverbs

	<i>Topic</i>	<i>Hours</i>
I	Getting what you want	3
II	How advertising works	3
III	The language of advertising	2
IV	“Selling like hot cakes”	2
V	Is advertising of any use to the community?	2
	Revision	2

ESSENTIAL VOCABULARY

Make sure you know the meaning of the following words:

advertisement [C] 1 (also ad (inf); advert (Br E)) a picture, set of words, or a short film, which is intended to persuade people to buy a product or use a service, or that gives information about a job that is available, an event that is going to happen

- ♦ *put / place an advertisement in a newspaper*
- ♦ *take out an advertisement (= ask for an advertisement to be printed or shown)*
- ♦ *a newspaper / television / radio advertisement*
- ♦ *a full-page / half-page / two-page advertisement*
- ♦ *a job advertisement*
- ♦ *answer / reply to an advertisement*
- ♦ *run a series of advertisements (= print or broadcast a series of them)*
- ♦ *an advertisement for (shoes)*

2 *be an advertisement for something* – to be a good example of something or show how effective it can be: *He's a very good advertisement for the benefits of regular exercise.*

Types of advertisement:

commercial – on TV or radio

poster – on a wall, often with a picture on it

junk mail – unwanted letters in the post, advertising things

flyer – a sheet of paper with an advertisement on it, given to you in the street or pushed through your door

the blurb – a piece of writing on the back of a book, which talks about the good things in it

the classified ads – (also the small ads Br E) short advertisements in a newspaper, in which people offer things for sale

the personal ads / the lonely hearts ads – newspaper advertisements in which people say they want to meet someone for romance

I. GETTING WHAT YOU WANT


1.1. Fast reading practice. Look at the small ads and see how quickly you can answer the questions.

- a) What does the cheapest metal detector cost?
- b) A man in South Essex is looking for a friend. How old is he?
- c) Will Christine improve your mind or your body?
- d) Which costs more – a 400-year-old cottage near Winchester or a 5-bedroom house in Wales?
- e) Why is today a special day for Paul?
- f) How much will two bottles of Chateau Latour 1964 cost you?
- g) What town do you write to for bath, body and face oils?
- h) Where can you buy things for a party?
- i) How long will it take you to learn to make a guitar?
- j) Does the lady who is bored with the cat prefer tall or short men?
- k) How much will it cost you to give somebody a pound of smoked salmon and a bottle of champagne (with a message)?
- l) You can buy something that was produced on the day you were born. What?
- m) Somebody is offering a baby bath for sale. How much for?
- n) Does the nice 42-year-old woman smoke?
- o) How many nationalities has Olga got?

<p>BILLIARD TABLES bought and sold. Mr Villis. (02805) 66 (Bucks).</p> <p>GIFT CHAMPAGNE. We post a bottle with your message. From £14.50 incl. Orders or details 0642 45733</p> <p>CHRISTINE'S beauty treatment and body therapy. 402 6499, 0473 4004</p>	<p>C-SCOPE METAL DETECTORS. The ideal family gift to treasure from £39.99 to £449.50. Tel. Ashford (0233) 2918 today for free colour brochure.</p> <p>BEAUTIFUL farm estate, total 700 acres. Diplomats 4 bed 1832 house. £220,000 ono. 0639 73082</p>	<p>HAVE A very happy birthday Paul.</p> <p>NICE WOMAN, 42, seeks close, affectionate friendship with independentish man. Non-smoker, sense of fun, creative. Enjoys walks, talks, sensuality. Photo please. London area Box (50) 2059. № 503</p> <p>OLGA: RUSSIAN / FRENCHWOMAN from Lille, seeks an Englishman, tall, 50s, open-minded, with whom she can have a close, but stable relationship. Box (50) 2051. № 50 2</p>	<p>SILVER CROSS detachable coach Pram (navy), shopping tray, excellent clean condition, £30; Carry Cot, E5; Baby Bath, £2.50; Atari system, joystick and paddle sticks, in good working order, needs a new mains adapter, £40; 5 Atari Cassettes. £10 each, very good condition, ideal Xmas presents. – Apply 34 Kynaston Road, Didcot, Oxon. evenings. 413102</p>
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<p>SMOKED SALMON 8oz sliced £5.75, 1 lb sliced £11, 21b 4oz side £16.90, 21b 8oz side £19.50, 400gms offcuts £5. Prices include UK 1st class postage. Cheques with order. Cornish Smoked Fish Co. Ltd, Charlestown, St. Austell, Cornwall.</p>	<p>5 BEDROOMED HOUSE in quiet mid-Wales village. 1 acre of land, fishing and shooting available. £42,000. Tel.: 059 787 687 (after 6 p.m.).</p>	<p>OXFORD: lively divorcee, mid forties, bored with solitude and the cat, seeks male, preferably tall, to share local pleasures and pastimes, music, the arts etc. Box (50) 2050.</p>	<p>THE TIMES (1814-1985). This Xmas give someone an original issue dated the very day they were born. £12.50 or 2 for £21. Tel 01-486 6305 or 0492 3314</p>
<p>400-YEAR-OLD thatched cottage between Winchester /Basingstoke: 3 dble beds, sec gdn & extras. £1 10,000. (0962) 88109</p>	<p>W. ANGLESEY. 2 dble beds. S/d bung. Lge with patio drs to ½-acre garden, kit/b'fast room, bathroom. Dble glaz/ins. GCH. Garage & util rm, summer hse, grn hse. Scope for extensions. £29,500 o.n.o., quick sale. Tel. 040 741031.</p>	<p>VERY PERSONABLE, attractive, charming, amusing, considerate graduate, professional – 40 – own lovely coastal home, seeks lady – friendship/marriage – personality more important than age. All nationalities welcome. Box (50) 2052. № 50 6</p>	<p>PARTYMANIA, everything for your party in one “fun-tastic” store. – 179 Kingston Road, Oxford 513397, own parking 37685</p>
<p>CHATEAU LATOUR, 1964. 24 bottles, £75 each. Phone (0227) 9848 evenings.</p>	<p>MAKE A GUITAR 12 week courses. Details: Totnei School of Guitarmaking, Collins Rd, Totnes, Devon. 0803 65255.</p>	<p>WARM, ATTRACTIVE, humorous woman, 35, lover of music, literature, cinema, theatre and leftish politics, seeks man of similar inclinations, to share it all with. London Box (46)1899. № 49 8</p>	<p>GIVE HER a luxurious Christmas with a special gift set of soothing bath, body and face oils. Send £9.50 to Claydon Aromatherapy, 107 Marine Parade, Worthing BN11 3QG.</p>
<p>GOING IN TO BUSINESS? Send £7.45 inc p&p for “The Beginners Guide to Success in Business”. Comquip Ltd, 189 Highview, Meopham, Gravesend, Kent. (0732) 22315.</p>	<p>HAVANA CIGARS And other fine cigars at wholesale prices. Send for list to James Jordan Ltd, Shelley Hall, Shelley, Hudd/ws-field. Tel.: 0484 60227</p>	<p>SENSITIVE, TALL, caring, unattached man, 55, likes people, music, walking, seeks intelligent, helpful n/s woman, mid forties. South Essex. Box (49)2011. № 49 13</p>	<p>LADIES NARROW SHOES. AA and narrower, sizes 2½ - 11½. Also wide EE. SAE Muriel Hitchcock Shoes, 3b Castle Mews, Arundel BN18 9DG.</p>

1.2. ✍ *Look again at the “contact ads” (the ones in which people are advertising for friends). Write a contact ad for yourself or a friend.*

1.3.  Listen to the recording and see how many of the missing words you can fill in.

Hickman's aren't you think. A Panasonic VHS video is only £ If you add up the extras at other, it's by far Hickman's.

McIlroy's first for choice, and value, so make us first Christmas shopping. new-look store means an even better choice of gifts for the Make shopping part pleasure ... Christmas.

Experience the new-look McIlroy's.

..., ..., ... on Christmas shopping Scat's Cash-and-carry Devizes and Salisbury. There are thousands of for **at cash-and-carry prices** all the year round.

1.4. How do you feel about advertising? Discuss your answer with a partner.

1.4.1. Now read the text and feel in the gaps with words from the box.

<i>advertisements</i>	<i>advertising</i>	<i>afford</i>	<i>bargains</i>	<i>cheap</i>	<i>cheaper</i>	
<i>choice</i>	<i>easy</i>	<i>economists</i>	<i>else</i>	<i>enjoy</i>	<i>expensive</i>	<i>furios</i>
<i>interrupted</i>	<i>magazines</i>	<i>need</i>	<i>posters</i>	<i>quality</i>	<i>queuing</i>	
<i>sales</i>	<i>series</i>	<i>small ads</i>	<i>spending</i>			

I hate ___1___ It annoys me when I'm watching TV and a good film is ___2___ every twenty minutes or so by a ___3___ of eight or ten stupid lying **commercials** — I always turn the sound off. I never look at newspaper ___4___, and I don't even open the kind of glossy ___5___ where there is more advertising than anything ___6___ And it makes me really ___7___ when I see ___8___ all over the place trying to persuade me to make somebody else rich by ___9___ money I can't ___10___ on things I don't ___11___, especially when half the world is starving.

Just now the shops are having ___12___. There are advertisements everywhere offering magnificent ___13___ and people are ___14___ up for days in advance, just so that they can be first into the shop when the sale starts. I'd rather stay at home, put my feet up and ___15___ what I've got.


___16___ tend to argue that if we didn't have advertising there wouldn't be such a wide ___17___ of things to buy. Perhaps, but I think advertising makes things more ___18___, and it would be better if the money were spent on improving ___19___ or making things ___20___.

___21___ are different, perhaps. I think they **perform a useful service**, because they **put individual buyers and sellers in direct contact**. You can find things you really need — like a ___22___ second-hand car being offered directly by the owner — and if you want to sell something yourself a small ad is an ___23___ way of getting rid of it.

1.4.2. Read the text again and find the words and phrases which show the author's negative attitude to advertisements?

1.4.3. In pairs, decide how far you agree with the following statements. Give your reasons.

- 1) It annoys me when I'm watching TV and a good film is interrupted every 20 minutes by a series of stupid lying commercials.
- 2) It makes me really furious when I see posters all over the place trying to persuade me to make somebody else rich.
- 3) If we didn't have advertising there wouldn't be such a wide choice of things to buy.
- 4) Advertising makes things more expensive.
- 5) Small ads perform a useful service for the community.

1.5.  Read all the sections of the advertisement below. Read through once trying to understand without using a dictionary. Then read again using a dictionary to check whether your guesses were right.

Some of the greatest business deals of all time

1. The Red Indian dope trick

Even in the days when America was known as the New World, it was a country with a **reputation for its spirit of enterprise** and the ability of its people **to make a good deal**.

When the settlers started **negotiating**, the natives hardly knew what had hit them – and in the summer of 1626, probably the most spectacular **real estate coup** in history took place.

Governor Peter Minuit of the Dutch West India Company **had the job** of buying Manhattan Island from the Indians.

After some **haggling** with Chief Manhasset, the price was agreed at 24 dollars' worth of kettles, axes and cloth.

Today, \$24 would not buy one square foot of office space in New York City, and an office block in central Manhattan **changes hands** for around \$80 million. Even **allowing for** inflation, Minuit got himself a real bargain.

2. Not again, Josephine!

You would think that the Manhattan deal would remain a **one-off** for ever. After all,

the Americans would surely never find anyone as naive as the Indian chief again.

But less than two centuries later, they did - and this time the loser was Napoleon, Emperor of France and (in his early years, at least) a brilliant military tactician.

In 1803, Napoleon **had his mind on** European affairs (in particular, an invasion of Britain), so he decided to **dispense with** France's American possessions.

He sold the entire Mississippi valley, an area of 828,000 square miles extending from Canada down to the Gulf of Mexico and westwards to the Rockies, for just over 27 million dollars.

Through this deal, known as the Louisiana purchase, President Thomas Jefferson doubled the size of the United States for only around 5 cents per acre.

The judgement of the Emperor, on the other hand, never seemed to be quite the same again.

3. Striking a bargain

Just occasionally, however, the seller does come out of a clever business deal on top –

as in this example of a man who sold an idea to a manufacturing company.

The particular beauty of this deal lies in the fact that the idea was not one which he could put into practice himself.

He simply approached a leading match company and offered to tell them how they could save thousands of pounds by means of one change to their manufacturing procedures. The change would cost absolutely nothing to carry out – but he would require a substantial percentage of the savings **in return for** the idea.

Not surprisingly, the match company were more than a little suspicious, and turned him down. After all, if this idea was so obvious to an outsider, surely they could work it out for themselves.

They **duly** went through the whole factory **with a fine tooth-comb** – but found nothing. By this time, they were so intrigued by the man's offer that they went back to him and agreed that if he could save them money, he could have the cut he wanted.

“Just put one striking surface on each matchbox instead of two”, he advised them. “You'll cut the money you spend on abrasives by 50 %”.

They did – and they did. And over the next few years, the man who sold them the idea made a small fortune.

4. A horse in a Million

In 1978, the American bicycle importer Sam Rubin bought a 3-year-old racehorse for \$25,000.

There didn't seem to be anything remarkable about John Henry at the time, and his previous owner was certainly satisfied with the amount, as he had bought the horse for only \$1,100 as a yearling.

In 1980, however, John Henry suddenly **blossomed** and won \$925,000 in prize money.

Then in 1981, he won the inaugural Arlington Million and became America's Horse of the Year. By the time he picked up the title for a second time in 1984, he had won the Million

again, the Santa Anita Handicap twice, the Jockey Gold Cup, the Ballantine's Scotch Classic and a staggering \$6,591,860 – almost twice as much as any other horse in world racing history.

Sam Rubin can have only one regret about his horse, and that is that he has no stud value at all. Unfortunately for him, John Henry is a gelding.

5. PC Tips

The example of John Henry proves that **outstanding opportunities** do still exist – and without doubt, the best deal in office computers at the moment is the Epson PC+. The PC+ is every bit as powerful as the industry standard computer, and just as flexible.

It will run all of the huge amount of software designed for IBM PCs (plus, of course, Epson's own famous Taxi system) and will fit happily into any existing IBM network.

However, it can run the software over three times faster – and it takes an even greater range of printers and peripherals.

Furthermore, it is only three-quarters the size, is considerably easier to use and is absolutely packed with extra features. In fact, it has more built in as standard than any other PC on the market.

As you would expect of an Epson, the PC+ is also exceptionally reliable.

Yet for all this, it costs an astonishing 25 % less than the industry standard.

To find out more about this extraordinary deal, either: write to Epson (U.K.) Limited, Freepost, Birmingham B37 5BR; call up Prestel 280#; or dial 100 and ask for Freefone Epson.

It may differ from the previous four deals in that more than one party can benefit from it – but that doesn't mean you should waste any time in taking advantage.

(Epson advertisement, 1986)

1.5.1. Find in the text English equivalents for the following:

- вести переговоры;
- программное обеспечение компьютера;
- заключить сделку;
- должным образом;
- делать скидку на инфляцию;
- торговаться;
- осуществлять, применять на практике;
- выйти победителем в сделке.

1.5.2. Find the words in the text which have the meanings given below.

- an animal between one and two years old;
- courage and willingness to engage in a difficult undertaking;
- examining thoroughly;
- to do without something or consider it unnecessary;
- something that is carried out or made only once;
- a brilliant and successful deal with a large piece of landed property.

1.5.3. Explain the contextual meaning of the following:

- | | |
|--------------------------------|-----------------------|
| – a dope trick | – striking surface |
| – to have the job of doing sth | – stud value |
| – to have one's mind on sth | – to benefit from sth |
| – to have the cut | – an office block |

1.5.4. Look back at the text and answer the questions:

1. The text is an advertisement. What is advertised?
2. Why are the first four sections given? Do they advertise anything?
3. What was the first real bargain in the history of the USA?
4. How much did the settlers have to pay to the Indians for Manhattan Island?
5. How much can you buy for that money nowadays?
6. Was the Manhattan deal a one-off forever? What was the second?
7. Is a seller always a loser in a business deal? Prove it.
8. Was John Henry an American bicycle importer?
9. How much did the racehorse cost to his owners?
10. How much did John Henry earn through his racing history?
11. Did the racehorse have any demerits?
12. What are the outstanding opportunities of the Epson PC+?

13. What advertising language is used to draw people's attention to the Epson PC+?

14. Which deal is in your opinion the greatest business deal of all time? Why?

1.6. Discuss in pairs.

a) Do you think advertising is a good or bad thing? Why?

b) What are your favourite commercials? Why?

1.7. ✍ Write three small ads, or design one big advertisement, for things that you want to sell.

II. HOW ADVERTISING WORKS

2.1. Group work. You will find that most advertisements tend to be persuasive. Find out how advertisements:

- ◆ attract attention;
- ◆ command interest;
- ◆ create desire;
- ◆ inspire conviction;
- ◆ provoke action.

Here are some prompts to start you off:

- ◆ Attention is attracted by...
- ◆ It is hard to overlook the advertisement because...
- ◆ The argument of the advertisement is...
- ◆ The advertisement is likely to be successful because...
- ◆ The product is easily remembered because...
- ◆ The value of the product is demonstrated by...
- ◆ The message convinces the customer of...
- ◆ The advertisement stimulates...

2.2. You are going to read a text about TV commercials. Write 5 questions that you would expect to be answered.

2.2.1. 📖 Now read the text. Does the text answer your questions?

The world of TV commercials

Some people love them – others hate them – but almost everybody watches dozens of TV commercials every day. They are, in fact, a **vital part** of 1990s **media culture**. Why? Because they don't just sell us products – they also

reflect our dreams, fears, stereotypes and fantasies. So how do they work? Our journey through the land of “**jingles**” and “**slogans**” begins with...

The Rules

Television commercials have to obey different rules in different countries. Even so, a few **basic conditions** exist almost everywhere. For example, advertisers mustn't attack someone else's product or **make false promises**. What they say must be, in the words of Britain's advertising rules, “legal, decent, honest and truthful”.

The Account

When a company wants to sell its product on TV it goes to an advertising agency. If it likes the agency's ideas it pays them to make one or more commercials. This business relationship is called an “account”. These days, many top accounts are worth several million pounds.

The Product

So what kinds of products are advertised on TV? Well – almost anything. For example... • banks • cars • chocolate • insurance • toothpaste • computers • toys • coffee • airlines • supermarkets.

The Market Research

OK – so an agency has a new account. What does it do first? **Market research**. In other words, it talks to consumers about the product and analyses what they say. To do this, it divides consumers into groups according to their... • age • race • sex • income. Market research shows what people think about the product.

The Concept

Next comes the concept. This is a general idea for the style of the commercial. For example, it may be a cartoon fantasy, a 50s rock and roll party or a romantic beach scene. Some of today's most popular concepts include... • the **mini-soap** (a series of commercials which tell a story) • the environment (this shows how healthy and natural a product is) • “the new man” (images of gentle, sensitive men, often shown with babies or young children) • “the female executive” (images of successful women with glamorous, busy lives).

Storyboard

A team of advertising agency people create each commercial. One member of the team is the art director. Once there's a concept, he or she **produces a storyboard**. This is a series of pictures, which shows what the commercial will look like and how it will develop scene by scene.

The Slogan

Another important member of the team is the copywriter. It's his or her job to write a script for the ad. This usually includes a short, clever, easy-to-remember phrase or "slogan". Three recent slogans in British commercials were... "Gas – the heat of the moment" (British Gas), "Sony – why compromise?" (Sony), "Everything you want from a store and a little bit more" (Safeway supermarkets).

The Music

Images and words are both **vital factors** in a TV commercial. Another is the music. Some ads have their own short song or "jingle" (which usually includes the slogan). Others use pop, jazz or classical tunes to create a mood, which fits the product.

The Shoot

Commercials are "one-minute-movies". They cost a lot of money and some take weeks to film. Others, of course, only take two or three days. It all depends on the product, the concept and the budget.

The Slot

"Slots" are the short breaks during and between programmes. TV companies sell them to advertisers, but not all for the same price. A slot at 4.30 p.m., for example, is much cheaper than one at 8 p.m. That's because more people watch TV in the evening or "**peak viewing**" hours.

2.2.2. Look back at the text and answer these questions.

1. *Why are TV commercials a vital part of modern media culture?*
2. *Do TV commercials work according to the same rules in different countries?*
3. *What are the basic conditions of advertising?*
4. *What is an "account" in an advertising campaign?*
5. *What kinds of products are advertised on TV?*
6. *When an advertising agency has a new "account" what does it do first? Why?*
7. *What is a concept? What are the most popular concepts nowadays?*
8. *What are the members of a team of an advertising agency?*
9. *How long does it take to film a commercial?*
10. *What is "a slot"?*
11. *What does the price of a slot depend on?*

2.3. □ Add the following adjectives or their adverbial forms.

*possible / flexible / subtle / actual / funny / real /
memorable / figurative / literal / interesting / extreme /
psychological / emotional / immediate*

Advertising works very (1) _____. Because English is a very (2) _____ language, it plays with words. It is interesting therefore (3) _____ to take a slogan (4) _____ or (5) _____. The cleverer the pun, the more (6) _____ the slogan. The consumer may not buy the product (7) _____, but he will probably react to it (8) _____ or (9) _____ in such a way that he buy it later. The criticism of modern advertising is that although it may be (10) _____ (11) _____ or (12) _____ (13) _____ in fact it tells you nothing about the (14) _____ product.

2.4. “Catchy slogans”. Look at these slogans from advertisements. What products do you think they are advertising?

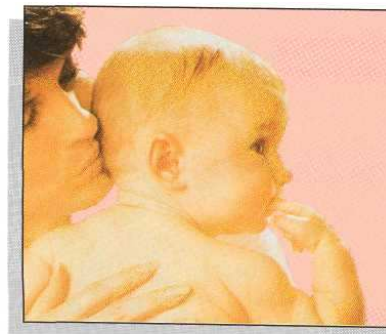
- ◆ Don't leave home without it.
- ◆ Because your signature deserves the best.
- ◆ Fly the friendly skies.
- ◆ Just do it!
- ◆ The uncola
- ◆ What you want is what you get at _____ today.
- ◆ Your true colors
- ◆ It's the real thing

Useful expressions: I think it might be advertising ...

This could be an ad for ...

That's used in the ... ads.

2.5. Work in pairs. Look at these ads. What do you think each is advertising?





(Answers: see back of book)

Do you think the ads are effective? Why (not)? Talk about these things.

- *the concept or idea used in the ad*
- *the photography*
- *the layout or design*
- *the slogan or words used*

2.6. With a partner, look at this headline. What do you think the article might be about?

Between the Lines

2.6.1.  ***Now read the text and see if your ideas were correct.***

Not for nothing have advertisements earned the name “the hidden persuaders”. Advertising is no longer a matter of simple encouragement and bald fact. The emphasis today favours a less factual and more subtle approach, creating what has been called **a time-bomb effect**.

As a consequence of this trend, the language of advertising in Britain has changed substantially in character. Its traditional functional element, the adjective, has lost meaning because such words as “new, giant-sized, improved, terrific, even better” have been applied to so many goods of the most diverse sort and quality that they no longer have any function as genuine description. The emphasis has shifted away from the external qualities as described by adjectives and towards less **tangible features**, features not always present in the

goods themselves. Often, in fact, the language of an advertising slogan is designed solely to **stick in the mind** without relating to the actual product.

The power of such slogans lies in the “catchiness” of the words, often consolidated by a catchy musical jingle, so that ultimately the humour and **novelty** of the slogan – in short, its appeal – are more important than the qualities of the actual product. In some happy cases, the flexibility of the English language allows for this “catchiness” without sacrificing the literal meaning, as in the clever advertisement for Stork margarine: “It’s good enough to eat with nothing on”.

Often such double meanings have a quality of untranslatability. Even the simple pun of “Players please” loses in translation, as does the powerful conciseness of the “clunk-click” campaign for safety belts. Such adverts use language to do more than merely describe; they **ignite** some sort of emotional or psychological spark in the consumer which will keep the name of the product burning in his memory.

2.6.2. Answer the following questions.

- 1. In what way has advertising changed in Britain in recent years?*
- 2. Why has this change taken place?*
- 3. What criticism can be made of modern advertising?*
- 4. What are the qualities of a good advertising slogan?*
- 5. Explain the **ambiguity** of the slogan “It’s good enough to eat with nothing on”.*
- 6. Why is it not usual to use the same slogan in two languages?*

III. “THE LANGUAGE OF ADVERTISING”

3.1. Below is a list of techniques which advertisers commonly use to persuade us to buy their products.

- Association of ideas
- Key words
- Guilt
- “Science”
- Expertise
- “Before and after”
- “The camera never lies”
- Repetition

- i) Brand names
- j) “Keeping up with the Joneses”

Find out exactly what each of these techniques involves by reading the descriptions below and matching them correctly with one of the labels from the above list.

<p>(a) _____</p> <p>Some products are advertised as having a remarkable and immediate effect. We are shown the situation before using the product and this is contrasted with the situation that follows its use. Taking a tablet for a headache in such advertisements can have truly remarkable results. For not only has the headache gone, but the person concerned has often had a new hair-do, acquired a new set of clothes and sometimes even moved into a more modern, better furnished house.</p>	<p>(b) _____</p> <p>One thing reminds us of another – especially if we often see them together. These reminders are sometimes more imaginary than real: for some people snow may suggest Christmas, for others silver candlesticks may suggest wealth. The advertiser encourages us to associate his product with those things he thinks we really want – a good job, nice clothes, a sports car, a beautiful girlfriend – and, perhaps most of all, a feeling of importance. The “image” of a product is based on these associations and the advertiser often creates a “good image” by showing us someone who uses his product and who leads the kind of life we should like to lead.</p>
<p>(c) _____</p> <p>Advertisements often encourage us to believe that because someone has been successful in one field, he should be regarded as an authority in other fields. The advertiser knows that there are certain people we admire because they are famous sportsmen, actors or singers, and he believes that if we discover that a certain well-known personality uses his product, we will want to use it too. This is why so many advertisements feature famous people.</p>	<p>(d) _____</p> <p>Maybe we can’t always believe what we’re told, but surely we must accept what we’re actually shown. The trouble is that when we look at the photograph we don’t know how the photograph was taken, or even what was actually photographed. Is that delicious-looking whipped cream really cream, or plastic froth? Are the colours in fact so glowing or has a special filter been used? It is often difficult to tell, but you can sometimes spot the photographic tricks if you look carefully enough.</p>
<p>(e) _____</p> <p>If you keep talking about something long enough, eventually people will pay attention to you. Many advertisements are based on this principle. If we hear the name of a product many times a day, we are much more likely to find that this is the name that comes into our head when the shopkeeper asks “What brand?” We usually like to choose things for ourselves, but if the advertiser plants a name in our heads in this way he has helped to make the choice for us.</p>	<p>(f) _____</p> <p>Most advertisements contain certain words (sometimes, but not always, in bold or large letters, or beginning with a capital letter) that are intended to be persuasive, while at the same time appearing to be informative. In describing a product, copy-writers insert words that will conjure up certain feelings, associations and attitudes. Some words – ‘golden’, for example – seem to have been so successful in selling that advertisers use them almost as if they were magic keys to increase sales.</p>

<p>(g) _____ Advertisers may try to make us want a product by suggesting that most people, or the ‘best’ people, already use it and that we will no doubt want to follow them. No one likes to be inferior to others and these advertisements suggest that you will be unless you buy the product.</p>	<p>(h) _____ The manufacturer needs a name for his product, and of course he looks for a name that will do more than just identify or label: he wants a name that brings suitable associations as well – the ideas that the word brings to mind will help sell the product.</p>
<p>(i) _____ In this age of moon flights, heart transplants and wonder drugs, we are all impressed by science. If an advertiser links his claim with a scientific fact, there’s even a chance we can be blinded by science. The question is simply whether the impressive air of the new discovery or the “man-made miracle” is being used to help or just to hoodwink us.</p>	<p>(j) _____ Advertisers may invoke feelings that imply you are not doing the best for those you love most. For example, an advertisement may suggest that any mother who really loves her children uses a certain product. If she does not, she might start to think of herself as a bad mother who does not love her family. So she might go and buy that particular product, rather than go on feeling bad about it.</p>

3.2. Check and compare your answers with your partners.

3.3. Discuss the different advertising techniques described with the rest of the class. Think of examples of advertisements you are familiar with in order to explain how each one works.

- ◆ Are there any other advertising techniques you can think of which are not in the list? If so, describe how they work and give examples of advertisements where you have noticed them being used.
- ◆ Do you think that some techniques are more effective than others for advertising particular products? If so, which?
- ◆ Do you think some techniques appeal more than others to certain age groups and types of people? If so, which?

3.4. ✨ Look at the advertisements provided and discuss with your partner what technique or combination of techniques is used in each. Compare and discuss your opinion with the rest of the class.

3.5. Imagine that you are copy-writers for a free-lance advertising agency and have been given the following information about a new product that is shortly to be put on the market.

Product no. 1294X Special Skin Lotion
 Available in tubes and jars.
 Suitable for all ages, sexes and skin-types especially those who lead active outdoor lives or are exposed to high levels of air pollution.
 Aims to revitalize the skin and prevent wrinkles.
 How to use: After washing, apply to the face morning and night.

◆ The manufacturer has asked you to **invent a brand name** and write and design an advertisement for his new product. You are free to choose whatever advertising techniques you like, but the manufacturer has particularly stressed that he wants the advertisement to appeal to men as well as women.

◆ Compare your advertisement with those designed by other groups in the class and decide, in the light of the manufacturer's request, which one you think is the best.

3.6. ❄ Group work. You work for an advertising agency. Write a 30-second radio or TV commercial for one of the following products. Use some of the information below and other information of your own.



Bicycle

lightweight aluminum frame
folds easily
easy to carry
made in Taiwan



Laptop computer

uses batteries or electric outlet
weighs about 9 pounds (about
4 kilos)
black-and-white monitor
on sale at 50% off



Running shoes


for running or jogging
light and comfortable
2 colors available
made in Korea

IV. "SELLING LIKE HOT CAKES"

(Phrasal verbs and idioms)

4.1. Work in pairs. Using the list below, discuss which things most influence you when you buy something. Then put them in order of importance.

<i>the price</i>	<i>the packaging</i>	<i>the brand name</i>	<i>the quality</i>
	<i>the advertising</i>	<i>if it is fashionable</i>	

4.2.  Listen to a reporter talking to the director of the company that makes Bubble Up and Fizzy Cola. Read and discuss with your partner if the statements below are true or false, and why.

1. *Bubble Up* was an immediate success.
2. The plans for advertising *Fizzy Cola* have changed.
3. The company is doing better this year than last year.
4. The company may go bankrupt.
5. The company will definitely do better in the future.

4.3. Match the multi-word verbs in A with the definitions in B. If necessary, listen to the interview again.

1. to catch on	a. to withdraw from an agreement or arrangement
2. to pick up	b. to gain control or possession of something
3. to fall through	c. to be abandoned or fail to be completed (e.g. a plan or arrangement)
4. to come up with something	d. to increase, improve or recover (e.g. economy or business)
5. to take someone on	e. to decrease in amount or number
6. to fall off	f. to employ someone
7. to lay someone off	g. to become popular or fashionable
8. to back out (of something)	h. to produce an idea, suggestion or solution
9. to take (something) over	i. to dismiss someone because there is no work (usually temporarily)

4.4. Make sentences with the same meaning using multi-word verbs.

Example: This new hairstyle has become popular. (*catch on*)

This new hairstyle has caught on.

- a) We employ extra staff at Christmas.
- b) She produced several excellent ideas.
- c) He gained control of the company.
- d) The economy is improving.
- e) The demand for our product is decreasing.
- f) The government has withdrawn from the project.
- g) The company has temporarily dismissed three hundred workers.
- h) The plan to build another airport was abandoned.
- i) Her ideas have become really popular.

4.5. Read the dialogue and replace the words in italics with multi-word verbs.

A Hello, Bill, how's the car business doing at the moment?

B Not very well, I'm afraid. Our sales *are decreasing* at the moment, and our latest model hasn't *proved to be very popular*. We've also had to *withdraw from* a new project to build a family car. What about you?

A Our export figures weren't very good at the start of the year, but now they're starting to *improve* and we need to *employ* extra staff. In fact, we're thinking of *taking control of* another business.

B Lucky you! Our company is thinking of *dismissing* some of its staff until things get better. By the way, what happened about that design problem you were telling me about?

A Fortunately one of our team managed to *produce* a brilliant solution to the problem – otherwise the whole project would have *been abandoned*.

4.6. Collocation. Which of the words can be used with the multi-word verbs below? Up to three items may be correct.

- a) She **came up with** *an interesting idea.* / *a serious complaint.* / *a useful suggestion.* / *the right answer.*
- b) *The new fashion* / *The Prime Minister* / *The idea* / *The song* is **catching on.**
- c) *The plan* / *The search* / *The scheme* / *The project* has **fallen through.**
- d) *The rain* / *His love* / *Investment* / *Production* is **falling off.**

4.7. Write suitable endings for the following sentences.

- a. They decided to back out of buying the house when they found out...
- b. She took over the company because...
- c. The plan to build a new tunnel fell through because...
- d. The new fashion didn't catch on because...
- e. Sales started to pick up after...
- f. Two hundred workers were laid off because...
- g. The number of people who want to become nurses is falling off because...
- h. Scientists have come up with an idea for...
- i. The company took me on when I told them...

4.8. Look at the multi-word verbs and work out the meaning of the nouns below. Then use them to complete the newspaper headlines.

<i>turnover</i>	<i>downturn</i>	<i>takeover</i>	<i>upturn</i>
-----------------	-----------------	-----------------	---------------

ECONOMIC NEWS IN BRIEF

- a. _____ **IN ECONOMY WILL INCREASE UNEMPLOYMENT**
- b. **SWEET MANUFACTURER MAKES _____ BID FOR RIVAL COMPANY**
- c. **COMPANY'S ANNUAL _____ RISES BY £30M**
- d. **OPTIMISTIC CHANCELLOR PREDICTS _____ IN ECONOMY**

4.9. Idiomatic expressions. Listen to the recording again. Find the expressions which mean the following.

- a. to begin something badly
- b. to sell quickly to many eager customers
- c. to start from zero or with nothing
- d. to be ruined financially
- e. to keep out of debt or difficulty

4.10. Using the expressions you found above, what would you say in the following situations?

a) There is an economic recession and you think that a lot of companies will go out of business.

b) You are a supporter of a football club. At the beginning of the football season the team lost all their matches.

c) An engineer designs a new type of engine but then finds it doesn't work. He decides to start again with a completely different design.

d) The company you work for is only just managing to avoid financial difficulties.

e) Your friend has written a novel and it has become very popular. Everyone is buying it.

Now think of further examples using some of these expressions. For example, can you think of something that is selling extremely well at the moment? Can you think of something that started very badly?

4.11. Role-play.

Work in pairs. One of you is the Director of a fashion company, the other is a fashion designer. Read the notes for your role below, and spend some time thinking about what you will say, and the multi-word verbs and expressions you could use in the role-play. Then act out the conversation with your partner.

Director of fashion company

Your company is not doing well at the moment and you are worried it may go bankrupt. Tell your fashion designer about the latest sales figures, the economic recession, the failure of recent projects, and the need to reduce the number of staff. Find out if he/she has any ideas for helping to save the company.

Fashion designer

You work for a fashion company. The Director has asked to see you about the bad financial position of the company. Try to think of positive things to say about the company, the economy, and your new ideas. Try to think of solutions to the problems the company is facing.

4.12. Look at the picture story with your partner. Practise telling the story before you write it. You can decide what happens in picture 12. How do you think the story ends?




4.13. ✍ Now write the story. Remember to use the multi-word verbs and expressions you have learnt in this unit.

V. IS ADVERTISING OF ANY USE TO THE COMMUNITY?

5.1. *Advertising nowadays arouses tremendous controversy. Some people approve of it, others don't. In pairs, think of as many arguments for and against advertising as you can. Compare your list of arguments with another pair.*

For	Against
1. Advertisements are informative.	1. Advertising creates demand for things we don't need.
2.	2.

5.2.  *Now read the text on modern advertisements and in pairs fill in the missing words from the box. Make sure you know what these words mean.*

<i>beneficial</i>	<i>misleading</i>	<i>blatant</i>	<i>brainwash</i>
<i>implicit</i>	<i>catchy jingles</i>	<i>exploit</i>	<i>ubiquitous</i>
<i>bombard</i>	<i>watchdog</i>	<i>subtle</i>	<i>informative</i>

Modern advertisements contain **hidden messages**, (a) _____ in the advertisement showing the pretty girl in the new car or the smiling children round the packet of washing powder is the message that if we buy the product, we also achieve success and happiness. It is a (b) _____ approach since it seeks to (c) _____ our secret dreams, and it is **inescapable** since advertising is (d) _____. Giant **street hoardings** and (e) _____ on television (f) _____ us from all sides. They (g) _____ us into believing that we can **realise our ambitions** quickly and easily. On the other hand, defenders of advertising say that it is (h) _____. Advertising is (i) _____.

Advertisements tell us about useful new products. They **brighten our lives** with colour and music. They **increase demand, stimulate industry** and so **keep prices down**. Whether for or against advertising, most people would agree that some kind of (j) _____ body, appointed by the government or by the advertising industry itself, is necessary to maintain standards of honesty and to discourage the more (k) _____ types of (I) _____ advertisements.

5.3. *Look back at the text and find expressions to complete your lists of arguments and counter-arguments.*

5.4. 📖 *Read the text below and in pairs discuss whether or not you agree with the ideas of the text.*

Before reading, do the following exercise.

Matching.

- | | |
|---------------|--|
| 1) calamity | a) natural ability to do smth |
| 2) revenue | b) ability to see into the true nature of smth |
| 3) flair | c) stay alive; exist |
| 4) ration | d) very wicked or unjust |
| 5) insight | e) serious misfortune or disaster |
| 6) iniquitous | f) fixed quantity |
| 7) subsist | g) income |

“Advertisers perform a useful service to the community”

Advertisers tend to think big and perhaps this is why they're always coming in for criticism. Their critics seem to resent them because they have a **flair for self-promotion** and because they have so much money to throw around. “It's iniquitous”, they say, “that this entirely **unproductive industry** (if we can call it so) should absorb millions of pounds each year. It only goes to show how much profit the big companies are making. Why don't they stop advertising and reduce the price of their goods? After all, it's the consumer who pays...”

The poor old consumer! He'd have to pay a great deal more if advertising didn't **create mass markets** for products. It is precisely because of the **heavy advertising** that consumer goods are so cheap. But we get the wrong idea if we think the only purpose of advertising is *to sell goods*. Another equally important function is *to inform*. A great deal of the knowledge we have about household goods derives largely from the advertisements we read. Advertisements introduce us to new products or remind us of the existence of ones we already know about. Supposing you wanted to buy a washing-machine, it is more than likely you would obtain details regarding performance, price, etc., from an advertisement.

Lots of people pretend that they never read advertisements, but this claim may be seriously doubted. It is hardly possible not to read advertisements these days. And what fun they often are, too! Just think what a railway station or a newspaper would be like without advertisements. Would you enjoy gazing at a blank wall or reading railway bye-laws while waiting for a train? Would you like to read only closely-printed columns of news in your daily paper? A **cheerful, witty advertisement** makes such a difference to a drab wall or a newspaper full of the **daily ration of calamities**.

We must not forget, either, that advertising makes a **positive contribution to our pockets**. Newspapers, commercial radio and television

companies could not **subsist** without this **source of revenue**. The fact that we pay so little for our daily paper, or can enjoy so many broadcast programmes is due entirely to the money spent by advertisers. Just think what a newspaper would cost if we had to pay its full price!

Another thing we mustn't forget is the 'small ads' which are in virtually every newspaper and magazine. What a tremendously useful service they perform for the community! Just about anything can be accomplished through these columns. For instance, you can find a job, buy or sell a house, announce a birth, marriage or death in what used to be called the 'hatch, match and dispatch' columns; but by far the most fascinating section is the personal or 'agony' column. No other item in a newspaper provides such entertaining reading or offers such a **deep insight into human nature**. It's the best advertisement for advertising there is!

5.5. Role play. Work in pairs.

Student A – you are a defender of advertising.

Student B – you are strongly against advertising.

You have 5 minutes to try to convince each other that your way of thinking is the right one.

5.6. ✍ Write about one of the following subjects.

- “Advertising does more harm than good.”
- “You can tell the ideals of a nation by its advertisements.” (Norman Douglas)
- “Advertising may be described as the science of arresting human intelligence long enough to get money from it.” (George Orwell)

SELF CHECK

Part A

Translate into English

- | | | |
|-------------------------------------|-------------------------|-------------------------------|
| 1. телевизионный
рекламный ролик | 10. рекламный щит | 19. вызывать в
воображении |
| 2. оптовая цена | 11. заключить
сделку | 20. одурачивать |
| 3. рекламодатель | 12. торговаться | 21. промывать
мозги |
| 4. продавец | 13. вести
переговоры | 22. забрасывать,
осыпать |
| 5. покупатель | 14. полезный | 23. наблюдательный
орган |
| 6. исследование
рынка | 15. вездесущий | |

- | | | |
|----------------------------|-------------------------------|------------------------------|
| 7. автор рекламного текста | 16. насущный, жизненно важный | 24. уникальный, единственный |
| 8. распродажа | 17. должным образом | 25. источник дохода |
| 9. подержанная машина | 18. становится в очередь | |

Part B

Translate into English

1. Я даже не открываю эти *дорогие иллюстрированные журналы*, где *рекламы* больше, чем полезной информации.
2. В разных странах существуют разные правила, которым следуют *создатели рекламы*. Однако есть и общие положения, например, не *давать ложных обещаний*.
3. *Образы* и слова – это компоненты *первостепенной важности* любого *телевизионного рекламного ролика*.
4. *Рекламодатели промывают мозги* простых людей, *атакуя* их со всех сторон *вводящей в заблуждение* рекламой.
5. В *период распродаж* *вездесущая* реклама предлагает *выгодные покупки*, и люди *становятся в очереди* *заранее*, за несколько дней для того, чтобы попасть в магазин первыми.
6. Единственный вид рекламы, который я признаю, – это *местные объявления*, которые помогают *установить непосредственный контакт* между покупателем и продавцом.
7. Описывая товар, *автор текста* использует слова, которые *вызывают в нашем воображении определенные чувства и ассоциации*.
8. К сожалению, многие рекламодатели попросту *одурачивают* людей.
9. Защитники рекламы утверждают, что она *полезна*, так как реклама обеспечивает нас информацией и *делает нашу жизнь ярче*.
10. Я считаю, что правительство должно назначить *орган цензуры*, который бы следил за деятельностью *индустрии рекламы*.
11. Ни одна *эффективная* реклама не обходится без *краткой, легко запоминающейся фразы*, так называемого “*лозунга*”.
12. Мы решили *обходиться без* машины, она нам больше не нужна.

13. *Учитывая* уровень инфляции, ожидается, что наши расходы *возрастут на 2 %*.
14. Реклама – *неотъемлемая часть* бизнеса. Многие газеты, радио- и телекомпании не могли бы существовать без этого *источника дохода*.
15. Реклама является важной составляющей маркетинга, так как она *повышает спрос, стимулирует промышленность* и, тем самым, *не позволяет расти ценам*.

Part C

I. Paraphrase the underlined parts of the sentences using the active vocabulary.

1. They argued about the price with the shopkeepers.
2. She flourished in her new environment.
3. There was nothing uncertain or doubtful in the message.
4. The device was supposed to start the fireworks burning.
5. He was reluctant to describe a child as depressed.
6. Aluminium seems to be everywhere in the environment.
7. In some places, the settlers were surviving on potato peelings.
8. He is too often deceived by flashy appearances.
9. He had a natural ability for this branch of law.

II. Insert prepositions where necessary.

1. an advert ___ jeans
2. to strike ___ a bargain
3. to queue up ___ advance
4. a reputation ___ courage
5. to put ___ practice
6. to buy goods ___ wholesale prices
7. to brainwash people ___ buying goods
8. an insight ___ human nature
9. to exploit ___ our dreams
10. to put a product ___ the market
11. a contribution ___ our pockets

III. Paraphrase the underlined parts of the sentences using phrasal verbs.

1. Her ideas have become really popular.
2. The plan to build another airport was abandoned.

3. The company has temporarily dismissed three hundred workers.
4. The government has withdrawn from the project.
5. The demand for our product is decreasing.
6. She produced several excellent ideas.
7. The agency tried to gained control of another company.
8. Interest in Belarus is already beginning to increase.
9. Dreams never cease to amaze us with the extraordinary images they create in our mind.

IV. Paraphrase the underlined parts of the sentences using idioms.

1. The fifty acres of land was sold four times.
2. They examined the company's records carefully and considered every detail of it but could find nothing wrong.
3. She was thinking not about the announcements she was making.
4. Our company is just managing to avoid financial difficulties.
5. The beginning of the football season wasn't successful for our team.
6. Many small investors have been ruined financially in the recession.
7. This product is selling in large quantities.
8. He lost all his money and had to start again from zero.

UNIT 2 CRIME AND JUSTICE

You will study and practise vocabulary and structures relevant to the topic of crimes and punishment.

Specific skills: reading and listening for gist and for specific information; discussing problems; indicating shared and divergent opinions; managing discussion

Grammar: past conditional constructions

	<i>Topic</i>	<i>Hours</i>
I	Crimes and criminals	3
II	“Crime doesn’t pay”	2
III	Punishment	4
IV	Prison	3
V	Juvenile delinquency	5
VI	Crime prevention	3
	Revision	2

ESSENTIAL VOCABULARY

Make sure you know the meaning of the following words:

crime – 1 [U] illegal activities in general; • *crime prevention*; • *crime rate*; • *crime wave*; • *turn to crime*; • *serious / petty crime*; • *to fight / combat crime*

2 [C] a dishonest violent or immoral action that can be punished by law; • *a crime against humanity*; • *commit a crime*; • *scene of the crime*; • *crime of passion / of justifiable defence*

criminal – [=lawbreaker / offender / wrongdoer] someone who is involved in illegal activities or has been proved guilty of a crime; • *first-time / petty / habitual / hardened / repeated / experienced criminal*

accomplice – a person who helps a criminal to do something wrong

bail – [U] money left with a court of law to prove that a prisoner will return when their trial starts; • *release sb on bail*

court – a building / room where all the information concerning a crime is given so that it can be judged; • *take sb to court*;

the court – [U] the people in a court, esp. the judge and the jury

trial – [C, U] a legal process in which a court of law examines a case to decide whether someone is guilty of a crime; • *a right to a fair trial*

verdict – [C] an official decision made by a jury in a court of law about whether someone is guilty or not guilty of a crime

guilty – having done something that is a crime; • *guilty of*; • *find sb guilty*; • *plead guilty*

innocent – not guilty of a crime; • *innocent of*

to suspect – to think that someone is probably guilty; • *suspect sb of (doing) sth*;

(n, C) suspect

to detain – to officially prevent someone from leaving a place; *Police detained the terrorists.*
(n) detainee

to accuse – to say that someone is guilty of a crime in a court of law; • *accuse sb of (doing) sth*; (n) the accused

to charge – to state officially that someone is guilty of a crime; • *be charged with*

to confess – to admit that you have done something wrong or illegal, esp. to the police; • *confess to (doing) sth*; • *confess that*


to convict – to prove / officially announce that someone is guilty of a crime after a trial in a law court; • *be convicted of sth*; (n, C) convict

to sentence – to officially and legally give a punishment to someone found guilty of a crime; • *sentence to*
(n, C) sentence: • *heavy / light sentence*; • *life sentence*; • *death sentence*; • *serve a sentence*; • *pass / pronounce sentence*

to acquit – [usually passive] to give a decision in a court of law that someone is not guilty of a crime; • *acquit sb of sth*

to appeal – to make a formal request to a court asking for a decision to be changed

I. CRIMES AND CRIMINALS

1.1.  *You are going to read a text about different types of crimes. Team up with another student to discuss the questions that follow.*

In different times and places what has been considered a crime has varied greatly. But in the modern world there are certain acts such as *treason, murder, robbery, assault, rape* that are almost universally regarded as crimes. A crime is **a public wrong**. Even when committed against an individual crimes are considered to harm the wellbeing of society in general. A case is heard in the criminal court.

The legal term for **a private wrong** is a *tort* (harm to a person, his property or reputation, through the unlawful or dangerous activity of others). Such matters as *traffic accidents, slander, libel, personal injury, medical malpractice* and *trespass* are dealt with by tort law. A case is heard in the civil court.

The common law originally divided crimes into two categories – felonies and misdemeanors. **Felonies** are very serious crimes (*homicide, arson, rape, robbery, burglary, larceny, kidnapping, tax evasion, drug dealing*) which are punishable by terms in a state or federal prison. **Misdemeanors** are less serious crimes (*disorderly conduct, public drunkenness, ordinary automobile driving violations, some types of assault, perjury, libel, minor sex offences, selling liquor to minors, operating an illegal gambling establishments*). Misdemeanors are punishable by fines or by imprisonment in a local jail.

People commit crimes against:

– individuals (*homicide, battery, assault, kidnapping*);

- property (*theft, mugging, trespass*);
- the state (*treason, sedition, rebellion*).

Crimes committed by business people, professionals and politicians in the course of their occupation are known as **white-collar crimes**. Such violations usually involve *fraud, swindle, counterfeiting, tax cheating* and other duplicity in financial dealings. Today, the term covers such acts as cheating in the payment of taxes – which may or may not be done in connection with one’s business. It may apply to petty thefts by employees, as well as to million-dollar stock market swindles.

The increasing use of computers has created new opportunities for white-collar crime. Computer crimes are difficult to detect but easy to accomplish once a criminal learns the code or password to activate the system.

Organized crime consists of large-scale activities by groups of gangsters or racketeers. Organized crime specializes in providing illegal goods and services. Its activities include *gambling, drug trafficking, smuggling, bookmaking, loansharking, prostitution, labour racketeering*.

Political crime became an increasingly serious criminal activity during the 1970s. It includes acts of *terrorism* against innocent people and *assassinations* of leading political figures throughout the world. Unlike many criminals who seek money or personal gain through crime, most terrorists and assassins commit crimes to show support for political cause. Since the early 1970’s, political crimes such as *airplane hijackings, assassinations, bombings, and the taking of hostages* have become most frequent. As a result, most governments have taken steps to guard against terrorists (security at airports, embassies, and other potential targets has been increased, specially trained law enforcement or military units have been formed).

- a) *What are the most common crimes?*
- b) *What crimes, in your opinion, are the most difficult to clear up? Why?*
- c) *How may crimes be classified?*
- d) *What crimes can be included in the group of crimes against property / people / state?*
- e) *Some social scientists classify crimes according to the motives of the offenders. Such crimes might include economic crimes, political crimes, and crimes of passion (crime committed out of sexual jealousy, towards which courts of law in some countries are lenient). What crimes can be referred to as economic, political or crimes of passion?*

1.2. Select the names for the actions or persons described below and explain why the other two choices are wrong.

- | | |
|---|---|
| 1) Taking a person by force, hiding him, and demanding ransom . | a) <i>hijacking</i> b) <i>kidnapping</i>
c) <i>mugging</i> |
| 2) Deliberately taking a person's life. | a) <i>murder</i> b) <i>robbery</i> c) <i>theft</i> |
| 3) Destruction or damage of property without apparent motive. | a) <i>vandalism</i> b) <i>forgery</i>
c) <i>blackmail</i> |
| 4) Obtaining money by making false documents look genuine. | a) <i>fraud</i> b) <i>forgery</i>
c) <i>harassment</i> |
| 5) Stealing from a counter where goods are set out for customers to choose and buy. | a) <i>robbery</i> b) <i>assault</i>
c) <i>shoplifting</i> |
| 6) Someone who steals from a purse, a pocket, or a handbag in public places. | a) <i>swindler</i> b) <i>thief</i>
c) <i>pickpocket</i> |
| 7) Concealing one's financial gains and profits from the Internal Revenue Service. | a) <i>counterfeiting</i> b) <i>fraud</i>
c) <i>tax evasion</i> |
| 8) Someone who steals money from a bank, shop, train or people by using force or threats. | a) <i>thief</i> b) <i>mugger</i> c) <i>robber</i> |
| 9) Someone who steals something from someone but doesn't resort to violence . | a) <i>hijacker</i> b) <i>thief</i> c) <i>fraud</i> |

1.3. What are the crimes described in these situations?

- a) He threatened to send the love letters to her husband unless she gave him \$500.
- b) The telephone box had been smashed and there was graffiti all over the wall.
- c) An old man has been attacked and robbed in a city street. He is recovering in hospital.
- d) Department stores lose millions of pounds each year through goods being stolen off the shelves.
- e) Thieves broke into the house while the family was away on holiday.
- f) The young woman was sexually attacked as she walked across the dark park late at night.
- g) He watched with satisfaction as the fire he lit burnt down the factory. "That'll make them wish they'd never given me the sack", he thought.
- h) It was a perfect copy. It was so good, in fact, that it could even fool an expert.
- i) The bank believed her to be trustworthy. They had no reason to suspect that she had transferred thousands of pounds to false accounts.

- j) “If you want to see your child again, put \$50000 in an old suitcase and wait for further instructions”.
- k) George gave the man \$50 in return for a small packet of heroin.
- l) It was a beautiful day. The sun was shining and people were sitting outside the café enjoying the sunshine. Then the bomb went off.
- m) “If only I hadn’t **brought** these watches **through customs**”, she thought as she sat crying in the police station.

1.4. Complete the sentences with the correct form of the word in brackets.

- a) Nobody at the company realized that he had been (embezzle) _____ money until someone noticed some errors in the books.
- b) The (rape) _____ admitted that he had spoken to the woman but denied that he had (rape) _____ her.
- c) It is difficult to protect children from (abuse) _____ who are members of their own family.
- d) The (blackmail) _____ was caught when someone recognised her handwriting.
- e) Armed (robbery) _____ is increasingly common, with criminals using shotguns and other weapons.
- f) The (mug) _____ came up to her in the street and produced a knife.
- g) The (murder) _____ of women tend to be their husbands (48 %) whereas only 10 % of men (murder) _____ by their wives.
- h) The (theft) _____ got into the gallery at night and took three Picassos.
- i) The (assault) _____ was vicious and the victim needed 56 stitches.
- j) The (arson) _____ who set fire to Anne Hathaway’s cottage did it because he had had a row with his girlfriend.

1.5. Complete the chart by ticking the objects that go with the verbs:

	the bank	a house	a warehouse	a watch	an old lady	a car	the bank manager
to steal							
to rob							
to break into							
to burgle							
to mug							

1.6. Put the right preposition after each verb.

- a) was suspected ____
- b) was arrested ____
- c) confessed ____
- d) was accused ____
- He e) was charged ____ shoplifting.
- f) was found guilty ____
- g) was convicted ____
- h) was booked ____
- i) was sentenced ____

1.7. Fill in the blanks in the following text by choosing from the words listed below:

<i>robber</i>	<i>blackmailer</i>	<i>theft</i>	<i>burglar</i>	<i>thief</i>	<i>fine</i>	<i>kidnapper</i>	<i>steal</i>
<i>inquiries</i>	<i>evidence</i>	<i>rape</i>	<i>suspect</i>	<i>witnesses</i>	<i>murder</i>	<i>charge</i>	
<i>accused</i>	<i>not guilty</i>	<i>a pickpocket</i>	<i>criminals</i>	<i>investigate</i>	<i>rob</i>		
<i>is arrested</i>	<i>testimony</i>	<i>innocent</i>	<i>prison</i>				

People who commit crimes are called 1. The most common crime, taking things that do not belong to you, is 2, and the one who does it is called a 3. If a person does it with a weapon, if he resorts to violence while taking money or other valuables from a bank or from a person he is called 4. A thief who breaks into a house is 5. A thief who tries to take things from people's handbags or pockets in crowded places is called 6. If a person tries to obtain money from another person by threatening to reveal secrets about him, we call such a person 7. And if someone takes and keeps somebody by force, hiding this person and demanding a ransom for his safe return we call him 8.

When the police learn about a crime they 9 it by making 10, and finding 11 who saw how the crime was committed.

Police inspectors or detectives look for some 12 which may help understand what happened. If the crime is serious, like 13 or 14, crime squad is involved.

When the police think they know who committed the crime, that person is called a 15. When they are quite sure that the person committed the crime and can bring a 16 against him, the person 17.

When the 18 man appears in court, the police present their evidence, and the witnesses give their 19.

If the court finds that the person didn't commit the crime he is accused of, he or she is found ___20___ or ___21___ and may go; but if the person is found guilty, he may have to pay a ___22___ or go to ___23___.

1.8. Choose suitable words from the following list to complete the text:

<i>accuse</i>	<i>arrest</i>	<i>capital punishment</i>	<i>commit</i>	<i>court</i>	<i>cross-examining</i>
<i>defence</i>	<i>evidence</i>	<i>guilty</i>	<i>innocent</i>	<i>jury</i>	<i>life imprisonment</i>
<i>prosecution</i>	<i>released</i>	<i>sentence</i>	<i>verdict</i>	<i>witness</i>	

What happens when a criminal is caught

If the police have a ___1___ who saw the suspect ___2___ the crime or they have enough ___3___ to show that he did it, they ___4___ the suspect and ___5___ him of the crime.

At the trial, the ___6___ tries to prove that the accused is ___7___ of the crime by ___8___ its witnesses. The ___9___ can cross-examine them to prove that the accused is ___10___. When both sides have presented their case, the ___11___ retires to consider its ___12___. When it has made its decision, it returns to the ___13___-room and the head jurymen declares the accused "guilty" or "not guilty". If the accused is convicted of the crime, the judge pronounces ___14___.

Because the death penalty, also called ___15___, was abolished in Britain in November 1965, the maximum punishment is a life sentence or ___16___. If the accused is acquitted, i.e. he is found "not guilty", he is ___17___.

1.9. Work in pairs. One person in each pair should study the newspaper report "LITTLE OLD LADY IN KNIFE RAID" (communication activity 2). The other person should prepare questions to find out the information listed below.

Find out:

- the place, day and time of the incident
- the little old lady's appearance and dress
- what exactly happened
- the names of the people involved
- what the police did
- how much, if anything was stolen

1.10. Do this in the same way as Exercise 1.9 (but the person who read the text last time should prepare the questions this time, and vice versa). The newspaper report is entitled "MUGGER MEETS LITTLE OLD LADY" (communication activity 4).

1.11. 📄 *Write answers to the following two questions.*

a) If you had been the shop assistant in the first report, what would you have done?

b) If you had been the lady in the second report, what would you have done?

Now complete these sentences.

c) If the mugger had known what Lady Tucker was like, he would not have ...

d) If Lady Tucker had not hit the mugger, ...

e) ..., the lorry driver might not have come to help.

f) ..., the mugger would have got back on his bicycle.

g) ... bicycle, he could have got away.

h) ... would not ... if she had not kept yelling.

i) If Lady Tucker had been an ordinary old lady, the mugger might have ...

j) The mugger should have ... He should not have ...

1.12. 📖 *You are going to read several texts. Choose the one that looks most interesting. Then write two or three sentences, explaining why you choose the text.*

Good Excuse For Speeding

INDIANAPOLIS (UPI) – A driver who claimed he was driving too fast because he was trying to kill a bee has won an award for his arresting officer for offering the most creative excuse for speeding in Indiana.

The Police League of Indiana on Thursday awarded the prize to Marion County Sherriff's Lt. Lee Hyland, who told of stopping the speeder.

Hyland, who **heads** Marion County's traffic control division, said the driver claimed he was **allergic to** bees and was afraid of the stinging insects.

The lieutenant said the driver even offered a dead bee as evidence – but Hyland noticed it had dust on its wings.

“The guy admitted he had been carrying that bee around in his pocket for months in case he ever got stopped”, Hyland said. The driver, who was not named, told Hyland the story had worked in the past. Hyland gave him a speeding ticket.

The league chose from more than 150 entries from across the state.

Robert Williams, league president and a Shelbyville police detective, awarded Hyland a police scanner for relating “the most humorous” excuse.

(The Mainichi Daily News, Tokyo)

Prisoner's night out starts ministry inquiry

By Richard Ford

A Home Office **inquiry** has started into how a prisoner at Brixton prison, south London, was able to have a night out visiting public houses and clubs.

The prisoner was discovered so drunk that he could not climb a rope hanging over a low wall to get back in the prison after an evening out. He was caught when a prison officer living in a house nearby saw him attempting to scale the wall.

Thinking a prison escape might be **imminent**, the officer called the police, who found the prisoner trying to climb back over the wall.

An **investigation** will be held to discover if other prisoners have been out “on the town”. A Home Office Official said: “We are attempting to find out if this is more widespread and the prison governor is looking at security arrangements”.

The prisoner was one of several, who are considered “low risk” and work in the kitchens. They sleep in a dormitory which is near the main prison and is not surrounded by a high wall.

Since the prisoner was discovered, all others in the dormitory have been moved to a more secure part of the prison. Brixton holds more than 1,000 prisoners, of whom more than three quarters are **on remand**, with many of the rest **servicing sentences** of less than 18 months.

(The Times)

Prison cell forgery of chequebooks

John Barclay, a prisoner in Maidstone jail, developed what his defence counsel described at Canterbury Crown Court yesterday as “a cottage industry devoted to the bespoke manufacture of cheque books and cheque cards”.

Mr Barclay, aged 35, Gordon Lewis, aged 33, of Aylesford, Kent, and Brian Marshall, aged 38, of Chelsea, all admitted conspiracy to defraud.

Mr Marshall also admitted stealing a cheque book, a driving licence and health insurance cards, and Mr Lewis admitted dishonestly handling them.

They were bound over for three years to come up for judgement if called on by the court. Mr Lewis and Mr Marshall were each ordered **to pay £100 towards the prosecution costs**.

Mr Terry Boston, for the prosecution, said **a routine search** uncovered photographic copies of cheque cards in Mr Barclay’s cell. Police officers later took away a printing outfit which he used to make cheque books. Mr Lewis, who visited Mr Barclay, suggested he could print the books on his equipment.

Mr Barclay told the police that he agreed to make the forgeries in return for new clothes when released. The still unused forgeries were found in Mr Marshall's possession.

The police have found that the printing set was posted to Mr Barclay at Maidstone prison, but do not know who sent it or why Mr Barclay was allowed to have it.

(The Times)

Fag end of the evening

From UPI in Dallas

A 35-year-old woman who was awakened by an unknown man crawling into her bed marched him out **at gunpoint**, only to have him knock on her door a few moments later and ask for a light for his cigarette. The woman told police she awoke to find a **partially clad** man crawling into her bed whispering: "I want you, I love you". She responded by grabbing a small pistol from her nightstand and telling him: "I'll kill you. I want you out of my house".

The woman said she forced the man out of her apartment at gunpoint, locked the door, and called the police. But within seconds, there was a knock on the door. She opened it, its chain still in place, to find her **assailant** calmly asking her for a light for his cigarette. The astounded woman said she got her lighter, **complied with** his request, and re-locked the door.

Police arrived to see the man running from the woman's porch carrying a lighted cigarette, and arrested a 20-year-old **suspect** a short time later.

(The Guardian)

1.13. Work in pairs. Invent a crime story. Use the following words and phrases:

An assailant, a suspect, evidence; inquiry; imminent, partially clad; to do smth at gunpoint, to claim; to comply with smth; to admit; to serve a sentence, to be on remand; to release.

1.14. ✨ Try to solve at least one of the detective problems.

How good a detective are you?

1. One evening late in 1941, Colonel Montgomery of Scotland Yard found himself standing before the members of the London Mystery Club, a group that enjoyed discussing mystery novels.

"I wouldn't be asking for your help if it wasn't important", the colonel said. "Recently a stranger arrived in London from South America. Our

intelligence sources have informed us that this man is probably a Nazi agent. We believe that he is a courier of a great deal of wealth with which to **finance espionage** in Britain.

A few hours after he stepped off the boat, we arranged a car accident that sent him to hospital with a fractured arm. Our staff **searched his clothes** and luggage, which consisted of only a briefcase with letters from his friends in British Guiana. We discovered nothing. Either this man is not an enemy agent, or he is an exceedingly clever one.

We considered a number of possible **ploys**. He could have posted counterfeit British currency to himself, but the irregularity of wartime mail makes this rather unlikely. He could have had diamonds implanted in his body surgically, but an X-ray machine **eliminated** that **possibility**. Tomorrow morning this man will walk out of the hospital and **merge with** our populace. Do you have any suggestions as to how he might be concealing something like a hundred thousand pounds?"

The members turned to one another and whispered for a few moments. Several heads nodded, and then the president turned and said, "Colonel, we think you have overlooked a rather obvious possibility".

Can you work out what it is?

- 1) *What information came to Scotland Yard from the intelligence sources?*
- 2) *How did the police try to detain the spy?*
- 3) *Why did the Colonel come to the London Mystery Club?*
- 4) *What possibilities did the police work out themselves?*
- 5) *What possibility was overlooked?*

2. "Mr Reilly? This is Colonel Montgomery of Scotland Yard. I'm afraid I have some bad news for you. Your brother-in-law has just been murdered".

"Oh my God", said the voice on the other end of the line. "I only saw Micky last night. I can't believe this is true. Are you sure it's him?"

"The **identification** is positive, Mr Reilly. I would like to come straight over and talk to you about who would **have a motive** for killing him".

An hour later, Colonel Montgomery was seated in Reilly's flat.

"It's no secret that Micky had enemies", said Reilly. "His business partner, Harold Smith, once accused him of stealing money from their business. They had some violent arguments. Then there's my sister's husband, Charles Jones, who accused Micky of having an affair with his wife. Charles, I'm embarrassed to say, is associated with **the underworld**. Another person who could have

killed Micky is my wife's brother Billy. I know he hated Micky. I can give you his address, if you promise not to tell him I did”.

“No, thank you, Mr Reilly. From what you've told me, it's rather obvious that you killed Micky”.

How did Montgomery know this?

- 1) *What bad news did Mr. Reilly get on the phone?*
- 2) *How many people could have a motive to kill Mr. Reilly's brother-in-law?*
- 3) *Why could they be under suspicion?*
- 4) *How did Montgomery know it was Mr. Reilly who killed Micky?*

3. Alphonso, the spy, was being questioned at Scotland Yard. “All right, Alphonso”, said Colonel Montgomery. “Where did you hide the secret document you stole from the Foreign Office?” “I was afraid of being caught with it”, Alphonso replied. “When I saw your man **trailing** me, I ran into a library and hid it in a book. I put it between pages 123 and 124 so I would remember where it was, but I was so **intent on** remembering those numbers that now I've forgotten the book's name”.

“You're lying, Alphonso”, said Colonel Montgomery. “Where did you really put it?”

How could Colonel Montgomery tell Alphonso was lying?

(from *The Reader's Digest*)

- 1) *What crime did Alphonso commit?*
- 2) *How according to his words did he hide the secret document?*
- 3) *How did the Colonel learn that Alphonso was lying?*


1.15. ✍ *How have criminals been portrayed in films you have seen recently? Were they portrayed as heroes, idiots or evil individuals?*

II. “CRIME DOESN'T PAY”

(Phrasal verbs and idioms)

2.1. *Work in pairs. Read the comment below and then discuss how far you agree or disagree with it. Explain why.*

“Crime doesn't pay because you always get caught in the end”.

2.2.  Read the newspaper articles below and discuss them with your partner. Then try to work out the meaning of the multi-word verbs in italics.



THE STRAIGHT AND NARROW
The literary world was *taken aback* yesterday when the famous author, Arnold Swift, was found guilty of stealing copies of his latest novel from a bookshop. The magistrate said that he would *let him off* lightly with a £50 fine, but warned him that any further offences would result in a more serious punishment. The novel is called *Keeping to the straight and narrow*.

BOMB BLAST
A bomb *went off* in a central car park in the early hours of yesterday morning. Police *sealed off* several streets and *carried out* a detailed search of the area. It appears the bomb was intended for a busy shopping centre nearby.

HARDENED CRIMINALS
Two men who escaped from prison by hiding inside a cement mixer were recaptured last night when they *gave themselves up* to the police. It seems that the two men, who were described as hardened criminals, had been unable to get very far because of the quick-drying cement that had stuck to their feet. The prison authorities have said they will *set up* a committee to look into security at the prison.

BREAKDOWN IN LAW AND ORDER
A police spokesman said yesterday that law and order is *breaking down* in some inner-city areas. He was speaking after a night in which two riots had *broken out* and several serious crimes had been reported. 'At present, too many people think they can commit a crime and get away with it,' he said.

CAUGHT RED-HANDED
Yesterday, Gregory Brush, 24, was convicted of the attempted robbery of a paint factory in Leeds. It was reported that he fell into a large drum of red paint while trying to escape with the money. He was rescued by a nightwatchman and *gave himself up* when police arrived to arrest him. He *owned up* to the crime and pleaded guilty at his trial.

2.3. Match the multi-word verbs in A with the definitions in B.

A	B
1. to give oneself up (to someone)	a. to prevent people getting in or out of an area or building by closing all the entrances
2. to own up (to doing sth)	b. to surprise or shock someone with sth contrary to expectations
3. to take someone aback	c. to explode, detonate, or ignite; to make a sudden loud noise
4. to let someone off (with sth)	d. to begin suddenly, usually in an unpleasant and violent way
5. to set sth up	e. to admit or confess to a crime or to doing sth wrong
6. to carry sth out	f. to fail, cease or collapse because of a problem or disagreement
7. to go off	g. to establish sth, to make the arrangements and preparation for sth to start

8. to seal sth off	h. to punish someone lightly or not at all (informal)
9. to break down	i. to allow oneself to be arrested or captured
10. to break out	j. to perform or conduct sth

2.4. Make sentences with the same meaning using the multi-word verbs.

- a) The police *prevented anyone entering or leaving* the area.
- b) She *established* an organization to help young offenders.
- c) He *confessed* to stealing the money.
- d) His boss *only gave him* a warning.
- e) He *let* the police *arrest him*.
- f) They want to *conduct* a medical examination.
- g) The bomb *exploded* at four in the afternoon.
- h) After two years of peace, war *suddenly began*.
- i) Negotiations between management and unions have *collapsed*.
- j) I was *surprised* by her change in attitude.

2.5. Read the passages below. Substitute, where appropriate, the multi-word verbs from this unit.

a) A recent survey, conducted by a national newspaper, shows that the traditional two-parent family is collapsing and is gradually being replaced by single-parent families.

b) Bank robbers who managed to hide themselves in a time-lock safe in an attempt to steal £3 million, found they were unable to escape when their explosives failed to **detonate**. They did not resist arrest when **security guards** opened the safe two days later.

c) A woman whose 6-year-old daughter was killed by a drunk driver has complained that the judge only gave the man a six-month suspended sentence and a £250 fine. The Home Secretary has said he will be establishing a committee to look into the sentencing guidelines for such cases.

d) Shortly after the match, fighting suddenly began among the supporters of two rival football teams. The police stopped people entering or leaving the town centre in an attempt to contain the violence.

e) Jayne Wilson confessed to stealing £15, 000 from the company where she worked, when she was caught red-handed by a **security camera** which recorded her placing the money in her briefcase. "I was shocked and surprised when I saw the recording", said the managing director. "I thought she was someone we could trust completely."

2.6. Which of the words can be used with the multi-word verbs? Up to three items may be correct.

1. The judge *let him off* with a) a warning. / b) a suspended sentence. / c) the death penalty. / d) a two-year prison sentence.
2. They have *set up* a) a business. / b) a birthday party. / c) an inquiry. / d) a research team.
3. They have *carried out* a) an experiment. / b) a committee. / c) an inquiry. / d) a test.
4. a) The alarm clock / b) The fireworks / c) The gun / d) The telephone *went off*.
5. a) A new film / b) A flu epidemic / c) A fire / d) An argument *has broken out*.
6. a) Peace talks / b) The holidays / c) Negotiations / d) Community relations *have broken down*.

2.7. Work with a partner. Discuss the following questions, using the multi-word verbs from the unit.

- a) What time does your alarm clock start ringing in the morning?
- b) Your friend has been involved in a petty crime. It is probable the police will catch him. What would you advise him to do?
- c) If you discover something surprising or shocking about someone you have known for a long time, what would your reaction be? Give an example.
- d) What can cause riots to start suddenly?
- e) Which of the following people would you punish lightly or not at all?
 - a poor woman caught stealing food from a supermarket;
 - someone caught stealing small items from work;
 - a student traveling on a bus without a ticket;
 - a 13-year-old boy caught breaking into a parked car.
- f) Can you think of examples of people who have been punished lightly for crimes they committed? If so, what were they?

2.8. Work with a partner. Look at the expressions in italics and discuss what they mean. How would you express the same idea in Russian?

- a) I *caught him red-handed*. When I entered the room I saw him taking the money from my purse.
- b) He had *kept to the straight and narrow* all his life, so we were taken aback when we heard he had committed a serious crime.

c) It was a case of *poetic justice*. While the burglar was away on holiday someone broke into his house and stole everything.

d) The judge's responsibility is to ensure that a suitable punishment is given. In other words, *the punishment should fit the crime*.

e) When the man was found not guilty of killing the children, the local people *took the law into their own hands*. They set fire to his house and forced him to leave the area.

2.9. Work in pairs. Discuss the questions below.

a) A man tries to steal some money from your bag. You catch him red-handed. What do you do?

b) How important is it that people in public life, such as politicians, keep to the straight and narrow in their private lives?

c) What is your reaction when you hear about a case of poetic justice.

d) Why is it so important that the punishment should fit the crime? What is the result if it doesn't?

e) When, if ever, is it right to take the law into your own hands?

2.10. Work in pairs.

A woman is to appear in court charged with murdering a man who had killed her husband and baby daughter in a drink-driving accident. The man had been allowed to go free, with a five-year driving ban and a fine of £250. The woman, shocked by the light punishment, went to the man's house and, after an argument, shot him dead. She then went to the police and admitted killing him.

Try to think of as many reasons as possible why the woman should be found guilty or not guilty of murder. Decide what you think the result of the trial should be. Then discuss your ideas with the rest of the group.

III. PUNISHMENT

3.1. Read the text on the purpose of punishment. Work in pairs to put each of the following words or phrases in its correct place. Answer the questions that follow the text.

<i>wrongdoer</i>	<i>deterrent</i>	<i>law-abiding</i>	<i>death penalty</i>	<i>reform</i>
<i>misdeeds</i>	<i>humane</i>	<i>rehabilitate</i>	<i>barbaric</i>	<i>retribution</i>
<i>crime doesn't pay</i>	<i>corporal punishment</i>			

What is the purpose of punishment? One purpose is obviously to (a) _____ the offender, to **correct the offender's moral attitudes** and anti-social behaviour and to (b) _____ him or her, which means to assist the offender to

return to normal life as a useful member of the community. Punishment can also be seen as a (c) _____, because it warns other people of what will happen if they are tempted to break the law and so prevents them from doing so. However, a third purpose of punishment lies, perhaps, in **society's desire for (d) _____** which basically means revenge. In other words, don't we feel that a (e) _____ should suffer for his (f) _____? The form of punishment should also be considered. On the one hand, some believe that we should "**make the punishment fit the crime**". Those who steal from others should be deprived of their own property to ensure that criminals are **left in no doubt** that (g) "_____". For those who attack others, (h) _____ should be used. Murderers should be subject to the principle "an eye for an eye and a tooth for a tooth" and automatically receive the (i) _____. On the other hand, it is said that such views are unreasonable, cruel and (j) _____ and that we should **show a more (k) _____ attitude** to punishment and try to understand why a person commits a crime and how society has failed to **enable** him to live a respectable, (l) _____ life.

- *What is the purpose of punishment according to the text?*
- *Is it right that a wrongdoer should suffer for his misdeeds?*
- *Is it possible to make the punishment fit the crime? How?*
- *What is the essence of the principle "an eye for an eye and a tooth for a tooth"? Should it be used in punishing criminals?*
- *Do you agree that we should show a more humane attitude to punishment?*

3.2. Here is the story of an unfortunate, irresponsible man called Mr N. Body. Imagine that he was stopped by the police at each and every point of the drama. Read about what happened and, after each piece of information you receive, decide what punishment he deserves.

Here are some of the sentences you might wish to use, some useful vocabulary is given in bold type:

You might feel the **death penalty** is in order, or **life imprisonment**, even **solitary confinement**. You could **put him on probation**, give him **community service** or **impose a fine** – anything from \$10 to \$1000. You might consider **corporal punishment** (a short, sharp shock), a shortish **prison sentence** or, of course, you could make that a **suspended sentence**. You might make him **pay compensation**, or would you like to see him **banned from driving**? No? Well, his **licence** could be **endorsed**. Or would you **dismiss the case**, **find him not guilty** of any crime, **acquit** him, **find the case not proved**?

- a) Mr Body drank five pints of beer and five single whiskies in a pub, got into his car and drove away.
- b) He did not drive dangerously but **exceeded the speed limit** as he wanted to catch up with a friend who had left his wallet in the pub.
- c) As he was driving along, a little girl ran into the road and he knocked her down.
- d) There was no way he could have stopped, drunk or sober.
- e) The little girl suffered only bruises and superficial injuries.
- f) Mr Body's wife had left him two days before.
- g) Six months later, it was clear that the little girl was to suffer from after-effects of the accident and would stutter for many years.
- h) Mr Body had never previously received any **summons for traffic offences**.
- i) The little girl admitted that it was all her fault.
- j) The passenger in Mr Body's car was killed outright as he went through the windscreen.

3.3. Read the accounts of the seven court cases below. In each one, the sentence imposed by the judge has been blanked out. Working in groups, say what you think the sentence should have been. There is no need to try and replace the exact words. Just say what sentence should have been imposed.

Work in pairs to answer the questions that follow each text.

The sentences imposed were as follows:

- five years' youth custody
- ten years' imprisonment
- eighteen months' imprisonment
- a fine of £110
- four years' imprisonment
- ten years' imprisonment
- a nine-month suspended jail sentence

******* for Mob leader**

TERRY LAST, the ringleader of the Chelsea Mob who planned violence at Britain's football grounds was ***** today.

His Honour Judge Shindler described 24-year-old solicitor's clerk Last as a man who "glorified and revelled in violence" and who had a "**perverted lust for violence**". The judge, who lists watching soccer as a hobby in his Who's Who entry, said Last and his gang of four other Chelsea fans had brought terror to the terraces forcing ordinary fans to stay away.

Attack

Judge Shindler, who follows Crystal Palace, sentenced Last, of Bow, East London to ***** for **conspiring** to fight at Britain's soccer grounds and ***** for taking part in an attack on Everton fans in Liverpool in December, 1985.

- ◆ *What does Terry Last do for a living?*
- ◆ *How old is he?*
- ◆ *What is his favourite soccer team?*
- ◆ *Is he an ordinary fan?*
- ◆ *How can Terry Last be characterized?*
- ◆ *What are his offences? How many accomplices does he have?*
- ◆ *What is the sentence imposed by the judge?*
- ◆ *For some people the pleasure of competition for its own sake has been replaced by pure aggression. Sport is therefore an outlet for energies that they can't use up constructively elsewhere. Have you or your friends ever been confronted with football hooliganism? What measures are taken by football officials to prevent acts of vandalism?*

Former judge sentenced over driving offences

A 61-YEAR-OLD former High Court judge, who gave a false name when stopped for speeding while disqualified, **pleaded guilty** yesterday to attempting to pervert the course of justice. The disgrace of former judge Vivian Price, of Redwall Farmhouse, Linton, Kent, was chronicled in Maidstone Crown Court as he *****.

His **counsel** Mr George Carman, QC, said that for a former deputy High Court judge to “plead guilty to a **charge of** trying to pervert the course of justice is a unique situation as far as I know in the courts of this country”. He added that “the law has often reserved its most severe punishment for those in positions of public eminence. Great privilege carries with it great responsibility”.

Miss Heather Hallett, prosecuting, said Price gave his correct date of birth when stopped for speeding but the name of a member of his family. He continued the deceit by **pressurising** a member of his family **to take the blame**. He had been disqualified for drink-driving the same year.

The first offence took place on the Canterbury by-pass where he was stopped after driving at 98 mph. He was later stopped again doing 50 mph at Coxheath, near Maidstone, in a 30 mph limit.

For attempting to pervert the course of justice he was sentenced to ***** for driving while disqualified the first time. For the second driving offence, he was sentenced to *****. He was also banned from driving for *****.

- ◆ *What is the social position of the offender?*
- ◆ *What is unique in this case?*
- ◆ *What are the judge's offences?*
- ◆ *What is the sentence for each of them?*

- ◆ *Comment on the statement: “Great privilege carries with it great responsibility”.*

Driver *****

A drink-driver who killed a man while fleeing from police was ***** at Birmingham Crown Court. It was the second conviction involving drinking and driving in five months for Shabir Sabar, 30, who ran down Stanley Crofts, 51.

- ◆ *Do you think Shabir Sabar admitted causing death by DWI? (driving while intoxicated)*

Night intruder *****

A JILTED lover **smashed his way into** his ex-girlfriend's home and said, after **grabbing** her throat: “I could kill you. No-one knows I am here”, a court heard on Monday.

Jobless David Jones, formerly of Bedwyn Walk, Aylesbury, appeared at Aylesbury Magistrates Court only three days before his 22nd birthday and admitted assault occasioning actual bodily harm, and criminal damage.

The court ***** Jones ***** , and ordered him **to pay** £32 compensation for the window and £30 **towards costs**.

- ◆ *What offence did David Jones confess to?*
- ◆ *Were there any extenuating circumstances which could **mitigate the sentence**?*

Double rapist

A MAN who raped a 25-year-old bank clerk less than a month after being bailed for a similar offence was ***** at Birmingham Crown Court yesterday *****.

Steven Wilson, aged 25, of Coventry, met the woman in a night club in Coventry last New Year's Eve. Four weeks earlier he had committed a similar rape on a girl aged 20, whom he also met in a night club.

- ◆ *Prove that Steven Wilson is a **recidivist**.*
- ◆ *Do you agree that **the judge should make an example of him** and give him the maximum possible sentence in order to discourage similar offences?*

How Erica put drug dealer behind bars

DRUG dealer Anthony Dorrington has been ***** after he was trapped by a police operation code-named “Erica”.

Throughout the summer weeks of last year crack drug squad officers from Herts mounted a **secret surveillance operation** on Dorrington's flat.

They **logged down** all the visitors before mounting a **raid** on the premises in Abbey View, Garston. Dorrington, 35, and flatmate Neil Hornsby, 27, were both arrested after officers found unknown substances, syringes and needles.

It turned out the pair had been **dealing in heroin**.

- ◆ *What is “Erica”?*
- ◆ *How long did crack drug squad offices keep the premises in Abbey View under surveillance because of suspected illegal drug activity?*
- ◆ *What drugs were found during a police raid?*
- ◆ *What were the stages of a secret operation mounted by the police to trap drug dealers?*

******* for boy who killed a school bully**

SIMON LUNDIE, 17, suffered years of hell at the hands of a school bully. Finally he snapped – and **stabbed his tormentor to death**. “This was a wicked and terrible thing you did,” Mr Justice Alliot told Simon today at the Old Bailey. He accepted that Lundie had been **provoked** but had decided that such **outrageous behaviour** demanded **stern** punishment. Lundie's mother wept as he was sentenced to *****.

The boy he stabbed was 17-year-old Robert Tucker, whose parents silently watched as Lundie was taken to the cells.

Mr Timothy Langdale, prosecuting, said Tucker bullied and threatened Lundie. “Every day for 18 months he forced him to hand over his dinner money of 75p”. Tucker constantly telephoned Lundie at home – sometimes five times in a day. “He carried on threatening him and making even greater demands for money” said counsel. “Lundie was very nervous and frightened of the other boy”.

Two weeks before his death Tucker ordered Lundie to have a fight with one of his cronies. Lundie was reluctant, but there was a minor **scuffle** involving Tucker as well. When arrested Lundie told detectives: “It is a long story. This has been going on for years. I could not take any more”.


Lundie, of Rochford Avenue, Waltham Abbey, pleaded not guilty to murder but admitted manslaughter. His plea was accepted.

- ◆ *What was the victim like?*
- ◆ *Simon Lundie attacked and killed Robert Tucker because the latter **provoked him into a state of rage**. Was he right to take the law into his own hands?*
- ◆ *Wasn't Lundie treated unduly harshly?*
- ◆ *Did he plead guilty to murder?*

3.3.1. Summarize each text using the questions as a plan.

3.3.2. Discuss in pairs:

- *Do you think the decisions were fair?*
- *Was anyone treated unduly harshly or leniently?*
- *Did the sentences reflect a proper order of priorities; that is, was the most serious crime punished most severely?*

3.4.  *Read the text about death penalty. Do you share the author's opinion?*

“Capital punishment is the only way to deter criminals”

Perhaps all criminals should be required to carry cards which read: Fragile: Handle With Care. It will never do, these days, to go around referring to criminals as violent **thugs**. You must refer to them politely as “**social misfits**”. The professional killer who wouldn't think twice about using his cosh or crowbar **to batter** some harmless old lady to death in order to rob her of her meagre life-savings must never be given a dose of his own medicine. He is in need of “hospital treatment”. According to his misguided defenders, society is to blame. A wicked society breeds evil – or so the argument goes. When you listen to this kind of talk, it makes you wonder why we aren't all criminals. We have done away with the absurdly harsh laws of the nineteenth century and this is only right. But surely enough is enough. The most senseless piece of criminal legislation in Britain and a number of other countries has been **the suspension of capital punishment**.

The violent criminal has become a kind of hero-figure in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for his “memoirs”. Newspapers which specialise in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or «murder mysteries» have never had it so good. When you read about the achievements of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other. It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be a **major deterrent**. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to **ponder about** while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers **armed with** automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that “life sentence” does not mean what it says. After ten years or so of “good conduct”, the most desperate **villain** is free to return to society where he will **live** very comfortably, thank you, **on the proceeds of his crime**, or he will go on committing offences until he is caught again. People are always willing **to hold liberal views** at the expense of others. It's always fashionable to **pose as** the defender of the under-dog, so long as you, personally,

remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they **suspended** capital punishment? Hardly. You see, they couldn't, because all the victims were dead.

3.4.1. Explain the contextual meaning of the following:

- to cuddle
- to do away with
- to pose as smb
- social misfits
- to cosset
- trashy stories
- VIP treatment
- Enough is enough

3.4.2. Find in the text English equivalents for the following:

- уязвимый
- колотить, дубасить
- злодей
- убийца, головорез
- придерживаться либеральных взглядов
- отмена высшей меры наказания
- жить на доходы от преступлений
- обдумывать, размышлять

3.4.3. Use the information in the text to develop the following ideas:

- 1) All criminals are in need of “hospital treatment”.
- 2) The violent criminal has become a kind of hero in our time.
- 3) Capital punishment used to be a major deterrent.
- 4) “Life sentence” does not mean what it says.
- 5) People are always willing to hold liberal views at the expense of others.

3.4.4. Work with 2 or 3 other students and try to agree on a group list of 4 – 5 arguments in favour of the suspension of capital punishment and 4 – 5 arguments against it.

Now discuss the issue with other members of the small group using the arguments you have prepared.

3.4.5. Roleplay:

Express your attitude to the suspension of capital punishment taking one of the following roles:

- 1) You are a victim of a drink-drive accident.
- 2) You are a first time offender.
- 3) You are a publisher of trashy cops and robbers stories.
- 4) You are a juror.
- 5) You are a hardened criminal.
- 6) You are an ex-prisoner leading a law-abiding life.

- 7) You are an elderly lady who was once attacked by muggers in the street and deprived of your meager savings.
- 8) You are a prison officer.
- 9) You are a common person in the street.

3.5. ✨ Solve the following problems.

You are the judge. You must decide how long to send the accused to prison for. The minimum is three months. The maximum is a real life sentence. Or could you think of a more appropriate punishment?

Case 1. The accused is a doctor. He **gave an overdose** to an 85-year-old painter who had **terminal** cancer. The painter had asked for overdose. The painter's family accused the doctor of a murder.

Case 2. The accused found her husband in their bed with another woman. She took the bread-knife and killed him.

Case 3. This man is a well-known leader of a radical organisation. He was recently **tried for** possessing one marijuana cigarette and sentenced to ten years in prison. He is **appealing** the decision.

Case 4. The woman was given thalidomide while she was pregnant. She gave birth to a baby without arms and legs. When it was two months old, she **smothered** it while it was sleeping.

Case 5. The three teenage boys were having a fight with a fourth boy near a swimming pool. They threw him in the water and then stood on him till he drowned.

- *It's a great responsibility to have the future of a person in your hands, isn't it?*
- *Would you agree to be a juror or a judge if you were offered? Why / Why not?*

3.6. ✍ Write 200 words or more on one of these subjects.

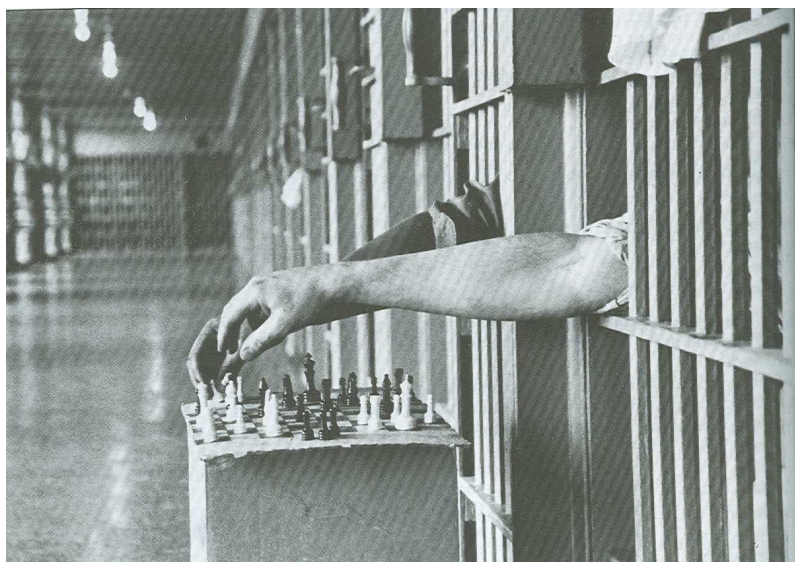
- a) More attention should / shouldn't be given to how criminals can pay their victims back for the losses they have suffered.
- b) Capital punishment creates more problems than it solves.
- c) Capital punishment is the only way to deter criminals.

IV. PRISON

4.1. 🎧 *Why does society send people to prison, in your opinion?*

Try to think of at least three reasons. Do you think they are all good reasons?

Listen to the recording. How many different reasons for prison are mentioned?



4.2. 🎧 *Do you think prison is successful as a deterrent? Do you think it successfully rehabilitates criminals? Why (not)?*

You will hear recordings of Frances (who works for a prison reform organization), Nick (an ex-prisoner), and Penny (a probation officer).

Listen and see if they agree with your opinion. Try to sum up in your own words what they said.

Before you listen, find out the meaning of the following words and word combinations.

to clear up

first-time offenders

to cop a sentence

to pay lip-service to smth

by and large

to mark time

4.3. 🎧 *Now you will hear Frances and Nick talking about what it is like to be in prison. Before you listen, try to predict what they might say. After listening, compare your notes with another student's.*

Find out the meaning of the following words and word combinations.

appalling

barbaric

sanitation

to focus on the outside

4.4. 📖 *Look at the newspaper headline below. What do you think the article is going to be about? Read the first two paragraphs quickly to find out if you were right.*

Now read the whole article. As you read, put these headings above the correct paragraphs.

1. What the prisoners think
2. Keeping prisoners out of jail
3. Who pays?
4. Good money
5. High salaries, but a dangerous job
6. Why Chino jail is different



Prison where no one dreams of escaping

1 Behind the **barbed-wire fences**, gun towers and patrols of armed guards, Chino **high-security prison** in California, USA, seems like most prisons. However, it's the one **jail** in the world that people want to get into. Prisoners ask to have their sentences made longer so they can stay there. And when inmates are released they earn more than the police who arrested them.

2 The reason is a successful **rehabilitation scheme** that has changed convicts' lives – Chino is the only prison which teaches a deep-sea diving course. While other jails teach **inmates** how to sew mail-bags, make car number plates or do car repairs, if prisoners are sent to Chino, they will have the chance to become highly-paid commercial divers who will be able to find jobs anywhere in the world.

3 “This course is a life-saver”, says Joe Moore, 25, serving eight years for burglary. “It's a second chance. If you follow it, it'll give you a skill, adventure and the chance to earn big money”.

4 Inmates leave prison and start jobs where they can quickly earn more than \$75,000 a year – much more than prison officers' salaries.

5 If prisoners follow our programme, they will rarely return to crime,' says Chino's diving instructor, Woodley. “Only 6 % ever come back, while the rest of California's prisoners have a 75 % chance of ending up back in jail”.

6 Convicts in Chino have to work hard. If they don't want to work, they should choose to go somewhere else. Only strong people can dive.

7 The scheme has been working for 21 years and has sent divers all over the world, including the Arabian Gulf, the Gulf of Mexico and the
8 Atlantic Ocean.

“Diving is a great **achievement** for inmates”, says Woodley, aged 32. It

changes their **self-esteem** and now the course is famous throughout the world. Former inmates have even started their own companies, and come back to Chino to offer work to inmates leaving.

9

Inmates learn how to dive inside two giant five-metre deep tanks which are inside the prison. The prison also has a decompression chamber for treating diving injuries. Other equipment has been given by the US Navy and diving companies. So the course costs less than \$9,000 a year.

10

Brian Emery, 31, from California, was convicted six years ago for **armed robbery**, and he will be released soon. He says, "Because I've been in prison, employers know I will do a job which other guys won't, either because they're scared or because they don't think the job is good enough. Prison teaches you that if you don't do what you're told, you'll suffer, and you need that in diving".

11

Tony Charles, 29, from Hawaii, is serving three years for theft and burglary. He has been in prison three times. He says, "This will be my last time in jail. When I came here I didn't care about anything, but the diving class made me feel proud of myself. Of course I want to earn a lot of money, but I've also really enjoyed the challenge. Unless I do this now, I know I'll return to crime when I get out".

12

Divers' pay is so good, why don't the **prison guards** take the course themselves and earn more money?

13

Paul Woodley admits 'I could earn twice as much if I was doing the job I'm teaching the inmates to do, but I'm happy here. I love diving and teaching, but diving is dangerous – you can **drown**, or **suffocate**, and many things can go wrong under water.

14

"Because you earn a lot of money being a diver, inmates don't have to rob banks or sell drugs to get money. We're not just teaching people how to dive – we're saving lives".

4.4.1. Answer these questions.

1. Why do the prisoners want to get into the prison?
2. What do prisoners learn in other prisons?
3. When the prisoners leave, what salaries can they earn?
4. How many prisoners return to crime after leaving Chino jail? How many return to crime after leaving other prisons in California?
5. Who provides the facilities for training?
6. Why doesn't the prison guard want to become a diver?

4.4.2. Find words or expressions in the text which mean the same as:

1. prisoners (par. 1)
2. a programme to teach prisoners to do something useful (par. 2)

3. convicted criminals (par. 6)
4. success in doing something difficult (par. 8)
5. the way people feel about themselves (par. 8)
6. people who used to be in prison (par. 8)
7. die in water (par. 13)
8. die because there is no air (par. 13)

4.4.3. Work in groups. Look at these statements. Do you agree or disagree with them? Why?

Prisons like Chino jail are a waste of taxpayers' money. They should train honest people, not criminals.

It's better to teach prisoners something useful so when they leave prison they can start work immediately. If you don't educate them, they'll just return to crime.

Convicts have committed a crime. They should be punished, not helped.

Report your group's opinions to the rest of the class.


4.4.4. ✍ Write a letter to the newspaper about one of the statements and give your opinion.

4.5. Work in groups of three or four. Each group must find answers to the following questions.

- a) Should fewer people be sent to prison?
- b) Which kinds of criminals should be sent to prison?
- c) What should be done with the others, instead of sending them to prison?
- d) How should the prison system be changed?

V. JUVENILE DELINQUENCY

5.1. *Juvenile delinquency is an issue about which people all over the world are concerned. How urgent is this problem in our country?*

5.2.  *Read the text on the problem of juvenile delinquency. Team up with another student to give a title to each part of the text. Answer the questions that follow each part.*

I.

Childhood is a time of joy and innocence for most people: for others, life turns violent and so do they. Criminal acts of young persons are referred to broadly as juvenile delinquency. In some countries delinquency includes conduct that is antisocial, dangerous, or harmful to the goals of society. The age at which juveniles legally become adults varies from country to country, but it generally ranges from 15 to 18.

Sociological research has established such bases for predicting delinquent behaviour as the nature of a child's home environment, the quality of the child's neighbourhood, and behaviour in school. It has never been proved, however, that delinquency can be either predicted or prevented. It is far likelier that delinquency is an, integral part of society and probably part of the **maturational process** that some children go through. .

For the majority of young offenders, delinquency seems to be a phase passed through on the way to adulthood. Delinquent acts begin at about age of 10 or 11, though there has been a **substantial increase in** even younger offenders in recent years. The most serious activities **peak at** 14 or 15 years of age and then begin to decline for the next several years. The exceptions to this generalization are some older youths who get involved in car theft, robbery, burglary, and even murder. They may well become adult criminals. For the majority, delinquent activities **gradually decrease** and may **cease** altogether as young people enter their 20s and face the prospect of full-time work and marriage. It does seem to be true, however, that the earlier in life delinquent activities are begun, the likelier it is that the pattern will persist – particularly in offenders who are convicted and sentenced to **juvenile correction institutions**.

- ◆ *What is the traditional main explanation for juvenile delinquency?*
- ◆ *Is it possible to predict or prevent delinquent behaviour?*
- ◆ *At what age do delinquent acts usually begin? What tendency is observed nowadays?*
- ◆ *What reasons can set juveniles on the path to delinquency? Is it true that juvenile offenders can turn into recidivists?*
- ◆ *Why do delinquent activities decrease at 20 years of age?*

II.

There has been much controversy among psychologists and sociologists in the late 20th century concerning whether some people are **genetically-disposed to** crime or whether illegal acts **have their origin in** one's upbringing and environment. There is evidence to support both views. Those who believe it probable that there is **a genetic disposition to** crime have noted certain physical and personality differences between delinquents and non-delinquents. Delinquents have been found to have **sturdier** bodies and to act in a more aggressive way than non-delinquents. In their personality traits, delinquents are more extroverted, and impulsive, and less able **to delay the satisfaction of desires**. Some psychologists believe that there is **an inherited flaw** in the genetic **makeup** of a criminal that leads to rejection of society's standards. Others note that many violent prisoners have, higher than normal levels of the **male sex hormone testosterone**.

The contrary opinion tends to view delinquents as not substantially different from the remainder of the population. Not all sturdily built individuals, for instance, become criminals; many make their living as athletes or in a variety of professions. Studies in Great Britain have shown that delinquents tend to come from families where there is **tension** and much difficulty in interpersonal relationships. **Family breakdown** is also found to be a significant factor. The United States Bureau of Justice Statistics reports that in the late 1980s, about 70 per cent of the juveniles in state reform institutions grew up in single parent (usually with the mother as head of household) or no-parent families.

Many delinquents come from homes where the parents abuse alcohol or drugs or are themselves criminals. **Poverty, physical and verbal abuse**, parents with little respect for themselves, and **erratic discipline patterns** emerge as contributing factors in such research. Beatings by parents or others can cause injuries to the brain, which in turn frequently cause neurological problems, paranoia, hallucinations or violent behaviour.

Most delinquents in the United States come from the lower middle class and the poorest segments of society. One reason for this is the **low esteem** in which education is often held in these groups. Schooling seems boring and unchallenging, and the delinquent **rebels against** it by **cutting classes or disrupting them** and eventually may drop out altogether – as more than one quarter of teens did by the early 1990s. Such youths find in each other's company **a compensation for their educational failure** by rejecting the social values to which they are supposed to adhere. **To make up for** this failure, and finding their job market limited, they live dangerously and show **contempt for authority**.

Many parents, educators, and others blame the violence found in many movies and; television shows, rap music and heavy-metal rock lyrics, and comic books, as well as the economic aspirations and goals of society itself. The **signs of affluence** that children in the poor and working classes see about them – money, power, and a large array of consumer goods – make them desperately want some of these things even though they may feel they will never be able to afford them.

- ◆ *What theories concerning people's disposition to crime have caused much controversy among psychologists and sociologists in the 20th century?*
- ◆ *What does the genetic approach state?*
- ◆ *What evidence is given to support the nurture theory?*
- ◆ *Are juvenile offenders usually found among children from broken homes or large unhappy poor families?*
- ◆ *Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. (Speak on the role of: family roots; mass media and music; educational failure; economic situation in the country; limited job market; drug addiction and alcohol consumption.)*
- ◆ *Where do you stand on nature Vs nurture controversy issue?*

III.

Traditionally, delinquency meant offences such as **truancy, assault, theft, arson, or vandalism**. In recent decades more violent crimes by teens became more common, especially for those who traffic in drugs or are addicted and commit crimes to support their habits. Bigotry could be seen in teens of all races; one example is the rise of white-supremacist gangs called skinheads. Sexual crimes also dramatically increased, with date rape one of the most common of adolescent sexual crimes. All the more troubling is the fact that the number of teenagers in the country decreased during this time.

The cliché that “birds of a feather flock together” has special relevance for the social situation of delinquents. Alienated from society, they tend to form groups. Although non-delinquent teenagers also form gangs, delinquents are far likelier to do so. They are impelled by the need to belong and are drawn by the sense of security that a gang offers its members. In belonging to a gang there is a solidarity that an individual fails to find as a loner in society. Gang subculture has its own standards, obligations and rights. It may also have its own dress code.

Many schools are no safer than the streets; by 1990 it was estimated that more than three million incidents of attempted street crime (assault, rape,

robbery, or theft) occur in schools or on school property each year. As more students carry weapons, more schools have instituted tough security measures.

- ◆ *What are the most common adolescent crimes?*
- ◆ *Why are delinquents far likelier to form groups or gangs than non-delinquents?*
- ◆ *What does gang subculture include?*

IV.

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. Social workers who deal with family problems also attempt to **sort out** the differences of young potential delinquents.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially for murder. The juvenile courts attempt **to steer** young people **away from** a life of crime, though the most serious offences normally result in **periods of confinement** in juvenile halls or prisons for younger criminals. If possible, however, the courts try more **lenient methods of probation, juvenile aftercare, or foster care.**

Probation means that the court **suspends sentence** and **releases the offender on the condition** of good behaviour, subject to certain rules and under the supervision of the court. Probation is frequently granted to first-time offenders. Sometimes in order to avoid bringing the case before the court, informal probation under the supervision of a probation officer is prescribed. Probation has proved to be the most successful way of dealing with very young offenders.

Juvenile aftercare is the equivalent of **parole** for an older criminal; it takes place after the young person has been released from an institution and is supervised by a youth counsellor. The purpose of aftercare is **to promote readjustment** to society.

In foster care the juvenile is placed in a stable family situation with the hope that he will **adjust to the positive values of society.** It is often part of an effort to prevent institutionalization.

- ◆ *What are the most common unofficial ways to deal with youthful offenders? Which way is the most efficient?*
- ◆ *Comment on the statement: “Juvenile offenders should not be treated in adult courts”.*

◆ *What methods do juvenile courts apply to steer young people away from a life of crime?*

◆ *Dwell on probation, juvenile aftercare and foster care.*

5.1.1. Find words or expressions in the text that mean:

- 1) placing a child in the care of people other than his natural or adopted parents;
- 2) to reach the highest point;
- 3) intolerance of any ideas other than your own, esp. on religion, politics or race;
- 4) angry or violent attack using force or bad language;
- 5) to provide adaptation to a new social environment;
- 6) to support services for a person discharged from an institution, such as prison or borstal;
- 7) mental, emotional or nervous strain;
- 8) an idea that has become trite from overuse;
- 9) verses of a song;
- 10) to exhibit total disregard or disrespect of people having power.

5.1.2. Explain the contextual meaning of the following:

- | | |
|---------------------------------|-----------------------------|
| 1) to steer smb away from; | 6) white-supremacist gangs; |
| 2) low esteem; | 7) to adhere to sth; |
| 3) erratic discipline patterns; | 8) signs of affluence; |
| 4) date rape; | 9) to make up for sth; |
| 5) nurture; | 10) sturdy. |

5.1.3. Find in the text English equivalents for the following:


- 1) генетическая предрасположенность к чему-либо;
- 2) дискуссия, полемика, спор;
- 3) пропускать занятия, прогуливать;
- 4) срывать уроки;
- 5) бросить школу;
- 6) досрочное освобождение;
- 7) подтолкнуть кого-либо на тропу преступлений;
- 8) исправительные учреждения для несовершеннолетних преступников.

5.1.4. What do the following numbers in the text refer to?

- | | |
|-----------|--------|
| – 15 – 18 | – 20 |
| – 10 – 11 | – 70 |
| – 14 – 15 | – 1990 |

5.1.5. Give your opinion on the following statements. Find the facts in the text to prove your idea:

- 1) Childhood is a time of joy and innocence for most people; for others, life turns violent and so do they.
- 2) Delinquency is an integral part of society and a part of the maturation process.
- 3) Delinquency can be predicted or prevented.
- 4) The earlier in life delinquent activities are begun, the likelier it is that the pattern will persist.
- 5) The cliché that “birds of a feather flock together” has special relevance for the social situation of delinquents.
- 6) Many schools today are no safer than the streets.

5.2.  Work in pairs. Each should concentrate on a different text. Swap the information in the text with your partner. Answer the comprehension questions:

A. Social Origins of Juvenile Delinquency

One of the most disturbing features about the recent rise in juvenile delinquency has been the change in its social origins. Earlier it was accurate **to attribute the main causes of juvenile delinquency to material deprivation**. Poverty created frustration, which frequently found expression in anti-social behaviour. Little alternative was offered to poor slum children. No playgrounds had been created for them; there were too few cinemas or youth clubs. In short, no facilities had been provided for them, so they could **find no outlet for their energy** except street violence.

Now, however, the trend has changed. Between 40 % and 50 % of young delinquents now come from good families from **the middle-class income bracket**. Generally their parents have given them a good education, more than sufficient spending money, and they have offered them the prospects of University and a career. Yet in many cases **these opportunities have been thrown to the winds** and many such youngsters are turning to delinquency.

Paradoxically, the explanation for this disturbing development seems to be that it is precisely because of their material security that these children of well-to-do families turn to violence. In other words, they do it out of boredom. They have it too good, too easy, and the prospect of violence seems to promise them the chance of satisfying the need for adventure and excitement.

- *Why does crime flourish in slum areas?*
- *What major change has taken place in the social status of delinquents?*
- *Why is it strange that such youngsters should become delinquents?*

- *What reason does the author suggest for this development?*
- *What part does violence play in the lives of these youngsters?*

B. On Probation

A conversation between Mr. Groves, a probation officer, and Billy Squires, a sixteen-year-old boy who has been in trouble with the police.

Mr. Groves: Well, Billy, I'm surprised to see you again. Six months ago you promised us great improvements in your behaviour, so we were willing to give you a chance. When we found you that job as a shop assistant, we thought we were doing you a big favour. Now you're in trouble again. What happened?

Billy: Oh, Mr. Groves, I could sing you a song about it. I know you found me that job with Mr. Hartford, but people like that never give a chance to types like me. First he promised me £60 a week as a starting wage, but at the end of the first week he only paid me £55, and when I protested he told me how lucky I was to have a job at all, and refused to give me the extra five pounds. Then the next week he accused me of stealing from the till and gave me the sack.

Mr. Groves: Did you try to find another job?

Billy: Of course. I went to the Labour Exchange, but they told me the usual story they tell to lads like me; you know, about how difficult it is to find jobs for "boys who have been in trouble", as they call it. So I had to draw unemployment benefit. But can you show me anyone who can live on £40 a week? And then I was caught shoplifting, because I couldn't afford to pay for something to eat. So here I am. I'm sorry, Mr. Groves, but it's a vicious circle.

- ◆ *What help did the probation officer offer to Billy?*
- ◆ *Why did Billy leave the job at the shop?*
- ◆ *Why does he feel he was badly treated there?*
- ◆ *For what reason did Billy have difficulty finding another job?*
- ◆ *What consequences did his failure to find a job have for him?*
- ◆ *What does Billy mean by a "vicious circle"?*
- ◆ *Which of the two reasons given for juvenile delinquency in Text A do you think is more applicable to Billy?*
- ◆ *What evidence can you give for your decision?*
- ◆ *Is being unemployed an important enough reason to push somebody onto the path of crime?*

5.3. Work in pairs:

A is a probation officer who is prescribed to some pupils at school.

B is the school headmaster.

Discuss the problem of juvenile delinquency at the school and decide what can be done to reduce its rate.

Here are some comments you might wish to use:

- ◆ *In my opinion, parents and teachers should treat youngsters more toughly.*
- ◆ *If young criminals were threatened with heavier sentences, they would think twice before breaking the law.*
- ◆ *Most young people know the difference between right and wrong without other people telling them all the time.*
- ◆ *Give young people something worthwhile to do in their spare time and they won't get into trouble with the police.*
- ◆ *It is far more effective to re-educate young criminals than to punish them.*

5.4. ✨ *Work in groups of three. Each of you should read the card which presents the case history of escapism (communication activities 1, 3, 5).*

Make a list of the factors that led the person you've read about to take drugs. Retell the case to your partners.

Now discuss what is common in these cases and why they are called the case histories of escapism.

Team up with another student and consider the following:

- a) *Speak on the vital role of drug addiction in the growing crime rate of juvenile delinquency.*
- b) *What would you say about disillusionment, **loss of faith** in the surrounding grown-up world as a possible reason for juvenile delinquency?*

5.5. 📖 *You will read an interview with a burglar, published in the Guardian newspaper.*

Pre-reading task. The article deals with the following topics:

The time the writer himself was burgled

Recent research into burglary

The sentences burglars can expect

Danny (the burglar interviewed) (his background, his introduction to crime, how he carries out a burglary, his attitude to the people he steals from)

Write questions that you would like answered from the article.

5.5.1. Now read the article. The ten key sentences below have been removed. Decide where they should go.

- a) Research by Maguire and Bennett suggests that burglary has a considerable effect on people's lives, leaving them uneasy, insecure, even feeling violated.
- b) It was dead easy.
- c) But the lad I did the house with got caught on another job.
- d) Nobody was ever suspicious.
- e) Research in Sheffield suggests that nearly three-quarters of burglars travel less than two miles from their homes to commit the crime.
- f) If I got a job, I'd have to change my whole life-style.
- g) In ten years' time I'll either be **doing a ten-year stretch** or **living it up**.
- h) Research by Maguire and Bennett (*Burglary in a Dwelling*, 1982) into several hundred victims of burglary revealed that **willful damage** was caused in less than one in a hundred cases.
- i) Burglary is more popular today than ever before.
- j) Within six months Danny had graduated to houses.

Meet the Burglar

I have only been burgled once, and the burglar wasn't even that successful; he ended up leaving me some of his goods rather than leaving with mine. I could hear him pottering about. I shouted, he ran, leaving a typewriter behind, doubtless removed from a neighbour's house. I considered myself lucky because of the stories about the mess burglars make when they are on the job – the ransacked rooms, the broken furniture, the meals they cook themselves, the urine.

Crime prevention advertisements exploit such images to persuade people to lock their windows. But my burglar wasn't like that – he was careful, meticulous and tidy (even if a bit noisy), he didn't try to cook himself a meal or use my house as a toilet. Apparently he's like many other burglars. **1**

But what kind of person could go into the house of a total stranger and have the skill to find something of value (certainly difficult in my house) – and have no **twinge of conscience** about removing whatever he could lay his sticky little fingers on? And what's the probability of it happening again?

According to Maguire and Bennett research it is very likely to happen again. They reckon that the "average British citizen" can expect to be burgled two or three times during his or her lifetime. **2**..... Sentences for house burglary can be quite stiff – the maximum is 14 years – but many burglars today end up in magistrates' courts facing fines. As another burglar put it to me, "I'd enough in my piggy bank for the first fine".

But what are burglars really like? How could I meet some personally?

A chain of association eventually led me to Danny (name changed). Still only 20 but already a **pro**: he's served his time at his chosen profession in more ways than one. Several hundred burglaries in five years, and two stretches in Borstal and one in prison. In official terms he's a **recidivist**. He puts it bluntly: "Money, clothes, and having a good time is my life. **3**..... What would I do with £80 a week? I can spend that in one night. Burglary is the only real skin I've got".

Danny's profession runs in the family (his father is currently **on the run for** an armed robbery offence) but he says his family had nothing to do with it. It was his mates. He was 15, they were 16, he was their eager pupil. He started with a warehouse. "We were careful to choose one without a burglar alarm. We got in through a ground floor window. **4**..... We all had a look about and I found a cashbox in a drawer with a hundred quid in it. I couldn't believe it. It was money for old rope. We blew the money in two days on Indian meals, taxis, and drinks. Then we went out again about three days later. We just get the bus a couple of miles down the road to the Moor or Bramal Lane and have a wander about". **5**.....

Danny enjoyed his new pastime. "Some nights we'd do three places in the one spot. Sometimes of course you'd find nothing but occasionally you'd hit the jackpot". **6**..... We'd usually get the bus to Gleadless, which was a good spot because it borders on a wood. Dead easy to get away. We'd go up in the afternoon and just pick a house that looked empty.

"My two mates would stay in the next street and I'd just go up and knock on the door. If anyone answered I'd say "Is Paul in please?" **7**..... They'd just say "Sorry, you must be at the wrong house". If nobody answered I'd just go and get my mates and we'd go round the back and steam in. If the windows were locked we'd put a coat up to the window and knock it in. When I was in, I'd head straight for the bedroom to look for the jewellery case. I'd also look under the mattress straight away. Then it was down to the kitchen. You'd be amazed how many people keep money in the oven, but I've even found money stashed in cornflakes boxes.

"We'd never made a mess, at least deliberately – some houses would look a bit untidy afterwards but that's because you're looking for things in a hurry. You haven't got all day. The most I ever got from a house when I was a kid was eight and a half grand in goods – at least that's what the local paper said. Me and another kid only got a grand and a half for the jewellery and stuff. **8**..... He grassed on me. I got £554 fine plus probation. Of course, the fine wasn't that bad. I'd made quite a lot by then. My mum had to pay the fine, though. I'd spent what I'd made".

Danny leans back in his chair. “It might seem to you that I haven’t been that successful, but I’ve done hundreds of jobs and I’ve never actually been caught on the job. It’s usually people wanting to do themselves a favour with the coppers. I know I’ve got the bottle and the skill. **9**..... I’m not going to change my life style”.

As he got up to go, sun tan, streaked blond hair, expensive leather jacket, all the trimmings of the pop star, I asked him the key question. Do you ever think about your victims? **10**.....

Danny doesn’t think about this. “Why should I? The people I burgle can afford it and jewellers are all bent and bump up the insurance claims. Another thing, I never burgle poor people or old people”.

Danny was beginning to sound like Robin Hood. “But just a minute, you’ve burgled council houses, isn’t that right?”

“Yes”, Danny says, “but loads of ordinary people have stacks of dough stashed away”.

“But do you really mean that if you went to all the trouble of breaking into a house and then discovered that it belonged to an old person, you wouldn’t take anything?”

“Well, not nothing”, says Danny, “but I wouldn’t leave them broke”. And Robin Hood had, before my very eyes, started to metamorphose into the Sheriff of Nottingham. Just enough left in the kitty to survive, when Danny’s high demands were met.

(*Guardian* 20 October 1984)

5.5.2. Comprehension check:

a) Which of the questions that you wrote are answered in the article? Did you find any of the information surprising?

b) What do the following extracts tell us about Danny’s attitude to a life of crime, and life in general:

- “If I got a job, I’d have to change my whole life-style”.
- “You’d be amazed how many people keep money in the oven...”
- “Of course, the fine wasn’t that bad”.
- “My mum had to pay the fine, though”.
- “It might seem to you that I haven’t been that successful...”
- “The people I burgle can afford it...”

c) The writer has presented most of the article dispassionately, letting the information and Danny speak for themselves. However, there are times when the writer’s attitude to Danny is apparent. Find them, and comment on his attitude.

5.5.3. You are a youth counsellor. You supervised Danny when he had been released from the youth correction institution of Borstal.


◆ **Talk about psychology, motives, typical views on life of such youthful offenders.**

◆ **Give information about Danny's family background, problems at school, cronies, interests, values, high demands.**

◆ **What pushed Danny onto the path of crime, in your opinion?**

VI. CRIME PREVENTION

6.1. What measures, in your opinion, should be taken to prevent crime?

6.2.  Read the following text about different ways to reduce crime and answer the questions below.

- *Enumerate the main criminal justice agencies. What are their functions?*
- *How can local authorities, private businesses or common people collaborate with the police?*
- *What is the efficiency of each measure?*
- *What other ways to reduce crime are there?*
- *Why is educating people important in crime prevention? What are the possible ways of such education?*

Many criminologists stress the need for improving the performance of criminal justice agencies – the police, the courts, and correctional institutions. For example, they point out that **better educated, equipped, and coordinated police forces** are more effective in controlling crime.

There are many other ways to reduce crime. People can be educated or persuaded **to take greater precautions** against crime. They can be taught, for example, how to protect their homes from burglary. Automobile thefts would drop sharply if drivers removed their keys and locked their cars when leaving them. Better lighting helps discourage robberies on city streets and in parks. Many experts believe that **strict gun-licensing laws** would greatly reduce crime.


The high rate of crime can be reduced only by **means of coordination of efforts**. Local authorities, private businesses and **voluntary groups** should **collaborate with the police**. For example, in Britain local crime prevention panels operate in conjunction with the police to fight crimes directed against property. Their methods include marking valuable goods and equipment and **installing security devices** such as burglar alarms. The setting-up of

“Neighbourhood Watch” schemes has been a practical move towards the prevention of break-ins and thefts from private houses.

One of the best ways to reduce crime is to reform or rehabilitate habitual criminals.

Since the late 1970s, however, there has been a trend toward punishment rather than rehabilitation of offenders. Prison sentences are longer. Capital punishments have been used more frequently since the US Supreme Court lifted a death penalty ban in 1976. Nevertheless, crime prevention should aim to prevent people from becoming criminals in the first place.

These programmes would include improved housing, schools, and recreation programmes and increased job opportunities.

6.3.  *Look at the headline below. In pairs, discuss what you think the article is about.*

“Everyone Needs a Guardian Angel”

6.3.1. *Now read the text and find out if you were right.*

For years, New York’s East Side has **borne the brunt of** the city’s **spiraling** crime rate. Last year 1,821 people were murdered, and on an average day 226 were mugged. Few lives remain untouched: in a recent survey seven out of ten respondents said that fear of crime was the worst aspect of living in New York.

But Evil in the City never quite triumphs over Good. Out of the ghetto came a band of 13 Bronx teenagers dedicated to the fight against crime. They began riding subways between Bronx and Queens to protect commuters from violence.

Their leader was Curtis “Rock” Sliwa, a stern Al Pacino look-alike and assistant manager of a Bronx hamburger restaurant. They originally called themselves The Magnificent Thirteen, because, says Curtis, “what we were doing was truly magnificent”.

Now he wields undisputed authority over 700 Guardian Angels in New York and has started chapters in 18 other American cities.

Curtis claim (but can’t prove) that the Angels have made 142 **citizen’s arrests**, saved two lives, and **thwarted** many other potential rapes, assaults, and muggings. He also maintains that his organization gets a better rate of convictions than the widely detested police force.

The Angels, unlike the police, reflect the ethnic make-up of the local communities. Two-thirds of the New York Volunteers are Hispanic, and most of the remainder are black. Forty-three of them are women.

The police Department accuses the Angels of refusing to cooperate, but Curtis says he has to **avoid the police stigma**. A cop with a gun and a stick has a duty to stop you smoking pot and playing your radio loud. How can they get respect?

The Angels have a different style. They are unarmed, although **trained in martial arts**, and many of them look younger than the minimum age of 16. Their patrols cover streets, parks, subways and housing estates. If they catch a felon, they can **make a civilian arrest**, but their main aim is to act as a deterrent to crime.

Curtis thinks the rot set in during 60s when everyone was “doing their own thing”. Since then if Americans want they take. In the Sliwa analysis, crime has nothing to do with politics or poverty. He argues that greed and dishonesty now infect street criminals and bank presidents alike.

Discipline, dedication, and adherence to the work ethic: these are the qualities he requires of Angels in the battle against social chaos. All volunteers must be either employed or in school and must have **a clean criminal record**.

The Angels’ structure is hierarchical, and its membership exclusive. Candidates must have a recommendation from another Angel before going through the rigorous interview and training process. The work is hard: two four-hour patrols a week is the minimum requirement, and there are no material rewards.

Why do they do it? Lisa Evers, 23-year old second in command, joined up after five people in her block were murdered in one year. She maintains that “thanks” from the public is better than a five-dollar bill. What we get out of it is a feeling of satisfaction, respect, and recognition.

6.3.1. Find in the text English equivalents for the following:

- помешать, расстроить планы;
- началась полоса неудач;
- постепенно растущий уровень преступности;
- поймать преступника;
- принимать на себя удар;
- бороться с общественным беспорядком.

6.3.2. Explain the meaning of the following:

- | | |
|--------------|---------------------------------|
| – the ghetto | – to be trained in martial arts |
| – commuters | – to make a civilian arrest |
| – stigma | – a clean criminal record |
| – patrols | – hierarchical |

6.3.3. What do these numbers in the text refer to:

- | | | |
|-------|-------|------|
| – 226 | – 18 | – 16 |
| – 7 | – 142 | – 60 |
| – 13 | – 43 | – 2 |
| – 700 | – 5 | |

6.3.4. Using the information in the text, decide if the following statements are correct. If they are not, correct them.

- 1) Guardian Angels initially started their activities on public transport.
- 2) The Angels are like the police in many ways.
- 3) According to the Angels' leader crime rate depends on political and economic reasons.
- 4) Any youngster can become a Guardian Angel.
- 5) The Angels don't get any profit for what they do.

6.3.5. Role play

A: You have heard about the activities of the Guardian Angels in New York, and know that your friend has read an interesting article about them. Find out as much as possible from her / him about the Guardian Angels. Ask, for instance, for an explanation of their name, their purpose, their activity, public attitude toward them, the officials' attitude toward them and their membership.

B: You have recently read an interesting article about Guardian Angels in New York. Give your assessment of their activity, exchange views about their effectiveness, and discuss whether it could be successfully applied in Belarus.

6.4. Discuss in groups.

1. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education.
2. The stricter the punishment, the lesser the crime rate, or is it?
3. The reformatory function of imprisonment is little more than fiction.
4. People who served in prison or penitentiary come out morally improved and incapable of committing a crime.
5. Capital punishment may lower crime rates.
8. Should we disobey the law which is contrary to our own beliefs?

*** Before the beginning of the discussion read the following selections carefully and extract the necessary information:**

– Law cannot, and must not **take revenge**: punishment is not an end in itself, but a means of **restoring social justice**. It's a tool for re-education.

– One of the best ways to reduce crime is to reform or rehabilitate **habitual criminals**. The fundamental problem is not the **first time offender** or the petty thief but the **repeated offender** who commits increasingly serious crimes. Many require the aid of physicians, psychiatrists or psychologists. Others respond well to **educational or vocational training**. Teach a criminal how to use a computer or work on a car! It will just make him better when he gets out. It will allow him to leave the prison better trained and thus, allow him to find his place in society better prepared and ready to enter the work force...

– The reformatory function of jail is little more than fiction. Even in an ideal **penitentiary** – if such could be imagined – serving one's time causes serious problems. A **cooped-up** individual loses friends, family, profession, familiar environment. Imprisonment, particularly if it is prolonged, **undermines** one's capacity to make decisions, to control oneself. Set free after long years in jail, one is **unfit for freedom**, normal life seems incomprehensible and unbearable. One might be unconsciously drawn to the habitual way of life. Around 30 per cent of former **inmates** are brought back **behind bars** after new offences, and half of them during their first year at large.

– The legal profession and sociologists know that the arrest itself, the **curtailing of personal freedom**, is increasingly perceived as the greatest shock by the offender. It is a traumatic, shameful psychological experience.

– At the present time, our prison system is not turning out good citizens. If convicts were treated with dignity and respect, the case might be different. Prisoners who have been **treated brutally and without humanity** return to the community as aggressors. Meanwhile, the man who ends up in prison is often not only a criminal, but a person who has not learned to live and work with people. He needs help, not punishment...

– Convicts have committed a crime. They should be punished rather than helped. A severe regime of **compulsory work**, bad food and bad treatment would be more appropriate for prisoners. Educational and vocational programmes are just a waste of taxpayers' money. They should train honest people, not criminals...

– An extensive **prison-building programme** should be launched. Prisons don't deter criminals from committing crimes, but they do lock up criminals so they can't commit crimes while in prison. Therefore more prisons should be built to lock up more criminals, and for longer sentences...

WRITING

1. Society prepares the crime; the criminal commits it (H. Buckle).
2. Many commit the same crimes with a very different result. One bears a cross for his crime, another – a crown (D.J. Juvenal).
3. He who decides a case without hearing the other side, though he decides justly, cannot be considered just (L.A. Seneca).
4. It's better to risk saving a guilty person than to condemn an innocent one (F.M.A. Voltaire).

SELF-CHECK

Part A

Translate into English

- | | | |
|----------------------------|--------------------------------------|-------------------------------|
| 1. совершить преступление | 11. вынести приговор | 22. закоренелый преступник |
| 2. нарушитель закона | 12. свидетель защиты | 23. место преступления |
| 3. подозреваемый | 13. подвергать перекрестному допросу | 24. освободить под залог |
| 4. обвиняемый | 14. содержать под стражей | 25. законопослушный |
| 5. осужденный | 15. наложить штраф | 26. потасовка |
| 6. снять отпечатки пальцев | 16. осудить условно | 27. бандит, головорез |
| 7. обыскать человека | 17. отбывать срок | 28. прогул (занятий в школе) |
| 8. признать виновным | 18. пожизненное заключение | 29. возмездие |
| 9. обвинить в краже | 19. смертная казнь | 30. неудачник |
| 10. подделка, подлог | 20. предумышленное убийство | 31. выкуп |
| | 21. детская преступность | 32. заложник |
| | | 33. хитрость, тактический ход |

Part B

Translate into English

- 1) Полиция начала расследование убийства.
- 2) Двое соучастников преступления были задержаны полицией.
- 3) Обвиняемый был отпущен под залог.
- 4) Полиция арестовала двадцатилетнего подозреваемого недалеко от места преступления.

- 5) Он возбудил дело против своего работодателя.
- 6) Присяжные удаляются для вынесения вердикта.
- 7) Он был осужден за попытку ограбления банка.
- 8) Арестованный написал признание под давлением.
- 9) Главному свидетелю обвинения была предоставлена охрана полиции после получения им угроз.
- 10) Подчиняясь его просьбе, она открыла дверь.
- 11) Во время слушания дела защита пытается доказать, что обвиняемый невиновен, подвергая перекрестному допросу свидетелей.
- 12) Вооруженный ножом преступник похитил дневную выручку магазина.
- 13) Уличные грабители, как правило, ищут легкую добычу. Встретив пожилую хорошо одетую женщину, они выхватывают у нее сумку и убегают.
- 14) Он был оштрафован на 100\$ по причине отсутствия водительского удостоверения.
- 15) Женщина визжала до тех пор, пока не прибыла полиция и не арестовала грабителя.
- 16) Полицейский сопровождал ее до самого дома.
- 17) Вообще говоря, тюрьма не удерживает людей от совершения преступлений.
- 18) Люди выходят из тюрьмы с большим запасом знаний того, как нарушать закон.
- 19) Около 80 % заключенных, впервые совершивших преступление, возвращаются обратно в тюрьму.
- 20) Условия в тюрьме просто варварские: отвратительная еда, несоблюдение санитарных норм, люди заперты по 3-4 человека вместе.
- 21) Когда я увидел, что за мной следят, то постарался смешаться с толпой.
- 22) Служащий Брикстонской тюрьмы увидел, что заключенный перелезает через стену и, полагая, что побег из тюрьмы неизбежен, вызвал полицию.
- 23) Закоренелым преступникам очень редко удается вернуться к нормальной, законопослушной жизни.
- 24) Малолетние преступники отбывают свой срок в исправительных учреждениях.
- 25) Взяв на себя вину своего мужа, она оказалась за решеткой.
- 26) Кто возглавляет местное отделение по транспортному контролю?

27) Поступок учителя был спровоцирован *безобразным поведением* учеников.

28) Демонстранты выступали за *снятие запрета на смертную казнь*.

29) Группа добровольцев *произвела гражданский арест*.

30) Ученые считают, что некоторые люди *имеют генетическую предрасположенность* к совершению преступлений.

Part C

I. What crimes could involve the following?

- | | |
|-------------------------------|----------------------|
| 1. betrayal of one's country; | 5. contraband; |
| 2. heroin; | 6. state secrets; |
| 3. a ransom; | 7. hostages; |
| 4. a store detective; | 8. illegal marriage. |

II. Complete the following story with the given words.

<i>theft</i>	<i>pleaded</i>	<i>fingerprints</i>	<i>found</i>	<i>cell</i>
<i>evidence</i>	<i>arrest</i>	<i>oath</i>	<i>investigate</i>	
<i>sentence</i>	<i>charge</i>	<i>detained</i>	<i>fine</i>	
<i>court</i>	<i>magistrate</i>	<i>handcuff</i>	<i>witnesses</i>	

A policeman was sent to 1..... the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to 2..... the boy, he became violent and the policeman had to 3..... him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to 4..... him with the 5..... of the camera and cash. They took his 6....., locked him in a 7....., and 8..... him overnight. Next morning he appeared in 9..... before the 10..... He took an 11..... and 12..... not guilty. Two 13....., the owner of the property and a member of the hotel staff, gave 14..... After both sides of the case had been heard the boy was 15..... guilty. He had to pay a 16..... of \$50 and he was given a 17..... of three months in prison suspended for two years.

III. Paraphrase the parts of the sentences in italics (use the active vocabulary).

1. *Extremely cruel* conditions in prison didn't bother him.
2. The criminal was handcuffed and *arrested*.
3. He *went* to the drugstore *with me to make sure that I get there*.
4. They lived in *bad, shocking* conditions.
5. I believed that war *would happen very soon*.

6. Young people put in prison are corrupted by *experienced*, showing no regret, criminals.
7. The key witness was called to a witness box to give his *testimony*.
8. He was awaiting trial on charges of *making false banknotes*.
9. Over 80 % of *those who break the law for the first time* in prison go back to prison.
10. Police have launched a murder *investigation*.
11. She awoke to find a *partly dressed* man crawling into her bed.

IV. Complete the following sentences with prepositions.

1. Prison doesn't deter people ___ committing crime.
2. When you are ___ prison, you can only focus ___ the outside.
3. One of the purposes of punishment lies in societies desire ___ retribution.
4. Only 20 % of all the crimes in our town are cleared ___.
5. Griffiths was sentenced ___ four years imprisonment.
6. He is accused ___ killing ten young women.
7. He was arrested and charged ___ a variety of offences.
8. Bianchi had confessed ___ five of the murders.
9. He was found guilty ___ passing on secret papers to a foreign power.
10. After the preliminary hearing he was released ___ bail.
11. The judge has finally pronounced the sentence: to put ___ probation.
12. An old lady hit the mugger ___ the head with her umbrella and started screaming ___ the top of her voice.
13. The robbery happened last night and now the police are appealing ___ witnesses.
14. A criminal entered the shop and pulled ___ the knife from ___ his coat.
15. More than three quarters of prisoners were ___ remand.
16. The fraud was ordered to pay \$300 ___ the prosecution costs.
17. New vehicles must comply ___ certain standards.

V. Paraphrase the parts of the sentences in italics (use phrasal verbs).

1. He *confessed* to stealing money from his company.
2. The police *stopped people entering or leaving* the town center.
3. I *was shocked and surprised* when I saw the scene of the crime.
4. The judge only *imposed a fine on him*.
5. The robbers *let the police arrest them*.

6. They want *to conduct* a medical examination.
7. She *established* an organization to help young offenders.

VI. Paraphrase the underlined parts of the sentences (use idioms).

1. He had *no difficulty robbing* her.
2. Officials *only pretend to be in favour of making* prison rehabilitative, *but little has been really done for it.*
3. He had *conformed to strict moral principles* all his life, so we were really shocked when we heard he had committed a murder.
4. Mr Simpson decided to *punish the criminal who had raped his daughter himself.*
5. A woman had been caught *when she was taking money from the pocket of the man standing in front of her.*

UNIT 3 POLITICS

You will learn and practise political vocabulary
Special skills: listening: predicting and note-taking; reading: prediction, scanning, for detail; writing and discussion

	<i>Topic</i>	<i>Hours</i>
I	Vocabulary exercises	2
II	Forms of government	2
III	What makes a successful politician?	6
IV	“Floating voters”	3
V	“Crisis? What crisis?”	3
VI	“Neither left nor right”	4
	Revision	2

ESSENTIAL VOCABULARY

Make sure you know the meanings of the following words:

politics *n* 1 [U also + plural verb BrE] ideas and activities relating to gaining and using power in a country, city etc: *a good understanding of politics in China; Politics have always interested Anita;* • *national / local / city etc politics*

2 [U] the profession of being a politician: • *to enter politics;* • *to go into politics;* • *to abandon / retire from politics;* • *to be active in / be engaged in politics*

3 [plural] the activities of people who are concerned with gaining personal advantage within a group, organization etc: *I'm tired of dealing with all of the office politics.*

4 [plural] someone's political beliefs and opinions: *I assume her politics must be fairly conservative.*

policy *n* 1 [U and C] a way of doing something that has been officially agreed and chosen by a political party, business, or other organization: • *foreign/economic/public etc policy;* *The company has adopted a strict no-smoking policy.* • *policy on/towards:* government policy on higher education; US policy towards China; • *it is (somebody's) policy to do something*

2 [C] a contract with an insurance company, or an official written statement giving all the details of such a contract: *an insurance policy;* *Does the policy cover theft and fire?*

3 [C] a particular principle that you believe in and that influences the way you behave

politician *n* *effective / leading / prominent / experienced / mediocre / unimpressive / corrupt*

elect *v* to choose someone for an official position by voting: • *elect somebody to something;* • *elect somebody (as) president / leader / mayor etc;* • *to elect unanimously;* • *to elect by an overwhelming / relative majority*

election *n* free, democratic, rigged; local, national, general, parliamentary, presidential election; • to have, hold, stand for, lose, win, rig + election; • election campaign; • election pledge; • **at/in** a/the election; • her election **to** the Senate; • the outcome of an election; • the run-up **to** an election

by-election *n* a special election to replace a politician who has left parliament or died

poll *v* 1 to ask a lot of people the same questions in order to find out what they think about a subject;

2 to get a particular number of votes in an election: *Labour polled just 4% of the vote.*

poll *n* 1 [C] the process of finding out what people think about something by asking many people the same question, or the record of the result [= opinion poll, survey]: *A recent poll found that 80 % of Californians support the governor.* • conduct /carry out / do a poll; • **poll on**: a poll on eating habits; • **poll of**: a poll of 1000 people; • local/ opinion/ political/ popularity/ straw (=unofficial survey of opinion) / latest, recent poll; • a heavy / light poll

2 **the polls**: a political election; • **go to the polls**: to vote in an election: *She was defeated **at** the polls.*

3 [singular](BrE) the process of voting in an election, or the number of votes recorded: *Labour won the election with 40% of the poll.*

4 **the polls**: the place where you can go to vote in an election: *The polls will close in an hour.*

polling day (BrE) the day on which people vote in an election

polling-station the place where people go to vote in an election

polling-booth (BrE) a small partly enclosed place in a polling station where you can vote secretly in an election

vote *v* (in election/to support) [intransitive and transitive] to show by marking a paper, raising your hand etc which person you want to elect or whether you support a particular plan; • *vote in favour of (for)/against*; • *vote on / upon*: The people of Ulster had finally been given a chance to vote on the issue. • *vote Democrat/Republican/Labour/Conservative*

vote *n* 1) choice by voting [C] an act of voting in an election or meeting, or the choice that you make when you vote: *A vote for us is not a wasted vote. The proposal was rejected by 19 votes to 7.* • *vote for/in favour (of)/against*;

• *cast your vote* (=vote in a political election); • *to win votes*; • *to count the votes.*

casting vote [C usually singular] (Br E) the vote of the person in charge of a meeting, which can be used to make a decision when there is an equal number of votes supporting and opposing a proposal: *The Chair has the casting vote in the case of a tie.*

tied vote: the Yes and No votes are equal

a vote of confidence: a formal process in which people vote in order to show that they support someone or something, especially the government: • *to receive / win a vote of confidence*

a vote of no confidence: a formal process in which people vote in order to show that they do not support someone or something, especially the government: *On April 22 the National Assembly passed a vote of no confidence **in** the government.*

2) occasion of voting [C usually singular] an occasion when a group of people vote in order to decide something or choose a representative [= ballot]: *The results of the vote were surprising – 80 % of workers favoured strike action.* • **vote on**: There will be a citywide vote on the matter. • *take/have a vote (on something)*: Unless anyone has anything to add, we'll take a vote. • *put something to the/a vote* (=decide something by voting): Let's put it to the vote. All those in favor raise your hands.

3) **the vote**: a) the total number of votes made in an election: *Davis won the election with 57 % of the vote.* b) the right to vote in political elections: *In France women didn't get the vote until 1945.*

voter *n* a registered / floating / potential voter

to abstain (from voting) to choose not to vote for or against something: *Six countries voted for the change, five voted against, and two abstained.*(n) abstention

ballot: 1) paper used to cast a vote; 2) system of voting; • *to cast ballots; to count ballots; • the first / second round of balloting; • a ballot-box; • ballot-paper*

office *n* [U and C] an important job or position with power, especially in government: *the office of President; • in office*: She was celebrating ten years in office. • *hold office* (=have a particular important job or position); • a five year *term of office* (=period of time working in an important job); • *stand for (to run for) office; • to give up / lose / resign from / be forced from office; • a candidate for office; • duties of the office*

cabinet *n* also Cabinet [also + plural verb](BrE) the politicians with important positions in a government who meet to make decisions or advise the leader of the government: *a cabinet meeting; a member of the Cabinet; a cabinet minister; • shadow cabinet*

majority: *sensational / overwhelming / unassailable; • to keep the majority on the council*

victory: *sensational / landslide / crushing / humiliating / unassailable / overwhelming*

defeat: *sensational / crushing / slim / overwhelming*

to nominate: to officially suggest someone or something for an important position, duty, or prize: • *nominate somebody/something for something; • nominate somebody to do something; • to be nominated by one's local party / a constituency*

to stand *v* [intransitive] (BrE) to try to become elected to a council, parliament etc [= run (AmE)]: • *stand for; • to stand as a candidate*

constituency *n* an area for which someone is elected as the representative in parliament represent a constituency

motion *n* a proposal that is made formally at a meeting, and then is usually decided on by voting: *The motion was defeated by 201 votes to 159.* • *pass/carry/approve a motion* (=accept it by voting): *The motion was carried unanimously.* • *propose/put forward/table a motion* (=make a proposal)

bill *n* a written proposal for a new law, which is brought to a parliament so that it can be discussed; • *approve/pass/veto a bill; • introduce a bill*

Idiomatic phrases: be dictatorial about; complete anarchy;

be liberal / conservative / radical in your views; a (real) tyrant / dictator

I. VOCABULARY EXERCISES

1.1. Explain the meaning of the words in italics. Translate the sentences into Russian.

1. At that time black people did not yet have *the vote*. 2. During the last vote in January Britain *abstained*, but today it *voted in favour*. 3. There were 14,000 voters in the *constituency*. 4. *An election campaign* for leader has started sooner than expected. 5. He *polled 23,579 votes*. 6. The government *lost a vote of confidence* and a general election was called. 7. *The straw poll* will take place at the end of next month. 8. This problem needs *a radical solution*. 9. I *nominate* John to represent us at the meeting. 10. There is no reason to be so *dictatorial* about this. Surely we can discuss the situation. 11. The House of Representatives approved the budget, with 52 votes in favour, 16 against and 12 *abstentions*. 12. Trujillo *held office* as finance minister. 13. There was heated debate, but by *the casting vote* of the chairman we got our grant. 14. His fifth *term in office* was brief. 15. She announced her intention *to stand for Parliament*.

1.2. Paraphrase the following sentences:

1. Mr Baldwin *had a position of authority in government* for one year. 2. Mr Majid is *one of the most senior ministers in the Iraqi government*. 3. Opposition parties claimed the vote was *dishonestly arranged*. 4. Nobody dared predict the *result* of the election. 5. The latest *survey of opinion* puts Mr Bush 17 percentage points ahead. 6. A record number of people turned out to vote in yesterday's *national parliamentary election*. 7. The National League for Democracy *won by a large number of votes* in last year's election. 8. In our household *everyone does what they please*. (idm) 9. I think she's quite *broad-minded* except when it comes to her own children. (idm) 10. I remember my grandmother. She was *extremely domineering, forcing others to do what she wanted*. (idm)

1.3. Choose the right word:

A. politics – policy

1. The University runs a course in American and government. 2. Most large companies these days operate an equal opportunities 3. Thomson has always been deeply involved in local 4. He made the decision to go into last year. 5. I make it my not to gossip. 6. She's been in for over twenty years. 7. Your homeowner's probably doesn't cover damage to your house from mudslides. 8. I don't agree with Michael's

....., but he's sure a nice guy. 9. It is not our to reveal our clients' names. 10. A new ruler might adopt a of cutting back oil production in order to boost prices. 11. Brock's been involved in city since college.

B. to elect – to vote – to poll

1. For its study the company 150 randomly selected doctors. 2. 53 % of Danes in favour of the Maastricht treaty. 3. In 1768, John Wilkes was as their Member of Parliament. 4. I've Democrat all my life. 5. The Labour candidate 52 % of the votes. 6. Shareholders to reject the offer. 7. 18 % of the women we said their husbands had a drinking problem. 8. He was to a US state governorship. 9. He 23,579 votes.

1.4. Give Russian equivalents for the following words and combinations.

1. to cast a vote; 2. to enter politics; 3. the outcome of the election; 4. to elect unanimously; 5. to rig the election; 6. straw poll; 7. election pledge; 8. a term of office; 9. to stand for Parliament; 10. unassailable victory; 11. my politics; 12. a corrupted politician; 13. to conduct / carry out a poll; 14. overwhelming majority; 15. the run-up to the election; 16. casting vote; 17. to put the question to the vote / ballot; 18. shadow cabinet; 19. to abstain; 20. to nominate.

1.5. Fill in the correct preposition.

1. He made the decision to go ... politics last year. 2. Ferraro was the first woman to be nominated ... the job of vice president. 3. The Greens increased their share of the vote ... 2,9 ... 4,9 %. 4. She's been ... politics for over twenty years. 5. Labour is ahead ... the polls. 6. The party won a convincing victory ... the polls. 7. Mr Butler used his casting vote as chairman to defeat the motion ... 6 votes ... 5. 8. Let's have a vote ... it. 9. Last year the polls gave the President a 10 ... 15 point lead. 10. Ten million voters went ... the polls.

1.6. Complete each sentence with the most appropriate word from the box.

cabinet	motion	authorities	bill	council	survey	poll
---------	--------	-------------	------	---------	--------	------

1. The government has introduced a outlining its plans for the coal industry.
2. Hello, I'm conducting a about leisure habits.
3. According to the latest opinion, the National Party are well ahead of their nearest rivals, the Co-operative Party.

4. There is a locally elected which has responsibility for roads, street lighting, and other facilities.
5. The were slow to take control of the situation after the earthquake.
6. The Leader of the Opposition proposed a of no confidence in the government.
7. The Prime Minister called a top-level meeting with the Finance Minister, the Foreign Minister, and other members of the

1.7. Use the words from the table to fill in the blanks in the text.

<i>casting vote</i>	<i>tied</i>	<i>unassailable</i>	<i>humiliating</i>
<i>crushing / landslide</i>	<i>no confidence</i>	<i>voted against</i>	

George was confident. He thought that he had a ___1___ majority on the committee and so he was not worried when Jack resigned. But to his horror Maureen Washington stood for election and, with her radical politics, won a ___2___ victory, completely defeating her main rival. As soon as she arrived on the committee she began to cause trouble; votes on this, votes on that. Whatever George advised them to vote in favour of, she ___3___. And as the weeks went by others began to support her. Finally, some weeks later, at the end of a long discussion, there was a ___4___ vote with half the members voting one way and half voting the other. Of course George saved it by using his ___5___, but it was the beginning of the end. Ten days later Maureen **tabled** a vote of ___6___ and in the wake of his ___7___ defeat George had no alternative but to resign. He felt bitter and betrayed and went off to live in his luxury villa in Santa Lucia. But the rest of us felt saved.

- ◆ *Invent a scenario to fit the facts in this story? What was the committee for?*
- ◆ *Why did the narrator feel relieved when George resigned?*

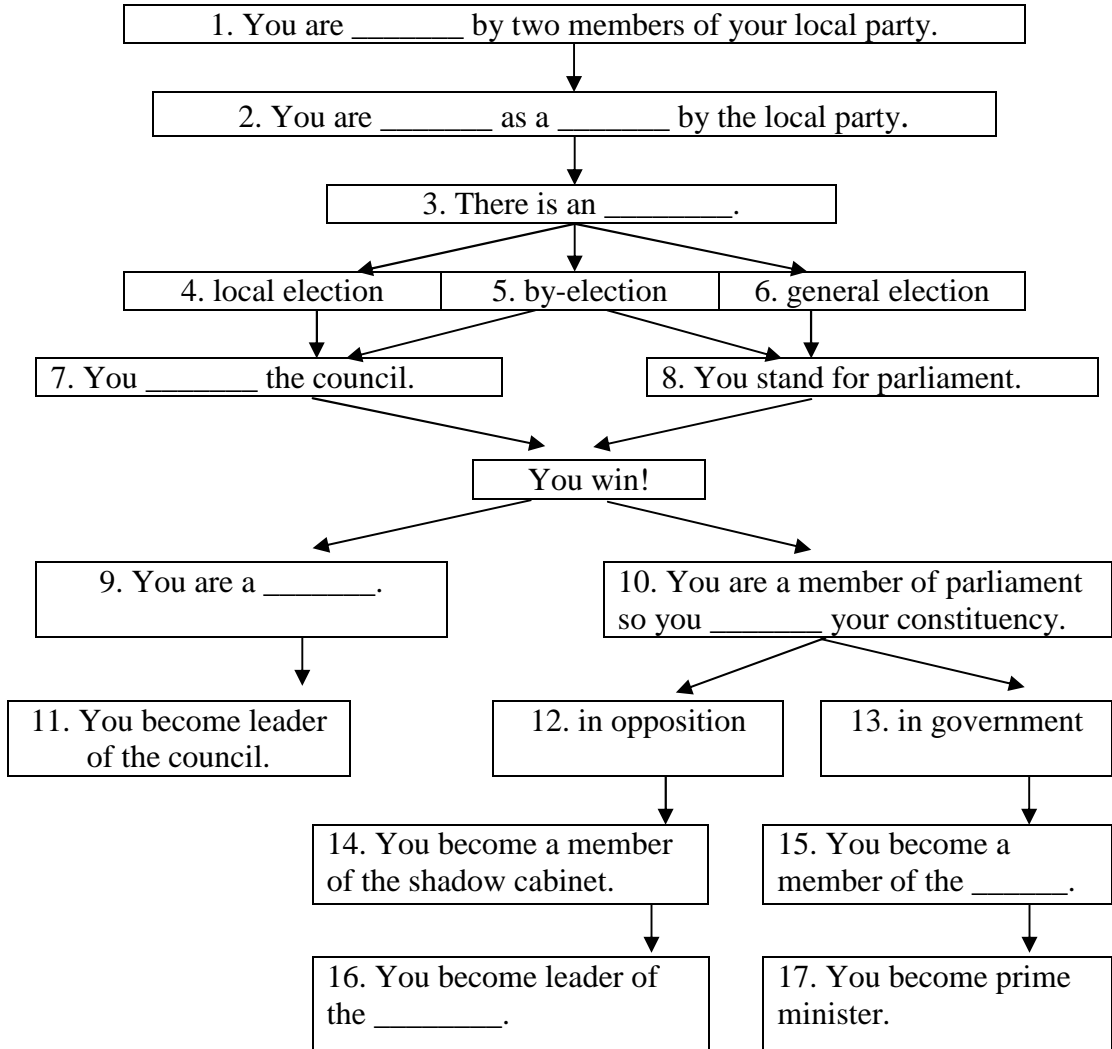
1.8. Match the verbs with their complements. Tick the boxes.

	parliament	election	a candidate	your local party	a constituency
stand for					
stand as					
nominated by					
represent					
resign from					

1.9. Fill in the blanks in the chart with the following words:

*selected election councilor cabinet represent
nominated opposition stand for candidate*

THE GETTING-AHEAD-IN-BRITISH-POLITICS CHART



◆ **Look at the chart again. How is the system in your country different? What similarities are there?**

1.10. Use the following words and word combinations in situations.

1. to go into politics; mediocre; to cast votes; a constituency; crushing defeat; to rig the elections; corrupt.
2. to nominate; to go to the polls; to elect unanimously; to abstain; election pledge; to stand for Parliament; the outcome of the elections.
3. to elect; overwhelming majority; to retire from politics; by-election; unassailable victory; to hold office; impressive (politician).

II. FORMS OF GOVERNMENT

2.1. Match these words with their dictionary definitions.

- | | |
|---------------------------|---|
| a. democracy | 1. government by a small group of people, often for their own interests |
| b. totalitarianism | 2. government by the people or the elected representatives of the people |
| c. monarchy | 3. (derog) a country in which most activities of the citizens are controlled by secret political police |
| d. dictatorship | 4. a political system in which every citizen is subject to the power of the state, which exercises complete control |
| e. oligarchy | 5. a system ruled by someone with complete power, esp. if that power was gained by force |
| f. tyranny | 6. the system of rule by a king or queen |
| g. police state | 7. the use of power cruelly and / or unjustly to rule a person or country |

2.2. Can you give examples from history or current affairs of any of these types of government?

2.3. Complete the chart where possible. Pronounce the words. Check with your dictionary to make sure you are right.

<i>Noun (concept)</i>	<i>Noun (person)</i>	<i>Adjective</i>
1. democracy	democrat	democratic
2. totalitarianism		
3. monarchy		
4. dictatorship		
5. oligarchy		
6. tyranny		
7. anarchy		
8. capitalism		
9. communism		
10. conservatism		
11. fascism		
12. liberalism		
13. nationalism		
14. socialism		
15. social democracy		

2.4. Use the right form of the words in these sentences.

1. We should always fight to maintain our (democracy) _____ institutions.
2. I hate (extremist) _____ in any form. It never solves anything. I am all for (moderate) _____.
3. The spectre of (totalitarianism) _____ rule hangs over this troubled country.
4. For someone who is supposed to be a (radical) _____ you seem to have a very (conservative) _____ way of thinking.
5. What we need in this country is (socialist) _____. We don't need a (monarchy) _____ sitting on a throne telling us what to do.
6. They are the victims of a long and (tyranny) _____ form of oppression.
7. He is a member of the party that many observers regard as having (fascism) _____ tendencies.
8. (anarchy) _____ oppose the organized violence of war.

2.5.  Read the text and answer these questions:

1. What are the advantages and the flaws of each political system?
2. Which is the best?

IF ONLY IT WERE LIKE THIS!

<i>Capitalism</i>	
<p>Many people in the western world think that capitalism is the best way to run the world, and gives people most freedom. In a perfect capitalist state anyone is free to use his or her money (capital) to help start up a business, and then to keep a share of the profit; and anyone is free to offer his or her services, to work anywhere for the best wages that he or she can obtain. The government raises taxes to support those who cannot manage to support themselves, to run essential services and to maintain law and order.</p>	
<p style="text-align: center;"><i>Socialism</i></p> <p>Many people in the western world think that socialism is the best way to run the state, because they believe it is a system, which is fair to everyone and allows them to be free.</p> <p>In a perfect socialist society the government makes sure that everyone has the opportunity to work, and that the nation's wealth is shared out fairly, so that no one goes short. Everyone who needs medical treatment can have it free and grants, benefits and pensions are paid to those who can't earn their own living.</p>	<p style="text-align: center;"><i>Communism</i></p> <p>Many people think that communism is the best system, and the best way to make sure that everyone really is equal.</p> <p>In a perfect communist state the local community decides what is best in each district, runs the farms, industry and services, and decides how the profits are to be shared out. Everyone accepts the community's decisions and doesn't feel this is a restriction on his or her freedom. The government there is to help communities work together, and to co-ordinate the efforts of the big cities with those of the country districts.</p>

Liberty is precious - so precious that it must be rationed.

Lenin

2.6. Complete the text with words from the box.

capital differences elections every federation governed laws whole government own Parliament parties power President responsible state

HOW FANTASIA IS GOVERNED

Fantasia is a (1)..... of three states: Moldenia, Stranvegan and East Mork. San Fantastico, the (2)....., is the centre of (3)..... for the (4)..... of Fantasia, but each state has its (5)..... government. State governments make their own (6)....., and are (7)..... for education, roads, health, the police and a number of other things.

Fantasia has seventeen (8).....; there are very large (9)..... between them. (10)..... are held (11)..... seven years. Each state sends a hundred representatives to the federal (12).....

The Fantasian Parliament has little real (13)..... The country is (14)..... by a Council of fifteen ministers (five from each (15).....), under the country's (16)..... for life, Mrs Kirsten Rask.

2.7. How much do you know about these governments? Can you fill in any of the blanks?

	Britain	The USA	Belarus
consists of	..... countries; each is divided into counties	50 states; each is divided into counties	.....
is governed from	London	.....	.....
Laws are made by	.....	.....	.....
which consists of	House of Commons and House of Lords	.....	.....
Members are called	.....s of (MPs) (Commons)	.....	.....
They are elected	every five years or less (Commons)	.....	.....
Head of government is called	..... Minister (PM)	.....	.....

Is head of government separately elected?	<i>No; leader of majority party in House of Commons becomes PM</i>	.....	.....
Real power is held by	<i>PM and his/her ministers (cabinet)</i>	.....	.....
Do local or regional government bodies have any power?	<i>partly responsible for education, health care, police, roads</i>	.....	.....
How many large political parties are there?	<i>three; Labour (.....–wing), (right-wing) and Liberal Democrats (centre)</i>	.....	.....
Ceremonial head of state?	<i>King or .....</i>	.....	.....

2.8. ✍️ *Write about the system of government in Belarus (or another country that you know well). Use words and expressions from this unit.*

III. WHAT MAKES A SUCCESSFUL POLITICIAN?

3.1. *Do you know what politics is? Discuss your answer with a partner.*

3.2. 📖 *Now read the text and see if your understanding of the word “politics” was correct.*

On hearing the word *politics* what usually comes to mind are images of government, politicians and their policies or more negatively the idea of **corruption** and **dirty tricks**. The actual definition seems to have been obscured and almost lost by such representations and clichés that tend not to **pinpoint the true essence**, which defines this thing, called politics.

The word politics comes from the Greek word “police”, meaning the state or community as a whole. An ideal society is in practice a rather difficult aim and even an impossible aim to achieve. Politics implies measures which could and should be **implemented** in the hope to create a better society, than which is already present.

To begin with, the basest premise that underpins the notion of politics should be considered in order to arrive at a fair definition. Man is self-preserving by nature. He thinks and acts, whether that is an individual or a group who share interests, with foremost regard to his own interests. **Self-perpetuation** is the number one rule. He therefore possesses his own interests, ideas and preferences, which may differ to those of his contemporaries. “Politics *presupposes the diversity of view*, if not about ultimate aims, at least

about the best ways of achieving them” (Miller, 1987). The world has its limits; all material wealth within it is **exhaustible**. Who, therefore, gets how large a share, of those resources, which are present on the earth in limited supply? If man were permitted to act on and **pursue** his own selfish interests, snatching that, which he desires, a society would quickly become **under rule of violence**.

Politics is a way of fighting **the degradation of society** into a violent and unstructured mess by reducing it to be governed by the primitive instincts of men in order **to resolve conflict**. Politics therefore may be defined as a means to resolving this conflict through various means. If “people (were to) agree spontaneously on a course of action... they (would) have no need to engage in politics” (Miller, 1987). Thus, politics exists due to the broad spectrum of ideas and opinions within any society.

To resolve conflicting opinions, **a consensus** must be **agreed upon** by all parties affected. This means that politics tries to act as **a peacemaker** by offering solutions to conflict to the parties involved by means of discussion with them.

Politics implies power. Certain members of a society must have the authority over other members in order **to enforce civil discussion** in the first place. It seems to follow that for certain individuals **to exert more power** than others they must have the support of a large proportion over those which they have authority. Politics could therefore be defined as a power struggle between those **in influential positions**. Power can only be obtained by obtaining the support from as many groups and individuals as possible. This can be achieved by providing tempting solutions to conflicts that already exist in a society, whether this is in an honest or dishonest way. By appealing to members of a society with solutions to their problems and promises to act in their interests, a group or an individual can gain support and ultimate authority over other groups and individuals. Politics could thus be defined as a calculating **art of power gain or power retention** or more simply as power struggle.

The ultimate power is found in government. It is within this institution that all of the aforementioned takes place. Thus, politics could be defined as the working of government as **a guarantor to a peaceful society**. The government is run by the politicians, it is the politicians who form the ideas to hopefully settle conflict in the society they govern. Thus politics is present in every community and is used to manage workings and disagreements.

Politics occurs in all kinds of communities. Whether it is the sports club or the state government and is concerned with devising a method of organisation and attempting to implement that method of organisation within that community over which it acts. It is present in these communities as a necessary measure to avoid conflict due to those **inevitable diversities in**

opinion and therefore ultimately needed to promote as peaceful an existence as possible.

Politics is the means of creating a more organised and peaceful society, by providing methods to resolve conflict that naturally occurs between men, by means of civil discussion and **rational compromise**.

3.2.1. Find in the text English equivalents for the following:

- 1) заниматься политикой
- 2) заострить внимание на самой сути
- 3) миротворец
- 4) разумный компромисс
- 5) удержание, сохранение власти
- 6) увековечить себя
- 7) обеспечить мирное существование
- 8) гарант мирного общества
- 9) действовать в соответствии и преследовать свои собственные интересы
- 10) неизбежное разнообразие мнений
- 11) управлять обществом

3.2.2. Find words or phrases in the text which mean the same as:

- 1) stated or mentioned before or already
- 2) dishonest practices; accepting bribes
- 3) the highest or most significant force or influence
- 4) to put an end to a bitter argument
- 5) scheming, crafty means to get power
- 6) to carry promises, measures, undertaking, agreement into effect
- 7) to fight the process of becoming worse or less moral
- 8) to support or form the basis for (a case, an argument)

3.2.3. Develop the following ideas according to the text:

- 1) Man is self-preserving by nature.
- 2) Politics presuppose the diversity of view.
- 3) The world has its limits.
- 4) Politics occurs in all kinds of communities.

3.2.4. Answer the questions:

- 1) What images come to our mind on hearing the word “politics”?
- 2) What is the origin of the word “politics”?

- 3) Give different definitions of politics according to the text.
- 4) What idea of politics do you share?
- 5) Do we need politics? Why?

3.3. *Why do you think people go into politics? Have you ever thought of entering politics?*

3.4.  Read the text and answer the following questions.

WHY GO INTO POLITICS?

- a) *Why is the author dissatisfied with the present local authorities?*
- b) *For what reasons does he want to go into politics?*
- c) *Does the author have necessary qualities for that? What are they?*
- d) *For which reasons would you go into politics?*
- e) *For which you wouldn't?*

I'm unemployed and fed up. There's never anything to do. Now I can read the council papers that are sent to me and it gives me something to think about.

I like meeting people, helping people, and talking. I can always find something to say. I love making speeches.

There are a lot of improvements that I think would make life better for the people who live in this district, and I would like to be able to campaign for them.

It's great to feel you **have a say in** how things are done. It makes you feel important. You don't have to be elected to the council – it's enough just to be on the local party's own committees.

The only way the party I support can be in control in this town is if people are willing to give up their time and energy to win seats and go to meetings, and I can't always expect someone else to do it for me.

Why should that lot get away with it? They are just looking after their own interests.

Someone needs to do the work on the council, and if none of us are on it, our views will never be heard.

There are a lot of things the council don't do right and it does no good sitting at home moaning – I wanted to be there to argue with the councillors themselves.

My mates took me to the party meeting, and then they needed a candidate, so I got talked into it and happened to win the election.

I thought I'd be able to make more money if I knew what was going on in the council meetings.

Question: What are the **desirable qualifications** for any young man who wishes to become a politician?

Mr. Churchill: It is the ability to foretell what will happen tomorrow, next week, next month, and next year. And to have the ability afterwards to explain why it didn't happen.

Sir Winston Churchill

3.5. 📺 *You will hear two Members of Parliament, Clare Short and Robert Jackson, answering some of the following questions, but not in order. Listen and decide which questions they are answering. Write down the letters of the questions next to the numbers you hear. Be careful: there is one extra question.*



- a) What made you decide to go into politics?
- b) Have you got a job outside Parliament?
- c) What is the most enjoyable or satisfactory part of your job?
- d) What's the least enjoyable or least satisfactory part of your job?
- e) What do you hope to achieve in your present term in Parliament?

3.6. 📺 *Make sure you understand the words and expressions in the box.*

catch (my) fancy	civil servant	issue	lay the foundations	
neutral	have strong views	response	mediocre	superficiality
be tucked up in bed	hang around	sit around	strain	frown
upon	a burning desire	bread and butter	handle problems	
brewing industry	pharmaceutical company	merchant bank		

Then listen to the two politicians again, and make a one-line summary of each answer.

3.7. Work in groups. Decide which of the two people you have heard is a member of the Labour Party and which is a member of the Conservative Party. Be ready to give reasons for your answer.

3.8. We asked Clare Short and Robert Jackson, “What are the most important qualities for a successful politician – one who gets to the top?” Each mentioned three or more qualities. Look at the list below and try to guess who chose what. Then read their answers and see if you were right.

- ability to make decisions quickly
- ability to organise people
- belief in things they’re working for
- clarity
- energy
- intelligence
- openness
- physical attractiveness
- relationship with people that elect them
- sensitivity

Well, I think the most important quality is energy; er, I think particularly in the British political system. We have a parliamentary system which is intensely demanding on the physical and nervous energies of the top people. Parliament sits for much longer each year than do the parliaments of other countries, er, around the world. Er, ministers are expected to take part in debates, **face questions** – on an everyday basis. And so a senior minister not only has all **the stress and strain of the work** of his department, and er, obviously in government departments now we're dealing with enormous numbers of people, large sums of money, very important issues; but also he has the stress and strain of maintaining his position, maintaining his, his face, his status, in Parliament. And so I think the main quality is energy. I would say the next quality is intellect. Erm, there's a, a great many intellectual demands involved in this kind of life, and I think people have got to have the intellectual capacity to **cope with the issues**. Erm, I think a third quality which is important is sensitivity and responsiveness. You have to be able to sense the way in which people are thinking and moving, the way in which their views, their beliefs, their ideas, their aspirations, their hopes are evolving, er, so that you can respond to that evolution. This is absolutely necessary in a democracy; that's the way in which democracy works. Erm, but it's also necessary for political survival and for political success.

ROBERT JACKSON

Well, I don't kn-, I think there are different qualities that take people to the top. I personally think the most important qualities for a, a good politician, which might not mean the same thing, is to sincerely believe in the things that they're working for; to really have some relationship with and care about the people that elect them; 'cause that's the learning base. I mean, it's what's happening to people that should shape erm, everything you stand for. And then to speak up clearly and openly and not kind of **calculate personal advantage**. Erm, I think that's the best formula; and I think it makes you very strong, 'cause you're not sort of trying to **plot things** or think of what will go down with whom. But I think, you know, like in any institution, people rise to the top through all sorts of **devious** means; and maybe some honest straightforward people rise to the top, but there are others who are creeps who rise to the top, and who calculate to **keep in with** the powers that be at any given moment.


Have you got to be intelligent?

Well, I think it depends what the word 'intelligent' means. I, er, really think that all human beings are capable of being intelligent and all human beings are capable of being stupid. It isn't this notion like IQ, you've either got it or you haven't, it's whether people face up honestly to questions, think about the problems and look honestly for the facts that will help to explain them. Erm, and if intelligence is interpreted in that way, then yes, I would agree.

CLARE SHORT

3.9. *Work in groups of four or five. Each group member must take responsibility for the discussion of one question, and make sure that everyone else expresses an opinion on it.*

1. Which of the two politicians do you feel the most sympathy for? Why?
2. What do you think are the two or three most important qualities for a successful politician?
3. Do you think politicians should have jobs other than their political jobs?
4. Do you think politicians should vote the way their party expects them to vote, even if their own opinion is different?
5. Should Members of Parliament be paid more or less than: doctors, heads of universities, senior executives in industry?


3.10.  “The Prime Minister's pay rise”. Listen to the conversation on tape. The Prime minister is being interviewed about a proposed pay increase for politicians of thirty-five percent.

Go over the vocabulary to avoid any difficulties of understanding.

- | | |
|------------------|---------------------------------|
| – inflation | – the pressures of the position |
| – to justify | – sacrifice |
| – to be in power | – dedication to duty |
| – in excess of | |

Comprehension check

- 1) Why was the Prime Minister invited to the studio?
- 2) Are people satisfied with the present government and their policy?
Why (not)?
- 3) How does the Prime Minister justify the situation?
- 4) Why does the Prime Minister think that a politician's pay rise should be five times higher than anyone else's?
- 5) Will the Prime Minister also get an increase of 20 %? Why?
- 6) What will the proposed salary be?
- 7) Do you agree that Ministers and MPs should get higher pay rises than other people? Why?
- 8) Should the Prime Minister be paid more than other ministers?

3.11.  *You will hear an interview with Margaret Thatcher, who became leader of the Conservative Party in Britain in 1975, and who became Britain's first woman Prime Minister. In the interview she talks about her interest in Victorian times.*

Pre-listening task

Go over the vocabulary to avoid any difficulties of understanding.

- | | |
|-----------------------------|---------------------------------|
| self-reliance | to encompass |
| to be next to smth | deplorable |
| to live within one's income | a sense of duty |
| pride in one's country | a man of property |
| perennial (values) | to hand smth on to smb |
| to adopt | the "haves" and the "have-nots" |

Comprehension check

- a) What are the Victorian values that Mrs Thatcher admires?
- b) What aspects of Victorian times does the interviewer mention?
- c) Mrs Thatcher believes in private enterprise, and the non-intervention of the state. What examples from Victorian times does she quote that support this view?

- d) What are the advantages that Mrs Thatcher sees in home ownership?
- e) What, according to the interviewer, is it that the “have-nots” cannot do?

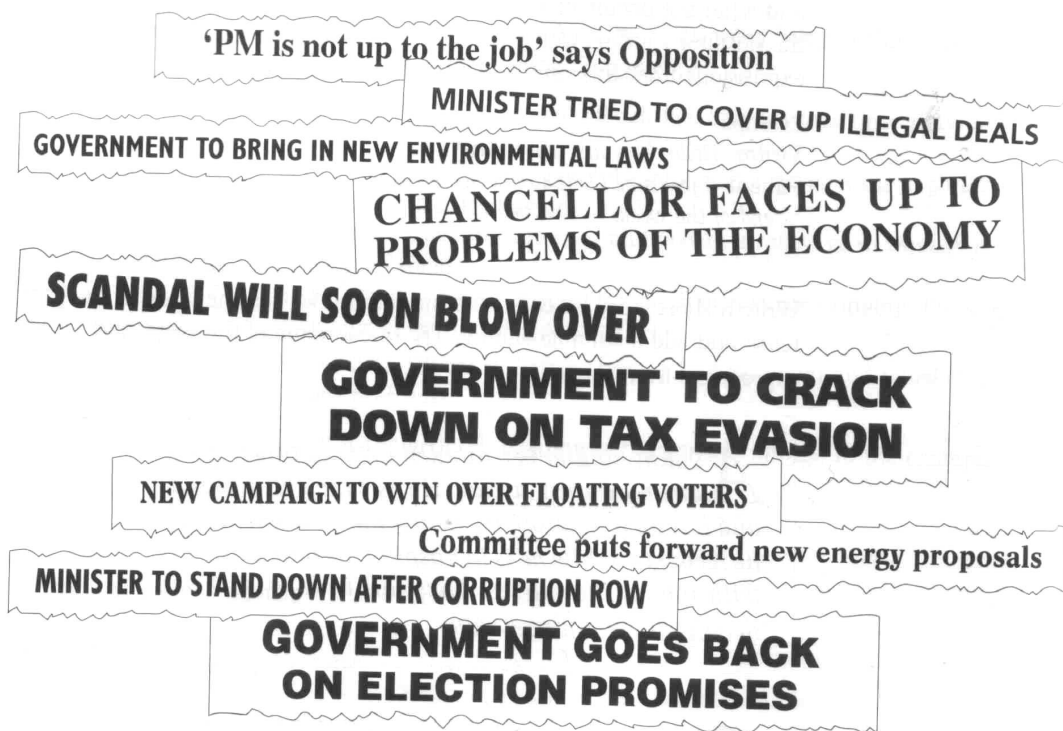
What do you think?

- a) From what Mrs Thatcher says, what do you think her attitude is to the following issues: the National Health Service, law and order, borrowing money, unemployment, inflation?
- b) What are the views and policies of the main political parties in your country?

IV. “FLOATING VOTERS”

(Phrasal verbs and idioms)

4.1. Look at the headlines below. With a partner, try to work out the meaning of the multi-word verbs.



4.2. Match the multi-word verbs with their definitions.

1. to be up to (doing) sth	a. to introduce a law, rule or system
2. to cover sth up	b. to break a promise or agreement
3. to blow over	c. to be capable of doing sth, be of a good enough standard
4. to bring sth in	d. to resign from an important position, often in favour of sb else

5. to face up to sth	e. to have the courage to accept and deal with sth difficult
6. to crack down on sb / sth	f. to hide sth bad, such as a wrong action
7. to win sb over	g. to take strong action against sth illegal, or against people who do not obey certain rules or laws
8. to put sth forward	h. to cease to arouse interest, to be forgotten
9. to stand down	i. to persuade sb to support or agree with you
10. to go back on sth	j. to offer an idea or proposal for consideration

4.3. Rewrite the following sentences so that they have similar meaning, using the multi-word verbs.

- A new law on smoking in public places has been introduced.
- The government tried to hide its involvement in the gun-running scandal.
- It is rumoured that the PM will resign before the next election.
- Everybody is talking about the seriousness of the problem, but I think it will soon be forgotten.
- The police are beginning to get tough with young criminals.
- That's an excellent plan. Are you submitting it to the Committee?
- The government seems unable to accept or deal with the problems created by its own policies.
- The new man is well-qualified, but he isn't able to do the job properly.
- The new government promised not to raise taxes, but it did.
- Election campaigns are designed to persuade more people to vote for a particular party.



4.4. Which of the words can be used with the multi-word verbs? Up to three items may be correct.

- The manager tried to *cover up*: the fortune / the scandal / the mistake / the crime.
- The police are *cracking down on*: criticism / promotion / traffic offences / drug smuggling.

- c) One should never *go back on*: one's word / a plan / an agreement / a promise.
- d) Some people can't *face up to*: their children / their responsibilities / their problems / the truth.
- e) The government is *bringing in* a new: law / measure / policy / Prime Minister.
- f) Who *stood down* yesterday? – The maths teacher / The typist / The Chairman / The Chancellor.
- g) She *put forward* several: mistakes / suggestions / complaints / proposals.
- h) He simply *isn't up to*: exam standard / the job / resignation / the task.

4.5. Work with your partner. Discuss the questions below. Use the multi-word verbs.

- a) Give two reasons why someone might want to resign from an important position.
- b) Think of a scandal that someone has tried to hide from the public.
- c) What are some of the ways in which politicians try to win support?
- d) What do you think the government or police should be stricter about in your country?
- e) What new laws would you like the government to introduce?


4.6. Look at the following statements made during an election campaign. What do you think the idiomatic expressions in italics mean?

- a) The government is *out of step* with public opinion.
- b) The Minister said he wanted to *keep an open mind* on the issue of subsidizing the public transport system.
- c) The government has been *turning a blind eye* to corruption within its own party.
- d) People have accused the government of being *out of touch* with what is really going on in the country.
- e) The outcome of the election *hangs in the balance*. "It's very close", said one commentator. "No one can say which side will win".

◆ **Which of these expressions has a negative connotation? Which has a positive connotation?**

4.7. Complete the following sentences, using the idiomatic expressions from the exercise above.

- a) I don't want to decide until I know all the facts. I want to _____.
- b) He's seriously ill. We don't know if he will live or die. His life _____.
- c) I haven't read any articles on this subject for five years, so I _____ with recent developments.
- d) The boss knew his employees were being dishonest, but he did nothing about it. He _____.
- e) Her opinions on this matter are _____ with those of the majority of people.


4.8.  Work in groups of three. You are publicity writers who have been hired to write a pamphlet for the New Environment Party. Discuss the key issues and slogans you want to use in the pamphlet. Think of ways of criticizing the other parties and encouraging people to vote for you. Write the text for the pamphlet, using the multi-word verbs and expressions.

Political language - and with variations this is true of all political parties, from Conservatives to Anarchists - is designed to make lies sound truthful and murder respectable, and to give an impression of solidity to pure wind.

George Orwell

V. "CRISIS? WHAT CRISIS?"

(Phrasal verbs and idioms)

5.1.  Work in pairs. Read the text and find as many reasons as possible why the statements below are false.

- a) The Government's policy has met with only a little opposition.
- b) The Government is prepared to show flexibility.
- c) The Government will lose the vote on Wednesday.
- d) There is no crisis.

MPs UP IN ARMS AS PM TRIES TO PLAY DOWN CRISIS

There was a strong **public outcry** yesterday when the Government announced its intention to cut public expenditure on health and education. Opposition MPs were up in arms when the statement was read out in the

Commons and immediately *called for* an emergency debate on Wednesday. Nigel Smith, a member of the Opposition, was particularly **outspoken** in his criticism of the Government.

“The time has come for all of us to *stand up for* what we believe in. Our party *stands for* better health and education in this country, and we will do everything in our power to *step up* pressure on the Government and force them to *back down*. We must *speak out against* this policy and make it clear that it is unacceptable”.

A member of the Cabinet, speaking on behalf of the Government, **ruled out** any change in policy.

“The Government is not going to *climb down* over this issue. There will be no U-turns. We have made the right decision and we are going to *stick to* it”.

However, the outcome of Wednesday’s vote is **by no means** certain as several Government MPs are refusing to back their own party. Some political commentators are predicting the **downfall** of the Government or a politically embarrassing **climb-down**. What is certain is that if the Opposition win the vote, it will be a serious **setback** for the Prime Minister and could *bring down* the Government. There has been **mounting criticism** of the Government’s performance recently, and now the Prime Minister himself is coming under fire from members of his own party. Last night he tried to *play down* the seriousness of the situation. When asked about the crisis, he replied: “Crisis? What crisis? There is no crisis”.

5.2. Match the multi-word verbs with the definitions.

1. to call for sth	a. to increase or intensify the speed, degree, quantity or quality of sth
2. to stand up for sb / sth	b. to continue to support sth, not abandon or change sth
3. to stand for sth	c. to defend sb / sth that is under attack
4. to step sth up	d. to express your views forcefully and publicly
5. to back down / climb down (over sth)	e. to represent certain ideas or attitudes
6. to speak out (against sth)	f. to make sth appear less important than it really is
7. to stick to sth	g. to demand sth
8. to bring sb / sth down	h. to cause sb / sth to lose power or be defeated
9. to play sth down	i. to admit you are wrong in an argument or dispute and agree to do what sb wants you to do

5.3. Work in pairs. Read the newspaper extracts below. Then rewrite them, using the multi-word verbs.

- a. Yesterday, the Opposition claimed it is the only party that represents social justice and the needs of ordinary people. They have increased pressure on the Government recently by demanding a general election this summer. They believe they will defeat the Government unless it admits it is wrong over its new economic policy.
- b. Despite pressure from the Opposition, the Government has announced it will not withdraw its new economic policy. They say they will continue with the policy because it is the right one. Several political commentators believe the Government is trying to make the crisis appear less serious than it really is. If the economic situation does not improve soon, some Government MPs may begin to criticize their own party openly.

5.4. Which of the words can be used with the multi-word verbs? Up to three items may be correct.

- a) We want to *bring down*: this corrupt regime / this football team / this new law / this building project.
- b) We will *step up*: security / our election campaign / taxes / expenditure.

5.5. The wrong multi-word verbs have been used in the political speech below. Correct them.

Our political party *speaks out against* equality and justice. We will never be afraid to *stand up for* corruption and inequality. We will always *play down* the weakest members of society. We want the government to *stick to* its policy of cutting expenditure on health and education. The government has tried to *step up* the present crisis by saying the situation isn't very serious, but we know what the truth is. That is why we are *climbing down over* an immediate general election.

5.6. What do you think the following idiomatic expressions mean?

- a) *to be up in arms (over / about sth)*
- b) *to make a U-turn (in sth)*
- c) *to come under fire*

Think of examples for the following:

- a. Situations in which people *are up in arms about* something.
- b. Situations in which someone *makes a U-turn*.
- c. Someone who *has come under fire* recently.

5.7. Role-play. Work in pairs. One of you is a TV interviewer, the other is a spokesperson for the Opposition. Read the notes for your role below, and spend some time thinking about what you will say, and how you can use the multi-word verbs and expressions from this unit. Then act the interview out.

TV Interviewer

The Government says it intends to cut public expenditure on health and education. During the interview try to find out the following:

- what the Opposition party represents;
- why the Opposition is so angry about the Government's policy;
- how the Opposition will increase pressure on the Government;
- who will win next Wednesday's vote.

Make the following points about the Government's position:

- the Government says it will not change its policy;
- the Government says the situation is not serious and there is no crisis.

Spokesperson for the Opposition

The Government says it intends to cut public expenditure on health and education. During the interview make the following points:

- your party represents justice, equality, better health and better education;
- you are going to increase pressure on the Government;
- you are demanding a national debate on education and health;
- you want the Government to change its policy;
- the situation is more serious than the Government says it is;
- MPs are criticizing the PM;
- your ultimate aim is to defeat the Government.



A certain Prime Minister, who had a reputation for looking down on the members of the Cabinet, decided to take all of them out for a meal in a restaurant. The Prime Minister began by ordering fish.

"And the vegetables?" asked the waiter.

"Oh, they'll have fish too", replied the Prime Minister.

5.8. The Party Manifesto below was produced by the Government before the last general election. You think the Government has broken all its election promises. Discuss with your partner what you will say in a letter of complaint to your MP.

<p>PARTY MANIFESTO</p> <p>Our party represents social justice and good economic management.</p> <p>Vote for us and if we are elected we will:</p> <ul style="list-style-type: none"> • increase public expenditure • fight for the old and sick people in our society • publicly condemn any examples of corruption • increase security against terrorist attacks • always tell you the truth about any situation – no matter how bad it is • NOT raise taxes • NOT change our policies <p style="text-align: center;">VOTE FOR US</p> <p style="text-align: center;"><i>THE PARTY YOU CAN TRUST</i></p>
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5.9. ✍ Write the letter of complaint to your MP. Remember to use the multi-word verbs and expressions you have learnt in this unit.

VI. “NEITHER LEFT NOR RIGHT”

6.1. We talked to three people who don't believe in traditional politics. Read what they said; try to fill in the blanks with the words given.

<p>RICHARD LAWSON (doctor, Green Party member, local councillor)</p>
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*administer economics economy environment
philosophy right values*

We in the Greens say we're neither left nor but in front. We go right back to **the root of the problem** in our And the problem as I see it is first that erm, everything is, all **values are monetary**; that is about money, erm, and market values. So we say, no, look at that economy and what is about, and what is ecology about, and you see that they are sis-, they have to be sister disciplines. Economy, eco-nomy, means our administration of our habitat, of the world, the, and eco-logy means the study of the environment. So how can you something if you don't know what it's about?

NICK GREGOR (therapist, ex-prisoner)

choices decisions extreme individual
Labour left-wingers politics right-wingers

I do believe that the trouble with the and Conservative thing is that we've got two extremes. And I think, you know, some of these **left-wingers** are just as bad as the extreme

You've got the extreme saying, you know, "The Conservatives are too dictatorial", and, you know, "They're **pushing people around** and people don't have" But at the same time these left-wingers are saying "This is what people want". And I'm a, I'm a **firm believer** in rather than changing people's environment, looking at the, and then the individual can make their own choices about their own environment. They don't need people **running around** for them and telling them what they want. So I, I think for me is about giving people real choices to make for themselves.

GEORGE MELLY (jazz singer, writer)

impractical political politicians relied
responsible weapons world

Are you interested in politics at all?

I hate them. I mean, interested in them in that they affect one. But I really **detest politics** and..... When I was young I called myself an anarchist, because I believed that politics was for most of the dreadful things that go on in the world, and that if we more on ourselves as individuals and on self-help and the help of others without a structure, it would be a better People say that is; but one looks around at er, at leaking atomic bases and at er, the endless **build-up of** and wonders what sort of impractical it would be!

6.1.1. Read the text again and answer the following questions.


1. What party does Richard Lawson represent?
2. Is he an MP?
3. What does a local councilor do?
4. What interrelation is there between economy and ecology?
5. Does Nick Gregor support the Conservative Party or the Labour? Why?
6. What is the main thing in politics for him?
7. What is George Melly's opinion of politics?
8. Is he for total political disorder?


6.1.2. In pairs, discuss whether or not you agree with the following statements:

- 1) Nowadays all values are monetary values.
- 2) Some of extreme left-wingers are just as bad as the extreme right-wingers.
- 3) People don't need anyone running around for them and telling them what to do.
- 4) Politics is responsible for most of the dreadful things that go on in the world.
- 5) Without a political structure it would be a better world.

6.1.3. Team up with your fellow-student and discuss the following questions:

- 1) Whose understanding of non-traditional politics is closer to you?
- 2) Are you interested in politics at all? Are you aware of political news in your country or abroad?
- 3) Do you try to be active or remain neutral in politics? Why?

6.2.  How do YOU feel about politics and politicians? Write two to four sentences. Use the words and expressions you have learnt in this unit. The teacher will read out students' sentences and you can try to guess who wrote what.

6.3.  Here are two political speeches from the country of Fantasia. Work in groups to guess which words go in the blanks, and then listen to the recording to see if you were right.


Take a deep breath. Can you the exhaust fumes? Listen quietly for a moment. You should be birdsong, not brakes and horns. Look at the historic buildings all around us. how their stone is being blackened and eaten away? And unless something is done about it quickly, it's not going to get.....; it's only going to get worse.


There is only one answer, and the Fantasian Pedestrians' Party has it: ban all..... If you us, we will change your lives. Silent electric trams will take you to your and shopping. The streets will be clean, the air will..... Your children will be safe walking home from There will be no more car accidents, so our national medical bill will go dramatically. With no more oil, our **currency will be strong**, and inflation will stop.

The Fantasian Pedestrians' Party will give you all this and more. So take the big step – vote for the FPP.

Fantasians! Can you **face a challenge**? Are you ready for the twenty-first? Are you willing to show the courage that has made our nation great? Why should the superpowers be the only ones to create the humans of the future? Vote for the Fantasian Nuclear Party and we will build a new power station every month, guaranteed **to leak radioactive gases**. Your grandchildren will not much like you – a few more eyes perhaps, the odd extra; but our country will remain a great power. There will be no place at the conference tables of the future for the humans of the Don't let Fantasia become **a third-rate country**. Mutate and be great – for the FNP.

- *What speech is more persuasive? What party would you vote for? Why?*
- *What expressions from the text are good for making a political speech?*

6.4.  *Imagine that you are the leader of a new political party. Write a few sentences about your party's policies.*

6.5.  *Read the article; as you read, write your answers to the questions. Only use a dictionary if you are really stuck.*

DEFENCE AND POVERTY

On present trends Britain will, just after **the turn of the century**, be the poorest nation in the whole of Europe apart from Albania. But at least, on present policy, it will have Trident to defend its increasingly **rundown and divided society**.

This is the result of British policy making since 1945, with its emphasis on the symbols of great power and status. The demands of the defence community have continually been put before the needs of the rest of society.

1. Do you think the author of this article is in favour of spending large sums of money on defence?

2. Why do you think the author speaks of a "divided" society?

On the latest figures Britain spends 5½ per cent of its national wealth on defence compared with 4 per cent in France, just over 3 per cent in Germany and just under 3 per cent in Italy. The pattern has been the same for the last 30 years, as Britain has **tied up more of its resources unproductively in the defence field** than any of our competitors.

But what would happen if Britain were to reduce its **defence expenditure** to the level of say Germany and Italy? This would **involve fundamental changes in policy**, such as ending any pretence at having a world-wide Navy,

together with huge cuts in the equipment programme and buying more equipment from abroad.

3. *Who are some of Britain's competitors? What do you think they are competing for?*
4. *Why do you think Britain maintains a worldwide Navy?*

The extra government **spending** that would be possible **on** schools, hospitals and schemes to reduce unemployment would be massive; but so would the major dislocation in huge areas of British industry. Unfortunately for those who want to change defence policy towards a more realistic structure and at the same time **to improve British economic performance**, the military-industrial complex is extremely powerful and includes not just military planners and industrial bosses but also trade unions and a huge number of jobs, probably as many as 800,000.

5. *Why are some trade union leaders against spending less on defence?*

Is there no way out of this **dilemma**? Some have suggested that it should be possible to **wind down** the defence industries and **redeploy** the effort to civil work just as was done after 1945. The problem is that then it was easy to **demobilise** the forces and rebuild **civilian industry** because there was a vast **demand for** its products after wartime shortages, and massive new programmes in areas like housing to employ ex-servicemen. And the government had enough power over the economy to control the rate of transition.

6. *Was there big growth in civilian industry in your country after the Second World War?*

To undertake a similar programme now, when there are nearly 4 million unemployed, in the hope that somehow new demand for British products will **emerge**, would be economic and **political suicide**. But what about starting with the industrial base – the research and development (R and D) effort? Britain **puts** more of its R and D **money into** the defence field than any other country, including the US. The latest figures show that almost 30 per cent of British R and D spending is on defence compared with 23 per cent in the US.

In Germany it is about 6 per cent and in Japan about ½ per cent. In Britain far too much of our best scientific effort is going into new military equipment and not enough into developing new products that might help **revitalise the economy**.

7. *If you were Prime Minister of Britain, would you try and reduce the amount of money Britain spends on military research and development?*
8. *Why do you think Germany and Japan spend so little on military R and D?*

Past experience suggests that just gradually **cutting back on military spending** will get nowhere. A major reorganisation of parts of the economy

would be involved, and today's British industry could not carry out this reorganisation without **government intervention**. This sort of programme in today's circumstances can only be achieved by much greater state control of the whole process.

But is there any sign that a Labour government is prepared to face all the problems that such a policy involves?

9. Do you think government should have a lot of control over private industry?

(abridged from an article by Clive Pouting)

Trident: a type of nuclear missile

6.6. Project. *Work with one or two other students. Invent a political party (a serious national political party or a funny one (for example: the anti-television party; the cats for Congress party; the anti-shoe party)) and write a campaign speech for it.*

Remember to use the active vocabulary, the multi-word verbs and expressions you have learnt in this unit.

Choose one person to give the speech and help him / her practise it. Listen to the other groups' speeches; then vote for the party of your choice.

Notes:

1. Types of politician in Britain

Councillors. They are elected locally to represent the different areas in the region.

Members of Parliament. MPs are elected to form the national government. There is one representative from each of the 635 different areas – or constituencies – of the country. The party with the biggest majority forms the government. The other parties are “in opposition”; they try to persuade the government to act differently, on many occasions.

Members of the House of Lords. The House of Lords is an unelected body: the members are either created by the government or inherit their title.

2. The main parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative Party is the main right-wing party in the UK. It goes back to the Tories, or Royalists, who originated in King Charles' reign (1660 – 1685). The Tories were the party that supported Church and King; the other main party at the time were the Whigs, who were a group eager for political reform. The Tory party gave way to its successor, the Conservative party, in around 1830.

The Conservative party believes in free enterprise (freedom to try new projects and businesses, using boldness and initiative), low personal taxation, the importance of a capitalist

economy, with private ownership preferred to state control and the maintenance of the UK in its present form.

The Labour Party (appr. 1900) is the main left-wing party in the UK. It has a long association with the Trade Unions. It believes in social justice within a market economy, properly funded public services and a measure of constitutional reform.

They think that private ownership and enterprise should be allowed to flourish, but not at the expense of their traditional support of the public services.

The Liberal Democrats

There has been a Liberal party in GB since 1868 when the name was adopted by the Whig party. In 1981, a second centre party was created by 24 Labour MPs. It was called the Social Democratic party, and soon formed an alliance with the Liberal party. They formed a single party which became the Liberal Democrats after the 1987 election.

The Liberal Democrats believe that the state should have some control over the economy, but that there should also be individual ownership.

3. Victoria (1819 – 1901), queen of the UK (1837 – 1901). Her marriage to Prince Albert in 1840 had a decisive influence on the character of her reign: she became deeply concerned with the affairs of the nation while not favouring any political party.

She won great love and admiration and was a powerful symbol of Britain at the height of its empire.

Victorian – having the qualities and outlook attributed to middle-class people in Britain in the 19th century

Victorian values: thrift, sobriety, hard work, self-control, family loyalty, etc.

SELF-CHECK

Part A

Translate into English

- | | | |
|-------------------------------|---------------------------------------|--------------------------------|
| 1. опрос общественного мнения | 11. урна для голосования | 21. пожизненный президент |
| 2. коррумпированный политик | 12. поставить вопрос на голосование | 22. имущие и неимущие |
| 3. бюллетень для голосования | 13. вотум недоверия | 23. подсчитывать личную выгоду |
| 4. страховой полис | 14. «теневой» кабинет | 24. государственный служащий |
| 5. второй тур голосования | 15. подтасовывать результаты выборов | 25. висеть на волоске |
| 6. избирательный участок | 16. удержание, сохранение власти | 26. жертвовать личной жизнью |
| 7. предвыборная гонка | 17. преследовать собственные интересы | 27. вмешательство государства |

- | | | |
|--------------------------------|----------------------------------|-------------------------------------|
| 8. баллотироваться в парламент | 18. обеспечивать закон и порядок | 28. твердая валюта |
| 9. выбрать единогласно | 19. управлять государством | 29. возрождать экономику |
| 10. неофициальный опрос | 20. вечные ценности | 30. сокращать расходы на вооружение |

Part B

Translate into English

1. Во время последнего голосования он *воздержался*, а сегодня *проголосовал «за»*.
2. Избирательные участки закрываются через час. Спешите *отдать свой голос за кандидатов*.
3. Председатель *поставил вопрос на голосование*.
4. Он *одержал безоговорочную победу* на выборах, опередив всех своих соперников.
5. Наш *избирательный округ* представляют два кандидата.
6. *Подавляющее большинство избирателей проголосовало за Демократическую партию*.
7. Правительство *не сдержало свои предвыборные обещания*.
8. Премьер-министр *покинул свой пост* после коррупционного скандала.
9. Таким *негодяям*, как вы, не место в рядах нашей партии.
10. Поскольку *голоса разделились поровну*, председателю пришлось использовать свое право *решающего голоса*.
11. В коммунистическом обществе люди сообща решают все вопросы, включая *распределение доходов*, и это не воспринимается индивидуумами как *ограничение свободы*.
12. Будучи человеком *с твердыми убеждениями*, он не мог *занимать нейтральную позицию*.
13. Скучный и *посредственный* человек не станет *успешным политиком*.
14. Ваша основная задача – *заложить основы своей будущей карьеры*.
15. Он *пошел в политику* из-за *страстного желания* помогать людям.
16. Мои родители учили меня *быть независимым* (самостоятельным), *жить по средствам* и, самое главное, *гордиться своей страной*.

17. Политика выступает как *миротворец* и *гарант мирного общества*.
18. В последние годы наблюдается *сильное расслоение общества*.
19. Реорганизацию экономики невозможно провести без *вмешательства государства*.
20. Наша партия выступает за *сокращение расходов на вооружение*.

Part C

I. Paraphrase the parts of the sentences in italics.

1. We took *an unofficial questioning* of voters outside the polling stations.
2. Mr Johns was *officially chosen as a candidate* by his local party.
3. Opposition parties claimed the vote was *dishonestly arranged*.
4. If he admits his mistake, it will *ruin his political career*.
5. Army tanks were *redistributed* elsewhere in the region.
6. This guy *does not care very deeply about anything serious*.
7. They hope to *put new life into* the neighbourhood by providing better housing.
8. They were *forming an intrigue* against the government.
9. He was dealing with *the most important and basic* political issues such as jobs and housing.
10. The politician was accused of *dishonesty and illegal behaviour*.

II. Continue the line of synonyms.

1. ruined, in very poor condition, tumbledown, ...
2. to include, contain, comprise ...
3. regrettable, disastrous, grievous ...
4. perpetual, everlasting, eternal ...
5. calculating, dishonest, deceitful, ...
6. to give reasons for, explain, rationalize ...
7. difficult choice, vicious circle, problem ...
8. to accept, approve, support ...
9. to loathe, despise, hate ...
10. to make certain, guarantee, confirm ...

III. Paraphrase the parts of the sentences in italics using phrasal verbs.

1. Evidence has emerged the America is *reducing gradually* its big naval base in Vietnam.
2. You should try to *stay friendly* with Benson – he has a lot of influence around here.
3. The police are *being stricter with* drug smugglers.
4. You can rely on Sara; she won't *break* her promise.
5. The candidate *hasn't got the right qualities* for this job.
6. The aim of the rebels is to *defeat* the government.
7. The government has tried to *reduce the importance of* its defeat in the local elections.
8. They're *not abandoning* their present policy.
9. Gary told me that it would soon *be forgotten* and that I shouldn't worry so much.
10. We intend to *introduce* legislation to control their activities.
11. His charisma has *persuaded* many local Conservative groups *to support him*.
12. He *expressed his views forcefully* against the war in Vietnam.
13. I disagree so fundamentally with what the party *represented*.
14. She was asked if she was prepared to *resign* in favour of a younger candidate.
15. They have nothing to *leave* to their children.

IV. Paraphrase the parts of the sentences in italics using idioms.

1. The boss *pretended not to notice* his employees' dishonest behaviour.
2. We don't know if he will live or die. His life *is at a critical point*.
3. The government *made a complete change of* its economic policy.
4. The committee *was criticized very strongly by* fundamentalist church leaders.
5. Residents were *very angry and ready to argue about* plans for a new road along the beach.
6. Joshua is *not in conformity with* modern life.
7. The government would enter the negotiations *willing to accept new ideas*.
8. *My knowledge of* new developments *is a bit out of date*.

V. Insert prepositions where necessary.

1. I may vote for her ___ the next election.
2. What do you want to achieve ___ your first term in Parliament?
3. He's trying to establish himself ___ his constituency.
4. She was taught tremendous pride ___ her country.
5. They were encouraged to put their wealth ___ productive enterprise.
6. Most of his money's tied up ___ property.
7. In 1987 China spent \$12.000 mln ___ its military forces.
8. Smith went ___ politics in his early twenties.
9. The demand ___ health care is unlimited.
10. I'd rather be tucked up ___ bed at home.
11. I admired her dedication ___ her family.
12. My Victorian grandmother taught me to live ___ my income.
13. The government placed restrictions ___ sales of weapons.

UNIT 4 NEEDS

You will learn and practise general-purpose vocabulary and language related to the topic of international relations and finance
Special skills: listening for specific information, writing, reading for main idea and detail

	<i>Topic</i>	<i>Hours</i>
I	Vocabulary exercises	1
II	Charity	4
III	Charities	5
IV	The Third World: Development Aid	6
	Revision	2

ESSENTIAL VOCABULARY

Make sure you know the meanings of the following words:

charity 1 [C] an organization that gives money, goods, or help to people who are poor, sick etc (adj) charitable; • *charity event/walk/concert* etc (=an event organized to collect money for a charity)

2 [U] charity organizations in general: *All the money raised by the concert will go to charity.* • for charity: *The children raised over £200 for charity.*

3 [U] money / gifts given to help people who are poor, sick etc: *refugees living on charity*

4 [U] formal kindness or sympathy that you show towards other people

5 • *charity begins at home* – a phrase meaning that you should take care of your own family, country etc before you help other people

philanthropy [U] the practice of giving money and help to people who are poor or in trouble; (adj) philanthropic(al), (n) philanthropist

donate *v* 1 to give something, especially money, to a person or an organization in order to help them; • donate something to somebody/something: *Last year he donated \$1,000 to cancer research.*

2 to allow some blood or a body organ to be removed from your body so that it can be used in a hospital to help someone who is ill or injured: *people who volunteer to donate blood*; (n) donation

benevolent *adj* kind and generous: *a benevolent smile*; (n) benevolence; (adv) benevolently

sponsor *v* 1 a) to give money to a sports event, theatre, institution etc, especially in exchange for the right to advertise: *government-sponsored projects*

b) to support someone by paying for their training, education, living costs etc: *The bank had offered to sponsor him at university.*

2 to agree to give someone money for charity if they walk, run etc a particular distance

3 • *sponsored walk/swim* etc (BrE) an event in which many people walk, swim etc a particular distance so that people will give them money for a charity; (n) sponsorship, (adj) sponsorial

voluntary *adj* without being paid; • *voluntary organization/association/agency* etc – an organization etc that is organized or supported by people who give their money, services etc because they want to and who do not intend to make a profit: *Participation in the program is strictly voluntary.*

contribute *v* to give money, help, ideas etc to something that a lot of other people are also involved in; • *contribute to/towards*: *City employees cannot contribute to political campaigns.* (n) contribution

virtue *n* 1 [U] formal moral goodness of character and behaviour [≠ vice]

2 [C] a particular good quality in someone's character [≠ vice]

altruism *n* [U] when you care about or help other people, even though this brings no advantage to yourself: *Many choose to work in developing countries out of altruism.* (n) altruist

need *n* [C usu pl] what someone needs to have in order to live a normal healthy comfortable life: *She works to provide for her family's basic needs.*

• *meet/satisfy a need* (=provide something that people want or need)

starve *v* [intr] to suffer or die because you do not have enough to eat: *Thousands of people will starve if food doesn't reach the city.* (n) (U) starvation

aid *n* [U] help, such as money or food, given by an organization or government to a country or to people who are in a difficult situation: *Foreign aid from many countries poured into the famine area.* • *convoys delivering humanitarian aid*; • *a substantial aid programme*

appeal *v* (to smb for smth) make a serious and urgent request for smth: *The government has appealed for emergency food aid.*

n 1 [C] an urgent request for something important; appeal for: *The police have issued a new appeal for information.* • *appeal to*: *All the organizations involved have sent urgent appeals to the government, asking for extra funding.*

2 (request for money) [C] an attempt to persuade people to give money in order to help people who need something: *The appeal has nearly reached its target of £100,000.*

I. VOCABULARY EXERCISES

1.1. Complete the chart with missing words.

Verb	Noun – Action/Person	Adjective
	sponsorship / sponsor	
volunteer		contributory
	donation / donor	–
–	philanthropy / philanthropist	
–	charity	
–		benevolent

1.2. Word Partnerships. Make up the most appropriate word combinations referring to the area of charity.

make	funds
raise	a contribution
sponsor	organization
charitable	a festival
voluntary	activities

1.3. Explain the meaning of the words in italics. Translate the sentences into Russian.

1. Several *charities* sent aid to the flood victims.
2. Her pride wouldn't allow her to accept *charity*.
3. Newspaper reports showed him little *charity*.
4. In Victorian times, factory owners were often also *philanthropists*.
5. The concert organizers say they will *donate* all profits to *charity*.
6. A *benevolent* uncle paid for her to have music lessons.
7. The competition was *sponsored* by British Airways.
8. Most charities rely on *voluntary contributions* from the public.
9. The *volunteers contribute* their own time to the project.
10. Among her many *virtues* are loyalty, courage, and truthfulness.
11. While charity and *altruism* are great, they do not show up often enough to sustain a society.
12. Environmentalists argue that the organization fails to address the *needs* of third world farmers.
13. The charity exists to *meet the needs* of elderly people.
14. They'll either die from the cold or *starve to death*.
15. Tackling poverty will be the top priority of our *aid programme*.
16. The girl's family have made a *public appeal* for help to try and catch her killer.
17. The hospital has launched an *appeal to raise money* for new equipment.

II. CHARITY

2.1. Read about the original religious meaning of the word “charity” as it appears in the definition taken from Encyclopedia Britannica:

Charity – in Christian thought, the highest form of love, signify the reciprocal love between God and man that is made manifest in unselfish love of


one's fellow men. St. Paul's classical description of charity is found in the New Testament. In Christian theology and ethics, charity (a translation of the Greek word *agape*, also meaning “love” most eloquently shown in the life, teachings, and death of Jesus Christ. St. Augustine summarized much of Christian thought about charity when he wrote: “Charity is a virtue which, when our affections are perfectly ordered, unites us to God, for by it we love him”. Using this definition and others from the Christian tradition, the medieval theologians, especially St. Thomas Aquinas, placed charity in the context of the other Christian virtues and specified its role as “the foundation or root” of them all.

Although the controversies of the Reformation dealt more with the definition of faith than with either hope or charity, the Reformers identified the uniqueness of God's *agape* for man as unmerited love; therefore, they required that charity, as man's love for man, be based not upon the desirability of its object but upon the transformation of its subject through the power of divine *agape*.

The Cambridge International Dictionary of English defines **charity** as a system of giving money, food or help free to those who are in need because they are ill, poor or homeless, or any organisation which is established to provide money or help in this way.

2.2. Answer the following questions.

- a) What is the origin of the word “charity”?
- b) What definitions of the word “charity” existed throughout the history?
- c) What is the modern interpretation of the word?
- d) Which of these definitions has adopted a more pragmatic approach towards the notion “charity” considering the practical application of this virtue?

2.3.  Have you ever given money to charity or worked for a charity? Read the following articles and discuss the ways in which charities raise money from the public.

Giving Money to Charity

In Britain, people give help and money to charity in different ways, and for different reasons.

It is quite common for people to arrive on the doorstep of a favourite charity with a valued possession. For example, someone gave the British Heart Foundation his late father's watch. Oxfam has received thousands of pounds from families who have sold their homes to give money to charity. One woman

saw the photographs of a starving African family in a Sunday newspaper and she sent Save the Children money for their Sunday lunch. She has been doing this ever since.

Some people give money for a special purpose. For example, the RSPCA (The Royal Society for the Prevention of Cruelty to Animals) got 1.7 million from an animal lover to help them prosecute people who were guilty of cruelty. But gifts of money for specific items can be a problem. For example, a man gave thousands of pounds so that the children who were in hospital at Christmas could get presents. As most of the children go home, a few children got some very expensive presents.

Many charities get letters from people enclosing fifty pence or a pound. There is usually a note saying, «This is all I can give». The Government, the armed forces or commercial firms sometimes help charities by providing helicopters and transport. Some people leave all their money to charities when they die. Their families often **object**.

The author J.M. Barrie gave the royalties of Peter Pan (the author's share of the money from the sales of the book or the selling of the story for films and theatre) to the Hospital for Sick Children in Great Ormond Street over fifty years ago. The story was, and is, very popular, so the Hospital got a lot of money from this. Now, after fifty years anyone can use the story of Peter Pan without payment so the hospital needs more money.

Collecting for Charity

In Britain there are so many charities that they have to compete for money from the public and find different ways to collect money. In many British towns and cities, you can see people collecting money in a tin. You usually get a badge or sticker if you put money in the tin.

Volunteers put collecting envelopes through the doors of homes in their area and return to collect them. Charities send letters and brochures asking for help.

People of all ages take part in **sponsored events**. In a sponsored event you try to get your family, friends and even strangers, to agree to pay a sum of money if you do something. For example you may ask people to pay money for every hour that you tap dance. There are also big charity events and concerts, such as the Live Aid Concert on July 23. 1987 or Run for the World. These depend on television to **attract help and sponsorship** from all over the world.





Radio and Television also help. They broadcast appeals when there are disasters and once a year there are programmes which aim to raise money. The programmes show sponsored events and people telephone to give money to sponsor people. Sometimes they also offer money in return for “prizes” such as a football signed by the England team, a chance to have dinner with a famous person, etc. – the prize goes to the person who offers the most money.

2.3.1. Find words in the text which mean the same as:

- 1) a metallic container
- 2) to cause yourself seem like a stupid person
- 3) former, recent and not now living
- 4) an adhesive label to be stuck on sth, eg. clothes
- 5) defensive covering, usually metal, for the body, worn in fighting
- 6) stage dance with rhythmical quick and light blow of the foot, toe or heel
- 7) sum paid to the owner of a copyright on all copies sold
- 8) a design on cloth or made of metal worn to show a person’s occupation, rank or membership of a society

2.3.2. In pairs, discuss the following questions:



1. How do people in Great Britain participate in charitable activities?
2. What are the advantages and disadvantages of each way of collecting money for charity described in the articles?
3. Which way would work best in your country?
4. Steve Evans (see the picture) collects money for a British charity by walking 25 miles through the streets of London wearing a suit of armour weighing 52 lbs. People sponsor him by donating a certain amount of money per mile, and on the walk pictured above Steve collected about £ 1,000. Can you think of any other original ways of raising money for charity?
5. Would you be willing to “make a fool of yourself” in order to raise money for charity? Give reasons for your answer.

2.4. Read the article below and fill in the gaps with suitable words from the box:

<i>refugees</i>	<i>helped</i>	<i>assistance</i>	<i>accomplishments</i>	<i>committed</i>	
<i>hunger</i>	<i>needy</i>	<i>Famine</i>	<i>poverty</i>	<i>diseases</i>	<i>raised</i>

World Vision Canada Thanks Area Students

As president of World Vision Canada, I would like to thank the many ___1___ students and organizers in the Stratford area, Ontario, who ___2___ make the 30 Hour Famine a success in 1999.

To date, the event has raised a record \$3.1 million for ___3___ children around the world!

Students in your community ___4___ more than 418,000. This money will be used to help Kosovar ___5___, orphans in Rwanda, street kids in Cambodia and Romania, children of war in Uganda and **needy children** here in Canada.

The 30 Hour ___6___ is a national event. This year more than 136,000 students across Canada went without solid food for 30 hours to raise money and increase awareness of global ___7___.

Next year's 30 Hour Famine will be held on April 7 and 8 with a goal of raising \$3.5 million.

I hope that students in Stratford will **join the fight against** ___8___ again by contacting us at 1-888-8-FAMINE.

On behalf of the children whose futures are brighter because of your efforts, I want to thank Stratford and the surrounding area.


Your students can be proud of their ___9___.

Each day 33,000 children under the age of five **die from hunger** and **preventable** ___10___. The 30 Hour Famine support emergency ___11___ and long-term development programmes to help suffering children.

President World Vision Canada

• Read the text again and answer these questions.

1. What are the aims of the 30 Hour Famine?
2. What projects will the money be spent on?
3. What do the following numbers refer to: 136,000; 3.1mln; 3.5mln; 418,000; 33,000; 1999; 18888?
4. A friend of yours is going to take part in next year's 30 Hour Famine and trying to persuade you to do the same. Explain why you are not interested.

2.5.  *Read this newspaper article and answer these questions as quickly as possible.*



1. Is Nicky raising money for an international or a local cause?
2. How is she going to do it?
3. What will the money be spent on?
4. There is a play on words in the headline. Find it and explain it.

Nurse Nicky nears her peak of fitness

**There are different ways of training to climb Kilimanjaro,
Africa's highest mountain**

by Lynda Murdin

Nurse Nicky Bennett-Rees has been walking across London every day from her flat to Great Ormond Street Hospital. Then, once her night-shift nursing sick children is over, she runs the five and half miles back home. Every weekend for the past two months she has been jogging in the park and playing her favourite sport, tennis. "I've even changed my diet", she explained. "Now it's steak, eggs and as much fresh fruit as I can eat".

What's it all for? Nicky is taking part in a sponsored climb at the beginning of September to raise money for an extension to the children's ward at her hospital. She and nine others (including myself) will spend five days climbing up and down Kilimanjaro's 19,340 feet. This is a final attempt to raise the £250,000 they need to build accommodation for the families of children desperately ill in hospital. They have been trying to raise the money for five years, and have so far collected nearly £200,000.

Nurse Nicky knows just how valuable it can be for children to have their parents near at such times. She has seen how parents of sick children are separated from the rest of their families, and then have to sleep on waiting-room floors. "It's great to be able to do something like this and at the same time **make money for a worthwhile cause**", she added.

All the members of the climb have something in common. They have all had major surgery at some time in their lives, but there are no doubts about their fitness. They have all been training under Terry Allen, a football coach.

Such a trip needs a lot of organization and funding, and help has come from many quarters. Special winter clothing will be needed on the snow-covered summit, and local shops have provided this, and also climbing boots, sleeping bag

and water bottles. The Dutch air line KLM has donated five of the air tickets to Tanzania free charge.

Since this newspaper announced the climb two weeks ago, readers have sent in scores of coupons like the one below. But more support is needed. Now is your chance **sponsor a worthy cause**, so fill the coupon in now.

I wish to sponsor the Sick Children's Trust Kilimanjaro Project team
£.... p.... per 1000ft.
Total
Signature Name
Address
Phone No.
SEND to Dr John Pritchard. The Sick Children's Trust, Home from
Home, 139 Gray's Inn Road, London WC1X 8UB

Next week I'll tell you how I've been preparing for the climb!

Comprehension check

1. How has Nicky been training for the climb?
2. How many people are going to take part in the climb?
3. What do they all have in common?
4. How long have they been trying to raise the money?
5. What donations has the group already received?
6. Imagine you are the writer of this article. How have *you* been preparing for the climb?

What do you think?

1. Do you think this is a worthy cause? Why?
2. If you decided to sponsor them, how much would you sponsor them for? If they completed the climb, how much would it cost you?
3. What do you understand by these? Do you agree?

"Charity begins at home" (English proverb)

"We give to other people not for the good we wish to do them but for the good we wish to do for ourselves" (Seventeenth-century French writer)

III. CHARITIES

3.1. Work in small groups. Look at this list of some well-known British charities and say what areas they work in:

- Save the Children
- Age Concern
- British Heart Foundation


- World Wildlife Fund
- Help the Aged
- RSPCA (Royal Society for the Prevention Cruelty to Animals)
- Crises
- Live Aid
- War on Want
- Mencap (Royal Society to Mentally Handicapped Children and Adults)
- Amnesty International
- Action Aid

◆ *Which do you think are the most and least deserving?*

3.2. Read this introduction to a radio programme and answer the questions below.

This might be the age of high technology in many western countries, but for the majority of the world's children, everyday life is still **a fight just to survive**. In Africa and Asia, 10 % of babies die before they are one year old. Average life expectancy is about 46. One in four Third World children can expect to **suffer malnutrition**. In **developing countries** nearly three quarters of the people do not **have access to safe water**, yet 80 % of the world's disease is caused by dirty water.

1. *What are some of the problems facing the Third World countries?*
2. *What are their main causes? Try to put them in order of importance: poverty, hunger, droughts, floods, armed fighting, debts to other countries.*
3. *What is being done about these problems?*
4. *“Everyday life is still a fight to survive”. Does this statement refer only to the poorer nations?*

3.3.  Listen to charity appeals of the world famous charities: Action Aid, Mencap, Amnesty International, Live Aid. For each of the charities, say:


- which people it tries to help;
- why these people need help;
- how the charity tries to help them;
- the charity's successes and problems.

◆ *Go over the vocabulary to clear up any difficulties of understanding.*

a sponsorship scheme	without reservation
to have a link with	to handle
mentally handicapped people	drought
a life-long disability	famine
residential accommodation / homes	a desperate search for food
a prisoner of conscience	catastrophic
to oppose the death penalty / torture	medical supplies

◆ *If you had £1,000 that you wanted to give to charity, which of these four would you give to? How would you divide the money?*

First decide on your own which charity or charities you would give to. Then discuss with a partner until the two of you agree. Finally try to come to a decision as a class.

3.4.  *Look at the table and make sure you understand all the words and expressions. Then listen to the man from Oxfam and to the woman from War on Want talking about their organisations, and try to complete the grid.*

*a charitable organisation controversial(ly) irrigation work
to fund small-scale (development) projects the sinking of
wells voluntary contributions the root causes of famine
long-term development programmes a field officer
overseas child-rearing the poorest of the poor
a women's officer to benefit from*

	Oxfam	War on Want
Charity		
Mentions small-scale projects		
Has a women's officer		
Has field officers overseas		
Involves local people		
Works in almost every Third World country		

◆ *Listen again and answer the following questions:*

1. Roger Elbourn says that “Oxfam began controversially”. What does he mean?
2. Give some examples of small-scale projects that Oxfam funds.
3. Where does Oxfam get its money from?
4. How is War on Want different from other development agencies?
5. Think of some examples of long-term development programmes. Why do both Roger and Alison think that it is important to involve local people in implementing development projects?
6. Who are the poorest of the poor in the world according to Alison White? Why does she think so? Do you agree?

3.5. Read the text and fill in the blanks with words from the box. You may have to make plurals or change verb forms.

<i>alive</i>	<i>control</i>	<i>emergency</i>	<i>flood</i>	<i>hunger</i>	<i>hungry</i>	<i>join</i>
<i>need (twice)</i>	<i>politics</i>	<i>poor</i>	<i>poverty</i>	<i>project</i>	<i>public</i>	
<i>surplus</i>	<i>world</i>					

WAR ON WANT: GENERAL SECRETARY’S REPORT

It’s been a bad year for __1__ people. Cyclones, __2__, civil wars – and above all famine – have **cut into humanity**, killing **literally** millions.

George Orwell said that **the ultimate** in **obscenity** would be reached when half of the people in the __3__ could watch the other half starving to death on television. This year his prediction was realised. The world was **stunned** by the pictures. At times it seemed like a horrible dream, to watch children, families, whole communities dying of __4__ in a **world of plenty**.

Yet if you boarded an aeroplane in England in the morning, you could stand as I did in the **refugee camps** on the Sudan-Ethiopia border before dark the same day. Which poses the question – if those __5__ people can be reached by scheduled airline in less than one day – why is the situation still not under __6__?

The reasons are little to do with nature – and a lot to do with __7__.

If a tiny **fraction** of the treasure which sent the Task Force to the Falklands had moved the European food __8__ to the famine, it would by now have been stopped.

Even worse, if the simple message that ‘*a stitch in time saves nine*’ had been learnt, and relatively little had been spent on starting long-term development __9__

ten years ago, the **famine** would never have occurred, millions would be __10__, and the millions of pounds in __11__ relief would never have been __12__. But the political will in the developed world is not there.

But if the politicians have failed the people have not.

In the wave of __13__ generosity, War on Want has this past year made its greatest ever contribution to the war on want in emergency aid, medium and long-term development, education, **agitation** and effective campaigning.

But the war has got tougher, the enemy – __14__ – stronger, the casualties – the world’s poor – more numerous.


We __15__ to **enlist** more money, understanding, support and above all more people.

Come and __16__ us – the War on Want is still the only war worth fighting in the world today.

George Galloway
General Secretary

◆ **Read the text again and answer these questions.**

- *What is the situation like in the Sudan and Ethiopia? Give reasons.*
- *Why is the situation still not under control?*
- *Comment on the proverb “A stitch in time saves nine”. Use words and phrase from this unit.*
- *What war is George Galloway calling for? How can people participate in this war?*

3.6.  *Imagine you are applying for a job in voluntary service overseas and have been asked to explain why you wish to do it, where you wish to go and why. Write to the central organization (Voluntary Service Overseas).*

IV. THE THIRD WORLD: DEVELOPMENT AID

4.1. Read the text. What is your reaction to this information?

Global Village

If we look at the world as if it were a village, with a population of one thousand people, the following interesting facts **emerge**: 140 come from Europe, 86 from Africa, and 565 from Asia; 700 people would have skins of other shades and 300 would have white skins. Of the thousand people in the village, only 300 would be Christians. Half of the total income of the people in the village would be in the hands of 60 people; over 700 would not be able to read.

Over 500 would not have enough to eat or would be eating food which would make them weak and ill. Over 600 would live in **substandard houses**.

◆ *In pairs, answer these questions:*

1. In what part of the world do most people live?
2. A minority of the world's population are Christians. What are the other major religions of the world?
3. Comment on the statements:
 - *Tolerance is one of the most important values in our society.*
 - *Most people are prejudiced as they are afraid of what they don't know and don't understand.*
 - *We are liberal as long as things do not affect us and our immediate environment.*
4. How is the total income distributed in the world? Do you justify it?
5. Can you predict the consequences of such a confrontation between rich and poor nations?
6. What conclusions would you draw from the text?

4.2.  *Read the text and answer the questions offered at the end.*

The Child: Key to the Poverty Problem

One out of every five children in the world dies before the age of five. Over 2,000,000 children **suffer from malnutrition**. Nineteen out of every twenty have no medical care at all. At least 100,000,000 children get no education. Half the population in **slum areas** are children. 810,000,000 children live in rural areas far from any basic services.

The above facts illustrate not only **the extent of poverty** in the world at the moment but also the enormity of the task of **eradicating** it. The problems of malnutrition and **starvation** can only be solved in the long term by making people **self-supporting**. This means providing children with a basic general and vocational education so they can support themselves in the future. **As things stand** at the moment, however, life for thousands of communities is getting worse rather than better. Without enough food, normal mental development cannot take place. Hunger causes brain damage, which makes the sufferer even less capable of providing himself with food. **Vitamin deficiency** causes blindness, which causes more vitamin deficiency. Even those who escape the obvious tragedies of brain damage and blindness **live out** their days without the

energy necessary **to sustain** themselves in basic human conditions. **Insufficient** food means low energy levels, which means less work, which means less food, which means even lower energy levels.

This **vicious circle** would be tragic enough if nothing could be done but the real tragedy lies in the fact that all this suffering is needless. Although the world's resources are **finite**, one thing is certain: we could produce enough to meet the basic needs of everyone. All that stands between the present tragic imbalance and a fairer world is the will to achieve it. **Development aid** on a national level is indeed valuable, but the involvement of the public, for example through the sponsorship of a child through his or her schooling for a few pounds a month, **attacks the problem at its roots**.


Aid is necessary **on humane grounds**, but there are also egoistic reasons for turning our attention to the Third World. A failure to act now could have disastrous economic and political consequences in the future. **When it comes to a confrontation** between rich and poor, the poor have nothing to lose.

Answer the questions:

1. What are the devastating statistics on poverty in the world?
2. What do you understand by “basic services”?
3. Explain the difference between “malnutrition” and “starvation”.
4. What are the root causes of famine? Can they be reduced by short-term development projects?
5. What does the expression “to make people self-supporting” mean, in your opinion?
6. What programmes are more efficient when it comes to dealing with the problem at its root: development aid on a national level or individual sponsorship?
7. Explain why malnutrition causes a “vicious circle”.
8. How can we break this vicious circle?
9. What “economic and political consequences” could a confrontation between rich and poor nations have in the future?
10. Speak on why children are the key to the poverty problem?

4.3. Complete the gaps with synonyms of the words in brackets. Suitable synonyms were used in the text (but not always in the same grammatical form).

One reason why life in the developing countries _____ (is **deteriorating**) is because a movement of population away from _____ (country) areas _____ (has occurred). Unable to _____ (supply) themselves with more than the most **basic necessities** through farming, people have gone to the towns and cities expecting to find jobs, of which there are _____ (not enough). The results are _____ (catastrophic): poverty in the **shanty** towns is even more intolerable than it was in the country, and the **exodus** from the country means that even less food is produced. The way _____ (to abolish) poverty is to teach people to farm more productively so they do not move _____ (unnecessarily) to the towns.

4.4.  Read the following passage carefully and summarize what it says about official government aid from rich to poor countries.

The world can currently be split into four groups of nations: the First World, consisting of the industrialized West; the Second World, consisting of the industrialized countries of the former communist block; the Third World, meaning the developing countries with natural resources with which to build up their economies; the Fourth World, referring to the very poor under-developed countries with few or no natural resources.

Development aid flows from the industrialized nations to the countries of the Third and Fourth Worlds and is of two kinds: firstly, official development assistance provided by governments; secondly, assistance from private charitable organizations. The latter may be in the form of **disaster relief** after an earthquake or flood, or of permanent projects, for example in the sponsorship by private individuals in the West of children's education in poor countries. This aid is not repaid, whereas the former, paid by one government to another, usually has at least **some strings attached**.

Official development aid can be divided into two categories: financial aid in the form of loans or grants to finance development projects such as hydro-electric dams and pay for the equipment necessary to develop existing industries or create new ones; and technical assistance, normally **on grant terms** in the form of expert personnel and training equipment **to transfer** skills and expertise to the **recipient countries**. Some of this aid is usually dependent on the recipient country purchasing the necessary equipment from **the donor country**. Britain provides 50 of its loans and grants on this basis, with the alternative that

equipment may be purchased from other developing countries with a **per capita income** of less than \$ 200 per year.

Inevitably, official development aid also has **political implications** as nations try **to expand their influence** in the world. A country receiving aid may be strategically important and therefore worth helping, or it may possess essential natural resources. In Britain's case, the Commonwealth countries and her remaining dependencies receive **the lion's share** of her aid fund. Development aid is **a small cog in the wheel of international politics**.

4.4.1. Find in the text English equivalents for the following:

- 1) доход на душу населения
- 2) львиная доля
- 3) диктовать свои условия
- 4) политический подтекст
- 5) мелкая сошка в большой игре
- 6) передавать знания и опыт
- 7) расширять влияние
- 8) неизбежно, неминуемо
- 9) помощь в случае стихийного бедствия

4.4.2. Answer the questions:

- 1) What four groups of nations can the modern world be split into?
- 2) What are the two kinds of development aid? What is the difference between them?
- 3) What categories can official aid be divided into?
- 4) Explain the difference between the recipient and the donor country?
- 5) What are political implications of official development aid?
- 6) Why is it said that “development aid is a small cog in the wheel of international politics”?

4.5. Make sure you understand the words in the box, and divide them into two or three groups, based on their meanings.

capital	cattle	consumption	debt	interest	lend
milk	peanuts	repay	rise	surplus	

Now use the words from the box to fill in the blanks in these texts. You may have to change the forms of some of the words.

1. When a bank _____ you money, your _____ usually consists of two things: the _____ (the sum you originally borrowed), and the _____ (a percentage of the original sum). If you are unlucky, _____ rates may _____ before you finish _____ the entire sum.

2. _____ are raised for meat and for _____. This is not as economical a way of using land as growing foods like wheat or _____. Additionally, production is much greater than _____ in many Western countries, and the result is a _____ of _____ and butter.

4.6.  Now listen to Roger Elbourne of Oxfam talking about international economics and world hunger.

• Go over the vocabulary to clear up any difficulties of understanding.

to be saddled by immense debt	to ban
burdens	to go hungry
to lend money at low interest rates	a surplus of
let alone	to be transformed into
local consumption	insane economic relationship

• Then try to fill in the blanks in the sentences.

a) 1970s: oil money flooded to Western _____, who _____ money to Third World countries.



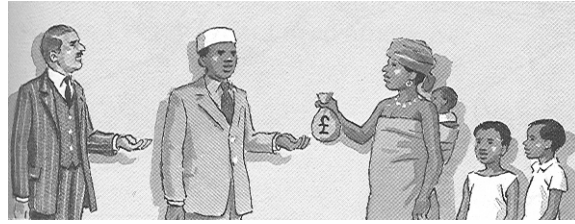
b) Later: interest rates _____. Third World countries couldn't pay back the _____ or the _____.



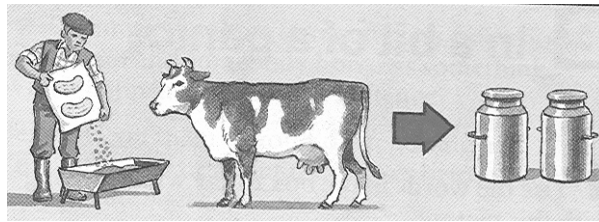
c) West African farmers sold _____ (their food) to the West.



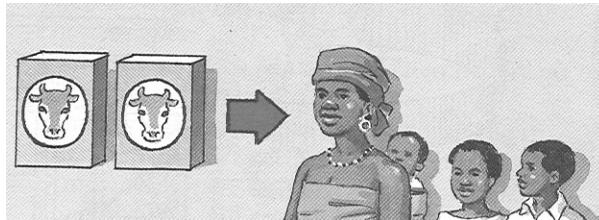
d) Money from food sales was used to _____ the debt.



e) Western farmers fed the _____ to their _____. A _____ of milk was produced.




f) The _____ dried milk was sent to hungry West African children.



4.7. Here is a list of ways in which the poorer nations can use the money. Discuss in pairs the merits and demerits of each and put them in order of priority.

- a) The building of large hospitals.
- b) The building of small local clinics.
- c) The provision of birth control clinics.
- d) The introduction of new agricultural techniques.
- e) The purchase of military equipment.
- f) The building of primary schools.
- g) The building of secondary schools.
- h) The building of universities.
- i) The financing of new industries.
- j) The financing of a broadcasting service.

4.8. Work with your partner. Talk about the provision of development aid, its merits and demerits.

4.9.  Read the text about children in the Third World. There are fifteen gaps. Work in pairs to find one suitable word to fill each gap. Compare the words you put into the gaps with another pair of students.

Where the Third World Is First



There are plenty of **grim** statistics about childhood in the Third World, showing that the ___1___ for survival is long and hard. But in the rich world, children can ___2___ from a different kind of **poverty – of the spirit**. For instance, one Western country alone now sees 14,000 **attempted suicides** every year by children under 15, and one child in five needs professional psychiatric ___3___.

There are many good things about childhood in the Third World. Take the close and constant ___4___ between children, relatives and neighbours. In the West, the very nature of work puts distance between adults and children. But in most Third World villages mother and father do not go miles away each day to do abstract work in offices, **shuffling** paper to make money mysteriously appear in banks. Instead, the child sees mother and father, relations and neighbours working ___5___, and often **shares in** that work.

A child growing up in this way learns his or her role through ___6___ in the community's work: helping to dig or build, plant or water, **tend to** animals or look after babies – ___7___ than through playing with water and sand in kindergarten, collecting for nature trays, building with construction toys, keeping pets or playing with dolls.

These children may grow up with a less **oppressive** ___8___ of space and time than their Western counterparts. Set days and times are few and self-explanatory, ___9___ mostly by the rhythm of the seasons and the different jobs they bring. A child in the rich world, on the other hand, is ___10___ with a wrist-watch as one of the earliest ___11___ of growing up, so that he or she can worry along with their parents about being late for school times, meal times, clinic times, bed times, the times of TV shows...

Third World children are not usually **cooped up** ___12___, still less in highrise apartments. Instead of **fenced-off play areas**, dangerous roads, "keep off the grass" signs and "don't speak to strangers", there is often a sense of freedom to ___13___ and play. Parents can see their children outside rather than observe them anxiously from ten ___14___ up. And other adults in the


community can usually be ___15___ on to be caring rather than indifferent or threatening.

Of course twelve million children under five still **die** every year **through malnutrition** and disease. But childhood in the Third World is not all bad.

(This article appeared in a *Christian Aid* publication.)

◆ **Read the text again and discuss these questions with another student.**

- *What are the pluses and minuses of the Third World childhood?*
- *What is the “poverty of spirit” that can be observed in the West? What are the reasons for it?*
- *If you were brought up in the West/in the Third World what would your childhood be like?*

4.10.  **Read the following text and say in what way it contrasts with the information about the Third World countries you have learnt.**

Good food dustbin guide

Two high school students from the Norwegian oil capital of Stavanger have recently completed a fortnight’s holiday **living out of** other people’s dustbins. They report that it was a very tasty gastronomic tour.

Torbjoern Groenning, 16, and Kolbjoern Opstad, 18, had planned to live as cheaply as possible. They travelled by bike with their fishing rods, intending to **live off** what they caught and wild berries, buying only **strict essentials**. They claim it was “just a **coincidence**” that led them to look into one of the dustbins by the roadside: “Before we went to fish for our supper on the first afternoon, we threw away some rubbish”.

Inside the dustbin near Helleland, they discovered four eggs, half a packet of paprika-flavoured crisps, four ham sandwiches, a tin of mackerel, two litres of skimmed sour milk, three different cheeses, one kilo of strawberries and an unopened can of Californian fruit salad. They also found a tube of sausage meat, half a kilo of margarine, a jar of plum jam and several loaves of bread.

The boys decided to turn their holiday into an **investigative dustbin crawl**. Their journey **at the height of the tourist season** took them from Stavanger, on Norway’s south-west coast, to Mandel, a resort 180 miles further south and their revelations have since shocked Norwegians into thinking about how much they waste.

On one occasion they discovered 20 freshly cooked crabs in a picnic site dustbin. They ate them with a fresh loaf and some mayonnaise found at the same spot. **Budding** experts on dustbin survival, they collected **deposits** on empty

bottles to buy themselves fresh milk. And to celebrate their best **haul** of bottles, worth £2, they bought themselves soft drinks and cream cakes.

There was one **recurring** practical problem: the heat. Torbjoern explains: “We could feel the asphalt melting under our bikes. So we never touched food that was not well-wrapped. We preferred unopened things and **submitted** anything else to a strict smelling-test”.

Torbjoern and Kolbjoern are now active members of an **ecological pressure group**, called The Future in Your Hands, which claims 7,000 members and personalities such as Thor Heyerdahl and Gunnar Myrdal on its **advisory board**. The boys are already planning next year’s holiday. They are considering a dustbin tour of Europe – to find out how much other holiday-makers throw away.

Alex Finer (*The Sunday Times*)

4.11. Project. Work in groups of three or four. Imagine a rich woman has just died and left your committee £1 million to start a charity to help hungry people in the Third World. Plan your charity, making sure you cover all the points below.

- a) Choose a country or countries to help.
- b) Will you concentrate on certain sorts of projects? How will you decide which individual projects to support?
- c) About how much of the £1 million will go on setting up your head office? How much on administration? How much on raising more money? How much on educating people in the West to help change government policies that hurt the Third World?
- d) Of the money that goes directly as aid to the Third World, what percentage will be used for emergency relief and what percentage for long-term projects?
- e) How many employees will your charity have?
- f) Give your charity a name and think of a motto for it.

4.12. ✍ An essay: “Is money the best contribution that the First World can give to the Third World”?

SELF-CHECK

Part A

Translate into English

- | | |
|--|-------------------------------|
| 1. собирать деньги на
благотворительность | 16. ухаживать за животными |
| 2. вносить свой вклад в общее
дело | 17. страны, получающие помощь |
| | 18. львиная доля |
| | 19. излишек |

- | | |
|--------------------------------|---|
| 3. добровольные пожертвования | 20. ликвидировать неграмотность |
| 4. нуждающиеся люди | 21. зарабатывающий себе на жизнь самостоятельно |
| 5. доход на душу населения | 22. простое совпадение |
| 6. долгосрочный проект | 23. умственно отсталый |
| 7. достойное/правое дело | 24. ниже качества, установленного стандартом |
| 8. политические заключенные | 25. необратимый процесс |
| 9. мелкая пешка в большой игре | 26. труппный поселок |
| 10. своевременная мера | 27. процентная ставка |
| 11. удручающая статистика | 28. обостриться (о конфликте) |
| 12. попытка самоубийства | 29. следовать примеру |
| 13. недоедание | 30. энергично взяться за разрешение проблемы |
| 14. голод | |
| 15. витаминная недостаточность | |

Part B

Translate into English

1. Эти деньги пойдут на оказание помощи *нуждающимся детям*.
2. *Волонтеры собирают пожертвования* на строительство новой церкви. Вы собираетесь *внести свой взнос*?
3. Эти деньги *будут направлены* на помощь *беженцам, сиротам и бездомным детям*.
4. Каждый четвертый ребенок в *странах третьего мира страдает от недоедания*.
5. Пища *поддерживает* жизнь.
6. *Недоедание* вызывает так называемый *порочный круг*.
7. Правительство заявляет, что делает все возможное, чтобы *искоренить* коррупцию.
8. Тысячи *беженцев умерли от недоедания*.
9. Причина дисбаланса между *индустриальными и развивающимися странами* совсем не в *ограниченности мировых ресурсов*: их достаточно, чтобы *удовлетворить основные потребности* каждого.
10. Помощь странам, пострадавшим от стихийных бедствий, *предоставляется без каких-либо условий и не требует возмещения*.
11. *Доход на душу населения* в этой стране очень низкий.
12. Вы можете тратить деньги только на *самое необходимое*.
13. Мой отпуск приходится на *пик туристического сезона*.

14. Недостаток еды в будущем станет *постоянно возникающей* проблемой.
15. Они не могли выплатить даже *проценты, не говоря уже об основной сумме долга.*
16. Я *безоговорочно* принимаю этот *спонсорский* проект.
17. Предоставление помощи на развитие необходимо, *исходя из гуманных соображений*, но зачастую *имеется и политическая подоплека*, т.к. индустриальные страны хотят *расширить сферу своего влияния* в мире.
18. *В сложившейся обстановке конфронтация* между богатыми и бедными нациями *неизбежна.*
19. *То, что делается вовремя, экономит много труда впоследствии:* если бы больше средств было вложено в свое время в *долгосрочные проекты по развитию стран третьего мира*, то сейчас ситуация не *вышла бы из-под контроля* и люди не оказались бы в *столь бедственном положении.*
20. *Голод, засуха, циклоны, наводнения, гражданские войны обрушились на человечество, унося буквально миллионы жизней.* Жизнь – это все еще *борьба за выживание.*

Part C

I. Match the words in A with the words in B to make a phrase.

A	B
1. small-scale	board
2. handicapped	resources
3. advisory	areas
4. recurring	suicide
5. local	people
6. preventable	projects
7. finite	problem
8. basic	consumption
9. slum	disease
10. attempted	necessities

II. Paraphrase the parts of the sentences in italics using the active vocabulary.

1. The city library was built by a 19th-century *person whose main concern was to help people.*
2. The books were *contributed* by a local publishing company.
3. She found the *kindness and generosity* in her heart to forgive him.

4. A radio *urgent request for money* for cancer research raised £75,000.
5. Would you mind *giving me a sum of money* in this swim for cancer research?
6. Emergency supplies will soon be resumed to *food shortage* victims in the north of the country.
7. *When the subject is* industrialisation in the under-developed countries, very few people know more than Mahatma Gandhi.
8. We have *reasons* to believe that poverty in shanty towns is even more intolerable than in the country.
9. Reputable charities spend *the largest part* of donations on aid and a tiny *amount* on administration.
10. The weather had *become worse*.
11. The floods swept through *the rough huts* on the outskirts of the capital.
12. She *looked after* four very sick men.
13. A friend of his had a physically *disabled* daughter.
14. We were all *very shocked* by the news.
15. He says the houses built so far are *of unacceptably low quality*.
16. The company was given a substantial *subsidy* by the government.
17. The plan for a new office tower went ahead *despite* local opposition.

II. Insert prepositions where necessary.

1. to suffer _____ malnutrition
2. to live _____ one's days
3. to get _____ the root of the matter
4. to develop _____ a large scale
5. to alienate _____ the family
6. to join the fight _____ poverty
7. to have access _____ safe water
8. to cut _____ humanity
9. when it comes _____ a confrontation
10. to attack the problem _____ its root
11. to lend money _____ low interests rates
12. to produce a surplus _____ milk
13. to raise cattle _____ meat
14. to be transformed _____ powder
15. to contribute _____ political campaigns
16. refugees living _____ charity

UNIT 5 SOMEWHERE TO LIVE

You will practise and extend your knowledge of language relating to types of accommodation, modifications and repairs to buildings and materials

Specific skills: listening, speaking, reading and predicting, discussion skills.

Grammar: *should* and *ought to* with passives, if-clauses

	<i>Topic</i>	<i>Hours</i>
I	Vocabulary exercises	1
II	A lot needs doing to it	3
III	“Looking round a flat”	1
IV	“A place of your own”	3
V	Somewhere to live	2
VI	More houses should be built	2
VII	Modern architecture and man	2
	Revision	2

I. VOCABULARY EXERCISES

1.1. Match the following words with their definitions.

Types of houses / places people live

- | | |
|------------------------|---|
| 1. cottage | a house not joined to any other one |
| 2. bungalow | a house on a farm, esp. one in which a farmer lives |
| 3. detached house | a holiday flat / house where you have the right to live one or two weeks a year |
| 4. semi-detached house | a small house in the country |
| 5. farmhouse | a small, simple building, often made of wood, mud or grass |
| 6. mansion | a large house with big gardens or a house in a holiday resort /tourist area |
| 7. villa | a house with only one storey (no upstairs) |
| 8. time-share | a house joined to another one on one side |
| 9. hut | a house joined to several houses by the side walls to form a row |
| 10. terraced house | an extremely large house |



Types of flats

bedsitter (bed-sitting-room / bedsit)	a luxurious set of rooms at the top of a tall building
studio (flat)	a single furnished room in a house, which you rent and in which you live and sleep
penthouse (flat)	a small flat on two floors of a larger building
maisonette	a small flat, usually with one room for living and sleeping in and a small kitchen and bathroom

1.2. Which of the kinds of accommodation are most common in Belarus? Are they similar to or different from similar kinds of accommodation in other countries you know? What are the main differences?

1.3. All of the words below can be used instead of live. Match them with their definitions.

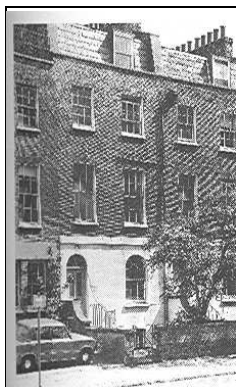
- a) inhabit b) occupy c) settle d) lodge
 e) reside f) squat g) stay h) dwell

1. to start to live in a place (after moving from somewhere else)
2. (of large groups of people or animals) to live in a country or area
3. to live in a place for a while as a visitor or guest
4. (formal) to have one's home in a place
5. to be in (a house or room)
6. (literary / old use) to live in a place
7. to stay in someone else's home in exchange for paying rent
8. to live in an unused building without permission and without paying rent

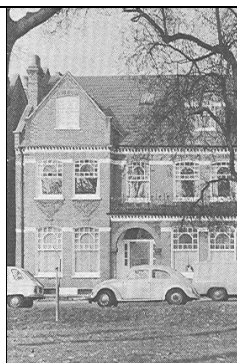
1.4. Use the verbs above to complete the following sentences.

1. When Clare was a student at university, she _____ with two old ladies for a year. The rent was very reasonable.
2. If you come to Boston for a few days, you can _____ with us. We have plenty of space.
3. The Tuaregs _____ parts of Northern Africa.
4. The homeless couple broke into the empty house and _____ there for six months. Then the owner forced them to leave.
5. After the war, the Van Dongs left Vietnam and eventually _____ in Bordeaux.
6. That house doesn't seem to be _____. There are no curtains in the windows, and I've never seen anyone go in or out.

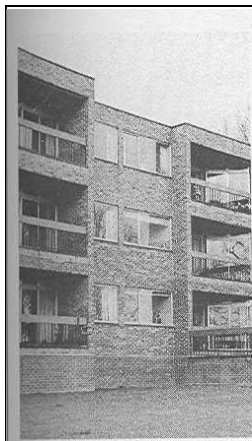
1.5. Read the following advertisements for homes taken from a British estate agent's publicity. Assuming you had the money, which home would you want to look at and why?



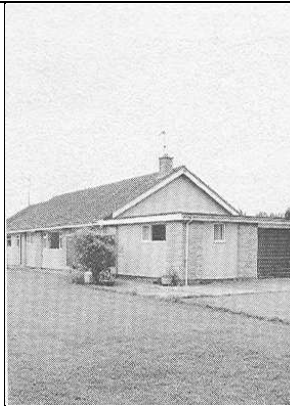
1. *Spacious* Victorian terraced house enjoying views across the city. *Handy for* local shops, buses, schools, etc. Porch, entrance hall, 2 *impressive* reception rooms, kitchen / breakfast room, bathroom with shower, 3 bedrooms, gas central heating, small but *delightful* garden.



2. A very *well-proportioned* detached bungalow, not far from the city centre, containing a *luxury* kitchen, an *impressive open-plan* living room with a fireplace, 4 double bedrooms, and 2 bathrooms. Gas central heating, *fair* decorative order throughout, large *secluded* garden, and double garage.



3. A *purpose-built* upper floor flat located in one of the city's *prime* residential areas, some 10 minutes' walk from the city centre and railway station. *Close to* local shops and canal path walks. Commanding *superb* views over the city and surrounding hills. Gas central heating, hall, 6m x 4m living room, bathroom, 2 double bedrooms with wardrobes, garage.



4. Southern outskirts of the city: a *double-fronted pre-war* semi-detached 3-bedroomed house in a quiet tree-lined road. *Convenient for* local shops and city buses. *Period* hall, *good-sized* lounge, dining room, utility room / storeroom, electric storage heaters, double glazing, *charming mature* garden, garage.

1.6. The following adjectives are all taken from the advertisements above. Put them in the table according to whether their meaning relate to size, distance, age or quality.

spacious fair purpose-built god-sized prime superb double-fronted pre-war close period impressive luxury open-plan mature not far well-proportioned secluded handy convenient charming	Size	
	Distance	
	Age	
	Quality	

1.7. Use vocabulary from the advertisements to prepare a new advertisement for a house or flat you know well (or for an imaginary flat/house).

Remember that you can exaggerate its advantages and understate its disadvantages. Aim to get as many people interested as possible!


II. A LOT NEEDS DOING TO IT

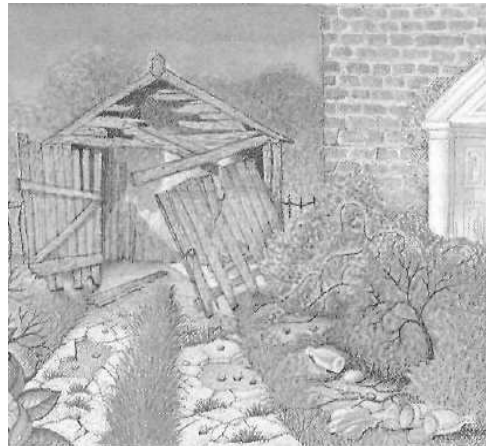
- 2.1. □ Have you ever decorated a house / a room yourself? Would you like to?**
- ◆ **What are the advantages and disadvantages of Do-it-yourself (DIY)?**
 - ◆ **Which jobs mentioned below can be done by yourself? Which jobs need professional help? Discuss it in groups of three, use the constructions like these:**

e.g. The windows are filthy. They need cleaning. –

a) I can clean them myself. or b) I should have them cleaned.

- to fix the door (creaking)
- to install air-conditioning (stuffy)
- to paint / do the ceiling (peeling)
- to install / put in central heating
- to rewire the house
- to redecorate the house
- to repair the roof (leaking)
- to repair the pipes (dripping)

2.2.  Match the words with the pictures and say what needs doing to the outside of the house. Use the verbs in the box.



Example: "Some bricks need repairing".

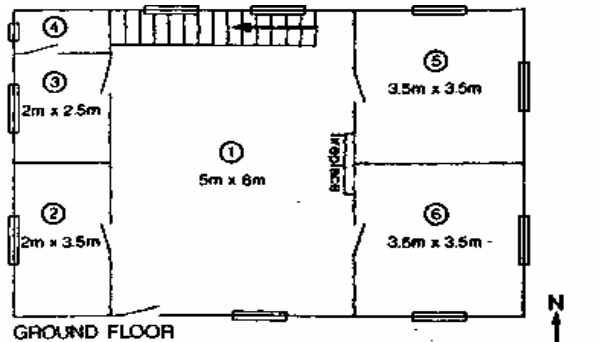
bricks chimney doors garage garden gate hedge path
 roof steps TV ariel windows frames window pane

clean up	cut	paint	rebuild	repair	replace	straighten
----------	-----	-------	---------	--------	---------	------------

2.3.  You will hear somebody being shown round the house.

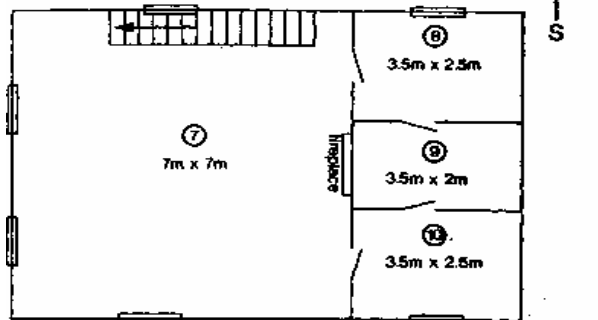
◆ Before you listen, study the plan of the house, paying attention to:


- how many rooms there are on each floor,
- how they are arranged, and
- what size they are.



◆ Listen to the recording.


◆ Write the names of the different rooms on the plan.



2.4.  When the owner of the house first moved in, they had a lot of things done. Listen to the recording and complete the sentences. Use the words in the box to help you.

build ceiling convert cupboard lower make
put in raise redecorate take down

1. In the dining-room, they had a new put in.
2. And they the dining-room decorated.
3. They had the study doorway
4. In the main bedroom, they had
5. In the kitchen,
6. They had the downstairs store-room
7. (staircase)
8. (living-room)
9. (upstairs ceilings)
10. (upstairs bedroom)
11. (upstairs bathroom)

2.5.  *Here are the first words of some paragraphs of an article. With a partner, discuss what you think the article will be about.*

- ◆ I never did like polystyrene ceiling tiles ...
- ◆ Jean rose shortly afterwards ...
- ◆ This was another piece of good luck ...
- ◆ They also called the electricity and gas boards ...
- ◆ Everything in the house was ...
- ◆ The insurance company ...

2.5.1. *Now read the text to find out if you guessed correctly.*

THE DAY THE CEILING CAUGHT FIRE

I never did like polystyrene ceiling tiles. Quite apart from the *fire hazard*, they don't look very good. So when I moved into a house whose previous owner had *covered every ceiling with polystyrene tiles*, I fully intended *to take the lot down*. I really did. It was just that there always seemed to be other things to do that were more urgent.

Now I can tell you that nothing is more urgent. If you have such tiles on your ceiling, take them down now. Tomorrow may be too late.

For that's the other thing about polystyrene tiles. They can *turn a small fire into a killer*. On the whole, we can congratulate ourselves on a very *lucky escape*.

Saturday, May 17, began as a fairly ordinary day. I got up at about 7 o'clock, took my wife Jean *a cup of tea in bed*, then set off for the south coast on business.

Jean rose shortly afterwards, did a few domestic chores, then left the house to make one or two family calls.

It was just as well that she did, for within an hour the house was filled with *lethal* black smoke and *fumes*. Burning plastic *dripped from* the ceiling, *starting little fires in carpets* or furniture.

A neighbour *spotted* the smoke *pouring out of* the *shattered* dining room window and called the fire brigade. Another neighbour managed *to locate* Jean, and she and the firemen arrived more or less simultaneously.

This was another piece of good luck, because it meant that they didn't have to break down a door to get in. Once inside, they *put out the flames* in what seemed a remarkably short time and without a mess; in fact, the only evidence that the fire brigade had been inside the house was that the fire was out.

They also called the *electricity and gas boards*, who sent representatives to check the safety of their respective installations. “The wiring’s all right – must have been *a gas leak*”, said the man from the electricity board. “Nothing wrong with the gas – must have been *an electrical fault*”, said the gas man. Both were right, in a way. The trouble seems to have started in the electrical wiring of the cooker clock.

One thing is certain: without those ceiling tiles, it would have been a very *localised* fire, and might even have *gone out by itself*. As it was, the fire spread from the kitchen to the *adjoining* dining room. The heat shattered seven panes of glass, and *charred* one window frame so badly that it had to be replaced.

Two elderly armchairs in the dining room were destroyed, but the sofa escaped, as did the dining table. The fire brigade put out the flames before they reached the hall and *stairwell*, or it might have been a much more serious matter.

But the smoke damage...

Everything in the house was covered with an oily black *film*, almost impossible to remove. Every single item of clothing and *bedding* in the house needed to be washed, even those in drawers and cupboards.

There seemed to be nowhere the smoke hadn’t *penetrated*. Everything we owned had to be *sorted out* into one of three categories: ruined, cleanable, or useable immediately (well, more or less). All the goods in category two – by far the largest – we *bundled* into a spare bedroom, and we’re still *working our way through* the contents.

The insurance company *paid up*, with no more than the ordinary delay, for the *damage to* the house and the *interior* decoration. The ceilings have been covered with an ornamental plaster which has *approved fire resistant qualities*.

Now, four months later, things are slowly returning to normal. We feel we can invite people into our home again. But nothing can make us forget that we had a very lucky escape. The fire could have started at any time. Had it broken out during the night we would undoubtedly have been killed by the fumes long before anyone *raised the alarm*.

The discovery that you aren’t *fireproof* is a very frightening one.

(from *Property Mover* – adapted)

2.5.2. Find words or expressions in the text which mean the same as:

- 1) to confine flames within a particular part or area;
- 2) causing death;
- 3) to come back to the usual state;
- 4) happening or done at the same time;
- 5) that doesn’t burn;

- 6) to fall in drops;
- 7) to become black by burning;
- 8) to discover the place where sb is;
- 9) synthetic thermoplastic material looking as white rigid foam.

2.5.3. Explain the meaning of the following:

- 1) stairwell;
- 2) to pay up;
- 3) fire hazard;
- 4) to escape;
- 5) electricity and gas boards;
- 6) bedding;
- 7) adjoining room;
- 8) to penetrate.

2.5.4. Find in the text English equivalents for the following:

- 1) неисправность электропроводки;
- 2) принести чашку чая в постель;
- 3) в некоторой степени / в некотором роде;
- 4) масляная черная пленка;
- 5) отвечать требованиям противопожарной безопасности;
- 6) затушить пламя;
- 7) поднять тревогу;
- 8) заметить дым, валивший из закрытого ставнями окна;
- 9) утечка газа;
- 10) свалить все в свободной комнате;
- 11) все снять (сорвать).

2.5.5. Read the following sentences and decide whether they are true or false. Use the text to help you.

- 1. Polystyrene tiles are dangerous.
- 2. The author and his wife realise they were wrong to put them on the kitchen ceiling.
- 3. One day when they were both out a fire broke out.
- 4. It **started with** a gas leak in the cooker.
- 5. A neighbour saw flames coming out of the kitchen window and called the fire brigade.
- 6. Another neighbour told Jean that her house was **on fire**.
- 7. Luckily she had left the door unlocked, so the firemen didn't have to break it down.
- 8. The fire brigade didn't **make a mess**.
- 9. Two chairs in the dining room escaped.
- 10. But the dining room table was badly damaged.

11. Most of their possessions were ruined by smoke.
12. They were lucky the fire didn't start at night.

2.5.6. Pair work:

You are talking to an insurance company agent explaining what has happened. You want to get a compensation.

2.6. ✍ *Write a short description of the house you are living in at the moment. Say what changes you would like to make.*

III. "LOOKING ROUND A FLAT"
(Phrasal verbs and idioms)

3.1. *Replace the words in italics in the sentences below with the multi-word verbs in the box.*

put sth in	put sth up	see to sth	talk sth over	throw sth
out	do sth up	take sth out	come off	think sth over
move in				

- a) Nothing has been done to this flat for a long time. It needs new curtains and a new carpet. The doors and walls also need painting. It needs _____ (*decorating / renovating*).
- b) The wallpaper was very old and _____ (*wasn't sticking to / attached to*) the walls.
- c) The fireplace was old and ugly, so they _____ (*removed it*).
- d) The house was cold and damp, so they had central heating _____ (*installed*).
- e) There was nowhere to put any books, so they decided to _____ (*fix in place*) some shelves.
- f) The carpets were old and full of holes, so he _____ (*disposed of them by putting them in the dustbin*).
- g) There was a serious problem with the roof. The rain was coming in and making everything wet. It needed _____ (*repairing / dealing with immediately*).
- h) Before I make a decision I need to talk to my husband about it and see what he thinks. I must _____ (*discuss it*) with him.
- i) We would like to _____ (*start living there*) as soon as possible.
- j) It's a good idea, but I need time to _____ (*consider it carefully*) before I make a decision.

3.2. What do the following idiomatic expressions mean? When would you use them?


1. Home, sweet home.
2. An Englishman's home is his castle.
3. Make yourself at home.
4. It's home from home.

3.3. Complete the sentences with a suitable expression.

- a) Come in and have a seat. I want you to feel you can behave as if you were in your house. So _____ while I make a cup of tea.
- b) They made me feel very welcome. It was like being in my own house. It was _____.
- c) He had enjoyed travelling round the world and seeing different places, but at last he had returned. He walked towards his house and thought "_____".
- d) I can do what I want in my own house. You know what they say, _____.

3.4. The estate agent is showing another client round the flat. Practise the dialogue with your partner, using the prompts below.

Estate agent	Client
1. Describe the flat – it's not in perfect condition!	2. Comment on the wallpaper and the old carpet.
3. Agree the flat needs decorating. Say it would look nice with new shelves, curtains, etc.	4. Say the flat is cold and damp, and the fireplace is ugly.
5. Say central heating could be installed.	6. Comment on the hole in the ceiling and the broken window.
7. Say that repairs will be done.	8. Say you are interested in the flat but need to discuss it with someone.
9. Say he or she can occupy the flat immediately.	10. Say you need time to consider it.
11. Say other people are interested in it.	12. Say you will get back to him, and thank him for the help. Say goodbye.

3.5.  Ann is talking to her husband Tony about the flat and they discussed whether or not they should buy it. Write the dialogue, using language from this unit.

IV. “A PLACE OF YOUR OWN”

(Phrasal verbs and idioms)

- ◆ What are the advantages and disadvantages of living away from home when you are a student?

4.1. Tony is a student. He has recently moved into his own flat. He wrote his friend Paul to tell him about it. When you have read Tony’s letter, answer the questions below.

Dear Paul,

I’ve done it! I’ve got a place of my own at last! I found it through an agency a couple of weeks ago. I was *looking through* the paper, when I *came across* an advertisement for flats, so I gave the agency a ring and went to see what they had. I saw several good flats, but I couldn’t *make up my mind* about them. Then I saw one I really liked. I was *in two minds* about taking it because the rent was rather high, but I thought it was time I became more independent of my parents, and I’m sure I was *getting on their nerves* – they said they couldn’t *put up with* the noise from my stereo system any longer! So I *moved out* and here I am in my own flat!

It’s in the suburbs on the outskirts of London, and it’s very convenient for the shops. It’s on the second floor and consists of a bedroom, a living room, a kitchen, and a bathroom. It’s *nothing out of the ordinary*, but it’s in quite good condition.

I *moved in* last week and I’ve already *put up* some shelves and new wallpaper in the living room. At present the kitchen is painted dark brown and has a small window, so it needs *brightening up*. I haven’t finished *doing up* the bedroom yet. I’m going to convert it into a study and paint it blue so that it will *go with* the curtains my mother has promised to give me. There’s a lovely view from the window – it *looks out onto* the garden, which I share with four other people.

I *get on well* with the people living above me, but unfortunately I’m not *on good terms* with the landlord at the moment. We had an argument about sticking pictures on the wall – he said it would damage the wallpaper. And the people below me say they *are fed up with* the noise from my stereo!

The good thing is that I’ve got somewhere I can call my own. I can easily *put you up* any time you’re in London. So don’t hesitate – you can *drop in* any time.

All the best,

Tony.

PS I’m thinking of having a house-warming party at the end of the month, so if you’d like to come, drop me a line or give me a call.

- a) How did Tony find the flat?
- b) Why did he decide to take it?
- c) What are his plans for the flat?
- d) What offer does he make?
- e) What invitation does he make?

4.2. Match the multi-word verbs with the definitions.

1. to look through sth	a. to give sb accommodation
2. to come across sb / sth	b. to have a view of somewhere
3. to put up with sb / sth	c. to visit sb informally, to pay a casual visit
4. to move out (of)	d. to match or suit, to make a good combination (e.g., of colours)
5. to brighten sth up	e. to read sth quickly and briefly
6. to look (out) onto sth	f. to find sth or meet sb by chance
7. to go with sth	g. to leave accommodation and take everything with you, to vacate a house or flat
8. to put sb up	h. to make sth brighter, less dull, and more full of light
9. to drop in (on sb)	i. to tolerate sth, to accept sth unpleasant or difficult without complaining

4.3. Fill in the gaps below.

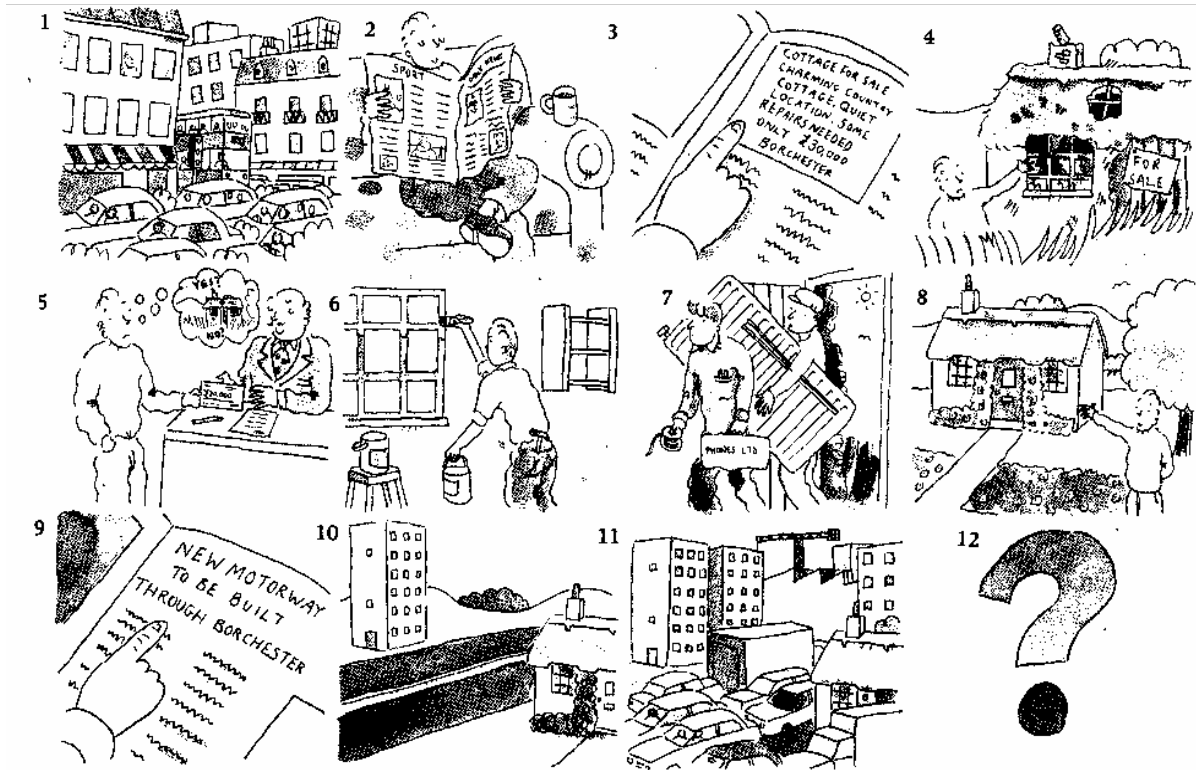
I live ___ my own ___ the suburbs ___ the outskirts of London. My flat is ___ the second floor and it's ___ good condition. It consists ___ four rooms and is very convenient ___ the shops. The bedroom looks out ___ a garden, which I share ___ four other people. I want to convert the bedroom ___ a study. I found the flat ___ an agency.

4.4. Complete the following sentences so that they illustrate the meaning of the idiomatic expressions in Tony's letter.

- a) He really gets on my nerves. He is always ...
- b) I'm not on good terms with the people who live next door ...
- c) I'm fed up with my job because ...
- d) I thought the play was nothing out of the ordinary, but ...
- e) She was in two minds about accepting the job in America because ...
- f) She couldn't make up her mind about the party. On the one hand ...

4.5. *Work in pairs. Ask your partner to describe where he or she lives. Try to use multi-word verbs, particles, and idiomatic expressions in your questions and answers.*

4.6. *Look at the picture story with your partner. Practise telling the story before you write it. You can decide what happens in picture 12. How do you think the story ends?*



4.7. *Now write the story. Try to use the following multi-word verbs and expressions.*

to be fed up with	to come across	to do up
to put up with	to think over	to see to
to look out onto	to make up one's mind	to throw out
to get on someone's nerves	to move out / in	to put up
to look through	to be in two minds	to put in


4.8. *Project. Work in groups. Your task is to convert the house into one of the following:* – a casino
– a hotel

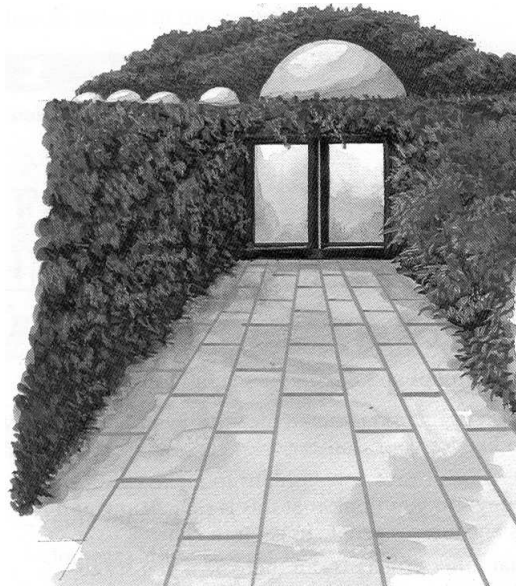
- a clothes shop
- a health club and gymnasium
- a language school
- a residential hostel for six physically handicapped people (who will go out during the day to work) and their full-time care-taker

◆ **Say what changes you will make. Use some of the new words, expressions and multi-word verbs from the unit. The following may also be useful.**

add car park change (into) divide emergency exit
 entrance fire escape gents (toilet) improve increase
 ladies (toilet) strengthen turn (into) widen

V. SOMEWHERE TO LIVE

5.1.  **Stuart Bexon has a very unusual house. Here is a picture of the outside of the house and a cross-section.**



This article in the local newspaper was written about his house. Work in pairs. Read the article and answer the questions:

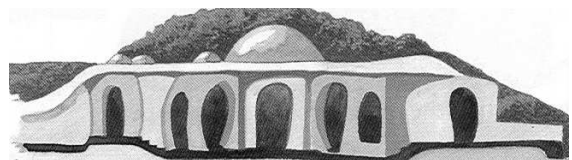
1 Why did Mr Bexon build a house like this?

2 Is this the first time a house like this has been built?

3 Name one of the problems you might find with this kind of house.

4 What are the advantages of a house like this?

5 How does Mr Bexon feel about his home?



If you can't go up, go down! When Stuart Bexon was told he couldn't build a house on his field in the village of Westonbirt in the west of England, he decided to bury his dream house instead.

Now Bexon is using 600 square metres of underground living space. It has three bedrooms, two bathrooms, a study, kitchen and dining room and a sunken swimming pool underneath glass domes to let in light.

The only part you can see from the road is the doorway with two giant doors. “My idea was to build a normal house. I was refused permission because this area has such beautiful countryside, so I decided to build my house underground”, Mr Bexon says.


Bexon was advised by an architect, Arthur Quarmby, Britain's leading expert on “earth shelters”. Quarmby's own home is underground.

“I spent a long time talking to him”, Bexon remembers. “Quarmby was very interested, and was able **to pass on useful tips**, because if you build underground, you have **to cope with** damp and also keep to building regulations”.

The problem of lighting the house was solved by the domes. If there aren't any windows in the house, you need to use the ceilings as windows.

“If you don't have to worry about the outside of a house, you have more money to spend on the inside. The house wasn't really any more expensive than a normal one”.

Bexon has used the soil which was removed to start a gardening business, and he also now works as a builder. “I always wanted to build my own home, so I found the work very interesting. If, like me, you are afraid of heights, being able to work underground is much better”.

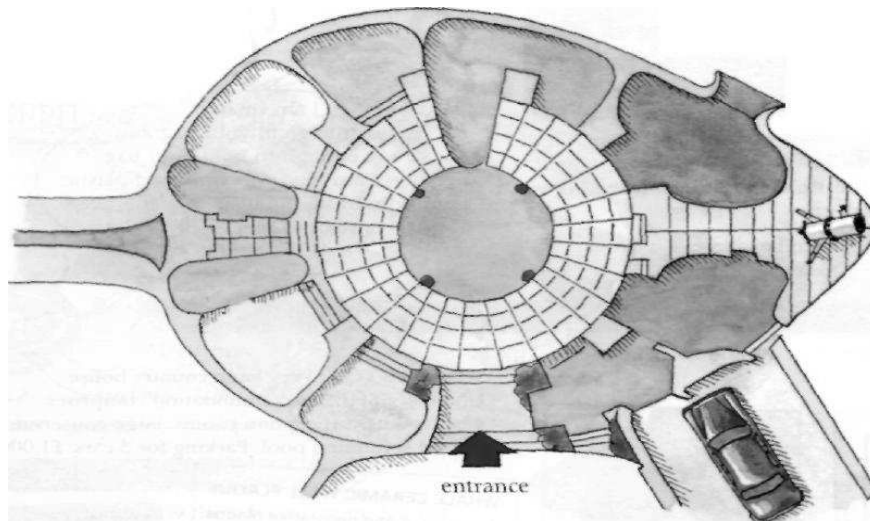
5.2.  Look at the list of the rooms that Mr. Bexon has in his house. Listen to him showing someone round the house and label the plan:

bathroom bedroom with en suite bathroom day room
garage guest room kitchen living room observatory
swimming pool third bedroom dining room study

Before you listen, go over the vocabulary to clear up any difficulties of understanding.


to bury one's dreams
the point of the 'egg'
to feel trapped
a domed window
by moonlight

to be linked (to)
outer walls
curved / straight walls
to be lined (with)
to tuck




5.3. Describe Mr. Bexon's house. Use the following phrases:

- outside the front door
- in the point of the “egg”
- in the area to the right of
- on the right of the entrance
- beyond the kitchen
- diagonally opposite
- immediately to the left of
- on either side of
- next to the entrance

5.4.  This is Stuart Bexon's advice to a friend who wants to build an underground house. Complete his sentences using words from the box.

ask can spend can't get clean consult
don't expect don't need might consider

1. If you use my tools, please them before you give them back.
2. If you haven't got what you need,!
3. to save money if you use cheap materials.
4. If you can design the house yourself, you to use an architect like Quarmby.
5. You more on the rooms if you don't need to worry about the outside.
6. your neighbours if you plan to build anything outside.
7. If you want to save time, you using my plans.
8. If you planning permission, ask Quarmby for advice.

5.5.  Look at this list of things which Stuart Bexon wants to do in the future. They are all possibilities. Write sentences joining the things to do with what each depends on.

Things to do

1. study underground architecture
2. build a second home for myself
3. invite architects from other countries to see my house
4. build a second part to my house
5. buy the field next to my house

Depends on


- more people wanting houses like mine
- finding a course nearby
- finding a nice location
- time
- getting approval from the local council
- enough money

Example: Stuart might study underground architecture if he finds a course nearby.

5.6. *Would you like to live in a subterranean house? Work in pairs. Give your reasons for and against.*

5.7. *Write a description of your dream house.*

VI. MORE HOUSES SHOULD BE BUILT

6.1.  *Who's speaking? Listen to the recording and decide which of the five people is speaking in each case.*



Alwyn Anchors, self-employed house builder



James Bethell, racehorse trainer; some of his lads live in tied accommodation



Debra Freechild, a tenant about to become a single parent; her private landlord cannot make her leave or raise her rent.



Barbara Gatehouse, adviser at the Housing Aid Centre, Oxford




Susanna Harsanyi, originally from Hungary, now living in Oxford

6.2. Look at the sentences from the recording, and try and find words to fit the definitions in the box.

- | |
|---|
| <ul style="list-style-type: none">– loan to pay for a home– person who invites other people for a meal, a party, or other entertainment– made to fit its purpose– place to live (a general word)– limits– one room that serves as bedroom and sitting-room |
|---|


1. When I was a student, and we were living four in a house, it would have been nicer to have a house that was more suitably designed for that.
2. I've persuaded the better paid ones to try and **get on a rung of the mortgage ladder** and buy their own accommodation, which seems to be working better. I mean it pays me to put their salaries up enough, you know, by sort of £25 to £30 a week, for them to be paying a mortgage.
3. And the person whose house it is is the host, and they entertain them quite generously ...
4. The worst housing problems, in my personal view, are being in a room, a bedsit, with one or two children ... something we ought, all ought to try and do something about as soon as possible.
5. But certainly more houses should be built. Erm, and, er, they should be built **in the price range** so that people can actually afford to live, you know, buy and live in a house.

6.3.  Make sure you know what the words in the box mean. Then copy the partial notes below, leaving big blanks where the dots are. Listen to Claire Booker from Shelter (a national campaign for the homeless) and complete the notes.

budget divorce recession sell off poverty structure

1. because of....., increase in.....
 - more than.....below poverty line
 - governments have for housing budget in last 5 years
 - results: little building, no.....
 - council housing has been.....
2. families becoming....., but.....
 - more young and old.....
 - more divorce means.....

3. summary
 - not enough.....
 - more.....
 - change in actual.....
 - result:.....

6.4.  *Passives. Complete these sentences with should, ought to, may, might, can, could, will, would or must + passive infinitive. More than one answer may be possible.*

1. At least 500,000 more houses (build) as soon as possible.
2. But it is very unlikely that this actually (do).
3. Rents (control) by the government.
4. If that happened, the cost of living (reduce) by half.
5. We're afraid that our rent (raise) soon.
6. If we're unlucky, it (double).
7. Landlords (prevent) from putting up rents like that.
8. Mrs Anderson has promised to control rents if she becomes President, but I don't think she (elect).
9. And I don't think the present government (expect) to do anything about it.

6.5. *Work in groups of four or five. Each group member takes responsibility for one question, making sure that everyone else expresses a view on it. Try and use words from the previous exercises. Then write one another sentence about housing with 'ought to be' or 'should be' and give it to another group to discuss.*

1. More housing should be owned by the government and rented to people with low incomes.
2. People who are going to live in government housing should be consulted about the design of new housing.
3. **Tied housing** ought to be declared illegal.
4. **Tenants** ought to be allowed to make any improvements they want to accommodation where they are living.

6.6. Read the Shelter poster with a dictionary

Hidden Homelessness – The Housing Iceberg.

- 1
There is no official figure for street homelessness, but thousands can be found sleeping rough in Britain each night.
- 2
Over 200,000 people are officially accepted as homeless by English local councils each year. This excludes most homeless single people, or couples, without children.
- 3
More than 400,000 people in England each year reach crisis point and register with their local council as homeless.
- 4
Over half a million households are forced to live in severely over-crowded conditions.
- 5
1.2 million families or individuals in England are on council house waiting lists.
- 6
Up to 4 million people live in substandard accommodation, many in dwellings classified as unfit for human habitation.

HOUSING EXPENDITURE

Public Expenditure on Housing
For every pound spent in 1975, only 31 pence is spent on the Housing Programme today (in real terms)

HOMELESSNESS

Households officially homeless in England and Wales


people need Shelter

NATIONAL CAMPAIGN FOR THE HOMELESS
The Shelter Housing Campaign, 10, 11 & 12, 1983-1987

6.7. Speak or write about the housing situation in Britain or Belarus. Cover the following:

- poverty
- the family structure
- the housing budget
- homelessness
- the rents
- the council housing.
- the quality of housing

VII. MODERN ARCHITECTURE AND MAN

7.1.  *Read the article and complete the following definitions with the words from the text:*

- a) *** – are streets of dirty, crowded houses;
- b) *** – are tall buildings with many storeys;
- c) *** – a building means to put new paint or wallpaper on the inside walls of a house;
- d) *** – is an area of land on which many houses are built;
- e) *** – is a group of people chosen to manage the affairs of a town or city;
- f) *** – centre is a building where people meet for social events;
- g) *** – means to kill oneself.

MOTHER AND CHILD JUMP FROM 11th FLOOR FLAT

Husband blames local council Housing Department

Mrs. Angela Smith of Redwood Tower, King Street, jumped from a two-room flat on the eleventh floor of a **twenty-storey tower block** yesterday, taking her two-year-old son with her. Her suicide has **raised serious doubts about** living conditions and the quality of life in the town's many council-owned blocks of flats on the King Street **housing estate**.

The estate was built three years ago as part of the town's **slum clearance** scheme after the council declared most of the houses in the area **unfit for human habitation**. The architects promised that the traditional horizontal community would be replaced by a new vertical community.

Unfortunately, this new community spirit has never developed. The barrenness of the concrete jungle outside and the monotony of the staircases, the graffiti on the walls and in the lift, and the general vandalism of the local youngsters have made people **keep themselves to themselves**. The council has been promising to plant trees and redecorate the building for several months but has not yet found the money to do so.


Six months ago, the Smiths visited some of their former neighbours, who moved to Wellington New Town rather than Sta) *on* the King Street estate and were impressed with the “village system” on which it works. The new town, which has been attracting a large number of people recently, consists of seven “villages” or **self-contained districts** offering shops, a pub, a clinic, a primary school and a **community centre**, all **within** ten minutes' **walking distance** of **the housing area**. Each house has its own garden, and the **residents** have the satisfaction of growing their own flowers and vegetables. There are plenty of trees and playgrounds for the children. The town centre itself has excellent

cultural, social, sports and shopping facilities. The Smiths were so impressed that they applied for a council house there, and last week the Housing Department informed them that they were **on the waiting list** but could expect to wait for at least three years. Angela Smith could not wait that long.

Mr. Smith **blames** his wife's death **on** the Housing Department. “**Replacing** those terraced houses **with high-rise buildings** was a disastrous mistake”, he told us. “The area has become impersonal and unfriendly. Yet only three streets away, property developers have **renovated**, redecorated and resold exactly the same type of house as desirable residences. Council-housing policy has got to change, or the Housing Officer may have more suicides on his conscience”.

Answer the questions:

1. Describe in detail where the Smiths lived.
2. Why were these blocks of flats built?
3. What do you understand by “a horizontal community” and a “vertical community”?
4. How do “new towns” try to create a feeling of community?
5. Why did Angela Smith commit suicide?
6. What, according to Mr. Smith, should the local council have done instead of **demolishing** the terraced houses and putting up high-rise buildings?

7.2.  *Put the verbs in brackets into a suitable form (Present, -ing forms, infinitives).*

... (realize) that high-rise buildings can ... (cause) serious social problems when used as ... (live) accommodation, many council planning departments ... (be) no longer willing ... (give) planning permission without ... (examine) the alternatives first, ... (put up) such buildings ... (change) the sky-line of a town completely, ... (spoil) its character and ... (make) its image impersonal. High-rise buildings will no doubt continue ... (mushroom) in city areas, ... (be) more economical and ... (do) relatively little harm as office accommodation. In other areas, however, planning departments ... (often, reject) proposals for buildings (reach) above the tree-line.

7.3. *Work in two groups. Group A: Make a list of the advantages and disadvantages of living in cities. Group B: Make a list of the advantages and disadvantages of living in the country. When you have finished, compare your lists.*

7.4.  *Reading and predicting. Read the introduction to a magazine article and answer the questions:*


1. The introduction refers to the shanty town as “nameless”. Why?
2. What are some of the problems facing this imaginary city?
3. What is meant by 'high-rise islands of power and wealth'?
4. In what parts of the world might this city be?
5. Which of the following topics do you expect the article to discuss?
 - the need for better urban planning
 - the need for birth control programmes in the Third World
 - western governments should give more money to poor countries
 - why cities are becoming overcrowded
 - which cities are becoming overcrowded
 - the arms race
 - the success stories of certain cities.

The Nightmare of the Monster Cities

by Spencer Reiss

It is a sweltering afternoon in the year 2000, in the biggest city ever seen on earth. Twenty-eight million people **swarm** about an 80-mile-wide mass of smoky **slums**, surrounding high-rise islands of power and wealth.

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

7.5.  *Scan the article quickly to see which of the above topics are discussed.*

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

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

The flood of “**urbanites**” is **engulfing** not the richest countries, but the poorest. By the year 2000 an estimated 650 million people will crowd into 60 cities of five million or more – three-quarters of them in the developing world. Only a single First World city – metropolitan Tokyo, which will have 24 million people – is expected to be among the global top five; London, ranked second in 1950 with ten million people, will not even make 2000's top 25.*

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

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

The great urban industrial **booms** of Europe and America in the nineteenth and twentieth centuries **sustained** the cities that they helped to **spawn**. But in today's **swelling** Third World cities, the flood of new arrivals far outstrips the supply of jobs – particularly as modern industries **put a premium on** technology rather than manpower. So it will be **virtually** impossible to find permanent employment for 30 to 40 per cent of the 1,000 million new city dwellers expected by the year 2000.

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

*Figures are based on United Nations estimates and projections.

Survival Course. Yet some cities still manage to cope.

Seoul, **riding on the crest of** South Korea's economic boom, is currently building a £2.500 million underground railway system that should ease some of the worst traffic problems in the world. Over the last decade Tokyo has cleared tip much of its legendary smog.

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

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

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

Mexico City planners are already gamely laying plans for a metropolitan region of 36 million people by the year 2000. If nothing else, there is a kind of New World bravery in that.

CONDENSED FROM *NEWSWEEK* INTERNATIONAL

7.5.1. Match the words on the left with their definitions on the right.

A

- | | |
|-------------------------------|---|
| 1. to swarm | a. (esp. of earth or crops) dried out because of too much heat and not enough rain |
| 2. shanty town | b. too crowded and causing difficulties |
| 3. parched | c. the process by which more and more people live in cities; to change from countryside into town; |
| 4. to loom | d. to surround and cover completely |
| 5. congested | e. city life, esp. unpleasant parts of it |
| 6. to generate | f. an area on the edge of a city, in which poor people live in small, badly built houses |
| 7. to outstrip | g. to be, get into a particular state or situation |
| 8. to stand at | h. to reach the highest part |
| 9. to top | i. to cause, produce |
| 10. urbanization, to urbanize | j. to confuse smb. causing them to be unable to explain or deal with a situation |
| 11. urban jungle | k. to appear seeming very large and in a threatening way |
| 12. to engulf | l. to become greater in amount than smth else |
| 13. to confront | m. to deal with, to face |
| 14. to confound | n. (used after a negative sentence) to emphasize how unlikely a situation is because smth much more likely has never happened |
| 15. let alone | o. to move in a large group |

B

- | | |
|------------------------|--|
| 1. barely adequate | a. to cause to increase in size or amount |
| 2. boom | b. to encourage |
| 3. to sustain | c. an official document that allows you to live in a place |
| 4. to spawn | d. to be popular |
| 5. to swell | e. not enough |
| 6. to put a premium on | f. almost |
| 7. virtually | |

- | | |
|--------------------------------------|---|
| 8. runaway | g. a period of sudden growth |
| 9. to stem | h. to grow very quickly |
| 10. to mushroom | i. to stop smth unwanted that is spreading or increasing |
| 11. to ride on the crest of the wave | j. out of control |
| 12. to rehouse | k. to cause smth to be started suddenly |
| 13. self-contained | l. to move to a new and better place to live in |
| 14. rate | m. to maintain |
| 15. residence permit | n. a level of speed with which smth happens or changes within a particular period |
| | o. containing everything that is needed within itself |

7.5.2. Translate into English.

1. Транспортный шум, загрязнение, огромные бетонные здания – как люди выживают в этих *городских джунглях*?
2. Поток мигрантов из сельской местности *намного превышает* возможности их трудоустройства в городе, в результате чего *практически невозможно* найти постоянное место работы 30 – 40 % *новоявленных городских жителей*.
3. *Безудержный рост городского населения* может быть *остановлен* введением внутренних паспортов и *прописки*.
4. *Скученное население и перегруженный транспорт, не говоря уже о* полной зависимости метрополий от электричества, канализации – проблемы, с *которыми сталкиваются* и которые *ставят в тупик* градостроителей.
5. *Трущобы, дающие пристанище* многим из двух миллионов *городских жителей, разрастаются угрожающими темпами*.
6. После игры тысячи футбольных фанатов *хлынули* на поле.
7. Сумма национального долга *составляет* \$55000000.
8. Двух фунтов в неделю *едва ли достаточно*, чтобы содержать семью.
9. Начался *быстрый подъем* в строительстве.
10. Правительству пора принять меры, чтобы *приостановить* рост безработицы в стране.

7.5.3. Paraphrase the parts of the sentences in italics.

1. The bathroom is *directly connected to the bedroom*.
2. Most of the villages in the north of the country are *almost rural slums*.
3. Over half of *the inhabitants* of the city live in slum conditions.
4. The jail *has enough space for* over 300 prisoners.

5. Many people have been forced to live in *an area on the edge of a city in small, badly-built* houses near the factories where they work.
6. It's an issue we'll have *to deal with* at some point, no matter how unpleasant it is.
7. The council's provision for the elderly is *not enough*.
8. The new economic freedom *has created* hundreds of new small businesses.
9. We don't have sufficient resources *to maintain* our campaign for long.
10. The busy shopper *appreciates and will pay more for* finding everything in one big store.
11. These measures are designed *to stop* the rise of violent crime in the country.
12. Mrs. Singh is *very popular at the moment*.
13. Spain *changed from countryside into town* much of its natural coastline during the tourist boom of the 60s and 70s.
14. That summer there was a drought and the countryside was *brown and dried out*.
15. Roads and towns are described as being ___ if there is too much traffic and movement is made difficult.
16. How do you think your chances *are* of being offered the job?
17. Large-scale ___ occurred with the industrial revolution, as families moved from the country into the cities to find work in factories.
18. The extra sales in the US will *cause to increase* this year's profits to \$78 million.
19. The local residents demanded *to be given a new and better place to live in*.

7.5.4. Insert prepositions where necessary.

1. to be _____ 10 minutes' walking distance
2. to put a premium _____ industry
3. to ride _____ the crest _____ the wave
4. to stand _____ 1,900 million
5. to raise doubts _____ the suitability for the post
6. to put _____ high-rise buildings
7. to replace slums _____ tower blocks
8. to grow _____ rates
9. urban population is expected to top _____ 3,000 million

7.6. Comprehension check. Decide whether the following statements are true or false.

1. The number of people living in cities has more than doubled in the last thirty years.
2. Over 3,000 million people will be living in cities in the year 2000.
3. The majority of the large cities will be in First World countries.
4. For the hopeful migrants, conditions in the cities are worse than in the countryside.
5. Approximately a third of them will not get a permanent job.
6. Experts are divided over what the best solution is.
7. Some people say that death and revolution is a possible solution.
8. Tokyo no longer suffers from smog.
9. Often there is no point in improving the conditions in slums.
10. The Russians have succeeded in controlling urban growth.

7.7. Topic sentences. Most paragraphs have a key sentence (or part of a sentence) that summarizes the essential meaning of the whole paragraph. This is called the topic sentence. It is usually the first sentence of the paragraph, but not always.

Work in groups of three. Do you think that the following are the topic sentences for the first six paragraphs? If not, which is the topic sentence?

- par. 1 Over the next two decades, they - and many others - are expected almost to double in size . . .
- par. 2 Just 30 years ago some 700 million people lived in cities.
- par. 3 The flood of 'urbanites' is engulfing not the richest countries, but the poorest.
- par. 4 But equally powerful are the streams of hopeful migrants from the countryside.
- par. 5 There have never been cities of 30 million people ...
- par. 6 So it will be virtually impossible to find permanent employment ... for the new city dwellers ...

Underline what you think are the topic sentences for paragraphs 7 to 12.

7.8. What do you think?

1. The article refers to First World countries and Third World (or developing) countries. Give some examples of both.
2. Why isn't urban growth such a problem for many First World countries?

3. “Modern industries put a premium on technology rather than manpower”. (paragraph 6) What is meant by this? Give some examples of industries that no longer need a large work force.

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

5. What are the problems facing the capital cities that you know? What is being done about these problems?

SELF CHECK

Part A

Translate into English

- | | |
|---|--|
| 1. самовольно заселиться | 14. высотные здания |
| 2. старинная мебель | 15. накапливаться |
| 3. оконное стекло | 16. реконструировать |
| 4. отравляющий дым | 17. порождать, создавать |
| 5. нефтяная пленка | 18. расчистка трущоб,
снос ветхих домов |
| 6. обуглившиеся оконные рамы | 19. участок, застроенный
жилыми домами |
| 7. утечка газа | 20. постоянный житель |
| 8. огнестойкий /огнеупорный | 21. предрассудки, порожденные
невежеством |
| 9. куполообразный потолок | 22. поглощать, засасывать |
| 10. заем на покупку жилья | 23. быстро расти |
| 11. временный владелец,
арендатор | 24. разрешение на жительство |
| 12. спад в экономике | |
| 13. спать ночью в одежде на
открытом воздухе | |

Part B

Translate into English

1. Сдается *очаровательный меблированный коттедж* 18 века в сельской местности сроком на год. Гостиная *площадью 6x4 м²*, 2 спальни, кухня *со встроенными шкафами*, ванная комната, кладовка, *довольно большой уединенный сад*, гараж. Магазины и автобусная остановка *находятся рядом*.
2. Я очутился в *просторной* комнате с открытым камином. Окна этой комнаты *выходили на юг*, поэтому было очень солнечно, и *открывался великолепный вид на всю долину*.
3. Когда мы переехали в новый дом, там все потолки были покрыты этими ужасными *полистироловыми изоляционными плитками*.
4. Я продам *всю партию* всего за £50.

5. Если ты *заметишь* опечатки в статье, пометь их карандашом.
6. Удалось ли электрику *найти точное место неисправности* в проводке?
7. Если вы подозреваете *утечку газа* , позвоните по телефону экстренной помощи.
8. От лица городского совета я сообщаю вам, что дома в вашем районе *признаны непригодными для жилья* и их планируют *снести* .
9. Новый город состоит из семи *автономных районов* , обеспечивающих местных жителей всеми необходимыми услугами.
10. Более 7 миллионов *семей* в Британии живут практически *за чертой бедности* и не могут позволить себе приобрести квартиру, т.к. *цены на жилье чрезвычайно завышены* ; полмиллиона семей вынуждены *жить в тесноте* .
11. Беженцы *хлынули* в соседние страны, спасаясь от гражданской войны.
12. Рузвельт *поднялся к вершине славы на гребне антимонополистической волны* и часто в своих выступлениях отражал настроение народа.
13. Современная промышленность *ставит во главу угла* технологию, а не людские ресурсы.

Part C

I. What word is defined?

1. all the people in a family who live together in a house;
2. a place where someone lives (a formal word);
3. a loan of money which you get from a bank in order to buy a house;
4. a period when the economy of a country is not very successful;
5. that cannot be damaged by fire; non-flammable;
6. partly burnt and made black by fire;
7. break into a lot of small pieces;
8. organize, arrange, or classify a group of things;
9. danger of fire;
10. able to kill people or animals;
11. next to a room or object;
12. fall in small drops;
13. increase in size, scope, or degree;
14. notice someone or something.

II. Paraphrase the underlined parts of the sentences using the active vocabulary.

- Next to the kitchen and opposite the bathroom is the second bedroom which is of the size 5 m by 3 m.
2. Underwater archaeologists will try to discover the position of the remains of the sunken ship.
 3. Separate from the others any clothes you want to throw away and give them to me.
 4. For reasons which are not yet known, the factory started burning late yesterday evening and then burnt throughout the night.
 5. The bathroom is directly connected to the bedroom.
 6. Most of the villages in the north of the country are almost rural slums.
 7. Over half of the inhabitants of the city live in slum conditions.
 8. The jail has enough space for over 300 prisoners.
 9. Many people have been forced to live in an area on the edge of a city in small, badly-built houses near the factories where they work.
 10. It's an issue we'll have to deal with at some point, no matter how unpleasant it is.
 11. The council's provision for the elderly is not enough.
 12. The new economic freedom has created hundreds of new small businesses.
 13. We don't have sufficient resources to maintain our campaign for long.
 14. The busy shopper appreciates and will pay more for finding everything in one big store.
 15. These measures are designed to stop the rise of violent crime in the country.

III. Complete the following letter from the Housing Officer with the correct form of the words in the box:

clear declare develop apply inhabit replace attract

Dear Sir or Madam

It is my duty on behalf of the local council to inform you that the houses in your area have been _____ unfit for human _____ and that a new housing estate is planned to _____ them. We are pleased to be able to offer you _____ alternative accommodation on the Kingsmead Estate on the outskirts of the town.

As slum _____ is due to commence in six months' time, I must ask you to return the enclosed _____ form to this office as soon as possible.

Yours faithfully
Jonathan Cape
Housing Officer

IV. Complete each sentence with a verb / noun / adjective from the left and a word from the right.

<i>sleep</i>	1. He then made his escape, but not before replacing the he had removed to get into the house in the first place.	<i>the alarm</i>
<i>reach</i>	2. Many of them complained that the hotel had only one	<i>homelessness</i>
<i>window</i>	3. They were laying out their cardboard boxes, preparing for another night ...ing	<i>a mortgage</i>
<i>street</i>	4. A sentry ...ed ... when ho noticed the fire.	<i>accommodation</i>
<i>fire</i>	5. It ... no ... whether he is a citizen or not.	<i>rough</i>
<i>take out</i>	6. Forty-three thousand farm workers live in and currently pay no rent.	<i>pane</i>
<i>make</i>	7. For a growing number of young people, is becoming a way of life.	<i>crisis point</i>
<i>raise</i>	8. Because of the recession in our country thousands of people each year	<i>escape</i>
<i>tied</i>	9. Many people today can't afford to to buy a house.	<i>difference</i>

V. Paraphrase the underlined parts of the sentences. Use phrasal verbs.

1. We can't give him accommodation for the night.
2. These flowers will make your garden more colourful.
3. If you don't like the fireplace, you can remove it.
4. The theatre was horrible, repaired and decorated as cheaply as possible.
5. Don't you worry about that. I will deal with it.
6. My bedroom windows overlook a garden full of flowers.
7. I wanted to consider this problem carefully before making a decision.
8. I can remember my parents getting rid of their old furniture.
9. I had a new lock installed.
10. These posters were fixed to the walls all over the place.

VI. Paraphrase the underlined parts of the sentences. Use idioms.

1. Her new house is not unusual at all.
2. I felt doubtful about leaving London: my friends were there, but the job abroad was a good one.
3. They always make us feel at ease.
4. You will find our hotel a place where a person is happy and comfortable.

VII. Insert prepositions where necessary.

1. We covered all the ceilings ___ polystyrene tiles.
2. Polystyrene tiles can turn a small fire ___ a killer.
3. If you have such tiles ___ your ceiling, take them down.
4. We can congratulate ourselves ___ a very lucky escape.
5. We're still working our way ___ the goods bundled ___ a spare bedroom.
6. The insurance company paid up ___ the damage ___ the house.
7. He always took his wife a cup of tea ___ bed.
8. There is a fireplace ___ the right-hand wall.
9. There are doors ___ either side ___ the fireplace.
10. He persuaded his employees to get ___ a rung ___ the mortgage ladder.
11. Over a million of people in Britain are ___ council house waiting lists.
12. You can easily change the bedroom ___ a store-room.
13. Burning plastic dripped ___ the ceiling.
14. Houses should be built ___ the price range.
15. A lot needs doing ___ it.

COMMUNICATION ACTIVITIES

-----1-----

Case 1

Martin was orphaned as a child and brought up by foster parents who he never got on with. Having no foster brothers or sisters, he looked for company outside the family and at the age of sixteen **fell in with a group** who had started to take marijuana. As a result of **peer-group pressure** and curiosity (he was told it heightened your creativity and revealed a lot of things), he tried it. His expectations were not fulfilled but, desperately wanting the social contact, he **progressed with the others to hashish** and finally heroin. By the time he was eighteen, **addiction had set in** and the social contact had disappeared as each member of the group concentrated on where the next **fix** was coming from. By the time Martin went to the drug rehabilitation centre, his arms had been so badly cut up by the needle that he had started to inject his feet.

-----2-----

LITTLE OLD LADY IN KNIFE RAID

A little grey-haired woman **armed with** a knife robbed an Oxfordshire shop after threatening the assistant.

The untidily dressed woman walked into The Sandwich Man shop in Parsons Street, Banbury at 9.30 at night and **pulled out** the bread knife **from beneath** her coat.

She threatened the young girl assistant and forced her to open the till before **grabbing the entire day's takings**.

The robbery happened on Saturday night, and police at Banbury are **appealing for** witnesses.

The shop owner, Mr Ken Woodd of Deddington, who also runs George's Cafe and Georgina's in the Covered Market, Oxford, said: "It is unbelievable. It has never happened before in the 38 years I have been in business."

Police **took** the assistant **around** pubs in the town after the robbery to try to find the woman, but **with no luck**.

Mr Woodd said the day's takings were **snatched**. He said it might have been as much as £180.

Case 2

Annabel had attended an exclusive boarding school where **her personal freedom was nil**. Soon after entering the outside world, she had a not-so-exclusive boyfriend who, it turned out, was **a dealer in soft drugs** like hashish. After resisting briefly, Annabel **gave in to their availability**. Her next boyfriend was a cocaine dealer, who made her an addict and used her as a courier between Amsterdam and London until she was caught by the police.

MUGGER MEETS LITTLE OLD LADY

Jose Ramos is **an experienced mugger**, but he didn't know about little old English ladies. Now he does.

87-year-old Lady Vera Tucker was walking down New York's East 66th Street. She looked like **an easy prey** — small, grey-haired and expensively dressed, carrying a handbag over her shoulder.

Ramos came up on his bicycle and **grabbed** the handbag. Lady Tucker hit him on the head with her umbrella, knocking him off his bicycle, and started **screaming at the top of her voice**.

The unfortunate mugger tried to get back onto his bicycle and escape, but Lady Tucker kept hitting him. A lorry driver, hearing her screams, came and **joined in the fight**.

Holding his head, Ramos pushed the handbag at the driver and said “Here it is. It's over, it's over”. “The hell it's over”, said the driver. They went on fighting, and Lady Tucker went on screaming, until a policeman arrived and **took Ramos prisoner**.

Lady Tucker refused medical help, saying that she felt fine. But she did allow the policeman to take her arm and **escort her home**.

Case 3

Thomas **started taking marijuana to switch off** while preparing for his exams. The habit increased when, having failed them, he was unable to find a job. Within a few months he had turned to heroin. In the end, a friend managed to find him employment and after several months of treatment at a rehabilitation centre **he is now off narcotics**, at least temporarily. However, doctors estimate that only 30 % of heroin addicts are cured of the habit permanently.

ACTIVE VOCABULARY

Unit 1. Advertising

- ◆ advert(isement): front-page / classified / cheerful / witty / legal / decent / truthful / persuasive / informative / beneficial / misleading an
 - ◆ an ad; a small ad; a contact ad
 - ◆ advert for (jeans)
 - ◆ to place an advert
 - ◆ to publish an advert
 - ◆ to find / spot an advert
 - ◆ to answer / reply to / respond to the advert
 - ◆ the advert says sth / shows sth / states sth / features sb/sth
- | | |
|---|---|
| 1. o.n.o. | 24. duly |
| 2. p&p | 25. to blossom |
| 3. SAE | 26. to be intrigued by someone's offer |
| 4. personable | 27. outstanding opportunities |
| 5. unattached | 28. media culture |
| 6. a commercial | 29. a vital part / vital factor |
| 7. a wholesale price
(at wholesale prices /
at cash-and-carry prices) | 30. to reflect one's dreams,
fears, stereotypes, fantasies |
| 8. glossy magazines | 31. to exploit one's dreams /
complexes |
| 9. to offer bargains | 32. basic conditions |
| 10. to queue up (<u>in</u> advance) | 33. to make false promises |
| 11. sale | 34. to realize one's ambitions |
| 12. to perform a (useful) service | 35. an (freelance) advertising
agency |
| 13. a buyer – a seller | 36. an advertising campaign |
| 14. to put sb <u>in</u> direct contact | 37. market research |
| 15. a second-hand car / shop | 38. to produce a storyboard |
| 16. reputation <u>for</u> | 39. a mini-soap |
| 17. the spirit <u>of</u> enterprise | 40. a slogan |
| 18. to make a deal | 41. catchy jingles |
| 19. to strike a bargain | 42. an advertiser |
| 20. to negotiate | 43. a copywriter |
| 21. to haggle (about / with) | 44. "peak viewing" hours |
| 22. a one-off | |
| 23. to put <u>into</u> practice | |

45. to put on the market
46. a time-bomb effect
47. to stick in the mind
48. novelty (of the slogan)
49. to ignite an (emotional, psychological) spark
50. ambiguity; ambiguous
51. to have a remarkable / immediate effect
52. to be based on the associations
53. to bring suitable associations
54. to invoke feelings
55. a photographic trick
56. to feature
57. to plant a name in one's head
58. to invent a brand-name
59. to be blinded by science
60. "man-made" miracle
61. to hoodwink
62. to conjure up
63. to label
64. a hidden message
65. ubiquitous
66. a street hoarding
67. to bombard sb
68. to brainwash sb (into doing sth)
69. to brighten one's life
70. to stimulate industry
71. to increase demand
72. to keep prices down
73. a watchdog body
74. to maintain standards of honesty
75. a flair for self-promotion

76. unproductive industry
77. to create mass markets
78. heavy advertising
79. a daily ration of calamities
80. a positive contribution to one's pockets
81. a source of revenue
82. to subsist
83. a deep insight into human nature

Phrasal verbs:

84. to catch on
85. to pick up
86. to fall through
87. to fall off
88. to come up with
89. to take on
90. to lay sb off
91. to back out (of sth)
92. to take sth over
93. to dispense with
94. to allow for

Idioms:

95. to get off to a bad start
96. to sell like hot cakes
97. to start from scratch
98. to go to the wall
99. to keep one's head above water
100. to change hands (idm)
101. to have one's mind on sth (idm)
102. to go through sth with a fine tooth-comb (idm)
103. to have the job

Unit 2 Crimes

1. felony
2. misdemeanor
3. to demand ransom
4. to resort to violence
5. to bring sth through customs
6. to steal / rob / break into / burgle / mug
7. inquiry / investigation / inquest; to carry out / conduct / launch an inquiry
8. evidence
9. testimony
10. to cross-examine
11. defence
12. prosecution
13. the jury
14. to release
15. to be armed (with)
16. to pull sth out (from beneath)
17. to grab the entire day's takings
18. to appeal for (witnesses)
19. to snatch
20. an easy prey
21. to hit on (the head)
22. to scream at the top of one's voice
23. to take sb prisoner
24. to escort
25. to head
26. to be allergic (to)
27. imminent
28. to be on remand
29. to serve a sentence
30. to pay ... towards the prosecution costs
31. at gunpoint
32. partially clad
33. assailant
34. to comply (with)
35. *intelligence sources*
36. *finance espionage*
37. *to search one's clothes*
38. *ploy*
39. *to eliminate possibilities*
40. *to merge (with)*
41. *identification*
42. *to have a motive*
43. *the underworld*
44. *to trail*
45. *to be intent (on)*
46. to detonate
47. a security guard / camera
48. misdeed
49. law-abiding
50. to deter; deterrent (n)
51. to reform
52. to rehabilitate
53. (desire for) retribution
54. barbaric
55. humane
56. to correct smb's moral attitudes
57. to enable
58. death penalty / capital punishment
59. corporal punishment
60. prison / jail sentence
61. life imprisonment
62. solitary confinement
63. probation: to put on probation; probation officer; probation period
64. a suspended sentence
65. community work

66. to impose a fine
67. to pay compensation
68. to ban (from driving)
69. to receive a summons (for)
70. custody: youth custody; to keep sb in custody
71. a perverted lust for money
72. to conspire against sb; conspiracy
73. to plead (not) guilty
74. a counsel
75. to pressurize
76. to take the blame
77. to smash one's way (into)
78. to pay ... towards (prosecution) costs
79. secret surveillance operation
80. to log down
81. a raid
82. to deal in heroin
83. to torment; a tormentor
84. to stab sb to death
85. to provoke
86. outrageous behaviour
87. stern (punishment)
88. a scuffle
89. a thug
90. social misfit
91. to batter
92. suspension (of capital punishment)
93. to ponder about
94. to pose as
95. villain
96. to live on the proceeds of the crime
97. to hold liberal views
98. *to give an overdose*
99. *terminal (cancer)*
100. *to try sb (for)*
101. *to smother*
102. to clear up (a crime)
103. to pay lip-service (to)
104. by and large
105. appalling
106. sanitation
107. to focus (on the outside)
108. barbed-wire fence
109. high-security prison
110. rehabilitation scheme
111. inmate
112. self-esteem
113. juvenile: juvenile delinquency; a delinquent; juvenile correction institutions
114. maturation process
115. genetic disposition (to)
116. sturdy
117. family breakdown
118. physical / verbal abuse
119. erratic (discipline patterns)
120. to rebel (against)
121. contempt for authority
122. signs of affluence
123. truancy
124. to steer sb away (from)
125. lenient
126. parole
127. willful damage
128. recidivist
129. twinge of conscience
130. to be on the run
131. to take precautions against crime
132. coordination of efforts
133. voluntary groups
134. to collaborate with the police

135. to install security devices
136. spiraling (crime rate)
137. to make a civilian arrest;
citizen's arrest
138. to thwart
139. stigma
140. to be trained in martial arts
141. a clean criminal record
142. *penitentiary*
143. *to undermine*
144. *unfit for freedom*
145. *behind bars*
146. *to curtail personal freedom*
147. *compulsory work*
148. *to treat brutally / without
humanity*

Phrasal verbs

1. to give oneself up (to)
2. to own up (to)
3. to take sb aback

4. to let sb off (with)
5. to set sth up
6. to carry sth out
7. to go off
8. to seal sth off
9. to break down
10. to break out

Idioms

1. to catch sb red-handed
2. to keep to the straight and
narrow
3. poetic justice
4. the punishment should fit the
crime
5. to take the law into one's own
hands
6. an easy prey

Unit 3 Politics

1. to run the world / the state / an
office
2. a restriction on one's freedom
3. to share out the profits
4. corruption
5. dirty tricks
6. to implement measures
7. exhaustible
8. to pursue one's interests
9. to be under rule of violence
10. degradation of society
11. to agree upon a consensus
12. peacemaker
13. to enforce (civil discussion)
14. to exert power
15. to be in influential positions
16. an art of power gain / power
retention
17. inevitable diversities in opinion
18. rational compromise
19. to have a say in sth
20. superficial; superficiality
21. mediocre
22. to give an instant / predictable
party response on any issue
23. to feel the strain (in being a civil
servant)
24. civil service
25. to be tucked up (in bed)

26. to achieve sth in one's term in Parliament
27. to have strong views / a political view
28. a neutral
29. to catch one's fancy
30. to establish oneself in one's constituency
31. to lay the foundations for a future career
32. a burning desire to do sth
33. bread and butter: (n), (adj)
34. to ensure (that)
35. overall (majority / theme)
36. the European Community
37. predominantly
38. to handle (problems)
39. to get to the top; to rise to the top; to take sb to the top
40. to face questions on an everyday basis
41. the stress and strain of the work
42. to have intellectual capacity to cope with the issues
43. to calculate personal advantage
44. to plot things
45. a creep
46. devious means
47. to justify
48. inflation
49. in excess of
50. to be in power
51. the pressures of the position
52. sacrifice of one's private life
53. dedication to duty and public service
54. self-reliance
55. to be next to sth
56. to live within / beyond one's income
57. pride in one's country
58. perennial (values)
59. to adopt (values)
60. to encompass
61. deplorable (things)
62. a sense of duty
63. the standard of living
64. a man / woman of property
65. the 'haves' and the 'have-nots'
66. personal initiative / choice
67. public outcry
68. outspoken
69. to rule out
70. by no means
71. downfall
72. a climb-down
73. a setback
74. mounting criticism
75. the root of the problem
76. monetary values
77. left-wing (labour); left-winger
78. right-wing (conservative); right-winger
79. to administer sth
80. extreme
81. a firm believer
82. to detest politics
83. a build-up of weapons
84. to leak radioactive gases
85. strong currency
86. to face a challenge
87. a third-rate country
88. On present trends ... / On present policy ... / On the latest figures ...
89. the turn of the century

90. a rundown society
91. (to reduce) defence expenditure
92. to spend on schools, hospitals, etc.
93. to involve fundamental changes in policy
94. to improve economic performance
95. a dilemma
96. to redeploy
97. to demobilise the forces
98. a demand for sth
99. to undertake a programme
100. to emerge
101. economic / political suicide
102. to put money into the defence field
103. to revitalise (the economy)
104. to cut back on military spending
105. government intervention
106. to have power / control over the economy / private industry
117. to face up to sth
118. to crack down on sth/sb
119. to win sb over
120. to put sth forward
121. to stand down
122. to go back on sth
123. to call for sth
124. to stand up for sth/sb
125. to stand for sth
126. to step sth up
127. to back / climb down (over sth)
128. to speak out (against sth)
129. to stick to sth
130. to bring sb / sth down
131. to play sth down
132. to push around
133. to run around
134. to tie sth up (in the defence field)
135. to wind down (the defence industries)

Phrasal verbs

107. to sit around
108. to hang around
109. to be frowned upon
110. to go down (with)
111. to keep in with (the powers)
112. to hand sth on to sb
113. to be up to (doing) sth
114. to cover sth up
115. to blow over
116. to bring sth in

Idioms

136. to be out of step
137. to be out of touch
138. to keep an open mind on sth
139. to turn a blind eye to sth
140. to hang in the balance
141. to be up in arms (over / about sth)
142. to make a U-turn (in sth)
143. to come under fire

Unit 4 Needs

1. to object
2. sponsored event
3. to attract help and sponsorship
4. needy children
5. to join the fight (against)
6. to die from hunger

7. preventable disease
8. to make money for a worthwhile cause
9. to sponsor a worthy cause
10. a fight (just) to survive
11. to suffer (from) malnutrition
12. a developing country
13. a developed country
14. an under-developed country
15. to have access to safe water
16. a sponsorship scheme
17. to have a link with
18. mentally handicapped people
19. a life-long disability
20. residential accommodation / homes
21. a prisoner of conscience
22. to oppose the death penalty and torture
23. to handle
24. a desperate search for food
25. catastrophic
26. medical supplies
27. regardless of
28. without reservation
29. controversial(ly)
30. to fund small-scale (development) projects
31. a long-term development programme
32. irrigation work
33. to sink wells
34. a field / women's officer
35. overseas
36. the root causes of famine
37. the poorest of the poor
38. child-rearing
39. to cut into humanity
40. literally
41. obscenity
42. to be stunned
43. a world of plenty
44. a refugee; a refugee camp
45. a fraction
46. to enlist
47. to emerge
48. substandard (accommodation, buildings, goods, work)
49. slum (areas)
50. extent of (poverty, knowledge)
51. to eradicate
52. starvation
53. self-supporting / self-sufficient / self-sufficiency
54. insufficient
55. as things stand now
56. when it comes to (a confrontation)
57. vitamin deficiency
58. to sustain
59. to live out one's days
60. a vicious circle
61. finite resources
62. development aid
63. to attack the problem at its root
64. on humane grounds
65. to deteriorate
66. basic necessities
67. shanty towns
68. disaster relief
69. strings attached
70. to transfer sth to sb
71. the donor country; the recipient country
72. per capita (income)
73. inevitably

- | | |
|--|---|
| 74. political implication | 90. grim (statistics) |
| 75. to expand influence | 91. poverty of the spirit |
| 76. the lion's share | 92. to shuffle |
| 77. to consume (consumption; to ban consumption; local consumption) | 93. to tend <u>to</u> |
| 78. to flood <u>into</u> banks (about money) | 94. oppressive |
| 79. interest (n,U) (<u>on</u> the debt) | 95. to be cooped up |
| 80. to repay the interest / the entire sum | 96. fenced-off areas |
| 81. interest rates (<u>at</u> high / low interest rates; rise dramatically) | 97. to die <u>through</u> malnutrition |
| 82. to be saddled by debt burdens | 98. to live out of (dustbins) |
| 83. to lend money <u>at</u> low interests rates | 99. to live off |
| 84. let alone | 100. strict essentials |
| 85. to go hungry | 101. a coincidence |
| 86. to raise cattle (for meat / milk) | 102. a (dustbin) crawl |
| 87. a surplus <u>of</u> sth; (to produce a surplus of sth; food surplus) | 103. <u>at</u> the height of (the tourist season) |
| 88. to be transformed <u>into</u> | 104. budding (expert) |
| 89. insane economic relationship | 105. a deposit |
| | 106. haul (of) |
| | 107. recurring (problem) |
| | 108. a pressure group |
| | 109. an advisory board |

Unit 5 Somewhere to live

- | | |
|--|---|
| 1. a cottage / bungalow / detached house / semi-detached house / terraced house / farmhouse / mansion / villa / time-share / hut | 7. a chimney |
| 2. a bedsit / studio (flat) / penthouse (flat) / maisonette | 8. to face south / north |
| 3. to inhabit / occupy / settle / lodge / squat / stay; | 9. a door / window <u>in</u> the wall |
| 4. spacious / impressive / handy / delightful / superb / purpose-built / prime (areas) / double-fronted / period / good-sized / well-proportioned / open-plan / secluded | 10. to open <u>into</u> a room |
| 5. a TV aerial | 11. to lead <u>to</u> / <u>into</u> / <u>up to</u> a room |
| 6. a window pane / frame | 12. to open <u>off</u> |
| | 13. to come <u>out into</u> sth |
| | 14. a room about 5m <u>by</u> 6m / 7m square |
| | 15. a room which measures 2m <u>by</u> 3m |
| | 16. <u>on</u> either side of sth |
| | 17. stairs / a flight of stairs / a staircase / a stairwell |

18. to lower / raise / straighten / take down sth
19. to convert into / change into / turn into
20. a fire escape – a metal staircase on the outside of a building
21. an emergency exit
22. to make a difference
23. the main downstairs (upstairs) room
24. a store-room (storage space)
25. the ladies / the gents
26. to redecorate / renovate sth
27. built-in cupboards / fitted carpets
28. to show smb round the flat
29. to catch fire
30. fire hazard
31. fire resistant / fireproof
32. the lot
33. to have a lucky / narrow escape
34. to take a cup of tea in bed
35. lethal smoke / fumes
36. to drip
37. to spot
38. to pour out
39. to shatter; shattered windows
40. to char; charred window frames
41. to locate
42. a localised fire
43. adjoining
44. to sort out (into)
45. to bundle
46. to work one's way through
47. to raise the alarm
48. damage to (the house)
49. interior decoration
50. a subterranean house
51. to cope with
52. an en suite bathroom; a bathroom en suite
53. to pass on useful tips
54. to feel trapped
55. a domed window
56. by moonlight
57. to be linked to sth
58. to be lined with sth
59. outer / curved / straight walls
60. to tuck in / into
61. immediately to the left
62. square / circular / rectangular / oval / egg-shaped / ovoid
63. tied accommodation / housing
64. a tenant
65. to be suitably designed
66. to mount up
67. to get on a rung of the mortgage ladder
68. to take out a mortgage
69. to be grossly overpriced
70. to be in the price range
71. recession
72. to be below poverty line
73. to afford housing
74. housing budget
75. street homelessness
76. to sleep rough
77. to be accepted as homeless
78. to register with a local council as homeless
79. to reach crisis point
80. a household
81. to live in over-crowded conditions
82. to live in substandard accommodation

83. to be on council house waiting list
84. a dwelling
85. unfit for human habitation
86. to raise doubts about smth.
87. housing estate
88. slum clearance scheme
89. self-contained (districts / towns)
90. within 10 minutes' walking distance
91. resident / city dweller / urban squatter /urbanite
92. to put / lay the blame on smb.
93. to replace smth. with smth.
94. high-rise buildings
95. to renovate
96. to demolish
97. to mushroom
98. to swarm
99. a shanty town
100. to loom
101. congested (population, traffic)
102. to generate
103. to outstrip
104. to stand at (18 mln)
105. to top some point
106. to engulf
107. to confront
108. to confound
109. barely adequate
110. boom
111. to spawn
112. to swell
113. to put a premium on
114. virtually

115. runaway (growth, inflation)
116. to stem
117. to rehouse
118. residence permit
119. to ride on the crest of the wave

Phrasal verbs

1. to put sth in
2. to put sth up
3. to put sb up
4. to put up with sb / sth
5. to talk sth over
6. to think sth over
7. to take sth out
8. to throw sth out
9. to move in
10. to move out
11. to come off
12. to see to sth
13. to do sth up
14. to brighten sth up
15. to look (out) onto sth
16. to go with sth
17. to drop in (on sb)

Idioms

1. Home, sweet home.
2. An Englishman's home is his castle.
3. (Make yourself) at home.
4. It's home from home.
5. to be nothing out of the ordinary
6. to be in two minds about sth
7. to be on good / friendly / speaking terms
8. Mind / watch your step.

CONVERSATIONAL FORMULAS

Expressing and reacting to opinions

My personal opinion is ...
I'm inclined to think that ...
You would be well advised.
This is my way of looking at it.
I think it goes further than that.
Well, you see what I mean.
I am in favour of it.
You have my full support.
I can see no reason to oppose.
Please, do consider my words very carefully.
My reaction is extremely favourable.
True ... but ...
That's one way of looking at it. But ...
Yes, if you like ...
You may be right ... All the same ...
I can't approve of it.
No, it bears no relation to ...
I would find it difficult to (accept it) ...
I'm not so sure you are right about it.
Just a minute ...

Group discussion

If you ask me ...
Wouldn't you say that ...
As I see it ...
Don't you agree that ...
I'd like to point out that ...
Would you agree that ...
Do you think it's right to say that ...
I sometimes think that ...
I didn't quite follow what you mean, I'm afraid.
I don't quite see what you are getting at.

Agreement

Yes, I agree entirely here.
I fully agree.
I don't think anyone could / would disagree with ...
I am of (exactly) the same opinion.
I couldn't agree more.
You know, that's exactly what I think.
I can't help thinking the same.
It stands to reason.
It really looks like that.
I won't deny that.
What you say is perfectly true.
That's my way of looking at it, too.
It goes without saying that ...
That's a fine way of putting it.
That's a good point.
Oh, definitely.
How right that is.
That's just what I was thinking.

Disagreement

I'm afraid I can't accept ...
I can't say that I share your view.
I'm not at all convinced.
I see things rather differently myself.
There may be something in what you say but ...
I see your point but ...
You don't seem to realize that ...
... but that's not the point ...
Not in the least!
Just the other way round!
I shouldn't say so.
I can't possibly ...
I've got some reasons to disagree.
I've got an argument to oppose.
It's not at all the same thing.

On the surface of it really is ... but ...
On the one hand ... On the other hand ...
Well, I'm not so sure.
Well, I wouldn't go quite that far ...
I wouldn't say that exactly.
It might be right but ...
That's totally unfounded.
You can't be serious.

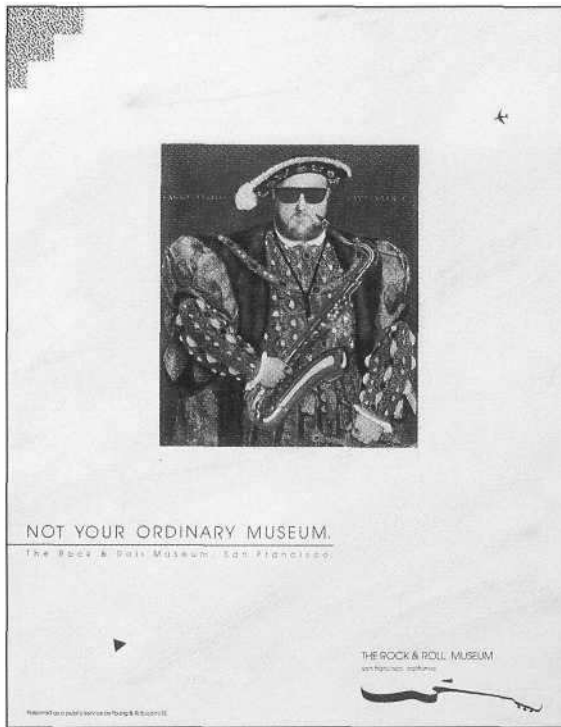
Asking for clarification

Sorry, but I don't quite see why you have to ...
Sorry, can you say that again, please?
Sorry, but I'm not quite clear on ...
I'm sorry, could you (possibly) explain what you mean by ...
Sorry, I don't quite understand what you mean by ...
Do you really think that ...

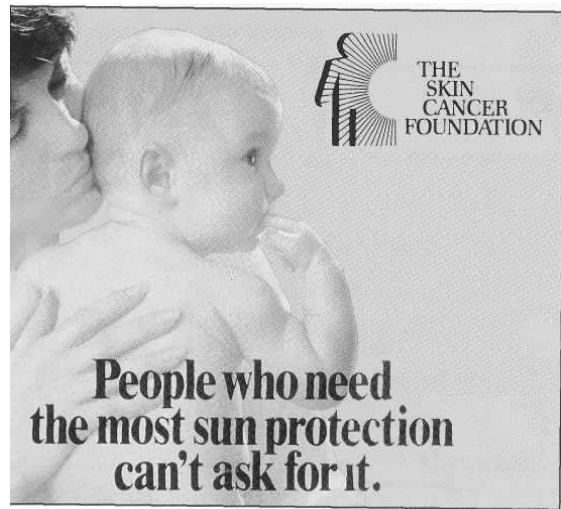
Giving clarification

Well, what I'm trying to say is (that) ...
The point I'm trying to make is (that) ...
Well, I think / suppose what I mean is (that) ...
What I'm saying is (that) ...
All I'm trying to say is (that) ...

Answers to Unit 5, Exercise 2.5



The Rock & Roll Museum



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CONTENTS

Введение.....	3
Unit 1. Advertising.....	5
Unit 2. Crime.....	32
Unit 3. Politics.....	81
Unit 4. Needs.....	117
Unit 5. Somewhere to live.....	142
Communication activities.....	176
Active vocabulary.....	178
Conversational formulas.....	189
References.....	193

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