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ПО АНАЛИТИЧЕСКОМУ ЧТЕНИЮ**

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Составители: О.М. Воевудская, Я.Н. Еремеев, Т.Г. Пальчикова, Н.А. Шарова

Рецензент канд. филол. наук, доц. Л.Г.Кузьмина

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PREFACE

This publication is intended for advanced level students of English as a foreign language with their own, more ambitious reading objectives compared to those of junior learners.

Deduction of meaning, recognition of nuances, interpretation of the message, along with the determination of the contribution of vocabulary and grammar, become essential ingredients of reading process.

This random selection of authentic texts, which present a variety of genres and problems, is conveniently preceded with a solid reference section. Each text is supplemented with tasks and exercises aimed to trigger analytical thinking and enable to invoke philological knowledge and experience which has been gained so far.

A certain degree of sophistication thus acquired will hopefully add to intellectual and aesthetic pleasure of advanced reading and, more practically, provide a basis for sailing through the state examination.

COMMENTARY OF A TEXT: RECOMMENDED STEPS IN TEXT ANALYSIS

Step 1a

Introduction: briefly define the text type (the functional style and the genre), the topic, the problems raised, the cultural and historical background of the author and his text.

Useful tips: The first step includes defining the type of the text you are analysing.

- Does the text represent **fiction** / Belles Lettres Style or **non-fiction**?
- Is it a whole text or an extract?

If it is fiction what **genre** does the text represent? It should be noted that many texts have features of more than one genre (social, psychological, biographical, autobiographical, humorous, satirical, historical, detective, love, science fiction, fantasy, fairy tale, parable, allegory etc.). Such texts can be classified as the texts of a complex or mixed nature.

The next step would be defining **the topic, the subject and the problems.**

- What is the text about?
- What is the focus of the author's attention?
- What aspects of the topic are touched upon in the text?

In the introduction it is also essential to consider the historical and cultural backgrounds of both the author and his text. These would include some biographical facts about the writer, especially his ethical, esthetical, political etc. views, his belonging to a certain literary and cultural tradition as well as the elements of the setting of the story, including the time and place of the action, some cultural and historical realia present in the text.

Analysis proper

The analysis of the text starts with presenting its **summary.**

Useful tips: Summarising the text must be done in accordance with certain rules. First of all, you should select all important facts and events omitting unnecessary details, then order them chronologically (or logically, depending on the type and genre of the text) using appropriate connectors and linking expressions. It should be remembered that no matter what register and style the original text belongs to, the summary should be written in the neutral style. Wherever possible, paraphrasing should be preferred to quoting.

The next point could be commenting on **the composition of the plot and the verbal composition** of the text.

Useful tips:

The classical structure comprises three main parts in a story – the exposition, the plot and the epilogue.

The exposition usually contains the setting of the scene (i.e. the time and place of the action) and some preliminary information about the topic and subject of the story, its main characters etc. By nature it is a static part of the story and contains no action.

The plot consists of a series of episodes relating to the development of the central conflict of the story. It usually starts with the so-called **narrative hook**, which introduces the conflict and begins the dynamic (sometimes, dramatic, and in that case we may call it *suspense*) action aiming at the ultimate resolution of the conflict. The highest point in the development of the plot is called **the climax**. The series of events preceding the climax is usually termed, **rising action**, whereas post-climax events are **falling action** coming to a **resolution** (or **dé-nouement**). When all the action is over, the author may supply some extra information about the following events, the after-life of the story characters etc. Similarly to the exposition, this part of the story is static rather than dynamic, and is called **the epilogue**. It should be noted, that the above-described three-part structure is by no means the universal type, which can be applied to all existing fiction texts. The composition of a story is a matter of the personal choice of the author, who may decide to end the story just at the point of its climax, or, start it in the middle of the action, or introduce chronological steps back in the action. A special feature of the story composition is a *framed story*, or *a story-within-a-story*. In such stories, the theme and the main conflict are developed within the 'inner story', related by one of the characters of the 'outer story' (or a frame).

The verbal composition concerns the modes of presenting the story. **Narration** moves the plot and can be presented from different points of view: the **first person**, the **third person**, a **limited third person** (the story is presented through the limited perspective of one of the characters), a **shifting** point of view; there can also be **the author-observer** (observing the characters' actions but not penetrating in their thoughts and feelings), as opposed to the **omniscient author** (knowing all about the characters' inner life, their past and sometimes even the future). These points of view are important in the process of conveying the author's attitudes and ideas to the reader, creating a certain tone or atmosphere in the story.

Description usually has emotional-evaluative implications depending on the choice of vocabulary and imagery. Characters' speech exists in emotive prose in the form of a **monologue/inner monologue, dialogue**. Besides there can be **digressions** (the author's remarks breaking the narration and containing some personal reflections concerning the story, its theme, problems, setting or characters)

Another aspect of a story is represented by **characters**

Useful tips:

Since all fiction stories include some action (which makes it different from other types of texts, e.g. essays), they necessarily have a character, or,

more frequently, several characters to perform this action. Traditionally, all characters are divided into *principal* (or main) and *secondary* ones. Those, who form the focus of the author's (and, hence, the reader's) attention, and take an active part in the central conflict of the story are the main characters, others serve as the background for the portrayal of the main characters and their conflict. If there is only one main character in the story, he is sometimes called *the protagonist*, his main opponent in the conflict would be then *the antagonist*. Also, in literary criticism there are further terms to describe different types of characters: *static vs. dynamic* (the former stay virtually the same as regards their traits of character, values, attitudes etc, whereas the latter undergo some serious changes in the course of the story events) and also *round vs. flat* (the former are drawn in detail, including the characteristic of their inner selves, the latter are more or less schematic). The analysis of the characters should include (if the text supplies the necessary details, or, at least implies them) their physical description, social background, some distinctive traits of their character, their typical ideas, attitudes, manner of speech (which can be very characteristic and suggestive), actions, relations with other characters and their role in the central conflict, and, finally, the author's attitude towards them (whether it is directly revealed or implied implicitly).

Step 1B

The next part of the analysis deals with **the stylistic features** of the text. It focuses on *the language register*, or combination of different registers (formal, semi-formal, neutral, semi-informal, informal; high-flown, poetic, casual, colloquial etc.) employed by the author, on *syntactic peculiarities of the text* (types of sentences prevailing, rhetoric questions, elliptical or inverted phrases, parallel constructions), *special choice of the vocabulary* (terms, dialectisms, slang etc.), stylistic tropes (see a short description of some of them below), and the general tone or atmosphere of the text (serious, light, elevated, solemn, ironical, humorous, gloomy and so forth). The thorough analysis of these features will enable you to define the author's position, his/her attitude towards the subject of the story and its problems, towards the characters and their actions, and finally to understand properly the author's message, the main idea of the story. Sometimes these attitudes and the message are expressed openly and directly (usually in the beginning or the end of the story), but more often than not it is revealed indirectly in the whole complex of linguistic and stylistic peculiarities of the text, in the author's characteristics of the characters, in the atmosphere created by the author in the story. Hence, the analysis of stylistic features of the story has a principal importance for the proper understanding of its message.

Step 2a

What **messages** does the system of images convey?

Useful tips:

The system of images includes both **macro** and **micro images**. Macro images are those that develop within the whole book or within a considerable part of it: characters' images, the image of nature, the image of war etc. Micro images exist within a sentence or a paragraph. The images are created with the help of **stylistic devices**.

Metaphor (*метафора*)

<*metaphor*> is based on transference of names based on the associated likeness between two objects, on the similarity of one feature common to two different entities, on possessing one common characteristic, on linguistic semantic nearness, on a common component in their semantic structures. The expressiveness is promoted by the implicit simultaneous presence of images of both objects – the one which is actually named and the one which supplies its own “legal” name, while each one enters a phrase in the complexity of its other characteristics.

The wider is the gap between the associated objects the more striking and unexpected – the more expressive – is the metaphor.

Personification (*лицетворение* или *персонификация*)

a <*metaphor*> that involves likeness between inanimate and animate objects.

Metonymy (*метонимия*)

<*transference*> of names based on contiguity (nearness), on extralinguistic, actually existing relations between the phenomena (objects), denoted by the words, on common grounds of existence in reality but different semantic (V.A.K.) is based on a different type of relation between the dictionary and <*contextual meaning*>s, a relation based not on identification, but on some kind of association connecting the two concepts which these meanings represent (I.R.G.)

Pun, paronomasia, play on words (*парономасия, игра слов*)

simultaneous realisation of two <*meaning*>s through

a) misinterpretation of one speaker's utterance by the other, which results in his remark dealing with a different meaning of the misinterpreted word or its homonym,

b) speaker's intended violation of the listener's expectation

Epithet (*эпитет*)

a <*stylistic device*> based on the interplay of emotive and <*logical meaning*> in an attributive word, phrase or even sentence, used to characterise and object and pointing out to the reader, and frequently imposing on him, some of the properties or features of the object with the aim of giving an individual perception and evaluation of these features or properties

Hyperbole (*гипербола*)

a <stylistic device> in which emphasis is achieved through deliberate exaggeration

It does not signify the actual state of affairs in reality, but presents the latter through the emotionally coloured perception and rendering of the speaker.

a deliberate overstatement or exaggeration of a feature essential (unlike <periphrasis>) to the object or phenomenon

– is a device which sharpens the reader’s ability to make a logical assessment of the utterance

Oxymoron (*оксюморон*)

a combination of two semantically contradictory notions, that help to emphasise contradictory qualities simultaneously existing in the described phenomenon as a dialectical unity.

Rhetorical question (*риторический вопрос*)

peculiar interrogative construction which semantically remains a statement;

- does not demand any information but
- serves to express the emotions of the speaker and also
- serves to call the attention of listeners;
- makes an indispensable part of oratorical speech for they very successfully emphasise the orator’s ideas.

Antithesis (*антитеза*)

a semantically complicated <parallel construction>, the two parts of which are semantically opposite to each other

– is to stress the heterogeneity of the described phenomenon, to show that the latter is a dialectical unity of two (or more) opposing features. (V.A.K.)

Simile (*сравнение*)

an imaginative comparison of two unlike objects belonging to two different classes on the grounds of similarity of some quality

The one which is compared is called the tenor, the one with which it is compared, is called the vehicle. The tenor and the vehicle form the two semantic poles of the simile, which are connected by one of the following link words: “like”, “as”, “as though”, “as if”, “as like”, “such as”, “as ... as”, etc.

Rhythm (*ритм, размер*)

a) a flow, movement, procedure, etc. characterised by basically regular recurrence of elements or features, as beat, or accent, in alternation with opposite or different elements or features (Webster’s New World Dictionary)

в) a combination of the ideal metrical scheme and the variations of it, variations which are governed by the standard (I.R.G.)

Allusion (*аллюзия*)

an indirect reference, by word or phrase, to a historical, literary, mythological, biblical fact or to a fact of everyday life made in the course of speaking or writing

Step 2b

If it is non-fiction, what is the genre? (a public speech, an advertisement, an academic text, a letter, a feature article, a polemic article etc.)

Step 3a

1) What is **the structure** of the **prosaic** text? (narration, description, characters' speech)

2) What **compositional elements** can we see there? (exposition, the narrative hook, development of action, climax, disentanglement)

3) What **mood or atmosphere** is created by the author with the help of stylistic devices and the choice of verbs, nouns and adjectives?

4) What are **the attitude and the tone** of the text under analysis (positive negative, ironical, lyrical, sad, and joyful)

5) How do the actions and the speech of personages characterize them?

6) What are the relations between characters' speech and the author's remarks **in drama**? Also consider 3), 4), 5).

7) What is **the rhyme pattern of a poem**?

8) What **metre** does the poet use? (Trochee, Iambus, Dactyl, Amphibrach, Anapaest); or is it blank / free verse?

9) What is **the rhythm** of the text? (relevant for both prose and poetry)

10) Consider points 3) and 4).

11) Are there any allusions or cultural realia in the prosaic, dramatic or poetic text?

Step 3b

1) What is the **structure** of the text? Can you see any **specific patterns** used?

2) What is the **purpose** of the text? (to inform, to persuade, to influence, to urge, to warn)

3) What **linguo-stylistic means** are used by the author to achieve the purpose?

4) What are **the attitude of the author and the tone** of the text under analysis?

5) What prevails in the text **logics or emotions**?

6) Are there any **allusions or cultural realia** in the text? Explain them.

Step 4a

What is **the author's message**?

Step 4b

What is **the author's message**?

Conclusion:

Once again enumerate the means with the help of which the author conveys the message and achieves the goal of communication with the reader.

The final step of the text analysis includes your personal impressions and attitudes towards the story, its subject, problems, stylistic features and the message.

ARTICLES FOR ANALYSIS

I. Before you read

Discuss the following questions:

1. A man with a milk bottle in one hand and a crying baby in the other: is it a myth or a tough reality?
2. Are men able to be as efficient in bringing up children as women are?
3. What encouragement and concessions could employers make to working fathers?

Fairer Deal for Working Fathers Urged

by Jackie Ashley

Our work on fathers is an example of where society has changed and men's and women's interests are inextricably linked.

Fathers carry out a third of all childcare in the UK, according to a report to be published today from the Equal Opportunities Commission. The surprise findings have prompted Julie Mellor, chair of the EOC, to call for a new debate on the role of fatherhood.

The role of British fathers is changing fast, "and we need to negotiate that new role at home and in terms of government policy," Ms Mellor says in an interview with the Guardian.

The EOC's report, *Working Fathers: Earning and Caring*, found that the time men spend with their children had increased from less than 15 minutes a day in the mid-1970s to two hours on the average weekday by the late 1990s. At weekends, it is significantly more, averaging around six and a half hours each day.

According to Ms Mellor, the findings mean that the UK needs "a shift in the culture, which actually legitimises men's role so that they feel more confident to ask for flexibility at work". At present, men have low expectations of securing work-life balance practices, and still see themselves as the main breadwinner,

with 80% of them saying that work makes it difficult to fulfil their family duties. “Men feel they are forced to work longer hours to provide for their children, but it’s not what they want to do; they want flexibility,” ways Ms Mellor.

From April, the government is introducing a “workplace standard” which will enable parents of children under six to ask their employers for flexible working practices, though there will be no compulsion on the employer to grant them. Ms Mellor wants the standard extended to parents of older children, and will be watching the uptake among men.

Pre-empting objections from employers that such measures would increase costs for businesses, the EOC has surveyed employers who have introduced flexible working practice. Research showed that eight out of 10 employers felt they fostered good employment relations and two-thirds agreed they improved staff motivation. Although 44 % believed they increased overall costs, nine out of ten who had implemented such measures found them cost effective.

Certainly, Mellor is scornful of the scale stories being put about, reminding me that back in 1975 when the Sex Discrimination Act was passed, “it was said that it would lead to employers refusing to employ women – and yet the employment of women has just gone up and up and up”.

So it has, which has led some to question whether the equal opportunities commission is really needed any more. The organisation numbers around 100 people and has a budget of £7m, but what has it actually achieved in recent years?

According to Mellor, its task is primarily agenda-setting – “doing the research on what are the problems, making people more aware of them and seeing that those who’ve got the power to make the decisions can actually do something about them”.

She is proud of the EOC’s work on exposing the pay gap between men and women – still 18 % for women who work full time and 41 % for part-timers – and claims credit for putting that issue high on the political agenda.

But, despite all this, it seems that the EOC’s days are numbered. The government is carrying out a consultation on whether to merge it with the commission for racial equality and the disability rights commission, under one big “equality commission”. Mellor supports the idea, partly because of the changes in society she has identified.

“Our work on fathers is an example of where, because society has changed and what needs to be done has changed, men’s and women’s interests are inextricably linked,” she says.

Similarly, she says, equality on all the grounds – of religion, belief, age, sexual orientation, disability – “they’re inextricably linked”.

Thinking about the idea of the EOC disappearing into a wider merger, after claiming success, I hear a faint political echo. Yes, of course: Roy Jenkins helped form the SDP and that too eventually went into liquidation, but after being able to claim that it had won the wider battle of ideas, not least in creating New Labour.

Jenkins, of course, was the absolute opposite of the new men who are now at the heart of the EOC's latest campaign. According to his widow, Jennifer, he couldn't even peel an apple, and she would not have dreamed of letting him change a nappy – "the pin would have gone straight through the tummy". But on women's equality, as on other issues, he was prescient.

Perhaps, I ask, when the EOC is no more, Mellor might consider standing for parliament herself? She shudders at the thought and briskly dismisses it: "No, I'm not a political animal."

Although the EOC has been heavily involved with the campaign to get more women into parliament, Mellor is not letting men off the hook that easily. "Why should it be woman that makes all the difference? It should be all politicians that are pursuing policies that benefit all of us."

She admits that having more women MPs brings different perspectives and experiences, and has certainly helped initiatives on issues such as domestic violence and rape. Mellor still pleads for some big male reformers: "I'd like to see more Roy Jenkins types." Rather to my surprise, I come away nodding in agreement.

(The Guardian, 07.04.04)

II. Expand your vocabulary

Exercise 1. Match the words and phrases from one column with their Russian equivalents in the other:

1) to call for a new debate on	A) принуждение
2) to legitimize	B) понимание со стороны мужчин
3) to fulfil one's family duties	C) выставлять напоказ разницу в оплате труда
4) compulsion	D) поощрять хорошие взаимоотношения между работодателем и работником
5) to grant	E) узаконивать
6) the uptake among men	F) побуждать, толкать к действиям
7) to expose the pay gap	G) выполнять домашние обязательства
8) foster good employment relations	H) типичные, преимущественные возражения
9) to prompt smb for some actions	I) требовать новых обсуждений на тему
10) pre-empting objections	J) предоставлять, давать согласие

Exercise 2. Make up your own sentences using words and phrases from Ex.1.

Exercise 3. Read the following words and phrases and find their equivalents from the article:

- 1) to bring to completion, to accomplish
- 2) inseparably, when it's impossible to get free

- 3) to put into action, to perform
- 4) to spread (mainly, rumours)
- 5) the closing down of a company which can no longer pay its debts
- 6) quickly, vigorously
- 7) to ask smb in an intense and emotional way to do smth
- 8) prophetic, predictable
- 9) the process of associating and joining together
- 10) to discuss some problem or situation in order to come to an agreement

Exercise 4. Look through the words and phrases in the box and use them to fill in the gaps. Translate the sentences.

*days are numbered inextricably linked changing a nappy tummy
shuddered at the thought let men off the hook that easily*

- 1) Despite the community useful and efficient work it seems that the EOC's _____.
- 2) Jane was the only person to take care of the child, so she never dreamed of her husband _____.
- 3) They have been married for 25 years already and seem to be _____.
- 4) She was soothing the baby by caressing her sweet _____.
- 5) Julie toughly believed in fatherhood and refused to _____.
- 6) Jill _____ of leaving her native town and insisted on buying a comfy flat in the city centre instead of moving into a big house in another state.

III. Focus on style and tone

1. Comment on typical elements of high-quality journalistic style.
2. How do you account for an unusually great number of paragraphs in the article (in fact, 17!)?
3. What is the meaning and the stylistic function of the following?
 - a shift in the culture
 - faint political echo
 - the pin would have gone strait through the tummy
 - Mellor is not letting men off the hook
 - I'm not a political animal
4. Are there any syntactic stylistic peculiarities?

IV. Discuss the following:

1. How important is the fact that the author of the text above is a woman? Can you discern a slightly feminist touch?
2. What would be your comment on the idea of "equality on all the grounds – religion, belief, age, sexual orientation, disability"?

I. Before you read

Discuss the following questions:

1. The ideal gender roles in the family.
2. Would you like to be a breadwinner or a housewife / househusband in your own family?
3. Career or family: which is more important?

Some mothers make you feel a bit of a loser

by Oliver Bennett

Why are so few fathers asking for family-friendly working hours? Maybe it has something to do with the way they are treated when they stay at home to look after the children?

Last year, Steve moved to New York with his lawyer wife, who had accepted a contract to work in the US. Steve, also a lawyer, opted to take a year's sabbatical, during which he has been the "primary carer" (as the jargon has it) to their two-and-a-half-year-old daughter, Holly.

The experience has been both fun and instructive. "There's absolutely no template for man staying at home – and that seems to be particularly true in New York," he says. "Here, men are up and off as soon as it's light, and don't come until they've completed a 12-hour day." Not so Steve, who takes Holly to Central Park, or to one of the many museums or playgrounds in what he (somewhat surprisingly) calls "this exceptionally child-friendly city."

In the streets and cafes, he and Holly receive a lot of goodwill. But when he goes to parties, it is another matter. "Other men ask, 'What do you do?'" he says. "I tell them that I look after my daughter. And that's the end of the conversation." If on the other hand Steve tells them he's a barrister, they light up. "They've seen *A Fish Called Wanda*. And suddenly they want to get to know you."

The US – even cosmopolitan, cutting-edge New York City – is probably less accepting of unorthodox gender roles than Britain. But even on these shores, a man opting to look after his children is (to other men) boring at best, emasculated at worst. An Equal Opportunities Commission report published last year identified the "importance of breadwinner role as a powerful source of identity for fathers". For childcare still appears to be considered as unusual and even *efete* life-choice for men. "There is a difference between sexes," says Steve. "It's more of an effort for me than my wife, and without wishing to sound sexist, perhaps it doesn't come naturally for men."

Few criticize the notion of paternal leave. It has become as orthodox a part of a new father's life as being in the delivery room, and it is becoming enshrined in

family policy. Since it was first introduced in Sweden in 1974 it has gathered pace elsewhere, and last year, the UK introduced two week's paid paternity leave and gave parents of both sexes the legal right to ask employers for the option of working flexibility. This was the big topic at a fathers' conference organized by lobby group Fathers Direct earlier this week: negotiating the job-sharing, home-working, flexi time and staggered hours that give dads a better chance of attending to their offspring. But if such flexi-fatherhood is on offer, will men really want to take it up?

When I had my children, now aged 14 and 3, I took two weeks off work each time. As the saying goes, "No one dies wishing they'd spent more time in the office" – but they certainly remember having children. Even so, I was pleased to get back to work: partly because I am self-employed and had no financial back up, but also because I yearned for the coalface. There was also a financial factor, in that we need two incomes and (like many men) I would hate to live off my partner's earnings. As the EOC document says, "Fathers are more involved in childcare when their partner has a relatively high income and is working full time."

Tom, a graphic designer, took a year off to look after his child while his wife continued her medical career. "Her job wasn't flexible and I jumped at the chance of doing something different for a while," says Tom. "But I have to admit that the round of one o'clock clubs and playgrounds did my head in. They're quite female-centric and you are made by some mothers to feel a bit of a loser; like 'Why aren't you at work?'" He also finds that even in his progressive patch of north-east London, other men are a "bit sneering" about the dad-at-home. "They say 'house-husband' in a certain way. I've even had someone suggest that it's all a bit like Viz's Modern Parents cartoon: beard-and-sandals stuff."

In some circles, it seems that the primordial male – the authentic male – is expected to go in search of food, leaving Ms Neanderthal in the cave, preparing the cauldron.

Whether their parents like it or not, some fathers actually want to get back to work, as an escape as well as an engagement with the world beyond the family. John, a father who took six months out of his architecture practice when he had children, was pleased to get back to his office. "I missed the business of dealing with colleagues in work, to be honest," he says. "There was a slight sense of relief when I went back. It all got a bit claustrophobic."

Jack O'Sullivan of Fathers Direct has heard it all before. "The whole debate seems to rely on anecdotes," he says. "I prefer to rely on proper research, as conducted for the Department of Trade and Industry and published on the same day as the Fathers Direct conference, which reveals that while 37 % of female employees with children under six felt able to ask for flexible hours, only 10 % of male employees have done so."

In a speech earlier this week, trade and industry secretary Patricia Hewitt acknowledged these gender differences, pointing out that in many organizations it's acceptable for a woman to say, "I have got children and I need to combine

that with work... But for a man to say he wants to balance work and family is so counter-cultural that many men fear it is going to be career death.”

According to research by the Maternity Alliance, anyone taking flexible work was forced to accept flexible pay. There’s a bit of anti-family backlash brewing in many workplaces as childless employees resent being landed with antisocial hours, and find there is often too much focus on family-based allowances. This backlash is primarily directed at men.

O’Sullivan believes that, in spite of dissenters, we are undergoing a cultural change. “A lot of men are economically more risk-averse than women, mainly because they are typically responsible for 75 % of the household income,” he says. “Flexible working may be more difficult for them.” They may be passed over for promotion, or sidelined, and fear the consequences. He cites a report by the Joseph Rowntree Foundation last year that made the point that fathers are more concerned about their prospects than mothers, because they feel the need to create financial security for their families. “After all, when you have kids you really need to secure your job prospects.”

So why are we still hearing these complaints? “The culture continues to reinforce stereotypes,” says O’Sullivan. “You can’t get away from the fact that women are heavily socialized into being mothers at home, and fathers are expected to work.” Attitudes are changing, he says. In Scandinavia use-it-or-lose-it benefits and paid “daddy months” have helped de-stigmatise dads having time off. Meanwhile, in the UK, fathers are spending more time with their children – men are doing up to a third of the childcare in many cases. But there’s a paradox afoot, adds O’Sullivan. “After having children, men also spend more time at work.”

Maybe this phenomenon has arisen because modern man is following the female example and becoming over scheduled, overworked and under leisured. Where’s this extra time coming from? Just as mothers tend to give up their recreational pursuits while juggling home and work, so fathers, perhaps, are forgoing the football, or the pint with the mates.

It should be pointed out that some men have successfully made the transition from the office to the home. Stephen Slater, 48, lives in Harlow and works for BT, recognized as one of the more progressive employers when it comes to home-based working. “I used to leave home at 7am and get back at 8pm,” he says. “Now I don’t do a commute and so I not only save about £2,000 a year, but I’m able to put that commuting time into my family.” Slater has four children, two older children and two with his current wife. Genna Leigh is 16, and Matthew is 12. He starts work early in the morning, collects his son from school at 3pm and hangs out for an hour with him before returning to his home-work station. “My daughter has done extremely well at school and I like to think that’s partly because I’ve been around for her.”

Perhaps high-achieving children will tip the balance of opinion in favour of stay-at-home fathers. After all, next to his own achievements, nothing matters to a man more than his children’s success.

(The Guardian, 07.04.04)

II. Expand your vocabulary

Exercise 1. Fill in the gaps with the appropriate prepositions. Explain the meaning of the phrases in bold.

- 1) Men are _____ **and** _____ as soon as it's light.
- 2) Paternal leave is **becoming enshrined** _____ family policy.
- 3) I have to admit that the round of one o'clock clubs and playgrounds **did my head** _____.
- 3) The men may **be passed over** _____ **promotion**, or sidelined, and fear the consequences.
- 4) There's a bit of anti-family backlash in many workplaces as childless employees resent **being landed** _____ antisocial hours.
- 5) If such flexi-fatherhood is _____ **offer**, will men really want to take it up?
- 6) I was pleased to get back to work: partly because I am self-employed and had no financial back up, but also because I **yearned** _____ the coalface.
- 7) I **jumped** _____ **the chance** of doing something different for a while

Exercise 2. Below there are eight words from the article, but the letters are tangled. Find the hidden words and match them with their definitions A – H. The initial letters are correct.

- | | |
|------------------|--|
| 1) DENTISRES | A) to give up, not to have (esp. smth pleasant) |
| 2) FROOG | B) a large, deep, open pot in which things are boiled |
| 3) DISEMATIZIGET | C) real, true |
| 4) BALSHACK | D) a period, when a person doesn't work but gets salary as usual |
| 5) PALIDORRIM | E) derisive, scornful |
| 6) STIBACALAB | F) a person who has different opinion, refuses to agree |
| 7) SERGENNI | G) to rehabilitate |
| 8) CLARUNDO | H) an unpleasant or violent reaction |

Exercise 3. Fill in the gaps with the appropriate words and phrases from the box and explain their meanings.

a paternity leave	to juggle	to do a commute	to stagger working hours	
opt	effete	recreational pursuit	a family allowance	to tip the balance

- 1) Depending on your circumstances you may wish to _____ for one method or the other.
- 2) Turgenev depicted in his novels the charming but _____ Russian gentry of the 1860s.

- 3) _____ is rare and, where it does exist, it's unlikely to be for any longer than two weeks.
- 4) The management team meets several times a week to _____ budgets and resources.
- 5) McLaren _____ to London every day.
- 6) During the past few years the government has _____ for employees.
- 7) His favourite _____ were sailing, swimming and cycling.
- 8) They live on _____ of £70 a week.
- 9) If the trial were evenly poised the newspapers might _____ against them.

III. Focus on style and tone

1. Do you find the heading somewhat misleading? How does this fact affect an expected link between the title and the message of the text?
2. Is it common to find the main idea of a long article in the last paragraph? Comment on the composition of the plot.
3. What unusual images do the following epithets help create? Child-friendly city (New-York), flexi-fatherhood, progressive patch (of London), they're female-centric (clubs, playgrounds).

IV. Discuss the following:

1. Are the problems connected with paid paternity leave equally urgent in Russia?
2. How similar/different is the approach to family policy in this article and the one above?

I. Before you read

Discuss the questions:

1. Is it good or bad if Mom always gives you advice?
2. What is the best way to explain to your Mom that you don't like her constant interference into your life?

Mother knows better by Connie Schults

*Why on Earth does Mum give us advice
from the cradle to the grave?*

My mom loves to give advice. Not on the big stuff – she never uttered a peep about whom I should marry, what I might do for a living or which house to buy. My mother is more the here's-what-you-need-to-do-with-your-hair type of adviser.

Mom also has a knack for health advisories. Don't go outside with wet hair unless you want pneumonia. Don't sit on the cold pavement or you'll get hemorrhoids. Stay off the phone during thunderstorms or a streak of lightning will speed through miles of cable and zap you dead in the center hallway.

Momisms have little basis in fact and absolutely no historical precedent (well, maybe the phone thing does). They're grounded in the theory that a mother is entitled to give advice because she is The Mom. Those are all the credentials she needs.

My life has been steeped in momisms. Early in childhood, it became excruciatingly clear to us four kids that our mother knew a lot of really unfortunate guys. These hapless fellows fueled a great many momisms related to totally-their-own-fault tragedies – which she described in a voice most people use to tell ghost stories around a campfire.

If we were tipping back on the hind legs of a chair, Mom told us about the man she knew who did the same thing, fell, broke his neck and was paralyzed FOR THE REST OF HIS VERY SHORT LIFE.

If we tossed a kernel of popcorn in the air and caught it in our mouths, Mom told us about the guy she knew who did the very same thing and CHOKED TO DEATH.

In adolescence came the dating momisms, designed to keep us forever sorting socks on Saturday nights.

First, the Ladies Don't momisms: Ladies don't chew gum. Ladies don't whistle. Ladies don't forget to KYLC (Keep Your Legs Crossed).

Then there was the Who You Can't Trust list of momisms. Italian men will cheat on you. So will French men, Chinese men, English men, Irish men and men representing the 93 other nationalities attending Cleveland Heights High School. By the time Mom was finished reciting the list, we girls were convinced the only safe date was our baby brother.

He didn't escape dating momisms either. Mom told him: "Treat that girl as you would treat your sisters." Apparently Mom forgot this was the same guy who tried to clog our noses with petroleum jelly as we slept and referred to us as Rat-face and Dogface.

I thought that once I had children of my own, Mom would finally give up. But it hasn't worked out that way. Recently, my mother tugged on my low-cut neckline and said: "Let's not advertise what we don't have for sale." It finally dawned on me: there is no statute of limitations on momisms. So I smiled and said: "OK, Mom, thanks for the reminder."

I figure I owe her that. In fact, I'm starting to understand her much better in recent years.

Only yesterday, for example, my daughter started to lean back in a chair. "Listen here, young lady," I said in my best ghost-story voice, "your grandma knew a guy..."

II. Expand your vocabulary

Exercise 1. Fill in the gaps with the verbs from the box Translate the sentences.

choke	clog	fuel	owe	steep	toss	tug	utter	zap
-------	------	------	-----	-------	------	-----	-------	-----

- 1) She didn't _____ a word all night.
- 2) A guard _____ him with the stun gun.
- 3) Preparing to his exams he deeply _____ in Greek history.
- 4) The economic boom was _____ by easy credits.
- 5) He screwed the paper into a ball and _____ it into the fire.
- 6) The coffee was too hot to swallow and made him _____ for a moment.
- 7) The road to the airport is _____ with traffic.
- 8) The small child _____ at her sleeve to try ing to attract her attention.
- 9) The city essentially _____ its fame and beauty to the Moors who transformed it into the Muslim capital of Spain.

Exercise 2. Match the words with their definitions. Make up your own sentences using these words:

- | | |
|-------------------|--|
| 1) hallway | A) the softer, inner part of a nut, fruit-stone or grain |
| 2) knack | B) at the back or forming the back part |
| 3) credential | C) unlucky |
| 4) excruciatingly | D) the area just inside the front door |
| 5) hapless | E) cleverness enabling to do smth skillfully |
| 6) hind | F) extremely badly, painfully |
| 7) kernel | G) anything that proves a person's abilities, qualities, suitability |

III. Focus on style and tone

1. Is there any moral to this lovely short story?
2. How does the author succeed in creating the tone of soft irony?
3. What stylistic devices make the author's writing technique very special?
4. Why are there a lot of parallel constructions?

IV. Discuss the following:

1. Do you have the same problems with your mother as the author has?
2. Is the generation gap possible to bridge? Speak globally and personally.

I. Before you read

Discuss the following questions:

1. Can a teenager be a good mother for a child?
2. Are you for abortion?

Young, pregnant and deluded

by Julie Myerson

... we're talking a huge number of babies born to people who are barely out of childhood themselves.

Teenage pregnancy is an epidemic of baffling proportions. And Lambeth – the sweet, gritty, south London borough where I have lived happily for more than 16 years, where I have conceived, raised and educated my three (now adolescent) children – has the highest pregnancy rate among 15-to-17-year-olds in the country. For every 1,000 Lambeth girls under 17, more than 100 will, according to deeply depressing new statistics, get pregnant before their 18th birthday. Equally disconcerting is the mysterious fact that Lambeth teenagers seek fewer abortions than those in other boroughs. So we're talking a huge number of babies born to people who are barely out of childhood themselves. We're talking emotionally and physically underdeveloped girls who will carry a growing foetus to full term when all they should be carrying is a PE kit, lip-gloss and a copy of Heat.

They'll then be tied to the hunger, thirst, noise and sleep patterns of another human being, just at that magical point in their lives when they should be free to work out who they are, what they will do, who they will be.

But I can talk. More than 20 years ago, a chirpy, wide-eyed, dungaree-clad second-year university student, I decided I was pregnant. For a heart-clenching fortnight in a memorably blazing spring term, I had (just) enough reason to worry and a body so meticulously alert to my anxieties that I soon had the full set of symptoms: nausea, tingling breasts, mouth tasting of the inside of kettles. I couldn't go near a cup of Nescafe. I couldn't even go to lectures.

So what did I do? Rush out and demand the morning-after pill? Go to the nice lady doctor for a swift pregnancy test? Buy an over-the-counter kit perhaps? None of the above. OK, did I at least phone my mum, who had always been absurdly open and supportive about the whole sex malarkey? No, I didn't even do that.

Instead, I waited. And while waiting, I gathered all the watercolours of flowers I had ever painted, put them in a wicker basket and set off to sell them. I trawled around every craft shop in Bristol. I had to find a way of keeping us – the baby and me, that is.

The might-have-been father was well done, abandoned at the scene of the accident. That, too, was part of my romantic picture. Certainly, if I turned out to be pregnant, I had no intention of saddling myself with a feckless no-hoper just because a sperm and an egg had collided.

I returned from my gallery expedition with £8.70. And a week later, my period arrived. And suddenly every single aspect of that spring seemed sharper and sweeter – the sky bluer, the cherry blossom pinker, the birdsong swoopier. My whole future and passed before my eyes and I was back to the glorious present.

I'm very ashamed now at this memory. I still blush at my naivety, my stupidity. What did I really imagine? That the baby and I would muddle along through life together as long as I had a Windsor & Newton paint set and a steady, bohemian frame of mind?

But the most shaming thing is that I had no excuse. I had all the information, support and back-up that a girl of my age and class could possibly expect. I had a mother who would certainly have seen me through pregnancy tests and, if necessary, an abortion. And yes, I had an education and a whole future ahead of me – one I seemed momentarily content to jettison in order to spend my life on benefits and in Mothercare.

So why did I do it? Well, probably for much the same reason as many of those Lambeth girls. Except, in a Lambeth where poverty, social deprivation and lack of opportunity have rarely been more intense, those teenagers have an excuse and I didn't. Life gets lonely. Sex sometimes happens when you least expect it. Phone calls are hard to make and GP surgeries are daunting.

But the services are there – I should know, I've spent hours at our local family planning clinic – so why don't the kids use them? Maybe it's back to my rosy fantasy of me and baby. In a young life with no visible future, can that magical thin blue line seem to promise excitement, love, even status?

There's a girl who has lived on the estate behind our road for the past 15 years. I first noticed her when I was 28 and a brand new mum myself. We passed in the street and exchanged a glance. Her twins were asleep in their battered buggy. She was, at a guess, 14.

Over the years, as I had two more, I saw that she had garnered at least another four. Yesterday, I passed her, yet again pushing a buggy. She now looks about 50, yet she can't, by my calculations, have quite reached 30.

My son Jake, 15, was carrying an armful of shopping for me and I realized then that I had never seen her with a teenager, only babies. So, where are they all? Please don't tell me she's a grandmother.

(The Guardian, 07.04.04)

II. Expand your vocabulary

Exercise 1. Match the words from column A with the words from column B:

A	B
chirpy	woven
alert	useless
malarkey	merry
wicker	nonsense / rubbish
buggy	pram / stroller
feckless	warning

Exercise 2. Fill in the gaps with the appropriate words from Ex.1.

- 1) You look very fresh and _____ today. You must be getting better.
- 2) He regarded the young man as _____ and irresponsible.
- 3) Flood _____ were issued for dozens of rivers.
- 4) She twined the _____ to make a basket.
- 5) It makes depressing reading steps, heavy doors and turnstiles are simply not negotiable by one adult carrying luggage, a _____ and a child.

Exercise 3. Choose the right variant.

- 1) So we are talking a huge number of babies born _____ people who barely out of childhood themselves.
A) from B) to C) our of
- 2) I trawled _____ every craft shop in Bristol
A) around B) over C) in
- 3) The might-have-been father was well done, abandoned _____ of scene of the accident.
A) about B) out C) at
- 4) I still blush _____ my naivety, my stupidity.
A) with B) at C) to
- 5) I had all the information, support and back-_____ that a girl of my age and class could possibly expect.
A) up B) down C) about
- 6) ...I seemed momentarily content to jettison in order to spend my life _____ benefits and _____ Mothercare.
A) on/at B) in/through C) on/in

Exercise 4. Translate the words given in brackets using the proper phrases from the article.

- 1) ... just at that point in their lives when they should be free to _____ (*решать*) who they are, what they will do, who they will be.
- 2) I gathered all the watercolours of flowers I had ever painted, put them in a wicker basket and _____ (*отправляться*) to sell.
- 3) I had no intention of _____ (*обременять себя*) a feckless no-hoper just because a sperm and an egg had collided.
- 4) I'm very _____ (*стыдиться*) at this memory.
- 5) I had a mother who would certainly have _____ (*поддерживать*) through pregnancy tests and, if necessary, an abortion.
- 6) That the baby and I would _____ (*скитаться*) through life together as long as I had a Windsor& Newton paint set and a steady, bohemian frame of mind?

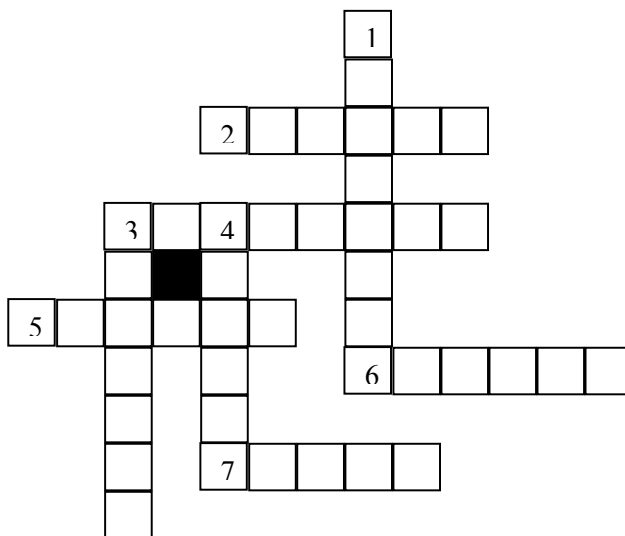
Exercise 5. Explain the meaning of the following words in English:

- 1) back-up
- 2) no-hoper
- 3) dungaree-clad
- 4) fortnight
- 5) PE kit
- 6) morning-after pill
- 7) over-the-counter kit
- 8) GP surgeries
- 9) a copy of Heat

Exercise 6. Give the English equivalents from the text:

обменяться взглядами
по моей догадке
с пакетами в руках
предполагаемый отец
неудачник
помощь, поддержка

Exercise 7. Do the crossword puzzle.



Across:

- 2) showing life as it really is, even when it is not pleasant or attractive
- 3) a problem which is difficult to solve
- 5) to collect or obtain a large amount of something useful or important
- 6) the feeling that you are going to vomit
- 7) a quick, sudden movement downward through the air

Down:

- 1) to get rid of something that is not useful or successful
- 3) a town or a district in a city with some powers of local government
- 4) a fully developed embryo in the womb or in an egg

III. Getting the message

Exercise 1. Decide whether the following statements are TRUE or FALSE. Correct the false statements.

1. The recent statistics shows that the average age of people who get pregnant is higher than ever.
2. Lamberth teenagers prefer doing abortion to giving birth to a baby.
3. Having learnt about her pregnancy the girl momentarily phoned her mother who had always been absurdly open and supportive about the whole sex malarkey.
4. The girl trawled around every shop in Bristol with the watercolours of flowers she had ever painted to fins a way of keeping her baby and herself.
5. The girl was going to spend her life on benefits and in Mothercare.

Exercise 2. Answer the following questions

1. Why didn't the girl phone her mother immediately and share her problem with her?
2. What was the might-have-been father's role at the scene of the accident?
3. Why is the number of pregnant teenagers raising rapidly? What should be done to change the situation?
4. What leads a teenager to have an abortion or to save her baby?

IV. Focus on style and tone

1. How does the composition of the plot contribute to the author's successful idea of relating her personal experience to the targeted social phenomenon?
2. Is the author superior in her attitude? Was she right with the choice of the register?
3. Who is the message of the article addressed to?

V. Discuss the following:

1. Pregnancy influences all aspects of a teenage life.
2. The only way out for precociously pregnant teenage girls is abortion.

I. Before you read

Discuss these questions:

1. Do toys play a great role in children's life?
2. Did you have a favourite toy in your childhood? What was it? Why did you like it more than the other toys?
3. Should the welfare of the children be given priority over other basic social problems?
4. There's little place for old-fashioned responsiveness and sentiment in modern life. Do you agree?

The stuffing is knocked out of us if cuddly toys go AWOL...

by Jennifer Selway

This is the funny thing about cuddly toys, even the really hideous ones. Complete strangers take them in and are kind to them. They know they are more precious than gold to their owners and they know the untrammelled grief that their loss can cause.

There's no question that our police have some serious stuff on at the moment, what with the terrorist thread and the streets awash with binge drinkers shouting and kicking each other 24 hours a day, and showing no interest in filthy continental habits like sipping slowly and talking about Descartes. It's a jungle out there and the rozzers have precious little time for helping old ladies across the road, or telling you what o'clock it is, or giving directions, or any of the other Dixon-ish practices that never seem to feature in episodes of The Bill.

Yet when distraught dad Simon Osborn phoned the constabulary to say that a small cuddly toy, answering to the name of Tyrone the Tiger, was lost somewhere on the M11, having made his escape from the sunroof of the family car, there was a rapid response unit on the case, just like that. Patrolmen erected a rolling road block along the nine-mile stretch between Stansted and Harlow where the fugitive Tyrone was believed to have landed. PC Al Cuthbertson became the hero of the hour, spotting tiny Tyrone, plucking him to safety from the central reservation and reuniting him with tearful, 10-year-old Amy. A police spokesman said of Cuthbertson: "Having children of his own, he knows the importance of soft toys."

Never was a truer word spoken. There cannot be a parent alive who has not scaled mountains, forded raging rapids, crossed deserts and generally behaved like the Milk Tray Man to retrieve a lost toy for a hysterical child. Otherwise, as we all know, they'll scream until your ears bleed.

"Excuse me, sorry to disturb your lunch. Would you mind if I looked under the table for my daughter's stone?" That was my father (some time ago, you under-

stand) groveling on the floor of a busy restaurant in search of a nondescript pebble I'd picked up from Galway Bay, held in my little mitt for several hours and carelessly discarded when my scampi and chips arrived. Such was the force of my two-year-old tantrum when I discovered its loss that he had driven back 20 miles to rescue it.

"That's nothing," said a colleague, one of those hard-boiled journalists who has reported from war zones and remains dry-eyed in the face of man's inhumanity to man. "I had to drive 50 miles to get Rainbow the rainbow-coloured bear. Fifty miles there and fifty miles back."

"Yes, but I had a plane delayed on the runway so we could look for Dat the chewed security blanket," said another senior newspaper executive.

* * *

About five years ago my family thanked our lucky stars for a Channel ferry strike which means we had time to go back to our hotel in St Malo to rescue Whitey the teddy. Never mind that we didn't get home until four the next morning. At least Whitey was with us and not lost for ever on foreign soil. Then there was the time the kind people at the Bear Hotel in the Cotswolds cared for Mim the green monkey, who had fallen between two beds, and more kind people in Debenhams looked after Edna the woolly dog left in the ladies' loo.

This is the funny thing about cuddly toys, even the really hideous ones. Complete strangers take them in and are kind to them. They know they are more precious than gold to their owners and they know the untrammelled grief that their loss can cause.

* * *

Children may be our hostages to fortune but Tyrone, Mim, Rainbow and co are our children's. Think what it's like to lose your child, even for a second, when you spin round in a shop and don't see them because they're behind you. Instant, thudding, sick-making panic. I imagine that is what it was like for Amy when Tyrone disappeared out of the sunroof without a backward glance.

A particularly organized friend has a secret, locked cupboard full of identical gingham-clad bunnies. When Flopsy goes missing, which happens with heart-stopping regularity, a clone can be rapidly produced with the cheery announcement: "Oh here's Flopsy after all. Silly old Flopsy." This strategy is not without risks. On one occasion Flopsy Mark 2 had been brought out with a flourish just at the moment Flopsy Mark 1 was discovered face down in the flowerbed. It was all very awkward indeed.

About a year ago, there was tremendous disapproval when 12 coast-guards, four lifeboat crew and two police rescued – at a cost of £5,000 – a £20 toy plane caught on a cliff. It's not the same though is it? Toy plane, Tyrone the Tiger? No contest really. Though if some drivers were held up on the M11, they might beg to differ.

(The Daily Express, 16.08.05)

II. Expand your vocabulary

Exercise 1. Explain the meaning of the following words and expressions, connected with some socio-cultural realia:

- 1) AWOL;
- 2) cuddly toys;
- 3) Descartes;
- 4) The Bill;
- 5) Dixon-ish practices;
- 6) PC;
- 7) a rozzer;
- 8) constabulary;
- 9) the Milk Tray Man;
- 10) a Channel ferry;
- 11) the ladies' loo.

Exercise 2. Below there are eight words from the article, but the letters are tangled. Find the hidden words and match them with their definitions A - H. The initial letters are correct. Make up your own sentences with these words

- | | |
|----------------|--|
| 1) SFIGFUNT | A) part of a river where a steep slope causes the water to flow fast |
| 2) FTHILY | B) fit of temper or anger |
| 3) UMLANTREMED | C) extremely upset |
| 4) DRASTHIGUT | D) material used as a filling for something |
| 5) FITIVUGE | E) printed cotton or linen cloth, with stripes or checks |
| 6) TURMANT | F) person running away from the police |
| 7) GAMGNIH | G) disgusting, unpleasant |
| 8) RIDPAS | H) huge, boundless; acting freely rather than being restricted by smth |

Exercise 3. Fill in the gaps with the appropriate words from the box and translate the sentences.

bunny discard ford grovel mitt pluck scale scampi sip spot
--

- 1) The police were guarding the bridge, so they _____ the river.
- 2) The old man was _____ the nuts off the ground and tossing them in the basket.
- 3) Susan worked in a night club and wears a special costume with long ears and a furry tail like a _____.
- 4) Rebecca Stephens was the first British woman who _____ Everest.

- 5) We were _____ the classroom on our knees trying to find a missing ear-ring.
- 6) At last he was able to _____ his old car and buy a new one.
- 7) The waiter brought a large dish with _____ fried in breadcrumbs.
- 8) Alice knitted a pair of _____ for her little sister as a Christmas present.
- 9) Katherine took another _____ from her glass to calm herself.
- 10) He is a very tall man, easy to _____ in a crowd.

III. Focus on style and tone

1. a) Children: our hostages to fortune, hysterical ...
b) Grown-ups: distraught, particularly organised, grovelling on the floor ...
Continue the lists of descriptive adjectives and phrases and comment on the collective images created.
2. What is the general tone of the article?
3. Is it possible to establish a link between the message of the article and its metaphorical headline?
4. How do you account for this intricate mixture of sentiment and irony, which constitute the basis of the author's creative method?

IV. Discuss the following:

Do you appreciate a rather sentimentalized approach to the problems which might be ignored in a less prosperous country?

I. Before you read

Discuss these questions:

1. Being abroad is the best way to appreciate your own country. What do you think about that?
2. What would be, in your opinion, the most enchanting introduction to a country?

What happened to the Britain I loved?

by Joe Bennett

After living abroad for 25 years, this writer returned for a sentimental tour of England. The changes he found left him baffled, wryly amused...and more than a little uneasy

Part 1

I am English, but I have spent most of my working life abroad as a teacher. I'd always had this dream of living in Australia. It started when I used to listen as a boy to Australian Test cricket late at night on the radio under my bedclothes, and I could never shake it off.

I led a peripatetic travelling life for a while, then I saw a teaching job advertised in New Zealand – well, that was pretty close to Australia. Somehow I never made the final step, and for the past twenty years I have lived in the South Island of New Zealand, teaching and writing books.

The South Island is roughly the same size as England. It has a population of just over one million. Inevitably, therefore, the first thing that struck me when I flew back here was the sheer crush of people.

Heathrow does not provide the most enchanting introduction to a country. It's a grim straggle of an airport, its ceilings low, its corridors long, its air-conditioning half-heated and its concourses crammed. Understandably, the prevailing tone of the people working there is sour and harassed.

At the queue for passport control, I was reminded of my own enduring Englishness. Preoccupied with his mobile phone, an Italian man pushed into the queue ahead of me.

So what did I do? Sleep-deprived and irritable after 30 grueling hours in planes and airports, I did nothing. Or rather I stared ineffectual daggers into the man's neck, and so did the dozen or so other Brits whom he'd gazumped.

On my trip around the country, I followed the route taken by the British travel writer H.V. Morton in 1926, a journey that led to perhaps the best-known English travelogue of all time, *In Search Of England*, which remains in print 80 years on.

Morton went in search of a pre-industrial rural England, a land of ancient sturdiness, of bewhiskered yeomen and apple-cheeked milkmaids, of market towns drenched in the past, whose streets still echoed with the ghosts of the Roman legions, of the Christian missionaries, the Saxon invaders, the cathedral builders, and the great Elizabethan adventurers. And by and large, he found it.

On the A4 outside Heathrow on a grey April morning, I didn't. What I found was more traffic than I would have believed possible.

When Morton drove around the country, his bull-nosed two-seater Morris would have turned heads. When I left England in 1979, a BMW turned heads. But now, tint-windowed, air-conditioned European engineering seemed commonplace.

Of course, this country has become hugely prosperous. It is no longer the land over which dreary Jim Callaghan presided, with the unions camped in Downing Street, inflation rampant and rubbish piling in the streets.

I planned to follow Morton's route by thumb. Back in the Seventies, I hitched the length and breadth of England with ease, as did many of my friends. Most lifts came from bored truck-drivers or former hitch-hikers who had not forgotten their less wealthy youth.

But something has changed. The thread of continuity has snapped. Standing with my thumb aloft in the exhaust-rich air, as vehicles raced by, I felt something I had never felt before when hitching. I felt distrusted. I felt that I was seen, assessed and instantly branded a threat.

I hitched for three days. In that time, I secured not a single lift. Outside Newbury, I gave up, rang an old school friend and borrowed a car. From then on, I had a fine old time.

There are qualities to this country found nowhere else in the world. On the downs of Hampshire, I found larks in flints and turf so springy that my heels bounced.

On the Roseland peninsular of Cornwall, I drove along sunken lanes where the foliage of the trees joined above me to turn the lane into a tunnel of vegetation.

In Cumbria, I found fells that stretched to the horizon, tawny as a lion's pelt, the soil a veneer over giant bulbs of granite, a land of curlews and huge sky.

And in every little town I found totemic features of Englishness, unchanged since my childhood – the jumbled palimpsest of the architecture, wheeled shopping baskets, pork pies, plastic macs, M&S and pubs.

I have always loved pubs, and above all I have loved English beer and English pubs. Both have been widely imitated around the world, but no one's ever got them right. At their best, pubs are cosy open homes, neutral territory to which anyone can come, each bringing the rich variety of his experience, his troubles, his joys, his stories and throwing them into the conversational mix.

In pubs on this trip I learned why snakes can't go downstairs (they approach the steps straight, like a billiard cue), how to measure the area of grazing shared by a pair of tethered goats, why foreign aid is futile, what busbies are made of, and who makes bagpipes for the Queen. On many an evening I laughed myself hoarse.

In a pub on Dartmoor, the barmaid announced that she would like to become Pope. "But you're a women, love," said a builder at the bar. "About time they had a woman Pope." "You don't speak Latin." "Paracetamol." "Paracetamol?" "Yeah, it's medical. Everything medical's Latin."

But I also found ruined pubs, where thugs loaded up on lager, where fruit machines screamed and flashed from every wall. Where music rendered conversation impossible and where giant screens drew the attention of every customer. Those screens showed only football.

Part 2

Thirty years ago, football was merely popular. Now it's mania, a commercially-driven obsession. In the process, it's lost touch with its origins. For example, while I was in the country, Manchester United was sold to an American billionaire who looks like a troll.

The sale underlined that this famous football club, with its grossly-wealthy, child-like athletes drawn from all over the globe, and its terse and incomprehensible Scottish manager, bears about as much relationship to Manchester as I do. It has become a franchise, an asset to be sold on the open market, a mere brand name.

The epitome of football is a certain Wayne Rooney. You may have heard of him. As far as I can judge from his manner, the lad's a brute. If it were not for his talent with a football, he would be considered an offence against decency and a threat to a society. But because of that talent with a football, he has been elevated to a status once occupied by, among other people, God. "There is only one Wayne Rooney," sings the congregation that gathers to worship every Saturday. The god-head responds by sinking his divine studs into a Portuguese crotch.

In Tavistock, on the day after St George's Day, I witnessed a Boy Scout parade. The Lady Mayor and other worthies had turned out to watch, but the parade was half-hearted. The Scouts marched without conviction, and saluted with what looked like embarrassment. Their toggles drooped.

Meanwhile, a knot of other young things had gathered in a corner of the square, the lads dressed like thugs-in-embryo, the girls like slappers. They swore and they sneered. Those who had gathered to watch the parade pretended they did not exist. But when the whole business had ended and the small crowd dissipated, the foul-mouthed urchins emerged from their corner to reclaim the territory they felt was rightfully theirs. In ten years' time, I doubt there'll be a Boy Scout Parade in Tavistock on the day after St George's Day.

Yes, Britain has changed since I left. On a bench on Choristers Green in Salisbury, I saw two lesbians snogging. That would never have happened in my day. Above them rose the cathedral spire, 300ft of stone carved with magnificent endeavour, its flanks heaped with spirelet after spirelet, like 13th century bling.

In the formidably pretty Lake District, I was appalled by the synthetic cultural tourism of the Wordsworth industry. The poet's cottage now has a coach park the size of 50 cottages and the sugary town of Ambleside is impossibly choked with traffic.

Just tens of miles south, I came across the forlorn fish-and-chipperies, souvenir shops and penny arcades of Morecambe, two steps, it seemed to me, from abandonment. A tea room that could accommodate 100 people was seating no one and in a pub nearby I received an effusive greeting from a six-year-old girl and a six-stone Rottweiler.

The pub was busy with the sort of men who might swing their boot through the window of the Winter gardens. Two of them were next to me, their elbows on the bar. Every other word they uttered began with an 'f' or a 'c'.

The language in Britain is worse that I remember and the young are more insolent. Crime, vandalism and immigration – these are what sent those pigeon fanciers away from London.

But there are things I would return to England for again and again. One day I had the cavernous cathedral at Winchester to myself, but for a single cleric who clip-clopped past me in a surplice on his way to attend to some candles. I liked the way my cough echoed beneath the ancient roof, was magnified and then swallowed. I liked the uneven medieval floor tiles, the calming temperature, the nave as wide as a motorway, the dwarfing waste of space between me and the ceiling.

During my trip, I was reminded that rain is England's signature note. England is no wetter. I suspect, than Normandy, say, or, northern Germany, yet none of these places is as synonymous with rain as England. The English do not celebrate their rain. There are no postcards available of a wet day in Truro, or of a drenched Big Ben. The postcards are all sparkly with sunshine. Yet the English delight in bemoaning their climate – it suits the national trait of self-deprecation, of muddling along despite mild adversity.

I was reassured that this uniquely English note of making do, getting by, being grateful for small mercies and knowing there are others worse off, is as strong as ever. It's an attitude expressed by that defining phrases, 'mustn't grumble.'

Not all the changes are for the better, but oddly I was quite encouraged by what I saw. England is clearly more prosperous than it was when I left, and it's cleaner, too. It is easy to forget how filthy London was in 1979. Back then, the life expectancy for someone who fell into the Thames was measured in minutes. Today, I gather, there are fish.

England may have too many cars and too many people, but the place endures. England's all right, I reckon. There may not be so many bewhiskered yeomen and apple-cheeked milkmaids, but I met a lot of good people who made me laugh. What I'm really sad about is that no one hitch-hikes any more.

(The Daily Mail, 08.07.06)

II. Expand your vocabulary

Exercise 1. Match the words and phrases from one column with their Russian equivalents in the other:

1) grueling hours	A) сквернословящие юнцы
2) crammed concourses	B) усатые фермеры
3) foul-mouthed urchins	C) потенциальные преступники
4) sheer crush of people	D) нарушение приличий
5) stare ineffectual daggers	E) в сетованиях на климат
6) bewhiskered yeomen	F) представлять угрозу
7) brand a threat	G) явная давка, толкотня
8) an offence against decency	H) изнурительные часы
9) thugs-in-embryo	I) метать злобные взгляды
10) in bemoaning their climate	J) переполненные залы

Exercise 2. Find out the odd word.

1) preside	lead	head	follow
2) futile	useless	successful	vain
3) solitary	forlorn	alone	sociable
4) resist	revolt	endure	oppose

5) busby	kilt	helmet	tam-o'shanter
6) embrace	snog	kiss	whip
7) reserved	self-controlled	effusive	restrained

Exercise 3. Tangled letters. Find the hidden words and match them with their definitions A–F. The initial letters are correct.

- | | |
|-----------------|---------------------------------------|
| 1) GUMPZA | A) summary |
| 2) PRATTICEPIE | B) trouble |
| 3) TARGOVELUE | C) wandering |
| 4) EMOPITE | D) film or lecture describing travels |
| 5) CANNIGGTOREO | E) to cheat |
| 6) ARTEDVISY | F) gathering of people |

Exercise 4. Fill in the gaps with the appropriate propositions.

- 1) I was reminded _____ my own enduring Englishness.
- 2) Preoccupied _____ his mobile phone, an Italian man pushed _____ the queue ahead _____ me.
- 3) _____ my trip _____ the country I followed the route taken _____ the British travel writer H.V.Morton in 1926.
- 4) If it were not _____ his talent _____ a football, he would be considered an offence _____ decency and a threat _____ a society.
- 5) Just tens _____ miles south, I came _____ the forlorn fish-and-chipperies, souvenir shops and penny arcades of Morecambe, two steps, it seemed to me, _____ abandonment.
- 6) I was quite encouraged _____ what I say.

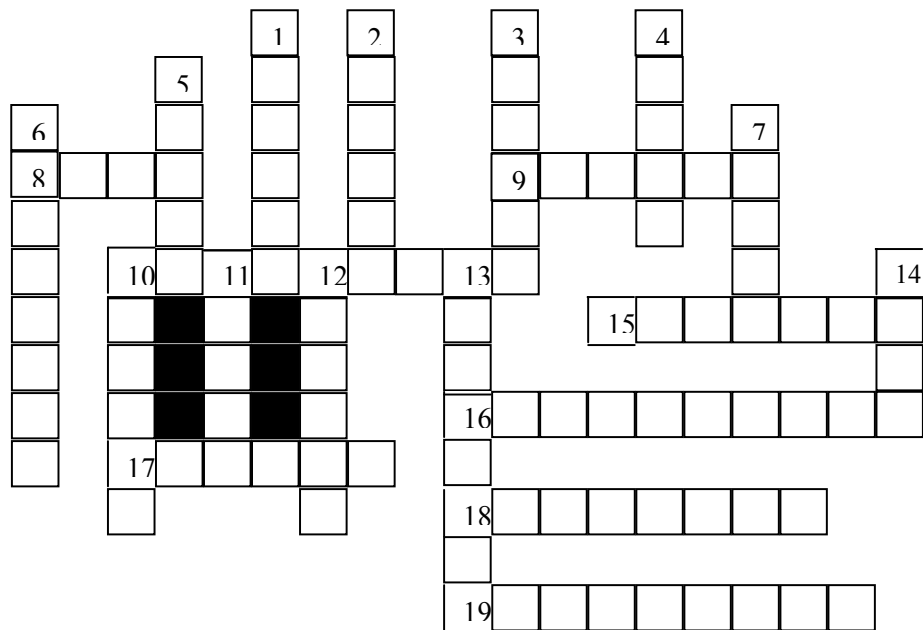
Exercise 5. Explain the meaning of the following expressions and reproduce the episodes in which they were used in the text.

rampant
 macs
 M&S
 fancier
 formidably
 clip-clop
 self-deprecation

Exercise 6. Do the crossword puzzle:

Down:

- 1) a mischievous small boy
- 2) to make wet all over or all through



- 3) to mix things, or to become mixed, in a confusing or untidy way
- 4) brownish-yellow
- 5) a sort of light beer
- 6) a group of objects spread in an irregular or untidy manner
- 7) (us. pl) stretches of rocky, bare moorland or bare hilly land (esp. in North England)
- 10) (adj) useless, without any result
- 11) smth, such as money or property, that a person or company owns
- 12) a brown bird that lives near water and has long legs and a long thin curved beak
- 13) a loose white piece of clothing worn over other clothes by priests, church singers, and people who help during ceremonies
- 14) an animal's skin with the fur or hair on it

Across:

- 8) a man who is violent, esp. a criminal
- 9) to move quickly or jump with a lot of energy as if you are very happy
- 10) a special right given or sold by a company to a person or another company that allows them to sell the goods or services in a particular place
- 15) to be the head of
- 16) an ancient piece of writing material on which the original writing was rubbed out, not always completely, so it could be used again
- 17) rubbish
- 18) rude, offensive
- 19) an effort

III. Getting the message

Exercise 1. Decide whether the following statements are TRUE or FALSE. Correct the false statements.

- 1) The author was always dreaming about having a job in New Zealand.
- 2) When he flew back to England the first thing that struck him was the Absence of people.
- 3) The author did nothing when an Italian man pushed into the queue ahead of him.
- 4) The author was hitch-hiking at ease, as he had used to do.
- 5) There are a lot of postcards available of a wet day in England.
- 6) In his opinion England became cleaner and wealthier.

Exercise 2. Answer the following questions.

- 1) Have you ever been hitch-hiking? Did you like that experience?
- 2) Would you like to change the appearance of your native place if it were possible?
- 3) Do you estimate bars as neutral territories or prefer any other places (night-clubs, cinema etc.)?

IV. Focus on tone and style

1. Collect and contrast cultural realia of the Britain the author loved and the contemporary Britain. Answer the question in the title.
2. What structural and syntactic peculiarities prevent this rather long descriptive article from being boring?
3. Is the tone of the narration the same throughout the text?
4. Is the scope of the author's survey broad enough to agree/disagree with his message?

V. Discuss the following:

1. The changes of the value system during the last years.
2. Commercializing of sport, art and education.
3. 'Too many cars, too many people' is the usual problem of big cities.
4. Ask your grandparents, "What happened to the Russia you loved?" Pool their lamentations and discuss.

I. Before you read

Discuss the following questions:

1. Are you a politically conscious person?

2. Share your voting experience if any.
3. People who ignore their past have no future.

Vote with your feet (1)

by Al Kennedy

*... irrespective of what it says, writes, promises, swears
and otherwise affirms, our current government hasn't
particle of interest in our views.*

Been watching television again. Partly because sometimes nauseous incredulity is the nicest thing I'm going to feel all month, but mainly because of that advert. You know the one: it helpfully explains to us – the naughty, lazy voters – how politics affects the price of crisps and pubs and the standard size of chocolate and other things that even we might take an interest in and halfway understand. We just have to get off our arses, put crosses in boxes to say what we want and then we'll each have a big, fat slice of shiny democracy.

Now perhaps I'm entirely alone in feeling this, but I really don't think an inability to vote is our problem. If anything you could say we have voter fatigue. In any given week I can vote myself into a coma. I can vote to make sure that an exponentially increasing number of plasticised teenagers will be able to squeal and wobble their way through cover versions of almost-good songs. I can vote to have boring strangers removed from houses, islands, jungles, DIY calamities and a number of daytime formats none of which, sadly, involves packs of rabid dogs. I can vote for books, records, movies, comedy shows, imperiled sites of historical interest, chances to revisit favourite repeats, Holby City close-ups involving saliva, soap series patio murder options and the ranking of UK Top 100 List Shows in the Channel 4 Best of 100 List Shows Ultimate Complication Special. I mean, British citizens (and many resident refugees) are hardly without voting experience. We don't even need a simplified Westminster format. There would be no point compressing the Houses of Parliament into a huge, Ikea bed-sit and broadcasting endless hours of Charlie K. arguing with the carpet, or Micky H. nibbling raw liver, or Tony B. keeping everyone awake with his guitar. We get it – they're politicians, we can vote to evict them; it's a political process type thing.

There are just these two, tiny problems. First, we can't evict all of them – there has to be one left behind to screw up the country, and picking between them is like being threatened with three syringes of competing Ebola strains and then asked which you would most like to contact.

Second, irrespective of what it says, writes, promises, swears and otherwise affirms our current government hasn't particle of interest in our views.

We made it clear as we could that we didn't want to evaporate Iraqi civilians or irradiate Afghan infants, but our government made sure we still did. Despite stern accusations of apathy and near-total media blackout on most political campaigns, voters all over the country are constantly writing letters, holding visits, marching, making speeches, putting up posters, sitting outside nuclear bases, emailing, phoning and generally being actively democratic until it hurts.

Beyond coughing up a scrap of hush money for overly feisty pensioners they hope will die before the next general election, what response to protest has our government offered us? We haven't yet reached the US event horizon, beyond which demonstrators are corralled in abandoned car parks, miles from any public representative or simply tied up with plastic strips and taken away. But what exactly would we have to do out here to get our government's attention? We've tried asking nicely; what's left? Getting 2 million pizzas they didn't order delivered to Portcullis House? Jumping into wood chippers 10 at a time and then pumping ourselves as slurry into the Members' Bar?

I'm tired of being offered opinion polls instead of action, or facts. Getting the chance to choose: a) should Alastair Campbell be on Parkinson every week; b) should Alastair Campbell have his own series; c) I love Tony's friends but prefer to see them in Hello! – that doesn't make me feel that I have anyone's respect.

Eventually, I'm sure I'll get a pretty leaflet that enables me to state my foreign death preferences: Would you most like Britain to kill people: a) with high explosives; b) by selling weapons and torture equipment to foreign dictators; c) slowly, with carbon emissions; d) any way we can. But once again that doesn't leave me with an option I can take.

The only possible solution I can come up with is both eye-catching, very fundamentally Christian and blessed by Hollywood – crucifixion. Think of it as voting with your feet – and hands and sides. Maybe, just maybe, if four or five thousand of us dragged our crosses along Pall Mall, sorted the blood and carpentry and set ourselves up to drip and scream in ranks past Nelson's column and on down to Parliament Square – maybe that would cause Tony and the boys a micro-second's pause. But then again, no – ignoring pain and passion is what our government does best.

(The Guardian, 07.04.04)

Pasting over the past (2)

by Tristram Hunt

Far from being a harmless intellectual pursuit, 'what if' history is pushing a dangerous rightwing agenda.

Citing as their inspiration the Gwyneth Paltrow character in the film Sliding Doors, a ragged bunch of rightwing historians have clubbed together to issue a

new compendium of “what if” essays. Conrad Black, a man facing a new counter-factuals of his own, asks: what if the Japanese had not attacked Pearl Harbor? David Frum, the former Bush speech-writer, wonders: What if Al Gore had won the 2000 presidential election (I thought he did). And John Adamson indulges the dream of Cambridge dons down the centuries: what if Charles I had won the English civil war?

E.H. Carr dismissed such whimsical exercises as a red herring worthy not of scholarly pursuit but an idle “parlour game”. Characteristically E.P. Thompson went one stage further, dismissing ‘counter-factual fiction’ as “unhistorical shit”. Both pointed to the futility of pondering multiple variables in the past and the logical problem of assuming all other conditions remained constant. But despite their warnings, the thirst for virtual history remains undimmed. And while Carr was right to dismiss them as an amusing pastime, behind the light-hearted maybes lurk more uncomfortable historical and political agendas.

The conservatives who contribute to this literature portray themselves as battling against the dominant but floored ideologies of Marxism and Whig history. Such analyses of the past, they say, never allow for the role of accident and serendipity. Instead, the past is presented as a series of milestones in an advance towards communism or liberal democracy. It is the calling of these modern iconoclasts to reintroduce the crooked timber of humanity back into history.

The unfortunate truth is that, rather than constituting a rebel grouping, “what if” history is eerily close to the mainstream of modern scholarship. The last 20 years has witnessed a brutal collapse in what was once called social history. The rigorous, data-based study of class, inequality, work patterns and gender relations has fallen away in the face of cultural history and post-modern inquiry.

Researches into structures and processes, along with a search for explanation, is overshadowed by histories of understanding and meaning. In many cases this led to a declining emphasis on the limitations that social context – class status, economic prospects, family networks – can place on the historical role of the individual. Instead, what we are offered in the postmodern world of contingency and irony is a series of biographical discourses in which one narrative is as valid as another. One history is as good as another and with it the “blurring of factual, counter-factual and fiction. All history is “what if” history.

No doubt, new right legionaries such as Andrew Roberts and Simon Heffer would be appalled to be in the distinguished company of those postmodern bogeymen, Michel Foucault and Jacques Derrida. And they have pertly atoned for their sins with a traditional Tory emphasis on the role of great men in history. For “what if” versions of the past posit the powerful individual at the heart of their histories: it is a story of what generals, presidents and revolutionaries did or did not. The contribution of bureaucracies, ideas or social class is nothing to the personal fickleness of Joseph Stalin or the constitution of Franz Ferdinand.

But it is surely the interaction between individual choices and historical context which is what governs the events of the past. As Karl Marx put it: “People make

their own history, but they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given, and transmitted from the past.”

Moreover, as Professor Richard Evans has noted, in this work there is as much a sense of “if only” as “what if”. This is history as wishful thinking, providing little insight into the decision-making processes of the past, but pointing up preferable alternatives and lamenting their failure to come to pass. Hence the focus on Charles I’s victory and Britain’s decision to sit out the world wars. The late Alan Clark enjoyed charting the consequences of Britain making peace with Hitler in 1940 and managing to retain the empire.

But “what if” history poses just as insidious threat to present politics as it does to a fuller understanding of the past. It is no surprise that progressives rarely involve themselves, since implicit in it is the contention that social structures and economic conditions do not matter. Man is, we are told, a creature free of almost all historical constraints, able to make decisions on his own volition. According to Andrew Roberts, we should understand that “in human affairs anything is possible.”

What this means is there is both little to learn from the potentialities of history, and there is no need to address injustices because of their marginal influence on events. And without wishing to be over-determinist, it is not hard to predict the political intention of such a reactionary and historically redundant approach to the past.

(The Guardian, 07.04.04)

II. Expand your vocabulary

Exercise 1. Explain the meaning of the following words and expressions:

- | | |
|------------------|-----------------|
| 1) voter fatigue | 7) bogeyman |
| 2) parlour game | 8) Pall Mall |
| 3) hush money | 9) agenda |
| 4) opinion poll | 10) Ikea |
| 5) red herring | 11) crucifixion |
| 6) DIY | |

Exercise 2. Below there are eight words from the article, but the letters are tangled. Find the hidden words and match them with their definitions A - H. The initial letters are correct.

- | | |
|----------------|---|
| 1) CUDIMMOPEN | A) great and serious misfortune or disaster |
| 2) FILENSECKS | B) quarelling or disputing |
| 3) CINTONGENCY | C) an important stage or event in history, research |
| 4) CNOTTENION | D) doing harm secretly, unseen |

- | | |
|---------------|---|
| 5) MOTESLINE | E) changeability, instability |
| 6) CILATAMY | F) odd, amusingly strange |
| 7) ISUSIDION | G) a short but detailed information, usually in a book |
| 8) WALSCHIMIS | H) uncertainty of occurrence, an event happened by chance |

Exercise 3. Complete the expressions from the texts with the appropriate prepositions from the box.

of (2) up (2) in (1) for (3)

- 1) alone _____ feeling that (1)
- 2) irrespective _____ what people say (1)
- 3) accusations _____ voter fatigue (1)
- 4) come _____ with a solution (1)
- 5) thirst _____ alternative history (2)
- 6) to atone _____ one's sins (2) to atone (for) their sins – искупать, заглаживать грехи
- 7) to allow _____ all the circumstances (2)
- 8) to point _____ the preferable variant (2)

Exercise 4. Complete the sentences below with the appropriate phrases from Ex. 3.

- 1) You can try __ but you cannot know for sure if you are going to be forgiven.
- 2) The government has _____ how to slow down the inflation.
- 3) His character is _____ there is a need to use the actions, not words.
- 4) _____, they tried to have their own opinion.
- 5) It was not a discussion with them but giving instructions for they only _____.
- 6) The author tried to show a clear connection between the obvious _____ and the rise of the rightwing activities.
- 7) The ___ of Russian citizens might be well-founded as the last year President Elections showed that only 70 per cent of population showed up in polling stations.
- 8) You should think first and _____ before making such an important decision.

Exercise 5. Match the words with their definitions:

- | | |
|-----------------|---|
| 1) nauseous | A) to expel from a house or land by force |
| 2) constraint | B) to put away from the mind, stop doing or thinking about smth |
| 3) redundant | C) to expose a large amount of radioactivity |
| 4) lamenting | D) to drive into some enclosure as cattle |
| 5) to irradiate | E) to make smb pay money when they prefer not to |
| 6) to dismiss | F) smth that limits or controls your behaviour |
| 7) to corral | G) unwanted, excessive |

- 8) to cough up H) disgusting
 9) to evict I) expressing great sorrow

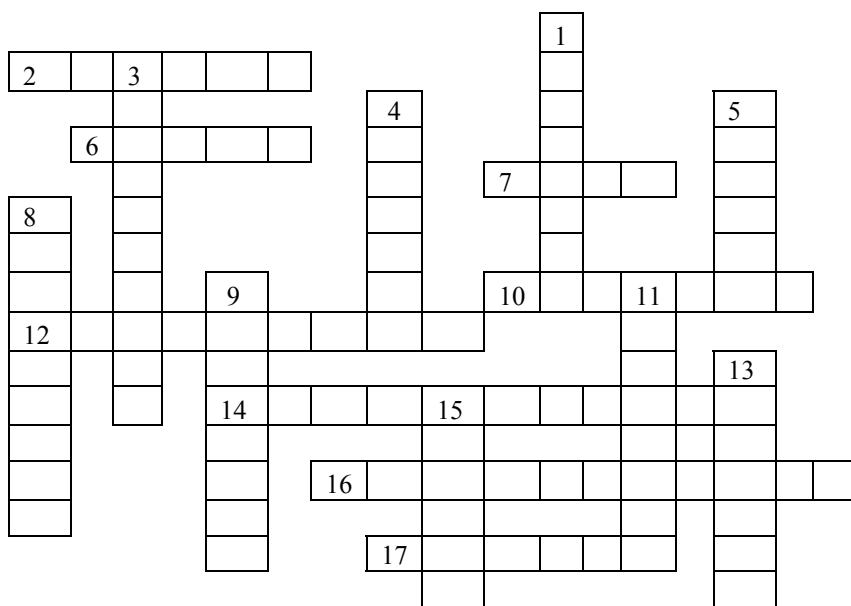
Exercise 6. Do the crossword puzzle.

Across:

- 2) excited and keen to quarrel, combative
 6) to suggest for the purpose of argument, to postulate
 7) to move or wait quietly and secretly, as if intending to do smth wrong and not wanting to be seen
 10) a small piece of printed paper often advertising smth, usually given free to the public
 12) to (cause to) change into steam and disappear
 14) disbelief, scepticism
 16) the natural ability to make interesting or valuable discoveries by accident
 17) a watery mixture, especially of clay, mud, lime; paste

Down:

- 1) to allow (oneself or someone else) to have or to do what they want, especially habitually
 3) a person who attacks established beliefs or customs
 4) the act of following smth/ smb in order to catch it
 5) to move unsteadily from side to side
 8) having been put in danger
 9) the act of using one's will; one's power to control, decide, or choose
 11) a total lack of purpose or usefulness
 13) a medical instrument, which consists of a hollow tube into which liquid can be sucked and from which it can be pushed out through a needle to put drugs into the body
 15) frighteningly, strangely, making nervous



III. Getting the message

Exercise 1. Decide whether the following statements are true or false. Correct the wrong sentences.

- 1) The author thinks that the voters in the UK are active (1).
- 2) Maintaining the idea of “possible” history is convenient for rightwing politicians (2).
- 3) The British considered it very important to educate Afghan children (1).
- 4) “What if” history is a rebel movement in historical scholarship (2).
- 5) Discussions on how things could have happened can be easily switched to how things should have happened (2).
- 6) The author considers opinion polls a useful thing (1).
- 7) It is possible to evict politicians (1).
- 8) The author considers speculation about the past idle (2).

Exercise 2. Choose the correct answer.

- 1) What is the main problem of the British politics according to the author of the text 1?
 - a. citizens’ inability to vote
 - b. it is impossible to evict all the politicians
 - c. the government’s lack of interest in the views of the citizens
 - d. hush money
- 2) Is the author of the text 1 suggesting the crucifixion as a means to solve the situation?
 - a. Yes, because it would attract the government’s attention
 - b. Yes, because it could lead to the government’s change
 - c. No, because the government has always ignored the voters
 - d. No, because the government would corral the demonstrators in some closed area
- 3) What is it impossible to vote for, according to the author of the text 1?
 - a. simplification of the Westminster format
 - b. changing the current government
 - c. changes in the voting system of the UK
 - d. nothing, it is possible to vote for anything.
- 4) What is the main reason for scholars to revise historical opportunities?
 - a. to draw a red herring across the path of historical investigation
 - b. to express a rebel opinion on historical issues
 - c. to get into contact with the Tory
 - d. to emphasize the great role of individuals in historical science

- 5) Are “what if” historical opinions widely spread?
 - a. yes, it is a result of the science getting involved into the postmodern way of developing
 - b. yes, because they are convenient for and supported by conservatives
 - c. no, because rigorous, data-based study of work patterns, gender relations and inequality are of greater importance
 - d. no, they are all substituted with “if only” historical approach

- 6) What does the author of the story 2 think of the problem?
 - a. he only quotes other people’s thoughts and does not show any particular opinion of his own
 - b. he does not really disapprove of “what if” approach
 - c. he has some reasonable arguments against it
 - d. he is an eager follower of the idea

IV. Focus on style and tone

Text 1

1. What is the genre of this passionate piece of writing?
2. A number of figures of speech is used to convey an obvious message. Give a detailed commentary on the former and discuss the latter.
3. What is the contribution of the composition of the plot, paragraphing and punctuation to the overall effect of the text. Why are there so many questions?
4. The idea of crucifixion marks the climax or does it not?

Text 2

1. Reasoning from the message and the level of the vocabulary, who is the target reader?
2. Comment on the text structure, why are there two parts?
3. Why does the author often resort to parallelism and repetition?
4. Find most interesting allusions and explain their contribution to the message and the style.

V. Discuss the following:

1. What does the author of Text 1 think about the political situation in Britain?
2. What do you think about the political situation in Russia? Do you see any similarities between the Russian and British situations according to what you have learnt from text 2?
3. What are your suggestions of improving the situation?
4. Do you think history is important in the life of the society?
5. Does the author of the Text 2 belong to the leftwing or the rightwing?
6. If it were possible to change the past, what would you change in your life? In the history of your country? In the world’s history?

Учебное издание

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ ПО АНАЛИТИЧЕСКОМУ ЧТЕНИЮ

Часть 1

Учебное пособие для вузов

Составители:

Воевудская Оксана Михайловна,
Еремеев Ярослав Николаевич,
Пальчикова Татьяна Геннадьевна,
Шарова Наталья Алексеевна

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Издательско-полиграфический центр
Воронежского государственного университета.
394000, г. Воронеж, пл. им. Ленина, 10. Тел. 208-298, 598-026 (факс)
<http://www.ppc.vsu.ru>; e-mail: pp_center@ppc.vsu.ru